

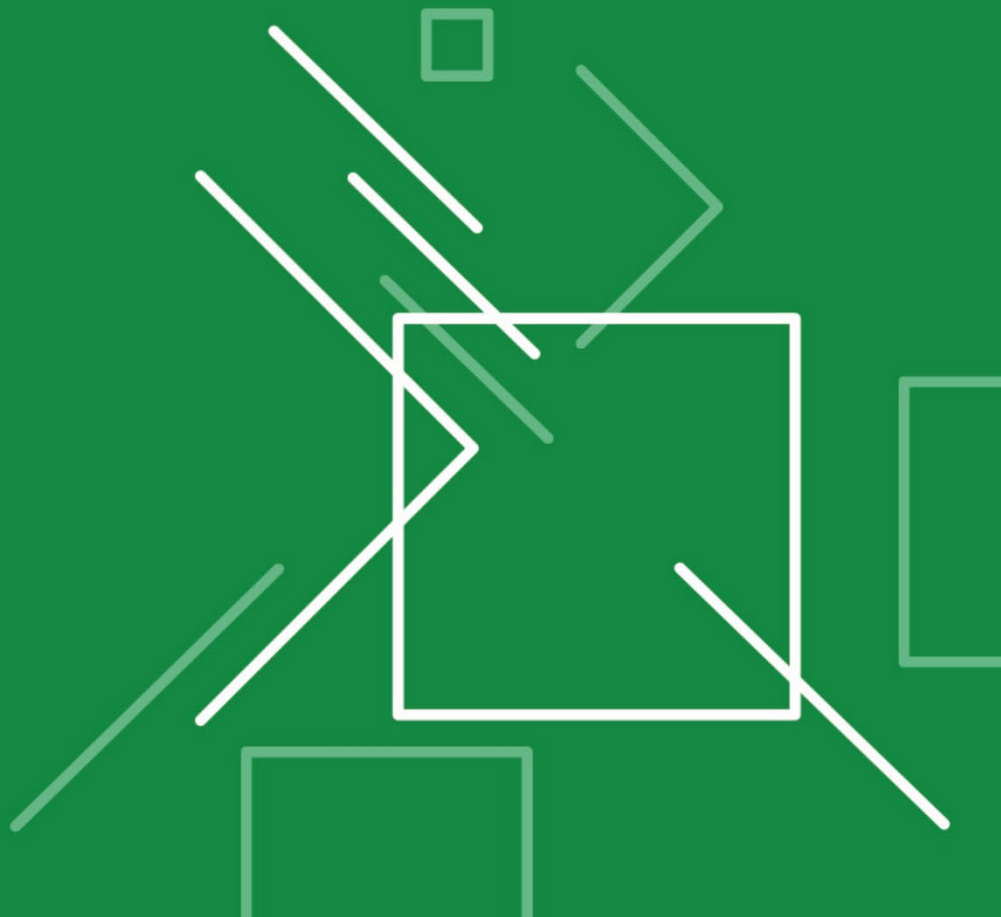


LUDWIG-
MAXIMILIANS-
UNIVERSITÄT
MÜNCHEN

GENDER EQUALITY PLAN

LUDWIG-MAXIMILIANS-UNIVERSITÄT MÜNCHEN

2025 - 2028



PREFACE BY THE UNIVERSITY GOVERNING BOARD

The University Governing Board of Ludwig-Maximilians-Universität München welcomes the **Gender Equality Plan (GEP) 2025-2028** and reaffirms its commitment to advancing equal opportunities for all members of the university community. Embracing diverse perspectives is essential to harness the full potential of academic **excellence** and for shaping a **future-oriented, inclusive environment** for study, research and work. Promoting gender equality and diversity remains a key priority for Ludwig-Maximilians-Universität München (LMU), both at the **organizational** and the **leadership level**.

LMU has made substantial progress in fostering gender equality and diversity. This includes the **successful implementation of mentoring programs, a wide variety of counseling services, and annual awareness campaigns** addressing **key diversity dimensions**. The university's efforts have already been recognized six times with the **Total E-Quality Certificate**, underscoring its sustained commitment and achievements in the area of gender equality and diversity.

The updated **Gender Equality Plan** reflects the current status of gender equality and diversity at LMU and outlines strategic priorities for the period from **2025 to 2028**. Successful initiatives will be further developed, while new measures will be introduced, particularly those aimed at strengthening **gender and diversity competencies** in studies, teaching, research and administration. The plan also places strong focus on expanding **monitoring** systems and advancing **inclusive leadership and recruitment practices** to foster equal opportunities across all institutional levels. Continued efforts will be placed on supporting a **discrimination-free study and work environment**.

This Gender Equality Plan promotes a constructive dialogue on **equal opportunities**. It reinforces LMU's long-term commitment to a **university culture** in which everyone is **empowered to realize their full potential**.

With the GEP 2025-2028, LMU continues its journey toward greater equity and inclusion. I would like to extend my sincerest thanks to the entire LMU-community for making this university such a unique and inspiring place to study, teach, do research and work.



Prof. Dr. Francesca Biagini

Vice President for International Affairs and Diversity





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1. INTRODUCTION

Ludwig-Maximilians-Universität München (LMU) is a **comprehensive research-intensive university** covering a wide-range of disciplines in the Humanities, Cultural Studies and Arts, Law, Economics and Social Sciences, Mathematics and Natural Sciences and Human and Veterinary Medicine. Almost 840 professors and more than 4,800 members of academic staff teach and conduct research in 18 faculties, numerous research centers and academic work groups. The proportion of female professors is currently at 27.5%, and women make up 50.8% of the academic staff. About 2,740 members of academic support staff, thereof 69.7% female, provide services to facilitate teaching and research. With almost 49,500 students, LMU is one of the largest universities in Germany. More than 60% of the students are women and more than 9,000 students (18.6%) have an international background.

As a comprehensive and international university, LMU is committed to create **an environment that appreciates different perspectives, life trajectories and backgrounds** and sets the goal of teaching, learning, doing research and working in an environment free of barriers and disparities. The **promotion of gender equality and diversity constitutes a governing principle** and cuts across the university's core functions – teaching, research, promotion of junior academics and societal impact. It is manifested in **LMU's University Bylaws** (§ 1, **Grundordnung der LMU**) as well as in the **long-term strategy program "LMUexcellent"** and is promoted in strategic decisions and implementation processes at all levels of the university. Using a comprehensive set of measures, LMU works towards achieving gender equality and realizing equal participation for all current and future university members. LMU has already been able to significantly increase the proportion of women as well as the proportion of international students and employees at different levels, thus creating the basis for fostering a diverse environment in which multiple perspectives promote the excellence of teaching, research and societal impact.

The GEP and its Strategic Priorities

With the Gender Equality Plan (GEP) for the period 2025–2028, LMU builds on the achievements of its previous GEP and in alignment with its strategy program provides a clear roadmap for the next years. Grounded in a thorough review of the implementation status of the previous GEP, the plan defines strategic priorities, objectives, concrete measures, and resources to guide LMU's equality efforts from 2025 to 2028.

At the core of LMU's equality work are six strategic priorities:

Fostering a **gender-equitable organizational culture (1)**, **promoting inclusive leadership (2)**, and integrating **gender and diversity perspectives into decision-making structures, procedures, and processes, including recruitment (3)**, across all levels of the university.

Creating an inclusive and discrimination-free environment is further supported by initiatives aimed at **enhancing individual competencies in gender and diversity (4)**, particularly among staff and leadership. These efforts are closely linked to **proactive measures to prevent discrimination (5)**.

The GEP emphasizes the importance of evidence-based action. **Systematic evaluation of gender and diversity measures (6)**, based on suitable indicators, along with the institutional anchoring of equality provisions into established university practices, ensures the sustainability of these efforts and forms a key pillar of the GEP.

Achieving lasting change requires targeted objectives and actions. In line with the European Commission's recommendations¹ and the strategic priorities outlined above, the GEP identifies the following **key areas of action**:

- Work-life balance and organizational culture,
- Gender balance in leadership and decision-making,
- Gender equality in recruitment and career progression,
- Integration of the gender dimension into research and teaching content,
- Anti-discrimination, gender-based violence and sexual harassment.

These thematic areas of action are supported by cross-cutting measures in the fields of process design and monitoring, communication, and reporting, ensuring a coherent and comprehensive approach.

¹ See https://ec.europa.eu/info/research-and-innovation/strategy/strategy-2020-2024/democracy-and-rights/gender-equality-research-and-innovation_en

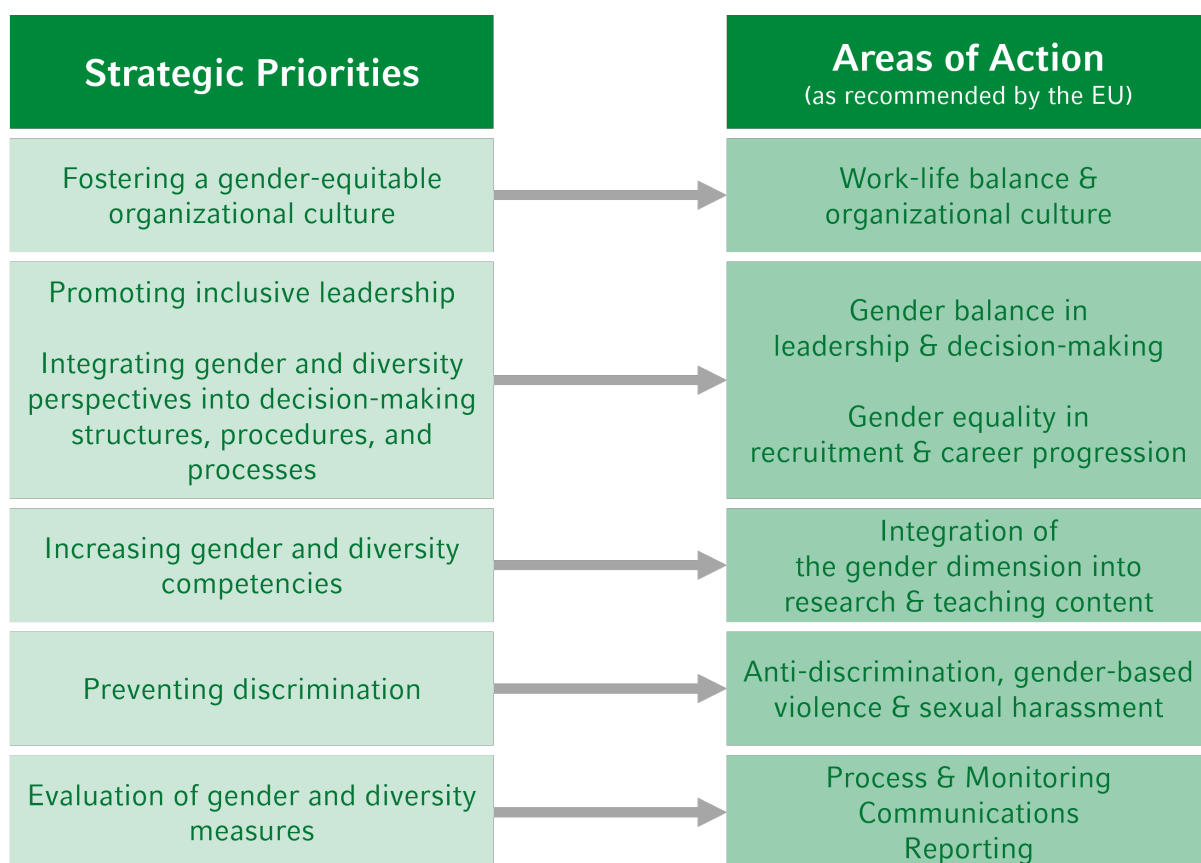


Figure 1 - Strategic Priorities of the GEP 2025–2028

Within the framework of its **holistic diversity management** approach, LMU envisions a university that ensures equal opportunities for all its diverse members and enables the full development of their individual potential. This vision entails removing barriers that hinder equal participation, fostering diversity competencies across study, teaching, research, and administration, and taking into account the **intersectionality** of various forms of discrimination.

The GEP was created on behalf of the University Governing Board under the lead of the Vice President for International Affairs and Diversity. It has been developed in cooperation with the LMU Diversity Management (ZDM), considering the work of the Gender Equality Officer, the University Women’s Representative as well as other equality and diversity actors at the central and decentralized level.

2. CURRENT SITUATION OF GENDER EQUALITY AND DIVERSITY WORK AT LMU

This section of the GEP 2025-2028 will present the current situation of gender equality and diversity at LMU. It sets the foundation for future actions that are outlined in Chapter 3.

2.1 Legal Framework

Equality work at Ludwig-Maximilians-Universität is embedded in external frameworks and governed by **German federal** as well as **Bavarian state legislation**. The most fundamental principles regarding equality and the protection against discrimination are constituted in the Basic Law for the Federal Republic of Germany (**Art. 3 Grundgesetz**; GG):

- Article 3 (1): All persons shall be equal before the law.
- Article 3 (2): Men and women shall have equal rights. The state shall promote the actual implementation of equal rights for women and men and take steps to eliminate existing disadvantages.
- Article 3 (3): No person shall be favoured or disfavoured because of sex, parentage, race, language, homeland and origin, faith or religious or political opinions. No person shall be disfavoured because of disability.

Since its introduction in 2006, the General Equal Treatment Act (**Allgemeines Gleichbehandlungsgesetz**; AGG) legally offers protection against discriminatory practices in labour. Further, the Civil Status Act (§ 22 (3) **Personenstandsgesetz**; PStG) defines four options for stating a person's gender and thus supports the establishment of a complex and non-binary understanding of gender.

At the state level, the Bavarian Equal Opportunity Act (**Bayerisches Gesetz zur Gleichstellung von Frauen und Männern**; BayGlG) additionally safeguards the protection of the equality between men and women. With the Bavarian Higher Education Innovation Act (**Bayerisches Hochschulinnovationsgesetz**; BayHIG), equal opportunities and gender equality are stipulated as task and guiding principle of higher education institutions (**Art. 2 (5)** and **Art. 22 (1) BayHIG**); it establishes the responsibility of higher education institutions for the fulfillment of gender equality objectives and the implementation of measures to realize gender equality. Based on the framework agreement of the Bavarian State Ministry of Science and Arts (StMWK) and the universities and university hospitals, LMU signed an **individual university agreement** in September 2023 which specifies the fields of action.

At Bavarian universities, women's representatives are officially appointed to support the University Governing Board in the performance of this task, and focus on preventing disadvantages for female scientists, female teachers and students (**Art. 22 (3) BayHIG**).

The women's representative has to be involved in all matters relevant to gender equality and is member in all university decision making bodies. To safeguard the standards of gender equality work at LMU, these principles have also been integrated into the University Bylaws (**Grundordnung der LMU**), which outlines Gender Mainstreaming as a guiding principle (§1 GO) and reinforces the tasks and responsibilities of the Women's Representatives (§46 GO).

To promote equal opportunities among academic support staff, an Equal Opportunity Officer is appointed in accordance with the Bavarian Equal Opportunities Act (**Bayerisches Gesetz zur Gleichstellung von Frauen und Männern**; BayGlG). The Officer shall be involved in all matters of fundamental relevance to gender equality, the reconciliation of work and family life, and the advancement of equal opportunities.

In line with **Art. 25 (1) BayHIG**, the University Governing Board adopted the **Policy for Preventing, Protecting against, and Dealing with Cases of Discrimination, Harassment, Sexual Harassment, and Sexual Assault at Ludwig-Maximilians-Universität München** in December 2023.

Pursuant to **Art.9 sent 1** and **Art. 21 (1) sent 2 BayHIG**, LMU has also enacted regulations for **Safeguarding Good Scientific Practice**. These regulations implement the DFG Code of Conduct "**Guidelines for Safeguarding Good Research Practice**", ensuring that the university adheres to nationally recognized standards of research integrity.

2.2 Quantitative Data

The following chapter gives an overview of gender-segregated data split by status groups (students, graduates, academic staff, professors, academic support staff). In accordance with the Civil Status Act (§ 22 (3) **Personenstandsgesetz**; PStG), LMU implemented new features in the collection of statistical data on students and staff, that allow for a more differentiated recording of gender identities beyond the binary gender model and thus, a systematic data collection and nuanced evaluation of the gender equality status.

2.2.1 Terms & Definitions

The status groups are defined as follows:

Status group	Reference date/data period
Students	Each winter term
Graduates	Exam year
Academic staff	December, 1
Professors	December, 1
Academic support staff	June, 30 ²

The term **students** comprises all individuals that are enrolled in the following degree programs: Bachelor's Degree, Master's Degree, Teacher Training Study Programs (Lehramt), State Examination (Staatsexamen), Diploma and Others (summarizing Magister, Programm Studies and Others). The term **graduates** is applied to all persons that have formerly been enrolled as students and successfully completed one of the aforementioned degree programs.

Further, the GEP considers individuals involved in teaching and research at LMU. The term **academic staff** captures all employees working scientifically that are graduates with one of the aforementioned degrees of tertiary education (Bachelor, Master, Magister, Staatsexamen etc.) as well as employed **doctoral candidates** and **postdoctoral researchers** (postdocs). Professors are not included and counted as separate status group.

Doctoral candidates are frequently employed as research assistants and are thus formally classified as part of the academic staff. However, a considerable number of doctoral candidates at LMU do not hold an employment contract, e.g. doctoral candidates receiving indi-

² Reference date for the annual reporting in the framework of LMU's Gender Equality Concept for academic support staff.

vidual funding through scholarships or external doctoral candidates. To ensure comprehensive coverage, the GEP therefore includes a dedicated section presenting data on all doctoral candidates, regardless of their employment status.

Postdoctoral researchers, i.e. researchers holding a doctoral degree, are typically employed as research assistants and are therefore classified as part of the academic staff. In order to monitor developments across academic career levels, a dedicated section presents data specifically on postdoctoral researchers.

Professor positions are classified as Junior Professors (W1; without tenure track), Professors (W2) and Professors (W3). In the “Quantitative Data” section, professors are treated as separate status group and include W2 Tenure Track professors. All persons that perform research as secondary work (“nebenberuflich”) are excluded from the statistics – such as honorary professors, private lecturers, adjunct lecturers and other forms of secondary employment.

The academic support and administrative staff at LMU offer a broad range of services to lecturers, scientists and students. In this GEP, the group is addressed as **academic support staff** and includes all administrative and technical staff members in the central university administration and central facilities as well as academic support and administrative staff in decentral units (i.e. faculties) with a non-scientific work contract.

2.2.2 Students and Graduates

This section presents the gender-segregated data of students and graduates enrolled at LMU in the different available degree programs. In the winter semester 2023/2024, 49,427 persons studied at LMU and the overall share of female students was 60.4%.

As depicted in Figure 2, women represented the majority in all degree programs, with the largest gender imbalance by degree program in Teacher Training study programs (Teaching Studies) with 72.6% (5,382) female students.

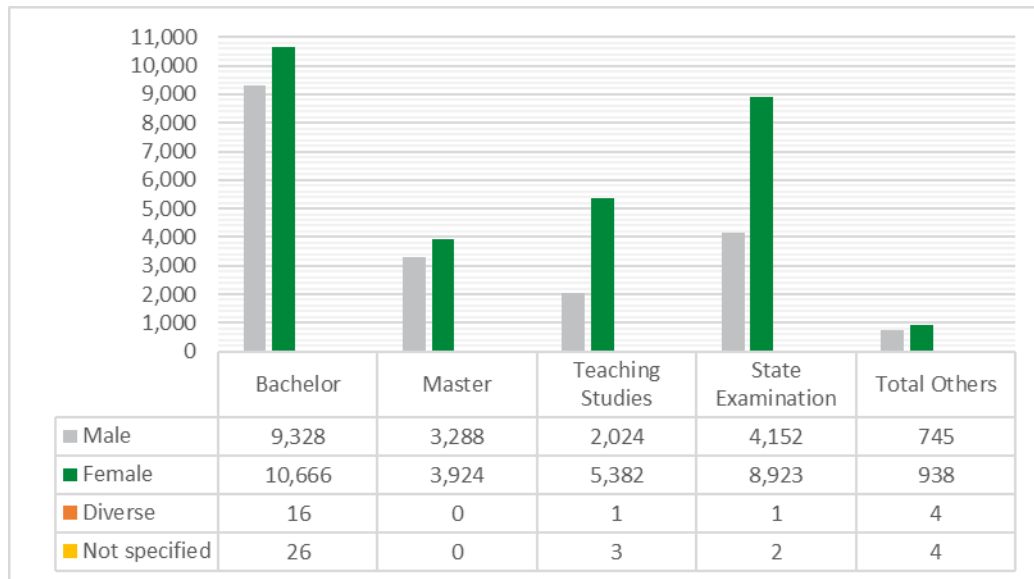


Figure 2 - Distribution of students by degree program and gender, winter semester 2023/2024

Comparing the gender balance by discipline, a slight disparity between men and women was still evident in Mathematics and Natural Sciences with a share of 46.1% (5,831) female students. However, it is noteworthy that there was a lower representation of male students in the other disciplines, the lowest in Human and Veterinary Medicine with 28.4% (2,204) of male students (see Table 1).

Table 1 - Distribution of students by discipline and gender, winter semester 2021/2022–2023/2024

	WS 2021/2022				WS 2022/2023				WS 2023/2024			
	Female	Male	Diverse	Not specified	Female	Male	Diverse	Not specified	Female	Male	Diverse	Not specified
Humanities, Cultural Studies and Arts	8,816 (67.1%)	4,322 (32.9%)	2 (0.0%)	4 (0.0%)	8,842 (66.3%)	4,495 (33.7%)	3 (0.0%)	3 (0.0%)	8,795 (66.3%)	4,444 (33.5%)	14 (0.1%)	21 (0.2%)
Law, Economics and Social Sciences	9,353 (61.9 %)	5,756 (38.1%)	0 (0.0%)	0 (0.0%)	9,494 (61.4%)	5,976 (38.6%)	1 (0.0%)	0 (0.0%)	9,644 (61.3%)	6,076 (38.6%)	2 (0.0%)	4 (0.0%)
Mathematics and Natural Sciences	5,777 (46.4%)	6,667 (53.6%)	1 (0.0%)	1 (0.0%)	5,819 (46.4%)	6,719 (53.6%)	1 (0.0%)	2 (0.0%)	5,831 (46.1%)	6,813 (53.8%)	5 (0.0%)	8 (0.1%)
Human and Veterinary Medicine	5,504 (71.0%)	2,252 (29.0%)	0 (0.0%)	0 (0.0%)	5,573 (71.4%)	2,228 (28.6%)	0 (0.0%)	0 (0.0%)	5,563 (71.6%)	2,204 (28.4%)	1 (0.0%)	2 (0.0%)
Total	29,450 (60.8%)	18,997 (39.2%)	3 (0.0%)³	5 (0.0%)³	29,728 (60.5%)	19,418 (39.5%)	5 (0.0%)³	5 (0.0%)³	29,833 (60.4%)	19,537 (39.5%)	22 (0.0%)³	35 (0.1%)

³ The proportion is shown as 0.0% due to rounding.

The proportion of international students was 18.6% (9,186) of the total number of students.^{4,5} 39.4% of the 9,186 international students at LMU were men, which is only slightly lower than the overall representation of male students at LMU in 2023/2024 (39.5%). Since the winter semester 2007/2008, the share of international male students has grown steadily (2007/2008: 28.6%; 2012/2013: 33.1%). In 2023/2024, the highest representation of international male students was in Mathematics and Natural Sciences with a share of 51.8% (see Table 2). It is noteworthy that the gender imbalance among international students in Mathematics and Natural Sciences was slightly lower than among the total number of students in Mathematics and Natural Sciences at LMU (53.8%).

The share of women among graduates by discipline reflected approximately the total share of enrolled female students in the university. In the winter semester 2023/2024, 60.4% of the enrolled students and 63.2% (4,472) of all graduates were women. The share of international female graduates was 64.4% (856), while 60.5% (5,558) of all enrolled students with an international background were women.

⁴ The term "international" in this GEP refers to university members with a non-German citizenship and excludes other forms of cultural identity understanding.

⁵ As a reference value: 30.6% of Munich's residents are non-German citizens. See <https://stadt.muenchen.de/dam/jcr:acb2fd2ff-9139-4c99-b2b8-ec1d2c9f2e1d/jt240111.pdf>

Table 2 - Distribution of students with non-German citizenship by discipline and gender, winter semester 2021/2022–2023/2024

	WS 2021/2022				WS 2022/2023				WS 2023/2024			
	Female	Male	Diverse	Not specified	Female	Male	Diverse	Not specified	Female	Male	Diverse	Not specified
Humanities, Cultural Studies and Arts	1,357 (72.6%)	511 (27.3%)	0 (0.0%)	1 (0.1%)	1,320 (72.1%)	511 (27.9%)	0 (0.0%)	0 (0.0%)	1,295 (70.2%)	546 (29.6%)	1 (0.1%)	3 (0.1%)
Law, Economics and Social Sciences	1,466 (65.8%)	761 (34.2%)	0 (0.0%)	0 (0.0%)	1,533 (65.0%)	824 (35.0%)	0 (0.0%)	0 (0.0%)	1,626 (65.1%)	869 (34.8%)	1 (0.0%)	0 (0.0%)
Mathematics and Natural Sciences	1,439 (49.8%)	1,449 (50.2%)	0 (0.0%)	0 (0.0%)	1,592 (49.8%)	1,605 (50.2%)	0 (0.0%)	1 (0.0%)	1,615 (48.1%)	1,741 (51.8%)	2 (0.1%)	1 (0.0%)
Human and Veterinary Medicine	1,009 (68.6%)	461 (31.4%)	0 (0.0%)	0 (0.0%)	1,025 (69.0%)	460 (31.0%)	0 (0.0%)	0 (0.0%)	1,022 (68.8%)	464 (31.2%)	0 (0.0%)	0 (0.0%)
Total	5,271 (62.4%)	3,182 (37.6%)	0 (0.0%)	1 (0.0%)³	5,470 (61.7%)	3,400 (38.3%)	0 (0.0%)	1 (0.0%)³	5,558 (60.5%)	3,620 (39.4%)	4 (0.0%)³	4 (0.0%)³

2.2.3 Academic staff

The following section displays gender-segregated data on the current situation of academic staff at LMU. In 2023, 4,807 people were employed as academic staff (including employed doctoral candidates and postdoctoral researchers, without professors) in the various disciplines. While the overall proportion of women among academic staff was 50.8%, gender imbalances were more heterogeneous in the specific disciplines: The share of female postdocs in Mathematics and Natural Sciences remained comparably low with 31.3% (doctoral candidates: 43.5%); there was an inverted picture in Human and Veterinary Medicine with 60.3% of female postdoctoral researchers (doctoral candidates: 67.5%). In terms of international representation, 28.3% of all academic staff members were non-German citizens.

To compare participation across different academic career stages (graduates, academic staff, and professors), the gender balance at each level was analyzed. As depicted in Figure 3 below, a vertical gender-segregation became evident. While there was a relative higher number of female graduates and doctoral candidates, the relative weight of women in higher academic positions is inverted during the postdoc phase. The participation of women decreases after the completion of doctoral degrees and continues to drop in the transition phase from postdoc to professorship. At the highest academic career level, the share of female professors at LMU was at 27.5% (2023) whereas in Bavaria, the average share of women in professorships was 25.2% in the same year.⁶ In comparison, in Germany, the overall share of female professors in 2023 was 28.8% on average.⁷

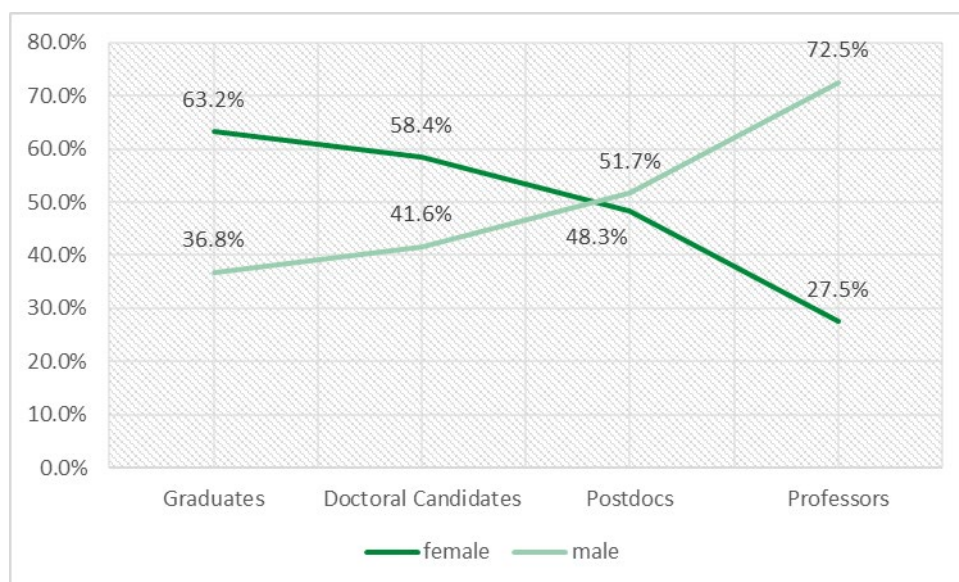


Figure 3 - Distribution of positions by academic career level and gender, 2023

⁶ Statistisches Bundesamt, June 2025. Retrieved from: <https://de.statista.com/statistik/daten/studie/197898/umfrage/frauenanteil-in-der-professorenschaft-nach-bundeslaendern/>

⁷ Statistisches Bundesamt, June 2025. Retrieved from: <https://de.statista.com/statistik/daten/studie/249318/umfrage/frauenanteile-an-hochschulen-in-deutschland/>

The aforementioned disparities were even more salient when comparing the total number of men and women (headcount) with the contractual work-time (full-time equivalent) of men and women on the academic scale (Figures 4 and 5 below).

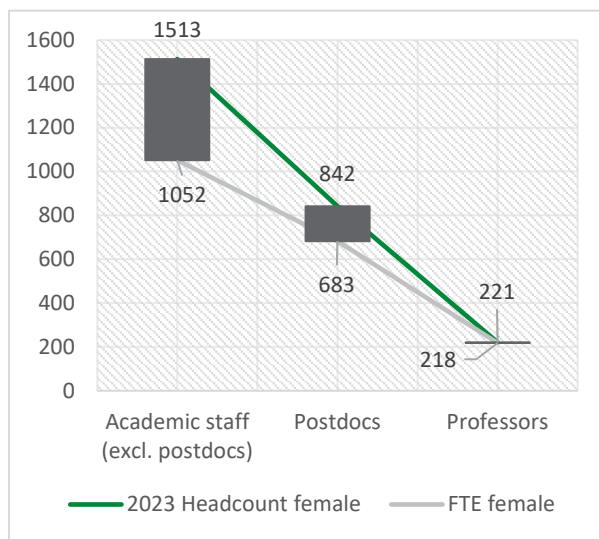


Figure 4 - Ratio of Headcount (HC) to Full-Time Equivalent (FTE) by academic level and gender, 2023 (female)

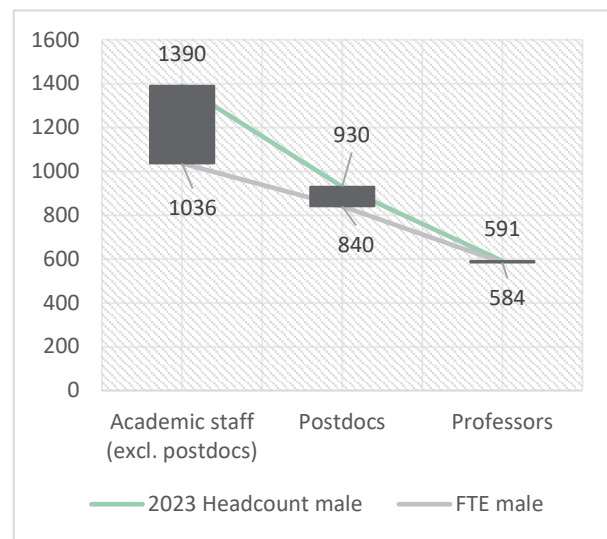


Figure 5 - Ratio of Headcount (HC) to Full-Time Equivalent (FTE) by academic level and gender, 2023 (male)

In 2023, female academic staff members (excl. postdocs) worked on average 69.5% of a full-time position, the average for male academic employees was 74.5%. Among postdocs, the gap between headcount and full-time equivalent was significantly smaller and the discrepancies between men and women increase: while women in the postdoc phase worked on average 81.2% of a full-time position, men in the postdoc phase worked an average of 90.3% of a full-time position. At the same time, the headcount to FTE gap almost closed among professors.

Doctoral candidates

In 2023, there was a total number of 8,148 doctoral candidates at LMU (with/without employment contract) either enrolled in structured doctoral programs or taking individual doctoral studies. As depicted in Figure 3 above, there was a drop in the share of women who decide to continue an academic career in the transition phase from Master's level to doctoral studies. In 2023, the overall share of female doctoral candidates was 58.3% (see Table 3).

Similar to students in tertiary degree programs, the highest proportion of female doctoral candidates split by discipline was in Human and Veterinary Medicine with 67.5%. The highest change in the gender-distribution between students and doctoral candidates was in the Humanities, Cultural Studies and Arts. While 66.3% women were enrolled in tertiary study programs, the share of women dropped to 60.2% among doctoral candidates.

Table 3 - Doctoral candidates by discipline and gender, 2021–2023

	2021				2022				2023			
	Female	Male	Diverse	Not specified	Female	Male	Diverse	Not specified	Female	Male	Diverse	Not specified
Humanities, Cultural Studies and Arts	927 (60.6%)	603 (39.4%)	0 (0.0%)	0 (0.0%)	924 (60.8%)	595 (39.2%)	0 (0.0%)	0 (0.0%)	879 (60.2%)	581 (39.8%)	0 (0.0%)	0 (0.0%)
Law, Economics and Social Sciences	573 (55.9%)	452 (44.1%)	0 (0.0%)	1 (0.1%)	602 (56.9%)	456 (43.1%)	0 (0.0%)	1 (0.1%)	618 (56.4%)	477 (43.6%)	0 (0.0%)	0 (0.0%)
Mathematics and Natural Sciences	889 (43.6%)	1,148 (56.3%)	0 (0.0%)	1 (0.1%)	900 (44.2%)	1,135 (55.7%)	1 (0.1%)	1 (0.1%)	941 (43.5%)	1,217 (56.3%)	2 (0.1%)	1 (0.1%)
Human and Veterinary Medicine	2,473 (64.3%)	1,374 (35.7%)	1 (0.0%)	0 (0.0%)	2,906 (66.1%)	1,492 (33.9%)	1 (0.0%)	0 (0.0%)	2,315 (67.5%)	1,115 (32.5%)	2 (0.1%)	0 (0.0%)
Total	4,862 (57.6%)	3,577 (42.4%)	1 (0.0%)³	2 (0.0%)³	5,332 (59.2%)	3,678 (40.8%)	2 (0.0%)³	2 (0.0%)³	4,753 (58.3%)	3,390 (41.6%)	4 (0.1%)	1 (0.0%)³

Postdoctoral researchers

In line with the general occurrence of the leaky pipeline phenomenon along the academic scale, the proportion of female researchers at LMU further declined in the postdoc phase. In 2023, 1,764 postdocs performed research at LMU's 18 faculties and the total share of women in postdoc positions was 48.0%. LMU has been able to successfully increase the proportion of women in the postdoc phase over the last two decades and maintain it at a stable level, which confirms the long-term effectiveness of the implemented measures (2007: 39.8%; 2012: 48.9%; 2023: 48.0%). This career phase is crucial for preparing early career researchers on their way to a professorship and to prevent early drop-outs from the research system.

Table 4 - Postdoc positions by discipline and gender⁸, 2021–2023

	2021		2022		2023	
	Female	Male	Female	Male	Female	Male
Humanities, Cultural Studies and Arts	228 (49.4%)	234 (50.7%)	229 (49.7%)	232 (50.3%)	243 (51.3%)	231 (48.7%)
Law, Economics and Social Sciences	169 (52.7%)	152 (47.4%)	180 (55.6%)	144 (44.4%)	173 (55.5%)	139 (44.6%)
Mathematics and Natural Sciences	198 (33.9%)	387 (66.2%)	179 (32.1%)	378 (67.9%)	171 (31.3%)	376 (68.7%)
Human and Veterinary Medicine	270 (61.4%)	170 (38.6%)	255 (59.4%)	174 (40.6%)	260 (60.3%)	171 (39.7%)
Total	865 (47.8%)	943 (52.2%)	843 (47.6%)	928 (52.4%)	847 (48.0%)	917 (52.0%)

Especially in the Humanities, Cultural Studies and Arts and to a lesser extent in Law, Economics and Social Sciences, there was almost parity between the sexes. However, it is noteworthy that the share of women in Mathematics and Natural Science still remained comparably low with 31.3% (see Table 4).

⁸ The data collection allows for the specification of four gender options (female, male, divers, not specified). At the reference date, there were no reported individuals with the gender entry 'diverse' or 'not specified'.

2.2.4 Professors

This section outlines gender-segregated data on the current status of professorships at LMU. In 2023, there was a total number of 835 professors at LMU of which 27.5% were women; the highest number being in Humanities, Cultural Studies and Arts (34.6%) and the lowest in Mathematics and Natural Sciences (20.8%). Despite of the overall low representation of female professors in Mathematics and Natural Sciences, there was a positive development when looking at new appointments.

It is not least due to the university's commitment, that LMU has achieved its target share of 40% women among its new appointments in the last four years (2020-2023) and has been able to increase the proportion of women among its professors to almost 28%.

LMU's focus is therefore on further increasing the proportion of women at professorship level in particular. Considering the professorships expected to become vacant in the coming years and their share of the professorial staff, the university is aiming to increase the proportion of female professors to 33% by December 1, 2026 in particular through the target quota of 40% among new appointments, with the ambition to increase this share to 50% in the future. These are important steps to close gender disparities at the highest academic career level.

In terms of international representation of LMU professors, 17.1% of professors had an international background in 2023.

Table 5 - Distribution of professors by discipline and gender⁸, 2021–2023

	2021		2022		2023	
	Female	Male	Female	Male	Female	Male
Humanities, Cultural Studies and Arts	71 (35.0%)	132 (65.0%)	74 (35.8%)	133 (64.3)	71 (34.6%)	134 (65.4%)
Law, Economics and Social Sciences	42 (26.4%)	117 (73.6%)	45 (26.8%)	123 (73.2%)	46 (26.7%)	126 (73.3%)
Mathematics and Natural Sciences	36 (17.3%)	172 (82.7%)	44 (20.3%)	173 (79.7%)	46 (20.8%)	175 (79.2%)
Human and Veterinary Medicine	64 (27.0%)	173 (73.0%)	66 (28.1%)	169 (71.9%)	67 (28.3%)	170 (71.7%)
Total	213 (26.4%)	594 (73.6%)	229 (27.7%)	598 (72.3%)	230 (27.5%)	605 (72.5%)

In the last 15 years, there has also been significant improvement in the ratio of women among W2 professors (W2; incl. tenure-track professorships). In 2007, the share of female W2 professors was 12.5%, a significant increase to 20.5% was reached by 2012. In 2020 the share of female W2 professors was 28.8%, in 2023 even 33.4%.

LMU was one of the first universities in Germany to develop a tenure-track model more than fifteen years ago, which offers a plannable career path to a permanent professorship. Between 2015 and 2019, around 250 early career academics were appointed to tenure-track professorships (92.0% of all W2 appointments), 74 of them were women (30.0%). With a share of 27.5% in 2023, women remained an underrepresented group among professors in general and with 21.9% among chaired professors (W3) in particular.

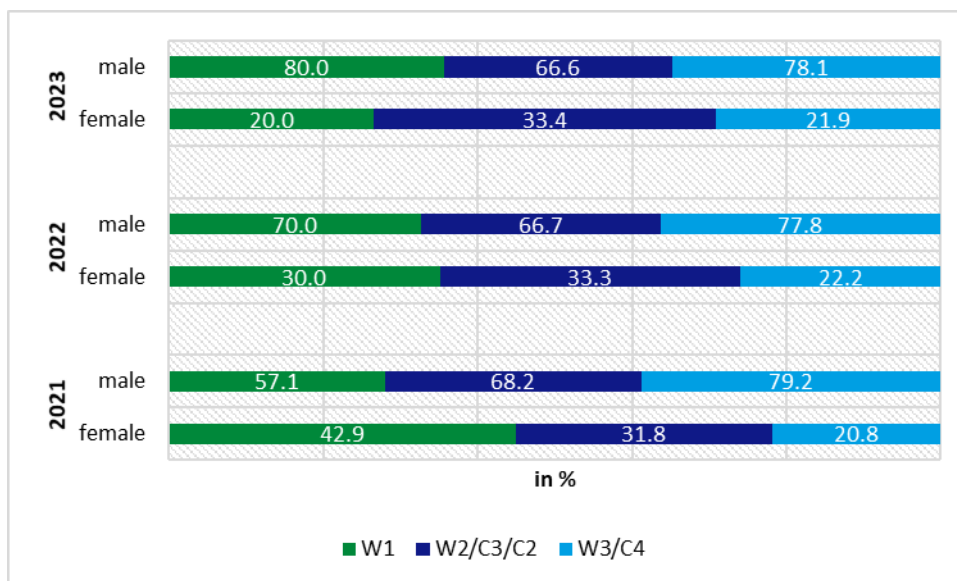


Figure 6 - Distribution of professorships by career level and gender, 2021–2023

2.2.5 Academic support staff

In the following, the data of the academic support staff are presented (reference date June, 30). This part of the data analysis was extracted from data queries designed by LMU's Equal Opportunities Officer.⁹ The proportion of female employees among the academic support staff has been constant for years at about 70.0% and varies only by one to two percentage points (2010: 71.6%; 2020: 70.6%; 2024: 69.7%). In 2024, 13.7% of the academic support staff carried a citizenship other than German.

While the proportion of women at 2nd (E5-E8) and 3rd (E9-E12) qualification level was similar to the overall academic support staff, a smaller proportion of women could be noticed at the first (65.7%, E1-E4) and the 4th qualification level (59.7%, E13-E15) (Figure 7).¹⁰

⁹ According to para. 4 ff. BayGIG, it is legally binding for universities to have a Gender Equality Plan (GEP) in place for academic support staff. More detailed information can be retrieved from the original document (only available in German): https://www.gleichstellungsbeauftragte.uni-muenchen.de/gleichstellungskonzept_lmu/61-gleichstellungskonzept.pdf Data and measures in this GEP refer to the sixth equality concept of LMU (2021-2025) for academic support staff. Initiatives that are planned for the following seventh equality concept of LMU (2026-2030) for academic support staff are – where possible – anticipated.

¹⁰ In Germany, academic support staff in public universities are state-employees who have a tariff-based salary (TV-L). The pay scale ranges from salary group E1 to E15, ranging from lower qualification levels with simpler tasks to higher qualification levels where tasks are more complex and specialist knowledge is required. Retrieved from: <https://oeffentlicher-dienst.info/tv-l/allg/entgeltgruppen.html>

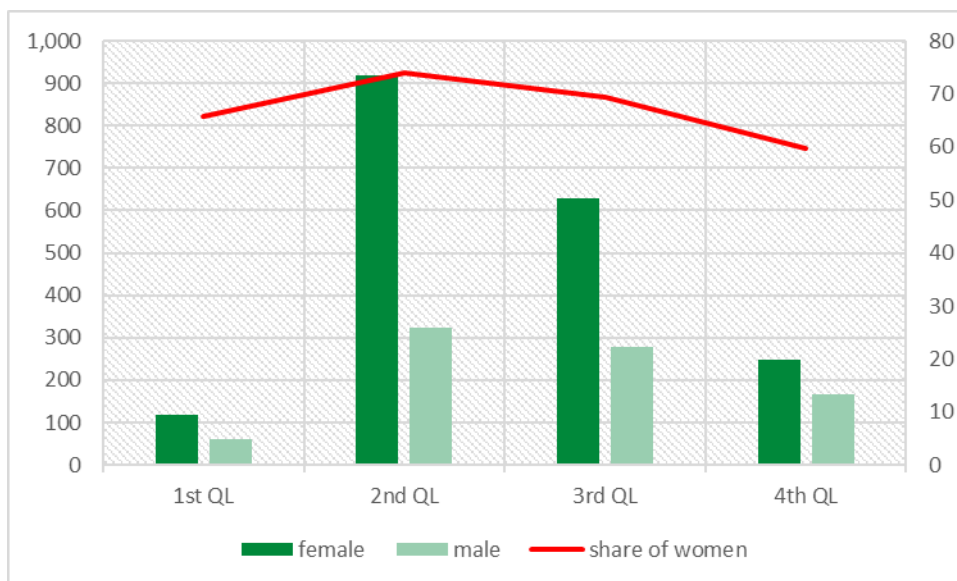


Figure 7 - Employee structure by qualification level and gender⁸, 2024

53 people held management positions with a share of 35.8% women. Compared to the gender distribution of all academic support staff, the ratios are almost reversed (figures 8 and 9). 17.7% of academic support staff in management positions worked part-time, 23.5% among female managers and 14.5% among male managers. Thus, the part-time employment of academic support staff in management positions was significantly lower than the average for part-time employees of the total academic support staff (44.5%).

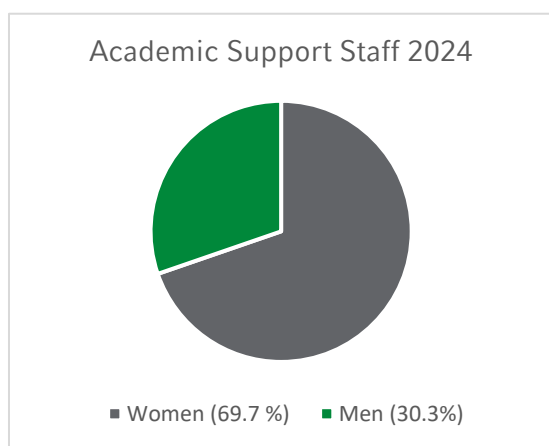


Figure 8 - Academic support staff⁸, 2024

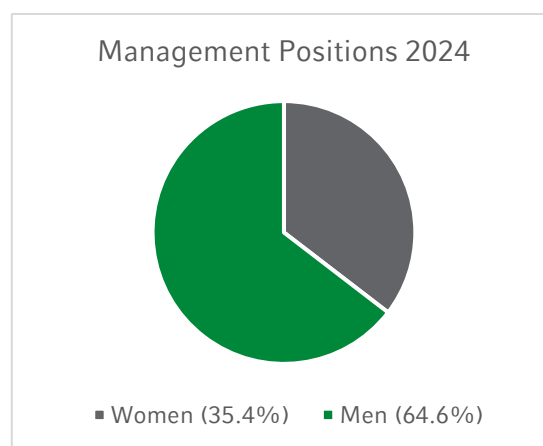


Figure 9 - Management positions⁸, 2024

Identification of future potentials

LMU is already collecting a broad range of gender and diversity-related data. However, the university aims to **establish a more systematic and consistent framework for collecting, analyzing, and interpreting** this data. This will not only facilitate the **development of additional monitoring instruments**, but also help identify and address existing data gaps. **Enhancing data quality** will support longitudinal evaluations, enable early detection of trends, and inform targeted improvements across the university.

2.3 Governance and Work Structures

Ludwig-Maximilians-Universität München strives to be an inclusive university, where all students and staff can develop their full potential and feel respected and valued. In line with LMU's long-term strategic program, the **University Governing Board** endeavors to ensure that gender equality and diversity are considered in strategic decision-making and implementation processes at all levels of the university. Since 2013, a member of the University Governing Board, the **Vice President for International Affairs and Diversity**, holds a dedicated responsibility for diversity.¹¹

While the University Governing Board establishes institutional frameworks, the **faculties** subsequently design their own specific objectives, measures and initiatives, depending on the opportunities and needs for action within the particular disciplines.

Gender equality and diversity work requires university-wide collaboration and is carried out by numerous **central and decentralized facilities and service units** at LMU, which support the implementation of the variety of measures and activities outlined in this GEP. The **LMU Diversity Management (ZDM)**, a central office, which directly reports to the University Governing Board, has been established with dedicated resources to support the implementation of the university's strategic measures and monitoring processes. It forms an interface between the University Governing Board and the multiple actors working on diversity-related topics at LMU.

With the introduction of **the LMU Round Table Diversity** in 2016 and its development into the **LMU Network Diversity in 2022**, the Vice President for International Affairs and Diversity has together with the LMU Diversity Management facilitated an institutional network of multiple gender and diversity stakeholders. Aiming to further professionalize the diversity work at LMU, the activities have been complemented by working groups that support key priorities defined in dialogue between the Vice President for International Affairs and Diversity and the network.

The **Women's Representatives** form an effective structure at a central level as well as in the faculties and research centers and help to ensure that the legal mandate of equality between men and women at LMU is met. They further help to build gender and diversity competences of students and academics at LMU. The University Women's Representative is supported by **18 Women's Representatives** and their **deputies** in the faculties. In the **Conference of Women's Representatives** (*Konferenz der Frauenbeauftragten*), which is anchored in the University Constitution, they consult each other at least once a semester about the state of

¹¹ Between 2013 and 2019, the designation of the function was "Vice President for Research and Diversity".

gender equality work at LMU. The University Women's Representative is a voting member of the senate and its committees as well as in the Extended University Governing Board. In the faculties, the Women's Representatives are voting members in appointment committees and faculty councils. LMU also appoints a **Gender Equality Officer** for a consecutive period of three years, which is responsible for monitoring compliance with equality laws and regulations, advising on gender equality issues, promoting equal rights for women and men as well as reviewing personnel, organizational, and social measures for equality impacts among the academic support staff. In collaboration with the Gender Equality Officer, the **Sixth Gender Equality Concept 2021-2025 for academic support staff** as well as the initiatives planned for the following Seventh Gender Equality Concept 2026-2030 have been integrated into the GEP 2025-2028.

Complementing the gender equality work structures, there are several relevant and well-established functions available, which focus on other diversity-dimensions. For students and employees with disabilities and/or chronic illnesses, LMU has several representatives and counseling services in place that offer support such as the **Representative for Students with Disabilities** as well as **Representative for severely disabled persons** for employees and applicants (*Schwerbehindertenvertretung*). The representatives are complemented by central counseling and contact points like the **Office for Disability Services**. Other diversity-dimensions, such as cultural background, are covered by activities and resources in the **International Office**.

To support members of the LMU-community and guests in cases of conflict and discrimination based on gender, sexual orientation, social and cultural background, age as well as a disability, LMU provides **Conflict Resolution Officers** as well as **Anti-Discrimination Officers and an Anti-Semitism Officer**. These roles contribute to fostering a respectful campus culture and a study, teaching, and working environment free from discrimination. They offer confidential guidance and support to affected individuals within the LMU-community (see Chapter 2.5.4).

To further strengthen the integration of gender and diversity perspectives in research, a **Diversity and Gender Consulting** was established in 2021. The service operates at the intersection of the LMU Diversity Management and the Research Funding Unit. It provides targeted advice and support to LMU researchers in designing and implementing gender equality and diversity measures within research.

Identification of future potentials

Building on the solid foundation of LMU's existing gender and diversity governance and work structures, there are promising avenues to further advance the university's commitment to equal opportunities. The current landscape is characterized by a well-developed framework of services and measures, which provide strong institutional support for gender equality and diversity.

- To fully leverage the expertise of internal stakeholders and enhance collaboration, the gender and diversity structures across the university benefit from further **professionalization and coordination**.
- The establishment of strategic **thematic working groups** (e.g. **inclusion and social origin/first-generation academics**) offers a promising avenue for targeted action and innovation. These groups can foster knowledge exchange, co-creation of initiatives, and strategic alignment across the university.
- **Institutionalized, regular stakeholder dialogues** foster coherence and transparency within the diversity landscape. Additionally, **capacity-building through regular training** will empower diversity-related roles, improve implementation effectiveness, and ensure that equality efforts remain dynamic and responsive to evolving challenges.

2.4 National and international networks

LMU utilizes innovation and networking potentials through successful **key collaborations with outstanding universities and international research networks** in the gender and diversity landscape. The cooperation and interaction among gender and diversity experts helps to gain new insights and to generate impulses for developing and improving equal opportunities at LMU. Being embedded in these expert networks also **secures the quality** of the developed measures and activities through regular dialogue and reflection processes. Since LMU is an active member of a variety of networks, only some examples will be outlined in this GEP.

As a member of the **League of European Research Universities** (LERU), LMU supports the work of the LERU Policy Group Equality, Diversity and Inclusion, which deals with policies, practices and actions at the member universities and the EU policy level. Since 2019, LMU is a member of the **European University Alliance for Global Health** (EUGLOH). The Alliance of nine European universities is committed to shared values including academic freedom, equality, inclusiveness, openness and democracy and promotes these values on an international hybrid campus.

LMU is part of Germany's largest university cooperation exchanging expertise on all diversity dimensions, the German Diversity Network for Universities (**Netzwerk Diversity an Hochschulen**). At the level of the University Governing Board, LMU participates in the national Network for Vice Presidents Diversity (Netzwerk Vizepräsident*innen Diversity). The University Women's Representative is member of the **Landeskonferenz der Frauen- und Gleichstellungsbeauftragten an bayerischen Hochschulen** (LaKoF) - the state conference of Women's Representatives at Bavarian Universities (LaKoF Bayern) where she held the Chair for 16 years until 2022. She is an active member in the **Bundeskongferenz der Frauen- und Gleichstellungsbeauftragten an Hochschulen** (bukof), which is the counterpart at the national level. Moreover, LMU is also active in networks dealing with the challenge of care work and aiming to foster work-life-balance, such as the **Netzwerk Erfolgsfaktor Familie and Dual Career Network Deutschland e.V.** Further, LMU is part of the Network for Gender Consulting in Collaborative Research (**Netzwerk für Gender Consulting in Forschungsverbünden**) to exchange knowledge about integrating the gender dimension into research and collaborative research. In accordance with its effort to systematically develop the anti-discrimination work, LMU takes part in the German Network Anti-Discrimination for Universities (**Netzwerk Antidiskriminierung an Hochschulen**).

In 2011, LMU signed the **Diversity Charter** and is thus committed to a culture of recognizing and valuing diversity. With the aim of sensitizing LMU members to the topic of diversity and equal opportunities, LMU has participated in the annual **German Diversity Day** since 2016, following the call of the Diversity Charter. In cooperation with its many diversity stakeholders and with the involvement of the faculties and academic institutions, LMU organizes **targeted campaigns and a program that aims to raise awareness of diversity** among the university's members and through which LMU publicly commits to diversity in various dimensions.

Identification of future potentials

LMU actively participates in a broad landscape of national and international gender and diversity networks, fostering continuous professional exchange and ensuring high standards in its equality measures.

- LMU has the opportunity to enhance its strategic influence by **deepening its engagement in national and international networks**. Targeted participation in alliances such as the LERU EDI Policy Group enables the university to both contribute to and benefit from a high-level discourse on equity, diversity, and inclusion.
- Through **active engagement in policy-making processes**, LMU positions itself to promote core academic values, shape higher education policy, exchange best practices, increase international visibility, and advance its long-term strategic endeavors for equity, diversity, and inclusion.

2.5 Gender & Diversity Measures at LMU

To facilitate gender equality and diversity, LMU has implemented university-specific measures at different levels of the institution for and with all status groups. The measures go far beyond the legally-binding minimum requirements. For these efforts, LMU will receive the German **Total E-Quality award** for the sixth time in 2025. The new application for 2025-2028 has recently been evaluated positively. The Total E-Quality scheme audits the efforts that have been taken to advance gender and diversity in companies, scientific institutions, public authorities and associations.

Services and initiatives to promote gender equality have a long tradition at LMU, and there is a wide range of offers available at the central and the decentralized level of the university. Since 2016, the gender and diversity measures have been bundled in an **online Diversity Guide** ("Diversity Wegweiser"), which makes the services visible and helps university members to get an overview of activities, facilities and relevant contact persons. Due to the large number of measures provided, only an excerpt of key interventions will be presented in the GEP with a focus on the key areas recommended by the European Commission. A comprehensive overview is available on the **LMU Diversity Website**.

2.5.1 Work-Life-Balance

LMU has long recognized family friendliness as a key area of action for advancing equal opportunities within the organization and is continuously working to further develop this commitment within a comprehensive diversity framework. A family-friendly environment facilitates equal opportunities for all members of the university across all qualification and career stages, regardless of their individual life situations. Target group-specific services and support structures for students, academic staff as well as academic support staff help to reduce barriers related to balancing studies or work with private life.

For students with family responsibilities, the dedicated counseling service **Studying with a child** ("Studieren mit Kind") within LMU's **Central Student Advisory Office** (Zentrale Studienberatung) provides information, support services, and events that help to maintain a healthy study-life-balance.

With the mentoring program **LMUtandem Plus**, the University Women's representative has designed a mentoring format, which supports students with care and family responsibilities by providing professional and organizational support through a tandem partner for one semester.

LMU works closely with the **Munich Student Union** (Studierendenwerk München Oberbayern) to provide a wide range of support services for students with children. In addition to specialized counseling and financial assistance, such as free meals for children in the university cafeteria, housing options tailored to the needs of student parents are also available. Moreover, recreational and educational programs for children are offered to help foster a balanced integration of academic and family life.

In cooperations with the Munich Student Union and additional partners, e.g. parent initiatives led by LMU members, the Free State of Bavaria, and pme Familienservice GmbH, LMU provides more than 500 childcare places across various LMU locations. In 2022, a new facility was opened, offering care for an additional 20 children.

For LMU employees, the available services primarily focus on creating a family-friendly work environment and facilitating access to counseling and professional development opportunities specifically addressing work-life balance.

Since 2008, LMU has benefited from its collaboration with **pme Familienservice GmbH**, which offers a well-established infrastructure including a wide range of **childcare services**. These include **flexible emergency care** available throughout Germany, on-site **childcare solutions for conferences and events**, and a comprehensive **holiday program** for children of LMU employees. Coaching sessions, courses, and lectures covering topics such as parenting, early childhood education, parent coaching, health management, and family counseling complement the comprehensive service portfolio.

The **application process** for family services has recently been **digitalized** and decoupled from supervisor approval, thereby reducing access barriers and ensuring the highest level of confidentiality for users.

LMU continues to invest in improving work-life compatibility. Since 2022, the topic of **homecare and eldercare** has been firmly embedded in the university's service portfolio through targeted support for employees with caregiving responsibilities. In addition to providing **access to professional caregivers and consulting services**, the offering includes tools for organizing home-based care and individual, needs-based solutions aimed at improving the quality of life for care recipients while easing the burden on caregiving family members. These services are further supported by a **chatbot and online training courses** on caregiving.

The **flexibilization of working time models** as well as the expansion of **location-independent teaching and learning** have proven especially beneficial for students and teaching staff with family responsibilities. **Family-friendly meetings and schedules** are recommended and

encouraged by the LMU University Governing Board and directed to all LMU managers in science and administration.

LMU is strongly committed to creating a healthy university environment as a key dimension of equal opportunity and sustainable participation. Under the strategic field of action **“Healthy University”**, LMU promotes physical and mental well-being across the LMU-community and strengthens individual and collective resilience. These efforts contribute significantly to improving work-life balance and ensuring equal participation.

Preventive measures and health-oriented services are provided across different target groups. General counseling services for (doctoral) students include support for effective time management, overcoming procrastination, and coping with exam-related anxiety. For employees, LMU’s internal medical services offer **strategic workplace health management**, including prevention of burnout and addiction. In addition, the family service provides a wide range of resources aimed at reducing stress, encouraging mindfulness, and promoting physical activity.

The launch of the **“WeCare@LMU”** initiative in 2021 marked the university’s deeper engagement with the topic of mental and physical health. Since then, WeCare@LMU has developed into a permanent university-wide program. A dedicated **website “WeCare@LMU”** provides information on counseling services, online resources and a semesterly updated event program supported by LMU experts in the field of health and wellbeing. The initiative saw the first training of **Mental Health First Aiders**. This training has since been offered on a regular basis.

In parallel, the **Health Steering Committee**, which includes representatives from all staff and student groups, has been expanded. With the appointment of a dedicated **Health Manager**, LMU has further professionalized its approach to health promotion and is actively driving the strategic and operational development of sustainable, inclusive health measures.

Identification of future potentials

At LMU, there is already a strong awareness of the situation of students and employees with family responsibilities. However, there is potential to gain a better understanding of the challenges faced by students and staff in balancing private life with work and/or studies by adopting an intersectional diversity perspective, and to further develop and expand existing measures accordingly.

- By **increasing the visibility of existing services** for individuals with care responsibilities and families, access to support will be significantly improved.
- Future efforts will focus on addressing the **specific needs of diverse family structures** and ensuring a study-life/work-life balance in the context of **emerging societal challenges**.

Fostering a culture of belonging, health, and well-being is central to LMU's commitment to gender equality and inclusion. Through its WeCare@LMU initiative, the university has raised awareness for mental health issues and has made support structures and offers more accessible.

- Building on this foundation, future efforts will aim to further **expand the WeCare@LMU program** and make **psychological and health-related support services** even more visible and accessible.
- Tailored measures will be designed to **strengthen the sense of belonging** and ensure that all members of the LMU-community feel seen, supported, and valued.

2.5.2 Recruitment and Career Progression

LMU strives to promote equal opportunities in both recruitment and career development across all staff groups. As procedures, responsibilities, and support measures differ between academic staff, professors, and academic support staff, the university addresses each group with tailored instruments.

Recruitment and career progression of academic staff

Through the **LMU Academic Career Program**, designed to create an optimal framework for research, qualification, and career development, the university offers targeted support for early career researchers. The program integrates a variety of measures aimed at reducing structural barriers, particularly for female scientists.

With its **postdoctoral career program**, LMU has established a tailored training and networking program that specifically addresses the challenges faced during the postdoctoral phase. The annual program combines sessions on research-related topics with offerings in career planning, leadership development, and strategies for balancing academic careers with family responsibilities. Particular emphasis is placed on supporting **early-career female researchers** as they navigate this critical stage of their scientific career. In addition, LMU offers confidential, individualized **career counseling** tailored to the specific needs of doctoral and postdoctoral researchers. This service complements the subject-specific guidance provided in faculties and research groups by offering a broader perspective on scientific career paths.

Part of the comprehensive LMU Academic Career Program is **LMUMentoring**, which fosters both the professional advancement and personal development of talented early career researchers. The program promotes diversity in addition to gender equality, taking additional diversity dimensions, including ethnicity, social background, and disability into account. Moreover, the LMU Academic Career Program includes a dedicated **Re-Entry Funding** scheme for postdoctoral researchers returning to academia after a career break due to child-care responsibilities or the care of elderly family members.

LMU EXTRA is a comprehensive program developed and coordinated by the University Women's Representatives. It provides early-career female scientists with targeted opportunities to advance their academic careers through workshops, seminars, and structured networking formats, such as *"LMU EXTRA: Meet the Prof"*, that connect them with peers and role models. Further, female scientists can benefit from interview trainings that simulate the professorial recruitment process to help candidates prepare effectively (RBT-Programm by the University Women's Representative). Through the **Therese von Bayern Foundation**, outstanding female scientists are honored every two years for their achievements in science and research, international engagement, and efforts to reconcile academic careers with family life.

The **Center for Leadership and People Management (CLPM)** contributes to the promotion of equitable and inclusive academic structures by offering workshops and trainings for academic staff involved in recruitment processes. These sessions emphasize professional hiring practices and explicitly integrate **gender and diversity dimensions**, fostering awareness of **unconscious bias** and supporting fair and equitable selection procedures.

Recruitment and Career Progression of Professors

The **appointment of professors** follows a transparent process regulated by the Bavarian Higher Education Innovation Act (**Art. 66, BayHIG**). LMU successfully uses both the **classical appointment procedure** as well as appointments through **active sourcing** as an instrument for recruiting top scientists to professorships. Within the framework of its long-term strategy,

LMU currently pursues a **target of 40% appointments of outstanding female academics**, with the ambition to increase this share to 50% in the future. In addition, the university endeavors to achieve targets of 40% for international appointments, and 40% appointments of high-potential early-career researchers (“rising stars”). These efforts have already led to a noticeable increase in the internationality and diversity of appointees: in 2024, 23,8% of newly appointed professors came from abroad (2007: 9%), and the share of women in new appointments rose to 38,1% (compared to 18% in 2007). Taking into account the professorships expected to become vacant in the coming years and their proportion of the professorial staff, the University aims to increase the proportion of female professors to 33% by December 1, 2026. This target has been bindingly anchored in LMU's university contract with the Bavarian State Ministry of Science and the Arts. As a voting member of the **Appointment Committee**, the **Woman's Representative** safeguards the process with respect to equality aspects.

The **W2 tenure-track professorships**, which have been established for more than fifteen years, are a successful model for recruiting excellent female scientists. As a matter of principle, LMU advertises all W2 professorships as tenure-track positions, with all of them being backed by permanent positions. This strengthens the independence of early-career researchers. As part of LMU's long-term strategy program, the university has developed the **Adele Hartmann Program** to provide additional financial support for outstanding female scientists appointed to W2 tenure-track professorships. Additional funds make the relevant offers even more attractive and support the career development of female high potentials.

With **LMU Gateway** and the **Dual Career Service**, dedicated units offer support to newly appointed members of the University regarding their relocation and integration into the greater Munich area as well as with respect to dual career challenges. As regards the latter, services include seed funding for additional positions for life partners at LMU as well as supporting them in finding possible fields of work.

Recruitment and career progression of academic support staff

LMU actively supports equal opportunities not only within academic careers but also across its academic support staff. The university aims to ensure that leadership, recruitment, and development pathways for academic support staff are designed to be inclusive, transparent, and equitable.

Recognizing the importance of leadership in shaping a discrimination-free work culture, LMU integrates **gender-sensitive leadership principles** into its **Leadership Development Program (FKEP)** for academic support staff. A dedicated module introduces legal frameworks

such as the **Policy for Preventing, Protecting against, and Dealing with Cases of Discrimination, Harassment, Sexual Harassment, and Sexual Assault at Ludwig-Maximilians-Universität München** and the **General Equal Treatment Act (AGG)**, equipping managers and team leaders with the knowledge and tools to prevent and address cases of sexual harassment and other forms of discrimination. Regular follow-ups and awareness sessions reinforce these competencies and promote a consistent leadership culture that values diversity and inclusion.

The comprehensive training program of the Personnel Development Unit further includes **unconscious bias awareness**, emphasizing the role of implicit stereotypes in staff selection, leadership behaviour, and career development decisions.

As part of the onboarding process, LMU's Diversity Management regularly presents key diversity-related services and initiatives during welcome events for new employees.

By anchoring equality and diversity into the professional development of its staff, LMU strengthens inclusive leadership, enhances representation, and builds a resilient and equitable organizational culture.

Identification of future potentials

While gender equality in career progression already has a long tradition among academic staff, LMU thrives to leverage the potentials in the areas of recruitment across research, teaching and administration. Particular focus is played on strengthening career progression for academic support staff.

- To create equal opportunities in recruitment and to reduce organizational entry barriers, future measures will target on expanding **bias-free recruitment processes and active recruitment of women**, especially in higher levels of qualification.
- **Career development frameworks** that acknowledge diverse life stages and care responsibilities will support flexible career paths and long-term professional growth. The systematic use of existing personnel development tools will help to realize the full potential of individuals with caregiving responsibilities.
- Particular attention should also be given to **identifying and empowering individuals** from underrepresented groups **with leadership potential**. Targeted outreach, mentoring, and training programs should be further developed and strategically implemented to promote inclusive leadership at all levels.
- **Competence frameworks** should be revised to explicitly **integrate gender and diversity dimensions** and embedded in personnel development measures.
- **Unconscious bias awareness** should be systematically incorporated into the leadership training portfolio, and inclusive leadership trainings should be broadened and made available to all individuals in leadership roles.
- Additionally, **synergies between leadership development programs** for academic and academic support staff should be evaluated and actively fostered to ensure a coherent and equitable leadership culture across LMU.

2.5.3 Gender & Diversity in Research and Teaching Content

LMU recognizes the growing relevance of gender and diversity aspects in academia, not only in terms of team composition but also in shaping research questions, guiding knowledge production, and designing inclusive teaching. By systematically integrating these dimensions, LMU seeks to address the perspectives and needs of a diverse society more effectively and to **strengthen equality and innovation in research and education**.

For over 30 years, LMU has actively promoted the integration of gender and diversity issues in academia through lectures, seminars, counseling services, and a wide range of curricular

and qualification programs. The University's long-standing engagement is reflected in **numerous projects, degree programs, professorships, and research groups** – including graduate programs such as *Family Matters. Figures of (Dis)Attachment*.

In 2008, LMU committed to the **Research-Oriented Standards on Gender Equality set by the German Research Foundation (DFG)**, which highlight the relevance of gender and diversity in the conduct of research projects. In this context, LMU regularly reports on the implementation of these standards to the DFG.

LMU sees great potential in **embedding gender and diversity considerations into research design and innovation**. Many researchers across disciplines already integrate these dimensions into their projects – from gender-specific medicine to data science, gender studies, and environmental humanities. This diversity-conscious approach is regarded as an essential asset for scientific excellence and international competitiveness.

The University continues to advance this field through a strategic approach. In 2022, LMU launched the initiative **Diversity4Research@LMU** to promote awareness of diversity-sensitive research. The initiative highlighted the importance of inclusive approaches in tackling complex societal challenges and stimulating innovative research. One concrete outcome is the establishment of the **Dis/Similarities** research focus at the Center for Advanced Studies (CAS) in 2024, which fosters interdisciplinary dialogue and investigates the dynamic between uniformity and difference. Additionally, creative projects such as a recently launched **exhibition concept Ludwig, Max + U** highlight the intersection of science, diversity, and public engagement.

To further consolidate these efforts, a dedicated **Diversity and Gender Consulting Service** was established in 2021 at the intersection of LMU's Diversity Management and the Research Funding Unit. This consulting service supports both individual researchers and collaborative consortia in developing and implementing gender and diversity measures. In 2024, LMU rolled out a comprehensive **cooperation concept for Clusters of Excellence and other research consortia**, developed in close coordination with the DFG. This initiative is being implemented as a central measure to support inclusive research planning and execution. The strategic importance of gender and diversity in the field of research is also reflected in the ever-closer integration of LMU's diversity and research strategy.

LMU's commitment to gender and diversity extends to teaching, with targeted efforts to sensitize faculty, students, and future scholars. The University Women's Representative has curated a comprehensive course catalogue over nearly three decades, featuring lectures and seminars across all 18 faculties that incorporate gender and diversity themes. The **Certificate**

Program Gender and Diversity Competence in Teaching and Research, developed by the University Women's Representative, is open to all university members involved in academia and is designed to build interdisciplinary competence in these areas. Additionally, students can receive training and certification through the **LMUPlus** program, also organized by the University Women's Representative.

Identification of future potentials

As a research-intensive university, LMU has a longstanding tradition of integrating gender and diversity aspects into teaching and research. The university continues to raise awareness of the relevance of these dimensions and provides support through counseling services and targeted training programs. These efforts aim to enhance the ability of researchers and teachers to systematically consider gender and diversity in research design, implementation, and teaching practice.

- At an institutional level, LMU is committed to further expanding expertise, intensifying interdisciplinary exchange, and **fostering a university-wide dialogue on gender and diversity in research and teaching**. By embedding these themes in its organizational structures and strategic development, LMU aims to promote academic excellence that is inclusive, equitable, and future-oriented.
- To support researchers in systematically incorporating gender and diversity into their work, **customized tools such as guidelines, instruments for gender analysis and a skills development program** will be developed and systematically implemented.
- To expand the visibility and accessibility, information on the diversity and gender consulting service including tools, training opportunities and exchange formats will be consolidated on a dedicated **"Diversity and Gender in Research" website**.
- Building on the awareness on the relevance of gender and diversity analysis in research, the efforts to **integrate subject-specific gender and diversity aspects into the curricula** will be continued to create a sustainable awareness-level among students from various disciplines.
- Raised **awareness of inclusive teaching practices**, developing practical guidelines for inclusive course design, and offering targeted training are effective strategies for **fostering an inclusive and equitable learning environment**.

2.5.4 Anti-Discrimination

LMU is committed to ensuring that all members of the university are valued and respected – regardless of gender, social and cultural background, age, physical and mental impairment, or sexual orientation. The university has taken important steps to **establish a discrimination-free campus** and in 2023 reaffirmed its institutional commitment to diversity, protection, and respect by adopting the **Policy for Preventing, Protecting against, and Dealing with Cases of Discrimination, Harassment, Sexual Harassment, and Sexual Assault at Ludwig-Maximilians-Universität München**. This comprehensive guideline ensures transparency, informs about rights and obligations, and outlines specific support services and complaint procedures for affected individuals. It further introduces a catalogue of preventive and sanctioning measures.

In accordance with §48 of the University Bylaws, LMU has appointed **Conflict Resolution Officers** for students and staff. These officers work toward conflict prevention and act as mediators. Students, academic staff, administrative and technical staff as well as guests of LMU can seek help from the counseling and outreach services or one of the six dedicated **Anti-Discrimination Officers** if they experience or observe discrimination, antisemitism, harassment, sexual harassment or sexual assault at the university.

Additionally, in line with Article 25 of the Bavarian Higher Education Innovation Act (BayHIG), LMU established an independent **external counseling and support service**, which serves as a first-contact point for anyone who has experienced discrimination by a member of LMU on university premises. The service ensures the highest level of confidentiality, is available 24/7, and is staffed by specially trained professionals.

LMU also strengthened its commitment against antisemitism with the appointment of a dedicated **Anti-Semitism Officer** in 2024, reaffirming the university's stance against all forms of discrimination.

In terms of gender diversity, LMU provides a wide range of advisory services. The **Office of the University Women's Representative** and the **Women's Representatives of the faculties** offer support to victims of gender-based discrimination. They have introduced a structured counseling qualification process and regularly offer preventive training and events.

In order to make gender diversity at LMU more visible, a **third gender option** has been introduced in administrative processes and formal communication. This recognises the responsibility to treat all genders equally in terms of equality and diversity policy. LMU is implementing the necessary structural framework throughout the university and will continue to promote a university culture that enables trans*, inter*, and non-binary individuals to move

around the study and work environment openly and without fear of discrimination. This includes **training for teaching staff, awareness-raising measures, and developing recommendations to promote diversity and counteract discrimination.**

Antidiscrimination officers, the Anti-Semitism Officer, the Woman's Representatives as well as personnel in counseling and outreach services receive **tailored training and participate in regular peer-mentoring and networking meetings** with the university leadership, organized biannually by the Vice President for International Affairs and Diversity.

To provide a comprehensive overview of contact persons, available support services, and complaint procedures, LMU launched a dedicated **Anti-Discrimination website** in 2024. In addition, a dedicated **internal digital collaboration platform** ensures knowledge-sharing and streamlining among the network of officers and service providers.

Identification of future potentials

LMU has defined anti-discrimination as a strategic priority and has consistently intensified its commitment to embedding anti-discrimination as a visible and integral part of its institutional gender and diversity agenda. In this context, the university has made notable progress in defining transparent procedures and clearly outlining the roles and responsibilities of dedicated officers and counseling services.

- To ensure that all university members are **well-informed about anti-discrimination structures and complaint procedures**, LMU will **expand target group-specific communication formats**. These include website and social media communication, as well as print materials. A core element will be embedding contact details for discrimination incidents into campus-wide emergency information, ensuring that support is visible and easily accessible.
- As part of its **preventive approach**, the university will continue to enhance **institutional awareness of discrimination in all its forms**. This will be supported by information materials tailored to specific target groups and the incorporation of anti-discrimination resources into **onboarding processes** for new staff and welcome materials for students.
- LMU will continue to expand training programs for all individuals with responsibility in administration, education, research, and student services. This includes **training for leaders** on discrimination-free leadership practices and **targeted workshops for stakeholders** in counseling and outreach services, and complaints offices.
- A **newly introduced monitoring system** will be further developed to enable systematic tracking and analysis of discrimination indicators. This includes **the consolidation of both qualitative and quantitative data**, regular assessments, and reporting to university governance bodies.

3. AREAS OF ACTION AND EQUALITY & DIVERSITY MEASURES

This chapter outlines the objectives and measures that will guide the gender equality and diversity work at Ludwig-Maximilians-Universität München in the period between 2025 and 2028. Objectives and measures are based on the situational analysis and implementation of the previous GEP (2022-2025) and ensure the strategic management of the university's equality measures. This action plan creates a framework, which will be developed further in the course of time.

All measures are endorsed and supported by the University Governing Board and have been created in alignment with the Vice President for International Affairs and Diversity as well as the Vice President for Finance and Administration. The measures will be implemented and executed by dedicated resources, such as the University Women's Representative, the Gender Equality Officer, LMU Diversity Management, the Unit for University Structure and Strategic Reporting, the Research Funding Unit, the Center for Leadership and People Management, the HR Division, the Communication and Press Office as well as LMU's working groups in the area of gender and diversity.

Areas of Action	Objectives	Measures
Process & Monitoring	1.1 There are professionalized gender and diversity working structures in place and the diversity stakeholder's synergies are fully used.	1.1.1 Complement the existing diversity network with thematic working groups on prioritized strategic fields of action (e.g. on inclusion and social origin/first generation academics) 1.1.2 Consolidation of regular exchange formats for all LMU gender and diversity stakeholders (e.g. annual meetings) 1.1.3 Provide regular training measures for gender and diversity stakeholders at LMU.
	1.2 There is a balanced representation of women in university boards and committees.	1.2.1 Increase representation of women in the University Governing Board to at least 40%. 1.2.2 Work towards an appropriate representation of women and men in all boards and committees. 1.2.3 Provide support measures to underrepresented groups engaged in university committees.
	1.3 Monitoring and compiling of statistics of gender & diversity indicators is professionalized.	1.3.1 Continuous mapping, consolidation and review of quantitative and qualitative gender & diversity data. 1.3.2 Perform regular monitoring along qualitative and quantitative indicators. 1.3.3 Regular reporting of gender & diversity figures in relevant governing bodies.

Areas of Action	Objectives	Measures
Work-Life-Balance & Organizational Culture	2.1 A family-friendly organizational culture has been strengthened, and the compatibility of work and family life has been improved. ¹²	2.1.1 Increase the visibility of existing services for families. 2.1.2 Further develop the concept of work-life balance by addressing the needs and challenges of diverse family structures and models. 2.1.3 Broaden existing services to provide targeted support for families facing emerging societal challenges and structural changes (e.g. digitalization, AI, sustainable living).
	2.2 There is a sense of belonging within the LMU-community and services to increase health and well-being are enhanced.	2.2.1 Design and implement measures that strengthen the sense of belonging within the LMU-community. 2.2.2 Broaden the existing WeCare@LMU offers and network. 2.2.3 Increase visibility of psychological and health support services.

Areas of Action	Objectives	Measures
Leadership & Decision-Making	3.1 There are gender and diversity-sensitive leadership frameworks in place.	3.1.1 Integrate gender- and diversity-sensitive components into competence frameworks. 3.1.2 Embed competence frameworks in personnel development measures.
	3.2 All decision-makers and individuals in leadership roles have access to trainings that build capacity in gender and diversity competences.	3.2.1 Systematically integrate unconscious bias awareness into workshop and training portfolio for leaders. 3.2.2 Broaden the implementation of trainings on inclusive leadership for individuals in leadership roles. 3.2.3 Evaluate how synergies can be created between leadership programs for academic and academic support staff.

¹² A family-friendly organizational culture recognizes the diversity of family structures and caregiving relationships beyond the traditional family model.

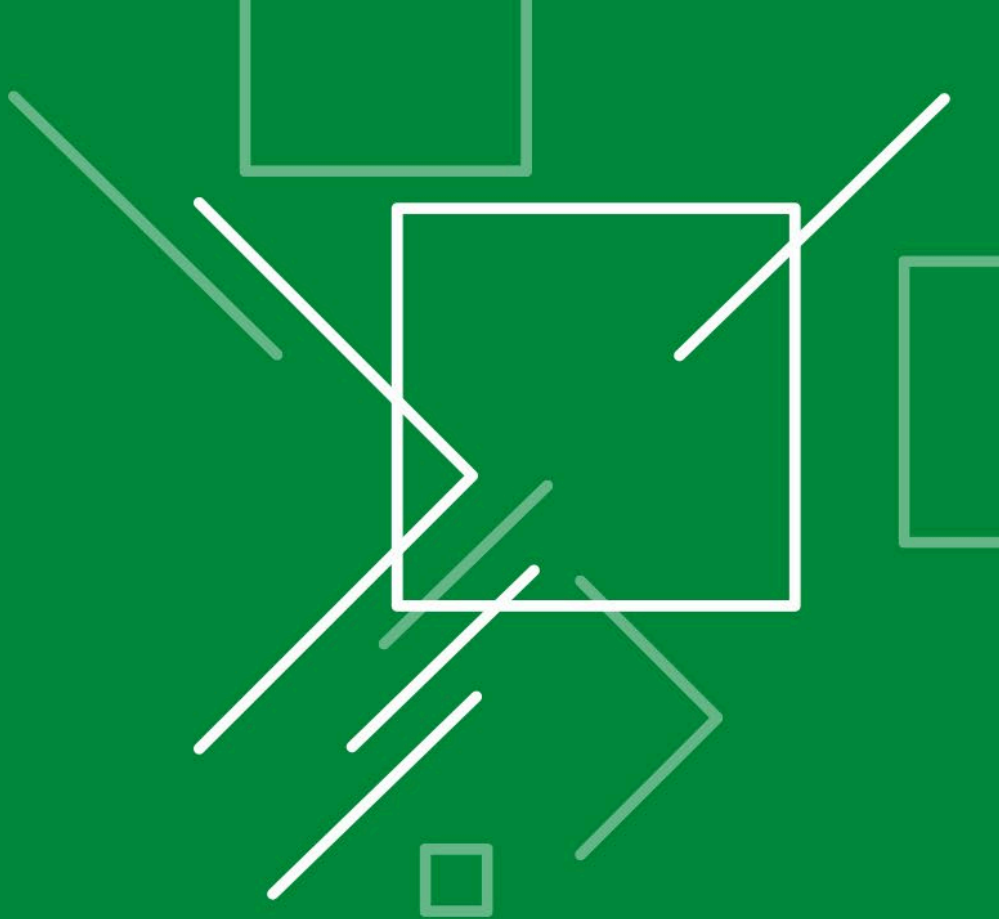
Areas of Action	Objectives	Measures
Recruitment & Career Progression	<p>4.1 There is a gender and diversity sensitive recruitment process and onboarding procedure in place.</p>	<p>4.1.1 Intensify trainings for persons responsible for recruitment to enhance gender and diversity competences and awareness of biases.</p> <p>4.1.2 Develop an HR Recruitment Guide with integrated gender and diversity modules, such as guidance for bias-free job advertisements and guidelines for gender and diversity sensitive interviews.</p> <p>4.1.3 Introduce application monitoring tools to collect and analyze gender disaggregated application data.</p> <p>4.1.4 Expand information on gender and diversity measures, policies, and services in onboarding materials and processes for new staff.</p>
	<p>4.2 Equitable and sustainable career development structures are in place.</p>	<p>4.2.1 Enhance the personnel development planning framework that enables flexible career pathways and long-term professional growth.</p> <p>4.2.2 Use (personnel development) instruments strategically to promote career progression in alignment with changing care responsibilities.</p> <p>4.2.3 Actively identify and support underrepresented groups with leadership potential through targeted outreach, mentoring, and training offers.</p>
	<p>4.3 By December 1, 2026, the proportion of women among professorial appointments will reach 33%, reflecting LMU's ongoing commitment to gender equality in academic leadership.</p>	<p>4.3.1 Raise awareness of equitable appointment procedures.</p> <p>4.3.2 Apply corridor model as guiding framework for the implementation of the cascade model.</p> <p>4.3.3 Setting a target quota of 40% among new appointments with the ambition to increase this share to 50% in the future.</p>

Areas of Action	Objectives	Measures
Gender & Diversity in Research & Teaching	<p>5.1 Academics across disciplines are equipped to integrate gender and diversity aspects into the design and implementation of research projects.</p>	<p>5.1.1 Increase the visibility of the diversity and gender consulting service among scientific staff and research consortia.</p> <p>5.1.2 Encourage researchers to systematically integrate gender and diversity analyses into research design and implementation.</p> <p>5.1.3 Design practical tools and guidelines to facilitate needs analyses in collaborative consortia and clusters.</p> <p>5.1.4 Design needs-based skills development programs for research consortia and clusters.</p> <p>5.1.5 Establish and foster exchange formats and networking opportunities for diversity and gender coordinators of research consortia and clusters.</p>
	<p>5.2 Teaching staff is sensitized to gender and diversity issues and empowered to create inclusive, equitable and sustainable learning environments and targets.</p>	<p>5.2.1 Promote awareness of inclusive teaching practices and establish practical guidelines to support inclusive course design and delivery.</p> <p>5.2.2 Development of training and advisory services on inclusive teaching methods and accessible assessment formats for teaching staff.</p> <p>5.2.3 Integrate information on inclusive teaching in onboarding materials and processes for teaching staff.</p>
	<p>5.3 Students of various disciplines are aware of the relevance of gender and diversity in their field of study.</p>	<p>5.3.1 Further promote the inclusion of discipline-specific gender and diversity dimensions in curricular development and teaching content.</p> <p>5.3.2 Facilitate an interdisciplinary discourse about the relevance of gender and diversity in various fields of study.</p>

Areas of Action	Objectives	Measures
Anti-discrimination, gender-based violence & sexual harassment	<p>6.1 All members of the university are informed about anti-discrimination structures and complaint procedures.</p>	<p>6.1.1 Develop target group-specific information and communication formats incl. print, website, social media.</p> <p>6.1.2 Embed contact details for discrimination incidents into campus-wide emergency information.</p>
	<p>6.2 Preventive measures to support a discrimination-free environment are in place.</p>	<p>6.2.1 Enhance institutional awareness of discrimination in its multiple forms, encompassing gender, sexual orientation, age, class, cultural and social identity, as well as disability and chronic illness.</p> <p>6.2.2 Create target group-specific information material on antidiscrimination. Incorporate information into onboarding resources for employees and welcome materials for students.</p>
	<p>6.3 Regular training measures for stakeholders and persons in leadership positions are in place.</p>	<p>6.3.1 Offer systematic training for all stakeholders involved in handling cases of discrimination.</p> <p>6.3.2 Introduce training on discrimination-free leadership for individuals in leadership roles.</p>
	<p>6.4 Monitoring and compiling of statistics of discrimination indicators is professionalized.</p>	<p>6.4.1 Continuous mapping, consolidation and review of quantitative and qualitative data on discrimination.</p> <p>6.4.2 Perform regular monitoring along qualitative and quantitative indicators.</p> <p>6.4.3 Regular reporting of discrimination figures in relevant governing bodies.</p>

Areas of Action	Objectives	Measures
Communications	7.1 GEP is known in faculties, departments, research centers and administrative units.	7.1.1 Announce the new GEP 2025-2028 and make it visible across faculties, departments, institutes, research centers and administrative units. 7.1.2 Publish the GEP 2025-2028 on the public university website.
	7.2 The visibility of the university's gender and diversity engagement has been strengthened through highlighting institutional initiatives as well as contributions from research and teaching.	7.2.1 Maintain and further develop the diversity website with a focus on priority areas of action, including an updated diversity calendar and a dedicated newsroom. 7.2.3 Expand and implement the diversity communication strategy to strengthen internal and external visibility of diversity-related initiatives, research and teaching.
	7.3 The university's positions are effectively represented by national and international networks.	7.3.1 Enhance the engagement in selected national and international networks (e.g. LERU EDI Policy Group). 7.3.2 Engage in policy making advocating for values via national and international networks.
Report, Evaluate & Prepare	8.1 The progress and impact of existing GEP measures is monitored and evaluated in preparation of the forthcoming GEP.	8.1.1 Regular monitoring of GEP implementation progress. 8.1.2 Interim evaluation of current GEP measures. 8.1.3 Design of next GEP in alignment with decision-making bodies.

When rolling out measures, targets and outputs are further defined by the lead area and/or working group. It is envisaged that the participatory evaluation of the achievements of the objectives will generally be the responsibility of the lead area of the individual measures. However, there will be regular meetings with all relevant stakeholders to reflect and report on progress and challenges and identify needs for adjustment or future actions. These considerations, discussions and reflections will guide the implementation process over the next three years. Furthermore, these learnings will then be used for the next Gender Equality Plan in 2028.



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