

GENDER EQUALITY PLAN

LUDWIG-MAXIMILIANS-UNIVERSITÄT MÜNCHEN

2022 - 2025



PREFACE BY THE UNIVERSITY GOVERNING BOARD OF LMU

The University Governing Board of Ludwig-Maximilians-Universität München welcomes the **Gender Equality Plan 2022-2025** and is committed to continuing its efforts to promote equal opportunities for all university members. Acknowledging the diverse perspectives of everyone is essential to harness all potentials for an **excellent** and **future-oriented research** as well as for a modern study and work environment. The promotion of gender equality and diversity at all levels as **cross-cutting issue** and as **organizational** as well as **leadership priority** is a primary objective **of Ludwig-Maximilians-Universität München**.

In the past years, LMU has already taken great efforts to foster gender equality and diversity. Continuous progress has been made by implementing successful measures such as mentoring programs, gender and diversity awareness campaigns as well as a variety of counselling services. Four times, LMU has been awarded with the **Total E-Quality Certificate** for successfully addressing gender equality and diversity. To further emphasize its commitment, LMU has signed the **Charta der Vielfalt e.V.** in 2016.

This **Gender Equality Plan** reflects the current state of gender equality and diversity at LMU and initiates future activities for the period from **2022 to 2025**. Successful measures will be further developed and extended by new activities. This includes measures that target the capacity building of **gender and diversity competences** in studies, teaching, research and administration. The extension of **gender and diversity monitoring** as well as **gender- and diversity-sensitive tools for leadership and recruitment** also aim at promoting equal opportunities at all levels.

This GEP contributes to a **positive discourse** about the **significance of equal opportunities**. It further accelerates a **future-oriented process** at Ludwig-Maximilians-Universität München, in which all university members are able to **unfold their full potentials**.

With the introduction of the GEP, LMU will continue its journey of promoting equal opportunities. I express my sincerest thanks to the entire LMU-community for making this university a unique place to study 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 and Cultural Sciences, Law, Economics and Social Sciences, Natural Sciences and Medicine. More than 780 professors and approximately 4,600 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 23.7%, and women make up 50.7% of the academic staff. About 2,700 members of academic support staff, thereof 71.1% female, provide services to facilitate teaching and research. With more than 48,900 students LMU is one of the largest universities in Germany. More than 60% of the students are women and around 8,000 students (16.4%) 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 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 universities core functions – teaching, research, promotion of junior academics and societal impact. It is manifested as guiding principle in **LMU's University Bylaws** as well as in the **long-term strategy program "LMUexcellent: A New Perspective"**, which is funded by the Excellence Strategy of the Federal and State Governments („Exzellenzstrategie des Bundes und der Länder“). Using a comprehensive set of measures LMU works toward 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.

With this Gender Equality Plan (GEP) LMU will continue its commitment for gender equality and diversity in academia and expand the efforts in line with its strategic program. Based on an intensive reflection process and situational analysis, the plan sets out **objectives, measures, indicators** and **resources** that will guide the equality work at LMU for the period of **2022-2025**. 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, the Gender Equality Officer, the University Women's Representative as well as equality and diversity actors at the central and decentralized level.

2. GUIDING PRINCIPLES OF GENDER EQUALITY WORK AT LMU

The GEP aims at further mainstreaming gender and diversity into decision-making structures, procedures and processes, as well as increasing the individual gender and diversity competences among employees and leaders for creating a gender-equitable organizational culture.

The following guiding principles underline the GEP for 2022-2025:

- **Fostering Gender-Mainstreaming**

At LMU, Gender Mainstreaming is a guiding principle and manifested in the University Constitution (§ 1 University Bylaws). LMU's long-term strategy program extended gender mainstreaming by aspects of diversity to target the promotion of **gender and diversity** at all levels of the organization, in decision-making structures and processes.

- **Acknowledging the intersectionality of Gender**

Gender interacts with other social categories such as age, sexual orientation, cultural and socioeconomic background as well as disabilities and/or chronic illnesses. LMU is working towards an approach that considers the mutual interaction and interconnectedness of gender with other diversity dimensions (intersectionality). While the current data landscape in this GEP is applying a binary gender model and wording, whenever possible, this concept will set the foundation for future-actions that acknowledge intersectionality and address people beyond binary coding.¹

- **Reducing systemic barriers**

Systemic barriers (e.g. through hidden bias) prevent people from fully leveraging their talents and contributions. To reduce the reproduction of systemic barriers, awareness-raising and bias-aware reflective processes are integrated in the design of measures in this GEP.²

- **Integrating sustainable processes and monitoring**

Qualitative and quantitative indicators and monitoring instruments are important tools for quality-control and an evidence-based assessment of the current state of equality work. The systematic evaluation of equality measures using appropriate indicators and the institutionalization of equality provisions into existing practices, strengthen the sustainability of processes.

¹ Also supported by the ruling of the Federal Constitutional Court; October 10, 2017.

² In addition to affirmative actions in support of women, systemic measures have been introduced at LMU, which aim to remove structural barriers and increase organizational awareness. With this, LMU successfully applies and implements the research-oriented standards of Gender Equality of the DFG (German Research Foundation). See

<https://www.dfg.de/en/news/facts-figures/evaluation-studies-monitoring/studies/study-research-standards>

The design and implementation of strategic and targeted measures is viewed as an essential factor for long-lasting impact. In accordance with the European Commission's recommendations the GEP outlines actions in the following key areas (EU Commission, 2021)³:

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

³ See https://ec.europa.eu/info/research-and-innovation/strategy/strategy-2020-2024/democracy-and-rights/gender-equality-research-and-innovation_en

3. CURRENT SITUATION OF GENDER EQUALITY WORK AT LMU

This section of the GEP 2022-2025 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.

3.1 Legal Framework

Equality work at Ludwig-Maximilians-Universität is embedded in external structures 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 that now exist.
- Article 3 (3): No one shall be favoured or disfavoured because of sex, parent-age, 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. Further, the 2018 change to the Civil Status Act (§ 45b **Personenstandsgesetz**; PStG) makes it a requirement to establish four options for recording 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 Act (**Bayerisches Hochschulgesetz**; BayHSchG) gender equality is stipulated as task and guiding principle of higher education institutions; it establishes the responsibility of higher education institutions for the fulfillment of gender equality objectives and the implementation of measures to realize gender equality. At Bavarian universities, women's representatives are officially appointed to support the University Governing Board in the performance of this task, and focus on avoiding disadvantages for female scientists, female teachers and students (**Art. 4 BayHSchG**). To safeguard the standards of gender equality work at LMU, these principles have also been integrated into the University Bylaws (**LMU Grundordnung**; GO), which outlines Gender Mainstreaming as a guiding principle (§1 GO) and reinforces the tasks and responsibilities of the Women's Representative (§46 GO).

Regulations for the academic support staff are also constituted under the Bavarian Equal Opportunity Act (**Bayerisches Gesetz zur Gleichstellung von Frauen und Männern**;

BayGIG). To ensure equal opportunities among academic support staff, an Equal Opportunity Officer has to be appointed. The Officer shall participate in all matters which may be of fundamental importance for equality between woman and men, the reconciliation of family and work and safeguarding of equal opportunities.

3.2 Quantitative Data

The following chapter gives an overview of sex-segregated data, which have been collected at LMU for several years. Data collection has been further systemized with new requirements of the University Statistics Law (**Hochschulstatistikgesetz**; HStatG) in 2018. In addition to the inclusion of new survey features for students, examination and personnel statistics, the new legislation also provides for the introduction of doctoral candidate statistics and the introduction of progress statistics for students and doctoral candidates as well as the establishment of a central evaluation system for university statistics. In the long-run, LMU aims to implement a systematic data collection that allows for a more differentiated recording of further gender identities and thus, a more nuanced evaluation of the gender equality status. In the following, the sex-segregated data split by status group (students, academic staff, professors, academic support staff) will be outlined.

3.2.1 Terms and Definitions

This Gender Equality Plan targets all status groups within the LMU community. To prepare for the situational analysis and the presentation of objectives and future equality measures, the status groups are defined as follows:

- Students
- Academic staff
- Professors
- Academic support staff

The term **students** comprises all people that are enrolled in the following degree programs: Bachelor's degree, Master's degree, Diploma, Magister, Teacher training study programs (Lehramt) and state examination (Staatsexamen). 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 people 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 **doctoral candidates** and **postdoctoral researchers** (postdocs). In the data analysis, the term academic staff without postdocs comprises all persons in research positions who have a primary ("hauptberuflich") scientific work contract at LMU excluding postdocs.

Doctoral candidates oftentimes have an employment contract as research assistants and are formally part of the academic staff. However, there is a significant number of doctoral candidates without employment contract at LMU, e.g. doctoral candidates receiving

individual funding through scholarships or external doctoral candidates. In the data analysis of this GEP, doctoral candidates, irrespective of their funding source are displayed in the section academic staff.

Postdoctoral researchers, i.e. researchers with a doctoral degree, are usually employed as research assistants and, thus, counted as academic staff. However, in the section “Quantitative Data” of this GEP the group of postdocs is listed separately unless mentioned otherwise.

Professor positions are classified as Junior Professors (W1; without tenure track), Non-chaired Professors (W2) and Chaired 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.

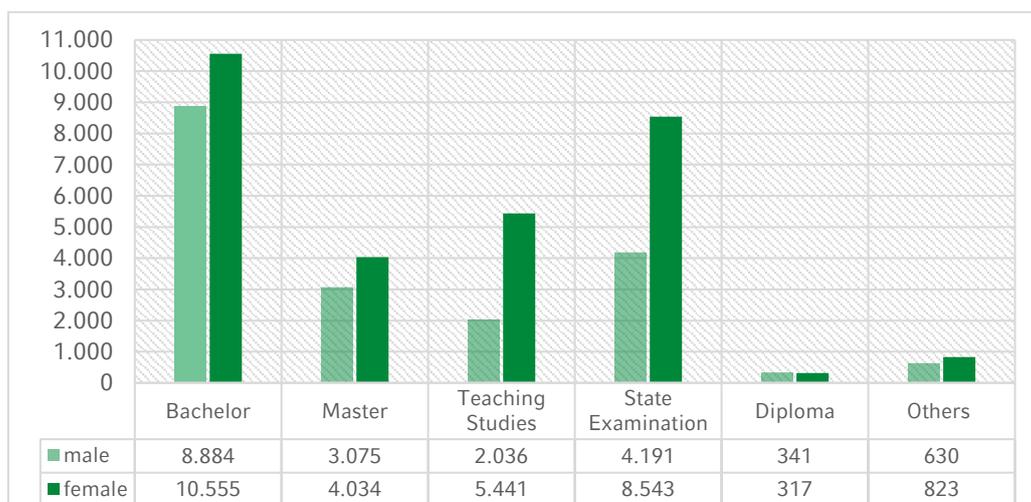
The **academic support and administrative staff** at LMU offer a broad range of services to lecturers, scientists and students. In this GEP the group is addressed as academic support staff and includes all administrative and technical staff members in the central university administration and central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

3.2.2 Students and Graduates

This section presents the sex-segregated data of students and graduates enrolled at LMU in the different available degree programs. In the winter semester 2020/2021, 48,870 persons studied at LMU and the overall share of female students was 60.8%.

As depicted in Graph 1, women represent the majority in all degree programs (except Diploma), with the largest gender imbalance by degree program in Teacher Training study programs (Teaching Studies) with 72.8% (5,441) female students.

Graph 1. Distribution of students by degree program and gender, winter semester 2020/2021



Comparing the gender balance by discipline a slight disparity between men and women is still evident in Natural Sciences and Mathematics with a share of 45.5% (5,633) female students. However, it is noteworthy that there is a lower representation of male students in the other disciplines, the lowest in Medicine with 30.2% (2,294) of male students (Table 2).

Table 2. Distribution of students by discipline and gender, winter semester 2018/2019-2020/2021.

	WS 2018/2019		WS 2019/2020		WS 2020/2021	
	Female	Male	Female	Male	Female	Male
Arts, Humanities and Cultural Studies	9,755 (66.68%)	4,875 (33.32%)	9,639 (67.03%)	4,741 (32.97%)	9,249 (67.16%)	4,523 (32.84%)
Social Sciences, Law and Economics	8,939 (62.50%)	5,364 (37.50%)	9,398 (62.85%)	5,556 (37.15%)	9,531 (63.02%)	5,593 (36.98%)
Natural Sciences and Mathematics	5,210 (44.98%)	6,374 (55.02%)	5,661 (45.47%)	6,789 (54.53%)	5,633 (45.50%)	6,747 (54.50%)
Medicine	5,087 (68.68%)	2,320 (31.32%)	5,192 (69.44%)	2,285 (30.56%)	5,300 (69.79%)	2,294 (30.21%)
Total	28,991 (60.49%)	18,933 (39.51%)	29,890 (60.68%)	19,371 (39.32%)	29,713 (60.80%)	19,157 (39.20%)

The proportion of international students has been 16.4% (7,998) of the total number of students.⁴ As a reference value, 28.6% of people with a non-German citizenship live in

⁴ The term "international" in this GEP refers to university members with a non-German citizenship and excludes other forms of cultural identity understanding. Potential solutions to trace such in data systems will be discussed in line with measure 1.3 of the action plan.

Munich.⁵ Overall, 37.1% of the 7,998 international students at LMU are men, which is slightly lower than the overall representation of male students at LMU in 2020/2021 (39.2%). Since winter semester 2007/2008 the share of international male students has grown steadily (2007/2008: 28.6%; 2012/2013: 33.1%). In 2020/2021, the highest representation of international male students was in the Natural Sciences and Mathematics with a share of 51.2% (see Table 3). It is noteworthy that the gender imbalance among international students in Natural Sciences and Mathematics is lower compared to the total number of students in Natural Sciences and Mathematics at LMU.

Table 3. Distribution of students with non-German citizenship by discipline and gender, winter semester 2018/2019 - 2020/2021

	WS 2018/2019		WS 2019/2020		WS 2020/2021	
	Female	Male	Female	Male	Female	Male
Arts, Humanities and Cultural Studies	1,437 (72.72%)	539 (27.28%)	1,518 (74.19%)	528 (25.81%)	1,417 (74.03%)	497 (25.97%)
Social Sciences, Law and Economics	1,388 (65.07%)	745 (34.93%)	1,434 (66.14%)	734 (33.86%)	1,388 (67.64%)	664 (32.36%)
Natural Sciences and Mathematics	1,001 (47.76%)	1,095 (52.24%)	1,156 (48.49%)	1,228 (51.51%)	1,277 (48.78%)	1,341 (51.22%)
Medicine	954 (65.52%)	502 (34.48%)	965 (66.69%)	482 (33.31%)	947 (66.97%)	467 (33.03%)
Total	4,780 (62.39%)	2,881 (37.61%)	5,073 (63.06%)	2,972 (36.94%)	5,029 (62.88%)	2,969 (37.12%)

The share of women among graduates by discipline reflects approximately the total share of enrolled female students in the university. In the winter semester 2020/2021, 60.8% of the enrolled students and 62.3% (4,538) of all graduates were women. The share of international female graduates was 62.7% (704), while 62.9% of enrolled students with an international background are women.

3.2.3 Academic Staff

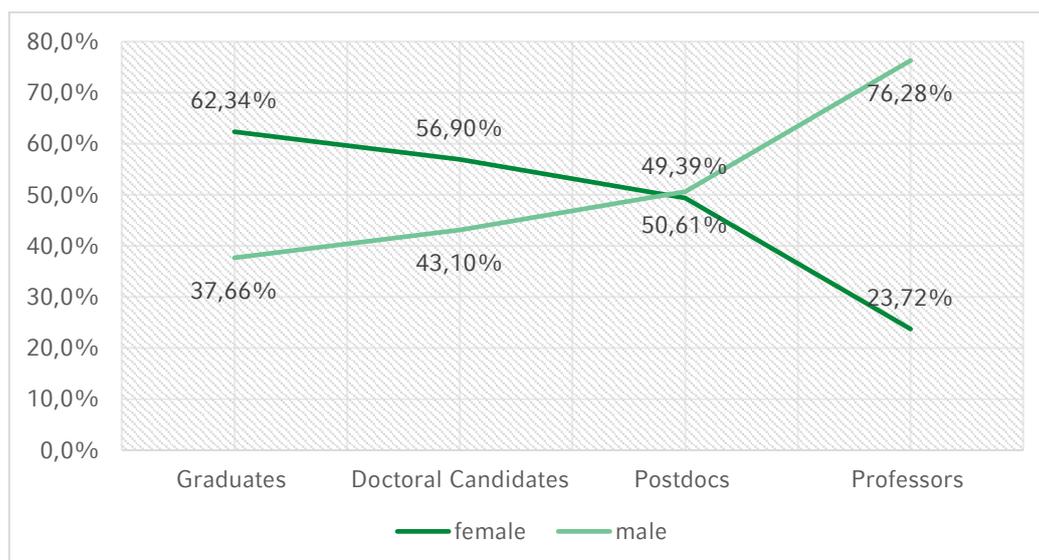
The following section displays sex-segregated data on the current situation of academic staff at LMU. In 2020, there have been 4,616 people employed as academic staff (including employed doctoral candidates and postdoctoral researchers; without professors) in the various disciplines at LMU. The overall proportion of women among academic staff is 50.7%. However, gender imbalances are more heterogeneous in the specific disciplines: While the

⁵ See <https://stadt.muenchen.de/dam/jcr:184e0ed8-890f-41b3-a937-7b52f18ff479/mb210101.pdf>

share of women in Natural Sciences and Mathematics is comparably low at 35.6%, there is an inverted picture in Medicine with 62.5% of female academic staff members. In terms of international representation, 24.9% of all academic staff members carry a non-German citizenship.

To show how participation varies along academic career stages, the share of women and men across the academic scale (graduates, doctoral candidates, postdocs, professors) has been analyzed. As depicted in Graph 2, a vertical sex-segregation becomes evident. While there is 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 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 is currently 23.7%. The average share of women in professorships has been 22.4% (2020) in Bavaria and 26.3% (2020) in Germany.⁶

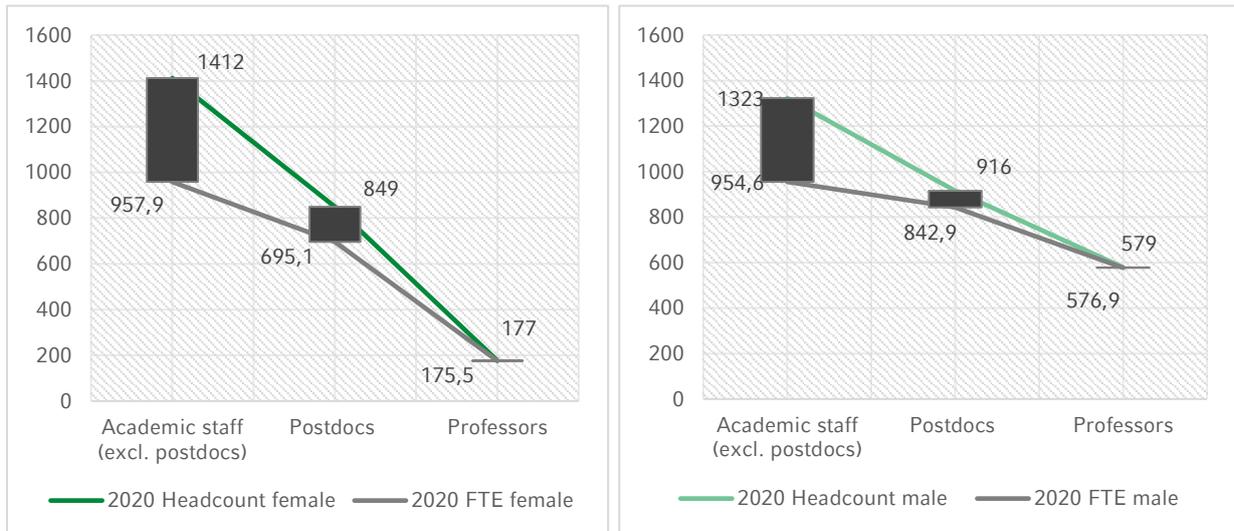
Graph 2. Distribution of positions by academic level and gender, 2020.



The aforementioned disparities are 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 (Graph 3).

⁶ Statistisches Bundesamt, Oktober 2021. Retrieved from: <https://de.statista.com/statistik/daten/studie/197898/umfrage/frauenanteil-in-der-professorenschaft-nach-bundeslaendern/>

Graph 3. Ratio of Headcount (HC) to Full-Time Equivalent (FTE) by academic level and gender, 2020.



In 2020 female academic staff members (excl. postdocs) work on average 67.8% of a full-time position, the average for male academic employees is 72.2%. Among postdocs the gap between headcount and full-time equivalent is significantly smaller and the discrepancies between men and women increase: while women in the postdoc phase work on average 81.9% of a full-time position, men in the postdoc phase work an average of 92.0% of a full-time position. At the same time, the headcount to FTE gap closes completely among professors as there are currently no part-time professorships offered at LMU, which is common across Germany.

Doctoral candidates

In the winter semester 2020/2021, there has been a total number of 8,448 doctoral candidates at LMU (with/without employment contract) either enrolled in structured doctoral programs or taking individual doctoral studies. As depicted in Graph 2, there is 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 winter semester 2020/2021, the overall share of female doctoral candidates has been 56.9% (see Table 4).

Table 4. Doctoral candidates by discipline and gender, winter semesters 2018/2019 -2020/2021.

	WS 2018/2019		WS 2019/2020		WS 2020/2021 ⁷	
	Female	Male	Female	Male	Female	Male
Arts, Humanities and Cultural Studies	706 (58.93%)	492 (41.07%)	813 (60.81%)	524 (39.19%)	912 (60.44%)	597 (39.56%)
Social Sciences, Law and Economics	437 (53.62%)	378 (46.38%)	479 (54.56%)	399 (45.44%)	528 (54.49%)	441 (45.51%)
Natural Sciences and Mathematics	814 (40.95%)	1,174 (59.05%)	810 (41.05%)	1,163 (58.95%)	850 (41.89%)	1,179 (58.11%)
Medicine	1,952 (63.73%)	1,111 (36.27%)	2,373 (36.26%)	1,350 (63.74%)	2,517 (63.87%)	1,424 (36.13%)
Total	3,909 (55.34%)	3,155 (44.66%)	4,475 (56.57%)	3,436 (43.43%)	4,807 (56.90%)	3,641 (43.10%)

Similar to students in tertiary degree programs, the highest proportion of female doctoral candidates split by discipline is in Medicine with 63.9%. The highest change in the sex-distribution between students and doctoral candidates is in the Arts, Humanities and Cultural Studies. While there are 67.2% women enrolled in tertiary study programs, the share of women drops to 60.4% among doctoral candidates.

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 declines in the postdoc phase. In 2020, 1,881 postdocs performed research at LMU and the total share of women in postdoc positions has been 49.4% (929). LMU has been able to continuously and successfully increase the proportion of women in the postdoc phase over the last 15 years, which confirms the long-term effectiveness of the implemented measures (2007: 39.8%; 2012: 48.9%). Table 5 displays the number of people in the early postdoc phase (up to 3 years after completion of the doctoral degree). 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.

⁷ Preliminary figures; final figures will be published in mid-2022.

Table 5. Postdoc positions by discipline and gender, 2018-2020.

	2018		2019		2020	
	Female	Male	Female	Male	Female	Male
Arts, Humanities and Cultural Studies	169 (55.59%)	135 (44.41%)	173 (54.92%)	142 (54.92%)	147 (51.22%)	140 (48.78%)
Social Sciences, Law and Economics	110 (51.16%)	105 (48.84%)	126 (54.31%)	106 (45.69%)	125 (50.81%)	121 (49.19%)
Natural Sciences and Mathematics	146 (38.22%)	236 (61.78%)	144 (38.30%)	232 (61.70%)	143 (37.63%)	237 (62.37%)
Medicine	219 (70.65%)	91 (29.35%)	211 (67.85%)	100 (32.15%)	210 (70.71%)	87 (29.29%)
Total	644 (53.18%)	567 (46.82%)	654 (53.00%)	580 (47.00%)	625 (51.65%)	585 (48.35%)

Especially in the Arts, Humanities and Cultural Studies as well as in the Social Sciences, Law and Economics there is almost parity between the sexes. However, it is noteworthy that the share of women in the Natural Sciences and Mathematics with 37.6% still remains comparably low.

3.2.4 Professors

This section outlines sex-segregated data on the current status of professorships at LMU. In 2020, there has been a total number of 780 professors at LMU of which 23.7% were women; the highest number being in Arts, Humanities and Cultural Studies (30.7%) and the lowest in the Natural Sciences and Mathematics (16.3%). Despite of the overall low representation of female professors in the Natural Sciences and Mathematics, there is an extremely positive development when looking at new appointments: in 2020 45.5% of newly appointed professors in the group of disciplines were women. In order to facilitate the increase of female professors, LMU has introduced a strategic target of 40.0% for newly appointed female professors. This objective has been successfully reached in 2020 with a total share of 44.4% of female appointments. This ratio is the highest value since the figures have been recorded at LMU.

In terms of international representation of LMU professors, 15.6% of professors had an international background in 2020. Furthermore, the average age of male professors is 52.4 years, while the average female professor is with 49 years slightly younger.

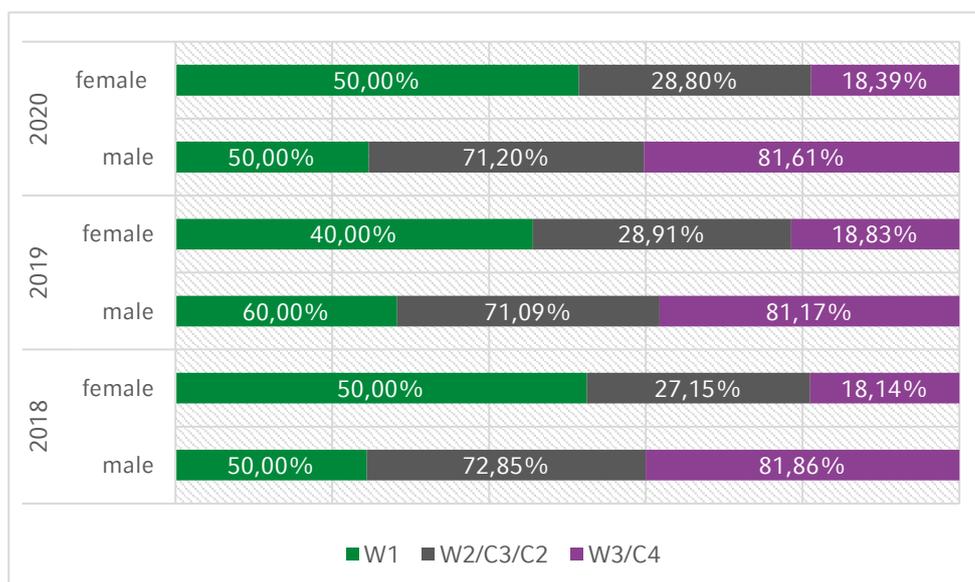
Table 7. Distribution of professors by discipline and gender, 2018-2020.

	2018		2019		2020	
	Female	Male	Female	Male	Female	Male
Arts, Humanities and Cultural Studies	52 (27.96%)	134 (72.04%)	64 (32.32%)	134 (67.68%)	57 (30.65%)	129 (69.35%)
Social Sciences, Law and Economics	36 (22.64%)	123 (77.36%)	38 (23.75%)	122 (76.25%)	38 (23.60%)	123 (76.40%)
Natural Sciences and Mathematics	35 (17.50%)	165 (82.50%)	31 (15.58%)	168 (84.42%)	33 (16.26%)	170 (83.74%)
Medicine	52 (23.42%)	170 (76.58%)	56 (24.35%)	174 (75.65%)	57 (24.78%)	173 (75.22%)
Total	175 (22.79%)	593 (77.21%)	189 (24.02%)	598 (75.98%)	185 (23.72%)	595 (76.28%)

Especially at the level of junior professorships (W1), the representation of women has risen over the past few years and reached 50.0% in 2020. In the last 15 years, there has also been significant improvement in the ratio of women among non-chaired professorships (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%.

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 young researchers were appointed to tenure-track professorships (92.0% of all W2 appointments), 74 of them were women (30.0%). With a share of 18.4% in 2020, women remain to be an underrepresented group among chaired professors (W3).

Graph 4. Distribution of professorships by career level and gender, 2018-2020.

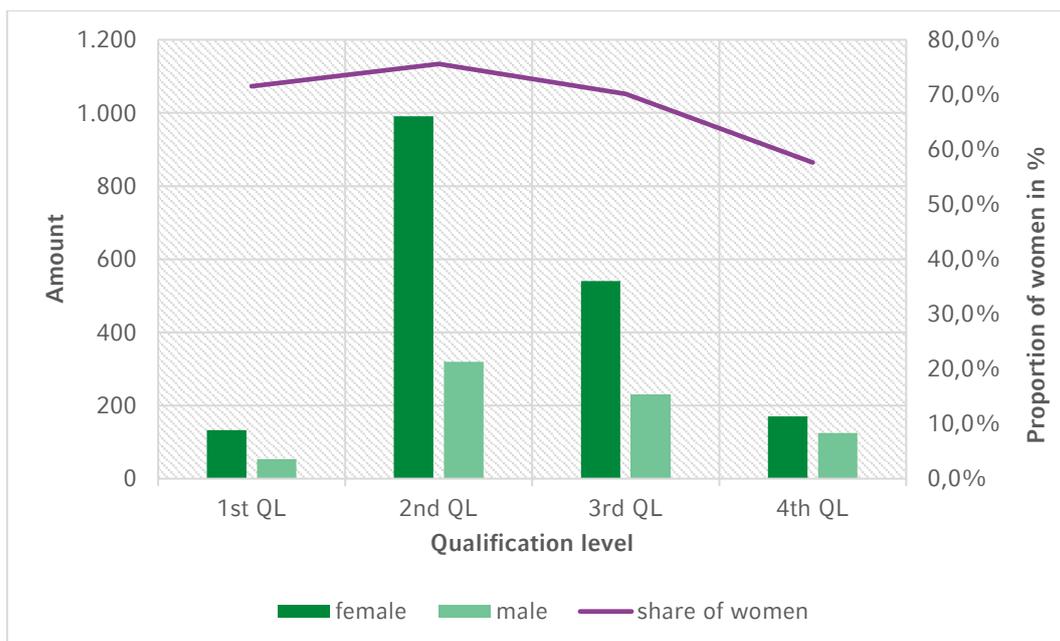


3.2.5 Academic Support Staff

In the following, the data of the academic support staff are presented. This part of the data analysis has been extracted from the sixth equality concept of LMU (2021-2025) for academic support staff designed by LMU's Gender Equality Officer in alignment with the University Governing Board.⁸ 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%). The average age among female academic support staff has been 47.3 years and among their male colleagues 46.4 years. In 2020, 11.9% of the academic support staff carried a citizenship other than German.

While the proportion of women at the 1st (E1-E4), 2nd (E5-E8) and 3rd (E9-E12) qualification level is roughly the same as in the overall academic support staff, a significant decline in the proportion of women to 55.3% (2018: 54.1%) can be recorded at the 4th qualification level (E13-E15) (Graph 5).⁹

Graph 5. Employee structure by qualification level and gender in 2020.



In 2020, 54 people held management positions with a share of 35.2% women. Compared to the gender distribution of all academic support staff, the ratios are almost reversed (Graph 6).

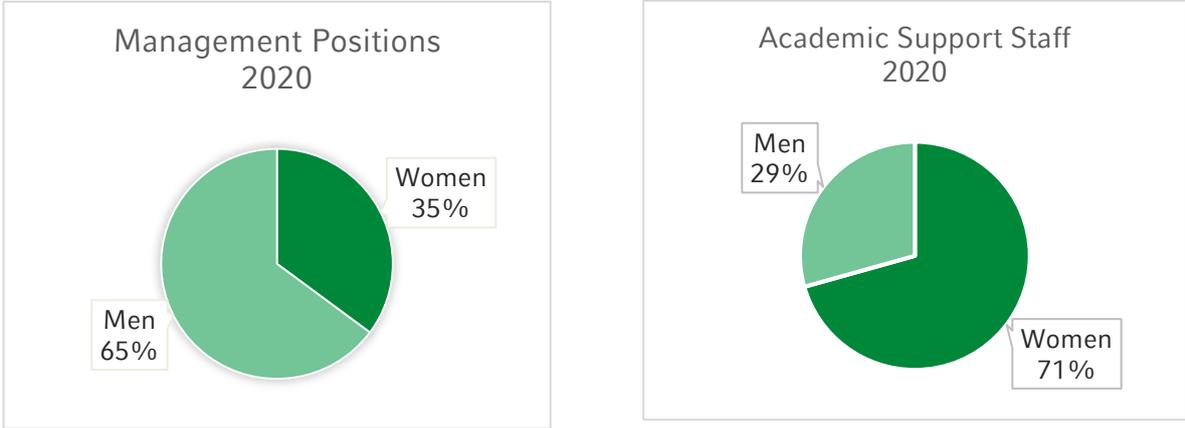
⁸ According to para. 4 ff. BayGIG it is legally binding for universities to have a Gender Equality Plan (GEP) in place for academic support staff. More detailed information can be retrieved from the original document (only available in German):

https://www.serviceportal.verwaltung.uni-muenchen.de/wissen/_assets/6_gleichstellungskonzept.pdf

⁹ 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>

11.1% of academic support staff in management positions work part-time, 26.3% among female managers and 2.9% among male managers. Thus, the part-time employment of academic support staff in management positions is significantly lower than the average for part-time employees of the total academic support staff (42.6%).

Graph 6. Management positions (Academic support staff)



Identification of future potentials

The figures presented show that LMU is tracking a variety of gender and diversity-related data already. However, there is a variety of future potentials to develop a strong data-basis and systematic indicators:

- (Historical) data are displayed by sex (male/female). In the future, LMU will work towards a more systematic way of building a data basis by gender to gain further visibility for and knowledge about university members beyond the male/female-dichotomy (see objective 1.3 & 5.3).
- Current *ad hoc* data reporting on gender and diversity indicators needs to be continuously developed into a systematic and consistent way of analyzing and interpreting gender and diversity data. It also offers potentials for the development of further monitoring instruments and ways to work on existing data gaps (see objective 1.3).

3.3 Governance and Work Structures

Ludwig-Maximilians-Universität München strives to be an inclusive university, where all students and staff can develop themselves to their full potential and feel respected and valued. In line with LMU's long-term strategic program, the **University Governing Board** ensures 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 Gender equality and diversity. By linking diversity and international affairs LMU recognizes gender equality as a complex topic that is interconnected with multiple dimensions of diversity.¹⁰

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 by numerous **central and decentral facilities and service units** at LMU, which support the implementation of the variety of measures and activities outlined in the 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, the Vice President for International Affairs and Diversity has together with LMU Diversity Management facilitated an institutional network of multiple gender and diversity stakeholders. Aiming to further professionalize the existing diversity network, the activities of the LMU Round Table Diversity 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

¹⁰ Between 2013 and 2019 the function has been named Vice President for Research and Diversity.

University Constitution, they consult each other at least once a semester about the state of 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 advancing gender equality among the academic support staff. In collaboration with the Gender Equality Officer, the **Sixth Gender Equality Concept 2021-2025 for academic support staff** has been integrated into this GEP 2022-2025.

To strengthen the relevance of gender and diversity in research, a **Gender and Diversity Consulting** has been installed in 2021. In close cooperation with the Research Funding Unit, scientists can receive consultation about gender equality and diversity measures in collaborative research consortia.

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 illness, LMU has several representatives and counselling 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 counselling 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 provide support to students in case 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**. They promote a respectful campus culture and a discrimination-free study, teaching and work environment and offer support to affected individuals in the LMU-community (see Chapter 2.5.4).

Identification of future potentials

- The situational analysis shows that the current gender and diversity related work and governance structures are already well-established at LMU. A variety of services and measures fostering equal opportunities have been successfully installed.
- There is potential to further connect the various actors in LMU's gender and diversity landscape to allow for intersectionality, but also to create new workflows and synergies (see objective 1.2).

3.4 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 taking part in a large quantity of networking activities dealing with gender and diversity, only 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. Within the **European University Alliance for Global Health** (EUGLOH), LMU pursues the promotion of diversity on the international campus.

As a member of the German Diversity Network for Universities (**Netzwerk Diversity an Hochschulen**), LMU is part of Germany's largest university cooperation exchanging expertise on all diversity dimensions. In accordance with its effort to systematically develop the anti-discrimination work, LMU is taking part in the German Network Anti-Discrimination for Universities (Netzwerk Antidiskriminierung 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 holds the Chair of the **Landeskonferenz der Frauen- und Gleichstellungsbeauftragten an bayerischen Hochschulen** (LaKoF), which is the state conference of Women's Representatives at Bavarian Universities (LaKoF Bayern) and is also member of the extended Governing Board in the **Bundeskonzferenz der Frauen- und Gleichstellungsbeauftragten an Hochschulen** (bukof), which is the counterpart at the national-level. Moreover, LMU is also active in networks, which deal with the challenge of care work and aim 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 Forschungsverbänden**) to exchange knowledge about integrating the gender dimension into research and collaborative research.

3.5 Gender and 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 has received the **German Total E-Quality award** for the fourth time; in 2019 with the additional award for diversity. 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 interventions to promote gender equality have a long tradition at LMU and there is a wide range of offers available at the central and the decentral 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.

3.5.1 Work-Life-Balance

Creating framework conditions, under which a reconciliation between study, work and family responsibilities is possible, has been an institutional priority at LMU for many years. Building on the pioneer work in “**Being family friendly**” the field of action has continuously been developed and integrated into a holistic diversity approach. LMU today offers a broad range of services that aim at the best possible support for university members with caring responsibilities to balance their work and family lives.

The counselling service **Studying with a child** (“Studieren mit Kind”), offered by LMU’s **Central Student Advisory Office** (Zentrale Studienberatung), supports students with family responsibilities with **several counselling services**. In addition, the student counselling service provides several workshops and seminars that help students to maintain a healthy study-life-balance.¹¹ During the COVID-19 pandemic, these services have been extended and adapted to the circumstances, i.e. workshops on reconciling homeschooling with online studies were offered. 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.

¹¹ For example: “Raus aus dem schlechten Gewissen – Vereinbarkeit Studium-Familie-Job”, „Studieren und alleinerziehend“, „Semesterbegleitende Eltern-Kind-Kurse“

LMU has a close cooperation with the **Munich Student Union** which provides childcare for LMU students as well as for employees near the university campuses. If pregnant students or students with children want to network and exchange experiences with peers the **Munich Student Union** offers a regular **family café**.

In cooperation with **pme Familienservice GmbH**, LMU supports all employees with a broad range of services to enable reconciling work with family responsibilities. Staff members have access to **counselling and placement services** such as **child care programs**, finding an **emergency care** (including childcare during conferences) or an **au-pair** as well as offering seminars and workshops dealing with formal questions about parenthood as well as educational advice and knowledge exchange.

In 2019, LMU has extended the portfolio of its family service by adding services for employees with care responsibilities i.e. **homecare/eldercare**. For the past three years, there have been regular workshops on the topic to raise awareness and to offer employees dedicated information. To expand this offer, LMU family service has piloted a **care counselling service** for employees, which comprises topics such as long-term care insurance, financing long-term care and how to find suitable care solutions.

Largely flexible working time and work location arrangements through flextime and home office apply equally to scientific and academic support staff. Family-friendly meeting and schedules are recommended and encouraged by the LMU University Governing Board and directed to all LMU managers in science and administration.

LMU puts major efforts in creating a healthy university environment. **"Healthy University"** has been introduced as key field of action with interventions fostering **mental and physical health** as well as building resilience among the LMU-community. These services can be an important measure to facilitate work-life balance and to ensure equal and successful participation. The general counselling services for (doctoral) students regularly offer preventive measures for effective time-management, to avoid procrastination and to deal with exam anxieties. For employees, a strategic health management facilitated through LMU's medical services offers prevention against burnout and addiction. Furthermore, the family service implemented services that support employees in managing stress, practicing mindfulness and engaging in physical activities.

Identification of future potentials

- There is a good understanding of the different challenges of male and female students and employees with family responsibilities at LMU. However, there is potential to further understand challenges of students, academic staff and administrative staff on the intersection of gender, ethnicity, age, class and disabilities to reconcile private life with work and/or studies in the LMU environment (see objectives 2.1/2.2).
- To further extend and optimize the LMU family service portfolio to the needs of different life and family models, the current service portfolio requires assessment. Furthermore, there is potential for further awareness-raising as well as visibility of role models for alternative family models (i.e. fathers in part-time, single-parents, same-sex parents) (see objectives 2.1/2.2).
- Services and contact points that support a healthy organizational culture and the well-being of the LMU-community currently focus on physical health. In the future, a broader discourse about mental health in the university environment will be initiated and access to psychological services further facilitated (see objective 2.1).

3.5.2 Recruitment and Career Progression

LMU is committed to promote equal opportunities in **recruitment processes** and in **career progression** for all employees. Since procedures, responsibilities and measures differ for academic support staff, academic staff and professors, the status groups will be addresses separately.

To further leverage the potentials for creating equal opportunities in the recruitment of personnel and for reducing organizational entry barriers, the GEP 2022-2025 targets to establish guidance on bias-free recruitment processes and active recruitment of women, especially in higher levels of qualification.

Recruitment and career progression of academic support staff

As anticipated in the **Sixth Gender Equality Concept 2021-2025** for academic support staff at LMU, a special program is being set up to identify and promote potential junior managers among the academic support employees. Within the program, gender-sensitive advisory services will be developed and individually adapted to the needs of the work units. Special focus will be put on areas with a low proportion of women in management positions.

Further, a Leadership program for potential leaders with trainings, networking opportunities and peer-to-peer exchange will be designed to strengthen career path opportunities and to build a candidate pipeline for academic support staff.

Recruitment and career progression of academic staff

As a research-oriented comprehensive university, LMU pursues the strategic objective to promote scientists at all academic career levels by offering an ideal environment for research, career development and career management.

Through the **LMU Academic Career Program**, designed to create an optimal framework for research and qualification, the university provides career support for early career researchers. It integrates support measures that help female scientists to overcome existing structural barriers. Part of the comprehensive **LMU Academic Career Program** is **LMUMentoring**, which supports talented female scientists in their career advancement and personal development. **LMUMentoring** also encourages the support of scientists with regards to the other diversity-dimensions such as ethnicity, class and disability. The LMU Academic Career program offers a **Re-Entry Funding** scheme directed toward postdoctoral researchers returning after a break due to childcare periods or because of care responsibilities for elderly family members.

Furthermore, the University Women's Representative has designed the comprehensive program **LMU EXTRA**, which gives female early career scientists the opportunity to get support with their scientific career through workshops and seminars as well as opportunities to network with peers and potential role models ("LMU EXTRA Meet the Prof"). Female scientists also get the chance to receive an appointment interview training designed by the University Women's Representative to rehearse the appointment application process as realistically as possible. Via the **Therese von Bayern Foundation** at LMU, female scientists are honored every two years for their outstanding achievements in science and research, internationality and work-life balance.

The **Center for Leadership and People Management (CLPM)** offers workshops and trainings to enable academic staff, who are involved in hiring procedures, to develop professional hiring processes. These training measures also integrate gender and diversity aspects, which support a general awareness on **unconscious bias**.

Recruitment and Career Progression of Professors

The **appointment of professors** follows a transparent process regulated by the Bavarian University Personnel Act (**Art. 18 Bavarian Higher Education Personnel Act; BayHSchPG**). LMU encourages the active search for female candidates, international candidates and high potential early-career scientists ("rising-stars"). Within the framework of LMU's long-term strategy target figures of 40.0% appointments of women, 40.0% appointments from abroad,

and 40.0% appointments of high-potential early-career scientists are envisaged. As a result, the internationality and diversity of the appointees have increased significantly: In 2020, 19.4% of appointees came from abroad (2007: 9%) and the share of women in new appointments was 44.4% (compared to 18% in 2007). As a voting member of **the Appointment Committee, the Woman's Representative safeguards the process with respect to equality aspects. LMU successfully uses both the classical appointment procedure** as well as appointments through **active sourcing** as an instrument for recruiting top scientists to professorships.

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 the LMU's long-term strategy program LMU has developed the **Adele Hartmann-program** to provide additional support for the appointment of outstanding female scientists to W2 professorships through additional funds to make the relevant offers even more attractive to outstanding female scientists.

With **LMU Gateway** and **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.

Identification of future potentials

While gender equality in career progression already has a quite long tradition among academic staff, LMU thrives to leverage the potentials in the areas of recruitment in research, teaching and administration and intends to further extend career progression for academic support staff.

- The situational analysis has shown that there is potential to further integrate diversity and gender aspects into existing training measures for hiring managers in research as well as administration to raise awareness about implicit bias. In addition to this, there is potential to scale-up the visibility of such trainings offers (see objectives 3.1/3.2).
- There are several individual development measures to promote women into leadership positions in academia as well as in the administration. There is great potential in implementing a gender and diversity-sensitive leadership initiative to further strengthen succession planning and promotion (see objectives 4.1/4.2).

3.5.3 Gender & Diversity in Research and Teaching Content

LMU acknowledges the increasing relevance of diversity and gender aspects in academia, which go beyond team heterogeneity. The university sees great potential in the design of research questions and overall knowledge production by systematically considering gender and diversity aspects in research and teaching content. In doing so, university members can leverage on the opportunity to respond in a more differentiated way to the needs and perspectives of a diverse society.

To make the relevance of gender and diversity aspects in teaching at LMU visible, the University Women's Representatives have been offering a course catalogue of lectures and seminars, which integrate gender and diversity aspects across all 18 faculties for nearly 30 years. Additionally, the University's Women's Representative has designed a certificate for building "gender and diversity competences in teaching and research" which can be obtained by all university members involved in teaching and research. With **LMUPlus** students can receive gender and diversity training and obtain a competence certificate.

The Research-Oriented Standards on Gender Equality of the German Research Foundation (DFG), which LMU adheres to, refer to the "relevance of gender and diversity in the implementation of research projects". The Research Funding Unit (VIII.3) at LMU has established a Diversity Consulting Service (**DiCo@LMU**), which offers counselling for individual and collaborative research consortia to foster the critical reflection upon the gender and diversity dimensions and the development and integration of measures for the promotion of equal opportunities within research. Measures include a systematic process to accompany research collaborations during proposal writing and throughout the funding period. The **Diversity Consulting Service** provides recommendations, guidelines and gender analysis instruments to equip scientists with tailored tools for integrating the diversity dimensions into research. Provisions are made, to further increase the visibility and awareness for the topic as well as existing resources and best practice by creating a "gender and diversity in research" website and a workshop series for scientists.

Identification of future potentials

As a research-intensive university, the integration of gender and diversity aspects into teaching and research has a longstanding history at LMU. The university has taken steps to further integrate the relevance of gender and diversity into research and teaching through counselling services and trainings.

- The situational analysis has shown that there is a variety of researchers from different fields of study at LMU who deal with gender and/or diversity in their research. As a research-led comprehensive university, there is even more potential to further exchange and transfer this knowledge and to start a university-wide discourse about the relevance of gender and diversity aspects in research and teaching (see objective 5.1).
- At LMU, researchers can currently receive counselling on the relevance of gender and diversity by the LMU Diversity Consulting. There has been the need identified to increase the visibility of the counselling service as well as to further develop a toolbox for gender- and diversity-sensitive research and teaching (see objective 5.2).
- 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 should be continued to raise the awareness-level among students from various disciplines (see objective 5.3).

3.5.4 Anti-Discrimination

LMU is committed to ensure 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. LMU has taken important steps to establish a discrimination-free campus. In accordance with §48 of the University Constitution, LMU has representatives for the prevention and resolution of conflicts for different status groups in place, who work toward the prevention of conflicts and act as mediators. There are centralized and decentralized **counselling** and **complaint structures** for university members that face discrimination in relation to their gender, sexual identity, age, cultural or social background or because of a disability. Especially in regard to the diversity dimension gender, there is a wide range of advisory services available. The Office of Women's representatives as well as the women's representatives in the faculties offer support to victims of gender-based discrimination and have introduced a systematic qualification process for counselling affected university members together with regular preventive measures and activities in cooperation with external experts.

To further expand the existing structures, dedicated **anti-discrimination officers** were appointed on October 1, 2021 to deal with discriminatory cases for all forms of discrimination.

Identification of future potentials

- The situational analysis shows that LMU has already increased its efforts to make anti-discrimination a visible part of gender and diversity work at an institutional level. In addition, there is the need to increase the visibility of counselling services and complaint management as well as the of preventive measures at an institutional level (objectives 6.1/6.2).
- To continuously professionalize the anti-discrimination work at LMU, preventive measures and structured trainings will be further developed for anti-discrimination officers and counsellors dealing with discriminatory cases. This aims to adequately support appealing persons in cases of discrimination based on gender, sexual orientation, class, cultural and social background as well as a disability and/or chronic illness (objective 6.1).

4. AREAS OF ACTION & EQUALITY 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 2022 and 2025. Objectives and measures are based on the situational analysis and ensure the strategic management of the university's activities related to gender and diversity. 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 GEP is known in faculties, departments, research centers and administrative units. [All university members]	1.1.1 Announce the GEP 2022-2025 and make it visible across faculties, departments, institutes, research centers and administrative units.
	1.2 There are professionalized gender and diversity working structures in place and the diversity stakeholder's synergies are fully used. [All university members]	1.2.1 Complement the existing diversity network by introducing thematic working groups. 1.2.2 Introduce annual LMU diversity conference for all internal gender and diversity stakeholders.
	1.3 There is a monitoring and compiling of statistics of gender & diversity indicators as well as the equality status. [All university members]	1.3.1 Identification, mapping and consolidation 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	<p>2.1 Services that support the reconciliation of work and private life are continuously developed. [All university members]</p>	<p>2.1.1 Start communication campaign and get feedback on the current LMU family service offer and visibility. 2.1.2 Continue the development of services for families with care responsibilities, also in regards to alternative family models (i.e. single or same-sex parents, fathers in part-time etc.) 2.1.3 Develop information material on mental health issues. 2.1.4 Facilitate access to psychological support services.</p>
	<p>2.2 Strengthening the compatibility of family and work as well as the continuous expansion of a family-friendly organizational culture. [All university members]¹²</p>	<p>2.2.1 Raise awareness and create visibility for alternative family models (i.e. single-parents, same-sex parents, fathers in part-time etc.) 2.2.2 Generate and share information for fathers about parental leave options, parental allowance and flexible work-models and motivate employed fathers to use LMU family service and parental leave opportunities at LMU.</p>

¹² cf. Sixth Gender Equality Concept 2021-2025 for academic support staff.

Areas of Action	Objectives	Measures
Leadership & Decision-Making	<p>3.1 There is a gender and diversity-sensitive leadership framework for academic support staff in place.¹²</p>	<p>3.1.1 Create a transparent competence map of qualifications and competencies required for promotion to leadership positions [LMU academic support staff] 3.1.2 Evaluation of the current status quo to understand training needs and to identify demands; definition of development goals. [LMU academic support staff] 3.1.3 Create a Leadership program for potential leaders with trainings, networking opportunities and peer-to-peer exchange to build a candidate pipeline. [LMU academic support staff]. 3.1.4 Evaluate how the measures can be scaled up to an institutional level. [LMU employees]</p>
	<p>3.2 All decision-makers have access to trainings that build capacity in gender and diversity competences.¹²</p>	<p>3.2.1 Develop an online-tool for self-evaluation of gender and diversity competences, provide information about unconscious bias as well as recommendations for gender and diversity-sensitive decision-making. [LMU academic support staff] 3.2.2 Integrate unconscious bias trainings into existing workshop and training portfolio for leaders at LMU. [LMU employees]</p>

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 Develop training for persons responsible for recruitment to enhance gender and diversity competences. [LMU employees]</p> <p>4.1.2 Analyze the current LMU-wide hiring procedures and evaluate the current potentials for improvement regarding gender/diversity-sensitivity. [LMU employees]</p> <p>4.1.3 Create an online accessible HR Recruitment Guide with building blocks regarding gender and diversity (i.e. best-practice for bias-free job descriptions; lists with potential job platforms that target a diverse audience). [LMU employees]</p> <p>4.1.4 Create onboarding material with information about gender and diversity measures and activities at LMU. [LMU employees]</p>
	<p>4.2 Persons responsible for recruitment are enabled to systematically evaluate applications.¹²</p>	<p>4.2.1 Develop an interview guideline including methods of assessing potential candidates and criteria-based assessment sheets. [LMU academic support staff]</p> <p>4.2.2 Evaluate how measures can be scaled up to an institutional level. [LMU academic staff]</p>

Areas of Action	Objectives	Measures
Gender & Diversity in Research & Teaching	<p>5.1 Facilitate an interdisciplinary discourse about the relevance of gender and diversity in research. [All university members]</p>	<p>5.1.1 Organization of an event series that raises awareness and provides insights into the discipline-related relevance.</p> <p>5.1.2 Invitation of keynote speakers and experts on gender and diversity in research.</p> <p>5.1.3 Highlighting of gender & diversity-sensitive research topics in internal and external communication.</p>
	<p>5.2 Academics of various disciplines are aware of the relevance of gender and diversity in research and enabled to integrate discipline-specific methods into research and teaching. [LMU academic staff and professors]</p>	<p>5.2.1 Increase the visibility of the diversity consulting service among scientific staff and research consortia.</p> <p>5.2.2 Develop toolbox with discipline-specific information and methods (e.g. database/wikis, workshops and good practices).</p> <p>5.2.3 Build researchers' capacity to apply gender and diversity analysis in research projects.</p>
	<p>5.3 Students of various disciplines are aware of the relevance of gender and diversity in their own field of study.</p>	<p>5.5.1 Make information material about gender and diversity in research accessible for students. [LMU students]</p> <p>5.5.2 Continue efforts to integrate subject-specific gender and diversity aspects into curricula. [LMU academic staff and professors]</p>

Areas of Action	Objectives	Measures
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Anti-discrimination, gender-based violence & sexual harassment</p>	<p>6.1 Anti-discrimination structures are further developed including prevention, awareness-raising and counselling services. [All university members]</p>	<p>6.1.1 Publish website that gives overview of complaint procedure and contact persons that offer support to victims of discrimination. 6.1.2 Develop systematic training concept for relevant stakeholders that deal with discriminatory cases.</p>
	<p>6.2 Preventive measures to support a discrimination-free environment are in place. [All university members]</p>	<p>6.2.1 Raise awareness about types of discrimination (based on gender, sexual orientation, cultural or ethnic origin, social class, disability). 6.2.2 Integrate information into onboarding material for employees and welcome documents for students. 6.2.3 Further develop trainings on gender- and diversity-sensitive language.</p>
	<p>6.3 Digital systems and administrative processes at LMU consistently integrate non-binary options. [All university members]</p>	<p>6.3.1 Mapping and identification of customization needs in IT systems and administrative processes regarding the integration of non-binary options and name/gender changes. 6.3.2 Implementation of (technical) solutions in IT systems and administrative processes.</p>

Areas of Action	Objectives	Measures
Communications	<p>7.1 Increase visibility of gender & diversity work at LMU and foster an inclusive culture by including gender- and diversity-sensitive language and communication material. [All university members]</p>	<p>7.1.1 Design a gender- and diversity communication concept, which considers intersectionality. 7.1.2 Design an annual gender and diversity calendar with various awareness measures (International Women’s Day, Christopher Street Day etc.) 7.1.3 Creation of an image database with gender- and diversity-sensitive pictures. 7.1.4 Increase the gender and diversity-sensitivity of editors. ¹²</p>
Report, Evaluate & Prepare	<p>8.1 An evaluation report is created to track the progress of existing measures in preparation of the forthcoming GEP. [All university members]</p>	<p>8.1.1 Annual meeting with all executing functions to evaluate GEP implementation progress. 8.1.2 Compile and communicate evaluation report, as starting-point for the follow-up GEP conception phase. 8.1.3 Design of next GEP in alignment with decision-making bodies.</p>

When rolling out the 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 an annual meeting with all relevant stakeholders to reflect about the measures, 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 2025.



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