

Equality Concept
and
Women's Promotion Plan

for the
University of Music and Theatre
"Felix Mendelssohn Bartholdy" Leipzig

Drafted for the years 2020 – 2024

prepared by the Senate Commission “Equality Concept”

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La musica non ha pregiudizi.

(Music knows no prejudices.)

Ezio Bosso¹
Italian composer and conductor

¹ Ezio Bosso, Italian composer and conductor, in: *Che storia è la musica*, event at Teatro Verdi di Busseto (Parma), 9 June 2019, broadcast by RAI 3

1. Target actions and social change

With the present equal opportunities concept and women's promotion plan, the University of Music and Theatre "Felix Mendelssohn Bartholdy" Leipzig is once again making an active contribution to the equal opportunities mandate it has been given. In doing so, it is once again committing itself to its long-term goals, which it has already formulated in previous equality concepts, and is adjusting its measures based on the current situation and newly created needs at HMT. HMT Leipzig knows that it is on a path on which the tasks now facing it represent stages on the way to the long-term goal of "gender equality", to which the Saxon University Development Plan, also in its continuation until 2025, commits all Universities in Saxony.

The continuation of this work has taken place in a time rich with new developments. It is not only a time in which the longstanding HMT, which in the meantime also celebrated its 175th anniversary, has had a new university management team in operation since October 2015, i.e. since the adoption of the latest equality concept and women's development plan. It is also a time in which major changes are taking place in society as a whole, which also have an impact on the HMT. Since 2015, for example, numerous refugees have sought refuge in Germany – the HMT has assumed its responsibility here and made possible formats in which, above all, committed students and refugees found each other by making music together, for example, which for some of our new fellow citizens represented an important first step towards integration in Germany. In view of the rallies of Legida and certain political developments, the University of Applied Sciences repeatedly felt obliged to take a stand and, in close cooperation with other colleges, universities and cultural institutions in Leipzig and Saxony, to take a clear position in the sense of the cosmopolitanism of society and its educational institutions. One example of this is the "Saxon Declaration of the Many" of March 2019, of which HMT was one of the first signatories. The groundbreaking law on the third sex passed by the Federal Court of Justice in October 2017 will also find its way into HMT's everyday work.

The #MeToo debate, which arose in the wake of the scandal surrounding Harvey Weinstein, and which particularly came to a head for artistic institutions when the incidents at the HMT Munich became known, was also a decisive factor in the reporting period. The HMT has also been dealing with this topic in recent years and has been openly discussing it. In addition, in July 2016, even before the #MeToo debate attributed a new explosive power to such measures, the HMT had already adopted a "Directive on Protection against Sexual Discrimination and Violence", thus providing itself with an effective instrument for the prevention and punishment of sexual assaults.

In 2019, the city of Leipzig will honour Clara Schumann with a series of events to commemorate the great Leipzig musician and, not least, to help the composer step even further out of her husband's shadow. In January 2019, the opening event of Leipzig's Clara Schumann Year took place at the HMT. Throughout the year, both the city and the university will honour the pioneer for the rights of women artists who insist on being self-determined, taken seriously and recognised. In this context, the HMT proudly refers among its numerous successful alumni to the many women who have recently asserted themselves, especially in artistic fields that were previously predominantly occupied by men. These include, for example, conductors Mirga Gražinytė-Tyla and Giedrė Šlekytė as well as Eva Klesse, who was appointed professor of percussion at the University of Music, Theatre and Media Hanover in 2018.

Against this background, it is all the more regrettable that the HMT was also certified during this period that even with the goal of equal distribution of posts it falls short of the expectations

of politicians and does not fulfil the agreements made. The HMT has a lot of catching up to do, particularly with regard to the filling of professorships by women.

2. Review of the first half of 2019 – Overview of University structure

The Gender Equality Concept 2020-2024 continues the numerical development of HMT, which has already been presented in the previous gender equality concepts. This is done with particular attention to the comparison with the data from 2015, in which the last equality concept (hereinafter referred to as: GK 15) was created. The current surveys refer to the winter semester 2018/19 (hereinafter referred to as 2019 for short). The persons studying or working at HMT were all recorded in the statistics of the administration with the genders "female" and "male", therefore the analytical explanations in the following are limited to these two gender variants.²

First, a brief overview of the current figures. In 2019, a total of 1224 students were enrolled at HMT. This includes 24 students from other universities who are currently studying at HMT as guests in an exchange programme (Erasmus, DAAD, etc.), as well as 66 students in the master class and 20 doctoral students. They are all taught and supervised by 131 full-time teachers and 366 lecturers. The administration and the central institutions currently employ 56 staff members.

All of the above-mentioned total numbers have increased, in some cases considerably, compared to the reference year 2015 (students: +155; full-time teachers: +8; full-time lecturers: +10; staff in administration/central facilities: + 10).

	W-2015	W-2019	M-2015	M-2019	Total - 2015	Total - 2019	Percentage of women - 2015	Percentage of women - 2019
Students	590	674	479	550	1069	1224	55.2%	55.1 %
Full-time teachers	49	51	74	80	123	131	39.8 %	38.9 %
Lecturers	142	152	214	214	356	366	39.9 %	41.5 %
Employees Administration/headquarters Facilities	28	34	18	22	46	56	60.9%	60.7%

The gender balance varies between the different areas. As in previous years, more women than men continue to study at HMT, the percentage of female students in 2019 has hardly changed compared to 2015 (female share of students: 2015: 55.2%; 2019: 55.1%).

In teaching, on the other hand, both full-time and freelance lecturers are clearly dominated by men, who account for around 60% of each. While the proportion of women among full-time teachers declined from 39.8% in 2015 to 38.9% in 2019 (difference: - 0.9%), the proportion of full-time teachers increased by 1.6% (from 39.9% to 41.5%) in the same period. In the administrative/central facilities staff category, the proportion of women has fallen slightly compared to 2015 (difference: - 0.2%), although overall it is still significantly higher than for men.

Although in 2019 there will be a partly considerable increase in the number of people in all status groups compared to 2015 (students: + 14.5%, full-time teachers: + 6.5%; full-time lecturers: + 2.8%; administrative/central facilities staff: + 21.7%), the relative proportion of women within the respective category has decreased, with the exception of students and

² With the introduction of the new campus management system, the extension of the binary gender code will also be recorded.

lecturers. This development should be viewed critically, especially in the high-income group of full-time teachers, in so far as the proportion of women here has moved even further away from the 40% mark, even though 8 more teaching positions were filled between 2015 and 2019.

2.1 Students of the HMT

The **total number of students** has increased significantly in recent years. While in 2010 it was still 888, the HMT already had 1069 students in the winter semester 2014/15, and in the winter semester 2018/19 the number of students was 1224 (1138 of them in BA/MA programmes). As in 2015, this increase is mainly due to the expansion of the Institute for Music Pedagogy - caused by the increased demand for music teachers, primarily at state schools - which, with a total of 101 more students in its courses of study, has again³ increased by 32.9% compared to 2015. Above all, the number of female students in this subject area has increased. Nevertheless, the proportion of women in music education remains almost unchanged compared to 2015 (2019: 68.6% vs. 2015: 67.7%).

There were also fluctuations in both directions in the total number of students from other disciplines, although to a much lesser extent. The figures vary by more than 10 students compared to 2015 in the following courses of study: Conductor/Correpetition (-13), Church Music (+11), Composition/Sound Composition (+14), Musicology (+14).

There is currently a large difference between the number of female and male students in many subject areas (SA)/studies. The relative proportion of female students is particularly high in the following courses of study: Dramaturgy (75.7%), Early Music (73.3%), Conductor/Correpetition (71.4%) and Music Pedagogy (68.6%). In contrast, it is particularly low in jazz/popular music (23.3%), wind instruments/percussion (35.8%) and composition/tonal composition (38.7%). In the other courses of study, it ranges between 40% and 60%.

The absolute number of women has changed by more than 5 compared to 2015 in only 3 study programmes besides music education: Conductor/Correpetition (-11), Church Music (+6), Composition/tonal composition (+7).

At an advanced stage of scientific and artistic studies at HMT the following picture emerges: The number of **doctoral candidates*** has increased significantly since 2015. In 2019 the HMT will have 9 w and 11 m doctoral candidates. Out of the current total of 66 students in the master class, 42.4% are female (for comparison: 2015: 75 students in the master class, 58.7% of whom are female). The number of women among the exchange students at HMT (DAAD/Erasmus etc.) has decreased compared to 2015, whereas the number of men has increased, so that the almost balanced ratio in this category in 2015 will no longer exist in 2019 (exchange students 2015: 15 w vs. 12 m; exchange students 2019: 9 w vs. 15 m).

At the university level, women remain slightly in the majority among the students, as in 2015, with 55.1% (674 women, 550 men). The subject specific breakdown shows, however, that in most subjects the **gender ratio among students** cannot be described as balanced. The numerical imbalance can be to the detriment of both the one or the other gender. For example,

³ In 2015, the Institute of Music Education also recorded a disproportionately high increase in the number of students compared to 2010, namely by 154, which means that the number of students in this institute has approximately doubled.

as already mentioned, 128 male and 280 female students are enrolled at the Institute for Music Education, whereas 79 male and 24 female students are enrolled at the Institute for Jazz/Popular Music.

2.2 Full-time teachers by member groups

The following two tables show how the ratio between w and m permanent colleagues* has changed in teaching since 2010. An almost dramatic development to the disadvantage of women can be observed in the area of female professors C4/W3, where the proportion of women has dropped from 28.0% in 2010 to 26.5% in 2015, from 18.7% at present. Within the category of the most highly remunerated positions at HMT, women are thus clearly the losers: At the university there are currently 6 women and 26 men each holding a top professorship.

Table 1: Full-time lecturers 2010 - 2015⁴

	W-2010	W-2015	M-2010	M-2015	Total 2010	Total 2015	Percentage of women - 2010	Percentage of women – 2015
Professors C4/W3 ⁵	7	9	18	25	25	34	28.0 %	26.5 %
Professors C2+3/W2	17	18	27	27	44	45	38.6 %	40.0 %
Academic employees	18	22	19	22	37	44	48.6 %	50.0 %

Table 2: Full-time lecturers 2015 – 2019

	W-2015	W-2019	M-2015	M-2019	Total 2015	Total 2019	Percentage of women - 2015	Percentage of women – 2019
Professors C4/W3 ⁶	9	6	25	26	34	32	26.5 %	18.7 %
Professors C2+3/W2	18	19	27	26	45	45	40.0 %	42.2 %
Academic employees	22	26	22	28	44	54	50.0 %	48.1 %

With 25 female professors, the proportion of women among the total of 77 C4/W3 + C2+3/W2 professorships is currently 32.5% and will decrease by -1.7% compared to 2015, when it was 34.2%. When analysing the total number of professorships, the slump in the proportion of women in C4/W3 professorships (- 7.8%) is somewhat cushioned by the 2.2% increase in the proportion of women in C2+3/W2 professorships. However, the overall ratio of women to men in the professorships cannot be described as satisfactory.

⁴ Table 1 has already been prepared for the 2015-2019 equality concept.

⁵ In the newly introduced W grade, the W3 group replaces the C4 group, while the W2 group has more similarities with the C3 and C2 grades. At present, both the W grade and the C grade are a reality at HMT. For the sake of clarity, a summary of the more similar salary groups, i.e. C4/W3 and C2+3/W2, was recommended for the analyses of the present equality concept.

⁶ See note 3

In fact, serious consequences for HMT can be expected as a result of this development. The HMT has already been confronted with such consequences for the first time: HMT had fallen far short of the proportion of women in its professorships targeted in the 2014-2016 target agreements and as a result had to repay a substantial sum in the mid-five-figure range to the SMWK. In view of the current drastic decline in the proportion of women in professorships, further and even greater financial losses for HMT are to be feared in the coming years. With its current proportion of female professors (32.5%), HMT is still miles away from the goal set in the current target agreements (for the years 2017-2020) between HMT and the SMWK of achieving a 37% proportion of women in professorships by 2020 and is now in the lowest category of the recognition table. As far as increasing the proportion of women in professorships, especially in category C4/W3, is concerned, there is therefore an urgent need for action.⁷

HMT's reputation in comparison with other universities is also threatened with damage in the near future as a result of the numerical development in the number of professorships. The current figures have not yet been taken into account in the university ranking according to equality aspects, which is regularly conducted by CEWS. Its most recently published study from 2017 is even based on the figures from 2015, on the basis of which HMT was then mainly ranked in the midfield.⁸ However, the downward trend in the proportion of women, particularly in the top positions of the HMT, which can be observed in 2019, leads one to expect that the HMT will continue to slip further down this ranking in the near future in comparison with other arts universities.⁹

After a perfect balance between the sexes in 2015, there is currently also a shift (-1.9%) to the disadvantage of women among academic staff*.

C4/W3 area

In one SA, women predominate in C4/W3: In Dramaturgy, the only professorship in this category is occupied by a woman.¹⁰ While in 2010 two SA had an equal number of men and women (early music and music education with 1 man and 1 woman each in this position), this has not been the case for any SA since 2015. In many SA/institutes, the numerical difference between women and men has increased or remained large since 2015. In wind instruments/percussion only 1 out of 6 professorships in this category is held by a woman, in piano/conducting¹¹ all four professorships are held by men.

With the exception of the SA Dramaturgy, whenever a SA has only one C4/W3 position, this position is always filled by a male conductor.

⁷ See chapter 3.1. Subject area 1: Employee structure

⁸ Löther, A. (2017). University ranking according to equality aspects 2017. (cews.public, 21). Cologne: GESIS - Leibniz Institute for Social Sciences Competence Center Women in Science and Research (CEWS). <https://nbn-resolving.org/urn:nbn:de:0168-ssoar-52104-5> (Especially p. 16f.; p. 55; p. 61; p. 67; p. 73)

⁹ Already in the course of the last surveys, the HMT has increasingly underperformed other arts universities in some categories. See also the HMT's equality concepts from 2010 and 2015.

¹⁰ See statistics on the gender ratio of teachers in the appendix

¹¹ The piano/conducting department was restructured in 2017 by merging the FR piano and conducting / correpetition.

C2+3/W2 in relation to C4/W3 range

As already mentioned, the C2+3/W2 sector as a whole has developed positively in terms of the proportion of women, in contrast to the C4/W3 sector. However, there are no longer as many men as women working in this category in any SA. In terms of numbers, the C2+3/W2 professorships in the different SA usually vary between 1-2 posts in favour of one or the other sex. A larger discrepancy in favour of men can only be found in 2 SA, namely in the SA Jazz/popular music (1w:5m) and piano/conducting (0w:5m).

In the SA Piano/Conducting (a total of 9 professorships) and the Institute of Church Music (AI) (a total of 3 professorships), as in 2010 and 2015, there is still no female professor, neither in C4/W3 nor in C2+3/W2.¹² The opposite situation is found in the SA Dramaturgy, where three women hold the three professorships.

Academic employees

The "non-professorial teaching staff" has been increased by 10 posts in the last 4 years, which represents an increase of 22.7% in the total volume of this category compared to 2015. Although the ratio between women and men can still be described as balanced overall, the proportion of women in this category has also fallen slightly compared with 2015. In four SA, namely in piano/conducting and in the "Hans Otto" Drama institute (4:4 each) as well as in Dramaturgy and musicology (1:1 each), the positions of academic staff* are equally filled. 1 SA (jazz/popular music) has no position at all in this category, in all others the difference between men and women is 1-2 positions in favour of one or the other sex. Unfortunately, it should be noted that only in AI does not have a woman in any of the categories of full-time teachers¹³, whereas the opposite is not the case.

Appointment procedure teaching

In the period from the second half of 2015 to the first half of 2018, the number of positions¹⁴ to be filled in the area of professorships fluctuated between 1 (2017) and 5 (2016 and 2018), and in the mid-level faculty between 1 (2017) and 5 (2016). In the years 2015-2018, the proportion of male applicants for professorships always outweighed that of women, although the gender ratio in applications in 2016 (110 w vs. 118 m) and 2017 (8 w vs. 8 m) can be described as balanced. The situation is different in 2018, when only 39 of a total of 159 applications were submitted by women. These figures are then also reflected in the numerical ratio of male and female candidates* invited to the round of interviews and are also reflected in the vacancies for the respective years.

The ratio of applications from male and female applicants for positions in the area of middle management is subject to major fluctuations. While in 2016 and 2018 the number of male and female applications can be described numerically as almost balanced, in 2017 many more men than women expressed interest in the advertised positions. These numerical proportions are

¹² This observation also applies to the Early Music FR, but there it is due to the current vacancy, whereas in the two FR mentioned above, this situation has already become permanent.

¹³ In 2015, this was the case not only for the AI but also for the FR Piano, which has since been integrated into the restructured FR Piano/Conducting.

¹⁴ Basis: Saxon statistics on the advancement of women in 2016/ 2017/ 2018

continued in the invitations for interviews. With regard to the filling of vacancies, only the year 2016 is conspicuous, in which 5 of the 6 advertised positions are filled by men.

2.3 Lecturers and full-time employees in the teaching profession

Like the number of full-time employees in the teaching profession, the number of lecturers has also increased significantly since 2015.¹⁵ In 2015, there were 123 full-time employees in the teaching profession compared to 356 lecturers (proportion of lecturers: 74.3%), the figures for 2019 were 131 full-time employees in the teaching profession and 366 lecturers (proportion of lecturers: 74.3%): 73.6%). The relationship between these two areas has thus changed only slightly. Whereas in 2015 the lecturers still accounted for 44.4% of teaching (namely 1680.07 of a total of 3782.77 hours per week), their share will be 45.4% in 2019 (namely 1814.15 of a total of 3993.15 hours per week). Their absolute share in teaching has thus increased considerably, which is also reflected in the percentage share of the total teaching volume. The discrepancy between lecturers and full-time teachers is thus unbrokenly high and is even widening; one must still speak here of a (still) unsolved problem.¹⁶ The increase in the fee rates for HMT¹⁷ lecturers has only slightly contributed to defusing the situation. Without the lecturers, the teaching at HMT could not be provided to the extent required by law even today.

If we look at the gender ratio among the lecturers, then, as in 2015, men predominate overall (152 w vs. 214 m), which is also reflected in the teaching performance (747.35 SWS for women vs. 1066.80 SWS for men).

2.4 Students and teachers

The statistics do not provide any reliable basis for drawing conclusions from the gender ratio among teachers to that among students. However, it remains to be noted that the majority of women among the students (55.1% w vs. 44.9% m) is faced with the much clearer majority of men among the lecturers (permanent staff): 38.9% w vs. 61.1% m). The extreme difference between the proportion of women among students and teachers in certain subjects is likely to continue to have a demotivating effect on young female artists. For example, in the SA piano/conducting and at the AI, the high number of female students is in no way reflected in the gender ratio of lecturers – the analysis of 2015 came to a very similar conclusion.

¹⁵ The reasons for this can be found in internal restructuring and increased student numbers in individual FR. See the explanation of student numbers (above).

¹⁶ The problems that this imbalance also implies beyond the area of teaching, such as in academic self-administration, for those working full-time in teaching, but primarily with regard to the personal situation of the lecturers, were described in detail in the Equal Opportunities Concept of 7 December 2010 and are still valid.

¹⁷ Current fee rates for lecturers at HMT since SOSE 2019: €32.00; €37.00, €42.00
For comparison see WS 2018/2019: €30.00; €35.00, €40.00

2.5 Administration - central facilities

	Female	Male	Total	Percentage female share
2002	24	13	37	64.9 %
2006	28	15	43	65.1 %
2010	27	16	43	62.8 %
2015	28	18	46	60.9 %
2019	34	22	56	60.7 %

Since 2015, the number of posts in administration/central bodies has increased by 10 to a total of 56. The proportion of women has remained almost the same and currently stands at 60.7%. The number of women employed in administration and central institutions is still significantly higher than the number of men, whereas men are over-represented in technical staff.

The management of the 2 **central institutions** has an equal gender distribution. The library, for example, is run by a woman, the KBB by a man.¹⁸

In the summer of 2019, the ratio of men to women will be reversed in the **three departments**, because the responsibility for the Finance/Household/Personnel Department, which has always been headed by a woman, will pass into the hands of a man. On the other hand, there are no changes in the units Study Affairs/IT Services and Internal Services/Technology: the former is headed by a woman, the latter by a man.

Staffing procedures Administration and Central Services

In the period from the second half of 2015 to the first half of 2018, the number of posts to be filled in the¹⁹ Administration - Central Institutions Division ranged from 1 (2016) to 6 (2017 and 2018). The proportion of women in applications was always significantly higher than that of men, a ratio that usually continued both in the invitations for interviews and in the allocation of posts. Only in 2017 was there equal representation of women and men: Of the 4 positions in total, 2 each went to a man and a woman.

2.6 Central bodies and committees, deaneries and equal opportunities officers

Rectorate - Deaneries

The **Rectorate** of the HMT is staffed exclusively by men (Rector - 2 Prorectors - Chancellor). The next elections will take place in 2020.

As a result of the university elections in Nov. 2018, the ratio of women to men among the **deans*** has been reversed: Faculties I and III are each headed by a man, Faculty II by a woman. The number of women among the vice deans has also decreased by 1. Currently 2 men are

¹⁸ During the term of the GK 15, a third central institution was founded, namely the Centre for Contemporary Music (ZfGM). In contrast to the other two central institutions, however, the group of HMT teachers and students will be established there. These are generally recorded elsewhere in the statistics. Nevertheless, it should be mentioned here that the chairmanship of the ZfGM is held by one man.

¹⁹ Basis: Saxon statistics on the advancement of women in 2016/ 2017/ 2018

opposed to 2 women. Due to its size, Faculty III has two positions of vice-dean, one of which is held by a woman.

At the management level of the university, the imbalance between male and female staff has become more pronounced, not least due to the low proportion of women in the professorships.

Senate - University Council

After the election of the student senate members in November 2018, 6 of the total of 11 senators entitled to vote are men and 5 are women, of the latter 1 votes in the group of female professors, 3 in the group of female employees and 1 in the group of students.

Overall, the numerical gender ratio in the Senate is therefore now more balanced again compared to 2015. However, the imbalance in the filling of professorships is also reflected here: in addition to the 1 female professor, 5 male professors are represented in the Senate.

Since 2010, the **University Council** has changed in part in terms of personnel, but not in terms of gender. It is still made up of 2 women and 3 men in a virtually balanced way.

Student Council

The gender ratio in the student council is almost the same as in 2015. It is balanced between 5 women and 5 men.

Gender equality area

There are 8 people active in the field of gender equality at HMT, 7 of them women and 1 man since the elections in WS 2018/19. In addition to the central Equal Opportunities Officer, who also holds the office of the Women's Representative, and her deputy (working in the administration) in both functions, there is one Equal Opportunities Officer* for each of the 3 faculties. Since the elections in the winter semester 2009/10, a man has been continuously entrusted with this office in Faculty I. In addition, in the university elections in November, a female student was elected in Faculty III to the office that a student held before her. There is one deputy for each of the faculties' equal opportunities officers, and there is currently one female student among them.

The central Equal Opportunities Officer of HMT is supported by a student assistant in office work for 2 hours per week.

The Equal Opportunities Officer of the HMT has an adequately equipped office.²⁰

²⁰ At the request of the current Equal Opportunities Officer of the HMT, the Equal Opportunities Office was merged with the "Languages" Office, since the current incumbent is responsible for the foreign languages at the HMT.

3. Objectives and measures

3.1 Thematic field 1: Employee structure

As a foil for the following remarks on the HMT, a passage from the Saxon University Development Plan 2025 (hereinafter referred to as "Saxon University Development Plan 2025") should be mentioned at the beginning: Sächsischer HEP 2025) on the current status of the implementation of the equality mandate with regard to the proportion of women at Saxon universities compared to the rest of Germany:

The equal opportunities mandate given to the universities in the HEP 2020 continues to be of great importance. For although there have been improvements in the proportion of women at Saxon universities, these are only in the lower middle range in a federal comparison. The equal opportunities mandate must be consistently pursued by the universities. (Saxon HEP 2025, point 5.5., p. 47)²¹

Elsewhere in the Saxon HEP 2025 it says

The universities are pursuing a targeted promotion of women in the scientific system. Within the framework of the internal quality assurance within the universities, a systematic monitoring of gender equality policy should take place. Gender equality will be implemented as a quality criterion.²²

The fact that the SMWK attaches central importance to the topic of "Women in the Science System" and endeavours to promote active work on it was recently expressed, among other things, by the convening of a conference entitled "Women in Science" at the SMWK, which was also attended by the Equal Opportunities Officer of the HMT.²³

Thus, the universities basically have the task of "targeted promotion of women". In a nationwide comparison, Saxony's universities lag behind universities in other federal states, despite the progress that has been made.

The HMT is currently not contributing to this positive development at state and federal level, as it is in the opposite trend.

3.1.1 Staffing

As already explained in section 2.2., the figures that have been in decline for years, which show the proportion of women in professorial positions C4/W3 (2019: 18.7%) at HMT are alarming and the consequences to be expected or resulting from this for HMT are devastating. Not only does this extreme imbalance between w and m job holders* in this category translate into the permanent (e.g., the number of women in the professorial category), but also into the permanent (e.g., the number of women in the professorial category): Senate) or temporarily established (e.g.: (e.g. appointment committees) as well as into the executive positions. HMT is also running the risk of not being able to maintain its overall still respectable positions in university

²¹https://www.google.de/search?ei=Rw35XLThB5LTwALZ1K_oDQ&q=s%C3%A4chsicher-hochschulentwicklung+2025&oq=S%C3%A4chsicher-Hochschulentwicklungsplan+20&gs_l=psy-ab.1.0.0i22i30.4433.14775..17878...2.0..0.164.2601.40j2.....0....1..gws-wiz.....0..0i71j0j0i131j0i67j0i13i5i30.0vYJfG8hZDc

²² ibid, P. 25

²³ November 2018, SMWK, Dresden. - Of course, it is important to specify in this context that the HMT, as a university of art, has both female scientists* and female artists* working at it. This is a fact that is not always reflected in the wording of the SMWK. Despite repeated references, the term "science" was retained, but, as became clear, for example, at this conference, it also meant the artistic fields of education, which ultimately represent an important part of the Saxon university system.

rankings according to equality aspects. Furthermore, developments such as these are also accompanied by considerable financial losses for the university. In its agreements on objectives coordinated with the SMWK, the HMT continuously sets out, among other things, gender equality objectives which (in the long term) aim to ensure equal gender representation in professorships²⁴ and whose non-compliance by the SMWK is punished by the SMWK with substantial financial recoveries. For this reason, HMT had to repay over 60,000 euros to the SMWK during the term of the last GK for the target agreement period 2014-2016. Another reason why HMT would have to do everything in its power to counteract the decline in the proportion of professorships in category C4/W3 is that an unbalanced gender ratio, particularly in senior and management positions, can more easily form a breeding ground for discrimination of all kinds. Experts* repeatedly point out this connection, especially in the course of the specifics of the #MeToo debate at the music and art academies.²⁵

The fact that the number of female professorships in the C2+3/W2 area has increased by 2.2% to 42.2% since 2015 slightly cushions the unsatisfactory overall balance of the proportion of women in professorships at HMT and is a thoroughly encouraging signal in this context. However, this figure should by no means serve as a fig leaf for the worrying development in the category of C4/W3 professorships. As already mentioned, the proportion of women among the total of 77 C4/W3 + C2+3/W2 professorships is currently 32.5%, a rate that is also on a continuous downward trend (for comparison: In 2015 it was still at 34.2%) and is still far from the target formulated in the current target agreements of the HMT for the years 2017 to 2020, "to aim for a share of female professors of 37%²⁶ by the end of the target agreement period".

The failure to achieve the equality objectives is also a cause for concern to the SMWK, and the management of the affected universities in Saxony has been promised that half of the repatriation amounts will be made available to their universities "on a project basis" for the "improvement of equality work".²⁷

²⁴ This goal was also explicitly formulated in the target agreements of 11.12.2013: [The aim of the efforts is] "to achieve a balanced relationship between the sexes at all levels of qualification". (Target agreements HMT - SMWK of 11.12.2013, p. 11). This passage has been deleted from the current version of the target figures.

²⁵ z. B. Antje Kirschning, Women's Representative of the Hanns Eisler Academy of Music Berlin, in her statement in the context of the action day "Nähe & Distanz" (joint event of the University of the Arts and the Hanns Eisler Academy of Music, Berlin, on 24.05.2019 at the Hanns Eisler Academy of Music) Furthermore, the Holzheid Commission, which was commissioned in July 2018 as a result of the incidents in Munich to review the structures at the University of Music and Performing Arts Munich and the measures taken until then to provide the best possible protection against sexual harassment, discrimination and abuse of power at the University of Music and Performing Arts Munich, should also be cited. In its final report, it states with regard to gender relations in the professorate at the Munich University of Applied Sciences "We are convinced that a more balanced gender ratio in the professorial body (so far approx. 75:25) would also reduce the potential risk of sexual abuse of power, harassment and violence. An increase in the proportion of women among professors would be desirable. (This opinion was [...] also shared by men.)" (Report of the Holzheid Commission, <https://website.musikhochschule-muenchen.de/de/images/PDFs/Meldungen/Bericht-Gutachterkommission-Hochschule-fuer-Musik-und-Theater-Muenchen-042019.pdf> P. 14f.). From this the commission derives the following recommendation: "The commission pleads for increasing the proportion of women in the professorate (...)" (ibid. p. 20)

²⁶ Target agreements HMT - SMWK of 19.12.2016, p. 3; deadlines for reporting by HMT to SMWK are 31.12.2018 and 31.12.2020, see ibid.

²⁷ For the first time, the SMWK made this offer to the university managements at the meeting of the State Rectors' Conference. Thanks to a reference from the coordination office to a letter dated 2 April 2019 to the university administrations reminding them of this offer, the Equal Opportunities Division is now also informed

In order to establish a gender balance, particularly, but not only, in the category of C4/W3 professorships and to be able to better meet the objectives in the target agreements in the future, the funds of the SMWK are to be used for a **multi-level and continuous coaching on the topic of "Gender justice in appointment and staffing procedures"**. This coaching is primarily aimed at those university members who are/can potentially be involved in appointment procedures on a regular basis (rectorate/dean*s/departmental or SA management) or who are/can potentially be involved in appointment procedures (all teachers and students). However, the coaching should also address the specifics of other appointment procedures, which means that all groups of members of the university should be invited to the coaching sessions.

The intention is therefore that appointment and staffing procedures should be carried out in the knowledge that, in addition to the professional qualifications of the candidates, gender equality is a key selection criterion.

In addition, greater attention should also be paid to the area of diversity. In view of the lively discussions in the theatre world about intersectionality and lack of diversity at institutional and thematic level, it is urgently necessary to expand the relevant competence within the university. As a pilot project, the advanced training courses offered by the Coordination Office for the Promotion of Equal Opportunities at Saxon universities and colleges should be used for this purpose, especially with regard to the concerns of the SA Dramaturgy. It will be decided at a later stage whether this will result in the creation of a diversity concept and whether such a concept could be extended to other SA/institutes or even applied across universities. First of all, it is important to gather and evaluate first experiences in the SA Dramaturgy. In any case, it should be noted that the situation within the HMT is extremely different depending on the SA, e.g. with regard to diversity in terms of the origin of students.

The measures listed in CC 15 for achieving the goal of gender equality in job placement procedures have been largely fulfilled. For example, the Equal Opportunities Division developed a **catalogue of criteria** on the basis of which the Equal Opportunities Officers draw up their reports in staffing procedures at all levels. However, the revision of the current **appointment regulations** from a gender perspective has not yet been completed. The establishment of equal representation on appointment committees remains a desideratum.²⁸

Active Recruiting is already in use, but it should be used even more intensively, especially if, despite the fact that applications have been submitted by professionally qualified applicants who are interested in a position, a gender imbalance is found in the applications received. It is then up to the Equal Opportunities Officer* involved in the procedure to inform the Commission and/or its chairperson* of this option.

The **expertise of the coordinating office** was sought several times during the term of the GK 15. A highlight of the cooperation in this context is the panel discussion "Women Artists' Careers - Between Dream and Reality" on 14 November 2017.²⁹ It is planned to continue this event format.

of the support envisaged by the SMWK. The quotes are taken from the letter from the SMWK to the rectors dated 2 April 2019.

²⁸ The Saxon HEP 25: "The appropriate participation of women in the selection and appointment committees should be pursued by the universities." (Saxon HEP 25, p. 48)

²⁹ Panel discussion with Julia Hülsmann (jazz pianist), Katy Müller (graphic designer), Jasmin Solfaghari (opera director) and Katja Strunz (visual artist), moderated by Julia Schäfer (curator). A joint event of the "Felix Mendelssohn Bartholdy" Academy of Music and Theatre and the Academy of Visual Arts Leipzig in

Insofar as they are also relevant to the **non-professorial teaching staff**, the points mentioned for filling positions in the area of professorships also apply to appointments at this level.

A **personnel development plan** will be drawn up for the area of administration by the end of 2019.

3.1.2 Promoting young talent

In GK 15, the reintroduction of a **mentoring programme** at HMT was mentioned as one of the goals, and this goal has been implemented. In the programme "Measures to increase academic success", HMT has submitted two successful applications for allocation of special funds from the Higher Education Pact 2020 in 2016, one of which concerns the mentoring programme:

The following individual projects have been funded from these special funds:

- Improvement of the overspace situation by extending the opening hours for the period from 01.01.2017 to 31.12.2020
- Improvement of professional qualifications and career transition by establishing a structured mentoring programme for the period from 01.01.2017 to 31.12.2020

In the meantime, the HMT has also approved the continuation applications for these already ongoing projects and the corresponding special allocations have been granted:

- Improvement of professional qualifications and career transition by setting up a structured mentoring programme for the period from 01.01.2021 to 31.12.2023
- Improvement of the overspace situation by extending the opening hours for the period from 01.01.2021 to 31.12.2023

The project coordination mentoring is the responsibility of 2 colleagues, who each currently hold a half temporary position. During the term of this equality concept, the Equal Opportunities Department will work to ensure the continuity of the mentoring programme at HMT.

The number of **qualification positions** at the HMT has not changed in comparison to CC 15, only their distribution. Whereas in 2015 there were still 4 half qualification posts in the academic field, these are currently divided between two 0.5 FTE (1w; 1m) and one 1.0 FTE (m) budget posts. In the interest of young scientists and academics, the equal opportunities section will, as in the past, take care to maintain these posts in the future as well and will call for equal representation.

In addition, there are currently two 0.5 FTEs as employment relationships that are not household posts but are available to the HMT for a limited period of time in the context of growing up school music (staffing: 1w; 1m).

The Equal Opportunities Division's current project is to seek **third-party funding** for the duration of this equal opportunities concept in order to be able to set up a scholarship programme. Equal opportunities factors should be taken into account in the award criteria.

cooperation with the Coordination Office for the Promotion of Equal Opportunities at Saxon universities and colleges.

Details would have to be discussed and agreed with the university management in advance and at all further stages. The appointment of a scholarship officer would be an important measure in this respect.

3.2 Thematic field 2: Teaching and research

Although the HMT does not provide a systematic range of courses in the field of gender studies, the **concept of gender** plays an increasingly important role in teaching and research at the university. The aim is to increasingly implement, consolidate and continuously expand the measures that have now been successfully implemented with this content orientation during the term of the new equality concept.

In addition, scientific and artistic **works on gender issues** that have been produced at the HMT will be listed and made accessible via a **link on the homepage**.

The following selection of outstanding examples from the last four years provides an insight into the HMT's engagement with gender issues in teaching, research and artistic productions:

With the establishment of the **event series "Music and Gender"**, the HMT has been implementing one of the goals formulated in GK 15 for this area since the end of 2016. The series of events is coordinated by two female professors (musicology and music education/didactics) and the HMT's equal opportunities officer. In the meantime, the Rectorate has also made a firm financial commitment of 250 euros per year. Outstanding researchers and artists have been recruited for previous events, including Prof. Dr. Beatrix Borchard (Hamburg) and private lecturers. Dr. Katharina Hottmann (Hamburg).

Another long-term event, albeit of limited duration, is the interdisciplinary and international French-German Colloquium ("Compositrices et interprètes du XIXe au XXIe siècle en France et en Allemagne: approches analytiques, sociologiques et historiques" (2017-2019), HMT Leipzig/ MD Vienna/ IRE Mus/Université Paris-Sorbonne/ Université de Lorraine), for which a professor of music composition is responsible at the HMT and which is dedicated to (also contemporary) composers and interpreters. and includes them in the project.

As an individual scientific event in the field of gender studies, which dealt with women artists of the past and present, the conference **Musicology and Gender Studies - a conference for Clara Schumann** should be mentioned. This took place with numerous renowned guests from science and art on 8.02.2019 in the Musiksalon of the HMT. The conference programme was concluded by a panel discussion on the topic "Gender relevance in the classical music business" (Organiser: students of musicology; event within the Clara Schumann Year of the City of Leipzig).³⁰

In the areas of teaching and doctoral studies, the following topics are currently worth mentioning: "The Woman at the Clavier" (seminar) and "Women and Music Publishers: An investigation of the correspondence of the publishing house Breitkopf & Härtel with female actors in the 19th century". (dissertation project).

As a further contribution to music research, also under the aspect of gender issues, the loose series of articles in the university's own journal MT-Journal on

"Forgotten Anniversaries" from the pen of a professor of vocal repetition/ song composition,

³⁰ <http://www.hmt-leipzig.de/home/fachrichtungen/institut-fuer-musikwissenschaft/chronik-archiv/forschungsarchiv/genderforschung>

which often remind us of female musicians. Again and again, the articles are accompanied by concerts, so that one can certainly speak of a happy symbiosis of a scientific and artistic approach to topics of women's and gender studies in the musical field.

Students also contribute to the development of the repertoire from a gender perspective, both in their academic work and with their artistic programmes. For example, at the climax of the #MeToo debate, two female students of early music made clear reference to this in their theses and raised the question of women in the arts anew from this perspective.³¹ In the SA Dramaturgy, numerous final theses and projects on gender issues were produced during the reporting period.

Numerous scenic artistic events at HMT also reflect gender roles, such as the recent studio production of the opera *Orfeo ed Euridice* (Parma version) by C. W. Gluck (SoSe 2019, SA Klass. Singing). Further highlights in this context would be the productions of SA Classical Singing, Jacques Offenbach: *The beautiful Helena* (winter term 15/16) and Antonio Vivaldi: *La verità in cimento* (SoSe 2016) and the interdisciplinary project *Turandot*. Commentary (Dramaturgy/ acting/ jazz; Sunse 2017).

Women in general and in particular are constantly the subject of events dedicated to all artistic SA, such as "The Voice of Women" (6.07. 2018 - ZfGM), "Speakers Corner" (19.10. 2017, Studio for Electroacoustic Music and ZfGM) and the Jazzfest Mini for the 100th birthday of Ella Fitzgerald (Sunse 2017, SA Jazz/Popular Music).

Gender issues are also a permanent and constant part of the theatre work and training at the "Hans Otto" Acting Institute. Thus, the performances at the end of the "Naturalism" scene study (SoSe 2019) were the artistic result of an intensive examination of the images of women at the end of the 19th century and the change in gender roles. The theoretical area of the training of Drama students also takes up relevant topics; for example, in recent years several courses in theatre history have dealt with the image of women in 19th century plays. Century or with women on the stages of ancient theatre.

3.3 Thematic field 3: Raising HMT public awareness of equality

On this occasion,³² the GK 15 presented the establishment of gender equality as a cross-cutting task of the HMT, the sensitisation of the HMT public to gender-relevant topics, and the transparency of gender equality work and gender equality policy. -These issues are a central concern within the HMT. HMT has made great progress in this endeavour in recent years, and many measures from CC 15 have been implemented or are still being implemented today. Nevertheless, there are still some deficits, and efforts are now to be stepped up to eliminate them.

3.3.1 Transparency

³¹ Viola Blache: Topic of the BA thesis: "Susanna. Daphne. Lucretia. On the topic of re-enactment and its arrangements in baroque vocal music"; Jennifer Gleinig: Repertoire Exam (MA): "Il Destino delle donne - The Fate of Women: Silvia - Dido - Dejanira - Maria" & MA graduation concert: "Il Destino delle donne - The Fate of Women: Medea & Ariadne"

³² For more information, see GK 15 https://www.hmt-leipzig.de/home/hochschule/interessenvertretungen/gleichstellung/info_137679/2015_GKK_oA.pdf, point 3.3.

On the one hand, equality between men and women is a concern for society as a whole, and the self-image of the HMT is manifested in the way it is observed and implemented at the HMT, and is reflected in the actions of each individual university member should be expressed quite naturally. On the other hand, the university's equal opportunities mandate is legally anchored and laid down in various places in the SächsHSFG (e.g. § 5 para. 3). Its enforcement is an important criterion in quality assurance (§ 9 para. 1 SächsHSFG) and is the subject of the target agreements between the SMWK and HMT (§ 10 para. 2 SächsHSFG). Equal opportunities are defined in the Saxon HEP 2025 as a "strategic management task"³³. Making these anchors of gender equality visible to the university public forms a basis for the gender equality work at HMT, which will continue to be worked on during the term of this GK, for example by continuously updating the **homepage of the gender equality section** and providing **links to the corresponding basic texts on gender equality**. In addition, the Equal Opportunities Section will continue to inform the HMT public about its activities and concerns by regularly publishing articles on topics relevant to equal opportunities in the **MT Journal**.

The creation of the HMT's **organisation chart**, into which equality was to be incorporated according to a demand from the GK 15, proved to be unrealisable. Instead, a **catalogue of contact persons for specific issues** is to be compiled and posted on the homepage.

In order to be able to continue to make the topics and services of the gender equality area accessible to foreign HMT members and relatives across possible language barriers, this **gender equality concept is to be translated into English**, as in 2015, and the entry of the gender equality area on the **homepage** is to be maintained in English.

The extensive **collection of literature on equality, gender roles and gender mainstreaming** in the university library is constantly being expanded. These writings are easily accessible on the homepage of the Equal Opportunities section via links to the terms gender, gender role, feminism, masculinity, equality and university law.

http://www.hmt-leipzig.de/de/home/hochschule/aufbau_struktur/gleichstellung

In addition to the natural further maintenance of such acquisitions and these entries, it will also be examined whether relevant journals such as Missy Magazin, Emma, An.schläge or other brochures on current gender equality issues can be made available in a "critical reading corner".

3.3.2 Communication

The **information event** held once a year in cooperation with the Staff Council **as part of the staff plenary assembly** has proven its worth and is used by the HMT Equal Opportunities Officer to inform colleagues specifically about current results and concerns of the equal opportunities work. Of course, other forums also serve the same purpose. All these forums also serve to engage in constructive discussions with the HMT public on current issues.

Direct contact with deans and the rectorate is uncomplicated and regular. The already good **networking of the Equal Opportunities Department** with all committees is to be further cultivated in regular discussions and goal-oriented working meetings. The exchange with the

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https://www.google.de/search?ei=Rw35XLThB5LTwALZ1K_oDQ&q=s%C3%A4chsischer+hochschulentwicklungsplan+2025&oq=S%C3%A4chsischer+Hochschulentwicklungsplan+20&gs_l=psy-ab.1.0.0i22i30.4433.14775..17878...2.0..0.164.2601.40j2.....0....1..gws-wiz.....0..0i71j0i131j0i67j0i13i5i30.0vYJfG8hZDc (S. 47)

student level benefits on the one hand from the fact that in two faculties 1 w students each take over the office of the (deputy) equal opportunities officer. On the other hand, in the course of the #MeToo debate, a student working group has been formed on precisely this topic area, which cooperates with the Equal Opportunities Department. The cooperation with the StuRa is more or less intensive, depending on the concerns.

Nevertheless, this (by the way, also atmospherically) good networking of the gender equality area does not yet seem to be completely satisfying in that some university members still have too little clarity about the responsibilities and the importance of gender equality work. The gender equality sector will therefore develop new networking and information strategies, one of which is the **catalogue of contact persons** for specific concerns listed in Section 3.3.1.

The demand for a **gender-sensitive language at HMT**, which is repeatedly raised, especially by students, has not yet been met with a uniform and binding system in all areas of HMT. However, the university is open to this demand and has already partially introduced it in the administration. An introductory passage to the HEP of the HMT, which was passed in June 2018, also explains why the HMT has not yet decided on a definitive solution in this respect:

In view of the pending decision of the Council for German Orthography with regard to the consideration of gender justice in orthography, the HMT Leipzig is still using the language regulation that has been customary in the university until now, according to which the male personal designations also include the other genders. (HEP 2025 of the HMT, p. 1)

By contrast, the present CC would like to promote a gender-sensitive spelling and language regulation at HMT through the consistent use of the gender asterisk, which also already takes into account the consideration of the third gender as required by the Federal Court of Justice ruling of 2017. This variant of the gender-sensitive language is now used almost universally in other public institutions.

3.3.3 Training courses

Further training courses in the area of gender competence, but also in other gender-relevant subject areas, are available to members and staff of HMT at all levels. They are more or less accepted depending on personal interests. In addition to improving communication and information in this respect, it is also advisable to continue to work intensively on persuasion. This should also involve the coordination office for the promotion of equal opportunities at Saxon universities and colleges.

As outlined in point 3.3.1, a more comprehensive **coaching programme on the topic of "Gender equality in appointment and staffing procedures"** is to be implemented in the near future at all levels of the HMT.

3.3.4 External networking

Like the HMT as a whole, its gender equality area in particular is also well **networked at local, state and federal level**. For example, it has been involved for years in the implementation of the EU Charter for Equality between Women and Men in the area of "Universities and Scientific Institutions" in Leipzig (overall responsibility: Ms Genka Lapön, Equal Opportunities Officer of the City of Leipzig); one of the network meetings took place at the HMT in 2016. In addition, the equal opportunities departments of HMT and the City of Leipzig are continuously engaged in constructive, subject-related exchange. As one of three Saxon state spokespersons, the Equal

Opportunities Officer of the HMT³⁴ has also been jointly responsible for the preparation and implementation of the LaKoG (State Conference of Equal Opportunities Officers) and in this function also maintained contacts with the SMWK. She is constantly working closely with the coordinator for gender and diversity at the Coordination Office for the Promotion of Equal Opportunities at Saxon universities and colleges. At the federal level, the participation of the HMT's equal opportunities officers in the BuKoF commission of the universities of art and art and science should be mentioned, among other things. The Chancellor of the HMT is a member of the Working Group on Sexualised Discrimination of the Rectors' Conference of the German Universities of Music, which was formed in the course of the #MeToo debate at the universities of music. The participation in the many aforementioned committees not only allows the continuous maintenance of contacts with individual universities in the German-speaking world, but also provides numerous valuable impulses for ongoing work processes at the HMT.

In addition to this networking with institutions and committees, the external work of the Equal Opportunities Department also aims to arouse interest in the HMT and contribute to its positive public image. For example, after the adoption of the GK 15, the HMT has resumed its participation in the nationwide **Girls' Day** and **Boys' Day** and conducts this activity every two years (alternating with the HMT Family Afternoon, see below). It is also planned that more music formations of the HMT (e.g. from SA Jazz/Popular Music) will go to Leipzig schools, not only to get children excited about their musical style/instruments at an early age, but also to encourage girls and boys to learn about musical instruments and genres that at first seem to be untypical of their gender (e.g., jazz and popular music): woman on drums, man with piccolo flute). Possibly the formations of the HMT can themselves serve as illustrative models for this gender aspect.

On the **Open Day**, the Equal Opportunities Officer will be available to answer questions from the guests during a consultation hour. This practice is to be continued.

3.3.5 Support for the gender equality field

In view of the fact that all HMT equal opportunities officers work part-time, this area is still and increasingly reaching the limits of its capacity. The #MeToo debate has, for worrying reasons, led to increased attention and discussion of the related issues in society as a whole, but especially in directly affected areas such as the arts universities. This has also been and continues to be accompanied by a sharpening of perception, an increase in awareness of gender equality issues and an increase in academic involvement with the same, which is reflected in the central gender equality office not least in the increase in counselling sessions and in the accumulation of requests and demands of various kinds.

In addition, an above-average number of enquiries have recently been addressed to the Central Equal Opportunities Officer by non-university institutions and groups and by the media, for example in connection with studies³⁵ or political work,³⁶ which have been dealt with in writing or in formats such as interviews or expert discussions. The measures formulated in the GK 15, which were largely implemented by the gender equality sector, also represented an ambitious work programme for the actors during the reporting period and thus represented a further challenge.

³⁴ After four terms of office as state spokeswoman, she did not stand for election in 2019 due to time constraints.

³⁵ Z. B. HoF study in the context of the SMWK: Publication "On the trail of cultural change. Gleichstellung an Hochschulen in Sachsen" (2018); surveys on the consequences of the #MeToo debate at universities of the arts

³⁶ Z. B. small and large inquiries of the parliamentary groups in the state parliament, legislative projects...

On the part of the university management, however, the Equal Opportunities Department receives, where possible, **personnel and financial support**, especially for particularly labour-intensive activities (e.g. through SHK, project-related funding, for example for the planning and implementation of Girls' Day/Boys' Day and Family Afternoon). Even though the Equal Opportunities Division does not have its own budget, there is still no need for action here, as the HMT management has always provided the funds requested by the Equal Opportunities Officers. The Equal Opportunities Department will continue to count on the uncomplicated personnel and financial support of the HMT management in the future.

HMT's entire gender equality sector enjoys great **recognition** both within and outside HMT, which is reflected, among other things, in the multiple re-elections of individual members of this body (since 2015, major university elections have been held twice, and many of the gender equality officers at faculty level and the gender equality officer of HMT have been confirmed in office on both occasions and have now been in office for over 10 years). However, repeated requests from the university management to the HMT Equal Opportunities Officer for the assumption of further tasks, offices or representation of HMT in an advisory body active at federal level, as well as nominations for an award, also express the general appreciation and trust that is placed in the work of HMT's Equal Opportunities Department.

3.4 Thematic field 4: Family friendliness - compatibility of family and work/study

Family friendliness is anchored in the basic order of HMT:

The HMT supports its members in the compatibility of family, work and education (family friendliness). (§ 1, para. 5 Basic Rules of the HMT of 17 June 2013)

According to the Saxon HEP 2025, the compatibility of work and family or study and family is one of the overarching goals of the Saxon universities, for which they create "internally controllable framework conditions".³⁷

HMT Leipzig's Equal Opportunities Department has achieved a lot in this area. It is true that HMT has not participated in the audit procedure "Family-Friendly University" nor in the Best Practice Club programme: Family in the University - **Charter "Family in the University"** (Supporter: Robert Bosch Stiftung - Center for Higher Education Development (CHE)), the HMT is sensitized to the topic and the resulting demands on the HMT and works goal-oriented on problem solutions.

Although there is still a need for action in the area of "**childcare**", progress has been made in recent years. It is probably not least due to the persistent reference to deficits³⁸ in this regard by the equal opportunities officers of the Leipzig knowledge institutions in the context of the network meetings "EU Charter for Equality between Women and Men - Universities/Scientific Institutions" with the City of Leipzig that the City of Leipzig has started extensive KITA construction measures, about which broad information was provided in the media in spring 2019. However, childcare facilities for small children between 0 and 3 years of age are still not sufficiently available in Leipzig. Leipzig is in line with the nationwide trend in both positive and negative respects, as shown by the current worldwide UNICEF family-friendliness ranking

³⁷ Saxon HEP 2025, p. 24

³⁸ The importance of flexible childcare, especially for professional groups such as musicians and "theatre people", was also underlined.

(June 2019). Although Germany ranks sixth in the world in terms of family friendliness, the UNICEF study warns of the lack of childcare facilities for children aged 0-3 years.

The Equal Opportunities Officer of HMT, together with the Equal Opportunities Officer of the neighbouring university HGB, will continue the talks begun in recent years with the rectorates of the two universities in order to continue to press for **quotas of childcare places** to be reserved for the two universities in childcare facilities close to the university.

Both large buildings of HMT have **rest and nursing rooms** (the one in Dittrichring was recommended in 2017 in an LVZ article by a midwife group as exemplary and one of the best in Leipzig, but it is only open to members of HMT). The one in Grassistraße was redesigned and equipped in 2017. In the meantime, both rest and nursing rooms have to be renovated and retrofitted.

Also, a **reliable and considerate time planning**, which is essential for the performance of family duties, must be reminded again and again. In one SA, for example, there is a current indication that the irregular presence of teachers causes organisational problems for students with children. There is currently no need for action with regard to the flexible access regulations for student parents to practice facilities in the HMT rooms.

Student parents can inform themselves about their rights and existing support offers via the info link of the Studentenwerk and other corresponding **links**, which were placed on the equality page of the homepage after GK 15.

Also, in the follow-up to GK 15, the event format **Family Afternoon** for the children of HMT members and affiliates was resumed. It is offered alternately with Girls' Day/Boys' Day every two years and is very popular with young and old.

In the context of the topic "family friendliness", the good cooperation of HMT with other Leipzig universities should also be mentioned. Besides the already mentioned HGB, the family office of the HTWK as well as the University of Leipzig with its extensive "Family Program" (relevant events, such as the "Family Breakfast"; publications and signposts) deserve special mention here, which also benefits the students of the HMT.

3.5 Thematic field 5: Gender-based discrimination and violence

Since the revelations in the Weinstein scandal in 2017 and the affair of Siegfried Mauser, the #MeToo debate has led to a new importance being attached to the topic of "sexualised violence", especially at artistic universities. The HMT public has also been and continues to be concerned with the content of the debate and, in this context, is also reflecting on its positions.

Even in GK 15, i.e. even before the #MeToo debate arose, the HMT had already recognised the importance and inevitability of university-wide regulations for the protection against sexualised discrimination and violence for the university and formulated them as a measure to be taken. On 6 July 2016, the "**Guidelines** for the Protection against Sexualised Discrimination and Violence at the University of Music and Theatre "Felix Mendelssohn Bartholdy"" came into force.³⁹ Leipzig in force. It was made available to the university public via many different channels (e.g: Staff General Assembly, HMT internal organs) and can be accessed via a link on the equal opportunities page of the homepage (https://www.hmt-leipzig.de/home/hochschule/interessenvertretungen/gleichstellung/info_137679/Richtlinie_HMT.pdf). It is also systematically handed out to every new student at HMT and to all colleagues who are new to the institution. The HMT has received much recognition for the preparation of the guideline - one of the first in Saxony.

³⁹ Created by the senate commission "Richtlinie" under the direction of a student of Dramaturgy

At the initiative of a student working group, a **brochure** entitled "Wir müssen reden" (We need to talk) is currently being prepared, which will be completed for the winter semester 2019/20 and distributed to all HMT members, especially to first-year students. Even more low-threshold than the directive in terms of language, scope and design, this brochure aims to provide information on this topic and contribute to the prevention of sexual discrimination.

One of the "structural consequences" of the #MeToo debate at HMT is the formation of a **student working group** dedicated to the topics of the debate. On its initiative, the HMT had invited to a large **event** "Abuse of Power and Sexual Discrimination in Music (Education)" on June 22nd, 2018 with top-class guests⁴⁰, podium and workshops. The event was also met with interest nationwide and found a positive echo and in the meantime also imitation elsewhere.

The Equal Opportunities Department is in exchange with the two student working groups "Brochure" and "Sexual Abuse" as well as with the StuRa and supports their concerns. This also includes a **self-defence course** for women, which was offered for the first time at the HMT in the summer semester 2019 and will also be offered to men in the autumn.

In its networks, the Equal Opportunities Department is also concerned with the consequences of #MeToo and the strategies derived from it for the university (e.g. BuKoF Commission for Artistic Universities, regular exchange and visits to events at other universities on this topic such as the action days #wessenfreiheit an der HGB and "Nähe und Distanz" on 24 May 2019 at the Hanns Eisler in Berlin).⁴¹ In addition, a **Saxon-wide action day** is planned for the universities of the arts, and discussions on this topic are already underway with the coordinating office.

Important impulses in this context are also due to the participation of the Chancellor of HMT in the nationwide AG Sexualised Discrimination, as well as the exchange with the psychosocial counselling centre for HMT students at the Studentenwerk Leipzig.

Even though hardly any cases of sexual harassment have come to light at the HMT, the HMT knows that it has a permanent duty to do everything possible to prevent this danger by concrete measures and, if necessary, to punish assaults. The **HMT Complaints Office** will also be available for this purpose on the Equality homepage.

⁴⁰ Organizer: StuRa of the HMT and mentoring with support and active participation of the equality; guest panel discussion: Moritz Eggert (HMT Munich), sookee (Berlin), Wallis Giunta (Opera Leipzig), Oliver Grimm (HMT Leipzig), moderation: Nhi Le

⁴¹ A joint event of the Hanns Eisler University of Music and the UdK Berlin

4. Concluding remarks

The present equality concept for the period 2020-2024 was not drawn up with a view to concrete competition with other universities (such as the Women Professors' Programme). The suggestions and projects in the area of gender equality outlined here are within the scope of the current ideal, personnel and financial possibilities of the HMT. The HMT reserves the right to update and expand this concept at any time if necessary (e.g. comparison with the specifications and criteria of competitions). This concerns in particular the incorporation of even more expensive visions, provided that their realization would be financially secured by winning a tender or competition.

HMT has once again set itself ambitious goals with this concept. It is aware of its strengths and weaknesses in the area of equality. It is working to eliminate the deficits and to preserve and expand its achievements and services.

