

JLU

NEUE WEGE. SEIT 1607.

JUSTUS-LIEBIG-
 UNIVERSITÄT
GIESSEN

THE GENDER EQUALITY CONCEPT, V2.0

AT JUSTUS LIEBIG UNIVERSITY GIESSEN, 2017 - 2023

ANTI-DISCRIMINATION & EQUAL OPPORTUNITIES POLICIES,
PROMOTION OF WOMEN IN ACADEMIA & FAMILY-FRIENDLY POLICIES

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**Anti-Discrimination & Equal Opportunities Policies,
Promotion of Women in Academia & Family-Friendly Policies**

1. Introduction

This new Gender Equality Concept, v2.0 continues Justus Liebig University's (JLU) involvement with a tradition of gender-equality measures and policies which were introduced to German universities via the "autonomous women's movement" (Autonome Frauenbewegung) from the early 1980s before being institutionalised in the state of Hesse in the Hessian Higher Education Framework Act (Hochschulrahmengesetz) of 1985. This provided for a full-time Gender Equality Officer to be appointed at every university and other institution of higher learning in the state. Since then, the legal foundations of gender-equality politics have been differentiated and extended in a variety of ways at the federal and state levels, and thus also at German universities. Regarding gender-equality policies at JLU, the legal framework is provided by the relevant gender-equality provisions in the current Hessian Higher Education Act (HHG, Hessisches Hochschulgesetz) as well as in the Hessian State Law on Gender Equality (HGIG, Hessisches Gleichberechtigungsgesetz). The present statement of gender-equality policies and measures is JLU's way of continuing in the spirit of many years of structural change towards greater gender equality. At the same time, present-day provisions are meant to transform long-standing gender-equality practice into an action-oriented overall strategy.

From the late 1990s onwards, there has been an increasing impetus towards the realisation of equal opportunities in higher education throughout Germany, emanating both from policies implemented in science and higher education, as well as from within the university sector itself. Apart from relevant statements by the German Council of Science and Humanities (Wissenschaftsrat) in 1998, 2005 and 2006, and the Joint Science Conference (Gemeinsame Wissenschaftskonferenz) in 1989, 1997, 2003, 2007, 2008, and 2012, incentives for a more egalitarian research culture were set by the German Rectors' Conference (Hochschulrektorenkonferenz) in 2006 and by the Alliance of German Science Organisations (Allianz der Wissenschaftsorganisationen), also in 2006. Since 2008, moreover, further key contributions to the continuing improvement of personnel-oriented and structural gender-equality standards at German universities and other institutions of higher learning have been made by the Women Professors Programme (Professorinnenprogramm, WPP), a joint effort by German federal and state governments, and the research-oriented gender-equality standards of the German Research Foundation (Deutsche Forschungsgemeinschaft, DFG). As JLU has been successful in both application cycles of this programme, its gender-equality office has been able to implement a wide variety of measures and projects, as well as to initiate marked structural transformation. This, in turn, has helped the university to advance the further development and the practical implementation of its gender-quality activities. As a result of this, JLU was placed in the top bracket in the 2013 ranking through which the German Research Foundation assessed the implementation of its own research-oriented gender-equality standards initiative.

In 2008, JLU produced its first-ever Gender Equality Concept, thus qualifying for application to the first cycle of the Women Professors Programme.

This first Gender Equality Concept focused, above all, on support for junior women scholars as well as on first measures towards achieving a gender-equal distribution of JLU staff in all positions, salary brackets, functions and levels of leadership responsibility. All of these measures also were successfully integrated into target agreements between university leadership and the individual faculties. Over the course of the first funding period of the WPP (2009–2013), the existing scope for shaping gender-equality policies at JLU was extended and developed, so as to level discriminatory career obstacles and initiate new assistance projects. These same goals were also pursued consistently during the second cycle of the WPP (2014–2018), when the projects in place to attain them were further elaborated and expanded in scope.

In 2013, moreover, the implementation process of the first JLU Gender Equality Concept received a formative evaluation by the Center of Excellence Women and Science (CEWS). The recommendations for the future development of JLU's gender-equality practice which were collected in the 2014 final report form the basis for an ongoing process of further professionalisation of gender-equality policies at the university, as well as for their permanent embedding within the framework of an overall concept for gender equality to be formulated for JLU as a whole. In this way, JLU has responded to the impulses of change towards greater gender equality seen throughout academia, as currently witnessed in measures including the Excellence Initiative by the German federal and state governments to promote science and research at German universities and initiatives for the promotion of junior scholars. As a result of these developments, JLU is now able to put forward a Gender Equality Concept which combines with its current personnel development plan and its strategic plan for internationalisation, "Progress through Internationalisation, JLU International, 2016–2026" (Fortschritt durch Internationalisierung, JLU International 2016–2026), in providing a firm foundation for the further development of gender equality in academic research and teaching, while at the same time making a key contribution to JLU's power to compete in a steadily internationalising field.

The present Gender Equality Concept, v2.0 is the result of a cooperative effort between the office of the President of the university, the office of JLU's Central Gender Equality Officer (Zentrale Frauen- und Gleichstellungsbeauftragte), the Equal Opportunities Office and JLU's Equal Opportunities Commission and the university's interdisciplinary Gender Studies Research Group. Thus, JLU continues its progress towards gender equality in a consistent and sustained manner. As a strategy paper, JLU's Gender Equality Concept, v2.0 puts forward a plan for the continued and progressive implementation of gender-equality standards in order to secure equal opportunities across the university's organisational structure as well as a continuation of existing measures facilitating the compatibility of family life, work and study; promoting women and providing anti-discrimination safeguards. For the first time, formerly separate concepts for gender equality and for the promotion of women have been integrated into a single document, the present Gender Equality Concept, v2.0, which combines gender-equality measures already established at JLU with new and progressive objectives.

The underlying structure of JLU's Gender Equality Concept, v2.0 may be described as follows: At the outset, and at a conceptual level, the university's guiding principles regarding gender equality and diversity are laid out, as are the improvement targets resulting from those principles (Chapter 2). In the following section on university management and quality management (Chapter 3), the process of establishing quality standards oriented towards gender-equality is outlined; this is meant to secure equal opportunities at the level of organisational structure (i. e., at a structural level). Proceeding from an evaluation of the current situation and reflections on future development perspectives (Chapter 4 – the reflective level), the application-oriented Chapter 5 outlines in greater detail the fields of deployment for the gender-equality policies and strategies currently in place, as well as suggesting – at an operational level – sets of measures appropriate for their further implementation. The Gender Equality Concept, v2.0 concludes with a look at possible future lines of action (Chapter 6) and a glossary of relevant terms (Chapter 7), followed by a statistical appendix (Chapter 8, representing the empirical level), which has been prepared in accordance with the guidelines, given in HGIG Sections 5–7, regarding drafting women's advancement and gender-equality plans.

The present Gender Equality Concept, v2.0 supersedes both JLU's previous Gender Equality Concept, which had been in place since 2008, and its 2011–2017 women's advancement plan, thus fusing the university's two central gender-equality instruments into a single document.

2. Mission Statement and Overall Goals

As JLU considers itself a gender-equitable university, it consistently campaigns for an egalitarian research and work culture that is both gender-sensitive and gender-critical. Its gender-equality strategy is based on a long-standing, firmly established practice of gender-equality policies, as well as on a routine, two-way transfer of knowledge between gender-equality policy on the one hand and Women's and Gender Studies on the other. The aim of JLU's gender-equality policies is to provide all of its faculty, staff and guests with equal opportunities. This view of the JLU community includes men and women as well as everyone not identifying with either of those two categories. The recognition of individual and cultural diversity to which JLU is committed includes protection against any kind of discrimination based on a person's gender, origin, sexuality, age, religion, disability or chronic illnesses. JLU also practises an equal opportunities policy premised on family-friendliness and life-cycle fairness. At JLU, the full realisation of gender equality is considered not just a legal obligation and not only a basic ethical principle but also a key requirement of quality assurance in academic research and teaching.

Securing equal opportunities is an integral part of the egalitarian university culture pursued at JLU; it is not just an established principle but a constant process. Its successful attainment depends not only upon gender-equality legislation and guidelines but also on the commitment and responsible conduct of all faculty, staff and guests at JLU, as well as on a continuing evaluation of the

the conceptual level

measures and structures promoting gender equality at the university. In terms of gender mainstreaming, the implementation of equal opportunities at JLU is not only a cross-sectional task at all levels of academic and administrative responsibility, but, being a top-down strategy, it also obliges those in positions of leadership to pursue a gender-competent style of management. The central importance of these matters to JLU's conception of itself is readily apparent from the fact that its gender-equality policy lies within the responsibility of the University Chancellor, whereas questions of family friendliness and life-cycle fairness fall within the University President's remit.

Against the background of this self-conception and self-commitment, JLU pursues a number of overarching goals, with a particular focus on the areas of structural change and quality assurance in gender-equality work. Both, the fields of action defined for JLU's gender-equality policies and the corresponding sets of measures are derived from these objectives (on this, see also Chapter 5).

STRUCTURAL CHANGE means ...

... promoting equal participation for all faculty members and staff of JLU, at all levels of the academic career, in administrative and management decisions as well as its inclusion in management and decision-making bodies and consideration for positions of leadership.

... expanding and developing existing support offers that promote gender equality for all status groups, focused on selected target groups to improve their conditions of work, further education, professional training, and study.

... establishing and strengthening organisational structures which contribute to further professionalisation in dealing with (multi-dimensional) discrimination and help to reduce exclusion.

QUALITY ASSURANCE IN GENDER-EQUALITY WORK means ...

... a strengthening of JLU's internal discourse on the principles and goals of gender-equality policy through a structural interlinking of the relevant protagonists, promoting the transfer of knowledge conducive to greater gender equality.

... ensuring the continuous quality and long-term success of the gender-mainstreaming process by developing tools for diversity management, both as a top-down and as a cross-sectional task in central as well as in decentralised university structures.

... the integration of gender-equality aspects in all processes of quality management and, following on from this, the permanent and consistent monitoring of all relevant gender-equality data.

SENSITISATION means ...

... the fostering of the gender and diversity expertise of all faculty and staff at JLU, leading towards a stronger institutional culture of gender equality and diversity fairness.

COMPATIBILITY means ...

... strengthening and promoting the reconciliation of work/study and family responsibilities in order to further enhance a work and research culture that is both family-friendly and characterised by life-cycle fairness.

"PROMOTION OF WOMEN" means ...

... breaking down structural and disciplinary barriers, particularly in those academic disciplines and subject areas in which women are under-represented across all levels of qualification (students/graduates, doctoral students, postdocs, professors) as well as across salary brackets.

WOMEN'S AND GENDER STUDIES means ...

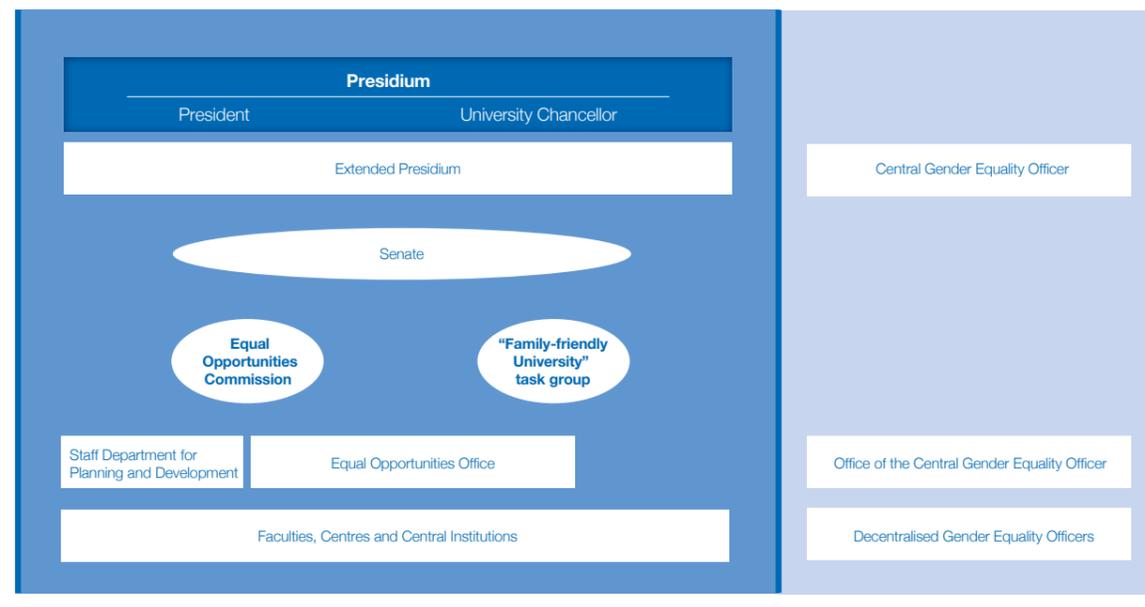
... increasing the quality of academic research and teaching by promoting relevant study and strengthening the transfer of knowledge between women's and gender research and JLU's gender-equality practice.

3. University Governance and Quality Management (QM) Measures

The Protagonists of Gender-Equality Policy in University Governance

A management task of the university as a whole, gender-equality policy is an integral part of JLU's concept of self-government, and the securing of equal opportunities standards falls within the direct responsibility of university leadership. The Equal Opportunities Department is associated with the President of the university whilst the administrative department of Family Friendliness and Life-Cycle Fairness is the remit of the University Chancellor. Both are supported in their gender-equality and equal-opportunities work by organisational units that provide the necessary expertise.

Protagonists of Gender-Equality and Equal opportunities policy at JLU: University Management and Gender Equality Officers



JLU's Equal Opportunities Commission (Gleichstellungskommission) is a permanent commission advising and supporting the President of the university in the development of gender-equality strategies and in the implementation of measures to promote gender equality. The Commission, which is chaired by the President, is made up of gender-quality experts and representatives of all status groups across JLU's eleven faculties. If necessary, the Commission will request external specialist advice.

The "Family-friendly University" task group ("family-friendly university audit") supports JLU's Presidium (senior university leadership) in its further development of a university infrastructure that combines family-friendliness and life-cycle fairness. At JLU, the "Family-friendly University" task group develops and implements measures further improving the compatibility of family life, work and study.

This task group, which is chaired by the Chancellor, comprises members from staff departments, administrative departments, research centres, and central university institutions as well as staff representatives, the Studentenwerk (Student Union), and student representatives.

As a specialist department affiliated to JLU's senior leadership, whom it provides with gender-equality and life-cycle fairness/family-friendliness expertise, the Equal Opportunities Office is in charge of the strategic planning of JLU's gender-equality policy and its operational implementation within the university's various departments, centres, and central institutions. The Equal Opportunities Office shares these responsibilities, in direct coordination and close cooperation, with the Staff Department for Planning and Development, its own particular priorities being (1) the management of the Equal Opportunities Commission and (2) the implementation, both in terms of content and administrative procedure, of JLU's Gender Equality Concept, as well as (3) its provision of consistent gender-equality controlling and gender-based consulting services, intended to further gender-equality policy and personnel management at JLU, and (4) the establishment of a gender-equality reporting system.

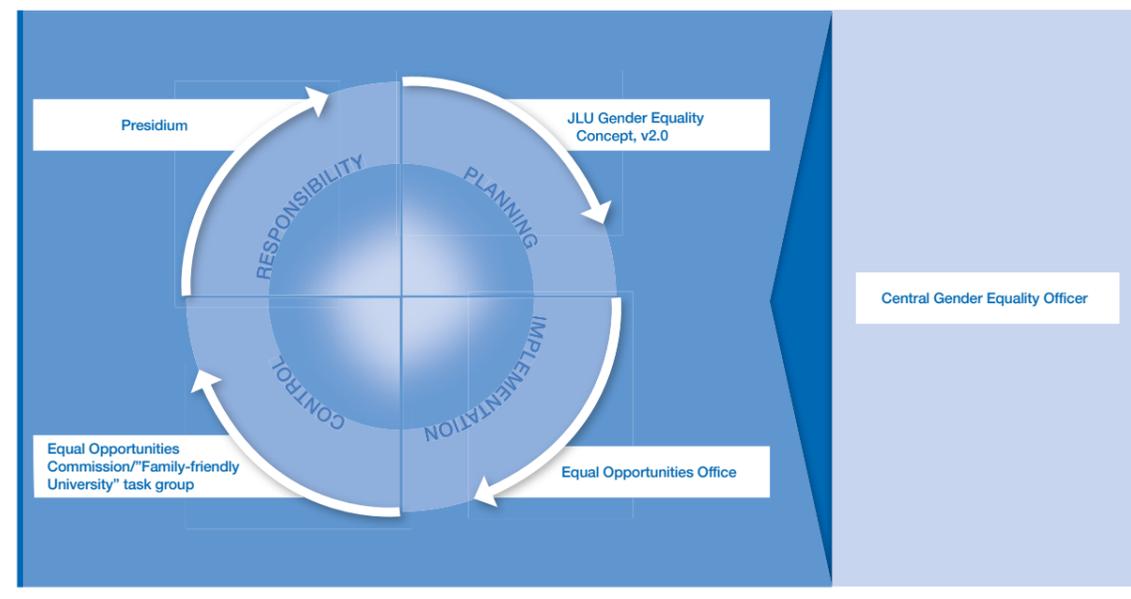
The office of JLU's Central Gender Equality Officer is legally mandated (pursuant to the relevant provisions in Hesse's gender-equality law, the HGIG) to advise and monitor JLU's senior leadership (the Präsidium) regarding questions of gender equality and related matters; it offers its support particularly in the implementation of that law. The university's Presidium and the Central Gender Equality Officer work together in a spirit of trust. In exercising her functions, the Central Gender Equality Officer is not subject to Presidium directives. She fulfils her dual function of advice and monitoring in matters of gender equality as an advisory member of the Extended Presidium body as well as in JLU's university senate, and as a voting member in the Equal Opportunities Commission and the "Family-friendly University" task group. In carrying out her duties, the Central Gender Equality Officer is supported not only by her office team but also by the commitment of around 70 decentralised Gender Equality Officers, all of them volunteers, who support the implementation of gender-equality policies in their respective departments, centres and central institutions at JLU. Cooperation between the Central Gender Equality Officer and the decentralised Gender Equality Officers is regulated by university statute.

In addition to these duties, JLU's Central Gender Equality Officer is responsible for the management of the Equal Opportunities Office as well as for the audit familiengerechte hochschule ("family-friendly university audit"). The Equal Opportunities Office and the Office of the Central Gender Equality Officer work together in close cooperation. Furthermore, the Central Gender Equality Officer's office team support JLU's senior leadership in implementing university-wide measures particularly in the areas of promoting women, anti-discrimination and family-friendliness/life-cycle fairness, as well as in the management of the audit familiengerechte hochschule.

Internal Quality Management

All protagonists of JLU's gender-equality policy interact strategically, closely cooperating to secure a university-wide and transparent implementation of equal-opportunities principles. The necessary quality-assurance measures are carried out via consistent internal quality management. In order to achieve this, all of JLU's organisational units, both central and decentralised, are systematically assessed in terms of gender-equality standards. Furthermore, the measures carried out there are continuously evaluated and refined based on a reporting system. In addition, JLU's gender-equality policy also receives input and inspection from outside the university through external incentive systems and quality assurance instruments.

Internal Quality Management for a More Equitable University Management



JLU's Presidium has fully transferred its earlier strategies for greater gender equality and equal opportunities into this new Gender Equality Concept, v2.0, employing it to put JLU's guiding principles of gender-sensitivity and family-friendliness into practice and facilitate the necessary decision-making processes. This course of gender-equality-focused innovation requires consistent and continuous quality management, which on the one hand guarantees the implementation of measures by the Equal Opportunities Office and on the other hand is reviewed and further developed by the Equal Opportunities Commission. In addition, and under the terms of internal target agreements, the university leadership demands that decentralised gender-equality targets be met as one of the performance dimensions covered by those agreements. Under the terms of external target agreements with the State of Hesse, JLU's Presidium is obliged to set up gender-equality performance agreements as well.

The present Gender Equality Concept, v2.0 forms the basis of all gender-equality-related strategic decision-making at JLU and, in its function as an instrument for gender-equality planning, specifies goals for further development, fields of action derived from them and concrete measures for their implementation. Beyond that, it assigns responsibilities and regulates processes and procedures relevant to gender equality, thus setting out the framework for gender-oriented quality management at JLU. The Concept also provides a gender-oriented collection of data, as is required of any women's advancement and gender-equality plan at universities in the State of Hesse under the provisions of the HGIG.

Within JLU's internal quality management process, both the Equal Opportunities Commission and the "Family-friendly University" task group assume the function of steering groups for quality assurance in equal-opportunities work. They ensure the implementation of all procedures and measures that promote gender-equality or family-friendliness, assess their effectiveness and develop recommendations for qualitative improvement for JLU's Presidium, as well as for the university's various faculties, centres, and central institutions. At JLU, measures relating to life-cycle fairness and family-friendliness are currently also supported – and evaluated on a regular basis – through external (re-)audits carried out by the external service provider berufundfamilie Service GmbH and its audit familiengerechte hochschule.

The Equal Opportunities Office, which implements measures to promote gender equality, does so by translating executive decisions promoting equality and work/life compatibility into operational instruments of action. In order to ensure long-term implementation, the Equal Opportunities Office, being a specialist department, assists both the Presidium and the Equal Opportunities Commission as well as the central institutions and JLU's faculties, for instance by offering regular and systematic gender monitoring, providing gender-equality-related knowledge input and process-related consulting services.

In terms of her advisory and monitoring functions, JLU's Central Gender Equality Officer assists and supports JLU's quality management of gender-equality and equal opportunities policies during all stages of the quality management process. She offers ideas and impulses for gender-sensitive and family-friendly strategy development. The Central Gender Equality Officer extends and deepens her expertise in the field of gender-equality policy through external cooperation, both at federal state and national levels. This cooperation is carried out, in particular, within the frameworks of the State and Federal Conferences of Gender Equality Officers in Higher Education (LaKoF and BuKoF, respectively). Having extended her expertise in this way, the Central Gender Equality Officer shares it with JLU's relevant bodies and committees, furthering their gender-equality professionalisation and awareness in turn. In addition, the Central Gender Equality Officer reports regularly to JLU's Senate and to the Extended Presidium regarding developments in gender equality – and gender-equality policy – at JLU.

4. Evaluation of the Status Quo and Perspectives for Improvement

JLU can look back on a long tradition of institutionalised gender-equality policies. Over the past eight years, university leadership has taken the opportunities created both by the new Women Professors Programme of the German Federal and State Governments and the research-oriented gender-equality standards of the German Research Foundation to strategically develop JLU's gender-equality policy.

JLU's first Gender Equality Concept focused on a situation analysis leading to target-group-specific and structure-building measures being developed as an effective contribution to JLU's gender-equality profile. During the first cycle of the Women Professors Programme, the focus at JLU was on optimising measures for the promotion of gender equality through a comprehensive package of measures. These were intended, in particular, to promote women at the various levels of academic qualification. Thanks to the measures then developed, a sustainable contribution to personnel development at JLU could be made over the course of five years by specifically supporting junior women scholars and scientists. In addition, a university-wide awareness of gender-equality issues and strategies has been achieved, which has been reflected since in various decentralised project initiatives promoting gender equality. The package of measures has been aimed at reducing structural barriers specific to particular academic disciplines and promoting family-friendliness and life-cycle fairness as well as at further integrating women's and gender studies into research and teaching at JLU.

Readjustment of the package of measures was carried out during the transition to the second cycle of the Women Professors Programme by critical reflection on the state of gender-equality progress as well as through external evaluation by the Center of Excellence Women and Science (CEWS). One fundamental result of this process of readjustment has been the decision to promote gender-sensitive cultural and organisational change more strongly through the introduction of centralised structure-building instruments for the more systematic implementation of gender equality. As a result, JLU has achieved both a permanent, firm embedding of organisational units dedicated to the promotion of gender equality in university management and has introduced systematic quality management for its gender-equality policies. It has thus created the necessary basis for the further development of its gender-equality objectives into a long-term Gender Equality Concept – a concept built to outlast temporary government funding lines and incentive programmes launched by scientific organisations.

The overall strategy of the new Gender Equality Concept, v2.0 focuses on the further professionalisation of JLU's gender-equality efforts as well as on the differentiation of university-wide equal-opportunities work in terms of the academic disciplines and structures involved. Once established, JLU's instruments of gender-equality-focused university management and quality management

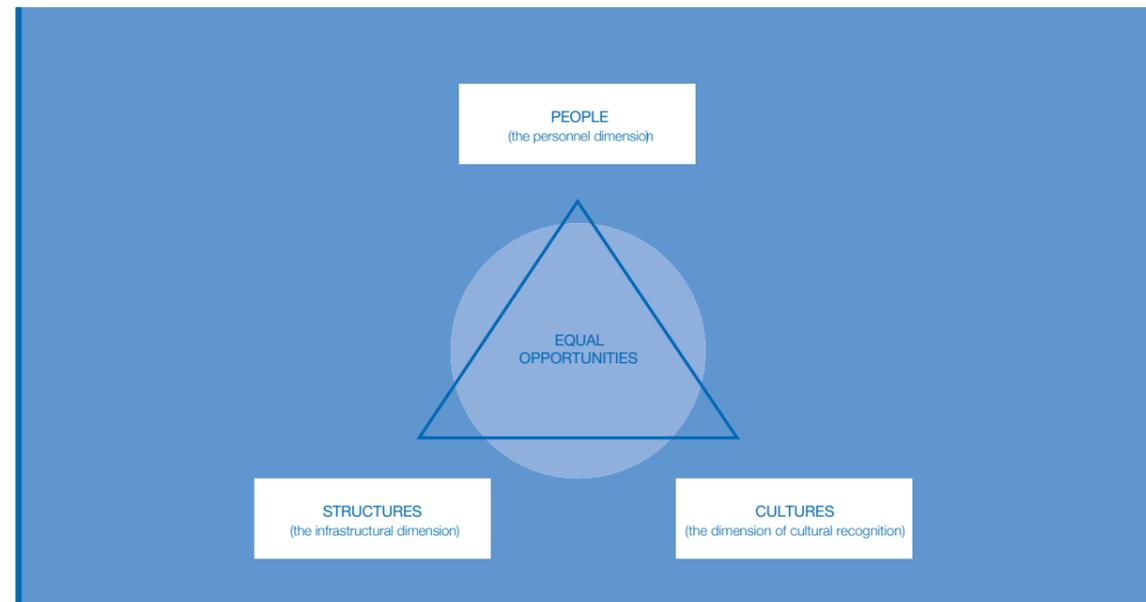
have provided coherent communication structures and spaces in which the protagonists of JLU's gender-equality efforts can exchange ideas – spaces in which synergetic strategies for further action may be developed on the basis of systematic gender-equality monitoring. As matters stand, JLU is faced with three major challenges, which will remain relevant during the years to come: 1) the consistent implementation of existing, field-of-action-oriented measures to strengthen and promote equal opportunities at JLU; 2) the long-term and systematic embedding of gender-equality strategies in JLU's decentralised structures; and 3) the development of new financing possibilities for best-practice measures to promote equal opportunities. Constructive management of these challenges will serve to boost JLU's already excellent track record in research and teaching.

5. Fields of Action

The understanding of equal opportunities at JLU is rooted in a recognition of the reciprocal conditionality of the personnel, structural, and cultural dimensions of action, which must be considered in their mutual interaction for the development of a more egalitarian organisation of work and research to become possible. The diversity of JLU's faculty, staff, and guests is taken into account on two levels: on the one hand through infrastructural measures and on the other hand through measures fostering a culture of recognition. Both sets of measures are designed to enable, promote, and strengthen equal opportunities while preventing discrimination. This complex interrelation between people, structures, and cultures is met, on an operational level, through the delineation of concrete fields of action. For this purpose, we have developed measures specific to each field of action, which, in sum, will contribute to the further promotion of equal opportunities and, hence, to a general improvement in quality at JLU.

Correlative Dimensions of Action

of the Egalitarian Organisation of Work and Research at JLU



At present, the promotion of equal opportunities and prevention of discrimination at JLU are differentiated into seven distinct fields of action complementing each other: gender competence and diversity competence (5.1); gender-equality controlling and gender-based consulting (5.2); anti-discrimination policies (5.3); family-friendliness (5.4); promoting women in academia (5.5); women's and gender studies (5.6), and gender in teaching (5.7).

These respective fields of action each require different strategies in order to be able to react to the three dimensions of action (i. e., regarding people, structures, and cultures) and act in a manner that both promotes equal opportunities and is non-discriminatory. Accordingly, different priorities are highlighted within

the respective sets of measures. On the one hand, JLU has been developing measures that contribute to a raised awareness and better qualification regarding questions of gender equality and equal opportunities. Through the provision of factual knowledge and intensified skills development, these will strengthen individuals' capacity to act in the interest of greater equality among all of JLU's faculty and staff. On the other hand, JLU's equal-opportunities initiative has been developing needs-based measures which focus on target-group-specific support as well as on assistance offers across individual target groups. In addition, there are also measures contributing to an improved quality assurance.

5.1 Gender Competence and Diversity Competence

Gender and diversity skills include, on the one hand, a knowledge of the mechanisms and the effects of stereotyping attributions within the various spheres of professional activity, and on the other hand, the ability to recognise these mechanisms in the everyday workplace as well as the willingness to counteract them by promoting equality and opposing any kind of discrimination. Gender and diversity skills are therefore key qualifications on the way to a more egalitarian organisation of work and research.

In keeping with its gender-equality principles, JLU relies on awareness-raising and qualification measures in order to provide its faculty and staff with in-depth knowledge about the various categories of inequality and their intersectional entanglement. Further measures designed to develop, promote and strengthen gender and diversity skills require systematic structural embedding within research, teaching and administration practices in order to qualify all of JLU's faculty and staff with the necessary gender and diversity skills so that an awareness of these same issues may be firmly integrated into the organisational structure and culture of the university.

Sets of measures:

STRENGTHENING GENDER- AND DIVERSITY-SENSITIVE CULTURAL CHANGE BY SYSTEMATICALLY DEVELOPING OFFERS OF INFORMATION AND ADVICE REGARDING GENDER AND DIVERSITY COMPETENCES

In a first step, the Equal Opportunities Office will assess the range of the information and advisory services either already initiated, or temporarily funded on a project level, by JLU in its central and decentralised facilities and institutions. On the basis of this assessment survey, an implementation proposal for information and advisory services will be developed, which will continue and systematically integrate already existing approaches.

The Equal Opportunities Commission, being the steering group responsible, will then set up a task group charged with developing, on the basis of the aforementioned survey, recommendations for further action on the part of JLU's Presidium.

In a final step, innovative formats are to be developed which, on the one hand, are meant to raise awareness about social inequalities and transgressive normativisation in the everyday workplace and, on the other hand, will focus on the acquisition of specific gender- and diversity-oriented knowledge.

INTEGRATING GENDER AND DIVERSITY COMPETENCES AS KEY QUALIFICATIONS IN TEACHING, RESEARCH, AND ADMINISTRATION AS WELL AS QUALIFYING STUDENTS, FACULTY, AND STAFF AT JLU

The insights gained from the set of measures described above form a starting point for the integration of gender and diversity skills as a key qualification in teaching, research, and administrative work. Moreover, and going beyond the information and advisory services already established, it is necessary to assess which of the respective formats have already been embedded in teaching and research contexts as well as in further training courses, so that new and advanced concepts may be developed on that basis.

In this process, the Equal Opportunities Commission takes on the function of providing a forum for discussion as well as the necessary expertise. The Equal Opportunities Office, in turn, is responsible for the operational implementation of new initiatives. Drawing on the support of the respective staff departments for teaching and research, personnel development and higher-education didactics, group-specific and need-based work will be carried out in order to develop concepts and – if they are considered expedient – integrate them systematically into existing structures.

These initiatives include, for example, the development of specific training courses for university managers and decision-makers; tailored training offers for employees and university lecturers integrating gender-sensitive and diversity-related topics as elements of cross-sectional competence; as well as, where appropriate, the embedding of gender- and diversity-related knowledge in individual course modules.

In the context of gender and diversity competences, a particular focus lies on the question of whether (and if so, how) recommendations for a non-discriminatory language (and visual language/imagery) may be developed as a medium of expression and communication. As uniform standards have not been agreed upon at JLU, this matter is still pending.

5.2 Gender-Equality Controlling and Gender-Based Consulting

In order to achieve equal opportunities at JLU, consistent gender-equality controlling is required, and should be conducted to collect and evaluate gender-related data specific to the relevant target group and university department/academic discipline. On the basis of this evaluation, gender-based consulting will be offered for organisational development as well as for JLU's coordinated research programmes. Gender-equality controlling generates data, facts and figures relating to gender equality. These are systematically processed and analysed to contribute to the further development of JLU's equality and personnel

policies. Gender-based consulting communicates the knowledge developed by gender-equality controlling, both internally (across university institutions) and externally (into the wider community). By consequence, both gender-equality controlling and gender-based consulting are integral components of personnel development, the promotion of equal opportunities and quality management at JLU.

Measures for the further development of gender-equality controlling and gender-based consulting focus on embedding gender-oriented data collection and dimensions of analysis across all status groups and organisational structures at both the central and decentralised levels of university administration. The long-term promotion of a more egalitarian work and research culture is to be ensured by systematically linking factual knowledge ("knowing that") and practical implementation skills ("knowing how").

Sets of measures:

FURTHER DEVELOPING THE COLLECTION AND PROCESSING OF GENDER-SENSITIVE DATA, ESTABLISHING A GENDER-EQUALITY REPORTING SYSTEM. THIS IS TO BE FOLLOWED BY STRATEGIC ORGANISATIONAL DEVELOPMENT TO STRENGTHEN EQUAL OPPORTUNITIES AT JLU ON THE BASIS OF THE DATA MATERIAL THUS COLLECTED AND ANALYSED

At present, monitoring and controlling gender-equality is only in place in some areas of JLU. Further development of the necessary structures is not only a central quality-assurance goal but also a substantial tool for securing and optimising JLU's gender-equality goals, and for evaluating all areas of equal opportunities policy.

In close cooperation with JLU's human resources department and the Office of the Chancellor, and in strategic coordination with the staff department for personnel development, the Equal Opportunities Office will define verifiable indicators for achieving a work and research culture characterised by equal opportunities, and will use this process to identify measures for a implementation of gender-equality targets, as well as areas in need of more focused attention. For the specialist and staff departments, indicators will be provided in order to improve the data collection carried out in the course of normal business operations in terms of its gender-equality relevance.

The Equal Opportunities Office is to develop a report format for the regular publication of the data material evaluated, and is responsible for the further administration of the monitoring process and, in particular, for the provision and preparation of relevant data for the benefit of the Equal Opportunities Commission.

GENDER-BASED CONSULTING FOR COORDINATED RESEARCH PROGRAMMES

In order to provide optimal support for JLU's researchers, the Equal Opportunities Office offers (pre-)application advice focused on promoting gender equality to all

scientists and scholars applying for third-party funding. Professional gender-based consulting strengthens the success of third-party-funding ventures – and successfully acquired third-party funding, in turn, makes a significant contribution to the promotion of equal opportunities, as it generally includes funds to pay for measures promoting equality.

In this context, the Equal Opportunities Office, in close coordination with JLU's Staff Department for Research and the Promotion of Young Researchers (StF), advises researchers on concept development with a particular focus on questions of (gender) equality and compatibility. The Equal Opportunities Office also contributes to the preparation and implementation of assessment and inspection phases, as well as supporting individual research groups in their development and implementation of need-based measures to promote gender equality.

5.3 Anti-Discrimination Policies

Being a public comprehensive university with a clear international orientation, JLU brings together a multitude of heterogeneous disciplines and cultures, thus instituting a complex system of social relationships between its faculty, staff, students and guests. Recognition of the personal and cultural diversity of each and every individual requires the ability and willingness of all at JLU to be sensitive and open to the social/educational, ethnic, gender, physical, and religious diversity of all others. The basis for this is a firm knowledge of the intersectional mechanisms at work across the social categories of gender, family context, ethnic and cultural affiliation, social background, sexual orientation, disability, age, and religion.

Against this background, JLU strengthens the development and expansion of structures conducive to greater professionalism in dealing with diversity, and which ensure protection from (multidimensional) discrimination by countering exclusion and removing barriers. Relevant measures focus on prevention, counselling, and the development of awareness-raising instruments.

Sets of measures:

EVALUATING AND CONNECTING ALL CENTRAL AND DECENTRALISED PROTAGONISTS ACTIVE IN THE FIELD OF ANTI-DISCRIMINATION POLICY IN ORDER TO EFFECT A SYSTEMATIC COORDINATION OF PROCESSES AND DELIBERATIONS

At JLU, there already are a large number of committed protagonists of gender-equality at both the central and decentralised levels, as well as contact and advice points tailored to specific concerns and target groups.

However, a systematic cross-linking of these units has not yet been effected, neither has the development of a coordinated consulting service. There also is a lack of information guiding those in search of support and other interested parties.

Furthermore, there are hardly any official recommendations for anti-discriminatory action or connections to wider initiatives on a state or federal level.

In 2015, the Hessian Ministry of Social Affairs and Integration (Hessisches Ministerium für Soziales und Integration, HSMI) set up an anti-discrimination office charged with embedding the anti-discrimination initiatives established on a federal level from 2006 in Hessian state legislation, as well. The formulation of model guidelines for enforcing the discrimination ban contained in the General Equal Treatment Act (Allgemeines Gleichbehandlungsgesetz, AGG), to be observed for all staff, faculty members, and particularly students is currently a major focus of the ministry's work. To this end, the HSMI carried out an evaluation of all Hessian universities and other institutions of higher education in 2016.

The Equal Opportunities Commission will thoroughly attend to the topic of anti-discrimination, and will set up a task group for developing a proposal for systematic process and advisory services based on JLU's own internal assessment survey as well as on the Hessian state government's evaluation. The operational implementation of this lies within the responsibility of the Equal Opportunities Office, which will work in close cooperation with the Office of the Central Gender Equality Officer.

REMOVING DISCRIMINATORY BARRIERS THROUGH THE DEVELOPMENT OF GUIDELINES AND RECOMMENDATIONS FOR FURTHER ACTION, AS WELL AS THE ESTABLISHMENT OF INNOVATIVE INFORMATION FORMATS FOR PROMOTING A CULTURE OF RECOGNITION.

This measure follows on immediately from the one before. After the phase of evaluation and concept-development just described, the above-mentioned task group will support the implementation, through concrete measures, of the targets and concerns raised. This includes, in particular, the development of guidelines and recommendations for action as well as public relations work and the preparation of information material.

The Equal Opportunities Office coordinates the cooperation of the various responsible parties, as well as of others taking responsibility in this field of action by generating relevant knowledge (including, but not limited to, representatives for the severely disabled, AGG officers, student representatives, Arbeiterkind.de, JLU's International Office, staff representatives, the Central Gender Equality Officer and the departments for personnel development, university property, and facility management).

During this systematic appropriation of "anti-discrimination" as a field of action, a special focus will lie on the critical examination of the long-run necessity (or otherwise) of establishing a central anti-discrimination office at JLU in order to do justice to the complexity of counselling concerns and to have a fully professional preventive impact.

5.4 Fairness for Families

At JLU, family is conceived in a broad sense as a community of people – such as JLU faculty and staff – assuming long-term social responsibility for themselves and others in their private and social environments. The basis of any family-friendly university must be the ability of all its faculty and staff to be sensitive to the challenges of reconciling study, work, and family life. This requires knowledge of how working conditions might be designed in a family-friendly way, as well as the willingness to create such conditions, in the best possible way, in your own work area, in order to maintain the working abilities and opportunities of everyone involved, to break down career barriers and effectively lower student dropout rates.

The question of how to make study, work, and family life compatible affects all groups of people at JLU in equal measure. To promote family-friendliness, JLU focuses on the further development of life-cycle-oriented measures with a particular focus on education and (child-)care. Measures focus both on infrastructures supporting an equitable work–study–life balance as well as on providing information and raising awareness of this particular field of action.

Sets of measures:

DEVELOPING AND EXTENDING FAMILY-FRIENDLY INFRASTRUCTURE AND ADVISORY SERVICES FOR THE COORDINATION AND FACILITATION OF SUPPORT OFFERINGS

A well-developed, family-friendly infrastructure already is one of JLU's great assets. Its improvement and further development form a continuing focus for the promotion of gender equality at both the central and decentralised levels of the university's structure. The "Family-friendly University" task group assists in this university-wide process of transformation by developing and implementing the appropriate measures. So far, the task group has focused on the targets agreed as part of the (re-)auditing carried out by the external service provider berufundfamilie Service GmbH and its audit familiengerechte hochschule. Overall responsibility for these activities lies with the Central Gender Equality Officer.

By putting the Equal Opportunities Office in charge of family-friendliness measures, the Office is enabled to provide operational support to the task group on a permanent basis. This structural decision offers an opportunity for developing the task group's profile further. In particular, the properties of the earlier family-friendliness auditing process will be systematically assessed and, if necessary, additional certificates will be acquired in order to continuously develop JLU's family- and equal-opportunity-oriented infrastructure as required. This will make it possible to provide target-group-specific advisory and information services.

Additional focus areas are 1) the development of an information platform on family-friendliness measures; 2) an evaluation of the allocation system for child day care places, on the basis of which JLU will expand its cooperation agreements with

the City of Giessen; 3) the intensified promotion of family-friendly working hours schemes; 4) the development of measures taking into account the specific needs of postdocs and professors; 5) the development of provisions in third-party-funded projects or scholarships for dealing with "time loss" caused by family responsibilities; 6) the preparation of a needs assessment on the subject of (nursing-)care services and 7) an expansion of advisory offerings regarding (nursing-)care.

SUPPORTING THE COMPATIBILITY OF ACADEMIC AND FAMILY RESPONSIBILITIES THROUGH THESIS COMPLETION GRANTS

Since 2009, JLU has been awarding thesis completion grants to doctoral students. The German Research Foundation included this programme into its "tool box" as exemplary pilot project 2016.

The programme encourages and supports female doctoral students by funding scholarships to compensate for months of "time lost" while carrying out family responsibilities. Its aim is to aid particularly qualified young female researchers who have been delayed in completing their doctorates on account of family responsibilities (e. g., pregnancy, maternity or parental leave, taking care of children or other family members in need of support) during the finishing phase of their degree work.

These scholarships are financed out of the funds of the Women Professors Programme, which is why they are offered to female applicants exclusively and have only a limited duration due to funding formalities. The Equal Opportunities Office will evaluate the current programme after the Women Professors Programme has expired, and will endeavour to find new funding options to continue the programme and, conceivably, widen its target group.

5.5 Promoting Women in Academia

As a classic comprehensive university, JLU boasts, at around 61 per cent, one of the highest female student quotas among German universities; around 47 per cent of all research personnel and approximately 65 per cent of all technical and administrative staff at JLU are women. Bearing this in mind, the deliberate advancement of women's participation at JLU focuses on attracting, retaining and qualifying women across all status groups, levels of qualification and career stages represented at the university as well as, increasingly, in areas in which women are underrepresented. This goal is pursued in a manner that is mindful both of individual target group and specific subject areas. The promotion of women in academia is, therefore, an integral part of personnel development at JLU.

As statistical data analysis indicates (cf. the statistical appendix), the proportion of women across the various stages of academic qualification varies, and its variation is discipline-specific. Also, a large proportion of female employees in the areas of university administration and management are in the low-pay

bracket. Measures for the promotion of women must take into account these departmental and work-cultural specifics, developing instruments that will help to break down structural barriers and will thus enable qualified women to access all levels of the university hierarchy.

Sets of measures:

DEVELOPING RECOMMENDATIONS FOR ACTION, EXTENDING TRAINING OFFERS TO PROMOTE EQUAL OPPORTUNITIES IN HIRING AND APPOINTMENT PROCEDURES AND FACILITATING THE SYSTEMATIC USE OF ACTIVE RECRUITMENT STRATEGIES

JLU has laid down its gender-equality standards in appointment procedures in the form of a binding guideline that extends and accentuates the recommendations put forward by the Conference of Hessian University Presidents (Konferenz Hessischer Universitätspräsidenten, KHU) in their "Hesse-wide Quality Criteria for Gender Equality in Appointment Procedures" document. This also includes information on active recruitment strategies that must be demonstrated in the course of the approval process. In doing so, JLU has firmly embedded the promotion of equal opportunities in its own appointment procedures and has developed, in the form of its guideline, an instrument that strengthens the chairpersons of appointment committees in their gender-competent management responsibilities. Quality assurance takes place via the advisory support, throughout the appointment process, of the decentralised and the Central Gender Equality Officers.

For other personnel recruitment processes at JLU, a comparably consistent implementation of equality standards is not yet in place. The Central Gender Equality Officer will develop recommendations for further action in close cooperation with the university's personnel department.

In this, particular emphases will be on (1) the development of an information platform on measures for the promotion of women; (2) the further development of personnel recruitment procedures in Faculty 11, as the university hospital is privately owned, which means that the compulsory equal-opportunities legislation in the public-service sector does not apply throughout; (3) personnel-development measures for postdoctoral researchers and (4) a survey on part-time employment at JLU.

In order to strengthen the professionalisation of equal-opportunities qualities assurance in appointment and personnel-recruitment processes, the Central Gender Equality Officer will develop and finance a training programme for decentralised Gender Equality Officers, also organising strategy meetings at regular intervals. In recruitment processes, an equal-opportunities approach will be promoted through systematic cooperation between the Gender Equality Officers and the faculty deans' offices.

PROMOTING TARGET-GROUP-SPECIFIC MENTORING OFFERINGS AND PROVIDING INSTRUMENTS TO CREATE INCENTIVES FOR THE PROMOTION OF WOMEN

So far, two mentoring programmes constituting successful instruments for the promotion of women have been established at JLU, addressing the two target groups of researchers and technical/administrative staff, respectively: "Mentoring Hessen. Women in Science and Business" is a programme assisting STEM students as well as doctoral students and postdoctoral researchers from all disciplines, supporting the development of their careers in research and teaching, in research and science management or in business. "SekMento" is a programme for university secretaries that contributes to the professionalisation of their work activities and collegial networking as well as to the recognition of this group of employees. In addition, there are further mentoring initiatives, particularly within the various graduate centres and at the departmental level, offering target-specific formats for different groups.

The office of the Central Gender Equality Officer is in charge of the university's internal processes and external cooperation with the management of "Mentoring Hessen", an initiative funded by JLU's Presidium. "SekMento", in turn, is funded on the basis of JLU's ideas competition for the promotion of women, an individual measure carried out within the framework of the Women Professors Programme.

There are currently a number of incentives in place to promote women, such as funding from both the Central Gender Equality Officer and from JLU's ideas competition for the promotion of women conducted as part of the Women Professors Programme. This competition, internal to the university, has been used to support select pilot projects for a period of two years during which the conceptual development and testing of innovative equal-opportunities measures may be intensified, both with a view to breaking down structural barriers for women in academia and to integrate women's and gender studies into research and teaching at JLU. In 2012, the German Federal Ministry of Education and Research (BMBF) recognised JLU's ideas competition as a best-practice model because of its high potential for innovation, and the German Research Foundation included it in its toolbox of exemplary pilot projects.

The ideas competition is funded by the Women Professors Programme and is therefore limited to a fixed period of time. The Equal Opportunities Office will evaluate this particular measure after the Women Professors Programme has ended, endeavouring to find new funding options in order to continue the competition if possible. In the future, all mentoring programmes should be coordinated with one another in a way that is even more strongly oriented towards individual target-groups and their needs.

In the long term, further incentive and support instruments are to be developed that will deploy monetary incentives at a decentralised level, especially with a view to the targets set in the HGIG (the Hessian State Law on Gender Equality) for increasing the proportion of women in public service.

5.6 Women's and Gender Studies

At JLU, women's and gender studies are institutionalised in the form of the university's interdisciplinary Gender Studies Research Group as well as in research units and task groups within individual departments and graduate centres. As a field of study, it is promoted by a large number of individual researchers across the university. At JLU, promoting and strengthening women's and gender studies means expanding and increasing interdisciplinary and transdisciplinary research perspectives as well as the quality of the relevant research. In addition, a critical examination of the results – and recognition of the established findings – of women's and gender studies form the basis for a sustainable professionalisation of higher-education policy/equal-opportunities work at JLU.

JLU strengthens the interdisciplinary embedding of women's and gender studies and promotes the formation of (inter)national and regional research partnerships in the field. Current measures focus on the implementation of relevant infrastructures as well as on strengthening a culture of recognition for this internationally established discipline, supporting the mutual transfer of knowledge between women's and gender studies, on the one hand, and JLU's gender-equality policy, on the other.

Sets of measures:

PROMOTING RESEARCH IN WOMEN'S AND GENDER STUDIES THROUGH ITS INCLUSION IN PROFESSORIAL CHAIR DENOMINATIONS, THE INTEGRATION OF GENDER-ORIENTED APPROACHES IN RESEARCH AND THE ESTABLISHMENT OF AN INTERDISCIPLINARY GENDER CERTIFICATE AT JLU

As part of the professorship appointment procedure, it has become common practice across all faculties for departments to consider whether an inclusion of women's and gender studies in the denomination of a given professorial chair to be advertised would make sense in terms of its thematic orientation. Furthermore, the integration of gender both as a cross-cutting issue and a competence to be demonstrated in research and teaching must be considered during the approval process. If thematically expedient, this must also be included in job advertisements, naming gender competence as a partial aspect of the requirement profile.

The Central Gender Equality Officer reviews and accompanies the appointment procedure in an advisory capacity.

In cooperation with the Staff Department for Studying, Teaching, Qualification, and Quality Assurance (StL), gender studies experts are to develop a university-wide, interdisciplinary gender certificate that will qualify students through acquainting them with the essentials of gender-oriented research and teaching, and will also serve to document the skills thus acquired.

The development of this certificate will be supported by JLU's ideas competition for the promotion of women, conducted within the framework of the Women Professors Programme.

AWARDING THE HELGE AGNES PROSS ADVANCEMENT PRIZE FOR OUTSTANDING THESIS WORK AND OFFERING FINANCIAL SUPPORT FOR GENDER-RELATED RESEARCH PROJECTS

The cross-departmental Helge Agnes Pross Advancement Prize honours and promotes outstanding thesis work dealing with a topic relevant to women's and gender studies and, through a systematic integration of a gender-focused perspective, provides the respective discipline with significant and original insights. JLU's Presidium awards the prize in an academic ceremony.

The provision of funding for projects in the field of women's and gender studies is an integral component of the Central Gender Equality Officer's budget.

5.7 Teaching Gender – Gender in Teaching

The consideration of gender issues in teaching at JLU relates, on the one hand, to the establishment of gender-related content in all appropriate teaching and research contexts, and, on the other hand, to the ability of all teaching staff to design their classes and other events in a gender-competent way. Gender-competent teaching fosters gender-sensitive and gender-critical exchanges around central research questions and contents of the respective field, as well as a reflective questioning of role stereotypes and gender-based attributions. It thus contributes to creating a teaching and learning culture that recognises the heterogeneity of both the student body and the teaching staff. The embedding of gender-related knowledge and gender-competence in university curricula is an indicator of JLU's claim to excellent academic teaching oriented towards international standards.

In order to increase the number of gender-sensitive and gender-focused classes offered at JLU in the long term, to integrate them into its teaching portfolio and embed them there in a multidisciplinary manner, JLU employs measures to provide relevant information, advice, networking, and training for its faculty and staff. In this way, JLU promotes a continuous, productive, and reciprocal dialogue between gender-studies researchers, experts in higher-education didactics, the individual departments, and the university administration.

INCREASING THE NUMBER OF GENDER-SENSITIVE AND GENDER-CRITICAL TEACHING EVENTS IN ORDER TO IMPROVE THE QUALITY OF TEACHING IN ALL SUBJECT AREAS BY PROVIDING PROMOTIONAL FUNDING AND STRENGTHENING THE VISIBILITY OF GENDER-ORIENTED TEACHING THROUGH SYSTEMATIC PUBLIC-RELATIONS WORK

In cooperation with the Staff Department for Studying, Teaching, Qualification, and Quality Assurance (StL) as well as with gender-studies experts, the Equal Opportunities Office will continue to support established concepts to increase the number of gender-oriented course offers and will further develop the respective funding formats, in particular to make them more specific to the respective disciplinary structures and requirements in individual subject areas and university departments. The focus in this is on teacher training, the STEM departments and JLU's faculty of medicine.

At present, the Central Gender Equality Officer provides funding for gender-oriented courses, which is acquired as part of the central allocation of QSL funds.

In the interest of greater visibility and in addition to the established format "Gender in Teaching in the Electronic Course Catalogue (Elektronisches Vorlesungsverzeichnis, eVV), a website is currently being developed which presents gender-related teaching content sorted by subject area, in order to provide all teaching staff with best-practice models.

ESTABLISHING A FORUM FOR CROSS-UNIVERSITY, INTERDISCIPLINARY EXCHANGE AND COLLEGIAL CONSULTATION, AND DEVELOPING COMMON INITIATIVES FOR THE LONG-TERM STRENGTHENING AND PROFESSIONALISATION OF GENDER-RELATED CONTENT IN TEACHING

Since February 2016 and on the initiative of JLU, a state-wide cooperation network named "Gender in Academic Teaching" has been formed in Hesse. This is aimed, in particular, at teaching and research staff, those active in higher-education didactics courses, in university administration or the various gender-equality and equal-opportunities offices – in short, at all those working at the universities involved who are interested in mutual exchange, friendly advice, reciprocal support, joint initiatives and a gain in knowledge. One focus of the network is the development of quality standards meant to be implemented at the universities participating.

"Gender in Academic Teaching" aims to be a forum for strengthening the position of gender issues in the university classroom. It promotes the exchange of experience and information within and between universities as well as across disciplines, thus contributing to the creation of synergy effects.

At present, the cooperation network is being managed by JLU's Equal Opportunities Office.

6. Future Perspectives

The present JLU Gender Equality Concept, v2.0 codifies significant structural changes in the university's gender-equality policy, changes which have gradually developed over the past eight years, in particular. In doing so, it also shapes a strategical gender-equality policy for the six years to come. In this way, an implementation of gender-equality processes at JLU at the central level of university organisation has been successfully attained, contributing in a sustained manner to equal-opportunities work at JLU through the theoretical formulation and practical implementation of strategic concepts in a constant productive interplay of contributors.

It is the establishment of an internal quality management system as a key element of gender-equality-oriented university management which forms the basis for the implementation of established and new fields of action. In addition to the expansion and further development of established areas of activity, the newly recognised fields of action require the establishment and development of basic strategies and novel measures. In this implementation process, it will be of paramount importance to pay particular attention to synergy effects between the different fields of action.

All individual fields of action are connected through their common focus on the professionalisation of primary/central structures and the reinforcement of a university-wide cultural change towards greater gender- and diversity-sensitivity. If it will be possible, within the next six years, to make significant progress along the route of progress laid out in this JLU Gender Equality Concept, v2.0, then not only will the university have gained the wherewithal for addressing discipline-specific challenges even more purposefully in years to come, but JLU will also be in a position to assume social responsibility for the global challenge of a truly equitable future.

7. Glossary

TERM	EXPLANATION
Anti-Discrimination Policies (Antidiskriminierung)	are meant to enforce the right of any person or class of persons, to equal treatment and to make sure that such differences that do exist do not entail any unwarranted disadvantages. Protection from discrimination may take the forms of both legal prohibitions against disadvantageous treatment and deliberate support for disadvantaged persons („positive action“).
General Equal Treatment Act, GETA (Allgemeines Gleichbehandlungsgesetz, AGG)	This is Germany's federal anti-discrimination act, which has been in force in all sixteen German states since August 2006. Its aim is to prevent or redress any discrimination on account of ethnicity, gender, religious or other beliefs, disability, age or sexual identity in the workplace and the wider public sphere. In effect, this law bans any kind of discriminatory treatment.
Federal Conference of Gender Equality Officers in Higher Education in Germany (Bundeskonzferenz der Frauen- und Gleichstellungsbeauftragten an Hochschulen, BuKoF)	The BuKoF is a federation of gender equality officers at universities and other institutions of higher education in Germany, allowing members to join forces in accomplishing their goals in the fields of women's advancement and gender equality. A particular focus of BuKoF activity is on supporting women across the higher education sector and including different member groups (see also https://bukof.de for more information in German).
Center of Excellence Women and Science (CEWS, Kompetenzzentrum Frauen in Wissenschaft und Forschung)	A knowledge- and research-based service institution run by the GESIS Leibniz Institute for the Social Sciences, meant to foster equal opportunities in the fields of research and politics (see also https://gesis.org/en/institute for more information in English).
Equal Opportunities (Chancengleichheit)	denotes the fundamental human right to a fair distribution of opportunities for access to societal goods and services. Its focus is on removing any legal barriers to such equal access as well as on securing fair and equitable rules of procedure for everybody. In written statements of the European Commission, "equal opportunities" (Chancengleichheit) is used as an umbrella term for such efforts, whereas political debates in Germany tend to centre around the notion of Gleichstellung (der Geschlechter) ("equality (of the genders)").

Diversity (Diversität)	denotes the fundamental variety of human individuals within a given organisational structure in terms of their respective gender, ancestry, sexuality, age, religion, disabilities or chronic medical conditions, as well as personal circumstances, lifestyles, identities, professional experience, world views, and values.
Diversity Competence (Diversitätskompetenz)	denotes individuals' knowledge about the mechanisms and the effects of stereotyping attributions within their respective spheres of professional activity, as well as their ability to perceive such mechanisms in the everyday workplace and counteract them, offsetting any discrimination through equality-fostering practices.
Diversity Management (Diversity Management)	is the name of a corporate strategy intended to strengthen the (economic) performance of a given business or institution through a heightened appreciation of diversity among employees and associates. The primary goal of this approach is to re-orient personnel management processes and human resource policies in such a way that staff makeup reflect the demographic diversity of the wider business (or institutional) environment. At the same time, this is meant to motivate staff, by way of appreciating their diversity, to contribute their full potential to the company's (or institution's) efforts.
Equality in Academic Culture (Egalitäre Wissenschaftskultur)	characterises a kind of institutional culture in higher education in which the achievement of equality is considered a cross-sectional task and has (largely) been achieved in terms of staff makeup, (infra)structure, and a consistent appreciation of cultural diversity.
Family Friendliness and Life-Cycle Fairness (Familien- und Lebensphasengerechtigkeit)	both facilitate a beneficial balancing, within a given institution, of work (or study) and private life, whilst taking into account individuals' possible limitations. In this way, individuals are enabled, in the long term, to exercise their social responsibilities for themselves as well as for others in their private and wider societal environments.

Research-Oriented Standards on Gender Equality of the German Research Foundation (Forschungsorientierte Gleichstellungsstandards der DFG, FOGS)	This initiative by the German Research Foundation (DFG) was launched in 2008; its objective has been to substantially increase the proportion of women at all academic career levels. In order to achieve this, universities introduced a quantitative as well as qualitative reporting system and began performing rankings to assess the equality policies of universities with a view to their individual levels of implementation along a four-stage scale.
Promoting Women in Academia (Frauenförderung)	denotes the deliberate and personalised promotion of women in areas where they are disadvantaged, discriminated against, and/or under-represented.
Gender	is a concept intended to account for the cultural and social dimensions of the structural category originally articulated in relation to differences in (biological) sex (in German, Geschlecht). The notion of gender as a socially constructed category underlines that gender identity is not congenital, but is acquired through social attribution.
Gender Consulting	is a kind of consulting service offered to coordinated research programmes as well as for organisational development, in which knowledge about the promotion of gender equality is shared both within institutions of higher education and spreading into the wider community. In the case of research programmes, specifically, gender-based consulting offers support in concept development, during project application processes, active help with preparing phases of assessment and inspection, as well as guidance regarding the development and implementation of gender-equality policies.
Gender-Equality Controlling	denotes the collection of facts and figures relating to the implementation of gender-equality policies, followed by their systematic processing and analysis. Through a continued comparison of previously defined goals and the effects of measures currently in place, this permits a continuous advancement of personnel management and gender-equality policies.

Gender Competence (Genderkompetenz)	refers to individuals' knowledge about the mechanisms and the effects of gender-stereotypical attributions within their respective spheres of professional activity, as well as their ability to perceive such mechanisms in the everyday workplace and counteract them, offsetting any gender-based discrimination through equality-fostering practices.
Gender Mainstreaming	means the totality of ways in which everyday thinking and acting within a given institution or organisation is focused on gender equality. This should be understood in terms of an overall strategy which integrates such a gender-equality focus as a stated objective on all levels of decision-making, thus treating the promotion of gender equality as a truly cross-sectional task.
Gender-Critical (geschlechterkritisch)	denotes the ability to adopt – on the basis of thorough familiarity with the concept – a critically reflexive attitude vis-à-vis the category of gender.
Gender Roles (Geschlechterrollen)	This concept, drawn from sociological role theory, denotes the sum of behavioural patterns conventionally expected from a woman/a man.
Gender Sensitivity (geschlechtersensibel)	This presupposes both knowledge and awareness of the fact that the category of gender is a structural category in both cultural and social terms.
Act on Equality Between Women and Men in the Federal Administration and in Federal Enterprises and Courts (Federal Act on Gender Equality, Bundesgleichstellungsgesetz, BGleG)	This German federal law has been in effect since December 2001; it is binding for all federal agencies and public-owned enterprises in Germany. Its goal is to make full equality of women and men in the workplace a reality, and to remove any existing discrimination based on gender, especially discrimination against women. It is also meant to prevent any discriminatory treatment in the future, and is designed to create a more family-friendly environment in which both women and men will be better able to combine caring and parenting responsibilities with employment in their daily lives.

Gender Equality (Gleichstellung)

is the ultimate goal of all gender-equality policies. In Germany, it is also a constitutional obligation: Pursuant to Article 3 of the German constitution (the Grundgesetz), full gender equality implies not only the equal participation and sharing of all individuals in all sectors and resources of society, but also involves a prohibition against any kind of discrimination, as well as the right to a free, self-determined life.

Hessian State Law on Gender Equality (Hessisches Gesetz über die Gleichberechtigung von Frauen und Männern und zum Abbau von Diskriminierungen von Frauen in der öffentlichen Verwaltung, Hessisches Gleichberechtigungsgesetz, HGIG)

The stated goals of this law are to make full equality between women and men in the workplace a reality, to make professional careers and family life more easily compatible for both men and women, and also to reduce the existing underrepresentation of women in public service. The HGIG obliges all state agencies and public-owned enterprises in the state of Hesse to appoint Gender Equality Officers, as well as to abide by authoritative gender-equality policies.

Intersectionality (Intersektionalität)

is an interdisciplinary concept bordering on legal studies and social sciences. It is intended to highlight the manifold entanglements and overlappings between different forms and dimensions of social inequality and difference. Persons to whom several criteria of difference at once apply often are in need of protection against multiple discrimination.

Hessian State Conference of Gender Equality Officers in Higher Education (Landeskonferenz der hessischen Hochschulfrauenbeauftragten, LaKoF)

The LaKoF is a federation of all central Gender Equality Officers at universities and other institutions of higher education, including university hospitals, in the federal state of Hesse. The gender equality officers connected through LaKoF meet at regular intervals to work on the further development of gender-equality policies at universities and other tertiary institutions throughout the state. At the same time, these meetings provide valuable input into the political process of negotiation within state legislature (see also <https://www.lakof-hessen.de> for more information in German).

Women Professors Programme of the German Federal and State Governments (Professorinnenprogramm des Bundes und der Länder)

This joint support programme by the German federal government (the Bund) and the individual Länder (federal states) was launched in 2008 and extended for a second funding period in 2013. Its aim is to motivate more women to stay and pursue their ambition in research after finishing their doctoral degrees. The programme, whose total volume of funding was set at 300 million euro (150 million per funding period), is characterised by a two-pronged approach: On one level, it works to increase the number of women professors at German universities and other institutions of higher education, strengthening gender-equality structures at universities through closely targeted measures. Those institutions chosen to be sponsored by the programme qualified by virtue of their respective gender-equality policies, which had been reviewed by a panel of external examiners. Part of those individual policies were gender-equality measures tailored to the needs of the institutions in question. Institutions whose Gender Equality Concepts managed to convince the examiners were awarded start-up funding for up to three professorships for women over a period of five years (see also <https://www.bmbf.de/de/das-professorinnenprogramm-236.html> for more information in German).

8. Statistical appendix

In accordance with legal requirements for any gender equality policy under the provisions of the HGIG, this statistical appendix offers an evaluative review of gender distribution across all salary brackets, and accounting for both technical/administrative and scientific/research staff. It also contains estimates of likely future vacancies as well as binding target agreements regarding future staffing and hiring decisions. These analyses are based on the total number of positions funded either by the State of Hesse or through third-party funding. In order to provide a more realistic assessment of gender distribution, and following long-established JLU practice, the number of positions available (many of which are part-time) has been converted into a more meaningful unit of measurement, namely, “full-time equivalents” (FTE units).

The HGIG stipulates that in the case of women being under-represented among staff hired in the technical-administrative domain, as well as among new and non-temporary appointments to research positions, more than half of all positions becoming available must be filled with women applicants. In the case of research personnel whose positions are temporary as per Sections 64(4) and 65(2) of the Hesse Higher Education Act (Hessisches Hochschulgesetz), as well as with non-graduate assistants, openings are filled according to the “cascade principle” (Kaskadenmodell). Every three years, a report on the attainment (or otherwise) of those targets is prepared for the benefit of state administrators. The central Gender Equality Officer and the Equal Opportunities Office will offer their support in the realisation of the said targets, and will evaluate the process as a whole on the basis of data monitoring.

Hence, the data collected will serve as the foundation of systematic Gender-Equality Controlling. The initial status analysis will be repeated at regular intervals, allowing for further development through the inclusion of additional key figures relevant to gender-equality policies.

As the statistical appendix contains sensitive personnel data, it is not available to the general public for reasons of data protection. Rather, its contents are meant to benefit internal strategic planning at JLU. The data set as a whole is an effective tool for the promotion of women, and is specific to conditions at JLU. For this reason, JLU staff and faculty may access it via the websites of the Equal Opportunities Office and the Central Gender Equality Officer.

