

WHU – Gender Equality Plan

January 2023

Preamble

Since its foundation, diversity has been core to WHU – Otto Beisheim School of Management. Particularly in its initial years, WHU dedicated much attention to fostering international exchange, thereby expanding students’ cultural horizons. Over the years, further dimensions of diversity have gained in importance, including gender diversity. Since 2018, a dedicated ‘Director Diversity’ has been appointed to ensure that WHU provides an inclusive environment that welcomes a variety of different perspectives and provides equal opportunities to the members of the WHU community. Equality and inclusion are central to the WHU spirit, which has been shown in the past by students, faculty, and staff with their events, leadership, and teaching activities. Mutual respect is a core virtue at the business school and there is zero tolerance for discrimination. The WHU Code of Conduct, which summarizes WHU’s core values, is known and accepted by all the university’s members. Several initiatives across all WHU programs show the widespread support of the diversity initiatives throughout the organization. At the same time, WHU is well aware that achieving diversity, and gender diversity in particular, is a continuous process. We acknowledge that even well-positioned organizations have the potential to continuously improve. Hence, it is our aim, with this Gender Equality Plan, to critically assess the status quo of one important diversity dimensions – gender diversity – at WHU, to define goals, and to specify KPIs and specific measures in order to further improve in the future.

1 Introduction

WHU has been continuously discussing and implementing individual diversity measures and took the impetus provided by the EU’s Horizon Europe funding guidelines to develop a systematic gender equality plan uniting and expanding upon these measures, starting in early 2022. In the past, a variety of separate projects had been launched to address gender equality issues at WHU. In this way, WHU also supports the efforts of the European Commission to foster gender equality. These projects included bottom-up initiatives, such as student clubs and initiatives as well as program-driven initiatives, and initiatives of individual chairs and centers. The Gender Equality Plan was jointly initiated by the Director Diversity and the Dean’s Office, but could not have succeeded without the help of various other departments who supported with data collection and provided input and feedback. Once the initial data analysis and collection had been completed in summer 2022, a first draft of the WHU Gender Equality Plan was created. This report was discussed with the Dean’s Office and the Senate Committee on Strategic Planning and Budget. The faculty was informed about the purpose, outline, and planned procedure in the faculty meeting on Nov 18, 2022. The Senate was informed in the Senate meeting on November 23, 2022. The document was distributed to faculty and Senate members on November 29, 2022, and it was discussed in an online meeting on December 14, 2022. After few refinements and adjustments, it was approved by the Senate on January 18, 2023.

At WHU, achieving gender equality is both a top-down strategic priority, as well as a value that is embedded in, and carried forward by many individual members of the business school that includes all stakeholder groups. From a top-down perspective, the leadership team has invested dedicated resources to install a Director Diversity position to coordinate the diversity initiatives and provide

strategic input. Moreover, two positions in the Dean's Office have been partially dedicated as administrative support to (gender and international) diversity topics. Regarding its faculty, WHU has implemented an assistant professorship of diversity to contribute to scientific discourse on this topic, which is also covered by other faculty members in their research activities (see also section 2.4.1). From a bottom-up perspective, WHU community members, such as students organized in initiatives and individual faculty members, contribute to making diversity a core value of the business school. This approach reflects the WHU's decentralized structure.

Following the structure of Horizon Europe¹, this Gender Equality Plan will elaborate on the following five topics: work-life balance, decision-making, recruitment and career, research and teaching, and gender-based violence. For each of the themes, we will comment on available data / status quo, monitoring, KPIs, goals, and measures.

2 Themes

2.1 Work-life balance and culture

2.1.1 Status quo

Achieving an inclusive culture and a sustainable work-life balance are the foundations for employee wellbeing and satisfaction and thus also for WHU's long-term success. Recently, several measures have been taken to improve work-life balance and culture at WHU. While backed by the university's overall strategy, many of these initiatives have emerged as solutions to problems voiced by WHU community members.

One important aspect of work-life balance is supporting those employees with private duties, such as childcare or care of elderly family members, and making it easier for them to balance business and private life. For this reason, WHU has installed a flexible home office policy during and after the Corona pandemic, which now allows up to 80% of working from home. Additionally, flexible working hours outside of core hours allow WHU faculty, research personnel, and administrative staff (where applicable) to balance private and professional life. To account for specific needs, sabbaticals (during which faculty are released from teaching responsibilities) and special leaves are possible.

Another important aspect is childcare. In 2020, after a more than two-year planning period, WHU officially opened "WHU Toddlers," a childcare facility for the children of WHU community members. WHU offers childcare for children of faculty, staff, and students up to 3 years of age close to the Vallendar campus. For this purpose, WHU has rented additional space and equipped the facilities to address the needs for a daycare institution. For the daycare, two new employees (1.5 FTE) with professional skills as childcare workers have been hired. Additionally, two employees of WHU's Welcome Center, a department responsible for facilitating onboarding processes for WHU faculty and staff, support "WHU Toddlers" regarding administrative work. Thereby, new and existing resources have been invested to set up this very successful project. WHU's childcare offering allows WHU members to overcome the challenges related to finding high-quality childcare for their children. At the same time, this concept needs continuous re-evaluation and potential further development, as spaces and opening times are limited and costs are comparatively high. In case of children's sickness, WHU

¹ https://research-and-innovation.ec.europa.eu/strategy/strategy-2020-2024/democracy-and-rights/gender-equality-research-and-innovation_en.

offers 10 days of additional paid leave². WHU strives to make applications for parental leaves – for both, mothers and fathers – as unbureaucratic as possible. Temporary contracts with scientific employees such as doctoral students and assistant professors are extended for the period of parental leave. Moreover, to address also families of WHU members, WHU has in the past organized events during Christmas time inviting not only WHU members but also their families.

Many initiatives have been recently launched to foster a more inclusive culture and exchange among WHU community members. For instance, the MeetMe@WHU initiative was initiated during the pandemic and offers short, informal, cross-departmental meetings for small groups, allowing members of the WHU community to meet and connect with one another on a personal level rather than just from a professional perspective. This project has been initiated by employees working for the Head of Administration and has been supported by the aforementioned Welcome Center team. The internal #WHUareyou series presents WHU members at a more personal level.

The student body has also worked to foster diversity, launching multiple initiatives to further enhance WHU culture. For instance, the WHU Diversity initiative provides feedback to the Director Diversity on a regular basis regarding cultural issues. Founded in 2015, Diversity at WHU was the first student club to address diversity-related issues at WHU – Otto Beisheim School of Management. Since then, they have developed an international network of students, faculty members, staff members, alumni, and professionals to push the boundaries of what people think diversity is. Their goal is to increase awareness and foster diversity and inclusion on our campuses and beyond. Therefore, they interact as an intermediary, allowing an exchange of personal experiences. Upon their initiative, for instance, gender-neutral restrooms were installed on the WHU campus in Vallendar. Furthermore, they organize an annual “diversity week,” which also attracts external speakers and participants. WHU supports student initiatives and their projects with various resources, be it with rooms, marketing materials and know-how, and communication measures.

To further support work-life balance, and foster a healthy lifestyle, the WHU Vallendar Campus offers a gym facility for its members as well as the “JobRad” program, which encourages employees to cycle to work. The WHU Corporate Health program offers a range of opportunities to learn more about health topics. As a part of this program, experts (e.g., at the WHU Health Information Days) offer short informational and motivational talks, carry out health checks (e.g., eye exams), provide analyses and consultations, and hold workshops for all WHU members to actively participate and learn about new ways of keeping healthy (e.g., WHU Nutrition Information Day). Moreover, a mental health workshop was offered to WHU members to create awareness and offer support. An existing mentoring program, offered by the Head of Administration’s office (“Patenprogramm”), aims at easing the start at WHU. While these offers target both, female and male employees, they do contribute to an increased work-life balance and hence contribute toward the goal of being an attractive employer for talented women.

As communication shapes culture (and vice versa), substantial effort was dedicated to incorporate diversity themes into WHU’s pictorial and verbal language, for both, online (website, social media, ...) and offline communication (e.g., brochures). To support WHU community members in their use of language, the School’s communication department included suggestions for gender-neutral terminology in their glossary available to all WHU community members. Moreover, intercultural

² This special leave is in addition to the 10 days “absence due to child’s sickness” per statutory insured parent prescribed in Germany. During the pandemic years, the statutory entitlement was even 30 days per calendar year.

training is offered to WHU members, which also increases skills of WHU members to deal with workplace diversity in general.

2.1.2 Goals and KPIs

On an overall level, it is WHU's goal to continuously improve WHU community members' satisfaction with WHU's institutional culture and their work-life balance. We acknowledge that this is a continuous process rather than an absolute goal to be wholly met. Hence, WHU is committed to continuously improving in regards to the KPIs listed below.

Over the next years, qualitative and quantitative data will be annually collected in one survey on:

- General satisfaction with work-life-balance / work-life-blending (staff / faculty / students)
- Psychological safety and well-being measures (staff / faculty / students)
- Satisfaction with level of inclusion (staff / faculty / students)
- Satisfaction with home-office regulations (staff)
- Satisfaction with mobility / parking situation (staff / faculty / students)
- Satisfaction with the culture at WHU (students / staff / faculty)
- Satisfaction with working hours (staff / faculty, especially junior faculty)
- Satisfaction with childcare in Vallendar (staff / faculty / students)
- Need for childcare opportunities in Düsseldorf (staff / faculty / students)
- Need for further caring support (staff / faculty), e.g., regarding flexibility to care for elderly or disabled relatives
- Satisfaction with parental leave options (staff / faculty / students)
- Satisfaction with career progress (staff / faculty)

The data is to be collected via an anonymous online survey. The Dean's Office will be responsible for data collection and analysis in cooperation with the Director Diversity. Student representatives as well as representatives from administration will be involved in the progress in order to minimize effort for the WHU members filling out the surveys and in order to bundle questions in as few surveys as possible.

2.1.3 Measures

The specific measures will be determined based on the outcome of the satisfaction surveys; and so will the budget.

Potential measures might include further adaptation of the home-office regulations, potential changes to the opening hours (covering typical meeting and lecture hours), as well as capacity, location (e.g., Düsseldorf) and cost of childcare. Dependent on the survey results, solutions for emergency daycare might need to be found. Other potential measures to ease work-life-blending include installation of parent-child-rooms and diaper-changing stations. General recommendations might be issued to identify general meeting hours (e.g., 9am-5pm unless all participants agree on deviating meeting hours) in order to allow parents and caretakers to combine professional and private life.

In addition, the need for further mental health programs amongst students, faculty, and administrative staff will be evaluated and measures will be taken accordingly.

Moreover, rules for parental leave for tenured- and non-tenured faculty members will be surveyed and benchmarked toward other business schools' policies in this regard. Moreover, the Director Diversity will provide information with contact points for advice, mentoring, and coaching carried out by professionals.

2.2 Gender balance in leadership and decision-making

2.2.1 Status quo

In summer 2022, the number of female members in WHU's relevant leadership and decision-making committees was as follows:

- Executive committee: 0%
- Board of directors: 18% (equaling 2 female professors)
- Group speakers: 17% (equaling 1 female professor)
- Senate members (all): 28.5% (equaling 6 female members)
- Senate members (professors): 18% (equaling 2 female professors)
- Senate deputies (professors): 45% (equaling 5 female professors)
- Senate deputies (all): 33% (equaling 7 female members)
- Senate committee: 12.5% (equaling 1 female professor)

The ratio of female faculty among full professors in summer 2022 is 20% (8 out of 41), the ratio of female assistant professors is 72% (13 out of 18). The total ratio of female faculty is 36% (21 out of 59).

2.2.2 Goals and KPIs

The mid-term goal (until the next election / assignment period) is to raise the numbers of female professors in the above-mentioned leadership and decision-making bodies to at least 30%, the long-term goal (until 2027) is to raise the percentage to 40-60%. In elected bodies like the Senate, this can only be achieved by creating awareness as corresponding quotas are legally impermissible in Rhineland-Palatinate. Furthermore, it is important to note that a significant increase in the number of female full professors is an important prerequisite to reach these goals and should be considered when discussing measures. The numbers indicated in 2.2.1. will be reported and reviewed annually from now on.

2.2.3 Measures

For committees based on nomination, the Dean will develop a replacement or amendment plan that is to be discussed with the leadership team. For committees based on election (e.g., Senate; student representatives in committees), female candidates will be particularly encouraged to run for election. Moreover, faculty members will be sensitized to diversity issues (e.g., in the faculty meeting). Committees will closely evaluate their meeting routines (e.g., meeting time; hybrid participation options, etc.) to allow primary care takers to attend and to encourage women to apply for these positions.

Decision-makers at WHU will receive specific diversity training by experienced experts in order to improve their capabilities in this field. Such training will be mandatory for the Executive Committee, Academic Program Directors, Director Diversity, as well as the head of HR at least every second year. Moreover, voluntary training (online) will be offered to all members of the WHU community (students / staff / faculty) every second year. Topics will include, unconscious biases, creating an inclusive

culture, etc. The Dean's Office will provide a sufficient budget (estimate 5,000-10,000 EUR) to ensure high quality of these workshops.

In order to include future generations' / leaders' perspectives in decision-making, the opportunities and viability of a reverse mentoring program, where senior leaders are mentored by young talents (e.g., PhD students, assistant professors) who openly share their perspectives on the current situation and future trends, should be evaluated.

2.3 Gender equality in recruitment and career progression

2.3.1 Status quo

Given the complexity and scope of this theme, we will elaborate on the status quo along several dimensions. We will first comment on female-held positions in all relevant departments at the School (including leadership positions) before analyzing potential gender pay gaps.

2.3.1.1 Recruiting and leadership positions

Over the course of developing this Gender Equality Plan, nuanced numbers on the prevalence of women across all positions and hierarchy levels of WHU were collected. An analysis of gender diversity at WHU shows variance across levels: As is the case in many organizations, the higher the management scale, the fewer proportion of women present.

2.3.1.1.1 Initiatives supporting gender equality in recruitment and career progression

Two student initiatives were launched in the past three years in order to support women in their career progression.

FEM. – The WHU Female Leadership Initiative was started by WHU bachelor students. According to the website, their purpose is as follows: “Following the motto Empower.Create.Change., female Bachelor students organize a digital summit, hold regular workshops, and build a mentoring network with Ladies@WHU. Putting role models in the spotlight and fostering individual talents is crucial for FEM. – The WHU Female Leadership Initiative.”

WIB – Women in Business is an initiative started by MBA students in Düsseldorf. The WHU student-led club provides a platform to accelerate the leadership journey of women in business and aims to contribute to Germany's top management female pipeline in the long-term. They are looking for female and male MBA students who want to connect with female entrepreneurs, founders, leaders, alumni, and supporters of promoting gender diversity and women leadership in business. Their mission is to achieve gender parity, and they believe in addressing the greatest obstacle for women in the workplace – the “broken rung,” the first step into management from entry-level.

Moreover, the alumni initiative Ladies@WHU also aims to advance the career progress of female WHU community members. The Ladies@WHU community is open to all female WHU graduates. Ladies@WHU has a presence in the online In Praxi member portal (i.e., the portal of the WHU alumni organization), with discussion forums and contacts. In addition, they offer a range of events and opportunities. The vision of the groups founders was to establish an active community to create important connections, help women gain professional orientation, and offer access to expertise and know-how. In this, they have been extremely successful. The Ladies@WHU community offers numerous events and educational seminars, but above all, it creates a valuable network for In Praxi

women. It is a place for exchanging ideas and experiences and providing mutual support in a professional and social context.

2.3.1.1.2 Administration

An analysis of the School's administrative staff shows that the ratio of female vs. male employees has remained roughly stable over the last years, both regarding full-time and part-time positions. In general, women, more than men, tend to fill part-time positions, in line with societal trends.

In the administration, most positions, including the majority of leadership positions, are filled by women. The percentage of leadership positions held by women is, however, lower than the percentage of full-time positions held by women within the entire administration, and it has slightly decreased over the last years.

One potential explanation for these numbers is the high proportion of female employees working as personal assistants.

Table 1: Female employees at WHU (administration)

	09/2016	09/2017	09/2018	09/2019	09/2020	09/2021
WHU full-time staff	75%	76%	75%	76%	71%	73%
WHU part-time staff	93%	94%	95%	97%	99%	96%

Table 2: Proportion of WHU employees working part-time (administration)

	09/2016	09/2017	09/2018	09/2019	09/2020	09/2021
Female employees	47%	47%	47%	47%	44%	41%
Male employees	16%	15%	12%	8%	3%	8%

Table 3: Proportion of leadership positions filled by women (administration)

	09/2016	09/2017	09/2018	09/2019	09/2020	09/2021
Female leaders*	63%	65%	70%	63%	58%	58%
Female leaders (FTE)*	62%	65%	69%	62%	56%	57%

*Please note, in order to avoid any biases due to the high number of women working part-time, the second row of the aforementioned analysis refers to the headcount, whereas the third row refers to full time equivalents (FTE).

2.3.1.1.3 Doctoral students

Overall, there is a positive trend in regard to gender diversity with the ratio of female, internal doctoral students having increased from less than 30% to over 40% over the past five years. The ratio of female, external doctoral students is stable at around 20-25%. The reason for this difference needs to be more closely examined. One hypothesis is that male external PhD candidates might be more confident to work on a PhD thesis parallel to their job. Moreover, consulting firms (which often offer educational leave for PhD theses) often still employ more men than women.

An analysis of PhD dropouts indicates that there is no significant difference in dropout rates between men and women. Due to the generally low number of dropouts, the numbers are not explicitly reported (small sample bias) but are available upon request.

Table 4: Percentage of doctoral students who are female

	09/2016	09/2017	09/2018	09/2019	09/2020	09/2021
Internal doctoral students	29%	26%	39%	33%	38%	42%
External doctoral students	24%	25%	21%	27%	23%	23%

2.3.1.1.4 Assistant and full professors

Over the past six years, the number of female faculty members has significantly improved. Numbers increased from 11% to 21% for full professors and from 50% to 67% for female assistant professors.

Table 5: Percentage of full and assistant professors who are female

	09/2015	09/2016	09/2017	09/2018	09/2019	09/2020	09/2021
Full professors	11%	16%	16%	18%	20%	21%	20.5%
Assistant professors	50%	62%	50%	60%	58%	67%	68%

Among the three extraordinary professors at WHU (“apl. Prof”), one is female. All other senior, non-faculty research positions (i.e., senior fellows, visiting professors, adjunct professors, honorary professors), however, remain filled by male individuals.

2.3.1.1.5 Student admission

In student admissions, the ‘quality’ of applications is the top criterion. To increase the ratio of female students in the student body, WHU currently offers a range of scholarships³, including among others:

- Female Founders Scholarship
- WHU Women in Finance Scholarship
- Women in Business Scholarship
- In Praxi Women in Business Scholarship

In the Bachelor of Business Administration (BSc) and Master in Management (MiM) program, the number of female applicants has remained rather stable over the last six years.

In the Master in Finance (MiF), Master in Entrepreneurship (MiE), and Part Time MBA (PT MBA), the number of female applicants grew faster than the number of male applicants, though low applicant numbers might drive this. In the MiF, this is mirrored in a higher proportion of offers made to female applicants, whereas this does not yet hold true for the MiE.

In the Full Time MBA (FT MBA) program, the proportion of offers seemed to shift toward male applicants. Moreover, more women seem to decline the offer. In the EMBA program, the number of male applicants has decreased, whereas the number of female applicants has remained stable.

³ Please find the full range of scholarships on the respective program's website (<https://www.whu.edu/en/programs/>).

Table 6: Percentage of female applicants / students at WHU per academic year

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
BSc applicants	31%	33%	32%	32%	29%	32%
BSc offers made	32%	34%	36%	32%	35%	34.5%
BSc students*	27%	26%	29%	33%	34%	34%
MiM applicants	35%	27%	33%	35%	30%	34%**
MiM offers made	32%	25%	33%	38%	32%	42%**
MiM students*	32%	33%	26%	29%	38%	37%**
MiF applicants	11%	34%	43%	29%	25%	24.5%
MiF offers made	15%	34%	44%	27%	33%	30%
MiF students*	30%	31%	34%	37%	29%	29%
MiE applicants	16%	36%	29%	26%	21%	22%
MiE offers made	26%	34%	29%	28%	19%	20%
MiE students*	24%	24%	32%	31%	28%	21%
FT MBA applicants	N/A	N/A	37%	30%	33%	34%
FT MBA offers made	N/A	N/A	46%	38%	39%	43.5%
FT MBA students*	40%	40%	38%	45%	39%	36%
PT MBA applicants	N/A	N/A	21%	34%	33%	26%
PT MBA offers made	N/A	N/A	21%	31%	33%	26%
PT MBA students*	28%	36%	26%	21%	26%	32%
EMBA applicants	N/A	N/A	19%	19%	25%	23%
EMBA offers made	N/A	N/A	21%	21%	26%	22%
EMBA students*	18%	21%	19%	17%	23%	22%

* beginning of fiscal year

** includes full time and part time Master in Management (MiM) program

Whereas the current sample is too small to draw definite conclusions, the analysis shows that the dropout rates in the student programs need to be continuously and closely monitored. Please note that data is currently only available at the BSc and MSc level.

Table 7: Dropout rates for female (vs. male) students of WHU programs per academic year

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
BSc	28%	0%	41%	25%	36%	26%
MiM	30%	20%	25%	26%	33%	0%
MiF	50%	0%	58%	44%	57%	0%
MiE	N/A	0%	0%	27%	29%	0%

2.3.1.1.6 Pay gap analysis

In the course of developing this plan, for the first time, a pay gap analysis was conducted at WHU based on HR data.

Within the administration, the pay gap has increased to almost 8% over the years as shown in the table below. This gap can mostly be explained by capacity growth in the mostly male-dominated IT

department, characterized by above-average salaries. Without the IT department, the pay gap is only 3%, which can mostly be explained by the high share of women in personal assistant roles.

When focusing on leadership roles, the pay gap among associate directors increased to more than 19%. When the IT-department is excluded, this gap reduces to 7%. Among directors (“Abteilungsleiter”), the pay gap decreased to less than 2% over the past six years.

Table 8: Percentage female employees are paid less than their male counterparts

	2016	2017	2017	2019	2020	2021
Administration	1%	2%	5%	5%	4%	8%
Associate directors	12%	14%	11%	6%	13%	20%
Associate directors without IT	12%	14%	11%	6%	3%	7%
Directors	10%	14%	12%	12%	6%	1%

Internal doctoral students receive a standard contract. An additional analysis showed that there is no significant difference (anymore) regarding the contracted working hours between male and female internal doctoral students.

Due to the low number of post-doctoral researchers currently employed at WHU (<10 FTE), no pay gap analysis was conducted for this group. The same applies to other (small sample) groups such as teaching professors. Depending on potentially changing situations, the Director Diversity, in agreement with the HR department, may run pay gap analyses on further groups in future.

Similar to doctoral students, assistant professors also receive standard contracts with a location premium for Düsseldorf due to higher living costs being the only differentiator. Hence, no pay gap is detected. In future, important analyses need to be conducted regarding a) the time between being appointed as assistant professor and becoming tenured and b) the success of female vs. male tenure candidates.

For full professors, the pay gap analysis is still ongoing; given the small sample issues and confidentiality concerns, results are expected till Q2/2023.

2.3.2 Goals and KPIs

Students: achieve an intake of 40-60% female students in all programs in the mid (until 2025) to long term (until 2027).

Administrative staff: retain the current high number of women in leadership positions.

Doctoral students: retain the current ratio of internal doctoral students while ultimately increasing the proportion of external female doctoral students to >35% by 2027.

Non-faculty, senior research positions (e.g., senior fellows, adjunct / honorary / extraordinary professors): achieve a proportion of >30% female researchers by 2027.

Female faculty: the mid- and long-term goal is to have 40-60% female faculty members from 2025 onwards. To achieve this goal – and in order to sufficiently reflect female perspective in decision-making – the ratio of female full professors needs to be substantially increased to 25-30% by 2025, 30-

35% by 2027, and 40-60% in the long term, through attracting new female full professors from outside WHU and promoting female assistant professors to full professors.

Pay gap: a maximum pay gap across departments of 5%, as individual differences might easily drive such gap in a small school such as WHU.

Moreover, WHU's HR department as well as the Dean's Office will collect further career-related data in future to serve as important monitoring KPIs to be monitored:

- Average time for career progression (tenure track faculty / administration)
- Voluntary turnover in administration
- Parental leave time actually taken
- Training completed (for administration)
- Absence (for administration)
- Share of women in recruitment and promotion committees (for faculty)

2.3.3 Measures

To address these topics, WHU takes general as well as target-group-specific measures. Among the general measures, WHU aims to mitigate biases to the best possible degree. For instance, all job offerings are diligently checked before publication to avoid any gender-biased language. In the following, a deep-dive into the specific groups will be provided.

In order to increase the share of women in leadership positions, work-life-blending support (as explained in section 2.1.) needs to be optimized. Moreover, women need to be particularly encouraged to apply for leadership positions. The possibility of shared leadership needs to be explored and evaluated. Moreover, the faculty recruitment positions will further focus on female candidates (in case of equal qualification) and tenure committees will pay particular attention to offering tenure to female assistant professors in order to achieve the goals set out regarding the ratio of female full professors.

In order to close (potential) pay gaps, several measures will be taken. With regard to administration, women will be particularly encouraged to take on leadership positions and female candidates will be particularly encouraged to work in the IT department. For future faculty recruitment, particular care needs to be taken to ensure that female faculty candidates are offered equal compensation compared to their male counterparts.

For student admissions, the quality of applications will remain the top criterion. Based on the figures shown above, this implies the need to attract a higher number of talented female applicants. In order to close the female vs. male student gap, new complementary programs, such as the Bachelor in Business Psychology launched in September 2022, need to be introduced. Similar programs on the master level need to be evaluated. In the future, each new program at WHU will be evaluated toward its contribution to gender equality and how it can be designed and communicated to attract more female students. Moreover, the data shows that the most important bottleneck is the proportion of qualified female applicants for all programs. Hence, marketing and communication campaigns need to be targeted at attracting qualified female applicants. In particular, further scholarships might be provided to attract qualified female students. Moreover, the possibility to establish a mental health program will be evaluated. This will be supported by various measures mentioned throughout this report (e.g., cultural changes, student initiatives, more female guest speakers, more female presence in university leadership).

In order to understand the low proportion of female vs. male external PhD students, the admissions processes need to be discussed among faculty. Moreover, a more detailed analysis of the ratio of female PhD students per group will be helpful. The Director Diversity will initiate and lead such discussion.

To increase the number of female researchers among senior non-faculty positions, each new nomination for such a position will clearly outline why no equally suitable female candidate is available. Respective committees are encouraged to specifically nominate female candidates, if these hold the same qualifications as their male counterparts.

To further help young scholars combine family-life with an academic career, a yearly “academic parent workshop” day will be organized by the Director Diversity. The goal of this event is to increase awareness of the potential challenges and solutions and to foster exchange between experienced and new / to be parents.

Moreover, successful stories of female alumnae will be further promoted as role models on the WHU website as well as through the School’s social media channels.

2.4 Integration of gender dimensions in research and teaching content

2.4.1 Status quo

Over the last six years, first important steps have been made to include the gender diversity dimension in research and teaching.

First, a position for an assistant professor of diversity was announced with the goal to foster research in this important area and has been filled by Dr. Pisitta Vongswasdi since 2020.

Moreover, several professors have been conducting relevant research on gender-related topics, such as gender diversity in family firms, gender differences regarding personality traits and innovation, or female leadership that has been published in journals and submitted as theses.

Regarding teaching content, gender aspects have been included in relevant classes, such as the MBA Leadership Essentials course. Moreover, WHU faculty members have been increasingly sensitized to invite female guest speakers to their lectures and events.

2.4.2 Goals and KPIs

As with the cultural dimension, the goal is to continuously increase focus on gender dimensions in research and teaching. As such, the following KPIs will be collected annually by the Dean’s office with the goal of continuously improving them:

- Number of publications on gender topics per year (goal: continuous improvement)
- Number of theses on gender topics per year (goal: continuous improvement)
- Percentage of female guest speakers in lectures (goal until 2025: 40-60%)
- Percentage of female guest speakers at WHU events (goal until 2025: >30% and goal until 2027: 40-60%)
- Percentage of female teachers per program (goal until 2027: 40-60% for both, internal and external teachers)

Faculty members will facilitate data collection by indicating relevant numbers in ACADEM reporting.

2.4.3 Measures

To foster research on diversity, the existing idea of implementing an Institute for Equality in Leadership and Strategy (iELS) should be re-evaluated and potential funding to be discussed.

In order to reliably collect such data, faculty members are encouraged to enter their activities regarding inclusion of diversity in research and teaching in the existing ACADEM system. It must be noted that due to the freedom of research principle guaranteed to all academic faculty in Germany, no measures can and will be taken to influence or dictate faculty's research topics.

Faculty members will be encouraged to pay particular attention to the gender balance among invited guest speakers as well as protagonists in case studies. To help faculty identify cases with female protagonists, further information will be provided in the WHU intranet. Moreover, event organizers will report on their ratio of female vs. male guest speakers. To support event organizers, especially student initiatives, with attracting female speakers, there will be an annual half-day workshop with the Director Diversity and Marketing to share best practices. Also, initiatives' academic directors will support their respective initiatives with identifying potential female speakers.

Additionally, awareness building activities targeted at WHU students will be initiated. These will include discussion formats such as roundtables, but also formats such as bias trainings that target a wider audience. In addition to gender equality, other diversity dimensions can also be addressed.

Moreover, alumnae will be encouraged to signal their willingness to participate in guest lectures and as speakers at WHU events. To encourage further research on diversity, a thesis award for the best diversity-related thesis will be awarded by the Director Diversity on an annual or biennial basis.

2.5 Measures against gender-based violence

2.5.1 Status quo

The WHU Code of Conduct aims to ensure respect, responsibility, and general adherence to standards of good behavior. As such, it also aims to prevent gender-biased violence. The objective of the Code of Conduct is to capture the WHU community's shared understanding of standards of good conduct in written form, help us to act in accordance with the "WHU spirit," and foster the achievement of our goals as described in our mission statement and vision.

The Code of Conduct working group is committed to establishing the Code of Conduct in the hearts and minds of the WHU community as a key element of daily interactions and culture. Furthermore, it devotes itself to its continuing improvement and can comment on its interpretation. The working group recommends steps aimed at embedding the Code of Conduct within the daily life at WHU and at communicating its contents effectively, especially to new members of the WHU community. Furthermore, the working group serves as a contact point for suggestions regarding the enhancement of the Code of Conduct. It supports those WHU groups who intend to establish for themselves more specific rules, and it will help verify the consistency of these rules with the Code of Conduct. Material amendments to the Code of Conduct can only be passed after broad discussion among all WHU members and an affirmative vote in the Senate. Finally, when called upon by the WHU administration or representatives of WHU groups, the working group can comment on the consistency of concrete situations with the Code of Conduct. The working group consists of one person representing each of

the following WHU groups: the students in the pre-experience programs (Bachelor of Science and Master of Science), the students in the post-experience programs, the post-graduates (doctoral and post-doctoral candidates), the non-academic staff, and the faculty (the full and assistant professors). The alumni can delegate a representative with no voting right. The working group shall adhere to the principle of unanimity. The Code of Conduct applies equally to all members of our WHU community.

2.5.2 Goals and KPIs

WHU seeks to minimize gender-biased violence (as well as any other form of violence) to the lowest possible levels and create a culture where everyone feels safe.

To get further insight into the School's current situation, the annual survey (as introduced in the earlier sections) will include an anonymous question on experiences with gender-biased violence.

2.5.3 Measures

In order to provide a formal first point of contact for affected WHU members, WHU installed an official concerns desk in 2022, thereby bundling and uniting responsibilities and creating a simpler structure. The AGG⁴ Concerns Desk at WHU is obliged to handle all concerns confidentially. Filing a complaint will not have any negative consequences for the claimant. As part of the consultation, the concerns desk will clarify how to file a complaint, explain what basis for a complaint may exist, and inform the claimant about all further options.

3 Conclusion

WHU has been actively working toward greater gender diversity and a more inclusive institutional culture for some time. As the detailed analysis of the status quo and the discussion of goals show, however, there is still room for improvement. The School is certain that the proposed improvement and monitoring measures based on the data collected will help WHU further progress toward achieving this goal.

Signatures

Professor Markus Rudolf
Dean



Peter Christ
Head of Administration



Professor Nadine Kammerlander
Director Diversity



⁴ Allgemeines Gleichbehandlungsgesetz (AGG) – General Equal Treatment Act.