

# **POSITION PAPER 2020-2022 GENDER EQUITY AND DIVERSITY**

## **FACULTY OF SUSTAINABILITY**

LAST UPDATE 28.05.2020

## 1. OUR VISION

We encourage an inclusive environment at the faculty in which everyone should feel welcome and treated with respect. We foster reflection about own privileges and encourage transparent and non-violent communication between the members of the faculty. We act together against racism, sexism and all other kinds of discriminative behavior. Therefore, we understand intersectional\* perspectives, visibility, reflection, and empowerment as key drivers towards an inclusive environment.

From our perspective, reflection of own actions includes e.g. knowledge about own biases and power dynamics which result at best in responsible decision and actions of all staff members and students of the faculty.

We especially encourage people in higher ranked positions to lead by example. This means to be sensitive towards power dynamics in working groups as well as while teaching, supervising or working together with students. Here, a specific awareness should belong towards people that are less privileged/visible in academia or have experiences with discrimination of any kind. Therefore, we encourage everyone in the faculty to reflect own privileges and power positions, exchange your knowledge and questions with each other and act upon that.

## 2. OUR SIX TARGET AREAS

Goals	Measures
<b>1. Increasing the number of women with multiple intersections, positions and identities. Additionally the number of international regular professorships and the number of people affected by intersectionality should be increased.</b>	<p>1.1 To set a mindset by which we raise awareness on the extraordinary national and international scientists who define themselves to be part of one or more of the following groups: women, inter* or trans* or non-binary people, Black people<sup>1</sup>, Indigenous<sup>1</sup>, People of Color<sup>1</sup>, people with disabilities, people with religious beliefs, non-academic class background, discriminative experiences based on sexual orientation or origin etc. This aims to widen up the networks where calls for new professorships are distributed.</p> <p>1.2 Course on “Why gender and diversity matters” in doctoral programs will start. The course will be part of the ethics strand and the lecturer will be expert in the topic and have a teaching contract (Lehrauftrag).</p> <p>1.3 We aim to appoint long-term professorship positions that should result into 3-4 new female professorships till 2025.</p> <p>1.4 Clarify within the calls for new professorships that times for parental leave can help the appointment committee in order to understand and assess the research output in a given time and will not be used in order to assess whether further leaves will follow.</p>

\*Intersectionality can be defined as: The interconnected nature of social categorizations such as race, class, and gender, regarded as creating overlapping and interdependent systems of discrimination or disadvantage; a theoretical approach based on such a premise. (Oxford Dictionary)

<b>2. Advancement of gender- and diversity-related inter- and transdisciplinary research</b>	<p>Increased integration of cross-cutting issues of gender and diversity for the science initiative Sustainability in inter- and transdisciplinary research by collecting data on gender and diversity outcomes in sustainability science research of the faculty.</p>
<b>3. Gender- and diversity-appropriate participation culture, related to committees and administrative bodies</b>	<p>3.1 Create a heterogeneous group of people in administration, on higher hierarchical levels e.g. professors, director of institutes; and honorary doctorates/professors by increasing the representation of people that define themselves as women, non-binary, inter* or trans*, people experiencing racism (Black, Indigenous, People of Color), or further kinds of discrimination related to their religion, abilities, sexual orientation, class – especially encouraging people to participate who are affected by a number of such discriminations and disadvantages (intersectionality*).</p> <p>By motivating specific members of the faculty to get elected for faculty council in 2022 and elect two people representing the institutes (Head, Co-Head) in 2021.</p>
<b>4. Gender and diversity-appropriate participation culture referring to the studies and teaching</b>	<p>4.1. E-Mail at the beginning of the semester: Proposal to open seminars up to the Gender-Diversity-Certificate.</p> <p>4.2 Development of teachers' material collection in order to be able to include at least one session that relates to his*her topic to gender and diversity aspects in cooperation with the equal opportunities office of Leuphana.</p> <p>4.3 Addressing issues of equity, diversity and antidiscrimination in exchanges with teachers and students, e.g. in additional quality circles (beyond the ones of teaching), enable a student representative to engage with people of the decentralize gender and diversity work at the faculty.</p>
<b>5. Foster reflection about own privileges and values as well as encourage transparent and non-violent communication</b>	<p>Organize or engage in at least one awareness measure (from the faculty or Leuphana) e.g. gender and diversity: trainings, quality circle on gender and diversity, workshops etc. within one year for (in best case) all hierarchy levels but especially higher hierarchies (professors and all other heads in administration, research or teaching).</p>
<b>6. Act together against racism, sexism, and all other kinds of discriminative behavior.</b>	<p>6.1 Develop with the faculty members a code of conduct/or code of trust for everyone who is involved in teaching/supervision/head of departments/institutes/working groups etc. (combine this measure with target area 5).</p>

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	<p>6.2 Within the existing format of open presentations hosted by the faculty called 'Sustainability Science Lectures' one lecture per year will be related to the topic of diversity. Invite at least one sustainability scientist who belongs to any minority in order to inspire us: inspire students, inspire faculty staff to identify barriers for diversity and ways to overcome. The lecture can be accompanied with a panel session/discussion on how belonging to a minority has affected the career.</p> <p>6.3. Till 2021: Tell your story – young researchers in Covid-19 time. Unfortunately, crisis like the Covid-19 hits vulnerable groups harder and minorities. We can see in the news how race and class inequities have been reflected in morbidity and mortality rates from Covid-19 itself. Especially female early career researchers or early career researchers belonging to vulnerable groups and minorities might also be the most vulnerable in higher education hierarchy. We want to raise awareness together by giving everyone who wants to participate from the faculty the chance to share their stories and make their struggles visible (e.g. on the webpage and other formats).</p> <p>6.4 Till 2022: Visibility of “life stories”: make diversity visible by interviews (videos) of two to three professors of the faculty, similar to what the Royal Society is doing. The interviewees can share their experiences of being a minority in science, influences in their childhoods and the fun and importance of science both to themselves and to the wider community.</p> <p>For 6.3 and 6.4 we get in touch with university communication and/or diversity office of Leuphana in order to discuss ideas.</p>
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### 3. HUMAN RESOURCES GOALS

Academic Career Stages	Current Status (31.12.2019)				Goal until 2022 (and later)	
	Data students WS 2019/2020		Data Alumni of the year 2018			
Gender Share**	total		in percent		in percent	
	F	M	F	M	F	M
1. Deanships	1	2	33,3	66,7	On average 50	On average 50
2. Head of Institutes	0	8	0	100	50	50
3. Professorships W2/W3	5	16	23,8	76,2	40	60
4. Temporal Professorships	1	2	33,4	66,6		
5. Assistant Professorships with/without Tenure Track	3 (one with tenure, two without)	3 (one with tenure, two without)	50,0	50,0	50	50
6. Leaders of Junior Groups	0	1	-	100	50	50
7. Research assistant	63	47	57,2	42,8	50	50
8. Honour- and Honorary professors	3	19	15,0	85,0	Till 50 at least alternating each year	Till 50 at least alternating each year
9. PhD Students <sup>2</sup>	86	44	66,2	33,8	Currently no demand	Currently no demand
10. Master Graduates <sup>2</sup>	115	46	71,4	28,6	Currently no demand	Currently no demand
11. Bachelor Graduates <sup>2</sup>	645	233	73,5	26,5	Currently no demand	Currently no demand
12. Alumni (finished degree M.Sc. & B.Sc.) <sup>3</sup>	160	72	69	31	Currently no demand	Currently no demand
13. Non-academic personnel	26	2	93,0	7,1		

\*\*We refer in this case to the biologically assigned sex and not to the self-chosen. Numbers about Inter\* humans are in the actual time point not compiled. Additionally, we indicate that the binary representation of sex is a simplification and does not show the total Diversity and therefore minimizes its visibility.

## REFERENCES

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Royal Society (2019): Inspiring Scientists: Diversity in British Science. Available at: <https://royalsociety.org/topics-policy/diversity-in-science/inspiring-scientists/>

<sup>1</sup>New York Times (2014): “The case for Black with a capital B”, available under: <https://www.nytimes.com/2014/11/19/opinion/the-case-for-black-with-a-capital-b.html?auth=login-email&login=email>

or Amnesty International Deutschland: Glossar für diskriminierungssensible Sprache  
<https://www.amnesty.de/2017/3/1/glossar-fuer-diskriminierungssensible-sprache>

<sup>2</sup>Data available under:

[https://www.leuphana.de/fileadmin/user\\_upload/INTRANET/Informationen/statistik\\_und\\_zahlenspiegel/Studierende/WiSe\\_19-20/20192\\_STUD\\_Fak\\_01.pdf](https://www.leuphana.de/fileadmin/user_upload/INTRANET/Informationen/statistik_und_zahlenspiegel/Studierende/WiSe_19-20/20192_STUD_Fak_01.pdf)

<sup>3</sup>Data available under:

[https://www.leuphana.de/fileadmin/user\\_upload/INTRANET/Informationen/statistik\\_und\\_zahlenspiegel/Datencockpit/2019/Datencockpit\\_STUD\\_18022020.pdf](https://www.leuphana.de/fileadmin/user_upload/INTRANET/Informationen/statistik_und_zahlenspiegel/Datencockpit/2019/Datencockpit_STUD_18022020.pdf)

## ACKNOWLEDGEMENTS

Thanks to the equal opportunities office at Leuphana for your support with discussions along all topics of gender and diversity. Thanks to the Dean of the faculty Henrik von Wehrden to give these topics priority with a space to develop actions and to reflect our own privileges!

**You would like to talk to someone about gender equity, diversity, discrimination etc. at the faculty or Leuphana? Feel free to contact us:**

Vice Dean for Internationalization and Diversity  
Prof. Dr. Berta Martin-Lopez

Decentral Equal Opportunities Officer of the Faculty of Sustainability:  
Dr. Fabienne Gralla,  
Dr. Agnes Friedel (Deputy)  
Prof. Dr. Jacqueline Loos (Deputy)

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» <https://www.leuphana.de/en/institutions/faculty/sustainability>