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EQUAL4EUROPE
GENDER EQUALITY PLANS

**ESMT
BERLIN**

ESMT Gender Equality Plan 2022–2025

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FOREWORD

Dear all,

It is my pleasure to present the ESMT Gender Equality Plan 2022–2025. Gender equality, diversity, and inclusion (DEI) are core values of ESMT Berlin and a vital part of our ASPIRE strategy, the roadmap of our international business school in the coming years. This Gender Equality Plan serves as a guide to put our values into action by laying out a comprehensive set of concrete measures that focus on improving gender equality.

Since our founding almost 20 years ago, we have been committed to creating an environment where all members of ESMT are valued equally. Creating equal opportunities for all, together with an inclusive space for work and study, is not just the right thing to do. It also leverages innovation, business success, and wellbeing. We are the most international business school in Germany, and we also have one of the most diverse university communities in the metropolitan city of Berlin. That includes faculty, staff, and students. To support this diversity and gender equality, we award full and partial degree program scholarships to women who seek to advance their careers. We offer executive education programs that focus on boosting women's leadership trajectories, such as a highly successful training to certify female leaders for the supervisory boards of Deutsche Telekom. We continuously use our platform for exchange between academia, business, and policymakers to fuel and advance the exchange as to how equality can be achieved in concrete terms.

Despite our successes, we are aware that much more needs to be done to combat inequality. Being part of the EQUAL4EUROPE project has given us the opportunity to thoroughly assess gender issues at our school and identify those areas in which we should take targeted action. In the upcoming years, we will concentrate on further ingraining gender equality in our organizational strategy and culture; improving gender parity among faculty, students, and decision-making bodies; and integrating aspects of gender in the transfer and production of knowledge. Using this plan as a guide, we strive to tap even more deeply into the full potential, qualities, and talents present within the ESMT community.

This Gender Equality Plan has been developed in collaboration with faculty, non-academic staff, and students at ESMT and has been approved by the management committee and the executive advisory committee. As a valuable member of the ESMT community, we invite you to join us in supporting its implementation and achieving the vision of creating a working and learning environment where people, in all their diversity, can thrive equally, be recognized, and feel that they belong.



Prof. Jörg Rocholl, PhD
President, ESMT Berlin

INTRODUCTION

This document presents the ESMT Gender Equality Plan (GEP). The GEP will be active from March 2022 to December 2025 and has been aligned with the goals and principles of ESMT's strategic development framework and ASPIRE strategy. In accordance with the definition of a gender equality plan,¹ this public document aims to correct possible gender biases or sex discrimination existing in the school and guarantee equal treatment and equal opportunities across gender.

Gender equality is defined by the United Nations as a situation where women and men, girls and boys are free to develop their personal abilities and make choices without the limitations of gender, and with their rights, opportunities and responsibilities independent of their natal sex.² However, in the current European strategy, the European Commission has set five categories of targets to be achieved: equal economic independence; equal pay and work for equal value; equality in decision-making; combating gender-based violence; and gender equality beyond Europe.³

In the more specific area of research, gender equality has been defined by the Council of Europe as "gender balance in research teams at all levels, gender balance in decision making, and the integration of the gender dimension in the content of research and innovation."⁴ Accordingly, as in other Science with and for Society (SwafS) projects, the main objectives of the EQUAL4EUROPE project are to:

1. Remove barriers to the recruitment, retention and career progression of female researchers;
2. Address gender imbalances in decision making processes; and,
3. Integrate the gender dimension in research and innovation content.

Following the directives of the European Commission and based on the results of the EQUAL4EUROPE in-depth assessment of gender issues, the ESMT GEP focuses on promoting gender equality in academic careers. However, measures that target inequalities among staff and students have also been integrated. Further actions for improving gender equality among staff and students should include an assessment of inequalities in different areas of the school.

Results from the first diagnosis – initiated in June 2020 and finalized in May 2021 – showed that there were key areas in which ESMT had integrated gender equality and which should be maintained – for example, the absence of a gender pay gap among faculty and the allocation of funding among researchers. However, the assessment also showed that there were important areas of inequality at the school. Gender equality had not been included as a goal or principle in strategic documents, women have been underrepresented as faculty and students, the recruitment of female academics had been low for several years and women were underrepresented in most strategic decision-making bodies. Also, recognition and employment of the gender dimension in research was minimal, and the impact of current policies on supporting the career advancement of women unknown.

¹ Gearing Roles Project (2020). Igot Gender Equality Plan, Instituto de Geografia e Ordenamento do Território. Retrieved from http://www.igot.ulisboa.pt/wp-content/uploads/2020/09/PGE_IGOT_English_vs.pdf.

² UN Women. Gender mainstreaming. Retrieved from <https://www.un.org/womenwatch/osagi/conceptsanddefinitions.htm>.

³ European Commission (2020). Gender Equality Strategy 2020–2025. Retrieved from https://ec.europa.eu/info/policies/justice-and-fundamental-rights/gender-equality/gender-equality-strategy_en.

⁴ Council of the European Union (2015). Advancing gender equality in the European Research Area – Council conclusions (adopted on 01/12/2015). Retrieved from <https://data.consilium.europa.eu/doc/document/ST-14846-2015-INIT/en/pdf>.

Until 2019, three types of measures and initiatives to prevent discrimination and promote diversity were implemented at ESMT:

1. Measures that support the balance between family life and work, such as parental leave, domiciliary care for a close family member, illness of a child, and a “clock freeze” for tenure reviews.
2. Measures that support the enrollment of women in postgraduate programs, such as scholarships (30% club/ESMT MBA scholarship; ESMT Women’s Academic Scholarship; Women in STEM scholarship) and the executive education program Women’s Leadership Excellence.
3. Measures that support an inclusive, violence-free community, with the development of a code of conduct to prevent discrimination and harassment and the creation of a complaint unit according to the Equal Treatment Act (*Allgemeines Gleichbehandlungsgesetz*, abbrev. AGG).

This proposal responds to the issues identified in the diagnosis and the specific ESMT context in a multidimensional and integrated plan that targets institutional change. It articulates current and new measures around three goals:

1. To ingrain gender equality in the organizational strategy and culture
2. To improve gender parity among faculty and students and in decision-making/advisory bodies
3. To integrate gender equality in the transfer and production of knowledge

The plan is composed of six priority areas, each of which is led by a SMART (specific, measurable, achievable, relevant, and timebound) objective.

Priority 1	Priority 2	Priority 3	Priority 4	Priority 5	Priority 6
Organizational strategy, policies and culture	Recruitment of female faculty	Enrollment of female students in programs	Decision-making and advisory bodies	Integration of the gender dimension in the transfer and production of knowledge	Sexual harassment and other forms of gender-based violence (GBV)

The GEP is the result of a collaborative and communal effort towards achieving gender equality at ESMT. Following the sharing of results with the management committee (MC) and executive advisory committee (EAC) at ESMT, the project team developed a first proposal of objectives, strategies, and actions for the GEP. In August and September 2021, the EQUAL4EUROPE team (the lead of the project at ESMT and the gender equality officer) met with stakeholders at the highest management level of the school, including the president, the chief financial officer, the head of human resources, the dean of faculty and research, the dean of programs, the associate dean of academic affairs, the director of corporate communications, cluster directors, and the compliance officer. In October, the plan was discussed with members of the Inclusive Leadership Roundtable and the written document shared with the whole group. The complete draft was then sent to the MC. In November, a summary of the GEP was distributed among the whole ESMT community via posters and Microsoft Teams. All stakeholders were invited to offer their input, and many shared their thoughts in writing. Their questions have been collected in a separate document that will be available on the intranet and will serve as a more interactive platform for engagement. ESMT leaders and members of its community have engaged in the creation of this plan by participating in the definition of goals and strategies or by committing to developing actions towards these goals.

The ESMT GEP complies with all the required process elements of the European Commission – publication, dedicated resources, data collection and monitoring, and training on gender bias. It is flexible and subject to change based on progress, emerging needs, and the evaluation of the impact of the strategies and actions. The GEP will be updated every two years by the EQUAL4EUROPE team at ESMT until 2024 and thereafter by the gender equality/equal opportunity officer at the school.

REGULATORY FRAMEWORK FOR GENDER EQUALITY

ESMT operates in the context of German legislation, which serves as the regulatory framework for gender equality. In the last 20 years, multiple pieces of national and local legislation have been developed to enable equal opportunities across gender, compatibility between work and family, and a work environment free of discrimination.

Equal rights are guaranteed in the German constitution (article 3, paragraph 2) and are further substantiated by the Equal Rights Act and the Federal Equality Law. State higher education institutions are also subject to the State Higher Education Acts and the State Equality Acts of the federal states they operate in. They are, among others, obliged to have a Women's or Equal Opportunity Commissioner. Central programs to attain equality of opportunity at higher education institutions are the Program for Female Professors (*Professorinnenprogramm*) and the Contact Point Women into EU Research (FiF), initiated in 2001 by the German Federal Ministry of Education and Research (BMBF). The Program for Female Professors is for German universities that include an explicit equality plan in their funding application. The FiF supports female scientists in Germany with information and services relating to the EU's research framework programs, currently Horizon Europe (2021–2027).

In Germany, the compatibility of work and family is supported by laws that increase the protection of workers during parental leave and ensure that they have time to adapt to their new family life. Among these are:

- The Mother Protection Act (*Mutterschutzgesetz*; new version since 2017) protects mothers during pregnancy, after childbirth, and during lactation. Regulations include protection from employment termination and from potentially harmful work, retention periods before and after childbirth, and respective compensation during these periods.
- The Federal Parental Allowance and Parental Leave Act (*Bundeselterngehalt- und Elternzeitgesetz*) of 2007 regulates the possibilities of parents to take parental leave and the respective compensation.
- The Part-Time and Limitation Act (*Teilzeit- und Befristungsgesetz*) secures the right to temporary and permanent part-time work and equal treatment of part-time workers. It also forbids unfounded limited contracts and the prolongation of limited contracts over a certain number of years.

In addition, compatibility of work and family is an identified goal of Germany's Federal Ministry of Education and Research. Consistent with this objective, the ministry has changed laws regulating limited contracts in academia and education advancement grants, and funds research projects that develop measures and instruments for improving gender equality.

Finally, laws in Germany have also been developed to prevent or to stop discrimination on the grounds of race or ethnic origin, gender, religion or belief, disability, age, or sexual orientation. The General Equal Treatment Act (*Allgemeines Gleichbehandlungsgesetz*) from 2006 aims to prevent employees and job candidates from unequal treatment, mobbing, and discrimination by gender, among others. It defines the ban of discrimination and its exclusions and the rights and obligations of employers and individuals. One specific law in this direction is the Salary Transparency Act (*Entgelttransparenzgesetz*), a legal measure established in 2017 to help close the gender pay gap. This law prohibits gender-based salary discrimination and gives employees the right to inquire about how their salary compares to the mean salary of colleagues of another sex with the same or equivalent work. In addition, it mandates employers with more than 500 employees to report on their measures for salary equality and equality in general. Despite these measures, a gender pay gap remains. In 2018, the unadjusted gender pay

gap for Germany was 21 percent, with clear differences between the former East German states (7%) and the former West German states and Berlin (22%) as well as between public services (9%) and the private economy (23%).

The German Framework Act for Higher Education (*Hochschulrahmengesetz*) of 2007 has made it compulsory for public and state-approved universities to promote the realization of gender equality (with regards to access to decision-making) and lists compliance with this provision as a criterion for public funding. The provisions are detailed and reinforced at the state level (*Länder*), although with local specificities. Additionally, for public research organizations and universities, the state equality laws (*Landesgleichstellungsgesetze*) and the federal equality law (*Bundesgleichstellungsgesetz*) features the obligation to develop a GEP. The state university laws (*Landeshochschulgesetze*) often require hiring an equal opportunities or women's officer. The federal equality law also applies to private universities, but developing or having a GEP is not compulsory for private higher education institutions in Germany.

The following table presents a summary of the laws described above that are in place in Germany to support equality. The ESMT Code of Conduct addresses discrimination and sexual harassment policies; the school is in the process of developing specific policies that address the rest.

German laws to support gender quality
Equal treatment (against labor market discrimination)
Access to health plan
Equal pay policies
Pay transparency policies
Access to maternity leave
Access to paternity leave
Telework/remote work with policies and guidelines
Family care assistance (i.e., adult dependent family members and care for children in case of illness)
Part-time work with policies and guidelines
Flexible working hours with policies and guidelines
Discrimination policy
Sexual harassment policy

MAIN CONCLUSIONS, DIAGNOSIS OF GENDER EQUALITY ISSUES (2019–2020), AND UPDATE

BASELINE DIAGNOSIS 2019–2020

The first diagnosis of gender equality issues at ESMT was carried out from June 2020 to May 2021 using data collected in 2019 and 2020. The assessment used the gender equality in academia and research (GEAR) tool and methodology developed by the European Institute for Gender Equality.

Both quantitative and qualitative data were collected to conduct the assessment. Quantitative data were gathered through a set of gender equality indexes and surveys distributed among staff and students. About 53 percent of faculty members, 61 percent of non-academic staff, and 24 percent of students participated in the surveys. Qualitative data were gathered through a document review and consultation with some management directors. Data and interactions with stakeholders were used to understand the policies and the composition of decision-making and advisory bodies as well as the integration of the gender dimension in research.

Data from the gender equality indexes, surveys, and documents showed mixed results in terms of gender equality. On the one hand, findings indicated that, by 2019, some areas were gender balanced. These areas were:

- **Gender pay gap for faculty:** Results showed no evidence of a gender pay gap among faculty members. A possible gender pay gap for staff will be evaluated as part of the plan.
- **The allocation of resources for research:** Male and female faculty members received internal support for their projects. There was also no evidence of gender bias in the allocation of internal or external grants.
- **Visiting professors and researchers:** While in 2017 and 2018 female representation was low – with 23.5 percent and 14.3 percent respectively – 2019 saw parity.
- **Leadership in non-academic departments:** In 2019, there were four women and three men as heads of non-academic departments.

The perception of the organizational culture at ESMT was generally positive. High percentages of faculty, administrative staff, and students indicated that they perceived the school as a non-threatening environment and that they feel a sense of purpose at work or in their studies. Furthermore, many respondents indicated that they see ESMT as committed to promoting gender equality, although female staff were less likely than male staff to have this perception.

On the other hand, findings showed several areas of inequality at the school. Among these were:

- **The composition of non-academic staff:** During 2019, women represented 59 percent and men 41 percent.
- **The faculty body (17% of employees):** Female faculty members represented a very small percentage (14%) of faculty in 2019. Recruitment efforts since 2020 have begun to address this imbalance.

- **The share of female students:** The number of female students is lower than the number of male students in all programs: MIM, MBA, Executive MBA, and PhDs. Overall, in 2019 women represented a third of the student body.
- **Gender pay gap among postdocs:** Among research associates, the gender pay gap was 40 percent in favor of women; among senior researchers, the gender pay gap was 35 percent in favor of men.
- **Recruitment:** The proportion of men applying for an academic position at ESMT was considerably higher than the proportion of women. Of applicants, 5.4 percent of men and 0 percent of women were offered an interview for a junior position. Offers of an interview increased to 25 percent for men and 23 percent for women at the senior level. Of those interviewed, 17.6 percent of men and 100 percent of women received job offers. Of those who received an offer, 100 percent of men accepted them, and 100 percent of women declined.
- **Decision-making and advisory bodies:** Women represented 22.6 percent of all positions in committees, advisory, and decision-making bodies at ESMT. They were absent from at least four teams, including the Research Evaluation Committee and the Admissions & Examinations Committee. Except for the Recruitment Committee, all decision-making and advisory bodies were chaired by a man by December 2019.
- **The integration of the gender dimension in research:** Of 58 articles published between 2017 and 2019 at ESMT, only three (5.2%) mentioned sex/gender in their title, keywords, or abstracts.

Results also showed that although significant work has been done on policies that could support gender equality, some could benefit from more development. The impact of current policies can be improved by increasing their visibility within the school and further examining their effect on employees and students.

In addition, the survey showed that a small but significant proportion of staff and students are not satisfied with the school. Between 8 and 15 percent of survey participants considered ESMT to have a threatening environment. Many respondents reported being undecided or in disagreement with the statement that ESMT commits enough resources to resolving conflicts effectively, and about half did not think that men and women equally influence decision making at ESMT. Finally, survey participants were asked whether they had experienced specific behaviors defined as sexual harassment or assault in their current learning or working environment. Between 7 and 8 percent of respondents reported having experienced sexual harassment (mostly sexual teasing, gestures, comments, or jokes) and between 0.8 and 2.7 percent reported having experienced unwanted sexual contact.

SELECTED UPDATED INDICATORS 2021

Some of these indicators have changed in the last two years. Although a more comprehensive assessment is available in the Gender Issues Annual Report 2021, results concerning the areas of faculty, programs, and decision-making/advisory bodies are presented here.

FACULTY

Since 2019, ESMT has hired five women as faculty members: two junior professors, two lecturers, and one affiliate professor. With the departure of one female assistant professor and the hiring of two male professors during the same period, the core faculty body is composed of 34 members (26 men and 8 women) as of December 2021. Despite the continuing disparity, the share of women has increased from 14.3 percent to 23.5 percent in two years.

2019		2021	
Women n (%)	Men n (%)	Women n (%)	Men n (%)
4 (14.3)	24 (85.7)	8 (23.5)	26 (76.5)

PROGRAMS

By contrast with 2019, the share of female students in the MIM program reached equality (i.e., less than 15% difference between shares of men and women) in 2020 and nearly reached it in 2021. In the MBA programs, both the full-time MBA and the executive MBA decreased their share of women, and both the new part-time and online MBAs also stayed below the rate of 30 percent women.

MIM programs	Women	Men
Class of 2020-22	46%	54%
Class of 2021-23	43%	58%
MBA programs (as of October 2021)		
Full-time MBA	27%	73%
Part-time MBA	28%	72%
Executive MBA	29%	71%
Global Online MBA	23%	77%

DECISION-MAKING AND ADVISORY BODIES

Except for the Supervisory Board, over which ESMT has no control, progress was also visible in the composition of decision-making and advisory bodies. In 2019, the average share of women in the three highest management committees was 14 percent, with a ratio of men/women of 6:1. In 2021, the average share of women in these committees was 31.6 percent, and the ratio 2:1. In both the EAC and as heads of non-academic departments, women represent a higher share than men.

2021 (Dec)	MC n (%)	EAC n (%)	Academic Board n (%)	Deans n (%)	Directors of non-academic departments n (%)
Men	4 (100)	2 (40)	7 (70)	2 (67)	4 (44.4)
Women	0 (0)	3 (60)	3 (30)	1 (33)	5 (55.6)
Total	4 (100)	5 (100)	10 (100)	3 (100)	9 (100)

Although these indicators show some improvement, the inequalities identified in 2019 are still significant. To respond to the issues identified, the GEP 2022–2025 will target six priorities:

1. Organizational strategy, policies and culture
2. Recruitment of female faculty members
3. Enrollment of female students in programs
4. Decision-making and advisory bodies
5. Integrating the gender dimension in teaching and research
6. Sexual harassment and other forms of gender-based violence

OBJECTIVES OF THE ESMT GENDER EQUALITY PLAN

The overall vision of the GEP is to create a working and learning environment where women, men, and gender diverse people can equally thrive, be recognized, and feel that they belong.

GOALS

The GEP 2022–2025 comprises numerous strategies and actions designed to:

1. Ingrain gender equality in the organizational strategy and culture
2. Improve gender parity among faculty and students and in decision-making/advisory bodies
3. Integrate gender equality in the transfer and production of knowledge

ASPIRATIONS

The GEP is structured around three goals from which several aspirations are derived. Creating gender equality is everyone’s responsibility, and therefore needs to be supported at all levels of the organization.

Goal	Aspiration
To ingrain gender equality in the organizational strategy and culture	To have leaders that “walk the talk” of gender equality and empower others to act in accordance with this principle
	To place gender equality at the core of the organizational strategy
	To continuously monitor the progress of gender equality
	To evaluate the organization’s policies, functions, and programs to improve diversity, equality, and inclusion
	To sustain an all-inclusive community that feels heard, involved, and valued
	To ensure a safe environment for all by investing in a culture of mutual respect, support, and accountability
To improve gender parity among faculty and students and in decision-making/advisory bodies	To decisively build up diverse and gender-balanced bodies of faculty, administrative staff, students, and invited speakers
	To examine whether there is a gender pay gap in the organization and take measures to eliminate it
	To aim for gender balance in our decision-making and advisory bodies
To integrate gender equality in the transfer and production of knowledge	To integrate the gender dimension in research
	To equally value and integrate the contributions of women in the curricula
	To incorporate the interests and needs of women in our programs and courses

INTERSECTIONALITY AND NON-BINARY APPROACHES IN THE ESMT GENDER EQUALITY PLAN

When developing strategies and actions targeted towards achieving gender equality, ESMT recognizes the importance of adopting an intersectional approach, which describes the overlap of intersections of sex and gender with other characteristics or categories of potential discrimination, such as age, ethnicity, religion, class, sexuality, physical or psychological ability. The intersectional approach is particularly relevant for the gender mainstreaming of policies, the assessment of gender issues, and academic research.

Furthermore, actions in the plan will be inclusive of non-binary identities. Particular attention will be given to communications, policy review, and processes of data collection.

SMART OBJECTIVES FOR 2022–2025

The GEP has six priority areas, each of them led by SMART main and specific objectives that respond to the main issues identified in the diagnosis. All the objectives in each priority, including the percentages that have been set as goals, have been discussed and agreed with the MC and the EAC at the school.

Priority 1: Organizational strategy, policies and culture

MAIN PROBLEM (FROM DIAGNOSIS)

- Gender equality policies and initiatives are not articulated into a strategy and gender equality does not appear to be part of the school's organizational strategy.

SPECIFIC RESULTS

- Gender equality is not visible in any of the school's strategic documents.
- Gender equality policies and initiatives are not visible at the school.
- Policies and initiatives towards gender equality have not been evaluated.

SMART OBJECTIVE (2022-2025)

- Position gender equality as an imperative in the current and future strategies and policies of the school.

SPECIFIC OBJECTIVES

- Integrate gender equality as a principle and goal in the current ESMT strategy by 2022 and in new strategy documents developed by 2025.
- Increase community awareness of gender equality policies and current initiatives to 80 percent by the end of 2023 and 90 percent by the end of 2025.
- Evaluate three gender equality policies and current initiatives towards gender equality per year.

Priority 2: Recruitment of female academics

MAIN PROBLEM (FROM DIAGNOSIS)

- Female faculty members have been underrepresented for several years – between 14 and 17 percent.

SPECIFIC RESULTS

- Largest differences between men and women occur at the application stage.
- Differences exist in the percentage of women applying for junior positions who are invited for an interview.
- A low percentage of female candidates accept job offers.
- A low percentage of female academics are invited as speakers – 18 to 26 percent in the last three years.

SMART OBJECTIVE (2022-2025)

- Increase the share of female faculty by at least 3 percent each year. The goal is to have a share of female faculty of at least 23 percent in 2023 and 30 percent in 2025.

SPECIFIC OBJECTIVES

- Increase the share of female applicants to at least 35 percent in 2023 and 40 percent in 2025.
- Increase the percentage of women who are invited for an interview.
- Increase the percentage of women who accept a job offer.
- Increase the share of invited female academic speakers in events and all programs to at least 40 percent by 2025.

Priority 3: Enrollment of female students to programs

MAIN PROBLEM (FROM DIAGNOSIS)

- Female students are underrepresented in all programs (about 30 percent).

SPECIFIC RESULTS

- There is a gender imbalance at the application stage in the MIM and MBA program.
- There is little information about the reasons why female students are not applying to ESMT.

SMART OBJECTIVE (2022-2025)

- Increase the share of female students in degree programs by at least 2 percent per year. The goal is to have at least 43 percent female MIM students in 2023 and 50 percent in 2025; in the MBA programs, the goals are:
 - Full-Time MBA: 40 percent in 2023 and 45 percent in 2025
 - Part-Time MBA: 30 percent in 2023 and 33 percent in 2025
 - Global Online MBA: 25 percent in 2023 and 28 percent in 2025
 - EMBA: 32 percent in 2023 and 35 percent in 2025

SPECIFIC OBJECTIVES

- Increase the share of female applicants to the programs.
- Understand women's interests, barriers, and opportunities in postgraduate programs.

Priority 4: Decision-making and advisory bodies

MAIN PROBLEMS (FROM DIAGNOSIS)

- Women were underrepresented in all upper management committees (13%).
- Women were underrepresented in other academic and non-academic committees.
- None of the committees were chaired by women.

SMART OBJECTIVE (2022-2025)

- Increase the average share of women in the three upper management committees – MC, EAC, and the Academic Board – to at least 25 percent in 2023 and 35 percent in 2025.
- Achieve an average share of women in all other academic and non-academic committees to 30 percent in 2023 and to 45 percent in 2025.

Priority 5: Integration of the gender dimension in teaching and research

MAIN PROBLEM (FROM DIAGNOSIS)

- The integration of the gender dimension in the transfer and production of knowledge is low.

SPECIFIC RESULTS

- There is no policy to track or help researchers address the role of gender in research or teaching.
- Of all published articles published between 2017 and 2019, 5.2 percent mentioned gender in the title, keywords, or abstracts.

SMART OBJECTIVE (2022-2025)

- Assess and increase the integration of the gender dimension in teaching and increase the share of publications that integrate the gender dimension to at least 15 percent by 2025.

SPECIFIC OBJECTIVES

- Assess and increase the integration of the gender dimension in relevant courses.
- Increase the share of publications that integrate the gender dimension by 2 percent per year and reach at least 15 percent by 2025.

Priority 6: Sexual harassment and other forms of gender-based violence

MAIN PROBLEMS (FROM DIAGNOSIS)

- Between 7.6 percent and 8.1 percent of staff and students responding to the survey had experienced sexual harassment (sexual teasing, gestures, comments; sexual photos sent; someone spread rumors).
- Between 0.8 percent and 2.7 percent of staff and students experienced unwanted sexual contact.

SPECIFIC RESULTS

- ESMT did not have a clear procedure to investigate and resolve cases of sexual harassment and assault.
- Staff (22%) and students (5.2%) were unaware of an ESMT sexual harassment policy.
- Students (26%) and staff (33%) did not know who to contact in case of sexual harassment or assault.
- Students (24%) and staff (40%) do not know what their rights are if they experience sexual harassment or assault.

SMART OBJECTIVES (2022-2025)

- Decrease the risk of experiencing sexual harassment and other forms of gender-based violence through at least three prevention initiatives per year.
- Increase support for people who experience it.

SPECIFIC OBJECTIVES

- Increase awareness around sexual harassment and other forms of gender-based violence – specifically, prevalence, impact, responses, and victims' rights – to reach 80 percent of staff and students by 2023 and 90 percent by 2025.
- Increase the support offered to people who experience victimization through the development and updating of policies and procedures, as well as accessing support services.
- Monitor victim experiences every two years through a prevalence survey.

STRATEGIES AND ACTIONS OF THE ESMT GENDER EQUALITY PLAN

This section presents the strategies and actions that will be implemented during the four-year period to achieve the SMART objectives in all priority areas. All the strategies and actions presented here have been approved by the corresponding leadership at the school and focus mostly on structural change. They have been selected from what the academic literature, the EU Institute on Gender Equality, and sister projects have proposed as best practices. Some actions will be continuous during the four-year period and other will be implemented during a shorter period, as specified in the table for each priority.

PRIORITY 1: ORGANIZATIONAL STRATEGY, POLICIES, AND CULTURE

The role of leadership in achieving gender equality is absolute and irrefutable. Key to this objective is an initial public commitment from leadership to support the objectives and measures of the GEP. Also essential is positioning gender equality as an imperative in the current and future strategies and policies of the school, integrating the goals and indicators of performance in official documents. In the last year (2021), advances in this area were made through the initiative by the president of ESMT, who promoted the integration of gender equality in the ASPIRE strategy 2020–2025, and by the human resources department, which hired a new gender equality officer/equal opportunity officer for the school.

Recently, on February 8, 2022, a panel pledge was approved by the management committee and the executive advisory committee. The pledge reads:

“ESMT Berlin commits that no non-academic events offered by the school will feature an all-male panel. Speakers from ESMT requested to participate in external non-academic events will ask the organizer about the gender balance of the program. We believe that only by actively encouraging female voices will we achieve change.”

In the GEP, actions will also be directed at gender mainstreaming policies and evaluating awareness of these policies among staff and students. Gender mainstreaming, an approach adopted by the Council of Europe in 1998, is a strategy that incorporates a gender-equality perspective in policies through considering the gender differences in needs, conditions, and experiences, as well as the consequences of policies, programs, or actions that reduce, maintain, or increase gender inequalities.

The actions planned for all strategies are included below.

Strategy A: Integrate gender equality in the school's strategy and policies	YEAR
Publicly acknowledge areas of concern and support the measures of the GEP by top leadership	1–4
Assess the implementation of policies of equal pay (e.g., by examining whether there is a gender pay gap)	1–2
Develop commitments for gender-sensitive and gender inclusive communication at the institutional level based on sister project recommendations	2
Support Human Resources in the inclusion/visibility of gender equality in policies and introduction of new policies that support gender equality (gender mainstreaming) and work-life balance issues	2
Assess the extent to which specific policies meet the needs of female employees and students and their consequences (gender mainstreaming)	3

Strategy B: Develop leadership around gender equality		YEAR
Further develop the gender equality officer position in the school		1
Train higher management and department heads in gender equality and implicit bias		1–2
Strategy C: Make gender equality visible in the school		YEAR
Carry out or support gender awareness-raising activities and actions every year		1–4
Publicly recognize innovation strategies in areas/dpts. that have improved gender balance		1–4
Update progress on gender equality indicators on the webpage of ESMT		1–4
Develop communication materials on selected gender equality policies, documents, and initiatives for the ESMT community to improve access (e.g., translation maternity leave policies, infographics of policies) and evaluate awareness of these policies in the community		1–4
Increase input regarding gender equality at ESMT (suggestion box)		1–4

PRIORITY 2: RECRUITMENT OF FEMALE ACADEMICS

Results from the 2019 analysis showed that the share of female applicants for faculty jobs is about a third of the share of male applicants. Improvements in this indicator were achieved in 2021 through the introduction of a statement addressing women in job advertisements by the dean of faculty and research. Since 2019, ESMT has doubled the number of female faculty members.

However, the share of female faculty at the school is still low. A higher share of female academics will not only improve the current imbalance at ESMT but enable other desired outcomes, such as higher participation of women in committees and decision-making bodies. Increasing the number of female faculty will be achieved through four strategies.

Strategy A: Enlarge the pool of female applicants		YEAR
Develop statement about inclusivity for the advertisement of postdoc positions		1
Examine/monitor trends in the share of applications from female researchers		1–4
Strategy B: Understand dynamics of the job market		YEAR
Examine why female researchers are declining hiring offers (e.g., follow up with candidates, collect information systematically)		1–4
Strategy C: Develop measures to guarantee objectivity		YEAR
Diversify search and recruitment committees (include at least one woman in each, where possible – constrained by area and level of seniority)		1–4
Reactivate reporting system for recruitment decisions		1–4
Review same treatment protocol/checklist for the recruitment process		1–4
Conduct yearly evaluation of recruitment process		1–4
Strategy D: Support the career progression of young female scientists		YEAR
Mentoring program for young scientists (through the EQUAL4EUROPE consortium)		1–2
Assess balance of academic activities (teaching hours, supervision duties, participation in committees)		1–4

PRIORITY 3: ENROLLMENT OF FEMALE STUDENTS IN PROGRAMS

MBA and MIM programs are regularly changing to improve their quality, increase their inclusiveness, and meet student needs. To support the enrollment of female students in these programs, the plan will support the recruitment process and increase the fit for female students, through the actions described in the table.

Strategy A: Support recruitment process		YEAR
Analyze programs and broader image of ESMT (including for example a DEI statement) and adjust, where necessary, to be more inclusive (of women, of diverse gender identities)		1–3
Explore and integrate the interests and practical needs of women during the recruitment process. Include routine questions during interview		1–4
Strategy B: Increase fit for female students		YEAR
Integrate the gender dimension in teaching (see priority 5)		1–4
Invite more female academic speakers from different areas of business and management to all programs		1–4
Evaluate students' satisfaction with gender equality in the organization and the integration of women's interests and needs in courses		1–4

PRIORITY 4: DECISION-MAKING AND ADVISORY BODIES

ESMT is committed to increasing the share of women in decision-making and advisory bodies. However, the composition of some of these bodies is not under the control of ESMT, namely the Board of Trustees and the Supervisory Board. In these two cases, the only possible action is to bring the issue to the attention of its members, as has been done by the president of ESMT in the past.

In the GEP, the first strategy in this area will focus on prioritizing the involvement of new female faculty in recruitment and research evaluation committees. This strategy can only apply to associate and full professors, as assistant professors should be allowed to prioritize their research. A second strategy will seek to introduce institutional measures to encourage the participation of academic and non-academic women in leadership programs offered both within and outside ESMT.

Strategy A: Promote the involvement of women in key decision-making/advisory bodies		YEAR
Continue to take the issue of improving women's representation in governing and advisory bodies to the Board of Trustees and Supervisory Board		1–4
Prioritize the involvement of new female faculty in recruitment and research evaluation committees		1–4
Strategy B: Encourage leadership among academic and non-academic women		YEAR
Encourage and support women (internally and externally) to apply for open leadership positions		1–4
Promotion of programs for talented women (e.g., the Women's Leadership Excellence Program at ESMT and external programs)		1–4

PRIORITY 5: INTEGRATION OF THE GENDER DIMENSION IN TEACHING AND RESEARCH

The GEP includes three strategies to achieve this SMART goal. The first strategy will target research, the second will target both research and teaching, and the third will target teaching, through evaluation, recommendations and the design of a new course.

Strategy A: Promote the gender dimension in research		YEAR
Create incentives for faculty and student innovative projects and case studies targeting or addressing gender issues in business and management		1–4
Increase visibility of research projects addressing gender equality through communication		1–4
Train PhD students and postdocs to employ a gender perspective and gender-related resources in research		1–4
Strategy B: Develop resources for teaching and research		YEAR
Provide a collection of resources to support the integration of the gender dimension into research (toolkits, definitions) and teaching		1–4
Create and update repository with different types of material on gender issues, diversity, and inclusion (latest research)		1–4
Provide faculty members with coaching opportunity about integrating the gender dimension in business and management study plans and teaching (gender competence)		3
Strategy C: Increase the visibility of academic women		YEAR
Develop a degree course where gender and other social aspects (ethnicity, race, class) are examined in the field of business and management		1
Prepare self-evaluation materials on the integration of the gender dimension in teaching content and strategies (e.g. learning objectives)		2
Develop a tracking system of the integration of the gender dimension in teaching (objectives, sessions, readings)		2
Develop recommendations for minimum share of readings by female academics, cases studies with female protagonists, women as invited speakers in programs and events, and discussion of gender issues in courses		3
Encourage faculty and student participation in networks of scholars who work on gender issues		1–4

PRIORITY 6: SEXUAL HARASSMENT AND OTHER FORMS OF GENDER-BASED VIOLENCE

Efforts to create a diverse and inclusive community are key to reducing sexual harassment, but they are not enough by themselves. Organizations should create specific strategies to prevent and respond to harassment, and be especially mindful of evaluating actions and monitoring cases.

In the last two years, ESMT has strongly supported the development of initiatives in this area, by reviewing and updating the Code of Conduct, setting up an investigation procedure for complaints, training a group of staff members to receive complaints and deal with cases, and providing on-boarding prevention workshops for MIM students.

The GEP builds on this effort by including four strategies to prevent sexual harassment, improve the system of reporting incidents, and support employees and students who experience them.

Strategy A: Educate the community		YEAR
Develop video to describe main points of the Code of Conduct		1
Develop communication material sensitive to diverse gender identities with information on sexual harassment and other forms of gender-based violence		1–2
Create short communication campaigns sensitive to diverse gender identities every year to raise awareness on sexual harassment and other forms of gender-based violence		2–4
Develop online module on sexual harassment and assault for staff		3–4

Strategy B: Develop policies and procedures		YEAR
Update Code of Conduct on a regular basis or when required		1–4
Develop policy on discrimination and harassment that is inclusive of the needs and experiences of women, men, and diverse gender identities		1–2
Strategy C: Develop/involve competent support		YEAR
Train selected staff members to be mediators in cases of sexual misconduct		1
Develop a directory of services (legal, psychological, medical services) to be used for referrals		1–4
Refresh Code of Conduct advisors' competence on dealing with violations every two years		2–4
Strategy D: Monitor cases and incidence		YEAR
Monitor responses to cases every year and update policies and procedures if needed		1–4
Provide physical and virtual ways to detect emerging issues (suggestion box) at the school through anonymous claims and complaints, following the EU Directive on whistleblowing		1–4
Evaluate incidence and awareness of Code of Conduct policies and procedures every two years		2–4

MONITORING, REPORTING, AND EVALUATION

This section of the GEP describes the strategy and measures adopted to assess the progress and impact of the GEP and the procedure to, if necessary, introduce the appropriate adjustments.

PERIODICAL MONITORING AND EVALUATION OF THE GENDER EQUALITY PLAN

The GEP is flexible and subject to change based on progress, emerging needs, and especially the evaluation of the impact of the strategies and actions. The processes of monitoring and evaluation are two related but separate processes: Monitoring refers to the collection and analysis of sex-disaggregated data on key gender equality indicators (see section “Indicators”) every year. The results and conclusions of this data collection process will be presented by the EQUAL4EUROPE team in an annual report to the MC, and progress on selected gender equality indicators will be made public on the web page.

The evaluation of the GEP will occur twice in the timeframe of its application (in 2023 and in 2025). Its objectives are both to examine the process of implementation and assess the impact of the different measures adopted. The development of all actions will be documented. The implementation of the strategies and actions of the GEP is supervised by the Equality Committee, which is comprised of six voluntary members who are all employees of ESMT. The implementation progress will be presented every three months to this committee, from the date of approval. It will also review the annual report and discuss potential changes to the roadmap of the GEP for the third and fourth year.

INTERPRETATION PROCEDURE AND ALTERNATIVE DISPUTE RESOLUTION

The reports to the Equality Committee will describe progress on the different actions of the GEP roadmap corresponding to the period. Interpretations of results will be discussed, and decisions will be taken by consensus. If a consensus cannot be reached, a vote will be taken. If votes are tied, the project team (the project lead at ESMT and the gender equality officer) will make the final decision on the issue.

PROCEEDING TO REVISE THE GENDER EQUALITY PLAN

The GEP will be reviewed by the Equality Committee. Three types of evaluation are considered:

- Ongoing: progress of the different actions will be followed up during the year and the Equality Committee will meet once every three months to overview implementation.
- The actions of the GEP will be reviewed every year: a decision will be made in terms of the actions to be implemented each year, as well as the time frames and budget for the following year.
- The SMART objectives will be reviewed at the end of the second year and for the next two years of implementation. The objectives can be modified by the Equality Committee. However, changes will have to be reviewed or re-negotiated with the management committee.

INDICATORS

This section specifies the indicators (as measures that indicate the level or state of something for a period of time and place) that should be regularly assessed to monitor progress and identify areas in need of particular attention. There is one or several indicators for every main and specific objective. Specific qualitative or quantitative milestones are also defined.

Priority 1: Organizational strategy, policies, and culture

SMART OBJECTIVE

To position gender equality as an imperative in the current and future strategies and policies of the school

SPECIFIC OBJECTIVES

- Integrate gender equality as a principle and goal in the current ESMT strategy by 2022 and in new strategy documents developed until 2025.
- Increase community awareness of gender equality policies and current initiatives to 80 percent by the end of 2023 and 90 percent by the end of 2025.
- Evaluate three gender equality policies and/or current initiatives towards gender equality per year.

INDICATORS

- Share of key organizational documents where gender equality is positioned as a value, goal, or principle.
- Percentage of awareness of gender equality policies and gender equality initiatives as per the student/staff survey.
- Number of gender equality initiatives developed, or policies evaluated, where the investment of resources is clear.

MILESTONES

- Gender equality is placed in at least two strategic organizational documents as a value, goal, or principle.
- Community's awareness of gender equality policies and initiatives reaches 80 percent by 2023.
- At least five gender equality initiatives or policies are developed and evaluated per year with a clear investment of resources.

Priority 2: Recruitment of female faculty

SMART OBJECTIVES

- To increase the share of female faculty by at least 3 percent each year
- To have a share of female faculty of at least 23 percent in 2023 and 30 percent in 2025

SPECIFIC OBJECTIVES

- Increase the share of female applicants by 20 percent in two years (2023).
- Increase the share of women who are invited for an interview.
- Increase the percentage of women who accept a job offer.
- Increase the share of invited female academic speakers to reach at least 40 percent by 2025.

INDICATORS

- Share of female faculty at the end of the year
- Share of female applicants to academic jobs
- Share of women who are invited to an interview
- Share of female academics invited as speakers across all programs

MILESTONES

- The share of female faculty at the end of the year (calendar) has increased by 3 percent.
- The share of female applicants increased to 40 percent by 2023 and 45 percent by 2025.
- The share of women who are invited to an interview is equal to the share of men.
- The share of invited female academic speakers has increased in all programs by at least 10 percent per year.

Priority 3: Enrollment of female students in programs

SMART OBJECTIVES

- To increase the share of female students in degree programs by at least 2 percent per year
- To have at least 43 percent female MIM students in 2023 and 50 percent in 2025

In the MBA programs, the goals are:

- Full-Time MBA: 40 percent in 2023 and 45 percent in 2025
- Part-Time MBA: 30 percent in 2023 and 33 percent in 2025
- Global Online MBA: 25 percent in 2023 and 28 percent in 2025

- EMBA: 33 percent in 2023 and 35 percent in 2025

SPECIFIC OBJECTIVES

- Increase the share of female applicants to the programs.
- Understand women's interests in postgraduate programs, barriers, and opportunities.

INDICATORS

- Share of female students in the MIM program
- Share of female students in the MBA programs
- Percentage of women applying to MIM and MBA programs
- Resources (in time, staff, or material) allocated to better understand women's interests, barriers, and opportunities

MILESTONES

- The share of female students in the MIM program has increased by at least 3 percent per year.
- The share of female students in the MBA programs has increased by at least 1.5 percent per year.
- The percentage of women applying to MIM and MBA programs increased since previous year.
- Resources (in time, staff, or material) have been allocated to better understand women's interests, barriers, and opportunities.

Priority 4: Decision-making and advisory bodies

SMART OBJECTIVES

- To increase the share of women in the three upper management committees to at least 25 percent in 2023 and 35 percent in 2025
- To achieve a share of women in all other academic and non-academic committees of 30 percent in 2023 and of 45 percent in 2025

INDICATORS

- Share of women in upper management committees
- Share of women in other academic and non-academic committees
- Share of women who chair committees

MILESTONES

- The share of women in upper management committees has increased by 3 percent.
- The share of women in other academic and non-academic committees has increased by 6 percent each year for four years.
- The share of women who chair committees has increased by 10 percent for four years.

Priority 5: Integration of the gender dimension in the transfer and production of knowledge

SMART OBJECTIVE

- To assess and increase the integration of the gender dimension in teaching and increase the share of publications that integrate the gender dimension to at least 15 percent by 2025

SPECIFIC OBJECTIVES

- Based on the results of the evaluation, increase the integration of the gender dimension in relevant courses.
- Increase the share of publications that integrate the gender dimension by 2 percent per year and reach at least 15 percent by 2025.

INDICATORS

- Evaluation of the integration of the gender dimension in teaching (e.g., via syllabus, reading lists, cases used in class, feedback from faculty)
- Share of published articles that include the gender dimension per year
- Share of published cases that include the gender dimension per year

MILESTONES

- The results of the evaluation of the gender dimension in teaching have been transformed into goals to increase gender equality.
- The share of published articles/cases studies that include the gender dimension has increased by 2 percent per year.

Priority 6: Sexual harassment and other forms of gender-based violence

SMART OBJECTIVE

- To decrease the risk of victimization through at least three prevention and awareness-raising initiatives around sexual harassment (SH) and other forms of gender-based violence (GBV) – specifically, prevalence, impact, responses, victims' rights

SPECIFIC OBJECTIVES

- Increase awareness around SH and other forms of GBV to reach 80 percent of staff and students by 2023 and 90 percent by 2025.
- Increase the support offered to people who experience victimization via the development and updating of policies and procedures, as well as finding supporting services.
- Monitor experiences of victimization every two years through a prevalence survey.

INDICATORS

- Prevention and awareness-raising initiatives developed during the year
- Policy development on SH and GBV as well as all areas of support services
- Report on anonymized complaints and responses
- Creation and distribution of a survey measuring prevalence of SH and other forms of GBV every two years

MILESTONES

- At least three prevention and awareness-raising initiatives were developed per year.
- The policy on SH and GBV was developed and disseminated and sources of psychological, social, legal or medical support were updated and disseminated by 2023.
- All non-anonymous complaints were adequately responded to.
- The survey measuring prevalence of SH and other forms of GBV was administered to at least one group of stakeholders in 2023 and 2025.

Monitoring these indicators will require three types of data collection:

1. Data collected by HR, where processing is legal when used for legitimate interests (i.e., to achieve gender equality)
2. Data collected by the organization, where consent for using the data will be asked from each participant
3. Archival public data, reports, policies, etc.

THE ESMT GENDER EQUALITY PLAN: A ROADMAP FOR ACTION

The GEP will take effect in March 2022 and be in force until December 31, 2025. The first table presents all actions, along with each action's estimated duration in months, and the group(s) responsible for its implementation. Actions presented in light blue are a requirement of the European Commission or part of the agreement of the EQUAL4EUROPE project. All the actions proposed in Section 5 were included. Although all actions are to begin within the first two years of the implementation of the plan, they will begin at different times and not always in consecutive months.

Legend for responsible group

AC: Admissions Committee	DC: Diversity Chair Professor	EQC: Equality Committee
ADA: Associate Dean of Academic Affairs	DDP: Dean Degree Programs	HR: Human Resources
CD: Cluster Directors	DFR: Dean of Faculty and Research	IC: Information Center
CO: Compliance Officer	E4E: Equal4Europe	ILRT: Inclusive Leadership Roundtable
CorpC: Corporate Communications	E4E+: Consortium Equal4Europe	MC: Management Committee

Priority 1: organizational strategy, policies and culture	Duration	Responsible group
Publicly acknowledge areas of concern and support of the measures of the GEP by top leadership.	5	MC
Develop commitments for gender-sensitive and gender-inclusive communication and teaching at the institutional level	5	CorpC-E4E
Increase and gather input on gender equality (suggestion box, office hours)	48	E4E
Gender bias training for management and department heads	5	E4E-HR
Support HR in the inclusion/visibility of gender equality in policies and introduction of new policies that support gender equality (gender mainstreaming) and work-life balance issues	10	E4E-HR
Further develop the position of gender equality officer	16	E4E+
Examine gender pay gap among staff	4	E4E
Develop communication materials on selected gender equality policies, documents, and initiatives for the ESMT community to improve access (e.g., translation maternity leave policies, infographics of work-balance policies)	19	E4E-HR
Assess the extent to which specific policies meet the needs of female employees and students	12	E4E-HR
Publicly recognize innovative strategies in areas/departments that have improved gender balance	4	E4E-MC
Gender awareness activities and actions	12	E4E+
Priority 2: Recruitment of female faculty	Duration	Responsible group
Reactivate reporting system for recruitment decisions	1	ADA
Develop statement about inclusivity for postdocs advertisement	2	DFR-ADA

Examine trends in the share of applications from female researchers	6	DFR-ADA
Examine declined job offers	4	DFR-ADA
Diversify search and recruitment committees	Varies	DFR-ADA
Evaluate recruitment process annually	4	DFR-ADA
Implementation of a mentoring program for young scientists	26	E4E
Priority 3: Enrollment of female students in programs	Duration	Responsible group
Explore the interests and practical needs of women during the recruitment process by including routine questions during interview	2	AC
Analyze programs and the broader image of ESMT and adjust, where necessary, to be more inclusive of women and diverse gender identities	36	E4E-CD-CorpC
Invite more female academic speakers in all programs	2	DDP
Evaluate students' satisfaction with gender equality in the organization and the integration of women's interests and needs in courses	7	E4E
Priority 4: Decision-making and advisory bodies	Duration	Responsible group
Continue to take the issue of improving women's representation in governing and advisory bodies to the Board of Trustees and Supervisory Board	8	President
Prioritize the involvement of new female faculty in recruitment and research evaluation committees (associate and full professors)	8	DFR
Encourage and support women (internally and externally) to apply for open leadership positions	4+	HR
Development program for talented women (e.g., Women's Leadership Program at ESMT and external programs)	14	HR
Priority 5: Integrating gender dimension in research and teaching	Duration	Responsible group
Create incentives for faculty and student innovative projects and case studies targeting or addressing gender issues in business and management	44	DFR
Train PhD students and postdocs in the use of the gender perspective and gender-related resources in research.	8	E4E+
Increase visibility of research projects addressing gender equality through communication	8	E4E
Prepare self-evaluation materials on the integration of the gender dimension in teaching content and strategies (e.g., learning objectives)	5	E4E
Provide faculty members with coaching opportunity about integrating the gender dimension in business and management study plans and teaching (gender competence)	8	E4E
Provide a collection of resources to support the integration of the gender dimension into research (toolkits, definition) and teaching	8	E4E-IC
Develop a tracking system of the integration of the gender dimension in teaching (objectives, sessions, readings)	5	E4E
Develop recommendations for minimum share of readings by female academics, cases studies with female protagonists, women as invited speakers in programs and events, and discussion of gender issues in courses	3	E4E
Develop a course where gender and other social aspects (ethnicity, race, class) are examined in the field of business and management	12	DC
Encourage faculty and student participation in networks of scholars who work on gender issues	3	E4E

Create repository of material on gender, diversity, and inclusion	43	IC
Priority 6: Preventing and dealing with sexual harassment and other forms of gender-based violence	Duration	Responsible group
Update Code of Conduct on a regular basis or when required	10	CO-E4E
Develop discrimination and GBV policy that is inclusive of the needs and experiences of women, men and people with diverse gender identities	8	E4E
Develop communication material sensitive to diverse gender identities with information on sexual harassment and other forms of GBV	8	E4E-CO
Develop video explaining Code of Conduct	6	CO
Create short communication campaigns sensitive to diverse gender identities to raise awareness on sexual harassment and other forms of GBV across gender	10	E4E
Train selected staff members to be mediators in cases of sexual misconduct	6	CO
Refresh Code of Conduct advisors' competence on dealing with violations every two years	3	CO
Develop a directory of services (legal, psychological, medical services) to be used for referrals	10	E4E
Monitor responses to cases of sexual harassment and other forms of GBV	3	CO
Provide physical and virtual ways to detect emerging issues (suggestion box) at the school through anonymous claims and complaints	47	E4E
Create an online module on sexual harassment and assault for staff	18	E4E
Develop and administer prevalence survey (incidence and awareness of policies and procedures)	10	E4E

Monitoring, reporting, and evaluation	Duration	Responsible group
Documentation and report of actions developed during the year	48	E4E
Annual review of actions, timeframes/budget for following year	8	EQC
Annual data collection on selected gender equality indicators	8	E4E
Updated progress on gender equality indicators on the webpage	5	E4E

IMPLEMENTING THE ESMT GENDER EQUALITY PLAN

The implementation of the GEP will be supervised by an Equality Committee. The Equality Committee is to be composed of six members:

- Karen LaMacchia, Manager, Library and Information Center
- Tammi L. Coles, Senior Editor, Corporate Communications
- Roland Siegers, Director, Early Careers Programs
- Christopher Xitco, Head, Research Administration
- Kolja Pietsch, Team Assistant, Human Resources
- Eva Eszes, Manager, Faculty Resources

The two members of the EQUAL4EUROPE team – Friederike Kreßner, Gender Equality Officer, EQUAL4EUROPE; and Monica Perez, Affiliate Professor of Management Practice and Lead, EQUAL4EUROPE – will attend all meetings and provide quarterly reports to the Equality Committee.

The main tasks of the Equality Committee are to discuss the roadmap for every year (and the actions included) and to monitor the progress of the activities planned. As agreed with the Management Committee, one of the members of the Equality Committee will present the actions that will be developed at the beginning of the year and the results of these actions at the end of the year.

The GEP is composed of general strategies designed to achieve a SMART objective or a specific objective. For each strategy, several actions have been proposed. Some of these actions are ongoing (always present and evaluated yearly) and others are selected (limited in time, specific result, five per year). The plan will have a budget of 10,000 EUR in the first year. Concurrent budget will be allocated within the ESMT budget process. Actions in accordance with the budget for each year will be decided by the Equality Committee.

Two phases accompany the implementation of the GEP: engagement and dissemination.

PHASE I. ENGAGEMENT

This phase includes specific training sessions and workshops targeted at increasing the engagement of stakeholders in the implementation of the GEP.

- Training on the implementation of gender equality plans directed to gender equality officers, relevant management, and staff of each partner institution. [Task 6.3, led by Comenius, will train employees on why gender equality plans should be implemented and how (M22-M26)].
- Engagement session with high and middle management [Task 4.4, led by IEDC, aimed at engaging relevant management (M16-M22)].
- Training on structural, organizational, and cultural change for all relevant stakeholders of research partner institutions [Task 4.5, led by IEDC, will train especially management and administrative staff in understanding the required structural changes and begin the process of change implementation (M24-M30)].

PHASE II. DISSEMINATION

The dissemination of the GEP includes three periods, starting March 2022: launch, engagement, and sustainment. The launch will take place during March and April. Its objectives are to inform internal and external stakeholders about the GEP objectives and initiatives for the year and raise awareness about the implementation of actions that address gender inequalities. Activities for the launch will include:

- Publishing the GEP on the intranet and the internet.
- Using social media (LinkedIn) to promote aspirations, SMART goals, and actions of the GEP.
- Update progress on gender quality selected indicators on the web page of ESMT.
- Creating a video and executive summary with key messages.
- Presenting the GEP to staff in a Town Hall meeting.

The engagement period will take place from May to November. The idea here is to maintain the interest in the GEP and increase the involvement of different internal stakeholders. Activities during this period can include:

- Promoting new research projects, actions, and progress through the web page.
- Inviting stakeholders to participate in the development of actions.
- Contacting stakeholders in different areas to discuss the development of the plan and emerging issues.

The sustainment period seeks to share progress towards gender equality with both internal and external stakeholders. Three main activities will be conducted at the end of each year:

- Publishing selected measures on gender issues on the web page.
- Producing a report on progress of actions of the GEP.
- Assessing progress and redefining SMART objectives, as needed.

During its duration, the ESMT GEP will continue to be informed by the directives and recommendations of the European Commission, the tools and resources of the European Institute of Gender Equality, the work of the EQUAL4EUROPE consortium, and other sister projects.