Gender Equality Concept/Equal Opportunities for Women Plan

for the

Felix Mendelssohn Bartholdy University of Music and Theatre in Leipzig

(Hochschule für Musik und Theater „Felix Mendelssohn Bartholdy“)

Drawn up for the period 2015 – 2019

Prepared by the “Gender Equality Concept” Senate Commission

Members

- The HMT Gender Equality Representative (Chair)
- The Deputy HMT Gender Equality Representative
- The Registrar of the HMT representing the Vice-Chancellor’s Office
- One teaching representative from each faculty
- One student member from each faculty
- The Chair of the HMT Staff Council

Advisory function

- The Head of the Coordination Agency for the Promotion of Equal Opportunities at Universities and Institutes of Higher Education in Saxony.

Presented to and adopted by the Senate on 13 October 2015
Music (...) gives (...) individuals the right and the duty to express themselves fully whilst listening to their neighbour.

Daniel Barenboim¹

¹ Presentation of the aims of the West-Eastern Divan Orchestra, programme for the concert given at the Salzburg Festival on 22 August 2014
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1. The principle of dialogue

In its Constitution, the Felix Mendelssohn Bartholdy University of Music and Theatre in Leipzig (referred to below as the “HMT”) states that “constant discourse” is one of its “basic general principles”.

[The HMT] will discharge its artistic, academic research and educational tasks in such a manner so as to ensure that constant discourse takes place between its members and staff and between the university and the general public in the city, in the region, in Germany and internationally.

Constitution of the HMT (amended June 2013), § 1 Paragraph 1

The activities undertaken at the HMT thus seek to achieve a vibrant network of relationships both internally and externally. This network is characterised by the wide diversity of the university’s “dialogue partners”, something which it views as a considerable asset. On its homepage, for example, the HMT takes pride in indicating its strong international focus. The university has attracted people from a total of 52 countries all over the world. During the first half of 2015, 28.06% of its 1,069 students were from abroad (the number of students who were not German nationals being 300). Foreign guest students regularly come to the HMT within the scope of exchange programmes such as DAAD and Erasmus. By the same token, students and teaching staff from the university are often in temporary attendance at the HMT’s partner institutes of higher education abroad (http://www.hmt-leipzig.de/de/home/hochschule/internationales/partnerinst). The HMT also boasts outstanding networking arrangements at local government, federal state and Federal Government level. This is particularly reflected in the large number of artistic performances undertaken by members and ensembles from the university both within the city of Leipzig and across federal state and national borders. A total of 1,255 such events were staged in the year 2014. These comprised 650 theatrical ventures and 605 musical productions and make the HMT one of the main cultural bodies in Leipzig and within the Free State of Saxony. The fact that HMT members are integrated into committees and working groups that operate at a federal state or national level means that the university enjoys supraregional recognition and is able to take on an active role in helping to shape higher education and social policy processes.

The HMT naturally believes that it has a responsibility towards its partners, especially in matters which concern members and staff. In the winter of 2014/2015, for example, the university stood shoulder-to-shoulder with other institutes of higher education in Leipzig whilst demonstrations from the anti-Islam movements Pegida and Legida were taking place. Its actions included the drawing up of an official statement against racism and exclusion entitled “Cosmopolitan – International – Together” (see documentation on the HMT website at http://www.hmt-leipzig.de/de/home/hochschule/weltoffen_international_miteinander).

Within the gender equality area, numerous impetuses and initiatives are underway at many internal and overarching levels within the university, and these are making an ongoing contribution to the success of the extensive networking in the HMT and in its surrounding environment. The new Gender Equality Concept covers the years from 2015 to 2019 and sets out a guide for a culture of cooperation which the HMT aims to continue to foster and promote to show recognition and respect of the diversity of its members and staff.
2. Evaluation of the situation for the first half of 2015 – summary of the university structure

The numerical development of the HMT since 2002 was presented in the last Gender Equality Concept (adopted on 7 December 2010). The new Gender Equality Concept updates this representation by comparing the situation with data from the year 2010 and only makes reference to data from before this time in exceptional cases. Insofar as nothing to the contrary is stated, the cut-off date for the present survey is 28 February 2015.

We will begin with a brief summary of the latest figures. At the end of February 2015, the HMT had a total of 1,069 registered students. This figure also includes 27 students from other institutes of higher education currently attending the university in a guest capacity within the scope of an exchange programme (such as Erasmus or DAAD). They are all taught by 123 full-time lecturers and 356 contracted teaching staff. 46 persons are currently employed in administration and central services.

All of these figures have risen since 2010, and the increase has been considerable in some cases.

<table>
<thead>
<tr>
<th></th>
<th>Female 2010</th>
<th>Female 2015</th>
<th>Male 2010</th>
<th>Male 2015</th>
<th>Total 2010</th>
<th>Total 2015</th>
<th>Female proportion in percent 2010</th>
<th>Female proportion in percent 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>482</td>
<td>590</td>
<td>406</td>
<td>479</td>
<td>888</td>
<td>1069</td>
<td>54.3%</td>
<td>55.2%</td>
</tr>
<tr>
<td>Full-time lecturers</td>
<td>42</td>
<td>49</td>
<td>64</td>
<td>74</td>
<td>106</td>
<td>123</td>
<td>39.6%</td>
<td>39.8%</td>
</tr>
<tr>
<td>Contracted teaching</td>
<td>112</td>
<td>142</td>
<td>181</td>
<td>214</td>
<td>293</td>
<td>356</td>
<td>38.2%</td>
<td>39.9%</td>
</tr>
<tr>
<td>Persons employed in</td>
<td>27</td>
<td>28</td>
<td>16</td>
<td>18</td>
<td>43</td>
<td>46</td>
<td>62.8%</td>
<td>60.9%</td>
</tr>
<tr>
<td>administration and</td>
<td></td>
<td></td>
<td></td>
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<td>central services</td>
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</table>

The numerical ratio between the genders varies between the different areas. As in 2010, women make up a greater proportion of the total student population than men, and their representation has grown from 54.3% to 55.2% during this period. In the case of the full-time and contracted teaching staff, however, men significantly outweigh women by accounting for around 60% of the total. In percentage terms, the proportion of women in these groups rose slightly or negligibly (the increases in the categories of students, full-time lecturers and contracted teaching staff being 0.9%, 0.2% and 1.7% respectively). Only in the categories of administrative/central services staff was there a small fall compared to the period of comparison (a difference of 1.9%), whereby the proportion of women employed in these capacities is significantly higher than the proportion of men.
2.1 Students at the HMT

The total student population has significantly increased since 2010. As of the cut-off point of 28 February 2015, the university had 1,069 students. This compares with a total student number of 888 in the summer semester of 2010. The main reason for this increase is the expansion of the Institute for Music Pedagogy. This development was occasioned by an increased requirement for music teachers, particularly at state schools, and has seen an increase of 154 the number of students. This virtually represents a doubling of the figure compared to 2010. Although there were also fluctuations in the numbers of students in other specialisms, these were considerably smaller in scale. Three specialisms catch the eye in this regard. The specialism of wind instruments/percussion has recorded a total rise in student numbers of 24 since 2010 (several factors are at play here, including an increase in target numbers as the result of two new professorships and failure to complete the course of study within the regulated period). At the Institute of Musicology, the establishment of an MA course of study over recent years has brought a leap in student numbers from 1 to 15. There has also been a change in the specialism of jazz/popular music, mainly caused by the discontinuation of the “Musicals” course of study and subsequent closing of the specialism of popular music/jazz/musical singing. From 2012, the remaining students specialising in jazz singing were integrated into the new consolidated specialism of jazz/popular music (formerly jazz/popular music – instrumental), and this circumstance explains the rise in total student numbers in this specialism compared to 2010.

As in 2010, women students are currently slightly in the majority across the university and make up 55.2% of the total student population (590 women, 479 men). A subject-specific breakdown shows that the gender ratio amongst students cannot be described as balanced in most cases. This numerical imbalance may be to the detriment of either gender. The Institute for Music Pedagogy, for example, currently has 99 male and 208 female students. By way of contrast, 75 male and 24 female students are registered at the Institute for Jazz /Popular Music. The following picture emerges with regard to the advanced stages of academic research and artistic study at the HMT. Seven doctorates have been awarded at the university since 2010, whereby two of the doctoral candidates were female. 58.7% of the 75 current master class students are female. Whereas males have always made up the majority of doctoral candidates over the course of the past few years, the gender ration in the master classes has fluctuated between balanced (such as in the year 2011) and an imbalance in favour of women.

The numbers of women and men amongst the exchange students at the HMT (DAAD/Erasmus etc.) are currently 15 and 12 respectively, a figure which can currently be described as virtually balanced.

2.2 Full-time lecturers by member groups

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2 Mention should be made within this context that the introduction of study fees for students who are not nationals of a member state of the European Union (2013) has not exerted an effect on the number of applicants from such countries. There is also, of course, no correlation between the numbers of registered students and this charging of fees.
Despite a slight increase in the proportion of women represented in the two categories of professor compared to 2010, a more precise analysis of the employee structure still clearly reveals that opportunities for women decrease in line with how more highly paid a position is.

<table>
<thead>
<tr>
<th></th>
<th>Female 2010</th>
<th>Female 2015</th>
<th>Male 2010</th>
<th>Male 2015</th>
<th>Total 2010</th>
<th>Total 2015</th>
<th>Female proportion in percent 2010</th>
<th>Female proportion in percent 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professors C4/W3³</td>
<td>7</td>
<td>9</td>
<td>18</td>
<td>25</td>
<td>25</td>
<td>34</td>
<td>28.0%</td>
<td>26.5%</td>
</tr>
<tr>
<td>Professors C2+3/W2</td>
<td>17</td>
<td>18</td>
<td>27</td>
<td>27</td>
<td>44</td>
<td>45</td>
<td>38.6%</td>
<td>40.0%</td>
</tr>
<tr>
<td>Academic staff</td>
<td>18</td>
<td>22</td>
<td>19</td>
<td>22</td>
<td>37</td>
<td>44</td>
<td>48.6%</td>
<td>50.0%</td>
</tr>
</tbody>
</table>

The total of 79 C4/W3- + C2+3/W2 professorships currently includes 27 females, which means that women account for 34.2% of these positions. Although female proportions of professors of 33.8% and 32.4% respectively meant that HMT was placed in the top group of institutes of higher education specialising in culture and the arts the last two higher education ranking lists compiled in 2013 and 2015 in accordance with the equality aspects of the Centre of Excellence for Women and Science (CEWS), ⁴ the ratio of women in the highest paid C4/W3 professorships has reduced compared to 2010. The improvement in respect of the overall number of professors is solely due to the rise in the proportion of women in the category of C2+3/W2 professorships. In overall terms therefore, the ratio of men and women in the professorships cannot be described as satisfactory.

By way of contrast, the gender proportion in the case of academic staff is now balanced.

**C4/W3 area**

Women are in the majority in 2 specialisms in the C4/W3 area. In the specialism of early music, there are two female C4/W3 professors as opposed to one male counterpart, whilst the only professorship of this category in the specialism of dramaturgy is held by a woman.⁵ Although in 2010 two specialisms exhibited an equal division of men and women (early music and music pedagogy each having one woman and one man in such a position), this is no longer the case in any specialism in 2015. In most specialisms/institutes, men outnumber women by one (stringed instruments/harp, jazz/popular music, classical singing/musical theatre, Drama Institute, music pedagogy, composition/texture, musicology), whilst in the specialisms of conducting/rehearsal and piano and at the Institute of Church Music (KI) it is even the case that two more men than women hold a C4/W3 professorship. In the specialism of wind instruments/percussion, only one of six professorships in this category is held by a woman.

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³ In the newly introduced W remuneration system, the C4 salary group is replaced by the W3 salary group, whereas the W2 group exhibits greater similarities with the C3 and C2 remuneration group. At present, both the W and C remuneration systems are in place at the HMT. In the interest of greater clarity, it seemed sensible to collate the more similar salary groups, i.e. C4/W3 und C2+3/W2, when conducting the analyses forming the basis of the present Gender Equality Concept.

⁴ 2013: [http://www.uni-goettingen.de/de/cews---hochschulranking-2013/437167.html](http://www.uni-goettingen.de/de/cews---hochschulranking-2013/437167.html) (p.74)

⁵ See statistics on the gender ratio of teaching staff in the Annex.
With the exception of the specialism of dramaturgy, all specialisms with only a single C4/W3 post have a man in place.

**C2+3/W2 compared to the C4/W3 area**

As already mentioned and in contrast to the C4/W3 category, the C2+3/W2 has moved in a positive direction in overall terms in respect of proportion of women. Only in a single specialism (music pedagogy) is there a balanced ratio of men and women. The situation regarding the division of posts between men and women, which in 2010 was in some cases extremely male biased, has now been alleviated. A discrepancy in favour of men of three or more positions can be identified in the specialisms of jazz/popular music (1 female, 5 males), piano (0 females, 3 males) and stringed instruments/harp (0 females, 3 males). There is a gap of one or two positions in several other institutes. If women are in the majority, the numerical gap to male post holders is small. This is the case in the specialisms of classical singing/musical theatre (4 females, 2 males), drama (4 females, 3 males) and dramaturgy (2 females, 0 males).

As was the case in 2010, the specialism of piano (total of five professorships) and the Institute of Church Music (total of three professorships) still do not have any female professors, either at C4/W3 or at C2+3/W2 level.

**Academic staff**

In overall terms, the ratio between women and men in mid-level academic positions can be described as balanced. In two specialisms, the “Hans Otto” Drama Institute and musicology, academic staff positions exhibit an equal division of 4:4 and 1:1 respectively. In the specialism of composition/texture, women outnumber men by a ratio of four to one. Two specialisms (wind instruments/percussion and jazz/popular music) do not have any positions at all in this category. In all others, there is a difference of one or two positions in favour of one gender or the other. Regrettably, there are two specialisms in which not a single full-time teaching post in any category is held by a woman (piano, KI)\(^6\), whereby there are no instances at all of the reverse case.

**Recruitment procedure for teaching posts**

During the period from 2012 to 2015 (first half year), the number of professorial posts to be filled fluctuated between one (2015) and nine (2014). In the case of mid-level academic positions, the fluctuation was between two (2013) and seven (2014). This means that the formulation of robust statements with regard to comparison of recruitment procedures in the field of teaching is only possible to a limited extent. The proportion of applications for professorships from men constantly outweighed those received from women in the years 2012 to 2014. Whereas the percentage of women invited to attend interview in 2012, 2013 and 2015 was lower in terms of the total number of job applicants, the situation in 2014 was precisely the opposite. In 2012 and 2014, the proportion of appointments of men and women to a professorship reflected the ratio of applicants. By way of contrast, men were relatively more successful in the appointments process in the year 2013.

In the field of mid-level academic positions, the ratio between applications from males and females interested in the respective posts has been subject to considerable fluctuations. Whereas the number of male and female applications in the years 2013 and 2015 can be described as

\(^6\) In 2010, this also applied to the specialism of jazz/popular music (instrumental). However, since the amalgamation of this specialism with the specialism of jazz/popular music/musicals to form a new specialism of jazz/popular music, there has been a slight improvement in the ratio of women to men.
virtually equal, the case in 2012 and 2014 was that very many more men than women indicated an interest in the positions advertised. In 2012 and 2013, a higher percentage of women was invited for interview compared to the number of applicants. In 2014, this situation was almost balanced before switching around in 2015. The same applies to appointments to mid-level academic positions as a ratio of the number of applications received. In 2013, all mid-level posts advertised (total = two) were filled by women.

Specialist qualification and gender fairness should be two of the main criteria on which the recruitment procedure is based (see 3.1.1).

2.3 Contracted teaching staff and full-time employees

There has been a considerable increase in the numbers of both full-time and contracted teaching staff since 2010.\(^7\) Whereas in 2010 the university had 106 full-time teachers and 293 contracted staff (proportion of contracted teaching staff 73.4\%), the corresponding figures for 2015 were 123 and 356 respectively (proportion of contracted teaching staff 74.3\%). There has, therefore, only been a slight change in the ratio between these two areas. In 2010, contracted staff performed 48.8\% of teaching (1633.30 of a total of 3346.40 semester sessions). The figure for 2015 is 44.4\% (1680.07 of a total of 3782.77 semester sessions). Although the proportion of teaching they carry out has fallen in overall terms, the increase in absolute terms is considerable. Attention still needs to be drawn to the discrepancy that exists between contracted staff and full-time teaching staff. This represents a problem that still requires a solution.\(^8\) Not even an increase in payment rates for the contracted teaching staff at the HMT\(^9\) has made a material contribution towards diffusing this situation. Without contracted teaching staff, teaching at the HMT could not be provided in the statutorily required scope. A consideration of the gender ratio of contracted staff reveals that, as in 2010, men are in the majority (214 males as opposed to 142 females). This is also reflected in the numbers of sessions taught (750.46 teaching sessions delivered by women and 929.61 by men).

2.4 Students and teachers

The statistics do not offer any reliable indications for making inferences of the effect of the gender ratio of teachers on that of students. Nevertheless, they show that the majority of women amongst students (55.2\% female as opposed to 44.8\% male) is approximately the reverse of the situation that prevails amongst teaching staff (full-time teachers 39.8\% female 60.2\% male). However, the extreme difference that exists in certain subjects between the proportion of women amongst students and teachers is likely to exert a demotivating effect on young up-and-

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\(^7\) The reasons for this are to be found in internal restructuring processes and a rise in the number of students in individual specialisms. Cf. the explanation regarding student numbers (above).

\(^8\) The problems implied by this disparity beyond the realm of teaching itself, such as in academic administration, for full-time teaching staff and in particular with regard to the personal situation of contracted teachers, was set out in detail in the Gender Equality Concept of 7 December 2010. This representation remains valid.

\(^9\) Current rates for contracted teaching staff at the HMT (since the summer semester of 2014): €25.00 €30.00 €35.00.

By way of comparison, the rates at the summer semester were: 4 fee rates for contracted teaching staff at the HMT of €23.00, €26.00 €29.00 and €32.00.
coming female artistic talent. In the specialism of piano and at the KI, for example, the majority of female students is by no means reflected in the gender ratio of teaching post holders.

2.5 Administration – central services

<table>
<thead>
<tr>
<th>Year</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
<th>Female proportion in percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>24</td>
<td>13</td>
<td>37</td>
<td>64.9%</td>
</tr>
<tr>
<td>2006</td>
<td>28</td>
<td>15</td>
<td>43</td>
<td>65.1%</td>
</tr>
<tr>
<td>2010</td>
<td>27</td>
<td>16</td>
<td>43</td>
<td>62.8%</td>
</tr>
<tr>
<td>2015</td>
<td>28</td>
<td>18</td>
<td>46</td>
<td>60.7%</td>
</tr>
</tbody>
</table>

A continuous increase in the total number of employees over recent years has meant that the discrepancy in the ratio between men and women has fallen slightly. The current proportion of women is 60.7%. This means that significantly more women than men are employed in administration and central services. By way of contrast, men are over-represented in the field of technical staff.

The management of the two central services departments exhibits an equal distribution of the genders. The library, for example, is still under the charge of a woman, including after a new person was appointed to the position with effect from 1 February 2015, whilst the KBB is led by a man.

As in previous comparative years, two of the three main divisions are managed by a woman. The divisions in question are student affairs/IT services and finances/budget/human resources. Responsibility for internal services/technology, on the other hand, lies with a man.

Recruitment procedure for administration and central services

During the period from 2012 to 2015 (first half year), the number of posts to be filled in the field of administration fluctuated between one (2012) and five (2015). The proportion of female applicants remains higher than that of men, and this ratio continues to be reflected in invitations to interview and in appointment to the posts. 2014, when one male and one female were appointed to the two positions available, was the only year in which vacancies were filled equally.

2.6 Central organs and committees, deanships and gender equality representatives

Vice-Chancellor’s Office – deanships

A new Vice-Chancellor was elected in the summer semester of 2015. The successful candidate was the previous prorector of teaching and study, who was able to win out against two female (!) external competitors. In the lead-up to the election, the new Vice-Chancellor had endeavoured to secure the appointment of a female staff member to at least one of the prorector offices, albeit without success. This means that the Vice-Chancellor’s Office at the HMT (Vice-Chancellor, two prorectors, Registrar) will remain an all-male domain for the next 5 years.)
There is continuity of the division between men (1) and women (2) in the case of deanships. The pro-deans currently comprise a total of one man and three women. Because of its size, Faculty III has two pro-dean positions, both of which are filled by women.

Although an imbalance can be identified at the level of the Vice-Chancellor’s Office, where 100% of positions are filled by men, this is offset somewhat by the majority of female employees in the deanships.

The current period of office for deans is now coming to an end, and the elections to be held in November 2015 will also include new appointments to these posts.

**Senate – University Council**

Four of the eleven voting members of the Senate elected in November 2014 are women. Of these, one votes in the professorial group and the other three in the staff group.

Unlike the composition of the previous ruling Senate, which had five female and six male voting members, the gender ratio of this committee can no longer be described as balanced. The target agreement concluded between the HMT and the Saxony State Ministry of Science and Art on 11 December 2013 states that the HMT “has already made major progress in the area of its higher education committees and functional organs and has significantly increased the proportion of women on such bodies. The HMT will continue these endeavours.”

This statement, however, no longer holds water with regard to the present Senate.

There have been no personnel changes on the University Council since 2010. It still has a virtually balanced membership of two women and three men.

**Students’ Council**

The gender ratio on the Students’ Council has undergone major fluctuations in some recent years. There is currently a balanced membership of six women and five men, something which also reflects the fact that female students are in the majority at the HMT.

**Gender equality area**

8 persons are involved in gender equality activities at the HMT. Alongside the central gender equality representative, who also acts as women’s representative, and her deputy in both functions (employed in administration), each of the three faculties has one gender equality representative. Following the elections in the winter semester of 2009/10, this position has been filled by a man for the first time. Each of the gender equality representatives in the faculties has a deputy. Because the student group is currently not represented in the gender equality area, a student contact partner for all matters relating to gender equality was appointed by the Senate in the summer semester of 2015 at the suggestion of the gender equality representatives and with the agreement of the Vice-Chancellor’s Office. The main aim is for her to offer a focal point at peer level for students ultimately reluctant to speak openly to the gender equality representatives, who are predominantly members of the teaching staff (in seven out of eight cases), particularly with regard to sensitive topics such as sexual harassment and bullying. The gender equality area also uses the position of this student to engage in targeted communication with the student body. This position will be retained as long as no student is officially elected as a gender equality representative or deputy gender equality representative for one of the faculties.

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10 Target agreements between the HMT and the SMWK of 11.12.2013, p. 11.
faculties. The next gender equality representative elections for the faculties will be held in November 2015.

The central gender equality representative at the HMT receives 2 hours of office support per week from a student assistant. This function is currently being fulfilled by a man for the first time.

The university’s gender equality representative has an adequately resourced office

3. Aims and measures

3.1 Thematic area 1 – employee structure

3.1.1 Recruitment

In its target agreements concluded with the SMWK on 11 December 2013, the HMT states that its endeavours to fulfil the gender equality remit in the field of recruitment are based on the theory of the cascade model. The objective of the endeavours is to:

“achieve a balanced ratio between the genders at all qualification levels. The long-term aim is for the HMT to adjust the proportion of women at a qualifications level to the status at the previous qualifications level (cascade model).” (Target agreements between the HMT and the SMWK of 11.12.2013, p. 11)

In order to provide a support measure for the achievement of this goal, the plan is for the appointment regulations to be revised during the term of the present Gender Equality Concept in a way that takes gender aspects into account. A particular aim is to investigate the possibility of equal composition of appointment committees.

Regardless of the area of the HMT in which a position needs to be filled, the gender equality area will act quickly to agree a catalogue of criteria upon the basis of which they will draw up their assessments of recruitment procedures at all levels in the future. Each equality assessment will need to address the composition of the committee with regard to gender-appropriate representation.

Use should be made of active recruiting wherever possible if one gender is under-represented in the area in which a post is to be filled and if applications received display the same imbalance. It is incumbent on the gender equality representative involved in the procedure to indicate to the committee and/or to its chair the option of actively seeking a female or male interested party.

In addition to this, the aim is for the specialist competence of the Coordination Agency to be more strongly domiciled at the HMT. The gender equality area is already in contact with the Head of the Coordination Agency with regard to keynote speeches, coaching sessions and presentations on topics such as “routes to a professorship at universities of the arts” and “transition from higher education study to work”.

3.1.2 Promoting up-and-coming talent

The mentoring programme MENTOSA also focused on the transition from higher education study to work. MENTOSA was launched at the HMT for the winter semester of 2010/11 by the

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11 At the request of the current gender equality representative, the office was combined with the “languages” office because the post holder is responsible for specialist language teaching at the HMT.
gender equality area. To the great regret of the students in particular, however, the programme expired more than a year ago (not only at the HMT). The HMT is fundamentally in favour of the conducting of **mentoring programmes** of this type and will embark upon a search for similar funding schemes. For this purpose, it will engage in discussions with institutes of higher education in Saxony which have instigated new mentoring programmes in the wake of MENTOSA (Technical University of Dresden: MentYou, University of Leipzig: T.E.A.M.: Training – Expertise – Alumnae – Mentoring; financing to take place from funds from the Female Professors Programme II).

At the HMT, there are currently four half **training places** in the field of academic research for which the preparation of a doctorate is not required. In the interests of fostering up-and-coming academic research talent, the gender equality area will push for the retention of these posts in future.

Because there is no possibility of providing **scholarships** from the internal budget, the gender equality area will, during the term of the present Gender Equality Concept, endeavour to obtain third party funding with a view to being able to instigate a scholarship programme. The aim is for factors relevant to gender equality to be taken into consideration when making appointments. Details would in every case have to be discussed and agreed in advance with university management and at all further levels.

### 3.2 Thematic area 2 – teaching and research

The HMT “Profile and Mission Statement” contains the following passage.

> Successive Vice-Chancellor’s Offices have decided against the establishment of dedicated structured provision in fields such as music marketing, gender studies, music management, career services, music law or music medicine and focused instead in this regard more on selective cooperation with other persons and institutions with a profile in these areas.  

> [http://www.hmt-leipzig.de/de/home/hochschule/profil](http://www.hmt-leipzig.de/de/home/hochschule/profil) → Diversity

Despite this distancing from systematic training provision in fields such as gender studies, the **issue of gender** certainly plays a role in **teaching and research** at the HMT.\(^{12}\) The most recent examples of this include the master class examination concert given by the student Joowon Chung (specialism of early music/historical singing on 4 June 2015) with the title of “Women’s destinies – stories of Ancient female figures”, the paper given by a female student of dramaturgy as part of her French studies on sexism in advertising or the inter-disciplinary production of the musical revue *Unisex* by Edda Leesch and Frank Leo Schröder in June 2015, which tackles diversity in a humorous manner.

The university should, however, distance itself from the firm establishment of equality issues in teaching content. Although such topics should not be imposed, the recommended approach in this context is careful **raising of awareness amongst teachers and students** via the teaching process. This has also been borne out by experience. In May 2014, the acquisition by the HMT of the letters of the musician and women’s rights campaigner Ethel Smyth was celebrated in the form of a major interdisciplinary scientific and artistic evening event. This appreciation of Ethel Smyth remains within the consciousness of the staff, students and wider university community of the HMT down to the present day, and the acquisition of the letters also raised the profile of the HMT from the perspective of research into music and gender studies. The informal series of articles on “forgotten anniversaries” (Professor Hartmut Hudezeck) published in the university’s own “MT-Journal” also often recall **female** musicians. These

\(^{12}\) Cf. in this regard HMT Gender Equality Concept/Equal Opportunities for Women Plan for 2010-2014, Point 3.1.2.
articles are also regularly linked with concerts, thus providing a happy symbiosis of an academic research and artistic approach towards thematic areas in women’s and gender studies within the field of music. Within the term of the present Gender Equality Concept, the possibility of implementing a **series of lectures focusing on gender issues** will also be examined. One point to be borne in mind here is that attendance of these lectures by students should attract credit points.

### 3.3 Thematic area 3 – raising awareness of equality amongst staff, students and the wider university community

In the spring of 2013, the HMT joined in a national competition with other institutes of higher education by submitting a bid for funding in the first call for proposals in the Female Professor Programme II (PP II) ([http://www.bmbf.de/foerderungen/20980.php](http://www.bmbf.de/foerderungen/20980.php)). However, the gender equality concept presented was unsuccessful. The reasons given by the jury for declining the bid included the credit statement.

> The impression given is that gender equality is largely viewed as the sole task of the gender equality and women’s representative rather than being perceived as a strategic remit for the university as a whole.13 (Communication from the project organiser at the DLR Project Management Agency, Dr. Anja Lieb, 19 September 2013)

This criticism from the PP II jury was seized upon by the HMT as an incentive to take an extensive look at integrating gender equality at the HMT and to initiate a discussion process at the university. At the end of 2013 and following detailed debate, the Senate gave an “Equality” Commission the tasks of exploring topics relevant to gender equality within the individual faculties and specialisms and of investigating gender equality as a cross-sectional task for the HMT and the transparency of equality work and topics within the university. The three faculties were represented on the commission in the persons of the three deans and one student each. The gender equality representatives and their deputies were also involved. The commission was chaired by the (female) dean of Faculty III. The impetuses provided in the final report submitted to the Senate by the “Equality” Commission in January 2015 form an essential basis of the present Gender Equality Concept.

Because the criticism from the PP II jury was particularly directed at the fact that gender equality at the HMT was a niche topic rather than being perceived as a cross-sectional task, **raising awareness** of themes relating to gender equality amongst the staff, students and wider university community of the HMT is accorded central significance for successful equality work.

#### 3.3.1 Transparency

The gender equality of men and women is an overall societal objective. In pursuing and implementing such a goal, the HMT demonstrates its mission as an institute of higher education with the aim that such a vision should be lent expression in a natural manner by the actions of all staff and students. The gender equality remit of the university is also firmly established in law and stipulated in various parts of the Saxony Higher Education Freedom Act, SächsHSFG (for example § 5 Paragraph 3). Its execution is an important quality assurance criterion (§ 9 Paragraph 1 SächsHSFG) and the object of the target agreements between the SMWK and the

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13 The submission made was the Gender Equality Concept from 2010. For internal reasons, it was not possible to update the concept to reflect the situation in 2013. During the academic year 2012/13, all administrative staff were primarily occupied by the introduction of study fees for students who are not nationals of a European Union member state. To this extent, the failure of the HMT in the bidding process was predictable. The other points of criticism exercised by the PP II jury are also essentially due to this circumstance.
HMT (§ 10 Paragraph 2 SächsHSFG). Gender equality is first and foremost categorised as a “management task of the institute of higher education” (current Institute of Higher Education Development Plan, HEP, point 1.3.1). One of the foundations of the gender equality work carried out at the HMT is to make the firm establishment of gender equality visible to staff, students and the wider university community. In the academic year 2015/16, for example, links to the relevant texts setting out the basic principles governing gender equality policy will be added to the homepage entry of the gender equality area. At the same time, the promotion of equal opportunities for women on the basis of the relevant Saxony law (SächsFFG) will be set out in a transparent manner. However, because of the announced updating of the Saxony Law for the Promotion of Equal Opportunities for Women (to take place by 2016), this representation will not take place until a later date.

Further internal awareness measures which will be able to lend a higher degree of transparency to gender equality work include rapid integration of gender equality into the HMT organisational chart, regular articles on topics relevant to equality in the MT Journal (a measure which has already been instigated in the wake of the previous Gender Equality Concept) and targeted publicity campaigns (e.g. via flyers).

In order to cross any possible language barriers and to bring the topics and services of the gender equality area to the attention of the HMT’s foreign members and staff, the plan is for the gender equality section on the university’s website and the present Gender Equality Concept to be translated into English. A translation agency has already been commissioned to carry out this work, and costs will be financed by the Coordination Agency for the Promotion of Equal Opportunities at Universities and Institutes of Higher Education in Saxony (see below).

The university library contains an extensive collection of literature on the topics of gender equality, gender roles and gender mainstreaming. As a follow-up to the last Gender Equality Concept, links were added to the gender equality section on the university’s website. These cover the themes of gender, gender roles, feminism, masculinity, gender equality and higher education law and provide a straightforward way of accessing the relevant texts. (http://www.hmt-leipzig.de/de/home/hochschule/aufbau_struktur/gleichstellung)

Alongside the obvious necessity of managing such library acquisitions and these website entries, an investigation should be undertaken as to whether access can also be provided via a “critical reading corner” to relevant periodicals such as Miss Magazin, Emma, An.schläge or top other brochures dealing with pertinent current issues.

3.3.2 Communication

In order to present the contents of the present Gender Equality Concept/Equal Opportunities for Women Plan to staff, students and the wider university community directly and so as to enter more forcefully into a constructive dialogue that extends beyond the current objective, the information events which already take place on an annual basis in conjunction with the Staff Council should be upgraded. In future, the date for this event should be selected “centrally” in order to allow as many HMT members as possible to attend. At the next information event, the new Gender Equality Concept should be accorded appropriate appreciation by being formally adopted in a ceremonial fashion. The plans within this context centre on a reading from the letters of Ethel Smyth and/or the performance of her compositions.

The gender equality area already enjoys a good level of networking with all committees, and this should continue to be fostered via regular discussions and work meetings. In order to intensify networking at the student level, a student contact partner to deal with matters relating to gender equality was appointed in the summer semester (see above).
In the light of recent complaints from students, the issue of **gender-appropriate language at the HMT** has re-emerged. The rules governing the use of language at the HMT are fundamentally aligned to the regulations set out by the Saxony State Ministry of Science and Art (SMWK), which state that any male personal designations automatically also include women. Such a practice can meet with incomprehension on the part of those affected, especially in the case of individual identity documents. The identity card of a female soprano, for example, refers to her in the masculine form. Unlike English, German has clear male and female designations for job titles, and this is an area in which urgent action is required. There is also the problem that foreign names cannot always immediately be clearly or absolutely assigned to one gender or the other, and this may rapidly lead to discriminatory situations. For this reason, the intention is that the identity cards of the university members and staff will be appropriately revised during the 2015/16 academic year. Following the instigation of this measure, an investigation should also take place as to whether other areas of the HMT need to be subjected to scrutiny in this regard.

### 3.3.3 Training courses

**Continuing training provision** for HMT members and staff at all levels within the field of gender competence represents a further measure for the implementation of the concept of gender equality. Such training may be conducted in the form of workshops, courses and lectures across the university, and special provision can be offered to colleagues in managerial positions or with certain task assignments. Provision of such training at the HMT should be expanded. The Coordination Agency for the Promotion of Equal Opportunities at Universities and Institutes of Higher Education in Saxony has already offered its assistance in this context, and Faculty III has formally indicated its requirements in this area.

Further training of this kind could also address issues which arise during the everyday routine at the HMT but cannot be systematically tackled due to the size of the university. The gender equality area ultimately also constantly acts as a point of contact for problems that relate to **diversity**. Although, of course, it is quite prepared to deal with such matters, the human resources and time needed for the drawing up of a diversity concept are lacking. However, even a relatively small institute of higher education such as ours cannot escape the importance of discussing diversity. Major debates on this topic are conducted at other establishments and in other contexts (examples include the University of Leipzig Diversity Conference of March 2015 and the topic addressed by the Federal Conference of Women’s and Gender Equality Representatives at Institutes of Higher Education (BuKoF) at its Annual Conference in September 2015: “Diversity as an anti-discrimination and equal opportunities policy”).

### 3.3.4 External networking

Both the HMT as a whole and its gender equality area in particular enjoy excellent networking at **local government, federal state and Federal Government level**. The former, for example, is involved in the implementation of the European Charter for Equality of Women and Men in Local Life in the field of “institutes of higher education and research institutes” in Leipzig (overall responsibility Ms. Genka Lapön, Gender Equality Representative of the City of Leipzig). The next but one network meeting has been scheduled to take place at the HMT. A further recent example of the good relations enjoyed with the City of Leipzig is the arrangement of a contribution by the HMT to the online project “Women’s portraits”, part of the celebrations of the 1000th anniversary of the city. As one of three federal state spokespersons in Saxony, the

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14 Because of the relatively small size of the HMT, the establishment by the gender equality representatives of thematically related structures such as a family service contact point or a diversity representative has not proved to be useful.
Gender Equality Representative at the HMT has co-responsibility for the preparation and implementation of the Federal State Conference of Gender Equality Representatives (LaKoG). In this capacity, she also nurtures contacts with the SMWK and works in close conjunction with the Head of the Coordination Agency for the Promotion of Equal Opportunities at Universities and Institutes of Higher Education in Saxony. One example of external networking at a national level is the involvement of the Gender Equality Representative of the HMT in the BuKoF Commission of Institutes of Higher Education specialising in the Arts and Arts and Sciences. Participation in such a large number of committees also permits ongoing management and establishment of contact with individual institutes of higher education in the German-speaking countries.

Alongside this networking with institutions and in committees, the external work carried out by the gender equality area also aims to attract interest in the HMT and help the university achieve a positive impact in terms of its public image. In 2012 and 2013, the HMT first participated highly successfully in the national Girls’ Day and Boys’ Day events (a joint initiative by various agencies including the Federal Ministry of Education and Research and the Federal Ministry for Families, Senior Citizens, Women and Young People). The plan from 2017 is for this activity to be resumed on a two-year cycle (alternating with the “Family Afternoon” staged at the HMT, see below). Not the least of the expectations of the gender equality area is that the reintroduction of Girls’ Day and Boys’ Day will exert a long-term positive effect on the gender ratio of students in the individual disciplines.

On Open Day, the Gender Equality Representative is available to conduct individual appointments at which visitors can ask questions. The aim is for this practice to continue.

3.3.5 Strengthening the gender equality area

The gender equality area is constantly operating at breaking point in light of the fact that all of the gender equality representatives at the HMT fulfil their function on a part-time basis. For this reason, the aim in future is for human resources support to be provided, especially in the case of campaigns conducted by the gender equality area that are particularly labour intensive. Consideration will be given to the deployment of student assistants and/or to the assigning of overall responsibility for a project to a colleague who is experienced in the field (e.g. in the planning and execution of the Girls’ Day/Boys’ Day and the Family Afternoon).

Although the gender equality area does not currently have its own budget, this is an area in which no action needs to be taken at the moment due to the fact that HMT management has always thus far made available the resources it has requested. In future, the gender equality area will continue to rely on the straightforward financial support provided by the HMT management.15

Gender equality work also receives regular and generous financial assistance from the Coordination Agency for the Promotion of Equal Opportunities at Universities and Institutes of Higher Education in Saxony. These grants amounted to €500 per year until 2014 and were increased to €1,000 per year in 2015. The funding will be used for the translation into English of the homepage and the Gender Equality Concept. In 2016, the plan is for these monies to be used to finance the Family Afternoon (see below).

15 A larger sum for the implementation of the gender equality remit has also been set out in the current target agreements (Target agreements between the HMT and the SMWK of 11.12.2013, p. 12).
3.4 Thematic area 4 – a family friendly approach, – work-life and study-life balance

In the wake of the last Gender Equality Concept, the idea of “family friendliness” was firmly established within the Constitution of the HMT in 2013 at the request of the Gender Equality Representative.

The university will support its members in achieving a balance between family life, work and training (family-friendly approach). (§ 1, Paragraph 5 of the Constitution of the HMT of 17 June 2013)

Nevertheless, action still needs to be taken within this field. The topic of “childcare” is a particular issue which is constantly brought to the attention of the gender equality area (especially by students). The gender equality area has entered into a debate with the City of Leipzig in this respect via the vehicle of the European Charter for Equality of Women and Men in Local Life in the field of “institutes of higher education and research institutes”. It underlines the importance of flexible childcare, particularly for occupational groups such as musicians and those involved with the theatre. Parents working in these areas are virtually 100% reliant on such childcare arrangements.

The plan by 2017 is to conduct an anonymous survey (gender equality area/Registrar) to identify the requirements for childcare places. The Registrar will subsequently enter into negotiations with childcare establishments near the university regarding allocations of places to be reserved for students and staff at the HMT (cf. also the HMT Gender Equality Concept of 7 December 2010, point 3.2., objective 3 (pp. 13 ff.).

In order to meet family obligations, reliable and considerate scheduling of aspects such as teaching programmes and working times is of great significance. The gender equality area is regularly faced with complaints in this respect. In future, therefore, and with the back-up of HMT management, it will adopt a stronger approach towards calling for curricula not to be changed shortly before or even during a semester and will push for committee and meetings dates to be set in such a way so as to allow those involved to fulfil family tasks without any major need for altering their arrangements. No action currently needs to be undertaken with regard to flexible access regulations enabling students who are also parents to use HMT premises for practice.

Both major buildings at the HMT have quiet rooms and breastfeeding areas (the Dittrichring facility was established as a result of the old Gender Equality Concept). Improvements in design and equipment are required in the case of both facilities. These will be implemented during the term of the present Gender Equality concept (including investigation of the creation of a play area/play pen in the breastfeeding room, the possibility of a sponsoring agreement with pharmacy companies, wall design at Grassistraße).

Because not all students who are parents are informed about their rights and existing support provision, the student services link on the gender equality section of the website should also include further relevant links to materials such as the brochure “Studying with a child” (published by the Gender Equality Office of the University of Leipzig).

In order to promote the topic of the family at the university, the “Family Afternoon” event for the children of HMT members and staff, which proved such a success when first held in 2012, should be reinstated and take place on a regular basis in future. A sensible approach would be to alternate the Family Afternoon on a two-year cycle with Girls’ Day/Boys’ Day, starting with the former in 2016 and continuing by staging the latter in 2017 once again. For organisational reasons (drama, fairy tale production, fixed scheduling stipulations regarding Girls’ Day/Boys’
Day on the part of the federal ministries responsible), these events should always be organised for the first half of the summer semester.

Together with the new Vice-Chancellor’s Office, an investigation should take place as to whether the HMT should participate in the Best Practice Club Programme: The “Charter for Family at Institutes of Higher Education” (provider – Robert Bosch Foundation – Centre for Higher Education, CHE).

3.5 Thematic area 5 – sexualised violence

Cases of sexual harassment are virtually unknown at the HMT. However, the fact that cases do not come to light cannot be equated with an absence of the problem. Especially within this context, those affected tend not to avail themselves of their right to complain.

One way of avoiding such situations could be to formulate guidelines that apply across the university. In light of the specific nature of training in subject areas such as music and theatre (high proportion of individual teaching, use of the body) and the high proportion of foreign students (and teachers) who, depending upon their region of origin have experienced different cultural socialisations and last but not least due to the lack of clarity regarding whether students enjoy the protection of the General Equal Treatment Act (AGG), one recommended way of raising awareness would be the preparation of a brochure for staff and students at the HMT (to be distributed, for example, at formal enrolment. Such a brochure should address potential problem areas such as direct physical contact during (individual) teaching or stage work or the verbalisation of “difficult” themes which possibly involve different sensibilities in certain situations depending upon (cultural) origin. This brochure should be completed prior to enrolment for the 2016/17 academic year if possible. Student and teaching staff contact partners to deal with questions and complaints in this context should also be appointed.

In order to make this thematic area visible at the HMT, relevant roll-up banners designed by the Coordination Agency will be exhibited for one week each in November in prominent areas at the main building and at Grassistraße. The plan is for the switchover to take place in the middle of the university elections in November.

4. Final remarks

The present Gender Equality Concept for the period 2015–2019 was not drawn up with the intention of entering into specific competition with other institutes of higher education (such as the Female Professors Programme). The ideas and proposals outlined for the gender equality area are within the scope of the current theoretical, human resources and financial possibilities of the HMT. If required (such as for the purposes of matching the stipulations and criteria for bids), the HMT reserves the right to update and extend this concept at any time. This particularly applies to the integration of more costly visions, insofar as the realisation of such plans were to be secured via winning an invitation to tender or a bidding competition.

The present concept is an ambitious one for the HMT. Nevertheless, including in comparison to other institutes of higher education in Germany that specialise in the arts, the university is very much on the right track. This is, for example, confirmed by studies carried out by the Centre of Excellence for Women and Science (CEWS) on the ranking of institutes of higher
education by gender equality aspects in the years 2013\textsuperscript{16} and 2015\textsuperscript{17}, in which the HMT has produced above-average results in many cases.

\textsuperscript{16} Most recent examples: Ranking of institutions of higher education by gender equality aspects 2013: http://www.uni-goettingen.de/de/cews---hochschulranking-2013/437167.html, see in particular pp. 69-76

\textsuperscript{17} Most recent examples: Ranking of institutions of higher education by gender equality aspects 2015: http://www.gesis.org/fileadmin/cews/www/download/CEWS_Ranking2015.pdf