"Integrative Gendering-Diversity" –
A Strategy for Universities Structures, Teaching and Higher Education Didactics

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1. Introduction

The strategy „Integrative Gendering-Diversity" in universities structures, teaching and higher education didactics[1] means the considering of gender aspects and of diversity aspects as well in the daily processes of teaching, planning and organization.
Actors in academic structures – researchers, teachers, managers – need gender-diversity competence. This is an action competence settled in the middle of professional competence, methodological competence and social, intercultural and communicative competence. Gender is aimed at abilities to recognize gender conditions and gender equality in all academic action fields, diversity[2] is aimed at human variety of actors in academic fields, who are the human potentials of a university.

Since 2004, this strategy "integrative gendering-diversity" the author developed and tested it at the Leuphana University Lueneburg and worked with this strategy in more than 30 national and international universities and universities of applied science in the last ten years, in the last two years she implementated it in the University of Luebeck in the higher education didactic programme.
The approaches of integration this strategy into the concepts of Lueneburg und Luebeck – two small universities in northern Germany - will be presented in this article, beside some other approaches in other universities, based on nationwide researches, workshops and coachings.
In 2014 this strategy was introduced to several Universities in Egypt and Jordan during a summer school in Egypt[3].
In the course of the Bologna Process since 2000 "gender-diversity equity" has been legally established as a goal for universities throughout Europe. Furthermore, "gender-diversity" has been accepted by the national German accreditation council as a quality related criterion for accrediting all programmes, thus supporting a '"top-down" process[4]. Within the accreditation processes which have already taken place, universities have considered gender-diversity aspects to varying degrees and have implemented different strategies (Becker et.al. 2006[5]). In addition to previous gender-diversity mainstreaming approaches new and diverse ways of integrating gender-diversity have in the meantime been tested in teaching.
In most of the German and Austrian universities and universities of applied science there are several projects for integrating gender-diversity-aspects in research, teaching and structures. Universities today are subject to strong pressures to compete with one another. They not only have to attract more students in general, but also need to gain more women in scientific and technical subjects. "Gender-Diversity" is therefore indispensable as a corporate identity element for universities marketing. As a result of considering gender-diversity aspects the faculty culture especially within natural sciences and engineering will change, included in this is both their habitus as well as their content and approaches to educating. As a consequence, it can be presumed that more students and especially more women will then pursue studies in these fields.

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[1] Higher Education *Didactics* means the didactic of teaching the teachers how they can teach in higher education – teaching means here only teaching in universities and teachers are in this article only university teachers and professors
[2] Diversity Categories: gender, cultures, ethnic, age, generation, sex. orientations, personal identities, ways of work-life-balances, education, languages, disabilities,
[3] DAAD-Project FU Berlin 2012-2014: www.fu-berlin.de/sites/gender_egypt/ (access 14.7.2014)
[4] In December 2005, the national German accreditation council agreed upon the category of gender-diversity as a criterion (Criterion 10.4) for certifying accreditation agencies. The criterion includes that agencies are to verify "the implementation of the universities concept for promoting gender equity in the given programmes". Since 2006 Gender equity is an official criterion for all accreditations, reaccrededations and systemaccredidations (criteria 2: Akkreditierungsrat 2011); see also Hilgemann, Kortendiek, Knauf 2012: (15-18)
[5] Second edition 2007, third Edition: Hilgemann, Kortendiek, Knauf 2012

2.   Theoretical Framework for Integrative Gendering-Diversity

Integrative gendering-diversity draws upon several theoretical approaches:
- with regards to social sciences and epistemology, Pierre Bourdieu's concepts of faculty culture and habitus play an important role,
- with regards to cultural theory, Cliché et.al's theories on culture gates are called upon,
- with regards to educational theory, research on key competencies and teaching methods in higher education are incorporated,
- as mentioned above, with regards to economics, integrative gendering-diversity is combined with the managing diversity approach, and finally,
- the approach refers to feminist and gender-diversity research on university development.
- Researches about girl's and women's learning in the last 30 years show, that women (and mostly men too) prefare in learning surroundings as:
  - Application referral,
  - Interdisciplinarity approaches,
  - Professional occupation refering,
  - Intercultural aspects,
  - Emphasis on discussion competence,
  - Variety teaching and learning methods,
  - Ecological and social sustainability

So at least the main thesis is: gender-diversity categories for women orientated teaching is good for all students (men as well) and means "good teaching"! This is necessary especially for the MINT-Sciences.[6]

2.1 Faculty Cultures and Habituses in MINT
In order to understand why women in particular, still rarely choose to enrol in technical or natural science programmes – despite nearly 35 years of efforts to raise the interest of girls in them – the faculty habitus of such programmes needs to be considered in addition to a number of other categories.
According to Pierre Bourdieu (1987, 1992, 2001) habituses are developed through possession of and participation in:
- economic capital (background),
- cultural capital (acquired education standards, affiliation to institutions), and
- social capital (systems of social relationships).

The habitus plays a role as a disposition which is both structuring and structured. It is a malleable, rather unconscious (but realizable) system of thoughts, perceptions and actions. Each academic discipline has cultivated its own faculty culture and habitus, including both inclusive and exclusive social functions.
MINT-studies are still rather traditionally oriented on technology and do not take into account the educational needs of students or the educational requirements of the industry enough. The principal teaching habitus emphasizes dominance, distance and hierarchies. It sequentially presents subject content instead of referring to the connections and implications. Furthermore, teaching methods in MINT tend to be more traditional and fail to promote social competences necessary for adopting independent, scientific, holistic ways of thinking and learning. It thus discourages many women – as well as a lot of men – from studying in these fields[7].
Moreover, this faculty culture and habitus suggests to female students that they are not in the right place and leads to 'gate keeping processes'[8]. Robert Merton (1988) speaks of the "Mathew effect in science" ("to anyone who has, more will be given" – a quote from the gospel of Mathew) and refers to 'citation cartels' which exclude female scientists in particular by way of their exclusive mechanisms.

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[6] MINT: Mathematic, Information, Natural science, Technology
[7] Brendel/ Metz-Göckel 2001; Schwarze/ Webler (Eds.) 1998; Münst 2002, 2005
[8] Cliché,/ Wiesand, 2003; ERICarts/MEDIACULT/FinnEKVIT/Observatorio of the Actividades Culturais, 2003.

Through the structures, technical models and habitus of this faculty culture women are involved less than men. In order to keep the number of students and especially to increase the number of female students, MINT studies must become more attractive, designing a holistic, modern image of mathematic, information, technology science. The students' individual educational interests and career planning models – especially for women – need to be take into consideration and existing resentments about women in engineering professions need to be broken down (Minks, Karl-Heinz, HIS 2004). In order to do so special strategies are required. One of these strategies is to empower the universities actor's gender-diversity key competence.

2.2 Key Competencies

Integrative gendering-diversity aims at gradually changing the specific faculty cultures and communicating gender-diversity related competencies as key competencies both for teachers as well as students.[9] The integrative gendering-diversity approach is theoretically based on an integrative understanding of education (Chur 2005), which takes into account all of the teaching methods and fields of action in the higher education system. Integrative gendering-diversity is applicable not only to the content, but also to behaviours and levels of awareness. Gender-diversity related aspects and knowledge effect the professional skills and knowledge of those actors in the higher education system. As such, in addition to academic instruction, gender-diversity aspects are part of a university's staff development plan. Integrative, therefore, also means communicating gender-diversity in discipline related events through specific sequences and using specific teaching methods. Gender Diversity Competence is as an action competence settled in the middle of professional competence, methodological competence and social, intercultural and communicative competence. Gender is aimed at abilities to recognize gender conditions and gender equality in all academic action fields. Diversity is aimed at human variety of actors in academic fields, who are the human potentials of a university. The goal is for those involved in the various fields of action to establish competency in gender-diversity and diversity issues. As can be seen in Figure 1, gender-diversity competency is a key competency, which can be attained and expanded as an integrative element through teaching and learning processes, by establishing a well developed system for managing knowledge. Successfully meeting this goal will result in the above mentioned, gender-diversity oriented faculty and university culture.
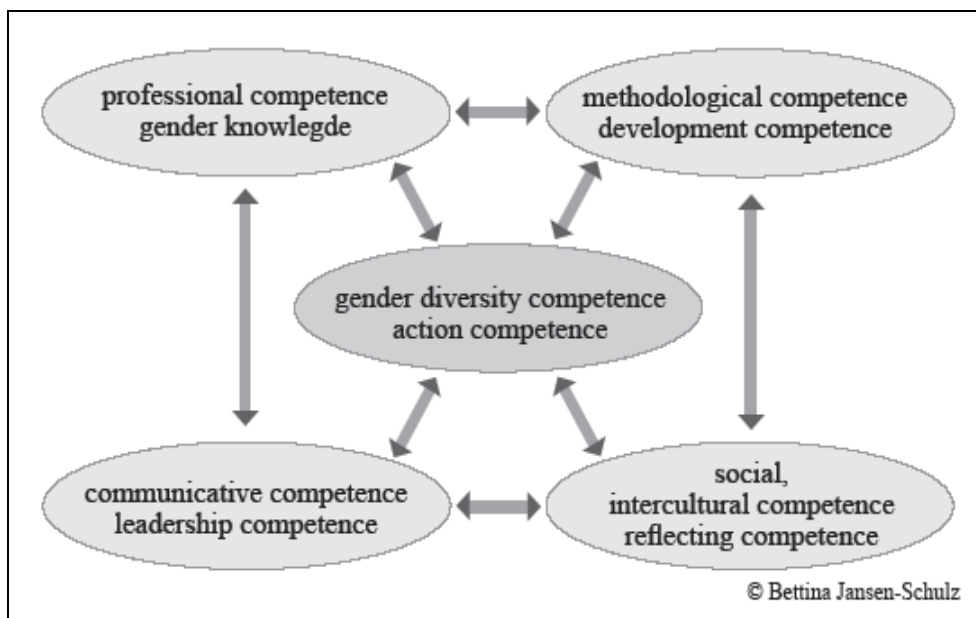

Figure 1 Key Competency: Gender-Diversity Competency

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[9] With regards to the current state of research on key competencies see: Association for Research into Professional Development's (ABWF) / Projekt Qualifikations- Entwicklungs – Management (1997-2004); Erpenbeck/ v. Rosenstiel 2003; Chur 2005; Mertens 2008; Block 2012.

As teachers and researchers, professors and academic assistants are responsible for safeguarding the continued existence of the university, the quality of programmes and the diversity of teaching methods as well as content. This includes gender-diversity orientation. Developing 'gender-diversity competency' is aimed at recognizing gender-diversity relationships in faculty cultures, including their positive and negative dimensions. In the future, university and college teachers not only have to acquire gender-diversity competency, but also have to be able to teach it to others and take it into account in their research. Students need to obtain these skills, because they will be considered a key competency in their future work. Moreover, establishing gender-diversity equity among teachers, researchers and students will bring with it a new realm of aspects and perspectives, greatly contributing to the content in each of these areas. Innovative processes will thus be promoted and the faculty habituses and cultures can be changed, leading in the long run to a paradigmatic shift within academia.

The integrative gendering-diversity approach[10] extends beyond gender-diversity oriented teaching methods. Integrative gendering-diversity takes place simultaneously on a number of levels and encompasses both gender-diversity oriented teaching methods, gender-diversity modules as well as empowering women through situational mono-gender courses and mentoring models for women.[11]

3. Implementing Gender-Diversity Aspects in the Accreditation Process and in Universities Structures

Integrative gender-diversity refers to a process which incorporates gender-diversity aspects into all programme curricula and modules as well as increases the gender-diversity related competencies of researchers and teaching staff. Seven gender-diversity categories have been explored to establish them in a research-process of study-moduls[12]:
1. special consideration of gender-diversity research and/or research methods employed by female researchers,
2. developing gender-diversity competency as a key competency,
3. gender-diversity as content,
4. approaches to diversity,
5. gender-diversity oriented teaching methods,
6. gender-diversity modules,
7. gender-diversity aspects within programme organization

By using a multi-staged process gender-diversity aspects were introduced into all course modules in the accreditation procedure.

A university which is 'gender-diversity aware' needs to be competent in gender-diversity related issues. Developing the gender-diversity competency of all those involved at a university – including administrators, employees in research as well as service sectors, students, and teachers – can only be achieved when processes, which facilitate focusing teaching, learning and general activities on gender-diversity, are introduced both structurally and didactically, on all levels and in all areas. Figure 2 outlines the various fields of action of universities structures (in the middle) alongside the respective persons (from the perspective of university didactics those involved are considered 'target groups') as well as the structural areas and their corresponding responsibilities (on the left side of figure 2) and the gender-diversity strategies (on the right side) which, to varying degrees, are applicable to all fields of action and organizational structures.

The integration of gender-diversity aspects into the universities actin fields needs the following elements of an academic concept[13]:

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[10] see: Jansen-Schulz all publications about this topics 2005-2014
[11] With regards to university reforms and gender-diversity mainstreaming, see also Roloff, Selent 2003; Kahlert 2003
[12] Jansen-Schulz 2005
[13] Becker et.al. 2006

1. Discribing the criterias on which the university will measure their gender equity impact
2. An organisation concept, regarding those criterias within the development of new studies in the faculties
3. An information concept for consulting and continuing higher education for all actors who are integrated in the development, in the accreditation and organisation of new studies (gender-competence)
4. A concept for the devoloping of competences (gender research, gender studies)
5. A concept for sustainable quality management (evaluation, monitoring and controlling)
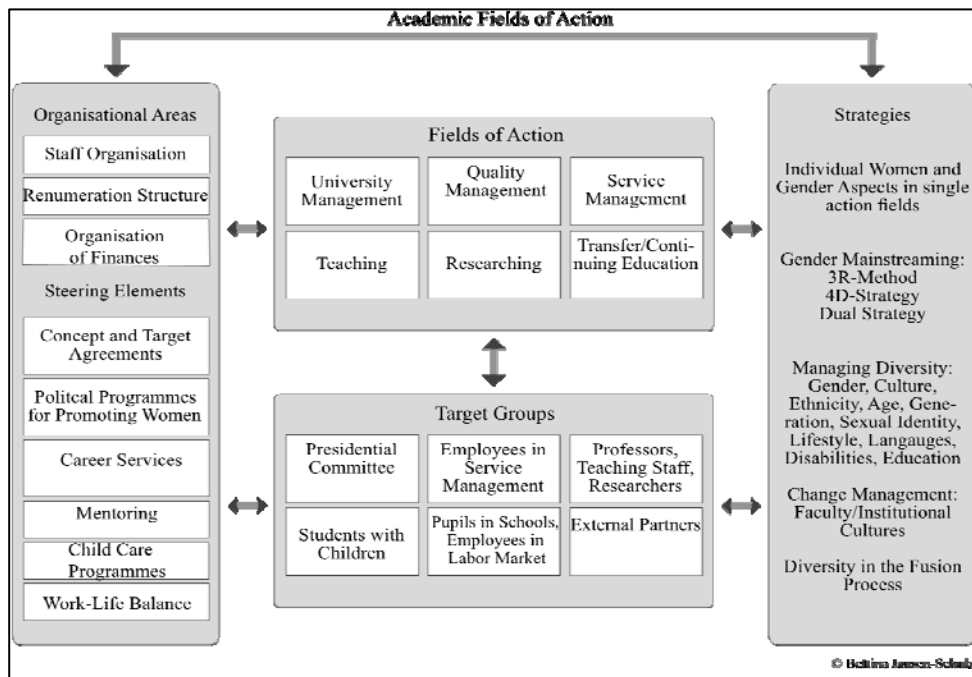6. Information about receivable ressources

Figure 2 Academic Fields of Action

3.1 Integration in Universities Structures

As Becker et. al. demonstrated in their study (2006: 61 ff), it is absolutely necessary that universities individually develop target agreements regarding gender-diversity and diversity goals as well as strategies for implementing them. This has to be done, because accreditation agencies only verify the gender-diversity and diversity aspects when they are mentioned in the proposals, target agreements and module descriptions. This applies to programme accreditations, but also especially to the system accreditations. Thus if gender-diversity are not embedded and named in all levels and stages of the university's quality management, they will not actually be reviewed in the accrediting processes.

In universities there is not really any direct resistance to integrative gendering-diversity or against gender-diversity mainstreaming approaches, instead they tend to be more structurally or personally based. They are due to:

*   planning and time structures,
*   the idea that gender-diversity aspects are an 'add-on' i.e., something that has to be additionally provided,
*   time pressure,
*   being overwhelmed content-wise or subject wise (i.e., due to a lack of gender-diversity knowledge), or,
*   having to re-design the modules which have already been developed with great effort.

Since nearly five years most of the German universities did already implemented diversity pro-grammes[14]. But there is the danger, that gender aspects will get lost in the only diversity processes .
It is also important that the accreditation council[15] supports a 'top-down' principle so that gender-diversity aspects are bindingly taken into account during the programme accreditation as well as in the system accreditation. Without this, the individuals involved at the universities will not feel as obligat-ed to pursue integrative gender-diversity. Without gender-diversity as a criterion for quality, universi-ties and colleges will have a difficult time in the future maintaining international standards during the upcoming process accreditation, in the competitions with one another (Excellence Initiatives) and in attracting students. As an example figure 3 shows how the Leuphana University integrated gender-diversity approaches with regards to structures in the quality management and with regards to content as well.
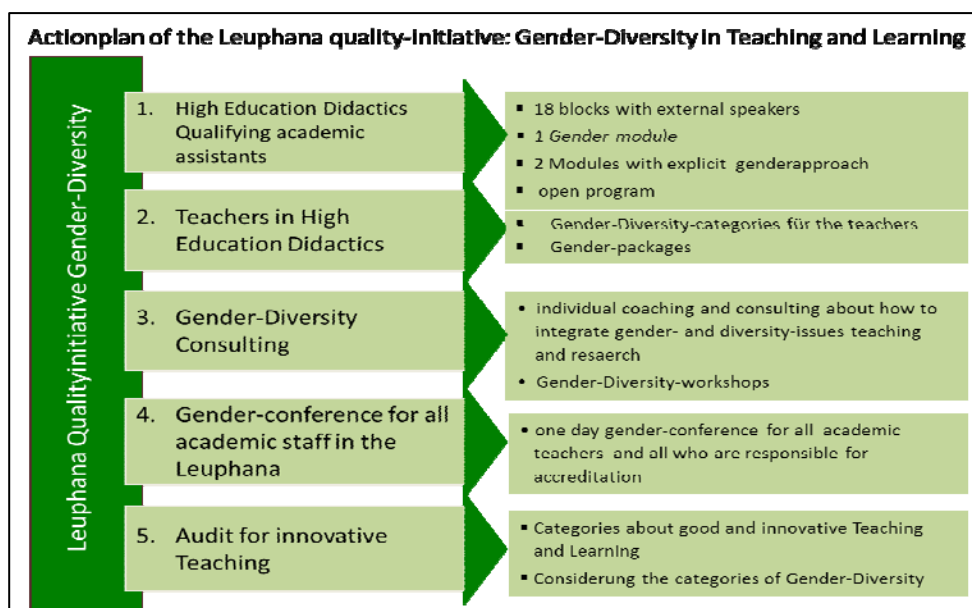

Figure 3 gender-diversity actionplan Leuphana

3.2. Integrating Gender-Diversity in Universities curricula
Becker et.al (2006, 2012) asked in their research about gender in accreditation how universities inte-grate gender-diversity approaches in the curricula. As figure 3 shows, there are different ways as the interdisciplinary, integrative[16], the particucar-explicity and the explicity approach.

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[14] Jansen-Schulz 2011

[15] And as much as possible also through the accreditation agencies; the accreditation council board in a letter to the BUKOF in October, 2004, establishing the category of gender-diversity (10.4.) for the accrediting of accreditation agencies 2005, 2007, 2009, 2011, see also Hilgemann, Kortendiek, Knauf 2012: (15-18)

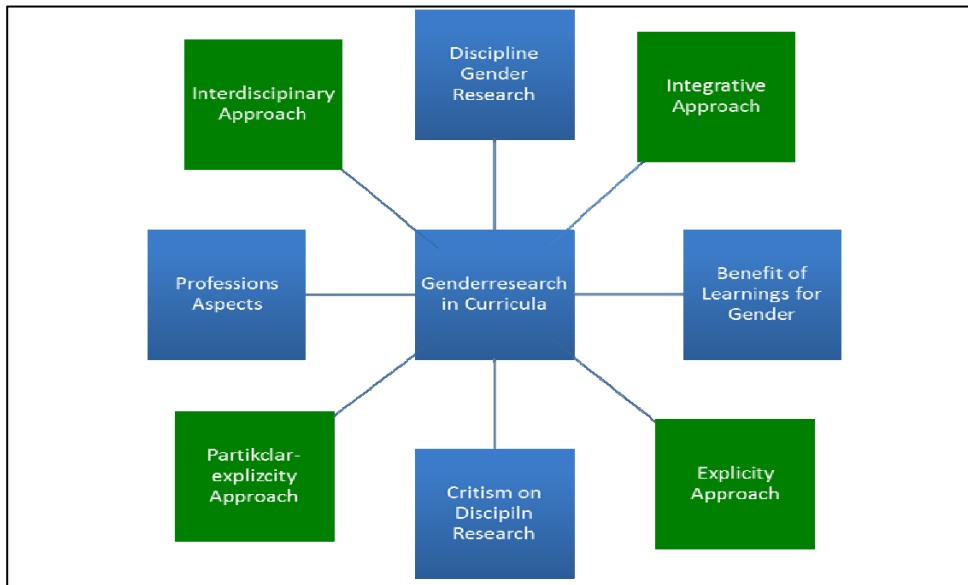[16] this is the main topic of this article

Figure 4 Integration the Gender aspects in the Curricula in German Universities[17]

4. Gender-Diversity Categories in Teaching

Gender-diversity sensitive programmes impart knowledge about gender-diversity categories to:
1. women oriented studies (content wise and didactically),
2. course modules (structural), and
3. research (theoretical)

4.1 Principles of good and Gender-Diversity Teaching

Women oriented programmes (which are helpful for men's learning processes as well) are characterized by course content and teaching methods of 15 principles of good and gender-diversity-oriented teaching:

1. Application referral in everyday and workaday life
2. Interdisciplinarity of the content
3. Professional occupation referring
4. Intercultural aspects
5. Emphasis on communication competence
6. Variety of teaching and learning methods
7. Projectstudies – problem based learning
8. Switch from theory to experience from the beginning
9. Holistic, ecolocical and social systainability approach,
10. Parttime studies
11. Check of the necessity of the high mathematics content and its application in the basic courses in MINT and economic subjects
12. Transfer of the contents into different practise levels and enabling practise contacts and practise experiences,
13. Female role models in technic and nature
14. Holistic approaches, technology impact assessment, considering gender-diversity-aspects
15. Individual reflection about own role models of gender and diversity

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[17] origin: Netzwerk FGF NRW, Kortendiek 2012:85

4.2 Course Modules

Course modules have to be structurally designed so that they do no exclude women, men or any other groups as Becker e.al. (2006: 37 ff.) found out in their research.

This means that:

- both gender-diversity homogeneous and heterogeneous courses are offered,
- courses in women's, men's and gender-diversity Studies are offered which also integrate gender-diversity oriented research and teaching methods,
- structurally there are opportunities for interdisciplinarity and subject diversity,
- aspects of social and natural sciences as well as technology are offered to everyone, especially through cross disciplinary, i.e. unrelated courses,
- developing networks involving various disciplines (natural sciences, technology, humanities) is facilitated,
- disciplines are also oriented on areas of professional activity,
- studies can be completed part-time or full-time and student workloads are manageable for those with families, and
- programmes are evaluated with regards to gender-diversity aspects as part of the university's quality management

Workshops and individual coachings with professors, which the author helt and helds nationwide and international, in which course modules that have already been completed or are being planned are exemplarily presented and discussed with the teachers both with regards to their content as well as the structural opportunities for including material from women's and gender-diversity studies. This approach makes it possible to work on concrete situations and questions which confront teaching and planning staff. The contents, about the teachers worked with the coach (author) are the 15 principles and didactic aims:
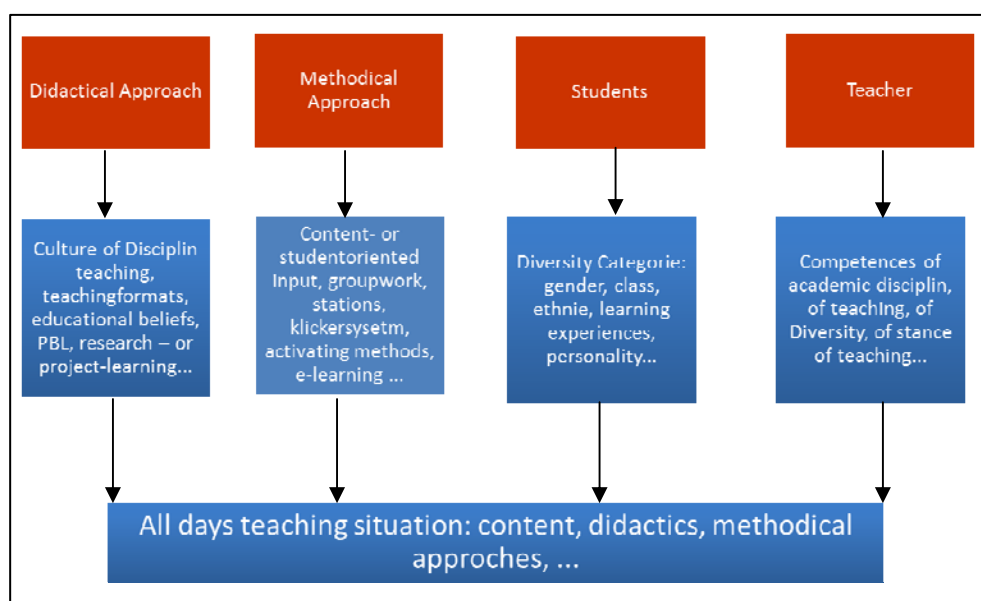

Figure 5 Didactic approaches for integrative gendering-diversity strategy

5. Gender-Diversity in Higher Education Didactics

These requirements of 15 principals on didactic approaches also comply with standards of "good teaching" (see also Becker et. al. 2006, 2007). The aim of the higher education didactic projects "Teaching and Learning in Lueneburg" (2007-2011) and since 2012 "Learning and Teaching in Higher Education (LTHE)" in Luebeck with their certificate programmes aims to get teachers and those involved with planning thinking and working with integrative, women oriented teaching. Discussions

about the principles of good teaching and the relation to women oriented courses were held with them and their teaching concepts were developed corresponding to these principles[18].

The scientific discussion concerning gender-diversity oriented teaching methods in universities is just 10 years old and is still not speed up by evaluating teachers and programmes. In MINT-sciences the debate about women's/gender-diversity research has arrived for the most part only within the area of women's studies and not in the 'normal' programmes[19].

Within the gender-diversity competency approaches to higher education didactics several programmes have been implemented in the last 10 years with different approaches.

5.1 Theoretical Approaches of Gender-Diversity in Higher Education Didactics

The German standards of good learning and teaching in higher education have seen a paradigmatic shift from teaching to learning, which, though not exactly new, is still very difficult to live as a university-teacher as well as a teacher of teachers, responsible for higher education didactics. Most young and old university teachers still think that they just have to impart knowledge to their students and learning will take care of itself.

That this type of knowledge learning is not enough to empower the students' competencies is shown by the change in the study- structures introduced in the European Bologna process as well as the new chances provided by the media to learn what and when you need it – and that worldwide (cf. the example of moocs).

These new standards or paradigma of teaching and learning are helpful for women's learning processes (and men's learning as well), for they considerate the individual constructive learning (Siebert 2008).

5.1.1 Shift from Teaching to Learning

The shift from teaching to learning means the shift from instruction to learning empowerment. That requires a change in the teaching role as well as a change in methods. There are some effective didactic methods with which the individual learning processes of the students can be developed. It is these and other methods that we practice with the participants in our courses:

- Research-oriented learning involves the students in scientific thinking, in research processes and research projects, and demonstrates the need of theories (and mathematics).
- Inter- and transdisciplinary learning provides both a more comprehensive view of the respective theme, and the inter- and transdisciplinary contexts of the discipline.
- Problem-oriented learning provides for learning by doing in disciplinary contexts.
- Transfer-oriented learning demonstrably increases the employability of students.
- Integrative Gendering-diversity – i.e. integrating gender and diversity aspects across all teaching areas – involves the consideration of aspects of gender and diversity in the disciplinary content, in didactic structures and in the choice of the teaching- and learning-methods (Jansen-Schulz 2011, 2012)

5.1.2 Shift from theory to experience

Students are often faced with the problem that they first learn theories without knowing why nor what use the theories are – this is particularly so with regard to mathematics. That is the reason why it must be discussed with the teachers the question of whether and how they can firmly establish the need for theories (and mathematics). This is made possible through the shift from theory to experience, which occurs in three steps:

1. offering practice and experiences
2. offering theoretical insights into practice and experiences
3. modifying theory and practice step by step

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[18] Cremer-Renz et.al. 2007; Jansen-Schulz 2011, 2012, 2013; Auferkorte-Michaelis et.al. 2009.

[19] In 2006 some female experts in higher education didactics founded an expert-circle for integrate gender-diversity approaches in teaching and higher education didactics, which was supported by the University Essen-Duisburg and which organized some important conferences. Meanwhile there are more than 40 persons in this Germanwide circle. (Auferkorte-Michaelis et.al. 2009).

This shift assist the applied learning, which lots of women (and most of men as well) prefer.

5.2 Approaches for integrate gender-diversity into higher education didactics

The author proved out several approaches in different universities[20] with this two shifts or paradigma of higher education and with the 15 principals of good and gender-diversity-orientated teaching - mostly in coachings or workshops with teachers:

- opportunities for additional training about the role of gender-diversity in teaching and research which are designed specifically for target groups,
- developing gender-diversity synopses for all course modules – thus providing feedback for planning with regards to the accreditation or re-accreditation,
- conversations about gender-diversity aspects with the professors in a division or a group who is responsible for teaching regarding,
- one on one conversations with professors and teaching staff regarding their modules and the gender-diversity issues which may be involved,
- coaching professors and teachers: auditing their lectures regarding hidden gender-diversity curriculum, developing gender-diversity issues and gender-diversity packages for their lectures and their research,
- group discussions about exemplary course modules and the gender-diversity categories already contained or which can be integrated,
- support in finding relevant literature,
- support in preparing and conducting courses with integrative gendering-diversity issues
- developing 'gender-diversity packages' (brief gender-diversity oriented teaching units) regarding the content of modules
- student project in which a gender-diversity-internet-portal was developed.[21]

The courses and coachings were directed to specific target groups:
- young academics (integrative gender-diversity; gender-diversity action planning in externally funded projects; teaching methods in higher education didactics)
- professors, teachers (predominantly in informatics, natural sciences and engineering) (faculty cultures and habituses; science and technology cultures beyond limited gender-diversity images; gender-diversity teaching methods for informatics, gender-diversity issues in course modules for Water Supply and Distribution as well as environmental technology)
- administrative staff (gender-diversity strategies and approaches in the university's organisation)
- a group of mentees for young female academics
- for all those interested: the gender-diversity portal

5.3 University of Luebeck

The Center of Faculty Staff Service (CFS) of the University of Luebeck, started in 2012, offers more than 50 courses p.a. on Learning and Teaching in Higher Education (LTHE). The academic staff is free to choose both *which* courses they want to do and *when* they want to do them. The courses are devided into six areas of teaching-competence for higher education (figure 6): Didactic competence, methodological competence, examination competence, media competence, leading competence, and competence in the areas of gender and diversity. Being the main competence areas in LTHE[22], they

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[20]e.g.: two years lasting coaching projects at the at the university of applied science and art Hildesheim (HAWK): Haasper, Jansen-Schulz 2008; at the TU Berlin: Steinbach, Jansen-Schulz 2009; some month lasting projects at several Universities in Germany, international master courses about Gender-Diversity in forestry in Vancouver, Vienna, Istanbul, (SILVA Network 2014) the youngest international project is the Integration of Gender-Diversity-aspects in Universities in Egypt and Jordan, (DAAD-Project 2012-2014, in which the author could participate): www.fu-berlin.de/sites/gender_egypt/ (access 14.7.2014)
[21]http://www.leuphana.de/gender-diversity-portal.html (acces 14.7.2014)
[22]Fiehn et.al. 2012; Trautwein/Merkt 2012; Heiner 2012; Heiner/Wildt 2013; Webler 2011; Brinker 2012; own researches in LTHE LeWI 2008-2012, http://www.zhb.tu-dortmund.de/hd/lewi/; Stelzer-Rothe 2008²

have been well researched in the last few years and are based on the theory of social contructivist learning (Siebert 2008).

Within two and a half year the CFS has grown into an important institution within the University of Luebeck for its teaching culture which meets with high acceptance from the highly motivated faculty – due to the open course concept and its orientation towards competencies.

Figure 6 Model of Teaching Competences

The following brief notes will give a first impression of the contents in the several competence areas and how gender-diversity-aspects are integrated. The diversity concept in higher education is grounded in interdisciplinarity, internationality, and inter- and transcultural settings informed by the principles of integrative gendering-diversity (including aspects of gender and diversity in academics' everyday teaching).

1. *Didactic Competence* includes the knowledge about individual learning settings, the strategies for translating this knowledge into learning situations with regard to contents and structures and with regards to the diversity of students learning processes of students as individual learners – women as well as men.
2. *Methods Competence* includes the knowledge about those methods which will support individual learning processes with a gender and diversity approach.
3. *Media competence* in LTHE refers to the didactic competence as well as the methods competence. It helps to decide the choice of media for specific learning situations; in our case, what is important is mainly the competence to use the electronic media. Here is the focus what do media show in regard to gender and diversity aspects (images of men, women, people of color, text, subtext…).
4. *Examination competence* is about the competence to conduct examinations in such a way that the students can demonstrate not only the level of their knowledge but the competences they have acquired. It includes also the ability to counsel students with regards on e.g. learning and examination concepts of foreign students with different learning experiences.
5. *Gender-, diversity- and intercultural competence* includes gender competence, diversity competence as well as didactic and methods competence. Academic staff is sensitized in this competence area to gender aspects and issues in social relations, socio-cultural differences and various forms of discrimination in academic society, in academic learning structures and in what is taught.

6. *Leading competence*, finally, encompasses other duties that academic staff has to carry out, such as leading teams, projects, or groups and the gender-diversity-aspects in and of leading (e.g. women in leading).

The annual evaluation questionnaire enquires after the self-assessment of the competence development of participants. The 2-year longitudinal view shows the development of teaching competences – especially the raising of the diversity (which contents gender as well) competence - due to the integrating gender-diversity approaches in nearly all 50 courses.
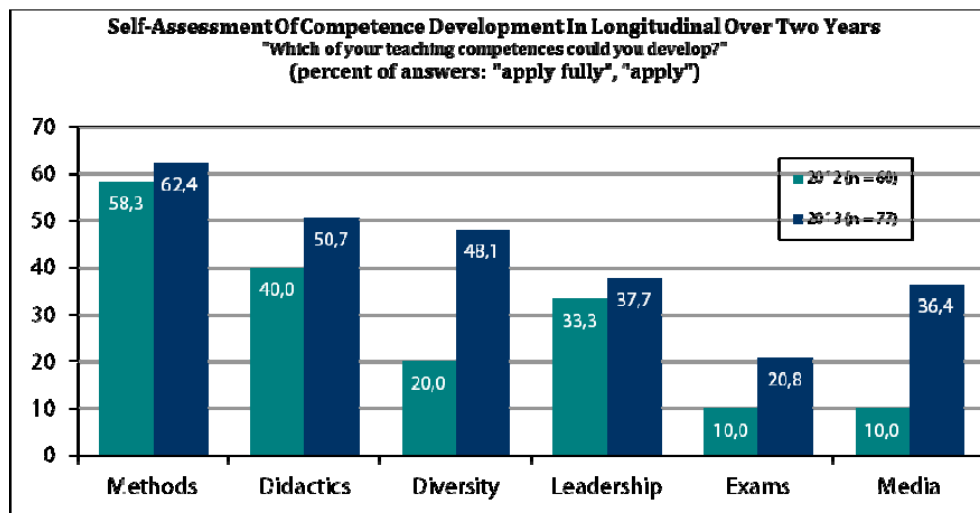

Self-Assessment Of Competence Development In Longitudinal Over Two Years
"Which of your teaching competences could you develop?"
(percent of answers: "apply fully", "apply")

	Methods	Didactics	Diversity	Leadership	Exams	Media
20_2 (n = 60)	58,3	40,0	20,0	33,3	10,0	10,0
20_3 (n = 77)	62,4	50,7	48,1	37,7	20,8	36,4

Figure 7 Self-Assessment of Competence Development

The reasons of the successful compencies approach in Luebeck are three
- The approach to academics's teaching skills is oriented towards their teaching compentencies, not their deficits.
- Faculty members are free to decide which competencies to improve and when.
- The programme's modular structure is an open concept, with the choice of course determined by the academics' own competence levels, interests and time available. There is a three-year time frame for completing the certificate programme;
- The diversity concept in higher education is grounded in interdisciplinarity, internationality, and inter- and transcultural settings informed by the principles of integrative gendering (including aspects of gender and diversity in academics' everyday teaching).

5.4. Integrative Gendering-Diversity & Higher Education Didactics Leuphana
The Leuphana University Lueneburg integrated gender-diversity in several didactic and teaching approaches (2007-2011) and was involved in a didactic research project.[23] (fig. 8)
In the higher education didactic programme there was only one course with a gender topic, in all other courses gender-diversity-issues were implemented. Beside this, gender-diversity were offered in some teaching structures of the universities college, graduate school and professional school.

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[23] LeWI 2008-2012, http://www.zhb.tu-dortmund.de/hd/lewi/; the author left the Leuphana University in 2011 – this is the reason, that she just can talk about the projects she was responsible for till end of 2011, some projects lasted on till 2013, 2014.
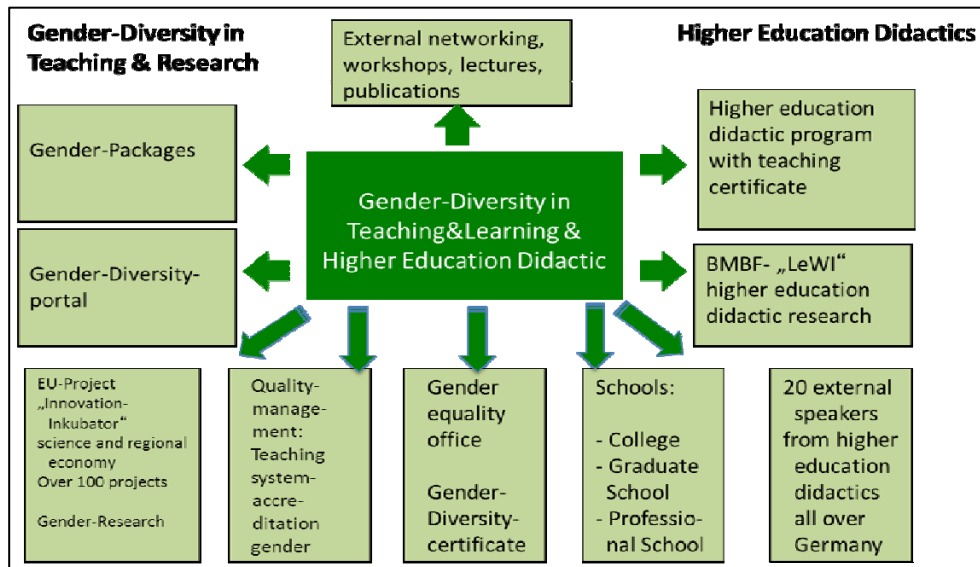
Figure 8   Integrative Gender-Diversity & Higher Education Didactics Leuphana

6.   Summary

This article showed, that it is possible to integrate gender-diversity aspects and approaches into universities structures, teaching and higher education didactic programmes. Universities try out different methods of integrating these approaches. One of the effective method is the integrating gender-diversity aspects into the daily processes of teaching, planning and organization. The actors need gender-diversity-competence, which they can develop through e.g. learning by doing, through looking on gender-diversity-issues from different perspectives in different courses of higher education teaching.
Necessary is an individual interest in structurally, didactically and socially impacts of gender-diversity learning and teaching situations in universities. And necessary is an open gender-diversity-orientated top-down university management.

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