

Stiftung Tierärztliche Hochschule Hannover  
University of Veterinary Medicine Hannover



# Gender Equality Plan

5th Update 2024/2027

University of Veterinary Medicine Hannover (TiHo)

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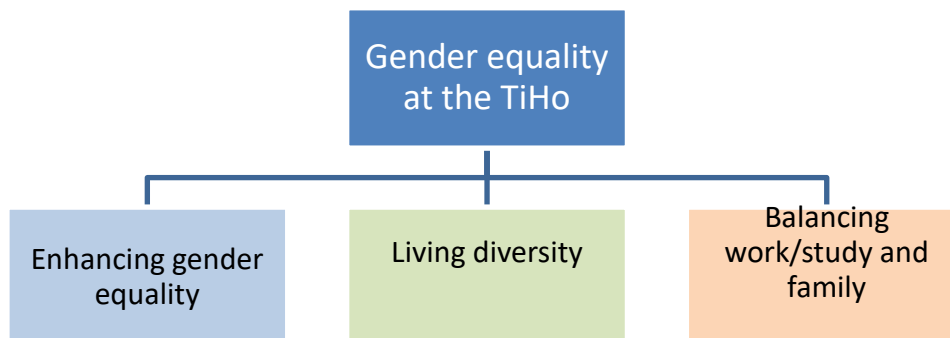
# 1 Gender equality at the TiHo

The TiHo is firmly committed to the social and legal obligation to create a solid foundation for equal opportunities in all areas for its members. People with diverse potentials converge in the social fabric of a university. It is crucial that this wealth of potential is exploited in order to ensure successful cooperation. Diversity, internationality and an anti-discriminatory atmosphere (treating each other with respect) are essential for maintaining and expanding the TiHo's leading position in research, teaching and services.

Competition between universities has made the issue of "gender equality" increasingly important in recent years. Given the increasing inter- and intra-national competition for outstanding academics, the university management has come to regard gender equality and the elimination of discriminatory structures and practices as an indispensable building block in the development of excellence, profile building, quality development and globalisation.

The TiHo not only takes equality and equal opportunities for women and men into consideration, but also includes other aspects of diversity as areas of equal importance and strives to take this perspective into account at all levels of decision-making.

Fig. 1: Gender equality at the TiHo



Gender equality in this respect focuses on seven core dimensions of diversity affecting a person's personality:

- Age
- Ethnic origin and nationality
- Gender and gender identity
- Physical and mental abilities
- Religion and beliefs
- Sexual orientation
- Social background

The gender equality plan adopted by the TiHo describes the concept for eliminating inequalities and promoting gender equality and anti-discrimination.

## 2 Integrating the gender equality policy into the university development of the TiHo

The gender equality policy of the TiHo is integrated into external and internal development and decision-making structures:

### 2.1 External level

It is the legal duty of the universities in Lower Saxony to promote the genuine implementation of equal opportunities in fulfilling their functions and to draw up a gender equality plan. The target agreements specific to higher education institutions with objectives and annual reviews (target achievement reports) are derived on the basis of the higher education development agreement between the state and the higher education institutions, which is valid for several years.

In addition, progress in gender equality is demanded by other stakeholders in science and higher education. Gender equality issues and their various forms are regularly fixed components of agreements and applications. For example, the *DFG's research-oriented equality standards* must be met for DFG funding, and certain equality standards must be met for programme accreditation.

The target figures and statistics that are calculated and published are incorporated into external subject-related university rankings (Humboldt Ranking, DFG Ranking, CEWS Ranking, etc.) among others. Besides the TiHo's external image, the results also have an impact on possible financial flows.

External quality audits, such as the *TOTAL E-Quality* rating, help to ensure that our own ideas and their effectiveness are reviewed by external groups of experts. The findings are also incorporated into internal quality management. Self-commitment declarations, such as signing the *Diversity Charter*, encourage the further development and implementation of projects that reduce discrimination.

## 2.2 Internal level

Topics and activities oriented towards gender equality permeate all levels of development and decision-making structures within the TiHo as a cross-sectional responsibility. Starting with the mission statement, the implementation of the gender equality policy is achieved by means of binding and coherent control instruments such as target and performance agreements, a personnel development concept as well as the gender equality plan. The naming, authorisation and appropriate allocation of resources to the persons and bodies responsible for the process are regulated and transparent both within the university and in accordance with state law. Adequate professional staffing, resources and decision-making authority on the part of the responsible persons in the executive committee, the corresponding staff offices and the gender equality commissioner is indispensable.

In accordance with the Lower Saxony Staff Representation Act (NPersVG), the staff council shall have a say in the drawing up or significant amendment of plans to establish equal rights for women and men.

# 3 Equality and diversity-oriented objectives of the TiHo

## 3.1 Objectives of gender equality work

The objectives give rise to the measures for the individual areas. Gender equality has to be broadly disseminated throughout the university. Gender equality is regarded and treated as a management and cross-sectional issue at the TiHo. This includes the consistent and sustainable anchoring of gender equality objectives in the development of the mission statement, in profile development and in the committees and regulations - as well as continuous supervision, support and review of the implementation of tasks by the management committees.

If they are to be effective steering instruments in the development process towards a gender-equal university, it must be possible to make the gender equality objectives operational, realistic and binding.

The objective of all measures is to shape and continuously improve the organisational culture in a manner that is sensitive to gender and diversity. All dimensions of diversity are included to the greatest extent possible, such as gender, social and ethnic origin, age, sexual orientation, physical abilities and world view.

The TiHo encourages the effective implementation of equal opportunities for its members in the performance of its tasks, strives to eliminate existing discriminations and supports measures aimed at balancing family and career or studies.

This means that all projects must take into account the diversity of people and their life situations from the very beginning. This is especially true for planning higher education development, for human resources development and for changes in learning and teaching processes.

Official personnel and student statistics at state and federal level as well as internal target figures are usually collected broken down by gender.

It is the declared objective to increase the proportion of men and women in areas where they are underrepresented. When filling vacancies in areas where one gender is underrepresented, at least half of the candidates of this gender who meet the minimum requirements specified in the job advertisement

shall be shortlisted. Women having equivalent qualifications shall be given preference until the proportion of women in the respective profession has reached 50 %. The provisions of the Disabled Persons Act remain unaffected.

When filling posts in bodies, committees and commissions which are not subject to an election, appropriate consideration shall be given to women. At least 40 per cent of the members with voting rights shall be women. When making nominations for elections, women shall be considered in a proportion of at least 50%.

### 3.2 Achievement of objectives and quality management

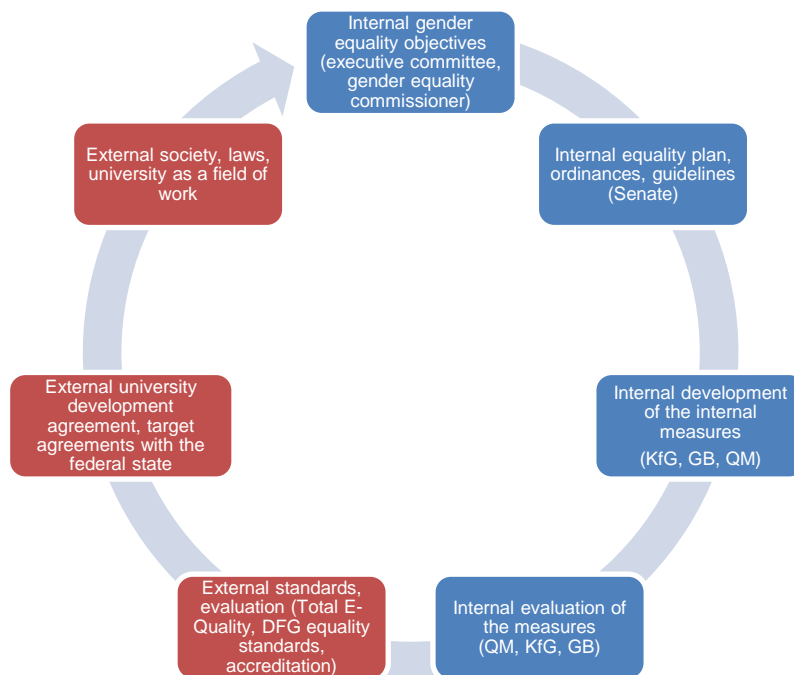
The gender equality plan is part of the TiHo's development planning, while at the same time being an instrument for reviewing and evaluating the establishment of equal opportunities.

Agreements on gender equality objectives are based on data collection differentiated by gender, use the superordinated federal and state programmes and are safeguarded by the university management in the course of development planning. They contain targets flexibly taking into account the potential and distinctive features of the university's organisational structures.

Planned measures are derived from the objectives set and build on what has already been achieved and evaluated and are taken into account in accreditation processes, staff development and in-house further training. The TiHo is also committed to comprehensive quality management when it comes to gender equality.

Internal and external quality management measures are used to ensure that the objectives are achieved (Fig. 1):

Fig. 2: Players in gender equality quality management



- GB Gender equality commissioner
- KfG Commission for equality
- QM Quality management

## 4 Legal foundations

The legal framework for this Gender Equality Plan is established in its current version by Constitutional Law (GG), the Lower Saxony Higher Education Act (NHG), the Lower Saxony Equal Opportunities Act (NGG), the General Equal Treatment Act (AGG) and TiHo's Basic Regulations. The aforementioned laws are used with respect to the TiHo. The gender equality plan is updated on a regular basis, taking

into account the legal requirements that are relevant to gender equality and the target agreements with the state of Lower Saxony.

### Tab. 1 Legal foundations

#### I. Constitutional Law (GG)

Article 3, paragraph 2, sentence 2:

The state shall promote the actual implementation of equality between women and men, and shall take action to eliminate any disadvantages that are present.

#### II. The Lower Saxony Higher Education Act (NHG)

§ 3 Para. 3 NHG

Higher education institutions shall, when performing their tasks, encourage the actual implementation of equal opportunities for women and men and work to eliminate existing disadvantages (gender equality policy). They contribute to the advancement of women's and gender research.

§5 Evaluation of research and teaching

(1) 1 The university shall facilitate an evaluation of the quality of the teaching by the students at least once a year.

2 The university shall evaluate the fulfilment of its tasks in research and teaching at regular intervals (internal evaluation), thereby taking into account how it has complied with its gender equality policy (§ 3 para. 3 sentence 1) and contributed to the advancement of women's and gender studies (§ 3 para. 3 sentence 2). 3 The university shall also incorporate the results in accordance with sentence 1 into the evaluation of teaching and ensure that the students are involved. 4 The university shall regulate the details, in particular the internal evaluation procedure and the evaluation criteria to be applied, in a directive.

(2) Independent institutions affiliated with the academic community carry out external evaluations at suitable intervals to ensure and improve quality.

(3) The results of the procedures in accordance with paragraphs 1 and 2 shall be published.

§ 21 Personnel para. 3 sentence 2

When filling posts and granting promotions, women with equivalent qualifications are to be given preferential consideration provided that the proportion of women in the respective profession at the university has not reached 50 per cent.

§ 41 Senate para. 2 sentence 1

The Senate shall adopt the development plan in accordance with § 1 para. 3 sentence 2, which forms the basis for the agreement on objectives, as well as the gender equality plan with concrete objectives and timelines in agreement with the executive board.

§ 42 Para. 2 sentence 1 and 2 NHG

The gender equality commissioner shall work towards fulfilling the equal opportunities policy in accordance with § 3 Para. 3. They shall, in particular, be actively involved in the development planning, in the preparation of the gender equality plan as well as in structural and personnel developments.

#### III General Equal Treatment Act (AGG)

#### IV. The Lower Saxony Equal Opportunities Act (NGG)

§ 3 para. 3 (sentence 2) and 4 Definitions

(3) (...)Part-time employees are considered on the basis of their individual weekly working hours.

(4) "Area" within the meaning of this act shall mean a remuneration, grade or pay group.

§ 15 Gender equality plan

(1) Every place of employment with at least 50 employees is required to draw up a gender equality plan for a period of three years for the first time by December 31st, 2011.. (...)

(2) The gender equality plan shall be based on an inventory and analysis of the employee structure and the turnover to be expected. The gender equality plan should specify how under-representation is to be reduced and how the work-life balance is to be improved for the duration of the plan, in accordance with the statutory powers of the body drawing up the plan and with paragraph 3.

(3) The gender equality plan must include targets aimed at reducing under-representation for the duration of its validity in percentages in relation to the share of the under-represented gender in the respective areas. In doing so, the specific features of the respective areas, departments and branch offices must be taken into consideration. The personnel, organisational and advanced training measures to achieve the targets in accordance with sentence 1 must be described in concrete terms. (...)

#### V. Lower Saxony Staff Representation Act (NPersVG)

§ 67 Employee participation in organizational measures

(1) The staff council shall have a say in the following measures in particular: (...) 5. Drawing up or substantially amending plans for achieving equality between women and men, (...).

## 5 Organisation and bodies for gender equality

Gender equality is a cross-sectional responsibility, for which all university bodies and members involved are responsible in the sense of gender mainstreaming, in particular the executive board, the senate, the commission for gender equality, the management of the university institutions, the chairperson of the appointment committee, the staff council, the gender equality commissioner with the equal opportunities

office. They tackle the challenge of implementing the gender equality plan with the formulated objectives and measures.

### 5.1 Gender equality commissioner

Under current legislation, the position of full-time gender equality commissioner has to be filled exclusively by women (§42 (1) NHG). The TiHo advocates that this position should be open to all genders, as is the case with other appointment procedures.

The gender equality commissioner is responsible for the fulfilment of the university's gender equality policy and by virtue of their legal status is to be involved at all levels.

The gender equality commissioner may participate in the sessions held by all committees and collegial bodies for the purpose of fulfilling their duties, with the right to propose motions and to speak. They shall be invited and informed in the same way as a member would be. The gender equality commissioner is not bound by professional mandates and instructions in the performance of their tasks.

Their tasks include participating in decisions relating to personnel, especially appointment procedures, helping to draw up the development plan as well as the equality plan, collecting, evaluating and publishing statistical data on gender distribution at the TiHo and providing advice to all members of the university on issues pertaining to equal opportunities. They can also propose projects to the commission for equality that are oriented towards promoting gender equality and support the commission for equality in its initiatives.

The full-time gender equality commissioner and their part-time deputy are elected by the senate on the proposal of the commission for equality. Further details on the election, term of office and authorities can be found in the NHG as well as in the TiHo's basic regulations. They are obliged to report to the senate and inform the public about the performance and fulfilment of their tasks.

### 5.2 Commission for equality (KfG)

The senate shall appoint a commission for equality (KfG). Its composition and tasks are set out in the TiHo's basic regulations. The chairperson of the KfG regularly participates in the senate meetings as an advisory member.

The KfG's tasks include drawing up proposals for the senate and the executive board on how to implement the gender equality policy and objectives oriented towards gender equality. In particular, KfG draws up the equality plan in consultation with the gender equality commissioner as part of the university's development planning and updates it regularly.

The senate adopts the gender equality plan with specific objectives and timelines in agreement with the executive board, reviews the progress made towards fulfilling the objectives and deliberates on adjustments, changes and additions to the gender equality plan.

The KfG prepares the advertising text for the position of gender equality commissioner in agreement with the senate and submits the proposal for the appointment to the senate.

### 5.3 Equal opportunities office

Activities oriented towards equality are bundled and coordinated in the equal opportunities office under the direction of the gender equality commissioner. The team at the equal opportunities office, which is made up of the full-time gender equality commissioner and their deputies as well as the administrative assistant, supports the TiHo in realising conditions for study and work that are oriented towards equality.

The tasks of the equal opportunities office primarily include supporting the gender equality commissioner and the KfG in carrying out measures that are relevant to gender equality, as well as advising all university members on issues pertaining to equal opportunities and the balance of work or study with family responsibilities.

### 5.4 TiHo Equality Fund

The TiHo has been setting aside the internal pool of funds "TiHo-Fonds für Gleichstellung" (TiHo Equality Fund) for the implementation of equality policy measures in the amount of € 153,400 p.a. since

2000 now. The KfG alone is responsible for deciding on the use of these funds within the framework of the gender equality plan.

The TiHo Equality Fund is administered and monitored by the equal opportunities office team. The gender equality commissioner has the authority to issue orders.

## 6 Gender-appropriate language

Language communicates factual information and moulds perception. This is why communication based on equal opportunities is necessary through the conscious and reflective use of language. Formulations that are appropriate to gender promote the visualisation of all people in their positions, roles and activities, taking into account their gender identity. Language appropriate to gender reflects a modern, respectful and contemporary togetherness.

The "Act on the Promotion of Equality of Women in Legal and Administrative Language" (27 February 1989 (Nds. GVBl. p.50)) and the resolution of the State Ministry on Principles for the Equal Treatment of Women and Men in Legal Language have been in force since 1989 (Nds. MBl. 1991 No. 25, p. 911).

Gender diversity has been legally anchored by the amendment of the Personal Status Act since December 2018 with the introduction of the gender designation "Gender-neutral" (Act on the Amendment of the Information to be Entered in the Register of Births dated 18 December 2018 (BGBl. I page 2635)). Job advertisements, forms and correspondence are worded accordingly.

Furthermore, a variety of spellings have become established in recent years. Examples and suggestions are compiled on the "Equality" web pages.

*Tab.2 Language for gender equality*

### **Cornerstones of the application of language appropriate to gender at the TiHo:**

- Information regarding the use of language appropriate to gender is provided by the [Gesellschaft für deutsche Sprache e. V.](#) (Association for the German Language), among others. The press and public relations office and the equal opportunities office have put together suggestions and practical examples on their websites.
- Gender-neutral formulations or the feminine and masculine forms of speech are used in general correspondence and in TiHo's legal and administrative provisions.
- Wherever possible, neutral designations should be used in teaching materials, forms, labels, etc. It is sufficient, for example, to simply state the name on attendance certificates, without Ms. / Mr., so as not to exclude the "3rd gender".
- When using photos and illustrations, it is important to ensure that they don't portray stereotypical or clichéd ideas, but rather represent the diversity of society.
- The use of audible language based on gender equality is also important in spoken language, in teaching, in lectures, etc.
- The "gender star" can be used in short forms to represent the different genders.

## 7 Selection procedures and recruitment that are fair in terms of gender and diversity

It is the professed objective of the TiHo to achieve a balanced ratio of male and female members and associates of the university in all areas and qualification levels where they are underrepresented in each case. Discrimination on the basis of gender or gender identity must be eliminated and a university culture geared to gender equality must be developed in all areas of activity. The principles of language based on gender equality (see 6.) shall be taken into account in all job advertisements. Persons with severe disabilities shall be explicitly addressed in job advertisements. The advertisement has to include a reference to the possibility of part-time employment, if such a possibility exists.



Appointment procedures are carried out in accordance with the "Guidelines for Appointment Procedures". Advertisements for professorships shall include the following note: "The University of Veterinary Medicine Hannover is committed to increasing the number of female professors. As a result, women are strongly encouraged to apply (§ 21 para. 3 NHG)."

The gender equality commissioner is informed about the filling of permanent positions by the personnel department. They are entitled to inspect the application documents at any stage of the procedure before they are submitted to the staff council for decision-making.

Aiming to increase the proportion of women in pay and salary ranges in which women are underrepresented, female applicants with equivalent qualifications shall be given preference in employment until the level of underrepresentation has been reduced. All female applicants fulfilling the requirements and qualifications specified in the job advertisement shall be shortlisted and invited for an interview. When selecting candidates for interviews, the specific biographies of qualified female applicants will be taken into account.

Previous part-time work as well as time spent in childcare and raising a family must not be a disadvantage. When assessing suitability, competences and experience from general societal and family tasks such as flexibility, management, organisational and communication skills must be taken into consideration.

Women and men shall be given tasks that are suitable for professional qualification in equal measure.

## 8 Gender and diversity equality in work and study

### 8.1 Appointment to committees

All members of the TiHo have the right and the duty to participate in the self-administration and fulfilment of the tasks of the university pursuant to the NHG. When assembling committees, care is taken to ensure an even distribution, meaning that individual persons are not disproportionately called upon and put under pressure.

Men and women should be represented in a gender-balanced proportion in all committees (Basic Regulations). Commissions whose appointments are not based on a vote should have at least 40% women among their electing members (NHG §16 (6)). When nominations are made, the proportion of women should be at least 50%. The statutory composition of appointment committees is regulated on a separate basis in the *Guidelines for Appointment Procedures*.

The TiHo strives to ensure that the legal requirements in relation to composition are fulfilled to the greatest extent possible throughout and that only a few exceptions are allowed.

### 8.2 University teaching

The TiHo is dedicated to achieving a teaching and learning culture that is gender-sensitive and oriented towards diversity and that supports the equal participation of all persons involved — teachers and students alike. Gender-sensitive curricula and teaching methods can help overcome stereotypes and break down barriers to further progress in academia and society. Teachings that are sensitive to diversity, including gender-sensitive language and the prevention of discrimination, are addressed in internal didactics training courses.

The aim is to strengthen gender competence and the skills to use this knowledge for gender-sensitive didactics by drawing on the findings of gender research.

Communication through language in text, image and sound plays an important role here and should be reflected upon by all those involved. The TiHo's *recommendations for language appropriate to gender* offer assistance.

### 8.3 Personnel development

Personnel development at the TiHo pursues the objective of comprehensive competence development among all employees, taking into account the aspects of work-life balance and equality, in accordance with its personnel development concept. The implementation of corresponding personnel development

measures also contributes to improving the satisfaction and motivation of the employees - which is of particular importance in change processes. Managers play an important interface role here.

In keeping with the principle of equal opportunities for women and men (NHG), women are given special encouragement in areas in which they are underrepresented.

Further training opportunities must be structured in such a way that all employees are motivated to participate and do not feel excluded on the grounds of family commitments. This is achieved more specifically through the form of the announcement, the consideration of the participants and the balanced use of women and men as teaching staff. Moreover, internal training and further education measures should be held between 9 AM and 5 PM where possible.

#### 8.4 Support measures to promote diversity

Measures contributing explicitly to the establishment of gender equality and anti-discrimination are financed from the "TiHo Equality Fund" (chapter 5.4). The KfG reaches a decision on this in the context of updating the gender equality plan.

These include, among others:

*Tab.3: Support measures to promote diversity*

1. Personnel development measures for women in areas where they are underrepresented (proportion < 50%) (e.g. vocational training and mentoring, for women, promotion of academic qualifications and networking).
2. Personnel development measures to promote patterns of action in line with diversity, e.g. seminar on unconscious thinking patterns (unconscious bias), intercultural communication, etc.
3. Measures to balance study/work and family life
4. Projects on gender research and gender mainstreaming (e.g. subjects of relevance to professional policy)
5. Further measures to eliminate existing discrimination and promote equality in accordance with chapter 1.
6. Promoting measures to reduce discrimination for people with physical disabilities
7. Additional personnel costs for equipping the equal opportunities office if required
8. Promoting cooperation with the International Office for targeted measures to integrate foreign students and employees

## 9 Creation of open spaces that are compliant with gender and diversity

The TiHo has a legal duty of care towards ensuring an appreciative and anti-discriminatory working and study environment and is responsible for its implementation.

### 9.1 Spatial retreat possibilities

The TiHo institutions, their external facilities and workplaces must be regularly inspected for sources of danger resulting from direct and indirect violence against women and other groups. Abuses must be immediately rectified and appropriate countermeasures (lighting, emergency call systems, guard services, escort services) must be developed.

Persons attending the TiHo facilities with children or those in need of care should be offered a place to retreat for care activities if necessary. This is especially true for nursing mothers and people in need of therapy.

The TiHo offers a parent-child room with a PC workstation at both locations in Hannover, where children can be looked after for a short period of time. Professional childcare can also be arranged if necessary, e.g. during training events. Furthermore, the TiHo aims to provide such a service at every location.

## 9.2 Preventing sexual and other discriminatory forms of harassment at the place of work and study

The TiHo is committed to protecting the dignity of each person at all levels. It attaches great significance to ensuring positive and trusting cooperation between all employees and students, irrespective of their gender.

Sexual harassment and violence not only constitute a personal threat, but also a violation of contractual or official duties. Employees of the TiHo with training, teaching and management responsibilities are under the obligation to follow up on any concrete indication of sexual harassment within the scope of their responsibilities. The gender equality commissioner should be consulted at an early stage so that further action can be discussed and agreed upon. University members must not be discriminated against because they have defended themselves against sexual harassment or exercised their rights legitimately.

The TiHo takes preventive measures promoting an anti-discriminatory and appreciative environment and improving spatial requirements.

## 10 Balancing work or study and private life planning

Striking a good balance between work or studies and family commitments - whether this involves your own children, grandchildren or relatives in need of care - is quite a challenge. The TiHo strives to support all university members in mastering this challenge.

### 10.1 Working hours and place of work

All employees (both women and men) are made aware of special services by the workplace to help them balance family responsibilities and paid employment.

If official matters (e.g. the pursuit of certain activities) are not in conflict with this, then an arrangement of working hours and place of work that differs from the standard working hours can be agreed upon if family commitments make this necessary. This includes mobile working models ("home office") and flexible working hours.

### 10.2 Part-time employment and leave of absence for family reasons

Applications for temporary and permanent part-time employment and for leave of absence for family reasons are usually granted. Leave of half a day may also be allowed in individual cases to take care of family responsibilities. An executive position is by no means a reason for not granting part-time employment. Applicants shall be advised in detail by the personnel office about the implications (impact on pension scheme, special payments, pay scale, etc.) Furthermore, wishes and ideas about the timeframe for a return to full employment shall be discussed; they will be taken into account to the greatest extent possible.

Part-time employees must be granted the same professional development and training opportunities as full-time employees. The same applies to participation in training and further development events outside the agreed working hours as well as to business trips. Business meetings and the like should take into consideration the working hours of part-time employees.

Employees who wish to take parental or nursing leave shall be informed at the time of application that they have the opportunity to be employed on a social security basis up to the maximum number of hours prescribed by law. Where possible, the department shall offer appropriate employment.

All employees taking leave and those on parental or nursing leave are allowed to keep in touch with their department and also maintain electronic access to the workplace and a work email address. If requested, they shall be informed about job advertisements, further and continuing training, organisational changes and opportunities for stand-in or temporary work by the department. The department is requested to provide information on staff meetings, service agreements as well as general information and events upon request.

### 10.3 Balancing studies, pregnancy and parenthood

The Maternity Protection Act (originally a protection law for employees) has also applied to pregnant and breastfeeding students since 01.01.2018. The objective of the law is to ensure the best possible health protection for pregnant and breastfeeding women and to protect women from being

disadvantaged by pregnancy or breastfeeding. The provisions pertaining to the Maternity Protection Act are a matter of mandatory public law; they therefore apply without taking into account the physical constitution and state of health of the mother.

Suitable protective measures must be taken by university institutions for study and assessment activities that may affect the health of mother and child during pregnancy (e.g. laboratory activities), insofar as the effort involved is deemed not unjustifiable. If participation in an event relevant to the assessment is not justifiable due to pregnancy, the sequence of studies should be modified within the framework of the study and licensing regulations to such an extent that the student does not suffer any disadvantages due to pregnancy in the form of longer study times.

Parents who are studying in parallel courses will be given priority in the choice of dates and times within the courses offered. Alternative activities or study models (hybrid courses) are recognised to the extent possible in accordance with the study and assessment regulations.

#### 10.4 Childcare

The team at the equal opportunities office supports university members in identifying adequate childcare opportunities in the vicinity of the TiHo. The university regularly assesses the need and structural possibilities for a childcare centre when planning for the future. In doing so, potential collaborations with other organisations are also taken into account.

## 11 Gender research and gender studies

Academia and research should focus on the needs of all people and take into consideration that the outcomes may have different consequences for the different genders.

The TiHo supports qualified research projects that address gender-specific and equality-oriented topics. These may include, for example, research projects addressing veterinary issues with reference to other disciplines, e.g. human medicine or environmental sciences (interdisciplinary one health approach) or topics with relevance to professional policy.

Furthermore, questions regarding aspects relevant to gender must be considered in all research projects: are experimental questions and experimental set-ups formulated and planned in a manner that is appropriate to gender? Do experimental animals or cellular structures exhibit possible gender-dependent reactions and consequently have an influence on later human applications? Does the gender composition of the personnel conducting the experiments have an impact on the research results (influencing the experimental animals, the observations)? Are gender-dependent aspects being taken into account in the development of digital tools (algorithms) for teaching and research?

## 12 Update of the gender equality plan

The gender equality plan shall specify which personnel, organisational and training measures are to be implemented to reduce structural disadvantages for people, on the basis of an inventory and analysis of the employee and student structure, among other things.

The data required for drawing up the gender equality plan shall be made available by the university management. The executive board reviews the progress made towards fulfilling the gender equality policy and discusses adjustments, modifications and additions to the gender equality plan.

The gender equality plan is updated regularly (every 2 years in accordance with Municipal Code).

## 13 Period of validity and entry into force

The equal opportunities plan was adopted by the Senate in agreement with the Executive Board on 4 May 2024 for the period until 31 December 2027.

Hannover, 15 June 2024

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Prof. Dr. Osterrieder, president

# 14 Annex

## 14.1 Evaluation

Tab. 4: Personnel statistics for academic staff

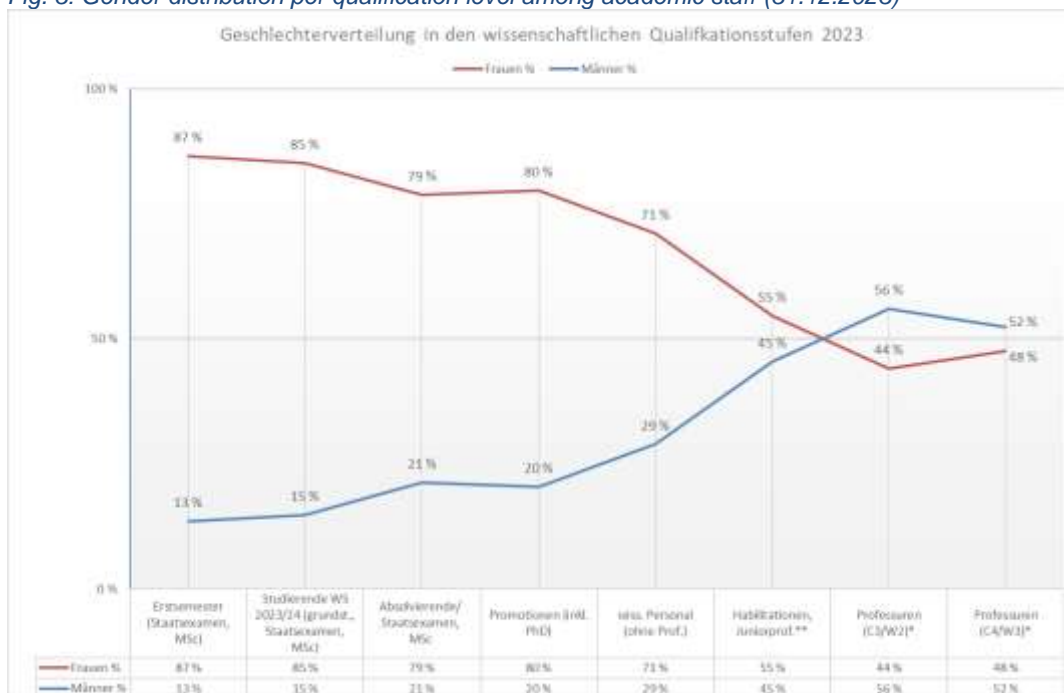
Bestandsaufnahme für die Ist-Analyse wissenschaftlicher Bereich											Stichtag 31.12.2023					
BesGr.	Anzahl insgesamt	davon Ganztagskräfte		davon Teilzeitkräfte				davon Beurlaubte		Beschäftigungsvolumen in Vollzeit-äquivalenten		Anteil eines Geschlechts an der Zahl der Beschäftigten		Anteil eines Geschlechts am Beschäftigungsvolumen		
		Frauen	Männer	Frauen	ant.BV*	Männer	ant.BV*	Frauen	Männer	Frauen	Männer	Frauen	Männer	Frauen	Männer	
W3/C4	21,0	10,0	11,0							10,0	11,0	47,6%	52,4%	47,6%	52,4%	
W2/C3	25,0	11,0	14,0					0,0	1,0	11,0	14,0	44,0%	56,0%	44,0%	56,0%	
W1	1,0			1,0	0,5					0,5	0,0	100,0%	0,0%	100,0%	0,0%	
C2	1,0	1,0	0,0							1,0	0,0	100,0%	0,0%	100,0%	0,0%	
C1																
A 16																
A15	2,0	0,0	2,0							0,0	2,0	0,0%	100,0%	0,0%	100,0%	
A14	4,0	2,0	1,0	1,0	0,8					2,8	1,0	75,0%	25,0%	73,7%	26,3%	
A13	8,0	5,0	2,0	1,0	0,5					5,5	2,0	75,0%	25,0%	73,3%	26,7%	
A12																
A11																
A10																
E15	6,0	4,0	1,0	1,0	75,0					79,0	1,0	83,3%	16,7%	98,8%	1,3%	
E14	351,0	89,0	34,0	182,0	112,6	46,0	28,0	10,0	0,0	201,6	62,0	77,2%	22,8%	76,5%	23,5%	
E13	136,0	29,0	26,0	60,0	35,5	21,0	12,8	2,0	0,0	64,5	38,8	65,4%	34,6%	62,4%	37,6%	
E13Ü	4,0	0,0	4,0							0,0	4,0	0,0%	100,0%	0,0%	100,0%	
wiss. Hilfskr. <sup>1</sup>	79,0	65,0	14,0							65,0	14,0	82,3%	17,7%	82,3%	17,7%	
student. Hilfskr. <sup>1</sup>	207,0	169,0	38,0							169,0	38,0	81,6%	18,4%	81,6%	18,4%	
<b>Gesamt</b>	<b>845,0</b>	<b>385,0</b>	<b>147,0</b>	<b>246,0</b>	<b>224,9</b>	<b>67,0</b>	<b>40,8</b>	<b>12,0</b>	<b>1,0</b>	<b>609,9</b>	<b>187,8</b>	<b>74,7%</b>	<b>25,3%</b>	<b>76,5%</b>	<b>23,5%</b>	

\* gemessen am Beschäftigungsvolumen (BV) einer Vollzeitkraft  
<sup>1</sup> Hilfskräfte sind immer teilzeitbeschäftigt mit maximal 86 Stunden/ Monat; Vollzeitäquivalente liegen nicht vor.

Vergleich Dauer- und Zeitstellen TiHo**	Frauen 2023	Frauen 2020	Männer 2023	Männer 2020	gesamt 2023	Gesamt 2020	Frauen 2023 %	Frauen 2020 %
wissenschaftliches Personal	52,0	44,0	50,0	55,0	102,0	99,0	51,0%	44,4%
wissenschaftliches Personal	346,0	310,0	112,0	123,0	458,0	433,0	75,5%	71,6%

\*\* ohne wissenschaftliche Hilfskräfte

Fig. 3: Gender distribution per qualification level among academic staff (31.12.2023)



Tab. 5: Gender distribution per qualification level among academic staff (31.12.2023)

	gesamt	davon Frauen	davon Männer	Frauen %	Männer %
Professuren (C4/W3)*	21	10	11	48%	52%
Professuren (C3/W2)*	25	11	14	44%	56%
Habilitationen, Juniorprof.**	11	6	5	55%	45%
wiss. Personal (ohne Prof.)	560	398	162	71%	29%
Promotionen (inkl. PhD)	113	90	23	80%	20%
Absolvierende/Staatsexamen, MSc	278	219	59	79%	21%
Studierende WS 2023/24 (grundst., Staatsexamen, MSc)	1.749	1.490	259	85%	15%
Erstsemester (Staatsexamen, MSc)	275	238	37	87%	13%

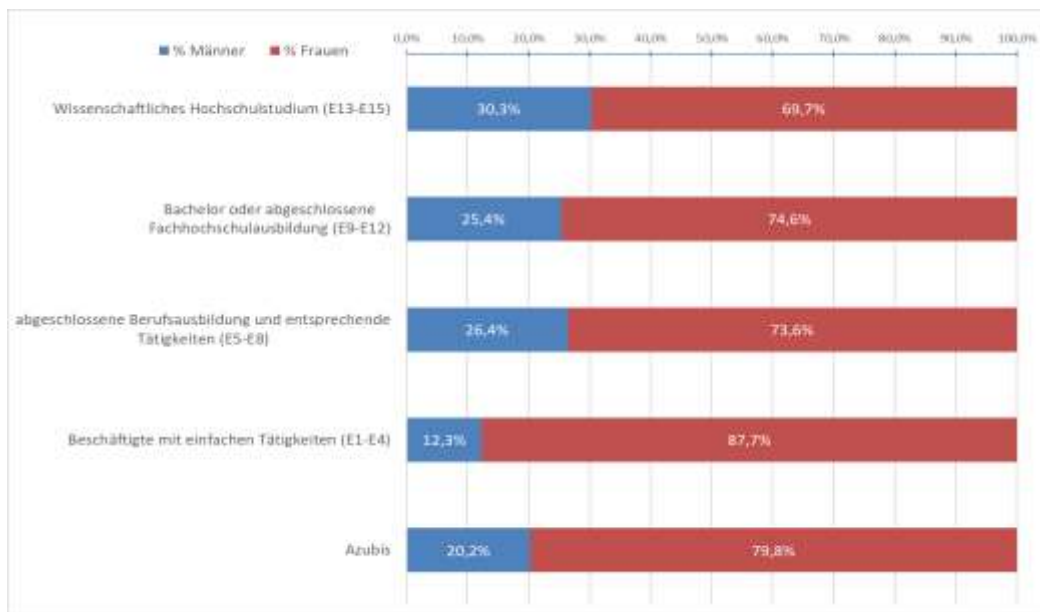
\*In 2024 wird sich der Frauenanteil nach Abschluss aktueller Berufungsverfahren voraussichtlich auf 50% erhöhen.  
 \*\* Aufgrund der kleinen Fallzahl Summe abgeschlossene und beantragte Habilitationen 2022-1. Halbjahr 2024.

Tab.6: Personnel statistics for academic support staff

Bestandsaufnahme für die Ist-Analyse: Wissenschaftsstützendes Personal												Stichtag: 31.12.2023			
Besoldungsgruppe	Anzahl gesamt	davon Ganztagskräfte		davon Teilzeitkräfte				davon Beurlaubte		Beschäftigungsvolumen (BV) in Vollzeit-äquivalenten		Anteil eines Geschlechts an der Zahl der Beschäftigten		Anteil eines Geschlechts am Beschäftigungsvolumen	
		Frauen	Männer	Frauen	anteil. BV*	Männer	anteilli. BV*	Frauen	Männer	Frauen	Männer	Frauen	Männer	Frauen	Männer
W3/C4	1	1	0							1	0	100,0%	0,0%	100,0%	0,0%
<b>Wissenschaftliches Hochschulstudium (Diplom oder Master)</b>															
A14	1,00			1,00	0,88					0,88	0,00	100,0%	0,0%	100,0%	0,0%
A13	2,00	0,00	2,00							0,00	2,00	0,0%	100,0%	0,0%	100,0%
E15	3,00	2,00	1,00							2,00	1,00	66,7%	33,3%	66,7%	33,3%
E14	11,00	7,00	3,00	1,00	0,75					7,75	3,00	72,7%	27,3%	72,1%	27,9%
E13	13,00	4,00	3,00	6,00	4,28			1,00		8,28	3,00	76,9%	23,1%	73,4%	26,6%
E13Ü	3,00	2,00	1,00							2,00	1,00	66,7%	33,3%	66,7%	33,3%
<b>gesamt</b>	<b>33,00</b>	<b>15,00</b>	<b>10,00</b>	<b>8,00</b>	<b>5,91</b>	<b>0,00</b>	<b>0,00</b>	<b>1,00</b>	<b>0,00</b>	<b>20,91</b>	<b>10,00</b>	<b>69,7%</b>	<b>30,3%</b>	<b>67,6%</b>	<b>32,4%</b>
<b>Bachelor oder abgeschlossene Fachhochschulausbildung (Diplom) und entsprechende Tätigkeiten</b>															
A10	2,00	2,00	0,00							2,00	0,00	100,0%	0,0%	100,0%	0,0%
E12	6,00	3,00	2,00	1,00	0,88			1,00		3,88	2,00	66,7%	33,3%	66,0%	34,0%
E11	18,00	4,00	11,00	3,00	1,88					5,88	11,00	38,9%	61,1%	34,8%	65,2%
E10	11,00	2,00	6,00	3,00	2,05					4,05	6,00	45,5%	54,5%	40,3%	59,7%
E9	144,00	61,00	26,00	56,00	37,61	1,00	0,75	2,00		98,61	26,75	81,3%	18,8%	78,7%	21,3%
<b>gesamt</b>	<b>181,00</b>	<b>72,00</b>	<b>45,00</b>	<b>63,00</b>	<b>42,42</b>	<b>1,00</b>	<b>0,75</b>	<b>3,00</b>	<b>0,00</b>	<b>114,42</b>	<b>45,75</b>	<b>74,6%</b>	<b>25,4%</b>	<b>71,4%</b>	<b>28,6%</b>
<b>abgeschlossene Berufsausbildung in einem anerkannten Ausbildungsberuf und entsprechende Tätigkeiten</b>															
E8	51,00	21,00	14,00	15,00	10,17	1,00	0,60			31,17	14,60	70,6%	29,4%	68,1%	31,9%
E7	32,00	9,00	11,00	12,00	7,28			2,00		16,28	11,00	65,6%	34,4%	59,7%	40,3%
E6	111,00	44,00	29,00	36,00	23,24	2,00	1,30	3,00		67,24	30,30	72,1%	27,9%	68,9%	31,1%
E5	154,00	85,00	30,00	34,00	22,21	5,00	3,10	2,00	6,00	107,21	33,10	77,3%	22,7%	76,4%	23,6%
<b>gesamt</b>	<b>348,00</b>	<b>159,00</b>	<b>84,00</b>	<b>97,00</b>	<b>62,90</b>	<b>8,00</b>	<b>5,00</b>	<b>7,00</b>	<b>6,00</b>	<b>221,90</b>	<b>89,00</b>	<b>73,6%</b>	<b>26,4%</b>	<b>71,4%</b>	<b>28,6%</b>
<b>Beschäftigte mit einfachen Tätigkeiten</b>															
E4	11,00	2,00	7,00	1,00	0,75	1,00	0,75			2,75	7,75	27,3%	72,7%	26,2%	73,8%
E3	18,00	5,00	7,00	5,00	2,00	1,00	0,18			7,00	7,18	55,6%	44,4%	49,4%	50,6%
E2Ü	2,00	1,00	1,00							1,00	1,00	50,0%	50,0%	50,0%	50,0%
E2	115,00	2,00	0,00	112,00	61,02	1,00	0,73	4,00		63,02	0,73	99,1%	0,9%	98,9%	1,1%
<b>gesamt</b>	<b>146,00</b>	<b>10,00</b>	<b>15,00</b>	<b>118,00</b>	<b>63,77</b>	<b>3,00</b>	<b>1,66</b>	<b>4,00</b>	<b>0,00</b>	<b>73,77</b>	<b>16,66</b>	<b>87,7%</b>	<b>12,3%</b>	<b>81,6%</b>	<b>18,4%</b>
<b>Azubis</b>	<b>84,00</b>	<b>67,00</b>	<b>17,00</b>							<b>67,00</b>	<b>17,00</b>	<b>79,8%</b>	<b>20,2%</b>	<b>79,8%</b>	<b>20,2%</b>
<b>Gesamt</b>	<b>793,00</b>	<b>324,00</b>	<b>171,00</b>	<b>286,00</b>	<b>175,00</b>	<b>12,00</b>	<b>7,41</b>	<b>15,00</b>	<b>6,00</b>	<b>499,00</b>	<b>178,41</b>	<b>76,9%</b>	<b>23,1%</b>	<b>73,7%</b>	<b>26,3%</b>

\* gemessen am Beschäftigungsvolumen (BV) einer Vollzeitkraft

Fig 4: Gender distribution by salary/qualification level in the academic support sector (Effective date 31.12.2023, without "W-pay grade")





## 14.2 Objective for the period of validity

It can be derived from the student and staff statistics that the proportion of women at the TiHo is more than 50 % at most levels (see tables 1 to 3). However, it decreases as the qualification and salary level increases.

The proportion of women among **academic staff** at the professorship level falls below 50%. The target figures to be achieved on the basis of the professorships to be filled during the period of validity until 2023 shall be 40% women in the W2/C3 positions and 50% in the W3/C4 positions, assuming that these positions can be filled by women.

While the proportion of women in professorships has been rising steadily in recent years, particular attention must be paid to the habilitation/junior professorship level, representing the 50% intersection of the two gender categories.

Measures to promote women in the academic staff should focus on this area in particular. The results of a survey among employees in the mid-level academic staff also reveal that it is precisely here that the personal decision to pursue an academic career is made. The focus here is particularly on the issues of how starting a family can be balanced with this and what professional development opportunities can be pursued against the background of the mostly temporary job situation. This is where special counselling and coaching measures are required in order to gain personal clarity.

In the case of **academic support staff**, the target will not fall below 50%. At all levels, the target figure for the period of validity should be around 50%.

The support measures in the field of diversity will be newly structured in the course of signing the Diversity Charter. This first phase will focus primarily on public relations work so that the diversity aspect is more strongly conveyed to all levels of the university.

The issue of family-friendliness will of course continue to be pursued at the TiHo and will be incorporated into the future planning of the university (see table 9).

## 14.3 Gender equality measures for the period of validity

The following measures to eliminate discrimination and improve equal opportunities have been decided by the KfG in agreement with the gender equality commissioner on the basis of evaluations (e.g. Total-E-Quality, gender equality future concept within the framework of the Programme for Women Professors III, internal survey of the mid-level academic staff) and an analysis of the personnel statistics, and are financed from the TiHo Equality Fund:

*Tab. 7: Strengthening gender equality*

### Strengthening gender equality

#### **Personnel development measures for women in areas where they are underrepresented (proportion < 50 %)**

##### Academic personnel

Despite the fact that many female academics have been appointed in recent years, the proportion of women in professorships is still below 50%. Consequently, the majority of the funding measures are geared to this factor.

- Ursula Weigt Habilitation Programme (since 2015): Support for the final phase of habilitation: funding for personnel, which is used to improve graduation conditions by releasing them from routine activities).
- Further training measures aimed at female veterinarians with a doctorate: assistance during the final phase of a further education measure, e.g. support during the assessment phase for obtaining the Diplome of a European College or similar assessments.
- Sponsorship of networking trips to build up academic networks
- Support for travel expenses during further training to become a Diplome of the European Veterinary College
- Mentoring: reservation and financing of up to 3 places in the Ina Pichlmayer Mentoring Programme of the MHH



- Individual coaching for female academics in decision-making phases of their academic career and activity
- Career and vocational training for female academics
- Participation in the Dual Career Network Hannover
- Support through family service (pme Service) for new recruits and managers.
- Information event for academic staff on the subject of career and life planning
- Information posters in the university institutions
- Newsletters

Tab. 8: *Living diversity / variety*

<b>Living diversity / variety</b>
<p><b>Fulfilment of the "Diversity Charter" self-commitment declaration</b></p> <ul style="list-style-type: none"> <li>➤ Participation in the "Day of diversity" in May</li> <li>➤ Public relations (presence at the summer festival, TiHo journal, etc.)</li> <li>➤ Advice on the use of language appropriate to gender and promotion of its implementation</li> </ul>
<p><b>Personnel development measures to promote patterns of action that are appropriate to diversity:</b></p> <ul style="list-style-type: none"> <li>➤ Seminar addressing unconscious thought patterns (unconscious bias) and the reduction of prejudices, for example from the KHN: <a href="https://www.tu-braunschweig.de/khn/veranstaltungen/veranstaltungsdetails?ID=2327">https://www.tu-braunschweig.de/khn/veranstaltungen/veranstaltungsdetails?ID=2327</a></li> <li>➤ Integration of the subjects of diversity and gender equality in university didactics and management training courses</li> <li>➤ Promotion of intercultural communication or the like.</li> <li>➤ Promoting cooperation with the International Academic Office for targeted measures to integrate foreign students and employees</li> </ul>
<p><b>Funding of research projects from the field of gender and diversity research, occupational field exploration</b></p> <ul style="list-style-type: none"> <li>➤ Hiwi positions, material resources</li> </ul>
<p><b>Promoting measures to eliminate discrimination against people with physical disabilities</b></p> <ul style="list-style-type: none"> <li>➤ Structural aids (cooperation with the staff council and the representatives of severely disabled persons)</li> </ul>

Tab. 9: *Balancing work / study and family*

<b>Balancing work / study and family</b>
<p><b>Support with childcare</b></p> <ul style="list-style-type: none"> <li>➤ Subsidising childcare during the school holidays for school-age children up to 12 years of age</li> <li>➤ Financing of childcare at training and further education events arranged by higher education institutions (pme family service)</li> </ul>
<p><b>Staff support at the workplace</b></p> <ul style="list-style-type: none"> <li>➤ Support during orientation before or after a leave of absence, e.g. through further training courses or payment of a stand-in during the orientation phase for up to four weeks</li> <li>➤ Personnel resources and counselling for academics in special family situations</li> </ul>
<p><b>Funding of congress travel expenses for doctoral academics with family responsibilities</b></p>