

Kiel University
Gender Equality Plan
2020 - 2024

Contents

Preface by the University Board at the CAU	2
Preamble.....	3
1. Gender equality targets	4
1.1. Qualitative targets	4
1.2. Quantitative targets.....	4
2. Cross-cutting gender equality work – achieving qualitative goals.....	4
2.1. Gender-fair organisational and personnel development	4
2.2 Professionalisation of gender equality work in collaborative research projects.....	6
2.3 Promotion of female students and scientists in STEM subjects.....	7
2.4 Retention and expansion of the “familiengerechte Hochschule” (family-friendly university) audit.....	7
2.5 Protection against sexual harassment and violence.....	8
3. Gender ratios – achieving quantitative goals	10
3.1. Studying and teaching	10
3.2. Graduate support and doctoral degrees.....	10
3.3. Post-doc phase and habilitation (post-doc lecture qualification)	11
3.4. Research staff.....	12
3.5. Professorships	13
3.6. Technical/administrative staff	14
Appendix with data on the Gender Equality Plan	16

Preface by the University Board at the CAU

The University Board at the Christian-Albrechts-Universität (CAU) welcomes and supports the Gender Equality Plan submitted by the Gender Equality Commissioner. It is committed to the promotion of justice and equal opportunities, as well as the acknowledgement and utilisation of different talents and qualities, in order to fully consider and harness all the potential for thought and action at the university. Therefore, in recognition of the diversity of its members, the CAU stands for accessibility, and against any form of discrimination and violence on campus. With the certification as a family-friendly university (since 2002), the action plan adopted in 2015 to implement the UN Convention on the Rights of Persons with Disabilities, the affiliated Institute for Inclusive Education since October 2016, which trains experts for teacher training, the appointment of a Diversity Officer by the Senate, as well as the targets and measures developed in the framework of the "Vielfalt gestalten" (shaping diversity) audit procedure of the Stifterverband für die Deutsche Wissenschaft (certification 2019), the CAU has clearly demonstrated how seriously it takes the issue of equal opportunities, along with diversity in all its facets.

Preamble

In accordance with Section 12 (1) 4 of the Higher Education Act (HSG), a separate Gender Equality Plan documenting the implementation of the university's mission to ensure gender equality pursuant to Section 3 (4) HSG should be enclosed with the structure and development plan. The following Gender Equality Plan serves this purpose, replaces the Frauenförderplan (plan to promote women), which the university must draw up in terms of Section 11 of the Gender Equality Act (Gleichstellungsgesetz, GstG), and updates the previous Gender Equality Plan.

Kiel University strives to ensure equality between men and women in all university areas. In doing so, as well as promoting fairness and equal opportunities, it focuses on acknowledging and utilising different talents and qualities as potential for thought and action at Kiel University. As Kiel University's top positions are still heavily dominated by men, the university regards the removal of structural disadvantages for women in all areas of the university and the targeted support of female scientists as a central leadership task and also provides both staff and financial resources for this purpose.

In the university Gender Equality Rankings (CEWS 2019), the CAU has shown significant improvement in the last eight years (from level 10 to level 4). The CAU's Gender Equality Concept (2009), its implementation report (2013) and the Future Gender Equality Concept (2018) were prerequisites for successful participation in the Programme for Women Professors I, II and III of the Federal Ministry of Education and Research. Kiel University's statements on the Research-Oriented Standards on Gender Equality (FOGS) of the German Science Foundation (DFG) were rated second best (rank 3) by the DFG working group on equal opportunities in 2010, 2011 and 2013. The CAU continues to participate in the qualitative reports on the FOGS. The quantitative targets for increasing the proportion of women are based on the cascade principle set out in Section 11 (4) 2 GstG, which is also recommended by the DFG, according to which the proportion of women at a scientific qualification level serves as the target for the next higher level.

In accordance with Section 5 (1) 1 of the HSG, the University Board bears overall responsibility for quality assurance in gender mainstreaming at the university and therefore also for the implementation of the Gender Equality Plan. By implementing the Gender Equality Plan, the University Board assumes its responsibility and legal obligation in accordance with Section 3 (5) HSG to provide equal opportunities in life at Kiel University.

Within the University Board, which should include at least one woman, there has been a female Vice President responsible for the CAU's gender equality policy since 2011. The University Board is supported in its gender equality work by a full-time gender equality commissioner elected by the University Senate, her three part-time deputies and the staff members at the Central Office for Gender Equality, Diversity and Family. The Senate's Central Committee for Gender Equality will review the implementation status of the Gender Equality Plan annually, and issue an opinion on it. The Central Committee for Gender Equality demonstrates equal representation in all member groups with at least 25% men and is chaired by the gender equality commissioner.

This Gender Equality Plan was produced by order of the University Board, under the leadership of the university's gender equality commissioner, in cooperation with the Central Office for Gender Equality, Diversity and Family, the Senate's Committee for Gender Equality and the gender equality commissioners of the faculties, and was adopted by the University Board in June 2020.

1. Gender equality targets

1.1. Qualitative targets

- Gender-fair personnel and organisational development
- Professionalisation of the gender equality work in collaborative research projects
- Retention and expansion of the “familiengerechte Hochschule” (family-friendly university) audit
- Promotion of female students/scientists in STEM subjects
- Protection against sexual harassment and violence for everyone on campus

1.2. Quantitative targets

at least:

- 50% women in doctoral positions and 50% in doctoral graduates
- 50% women in post-doc positions and 40% of completed post-doc lecture qualifications (habilitations)
- 50% women in permanent scientific positions
- 50% women in assistant professorships
- 30% women holding professorships (not including assistant professorships)
- 40% women in new appointments for professorships
- 33% women in the faculty leadership positions
- 40% women on the University Board

2. Cross-cutting gender equality work – achieving qualitative goals

2.1. Gender-fair organisational and personnel development

Gender equality must be consistently and sustainably anchored in a gender-fair organisation, and also addressed as a **cross-cutting issue** in university documents and fields of action. The CAU has been involved in equality policy initiatives for over 10 years, such as the Research-Oriented Standards on Gender Equality of the DFG, and will continue pursuing such initiatives. The implementation of the Future Gender Equality Concept by 2023, in the framework of the Programme for Women Professors III, also falls within the time-frame of this Gender Equality Plan. To ensure the quality of the gender-fair and diversity-oriented organisational and personnel development, the CAU will apply for the **TOTAL E-QUALITY award** by 2024.

The eight **faculties** will develop their own Gender Equality Plans by 2022, assisted by their Gender Equality Committees. At least one woman should be nominated in every election of a (Vice) Dean by the faculties, to achieve the above-mentioned target of at least a third of the faculty leadership positions being held by women; overall, the recruitment process should become more transparent. There are part-time gender equality commissioners in all faculties, who support the appointment committees and chair the Gender Equality Committees. Full-time gender equality commissioners would be desirable, at least in the larger faculties. Cooperation between faculty and central gender equality commissioners is structurally well-anchored through regular meetings. The aim is to professionalise the gender equality work in the faculties through training courses and workshops, in the framework of the central **Lesley Drawing Programme** for Gender equality Commissioners, which should be retained.

When ensuring equal access to bodies such as Conventions and the Senate, as well as the corresponding committees, the statutory provision on **parity for electoral lists** must be followed, access to which should be open and transparent. Female scientists who are very involved in committees must be supported by the university through appropriate compensation measures; only in this way can the politically-desired and legally-specified objectives of gender-balanced appointments to committees and adequate participation of women in **decision-making** and design processes be achieved. Appropriate measures for this purpose include reductions in the teaching workload, which are already offered throughout the university, as well as additional personnel resources (especially assistant positions), which are currently only offered at the Faculty of Arts and Humanities. An evaluation and further development of these measures is planned.

The collection, analysis and presentation of anonymised personal data, differentiated by gender, qualification level and type of contract, as well as the individual recruitment steps in the appointment procedures, take place regularly once a year. These **indicators** are represented for the whole university, as well as for the individual faculties. They are published on the homepage of the gender equality commissioner, and also made available to the faculties for their internal communication and designating targets and measures.

Transparent and equal-opportunity **appointment procedures**, which are as free as possible from gender stereotypes in their evaluation criteria and assessments, are important building blocks for gender-fair personnel development. The goal of this aspect is the development of a guideline for gender-fair appointments, or the consistent application of existing guidelines such as "Fair in den Job" (guidelines for discrimination-free appointment procedures) published by the German Federal Anti-Discrimination Agency, which must be made widely known throughout the university. Wide-ranging collective advertising of positions, e.g. for doctoral researchers and post-docs in collaborative research projects, could also be a transparent and gender-fair recruitment instrument, through which personnel decisions are made by commissions. Continuing professional development already includes courses facilitating the acquisition of important **gender competences**. These should be developed further, and for example also include topics such as gender-fair personnel development and gender-sensitive leadership culture. Also desirable is the consideration of gender-specific aspects in all training courses, combined with appropriate competencies of the trainers, which have already been conveyed in the first training events, and should be further expanded.

An important element is across-the-board gender-fair remuneration. Data has already been collected on the "**Gender Pay Gap**" indicator at the CAU for professorships in the W salary bracket, in the framework of the EU project "Baltic Gender"; the data collection should be continued regularly and developed further. If this indicator is above 5% on average, the University Board must be informed and measures must be offered, e.g. special negotiation training for women. In addition, the CAU is reviewing equal pay for its tariff-based employees until 2024, using the analysis tool [eg-check.de](https://www.eg-check.de).

Gender equality objectives have been an integral part of the relevant target agreements with the state since 2014, and **indicator-based internal allocation of funds** (iMV) has been agreed between the University Board and faculties since 2015. The indicators used are regularly checked for their management effectiveness, and adjusted if necessary. To link them more closely with the gender equality goals, the results of the iMV should also be discussed with the gender equality commissioners of the faculties in future. In future, special services or efforts towards increased equality and gender competence should also be one of the criteria for the individual target and performance agreements with professors.

The central **gender equality budget** has been in place since 2009 for the promotion of gender equality measures, and is allocated to the gender equality commissioner. It should also be made available in future, and supplemented with gender equality funding from the Programme for Women Professors III. Numerous measures (e.g. conference trips, female guest researchers,

re-entry scholarships after parental leave, career development for female scientists, coaching, mentoring, prizes, exhibitions) are financed out of this budget. The measures financed from this budget should be evaluated by 2024. Some of the faculties have their own budgets for faculty-specific gender equality measures; one goal should be that all faculties allocate such a budget for their specific needs, according to their means.

Gender-fair language and images must be used in all forms of public relations work and communication, which is not yet the case for all documents and Internet pages at the CAU. For further optimisation, training on the use of gender-fair language is planned as measures for the next few years, as well as related checking by external experts of various university documents and websites. Targeted public relations work on the research and teaching achievements of women must be strengthened, in order to make successful and diverse "**role models**" more visible as motivation for female early career researchers. University management and the faculties should actively campaign for the targeted nomination of female researchers from Kiel University for awards and prizes, both for internal and external competitions (e.g. faculty prizes, Leibniz Prize awarded by the DFG, the Heinz Maier-Leibnitz Prize, Robert Bosch Prize, Alfried Krupp Award, Science Prize awarded by the City of Kiel), as well as the nomination of female experts for national and international scientific organisations.

The promotion of equality in practice and improved consideration of the **gender dimension in teaching and research** are closely linked, and are mutually beneficial. The consideration of gender as a cross-cutting topic, not only in personnel matters, is expected by national (e.g. DFG) and international (especially EU) third-party funding sources in project applications, and is explicitly recognised as a sign of quality of the research. The gender dimension may be relevant to many research topics. One of the fundamental principles and standards of good scientific practice is that scientists review the relevance of gender to their research projects. The CAU undertakes to follow these European and national principles. A protocol for examining this question, which was developed in the framework of the EU project "Baltic Gender", is available and can be followed by all specialist areas when application advice is provided by the GenderConsulting Service for collaborative research projects. To boost the visibility of gender aspects in research, **gender research awards** are presented every year for the best Master's and doctoral thesis. From the perspective of the specific gender equality work, better integration of the gender dimension in teaching is relevant. As a matter of principle, the topic of "gender and diversity in teaching" is anchored in the basic university didactics programme as well as various courses offered by the Continuing Professional Development Centre and PerLe, in order to sensitise university lecturers to the topic on an ongoing basis. Scientific expertise from gender research on developmental and structural tasks at the CAU should continue to be incorporated into gender equality work.

2.2 Professionalisation of gender equality work in collaborative research projects

There are currently two Clusters of Excellence, four Collaborative Research Centres (CRCs), three research training groups, two priority programmes (SPPs) and two groups of researchers under CAU leadership. There are almost always numerous **applications for research projects** in specific preparation. Gender competence is increasingly required, even when the initial application is made. At a national level, all DFG funding lines which finance the larger collaborative research projects (in particular CRCs) must include a chapter on gender equality and family support in the application - these are also coming under increased scrutiny during the assessments. As one of several so-called "soft" factors, the gender equality concept of the university and the research network is also relevant to the funding decision. Since 2015, the DFG has explicitly included the promotion of equality between women and men in science in their guidelines for assessment of CRCs, as a criterion related to support structures. In the other programme lines, the promotion of diversity and equal opportunities is a relevant cross-cutting topic

during assessments. The number of **female spokespersons** and work-package leaders should be increased at the CAU; currently, there are only two women but 13 men in spokesperson positions at collaborative research projects. CRCs which receive funding have €30,000 available per annum for specific gender equality measures, and the other collaborative research projects funded by the DFG have €15,000 available per annum. These amounts are not insignificant, but sometimes they are not fully utilised and instead returned to the DFG. The main reasons for this are, on the one hand, a lack of gender and equality competence in the research networks, and on the other hand, a lack of time and human resources and an overview of the overall situation at the CAU. This makes it more difficult to remain in constant dialogue with the DFG on flexibility for the use gender equality funding, and jointly develop measures for multiple collaborative research projects. Equality competence, in particular with regard to delineation of research topics, is also becoming increasingly important for the success of research proposals at the European level, and more advice is being requested in this context from the Central Office for Gender Equality, Diversity & Family.

Against this background, a position was established in the Central Office for Gender Equality, Diversity & Family in June 2019, to provide a **GenderConsulting Service**. This allows applicants for collaborative research projects to receive more specific advice and practical assistance on gender equality and family support, so that the applications and projects can also be excellent and successful in this regard. This support should help to develop and implement target group-specific and tailor-made measures for the individual research projects, using their respective gender equality funding. The people responsible for the implementation of gender equality measures in the research projects are included in a targeted network, so that with the support of the central GenderConsulting Service, they can also learn from each other and adapt each other's effective measures. This applies in particular to the measures identified as "best practices" during the course of the Baltic Gender project, such as a project-specific Code of Conduct, or the selection process developed at the Cluster of Excellence "The Future Ocean" for post-doctoral researchers in a transparent, standardised "Postdoc project call", which also includes a gender quota in all selection steps. The GenderConsulting Service enables more professional gender equality work, and offers a more target-oriented and transparent use of the **gender equality funding**. Since third-party funding via collaborative research projects is a permanently important factor for scientific excellence at the CAU, it should be a goal to establish the GenderConsulting Service as a permanent part of the Central Office for Equal Opportunities, and to make the transition from project funding into a permanent position. This would require a part-time position (E 13) to be made available permanently.

2.3 Promotion of female students and scientists in STEM subjects

In 2020, the CAU will join the National Pact for Women in STEM Occupations ("Komm, mach-MINT"). With resources from the Programme for Women Professors III, funds will be made available over the next five years to inform and support female school pupils (e.g. Girls' Days, Physics Project Days, study taster courses) and female students (e.g. tutoring, mentoring, networking offers, presentations) in **STEM subjects** (e.g. physics, all subjects at the Faculty of Engineering). These measures should help to increase the proportion of women at all qualification levels in the STEM subjects, and make female "role models" visible to early career researchers.

2.4 Retention and expansion of the "familiengerechte Hochschule" (family-friendly university) audit

A central goal is to ensure the compatibility of work, study and family life. The CAU already recognised the importance of family-friendly conditions for working and studying at an early

stage, and was the first comprehensive university to be certified by **berufundfamilie GmbH** in 2002. The “familiengerechte Hochschule” (**family-friendly university**) audit certificate was obtained in 2006, 2009 and 2012, and in 2016 the CAU was one of the first universities to be certified on a permanent basis. The permanent certificate is currently being extended; the process was completed in March 2020. A continuous development and expansion of family-friendly structures at the CAU has been ensured and promoted to this day. Since 2002, a total of 48 goals and 134 smaller and larger measures have been agreed, most of which could also be implemented. By now, the CAU has assumed a national pioneering role in ensuring a high level of compatibility of family life with work and study, and has firmly anchored family-friendly measures, which are used by numerous employees and students. A milestone was the establishment of the Family Service in 2007, which since then has made a significant contribution to anchoring and advising all status groups on compatibility issues at the university, with two permanent positions. In the technical-administrative area, the flexible working times have been used very effectively since 2007, to ensure compatibility of family life with work. Other established and very well accepted offers are the **childcare**, which today offers more than 300 places, primarily for children from 0-6 years old of staff and students, as well as the flexible childcare during events at the CAU. The holiday programme for schoolchildren for seven weeks of the holidays has been offered since 2005, and is used by an average of 20 children, mainly of scientists, per week of the programme. Family Officers in the faculties and the Graduate Center have been available as contact persons and multipliers since 2012. Information is provided for all status groups at the university via the continuously-updated, bilingual Internet presence. Information events are offered for students and employees on a regular basis.

Maintaining the above-average standard at the CAU as a family-friendly university is the top goal in the area of family-friendly policy. This requires appropriate measures, such as the ongoing anchoring of the topics in all relevant processes, documents and areas, the ongoing certification, and the safeguarding of existing quality and capacity. The visibility of the support by the University Board for a family-friendly university also ensures the sustainability of the family-friendly management culture in the long term. This will help to further reduce **discrimination** related to family obligations. Family-friendly policies not only represent a quality increase for the institution, but also highlight the university’s role in setting an example of social responsibility. Creating a family-friendly environment is an ongoing process, which goes beyond practical measures such as the needs-based expansion of childcare capacity, with the goal of achieving a sustainable culture change, e.g. by raising awareness among management, better consideration of family-friendly meeting times, and eliminating outdated **gender role stereotypes**. This process should also be continued in future.

2.5 Protection against sexual harassment and violence

The campus is not a space that is free from **sexual harassment** and violence. The aim must therefore be to prevent this form of discrimination, to reduce its occurrence as far as possible, and to provide qualified advice and support services for those affected. Almost two-thirds of female students experience sexual harassment during their studies, and almost a third experience sexual violence (survey at the CAU from 2010). Some of these incidents take place on campus; the perpetrators are mostly fellow students, and more rarely lecturers or other employees of the university. With the coming into effect of the new Higher Education Act (2016), sexual harassment of and by students is also prohibited, affected students are granted a right of appeal, and the university is obliged to take appropriate measures for the prevention of and protection against sexual harassment and violence. In cooperation with the Frauennotruf Kiel (women's emergency hotline), a low-threshold, professional **counselling service** has been set up on campus for affected students, which must be maintained and, if necessary, expanded. There are other counselling services offered to affected employees, e.g. the gender equality commissioners and diversity officers. The gender equality commissioner and the diversity officer, together

with others, jointly developed a **guideline** on this topic for dealing with discrimination, sexual violence and bullying, which has already been adopted by the University Board, and which should be publicised and applied consistently for the duration of this Gender Equality Plan. The guideline, which is also one of the measures from the "Shaping Diversity" audit procedure, is aimed at increasing awareness and prevention, informing about counselling and complaints procedures, and specifying possible sanctions.

3. Gender ratios – achieving quantitative goals

3.1. Studying and teaching

For over 15 years, the CAU has largely demonstrated a balanced gender ratio among students (blue) and graduates (orange) (Figure 1), so that at these levels there are only a few subjects with a significant under-representation of women (Tables 1, 2) that require gender equality measures to increase the proportion of women, which are usually carried out by the departments involved with support from central services (see above). Every year, the university surveys diverse and gender-differentiated data on the current situation for degree programmes and examinations, including the transition to Master's degree programmes. Until now, there has been no indication of relevant gender-specific differences on average, and therefore there is currently no need to take action.

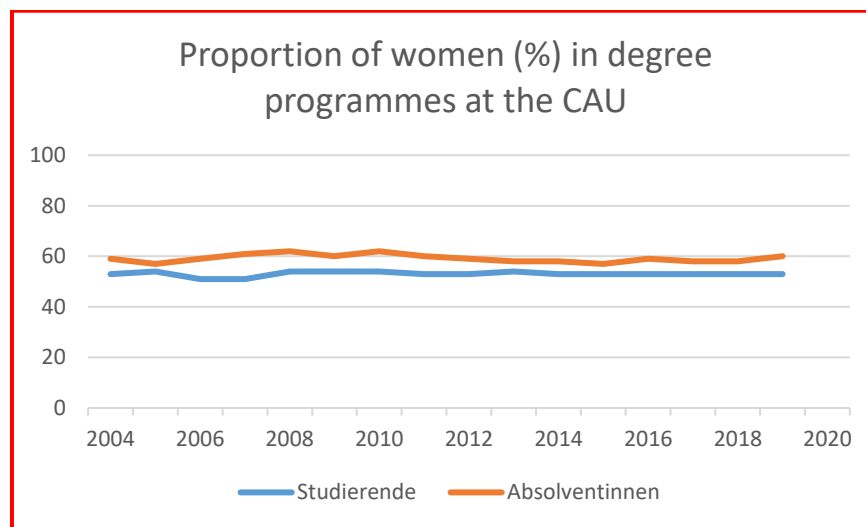


Figure 1: Proportion of women [%] in degree programmes at the CAU over time

3.2. Graduate support and doctoral degrees

The CAU has also largely demonstrated a balanced gender ratio for 10 years for completed doctoral degrees (Figure 2), whereby there was a drop in the proportion of women for the first time in 2019, to significantly below 50% (Table 3). There has long been an imbalance in the financing of doctoral degrees: only 40% of doctoral researchers in qualifying positions (blue) are women, although 47% of completed doctoral degrees are attributed to women (orange) (Tables 3, 4). This suggests that perhaps more women than men are completing doctoral degrees in other positions, with scholarships or without financing at Kiel University. The stated target is to remove this imbalance and make gender-equal appointments to doctoral degree positions throughout the university. Those interested in doctoral research as well as supervisors are regularly informed about the situation of female doctoral researchers. Faculties in which this imbalance still exists must advertise doctoral degree positions and fill them through an equal-opportunity appointment procedure. Additional doctoral degree positions for women have been created for a period of 5 years, through the Programme for Women Professors III.

The responsibilities of the cross-faculty Graduate Center at the CAU include ensuring equal opportunities between men and women during their scientific qualifying phase and beyond. These include specific advisory services, a profile analysis as an instrument of self-reflection, an active culture of encouraging women to enter into scientific careers if this fits in with their

concept of life and their way of working, as well as providing advice on applications and appointments for doctoral degree programmes funded by third parties. The Graduate Center is assigned a male and a female person of trust to mediate and give guidance in cases of difficulties or conflict, related to doctoral studies.

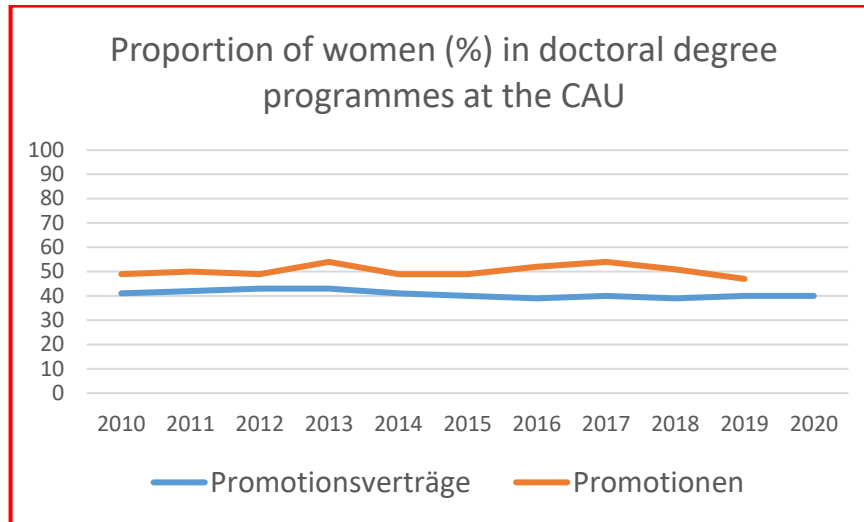


Figure 2: Proportion of women [%] in doctoral degree programmes at the CAU over time

3.3. Post-doc phase and habilitation (post-doc lecture qualification)

After completion of doctoral degrees, the proportion of women at the CAU declines (Tables 5, 6, 7), moderately with regard to post-doc positions with and without qualifying opportunities (to a total of 40%, blue), but more significantly with regard to completed habilitations (to 35%, orange). This figure varied in the past ten years between 19% and 40%, but despite the comparatively small number of cases, there is a slight upward trend (Figure 3). The ambitious goal has been set of reaching 50% women in post-doc positions and at least 40% of completed habilitations by 2024. Due to the bottleneck nature of this phase, there is a particularly large number of already existing and planned measures for the post-doc female researchers target group at the CAU.

The Postdoc Centre recently established at the CAU combines existing offers for career development, develops target-group-specific measures, coordinates various networking offers, provides support with internal research funding, and offers individual advice for doctoral degree graduates, in particular career advice on the academic career path. The principle of gender equality must be consistently applied in the concepts and instruments of the Postdoc Centre, including through cooperation with the Central Office for Gender Equality, Diversity & Family.

An effective measure for increasing the proportion of women in habilitations is habilitation scholarships for female humanities and social scientists. The financing of such habilitation scholarships is underway again through funding from the Programme for Women Professors III, and a permanent continuation of the measure from the university budget after 2024 is being pursued, due to the measurable successes. This would require €30,000 per annum per scholarship.

Female post-doc scientists at the CAU have an excellent network through the Women Scientists Network, which will continue to receive central financial and organisational support. Since 2010, female post-doc scientists from all faculties have the opportunity to participate in the via:mento mentoring programme. A third-party funded expansion of the programme for the marine sciences (via:mento_ocean) was in place for some time, but has ended with the expiry of the Cluster of Excellence "The Future Ocean". From 2020, an internationally-oriented programme will

also be offered (via:mento_international). University-wide and in the affiliated institutes, via:mento is in great demand, is continually evaluated, consistently delivers measurable, positive results regarding scientific career development, and enjoys a very good reputation throughout Germany. Until 2019, the programme was financed with funding from the Programme for Women Professors I+II, and was thereafter made permanent from the university budget, to further consolidate the effective promotion of female scientists (including junior professors) after their doctoral degrees. via:mento_international will address the specific target group of international post-docs at the CAU, and also support female German scientists who plan to work abroad. This English-language programme is initially financed until 2024 with funding from the Programme for Women Professors III, and continuation beyond this date will be pursued in the event of a positive evaluation.

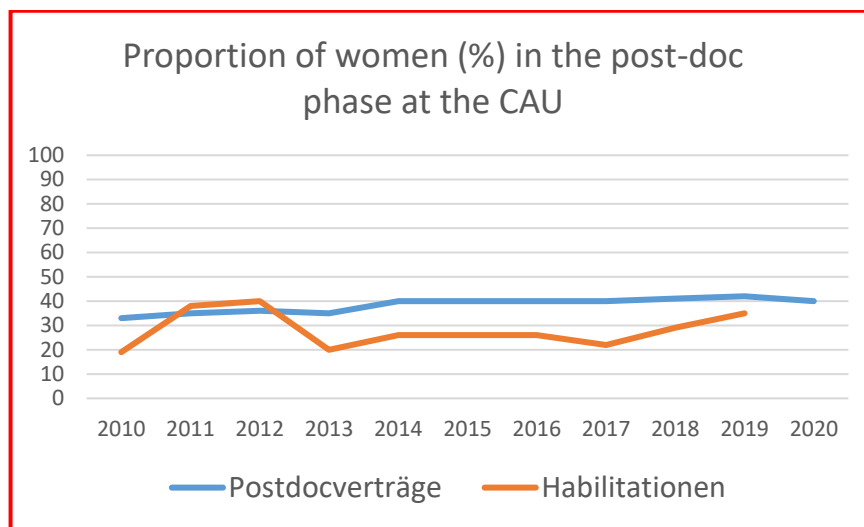


Figure 3: Proportion of women [%] in the post-doc phase at the CAU over time

On completion of their habilitation, the CAU offers female researchers the opportunity of further employment as academic staff (Akademische Rätin) for up to four years (6+4 Programme), to increase the chances of a professorial appointment. Together with the statutory regulations on extending contracts by time off for maternity or parental leave, the increased planning security this offers also provides female researchers with a very good opportunity to combine scientific careers with having families in this qualifying phase. The programme has proven to be attractive and effective, and should be retained.

3.4. Research staff

Over the past few years and among the total research staff (without professorships, including the qualifying positions stated above), Kiel University was able to significantly increase the proportion of women to 43% (2002: 30%). The annual monitoring of the practice of fixed-term contracts at the CAU shows no gender-specific difference in the contract periods in recent years, but the rate of part-time employment is higher for women than for men. Significant steps have been taken towards gender-balanced appointments to scientific permanent positions (Tables 10a,c,e), with a total of 41% women (2010: 22%). The CAU's goal is to have at least 50% women in scientific permanent positions. This goal can only be achieved with a continuation of the transparent and equal-opportunity appointment, promotion and permanent appointment procedures. Also with the implementation of the "Zukunftsvertrag Studium und Lehre stärken" (Contract for the Future to Strengthen Studying and Teaching), through which numerous new permanent jobs

will be created, attention must be paid to the gender-equitable awarding of these positions, according to the administrative agreement reached between the federal and state governments. Women are overrepresented in the fixed-term positions with mainly teaching activities (Table 10b), i.e. in positions with a high teaching workload. Specific personnel development measures and support offers must be developed for this group. Research funding will be provided for this target group until 2024, through the Programme for Women Professors III.

3.5. Professorships

In comparison with habilitation, the junior professorship at the CAU has proven to be extremely positive for gender equality on the scientific career path, especially if it involves a Tenure Track. In this category, the proportion of women has risen continuously since its introduction in 2002 (14%), and has remained close to parity for 10 years now (Figure 4, blue). So far, assistant professorships are in place at six of the eight faculties (Table 8). During or at the end of their W1 term, 67% of female assistant professors at the CAU are appointed as W2 or W3 professors, and a total of 90% remain in science. Other important measures to support the career advancement of female assistant professors that should be continued include counselling, networking, coaching and mentoring, as well as the provision of basic equipment (in preparation centrally). Financial incentives are available for female assistant professors until 2024, through the Programme for Women Professors III.

Women are still significantly under-represented in the full professorships at the CAU, with a current average of 24% (Table 9), even though there has been a slow upward trend in recent years (Figure 4, orange). One strategic gender equality issue at the CAU is gaining significantly more highly qualified female scientists as professors - a proportion of at least 30% women by 2024 has been set as this target. To achieve this goal, in appointment procedures the target of at least 40% women on average must be achieved for new appointments; this figure was also set in the target agreements with the state, and allocated a 15% share of the profile budget. For the appointment of the 21 Tenure Track professors, which the CAU has been awarded through the Joint Federal Government-Länder Funding Programme for Junior Academics (Tenure-Track Programme), the target of a women's quota of 50% has been set.

Through participation in the Programme for Women Professors I+II+III of the federal government and states, the CAU was awarded the maximum of three new female professors in each round, but only two female professors were appointed during the Programme for Women Professors II, due to one appointment being declined. If there is further continuation of the Programme for Women Professors, the CAU will participate once again.

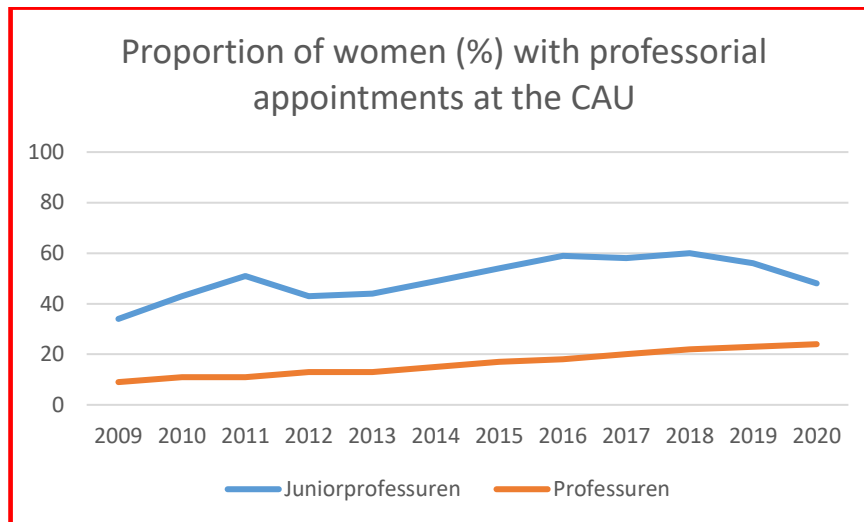


Figure 4: Proportion of women [%] with professorial appointments at the CAU over time

The appointment procedure represents the deciding interface for achieving these aims. Job advertisements for professors contain the obligatory phrase that “Kiel University wants to gain more qualified female professors” in order to specifically address female scientists more. The appointment procedure rules have been an effective instrument, with regulations that are relevant to gender equality such as obligatory and documented active recruitment of female scientists, concentrating on the identical application of specialist selection criteria throughout all applicants, ensuring a gender balance in external assessors, clear rules for avoiding bias allowing applicants to be assessed without prejudice, considering family times when evaluating scientific achievements, as well as a significant increase in the transparency of the procedure. Active recruitment, i.e. the targeting of qualified female candidates, has proven to be a particularly effective measure to increase the proportion of women appointed. Therefore, this instrument must be used more extensively in future, and measures taken to professionalise the process. In addition to the ongoing professionalisation of the gender equality commissioners, other important measures include gender and diversity competence training for the chairpersons and members of appointment committees, in particular for newly-elected (Vice) Deans, who are usually responsible for the appointment procedures. In order to ensure at least 40% women with voting rights on the appointment committees, support is offered to female professors with a disproportionate workload on committees, such as a reduced teaching workload or additional assistant positions. This measure should be reviewed by 2024, and expanded if necessary.

The right in terms of civil service law of numerous professors to possibly defer their retirement makes it more difficult to increase the proportion of women among professors. The restrictive handling of endorsement and approval of these deferral applications would therefore be an effective gender equality measure at the level of the professorships, but is not in the hands of the university.

3.6. Technical/administrative staff

Regarding technical/administrative staff at the CAU, there is no under-representation of women in any given salary bracket (Table 11), so there are no qualitative targets in this area, and there is currently no need to take action through specific measures. A cause for concern is the high proportion of women in fixed-term positions in this area; here, the university as an employer

should consistently ensure that permanent employment contracts are also concluded for permanent tasks. Women with leading positions in the Central Administration are also well represented at all levels. They are heads of 63% of the divisions and 57% of the central units, as well as making up 50% of the managing directors of service areas. 75% of the managing directors in the faculties are female. Although the proportion of women among apprentices in the mainly technical professions at the CAU is around 38%, this could be increased further.

The Personnel Development Division and the various services of Kiel University's Continuing Professional Development Centre provide opportunities for further professional and personal development of female staff and managers. Regarding the secretariats, offices and Examination Offices, where many, often over-qualified women work, ways should be sought to increase recognition of the diverse qualifications, reappraise the tasks performed, and where applicable also increase the salary brackets, especially in the context of the increased and changed requirements.

Appendix with data on the Gender Equality Plan

Table 1: Students at Kiel University (winter semester 2019/2020)

Faculty	Men	Women	Total	% Women
Theology	120	166	286	58.0
Law	974	1,266	2,240	56.5
Business, Economics and Social Sciences	1,989	1,261	3,250	38.8
Medicine	903	1,623	2,526	64.3
Arts and Humanities	3,248	5,470	8,718	62.7
Mathematics and Natural Sciences	2,736	2,737	5,473	50.0
Agricultural and Nutritional Sciences	773	1,393	2,166	64.3
Engineering	1,984	423	2,407	17.6
Kiel University total	12,727	14,339	27,066	53.0

Table 2: Graduates at Kiel University (2018/2019 academic year)

Faculty	Men	Women	Total	% Women
Theology	6	12	18	66.7
Law	77	92	169	54.4
Business, Economics and Social Sciences	300	269	569	47.3
Medicine	97	158	255	62.0
Arts and Humanities	286	853	1,139	74.9
Mathematics and Natural Sciences	343	397	740	53.6
Agricultural and Nutritional Sciences	121	284	405	70.1
Engineering	190	37	227	16.3
Kiel University total	1,420	2,102	3,522	59.7

Table 3: Completed doctoral degrees at Kiel University (2018/2019 academic year)

Faculty	Men	Women	Total	% Women
Theology	1	1	2	50.0
Law	22	14	36	38.9
Business, Economics and Social Sciences	8	6	14	42.9
Medicine	89	104	193	53.9
Arts and Humanities	20	31	51	60.8
Mathematics and Natural Sciences	85	55	140	39.3
Agricultural and Nutritional Sciences	13	14	27	51.9
Engineering	29	7	36	19.4
Kiel University total	267	232	499	46.5

Table 4: Doctoral research positions (as at 1.3.2020; medicine: only pre-clinical)

Faculty	Men	Women	Total	% Women
Theology	3	8	11	72.7
Law	30	19	49	38.8
Business, Economics and Social Sciences	39	32	71	45.1
Medicine	6	22	28	78.6
Arts and Humanities	26	56	82	68.3
Mathematics and Natural Sciences	223	122	345	35.4
Agricultural and Nutritional Sciences	24	34	58	58.6
Engineering	123	27	150	18.0
Kiel University total	474	320	794	40.3

Table 5: Post-doc positions without qualifying opportunities (as at 1.3.2020; medicine: pre-clinical only)

Faculty	Men	Women	Total	% Women
Theology	0	0	0	0.0
Law	0	0	0	0.0
Business, Economics and Social Sciences	1	1	2	50.0
Medicine	1	2	3	66.7
Arts and Humanities	9	3	12	25.0
Mathematics and Natural Sciences	47	21	68	30.9
Agricultural and Nutritional Sciences	5	8	13	61.5
Engineering	14	2	16	12.5
Kiel University total	77	37	114	32.5

Table 6: Habilitation positions (as at 1.3.2020; medicine: only pre-clinical)

Faculty	Men	Women	Total	% Women
Theology	0	1	1	100.0
Law	4	0	4	0.0
Business, Economics and Social Sciences	5	4	9	44.4
Medicine	8	8	16	50.0
Arts and Humanities	11	18	29	62.1
Mathematics and Natural Sciences	30	22	52	42.3
Agricultural and Nutritional Sciences	14	10	24	41.7
Engineering	7	2	9	22.2
Kiel University total	79	65	144	45.1

Table 7: Habilitations at Kiel University (2019 calendar year)

Faculty	Men	Women	Total	% Women
Theology	0	0	0	0.0
Law	0	0	0	0.0
Business, Economics and Social Sciences	0	0	0	0.0
Medicine	11	2	13	15.4
Arts and Humanities	0	2	2	100.0
Mathematics and Natural Sciences	1	3	4	75.0
Agricultural and Nutritional Sciences	1	0	1	0.0
Engineering	0	0	0	0.0
Kiel University total	13	7	20	35.0

Table 8: Assistant professorships at Kiel University incl. UKSH Kiel and affiliated institutes (as at 1.3.2020)

Faculty	Men	Women	Total	% Women
Theology	0	0	0	0.0
Law	0	0	0	0.0
Business, Economics and Social Sciences	2	0	2	0.0
Medicine	4	3	7	42.9
Arts and Humanities	1	4	5	80.0
Mathematics and Natural Sciences	3	4	7	57.1
Agricultural and Nutritional Sciences	1	1	2	50.0
Engineering	2	0	2	0.0
Kiel University total	13	12	25	48.0

Table 9: Full professorships incl. UKSH Kiel and affiliated institutes (as at 1.3.2020)

Faculty				%
	Men	Women	Total	Women
Theology	6	4	10	40.0
Law	15	6	21	28.6
Business, Economics and Social Sciences	26	7	33	21.2
Medicine	76	22	98	22.4
Arts and Humanities	57	27	84	32.1
Mathematics and Natural Sciences	105	31	136	22.8
Agricultural and Nutritional Sciences	21	6	27	22.2
Engineering	32	5	37	13.5
Kiel University total	338	108	446	24.2

Tables 10a-f: Research staff (as at 1.3.2020; medicine: only pre-clinical)

Table 10a: Research staff with mainly teaching activities (**permanent**)

Faculty				%
	Men	Women	Total	Women
Theology	0	1	1	100.0
Law	1	0	1	0.0
Business, Economics and Social Sciences	1	1	2	50.0
Medicine	0	0	0	0.0
Arts and Humanities	17	22	39	56.4
Mathematics and Natural Sciences	1	1	2	50.0
Agricultural and Nutritional Sciences	0	1	1	100.0
Engineering	0	0	0	0.0
Kiel University total	20	26	46	56.5

Table 10b: Research staff with mainly teaching activities (**fixed-term**)

Faculty				%
	Men	Women	Total	Women
Theology	0	0	0	0.0
Law	0	0	0	0.0
Business, Economics and Social Sciences	0	1	1	100.0
Medicine	0	0	0	0.0
Arts and Humanities	9	19	28	67.9
Mathematics and Natural Sciences	0	1	1	100.0
Agricultural and Nutritional Sciences	0	1	1	100.0
Engineering	0	0	0	0.0
Kiel University total	9	22	31	71.0

Table 10c: Research staff in official status positions (**permanent**)

Faculty				%
	Men	Women	Total	Women
Theology	0	0	0	0.0
Law	1	0	1	0.0
Business, Economics and Social Sciences	2	0	2	0.0
Medicine	3	0	3	0.0
Arts and Humanities	9	6	15	40.0
Mathematics and Natural Sciences	23	2	25	8.0
Agricultural and Nutritional Sciences	4	0	4	0.0
Engineering	2	0	2	0.0
Kiel University total	44	8	52	15.4

Table 10d: Research staff in official status positions (**fixed-term**)

Faculty				%
	Men	Women	Total	Women
Theology	0	0	0	0.0
Law	0	0	0	0.0
Business, Economics and Social Sciences	0	0	0	0.0
Medicine	0	0	0	0.0
Arts and Humanities	2	0	2	0.0
Mathematics and Natural Sciences	0	0	0	0.0
Agricultural and Nutritional Sciences	0	0	0	0.0
Engineering	0	0	0	0.0
Kiel University total	2	0	2	0.0

Table 10e: Research staff in other positions (**permanent**)

Faculty				%
	Men	Women	Total	Women
Theology	0	1	1	100.0
Law	0	2	2	100.0
Business, Economics and Social Sciences	3	4	7	57.1
Medicine	1	5	6	83.3
Arts and Humanities	19	34	53	64.2
Mathematics and Natural Sciences	40	19	59	32.2
Agricultural and Nutritional Sciences	13	4	17	23.5
Engineering	12	3	15	20.0
Kiel University total	88	72	160	45.0

Table 10f: Research staff in other positions (**fixed-term**)

Faculty				%
	Men	Women	Total	Women
Theology	2	1	3	33.3
Law	2	8	10	80.0
Business, Economics and Social Sciences	19	12	31	38.7
Medicine	8	8	16	50.0
Arts and Humanities	90	94	184	51.1
Mathematics and Natural Sciences	67	58	125	46.4
Agricultural and Nutritional Sciences	18	37	55	67.3
Engineering	38	10	48	20.8
Kiel University total	244	228	472	48.3

Table 11: Technical/administrative staff (as at 1.3.2020)

Employees Salary bracket	Permanent positions				Fixed-term positions			
	Men	Women	Total	% Women	Men	Women	Total	% Women
E1 – E8	186	458	644	71.1	42	80	122	65.6
E9 – E13	217	282	499	56.5	45	75	120	62.5
above E14	18	22	40	55.0	5	1	6	16.7
Total	421	762	1,183	64.4	92	156	248	62.9
Officials Salary bracket	Permanent positions				Fixed-term positions			
	Men	Women	Total	% Women	Men	Women	Total	% Women
A6 – A8	0	1	1	100.0	0	0	0	0.0
A9 – A13	7	18	25	72.0	0	0	0	0.0
A14 and above	2	2	4	50.0	0	0	0	0.0
Total	9	21	30	70.0	0	0	0	0.0