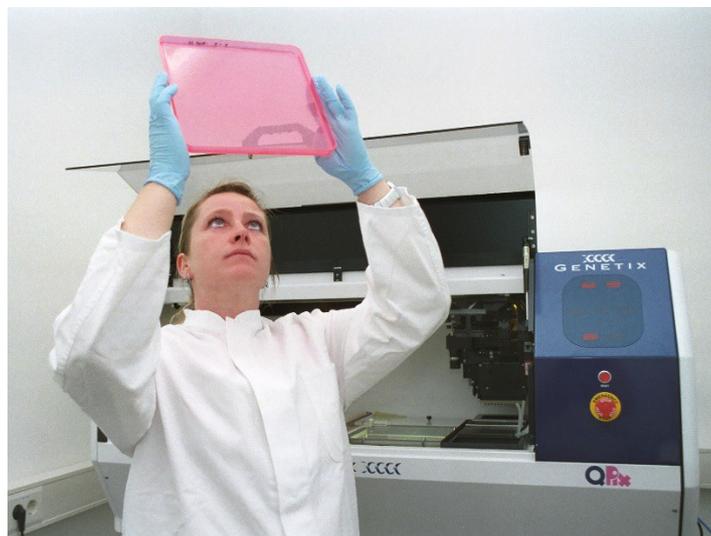


Gender Equality Future Concept of the Christian-Albrechts-University (CAU) of Kiel



Based on the application in the framework of the German
Program for Female Professors III

Kiel, May 2018



Preamble

Founded in 1665, Kiel University (CAU) is Schleswig-Holstein's only fully-fledged university. It sees itself as a state university offering a wide range of subjects, which can make a dynamic contribution towards solving the major challenges our society faces. To do so, it has strategically positioned itself with four internationally-visible priority research areas, which are based on the co-operation of excellent disciplines from all eight faculties. They are developed through common interfaces in research, teaching, promotion of early career researchers, transfer and equal opportunities, and benefit from the successful cooperation with external partners. The CAU sees itself as a university of cutting-edge research, both for and within society. This understanding gives rise to its overarching objective: to systematically establish individual and equal-opportunity career paths, from choosing a degree programme right through to professorships, from science to business and back again. Equal opportunities and the utilisation of all potential are quality criteria of excellence.

Systematic and comprehensive gender equality work only started at the CAU in 2007, and since then has developed rapidly and positively. While there were only isolated initiatives towards equal opportunities at the beginning, especially as part of the family-friendly university audit "audit familiengerechte Hochschule" (since 2002), the equality concept in the framework of the Programme for Women Professors I (PP I) was the first conceptual development of university-wide goals and measures. Since the CAU started on the second-lowest level (10) of the CEWS Gender Equality Rankings based on its 2009 data, the picture at our university in the area of equal opportunities has completely changed. Based on convincing concepts, the CAU achieved maximum success in PP I (2008) and PP II (2013). Kiel University's statement (2009), interim report (2011) and final report (2013) on the Research-Oriented Standards on Gender Equality of the DFG received the second best rating (rank 3). Thus, our university has constantly improved in the Equality Rankings - the CAU is currently at level 6 (CEWS 2017). Despite the relatively late start, the CAU can already point to particular strengths in certain areas relatively quickly, especially in terms of early career researchers and cutting-edge research. Regarding the proportion of women successfully completing a doctoral degree, the CAU became part of the leading group nationwide in 2007, and has continuously remained so since then. In contrast with many other universities, almost from the start, an assistant professorship at the CAU has been a demonstrably successful career path for female scientists to professorship. And a Cluster of Excellence at the CAU was successful in the first round of the Excellence Initiative (2007), one which was based on the principle of equal representation in early career research groups. In this regard, the close and diverse cooperation with external research institutes is noteworthy as a special feature of our work on equality, e.g. in the case of joint appointments, programmes for the advancement of women and early career researchers, as well as the professionalisation and networking of equal opportunity commissioners. At the CAU, equality is seen as an across-the-board task, which is linked very closely with excellence in research and teaching, and ensures the performance of the scientific system. This has positive effects: today, there are two and a half times as many female professors at the CAU as there were 10 years ago. Since AcademiaNet (the database of excellent female scientists) was founded in 2010, professors from Kiel have been included. Currently, six of the seven ERC grants at the CAU have been obtained by women, including several Consolidator Grants. The CAU regards the targeted support of female scientists as a central leadership task, and is sustainably providing comprehensive staff and financial resources for this purpose. The steep success curve of recent years testifies to the CAU's will and ability to achieve and secure the gender equality objectives of the future, and the cultural change required to do so. It therefore has the goal of also remaining one of the top universities in the area of equality in future.

The Central Office for Gender Equality, Diversity and Family, the central and decentralised Equal Opportunity Commissioners, the University Senate's Central Committee for Gender Equality, all relevant departments and central administration units, and the Graduate Center were all constructively involved in preparing the current concept. The concept was discussed and adopted by the University Board, and also approved by the University Council and the Senate. The CAU hereby undertakes to consistently utilise the available instruments and measures for sustainable achievement of the equality objectives mentioned above in research, teaching, studies and, above all, the promotion of early career researchers, and to systematically develop them further, thereby contributing to the greater participation of women in science. With this Future Gender Equality Concept, the CAU is applying to participate in the 3rd round of the federal and state Programme for Women Professors.

Prof. Dr Lutz Kipp
President

Claudia Ricarda Meyer
Chancellor

Dr Iris Werner
Equal Opportunity Commissioner

Situation and deficit analysis - women at Kiel University (CAU)

By participating in the Programme for Women Professors (PP) I and II as well as the Research-Oriented Standards on Gender Equality of the DFG, the CAU has continuously developed and improved its gender **statistics** (Annex 2) since 2008. The data collection at the required level of detail is conducted once per year. The results are publicly accessible on the homepage, and the faculty-specific data (Annexes 2a-h) is made available to the faculties for their own gender equality work. This **equality monitoring** is continually carried out and expanded in accordance with the new German Higher Education Statistics Act (Hochschulstatistikgesetz). It also serves the continuous target review and quality assurance of measures. The proportion of women at the various scientific qualification levels - currently and in comparison with PP I (2008) and PP II (2013) - is as follows:

Table 1: Proportion of women (%) at the CAU (reference date 1 March each year)

	2008	2013	2018	Goal for 2018 reached?
Students	54.3	53.5	52.9	no goal
Graduates	60.8	59.9	57.6	no goal
Doctoral researcher qualifying positions	no data	42.6	38.5	no
Doctoral degrees	50.9	49.2	54.2	yes
Postdoc qualifying positions	no data	38.6	45.7	almost
Habilitations (postdoctoral lecture qualifications)	22.6	40.0	22.2	no
Permanent scientific/research positions	no data	27.3	36.4	almost ¹
Scientific or research staff overall	40.0	42.1	42.3	no goal
Assistant professors	44.1	43.8	60.0	yes
W2/C3 professors	8.9	16.2	25.3	yes
W3/C4 professors		11.4	20.5	yes
Visiting professors	no data	25.0	33.3	no goal

¹ Goal formulated in the Equality Plan, not in the framework of the PP

The percentage of women among the **students** at the CAU (2018) is the same as the national average among those eligible to study (2017), and has constantly remained over 50% for more than 10 years. It is interesting to note that the proportion of **female graduates** is always significantly higher than the proportion of female students, which suggests that women on average are less likely to drop out of their studies than men. This is reflected in almost all faculties (exception: Faculty of Engineering). For these indicators, there were and are no university-wide goals and measures at the CAU.

With regard to **doctoral degrees**, the proportion of women at the CAU is similarly high, and the fundamental goal of parity has already been reached for over 10 years (Fig.1). A weak point regarding the equality of female doctoral researchers is, to some extent, the financing, as fewer women (39%) than men hold qualifying positions. Here we were not yet able to meet the apparently over-ambitious goal of gender parity in 2018. In order to improve this aspect, the current measures must be subjected to a critical review, and new measures must be developed.

The category of **scientific or research staff** includes employees at different stages of qualification (doctoral researchers, postdocs, habilitation candidates, project staff, teaching staff for special duties). In this category, the CAU was able to slightly increase the proportion of women in the last 10 years. A long-term stable rate of well over 40% of women is no longer considered to be under-representation, and is a good rate for a comprehensive university.

A new indicator at the CAU is the proportion of women in **permanent scientific/research positions**. These represent an alternative career path to a professorship, and offer a justifiably-demanded secure perspective for some of the early career researchers. This is why the CAU has paid increasing attention to this category in recent years, and developed innovative concepts. Due to the structural framework conditions, the proportion of women in these positions cannot be increased so rapidly, but measures such as the current creation of 30 new permanent positions to improve teaching have brought about a significant increase, so that our target of 40% of women as formulated in the Equality Plan could almost be reached in 2018. This goal is being pursued further, with the aim of ensuring gender parity for filling new permanent positions.

The transition from doctoral research to **habilitation** (postdoctoral lecture qualification) is one of the decisive phases, during which a disproportionately high number of female scientists are lost to the German system. We have managed to increase the proportion of women completing habilitation from 23% in 2008 to 40% in 2013, fully achieving our goals set at that time. Unfortunately, there was a downward trend here in the last few years, so that we have clearly missed the target for habilitations set for 2018. This indicator varies considerably during the years (Fig.1), and this is also reflected in the statistical ambiguity of a comparatively small sample (n=18 in 2017), which is why we now deliberately refrain from setting a quantitative target. Nevertheless, we will revisit this weakness and tackle it with appropriate measures. The significant increase in the proportion of women in qualifying positions after completing doctoral degrees can be seen as very positive and trend-setting - at 46% the fundamental objective of parity has almost been reached.

The introduction of the **assistant professorship** at the CAU has proven to be extremely positive for gender equality. In this category, the proportion of women has increased steadily since the introduction in 2002, and at 60% has already significantly exceeded the target of parity set for 2018. Perhaps the over-representation of women recognisable here in comparison with the habilitations (also in the temporal development, see Fig.1) reflects a gender-specific differentiation in the choice of career paths; at the very least, there is a kind of positive balancing effect in this category. There is a fairly distributed gender ratio at the CAU both for appointments as well as promotions to permanent status of **tenure tracks**.

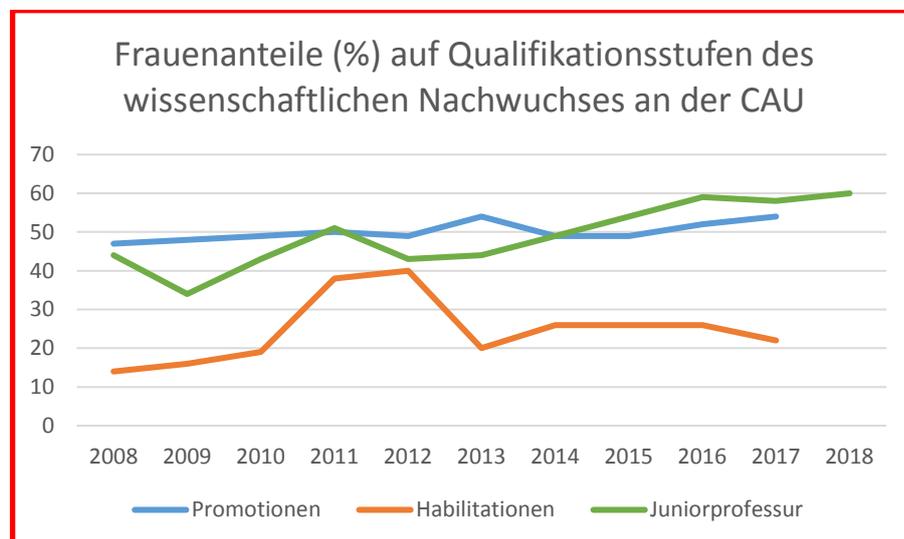


Fig. 1: Women at qualification levels of early career researchers at the CAU in the period from 2008 (Concept PP I) to 2018 (Concept PP III)

On the path to **W2/W3 professorship** (including C3/C4), the proportion of women at the CAU currently drops to 22% - in 2008 it amounted to just under 9%. Although it was possible, over the last 10 years, to significantly exceed the target of 20% set for 2018 (Table 1), also with the help of PP I and II, the result still remains slightly below the national average. It will therefore continue to be a focal point of our future work on equality. The higher proportion of female **visiting professors** - for many years now - impressively demonstrates the existing pool of qualified women suitable for professorships.

In summary, the following quantitative strengths and weaknesses can be identified at the CAU:

Strengths:

- Higher proportion of women in completed doctoral degrees (>50%)
- Higher proportion of women in assistant professorships (>50%)
- Solid proportion of women in total scientific/research staff (>40%)
- Increased proportion of women in qualifying positions after completing doctoral degrees (46%)
- Increased proportion of women in permanent scientific/research positions (36%)
- Increased proportion of women in W2 and W3 professorships (25% and 21%)

Weaknesses:

- Decrease in the proportion of women in habilitations (22%)
- Under-proportional representation of women in qualifying positions for doctoral degrees (39%)

This **analysis** of the entire CAU is reflected in most - but not all - faculties. In the overall consideration, some subject areas with a high proportion of women compensate for the shortcomings in other disciplines. As such, the decline in the proportion of women in habilitations is especially a problem in the Faculty of Medicine and the Faculty of Mathematics and Natural Sciences, and the disproportionately small number of women in qualifying positions for doctoral degrees occurs mainly in the Faculty of Business, Economics and Social Sciences and the Faculty of Mathematics and Natural Sciences. There is only a significant under-representation of female students in the Faculty of Engineering. Faculty-specific solutions must be sought for these issues. However, there are too few female professors in all the faculties, and only the Faculty of Theology is already close to the 40% mark.

Goals and focus areas for gender equality work for the next five to ten years

Fundamentally, the **cascade principle** recommended by the DFG in their Research-Oriented Standards on Gender Equality, and already adopted by the CAU's Academic University Senate in their guidelines for the promotion of women (1997), serves as the guiding principle at the CAU. However, from a structural point of view, a corresponding increase in periods of five years is not possible at all levels. Therefore, the following proportions of women are ambitious but feasible goals for the CAU:

- For **qualifying positions** for doctoral degrees 45% (2023) and 50% (2028)
- For **qualifying positions** after doctoral degrees 50% (2023) and 50% (2028)
- For **permanent scientific/research positions** 40% (2023) and 45% (2028)
- **Scientific/research positions** overall 45% (2023) and 50% (2028)
- **W2/W3 professors** 30% (2023) and 40% (2028)

Apart from these quantitative goals, we have also resolved to continue with equality-oriented improvements in overall structures and processes. Despite numerous successes and already effective measures, a focal point remains the continuation and further development of equal opportunity **career and personnel development**, particularly for female early career researchers. As new target groups, we will in future also place more emphasis on (i) female scientists who are primarily active in teaching, who work at the CAU in temporary and increasingly also in permanent positions, and (ii) international female early career researchers. The overarching goal is to ensure fair and transparent staff selection procedures, as well as family-friendly and secure working conditions, for all early career and mid career research positions, and to make available offers for professional and personal development. To achieve the required increase in **gender competence**, for example in selection processes, performance evaluations and the management of heterogeneous teams, more university-internal expertise as well as external scientific expertise will be used in future. In this area, the CAU still has weaknesses in systematically raising awareness.

A more effective management of gender equality efforts across the faculties, which to date has not been a great strength at the CAU, should continue to be pursued through suitable formats of **target agreements** with the University Board. As new instruments, faculty-internal equality plans should flow into the university's **Equality Plan**. In this way, subject-specific strengths and weaknesses can also be addressed and targeted with more appropriate measures, and supported by the central units. Areas for improvement at the CAU include co-ordination and implementation of equality measures within research networks (research training groups, CRCs), because although they have special funds available for this purpose, they often lack appropriate expertise. For further professionalisation and structural anchoring of the substantive equality work in current and future research networks, the creation of a central **Gender Consulting** position is specifically planned.

A further evaluation of the effectiveness of measures that have already been implemented, in the form of a strength/weakness analysis, is presented in the three main chapters (increasing the proportion of women in scientific leadership positions, career and personnel development - especially for young female early career researchers, and gaining female students for subjects in which women are under-represented).

Structural anchoring of gender equality at Kiel University

Gender equality has become universally and lastingly, centrally and locally, anchored at Kiel University. The legal foundations are laid down in the **Higher Education Act** and in the **Gender Equality Act** of Schleswig-Holstein and put into concrete terms in Kiel University's **Constitution**. These documents set out, among other things, the working principles, rights and duties of the Equal Opportunity Commissioner

and the Committee for Gender Equality as well as the responsibilities of the University Board with respect to the university's gender equality mission. Gender equality is integrally anchored in central and local university policy documents at Kiel University. These documents contribute to the lasting incorporation of this interdisciplinary subject in Kiel University's self-image, profile formation and focus areas:

- **Structure and development plan:** gender equality is here both a universal interdisciplinary subject (gender-equal promotion of early career researchers, gender-equal-based recruitment policy, gender in teaching) as well as its own field of action (integrated Equality Plan) with reviewable goals and measures that are incorporated from the Equality Concept within the framework of PP I. Accordingly, the Future Gender Equality Concept will be anchored in the next structure and development plan and therefore its effects will continue beyond the term of PP III.
- **Target and performance agreements** with the State Government of Schleswig-Holstein (Annex 3): a total of 9 targets were developed in this agreement. Two of these are from the field of gender equality and have concrete quantitative target values (proportions of women according to the cascade model, female doctoral researchers with employment contract). Kiel University's so-called profile budget is linked to the achievement of all the targets in direct operations. 20% of this budget is allocated to achieving gender equality targets. The targets are reviewed each year and impact finances accordingly. These indicators are evaluated and, if necessary, modified for the upcoming new target agreements for 2018. In this case, the cascade model has performed very well for Kiel University as a fully-fledged university and should be maintained.
- **Target agreements with the faculties:** all faculties had established qualitative (participation in gender training sessions) and quantitative (increase in the proportion of women in doctoral degrees and professorships) gender equality targets in the last target agreement period with the University Board. Female Deans are responsible for reviewing the targets. An update with further developed targets and measures is planned within the framework of the next Equality Plan.
- **Indicator-based distribution of funds:** this ensures that the achievement of gender equality targets in the faculties is continuously controlled; 10% of the funds are linked to gender equality components (quotas for women in professorships, doctoral degrees and permanent scientific/research positions). This control instrument is operationalised once a year by the Controlling department.
- **Declaration of intent regarding application as a University of Excellence:** equality is outlined universally as an interdisciplinary subject in research, teaching, promotion of early career researchers and transfer as well as highlighted as its own field of action with specific milestones (e.g. Audit "Vielfalt gestalten" (shaping diversity audit)) and measures (e.g. Gender and Diversity guest professorship).
- **Full applications of Clusters of Excellence:** ambitious gender equality targets (e.g. gender parity in staffing) and innovative gender equality measures (e.g. international mentoring) are included in all three full applications for Clusters of Excellence. The gender equality work in the Excellence Initiatives at Kiel University has been of exemplary character from the outset and initiated numerous pilot projects that have been further developed across the university and also incorporated into concepts for PP I and II. As each of the eight faculties is involved in one or several Clusters of Excellence, this also contributes significantly to the achievement of faculty-specific gender equality targets (e.g. increasing the quota of female professors).
- **EU project "Baltic Gender":** gender equality at marine research institutes is taken into consideration in this international project with five partner countries from the Baltic Sea region. Kiel University is responsible for a sub-project on structural changes, e.g. in respect of gender-equal staffing, distribution of resources and decision-making processes. Within the framework of the project, career promotion measures are offered to female early career researchers (mentoring, management training, job application advice). In addition, innovative indicators are developed that enable the development of gender equality policy at institutions to be measured and incorporated into the CAU's gender equality work as a whole.

Specifically with regard to anchoring gender-equal **career and personnel development** at the university for the long term, the following concepts and applications are worth mentioning. They signify a clear reinforcement of the subject compared with the period of PP I and II and will have an impact that lasts over the next 5-10 years at least:

- **Personnel development concept:** this concept (Annex 4) was created within the framework of the application in the federal/state funding programme for junior academics (2017) and is to be

further developed in a dynamic and continuous manner. It is universally focused on gender equality - from the basic understanding of personnel development via target groups through to instruments and measures - and promotes equal opportunities as its own field of action, too. Numerous initiatives and measures of personnel development at Kiel University arise from the gender equality sector and some have been anchored more broadly and sustainably in the university within the framework of the concept (e.g. initial funding for female postdocs).

- **Application in the federal/state funding programme for junior academics:** Kiel University has participated in this programme in order to make career prospects of young researchers more transparent, more plannable and more attractive within its area of responsibility. At Kiel University, the career path via the assistant professorship has been evenly balanced in terms of gender relations for many years now, both in new appointments as well as in permanent positions such as tenure tracks. Therefore this application (2017) and the approved professorships (with a target value of 50% women) also contribute to the achievement of important central and local gender equality targets. Better compatibility between family and academia will be considered in detail in this application (e.g. extension year per child).
- **Strategy for funding young postdoctoral scientists and academic career paths alongside professorships:** this strategy (Annex 5) was created within the framework of the statement on the HRK position paper (2015). It is universally gender equality focussed in its overarching fields of action (management, contract terms) and expressly lists some initiatives (Women Scientists Network) and measures (initial funding for female assistant professors, mentoring programme) from the field of gender equality.
- **Human Resources Strategy for Researchers:** the action plan (Annex 6) for this EU audit, which Kiel University received in 2016 for four years, contains gender equality focussed targets and measures in several fields of action (gender training sessions for female deans, guidelines for more gender-equal staffing). Within the framework of the auditing process, the relevant implementation is reviewed at certain times (milestones).

In addition, gender equality at Kiel University is very securely and lastingly anchored in:

- **Family-friendly university audit “audit familiengerechte Hochschule”:** Kiel University was one of the first universities in Germany to be permanently certified as a "family-oriented university" in 2016. Since 2002, gender equality and family friendliness have been closely interlinked here with respect to targets and measures (Annex 7 and 8).
- **Audit "Vielfalt gestalten"** (shaping diversity audit) of the German academic funding association *Stifterverband für die Deutsche Wissenschaft*: in this audit procedure, which began at the CAU in 2017, "gender" is a core dimension and gender equality applies to all fields of action (including the Personnel department).

Personnel structures

The University Board bears overall responsibility for quality assurance in gender mainstreaming, and therefore for the implementation and evaluation of gender equality measures. Since 2011, there has consistently been a female **Vice President** responsible for diversity, equality and family friendliness. It is essential that a member of the University Board retains these explicit sub-tasks, because equality is a management responsibility. The CAU's University Board is supported operationally by a full-time **Equal Opportunity Commissioner**, who could be confirmed in office through the special provisions in state legislation. She leads the **Central Office** for Equality, Diversity and Family, which currently has six permanent staff and two temporary project employees. To sustainably ensure the successful structures and measures here, the CAU's University Board has agreed to make four positions permanent in the last few years, and thereby laid the foundation for sustainable further development of the gender equality work. Thus, the staffing situation for gender equality at the central level has significantly improved compared to 2008 and 2013, and been sustainably developed for the future. The Equal Opportunity Commissioner is a member of the University Senate and the University Council in an advisory capacity, and attends the University Board meetings. The **Central Committee for Gender Equality** provides professional support for gender equality work, and monitors the use of funds from the gender equality budget. As a new task, in future it will review the implementation of the Equality Plan, and recommend appropriate action to the University Board.

All eight faculties have **equality teams** with a part-time Equal Opportunity Commissioner and several deputies - here too, there has been consolidation and further development since 2013. They support

selection committees, advise female early career researchers, and help work on the equality plans of the faculties. The professionalisation of the part-time gender equality work at the CAU was launched in 2015, using central funds the Lesley Drawing Programme, which creates training and networking opportunities for female colleagues in the faculties. By now, six faculties (Mathematics and Natural Sciences, Arts and Humanities, Medicine, Engineering, Theology, Agricultural and Nutritional Sciences) have a **Committee for Gender Equality**, which draws up and implements gender equality measures, and in a further faculty (Business, Economics and Social Sciences), the committee is anchored in the statutes, but is not yet in place. The goal for the next five years is that all of the faculties get an active committee, and increase their efforts towards faculty-specific equal opportunity measures in future. Both the Clusters of Excellence at the CAU have **female advisors** for equality.

Financial structures

For some years now, gender equality objectives have been integral parts of the relevant target agreements with the state (20% of the **subject budget**) as well as the indicator-based internal allocation of funds between the University Board and faculties (10% of the **faculty material resources**). The indicators used are regularly checked for their management effectiveness, and if necessary adjusted in level and content. 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** (€50,000 p.a.) has been available from the Equal Opportunity Commissioner since 2008 for gender equality measures. Numerous measures for female early career researchers (conference trips, coaching) and gender sensitisation (guest lectures, exhibitions) are financed from this amount. These funds will continue to be made available, and in future will be supplemented by **gender equality funding**, ideally in all faculties, on a subject-specific basis (to date, additional funding of approximately €54,500 p.a.). However, some equality measures (for example, Girls' Day) are also financed from general funds of the faculties. From the funding within the framework of PP II, in the last five years an additional € 20,000 p.a. was made available for promoting the research of female early career scientists, as well as €11,300 p.a. for gender equality measures in the faculties (projects for schoolgirls, trips to visit archives); these measures will be financed from central funds in future.

All CRCs and research training groups at the CAU apply for **gender equality funding** (€30,000 and €15,000 p.a. respectively) and utilise this for specific equality measures in their projects (training courses, lectures, childcare). Both the Clusters of Excellence at the CAU spend considerable funds on gender equality, the Cluster "The Future Ocean" for example on its mentoring programme via:mento_ocean, and the Cluster "Inflammation at Interfaces" for the award of the Dorothea Erxleben Prizes for outstanding female scientists (€200,000). In all new proposals within the framework of the Excellence Strategy, appropriate funds will also be requested.

Proportion of women in university bodies and committees

There was progress in this area in the last 10 years, particularly in the top positions on academic councils at the CAU. The proportion of women on the **University Council** in 2008 was only 33%, but since 2014 the statutory minimum of 40% has been consistently achieved. In the Academic **University Senate** there were only 26% women with voting rights in 2008, but in 2018 this has already reached 36%; here, especially the professorial members group must pay significantly more attention to the legally-prescribed gender parity for electoral lists in future. During this period, there were two female Senate chairpersons. The proportion of women on the **University Board** has increased from 0% (2008) to 20% (2013) up to 80% (2018), and thus significantly exceeded the own objective (40%) as well as the legal requirement (20%). Of the eight **faculties** at the CAU, typically one or two are represented by a female Dean, and in almost every faculty there are also at least female Vice Deans. There are no legal requirements in this regard, and specific own objectives are difficult due to the structural framework conditions. Nevertheless, the CAU also makes efforts at the faculty leadership level through appropriate interventions, in order to ensure a well-balanced participation of women. The proportion of women in the **Conventions** varies due to structural factors, from currently 17% in the Faculty of Engineering, to over 35% in the Faculty of Medicine, up to 48% in the Faculty of Arts and Humanities. Since 2012, the successful election list of (early career) female researchers has helped to improve the participation of women in committees, with support from the Equal Opportunity Commissioner. The Clusters of Excellence also strive for gender equality in their committees. All these changes are part of the ongoing process of cultural change at the

CAU, and contribute effectively to the appropriate participation of women in decision-making structures at the university.

Increasing the proportion of women in scientific leadership positions

In this field of action, the situation at the CAU has improved significantly over the past 10 years. The proportion of women in W2/W3 professors was continuously increased from 8.9% (2008) to 13.4% (2013) up to 22.4% (2018). At the same time, the proportion of female professorial appointments increased sustainably from 20% (2008) to 33% (2013) up to 50% (2016, 2017). For both indicators, the goals set could be clearly reached or exceeded. Since 2013, the most effective means of ensuring equality-oriented appointment proceedings at the CAU has been the **appointment procedure rules** (Annex 9), which arose from guidelines created in 2009 and evaluated in 2012 for equality in appointment procedures. Since the consistent and quality-assured application of the equality provisions in the appointment procedure rules, the proportion of female appointments at the CAU has been far above the national average. The increase in the number of professorships doubled from +0.9% to +1.8% per year. The most relevant gender equality aspects in the rules are:

- 40% women with voting rights in the Committee
- wide-reaching participation rights of the Equal Opportunity Commissioner
- establishment of selection criteria prior to knowledge of the applications received
- obligatory active search for and approach of qualified female candidates
- where possible, parity between female and male applicants invited to interviews
- where possible, parity between female and male assessors
- consideration of family life phases when assessing performance
- increased transparency in the procedures for all parties
- dedicated reporting obligations to the University Board

The Deans, as responsible parties for the implementation of these provisions in their capacities as chairpersons of the appointment committees, as well as the equal opportunity commissioners of the faculties, regularly receive **training** from internal and external experts on relevant equality aspects in the procedures. In addition, there are special offers on specific topics to enable further professionalisation, such as on the active recruitment of qualified female applicants. Training courses on gender competence for Committee members were not successful due to inadequate participation. In future, this will be tackled as a new focal point, with the help of more science-appropriate events, such as presentations of scientific studies on gender stereotypes when evaluating performance. For female professors who participate disproportionately in appointment committees, there are faculty-specific **compensation options** (reduction in teaching duties, assistants) currently being planned, and in some cases already implemented in the Faculty of Arts and Humanities.

The appointment procedure at the CAU is consistently designed and managed on the basis of equality, from the strategic initial discussion, during which the situation of potential female applicants is addressed, right through to the appointment negotiations. Measures have been implemented for all **job advertisements for professors** that go beyond the obligatory phrase that "Kiel University wants to gain more qualified female professors". In the context of a cross-functional optimisation of the process management for **appointment negotiations**, a total of five overarching goals were defined in 2015, two of which targeted the appointment of more female professors. As a result, the acceptance rate for female candidates could be increased from 50% (2011) to 70% (2016). A weak point is that in the period 2008-2012 our **Dual Career Service** for newly-appointed women was not successful; not a single additional female professor could be gained by this measure. Therefore, the Dual Career Service was discontinued after detailed evaluation, and integrated as an equality measure into the general welcome service. In the period 2013-2017, the situation improved considerably, so that a total of five female professors could be gained for the CAU through a Dual Career offer. This measure is evaluated in great detail every five years. The CAU remains a member of the "Dual Career Network Germany". Some strategic appointments with an explicit gender equality goal could also be made successfully, as envisaged in the CAU's structure and development plan, especially in the context of joint appointments with Max Planck and Helmholtz institutes. Once a year, a precise, gender-differentiated **appointment statistic** (Annex 10) is discussed in the University Senate. Based on the increasing average proportion of women involved in the process (35% for invitations, 50% for appointments), it is clear that there is no longer systematic discrimination against female applicants at the CAU (Fig. 2). This quality assurance measure will be continued.

The measurable successes of the appointment policy clearly demonstrate that the CAU has developed and implemented effective measures in this field of action. These processes should therefore be continued, regularly evaluated and adjusted. The new targets for the proportion of female professors can easily be reached by maintaining the current appointment rates (30% in 2023, 40% in 2028), if the chosen path with the successful measures identified is consistently pursued. Both the participation in the PP III, as well as the Tenure Track programme of the federal government and states - for which the CAU has set a **target proportion** of 50% women for the funded professorships - are additional important initiatives along this path.

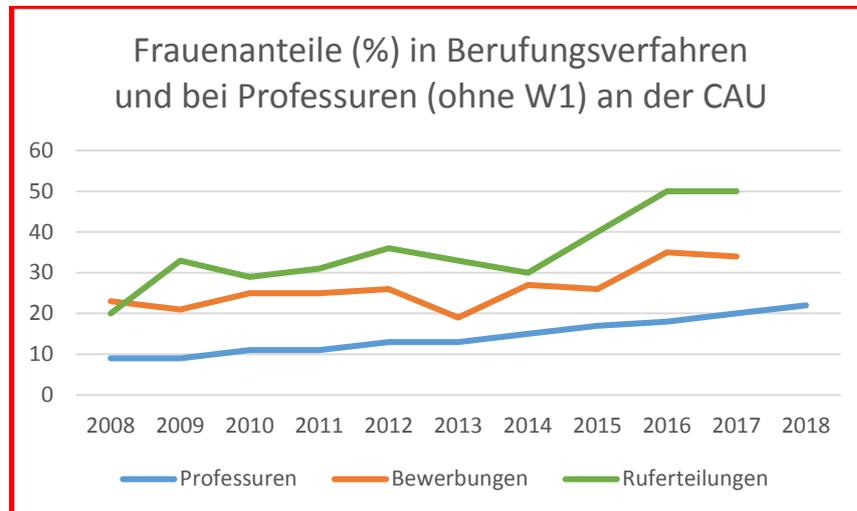


Fig. 2: Women in appointment procedures and holding professorships at the CAU in the period from 2008 (Concept PP I) to 2018 (Concept PP III); excluding assistant professorships

The increase in the proportion of women among the professors is sustainably and effectively managed through financial management instruments, both between the state government and university (**target agreements**) as well as between the University Board and faculties (**indicator-based allocation of resources**). As a new indicator, the **Gender Pay Gap** by pay grade (including all allowances) for professorships was introduced for the first time at the CAU in 2017. The result shows that female W3 professors earn 3% more on average than their male counterparts, while in the other grades (C4, C3, W2) the male professors earn 2-4% more than the females. The goal is to keep this complex indicator below 5%. If it goes above this level, the female professors will receive special support offers regarding salary negotiations as a new measure. Also planned is a new, university-wide **networking offer** for female professors, to exchange ideas/information on specific topics (e.g. starting at the CAU, role as a mentor for female early career researchers, membership of AcademiaNet).

The proportion of women could also be significantly increased in other scientific leadership positions. Whereas in the first round of the Excellence Initiative 2007/2008, there were no women in the **management** of Clusters of Excellence and only 8% female **Principle Investigators** (PIs), in 2018 two of the three full proposals submitted had a female spokesperson; the proportion of female PIs is currently 28%, 36% and 44%. Similar increases are also evident in almost all applications for Collaborative Research Centres (CRCs) at the CAU. These successes are also due to intensive and long-term convincing and consulting activities for the applicants by the Equality Office.

AT A GLANCE - LEADERSHIP POSITIONS

Successes:	Increase in the proportion of women for appointments and professorships Increase in the proportion of women for PIs and Cluster of Excellence leadership
Failures:	Dual Career offers partly ineffective for female professors Gender Competence Training with too few participants
Measures made permanent:	Equality-oriented appointment procedure rules ✓ Training of male and female Deans ✓ Professionalisation of the faculty equal opportunity commissioners ✓ Financial management instruments ✓
Future measures:	Compensation opportunities for female professors for committee work Professional advice for appointment and continuation negotiations

Career and personnel development, especially for young female early career researchers

For the CAU, the career prospects, working conditions and research environments of its early career researchers have been particularly important for some time, especially with the aim of ensuring individually planned, completely transparent and consistently equal opportunities regarding **career paths**. This is reflected in the "Strategy for funding young postdoctoral scientists and academic career paths alongside professorship" (Annex 5) adopted in 2015, the European seal of quality "Human Resources Strategy for Researchers" (Annex 6) conferred in 2017, and the current personnel development concept of the CAU, in which the early career researchers are also a focal point (Annex 4).

Equal-opportunity **personnel development**, especially the promotion of female early career researchers, was already an important field of action in the Equality Concept in 2008, and became a particular focus area in the 2013 documentation. Most of the measures developed and implemented in the context of the PP I and II relate to this field of action (mentoring, doctoral research positions, postdoctoral fellowships, initial funding). Despite numerous successes and already sustainably-established structures and measures in this area, the topic will in future also remain in focus of our work on equality, because there is still a "leaky pipeline" for women on the way to a professorship. In this context, there are different processes and structural developments at the CAU, to drive the required cultural and structural change incorporating gender equality.

The practice of fixed-term contracts at the CAU

Even before the last amendment to the German Act on Academic Fixed-Term Contracts (WissZeitVG) in 2016, **principles** for the design of fixed-term research contracts were developed at the CAU, within the framework of the family-friendly university audit "audit familiengerechte Hochschule" and with the participation of the Equal Opportunity Commissioner, and approved by the University Board (2015). These contain prescribed minimum periods (3 years for qualifying positions) and scope of employment (part-time position for doctoral research, full-time position for habilitation). Since the introduction of these principles, the practice of fixed-term contracts at the CAU for early career researchers has improved, in that the average **contract period** has increased significantly, for both initial appointments (women: from 462 to 782 days; men: from 453 to 784 days) as well as extensions (women: from 302 to 416 days; men: from 298 to 419 days). Thus, the contract periods at the CAU for both genders are approximately equal in length. The **part-time rate** (2017) does reflect some gender differences (89% of women and 76% of men before completing their doctoral degree; 18% of women and 13% of men after completing their doctoral degree), but these are primarily due to subject-specific framework conditions, such as full-time positions in the technical subjects. Overall, the systematic policy of fixed-term contracts at the CAU is largely gender equitable. The family policy-related component (Section 2 (5) WissZeitVG) is always applied to qualifying positions, so that the **compatibility** of family and scientific qualification is supported in the best possible way. Individual solutions are sought for projects funded by third parties that are due to expire, and family-related leaves of absence, within the framework of the legal and financial possibilities, including those of the third-party financiers. The central gender equality budget offers **re-entry scholarships** for female doctoral researchers and postdocs after a family phase, which have proven to be very effective in cases with no employment contract, to help successfully complete (for doctoral research) or bridge (for postdoc projects) the respective qualification phase.

As a special funding measure for female early career researchers in the practice of fixed-term contracts, the University Board already approved the so-called "**6+4 Programme**" in 2009, in which female scientists can continue to be employed at the CAU as academic staff (Akademische Rätin) for up to four years, after the completion of their habilitation or after a successful period of assistant professorship, in order to prevent them leaving the world of science, and to increase their chances of a professorial appointment. This measure, which leads to more planning security and improved compatibility of family and science in this phase, was made permanent in 2014 due to a positive evaluation. Approximately two-thirds of the female scientists who receive this funding are subsequently appointed to a professorship, or are offered another leadership position in science. The "6+4 Programme" has been listed as a successful model for innovative work on equality in the DFG toolbox of instruments, which affirms the quality of this measure. With regard to scientific independence, the CAU would like to enhance this measure in future.

Female doctoral researchers at the CAU

For over 10 years now, Kiel University has largely demonstrated a balanced gender ratio among successful doctoral researchers. There is an imbalance in the **financing** of doctoral degrees: only 39% of doctoral researchers in qualifying positions are women, although 54% of completed doctoral degrees are attributed to women. This imbalance has existed for several years, and indicates that more women than men complete their doctoral research at the CAU in positions with other tasks, with the help of scholarships, or without funding. The declared objective, also in the **target agreements** with the state (Annex 3), is to make gender-equal appointments for doctoral research positions. As a first measure, work agreements with some departments, which could previously appoint doctoral researchers without advertising the positions, were terminated in 2017. Thus, there is now **mandatory advertising** of all qualifying positions, and therewith also an opportunity for involvement of the Equal Opportunity Commissioner. Transparent and equal-opportunity selection procedures, and evaluation criteria and assessments which are as free as possible from gender stereotypes, are important building blocks for gender-equal personnel development. Therefore, as a new measure, comprehensive **guidelines** on gender-equal staffing are being developed at the CAU, with the help of external expertise. For doctoral research positions, (partly) anonymised application procedures could also be tested. Additional doctoral research positions are planned for women within the framework of possible projects in PP III. In connection with future data collection for statistics required by the Higher Education Statistics Act (HstatG), a comprehensive analysis is planned of the reasons for the disproportionately small number of women in doctoral degree positions at the CAU. In the framework of the EU project "Baltic Gender", it is being investigated whether the gender of the primary supervisor has an influence on the further scientific career of the doctoral researcher, and if this aspect perhaps has any innovative possibilities for action.

The responsibilities of the cross-faculty **Graduate Center** include ensuring equal opportunities between men and women during their scientific qualifying phase, as enshrined in the statutes. Measures for the doctoral degree phase are developed here in close cooperation with the Equal Opportunity Commissioner. These include specific **advisory services**, also on funding opportunities for women, a profile analysis as a self-assessment tool for female doctoral researchers, an active culture of encouraging women to enter into scientific careers, as well as providing advice on applications and finding staff for doctoral degree programmes funded by third parties. The latter should be reinforced in the future, for example by means of targeted information about the imbalance between the number of women who successfully complete doctoral degrees, and the number of qualifying positions occupied by women. In some research training groups, setting a **target ratio** for staffing in the application has already proven to be very effective. In addition, the Graduate Center, together with the Human Resources Department and the Equal Opportunity Commissioner, will in future regularly hold gender-sensitive **events** on "doctoral research with an employment contract" for interested parties, and integrate the topic into the training offer for doctoral degree supervisors. 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. In addition to the persons of trust, there is also a designated **Family Officer** at the Graduate Center, who advises doctoral researchers on compatibility of family life and research.

Female postdoc researchers at the CAU

This target group has been a key focus of the career development measures to date, because the proportion of women dropped sharply up to habilitation or assistant professorship. Here, the situation has improved consistently in recent years, so that the proportion of women in qualifying positions after completing doctoral degrees (habilitation positions) has increased so much (46%) that one can no longer speak of under-representation. This success is dampened by a decline in completed habilitations (22%). This weak area must be targeted more specifically in the future. For the humanities and social sciences, the reintroduction and expansion of the **postdoctoral fellowship** programme is envisaged, which was successfully implemented at the CAU within the framework of PP I, and apparently discontinued too soon. Both scholarship recipients from the first round have completed their habilitation in the funding phase, and now hold a professorship. The Faculty of Medicine, where more than half of all habilitations are submitted at the CAU, has agreed on qualitative and quantitative **support for female habilitation candidates**, in its 2018 financial target agreements with the state government. A corresponding indicator should also be discussed for the upcoming overall university target agreements. A **gender pay gap** is not detectable in this category, as female postdocs earn on average 2% more than their male counterparts at the CAU (2017). The **initial funding** measures for female postdocs and habilitation candidates, which were developed and implemented in the context of PP I and II, will become a funding line of the newly-established internal research funding from 2019 onwards, and thus be sustainably structurally anchored.

A special measure for gender-equal **staff recruitment** in the area of early career researchers is the "Postdoc Call", which has been carried out several times in recent years in the Cluster of Excellence "The Future Ocean". This international recruitment measure for postdoc scientists is based on previously clearly-defined content quality criteria of the projects, an open, transparent, multi-stage selection process with the participation of many expert Cluster members and equality experts, gender competence training for the decision-makers, and an anonymised final selection by the Board. This complex procedure reduces implicit **gender bias** in the evaluation of scientific performance, so that as a result of the previously-set and consistently-communicated goal, gender parity could be achieved in selection. This measure was evaluated in detail in the framework of the EU project "Baltic Gender", and selected as a "Best Practice" example. It was published as such and recommended for imitation in other areas. Gender-equitable target quotas are now set at the CAU in several collaborative research projects (Clusters of Excellence, CRCs, research training groups) for job packages, but there is often a lack of appropriate gender competence for carrying out the recruitment. The new **guidelines** to be developed for gender-equal staffing should also help to tackle this.

At the centre of career and personnel development for female postdocs are the by now well-established and in some cases nationally well-acclaimed **mentoring programmes** at the CAU. The cross-faculty programme **via:mento** is the core feature, which was created, established and further developed within the framework of PP I and II, and financed via equality funding of the two rounds. On the basis of the great success and far-reaching importance of the programme, the University Board decided to make it permanent in its entirety (including the position of coordinator) as part of the basic budget, effective with the expiry of the PP II phase, so that this measure will also continue during the term of PP III and beyond. **via:mento** has been consistently in demand at the CAU and the cooperating external research institutes, and continuously evaluated. The programme supports the selected participants, chosen in a highly-competitive process (**Mentees**), with the planning and implementation of their further scientific career. It focuses on the individual mentoring relationship with a renowned female or male professor (mentor). In addition, **via:mento** offers workshops on interdisciplinary skills (personnel management, professorial appointment training) in cooperation with the Continuing Professional Development Centre, and creates opportunities for networking between the mentees, as well as for exchanges with experts (e.g. university of applied science professors). The **compatibility** of science and family is integrated into the programme in collaboration with the Family Service, and mentees are given individually-tailored advice. An advisory board of experts was founded for professional monitoring and quality assurance of the programme. Both the interim and final evaluations of the four programme runs carried out so far, as well as the subsequent surveys each carried out three years later (Annexes 11,12,13) show generally well-measurable, positive to very positive reviews of the programme by the mentees and mentors. Noteworthy from the mentees' point of view are the positive effects on the expansion of their scientific networks and contacts, on the specification of their career goals, and on the improvement of their professional situation. In the case of many mentees, there was a **status improvement** which occurred during or after the programme period (appointment to a professorship, completion of habilitation, creation of a new working group), which was influenced by their participation in **via:mento**.

From 2013, as a subject-specific supplement, the mentoring programme **via:mento_ocean** in English was re-designed and set up specifically for female marine scientists, using gender equality funding from the Cluster of Excellence "The Future Ocean" and the CRC 754. The programme, initially limited to three years, which is an initial measure for the targeted support of international female scientists, was already extended until the end of 2018, and continuation requested in the subsequent years in the Cluster of Excellence follow-up application. This programme is also evaluated regularly (Annex 14). Through this project, the close cooperation between the CAU and the GEOMAR Helmholtz Centre for Ocean Research Kiel in the area of gender equality was enabled structurally, and intensified in terms of content. **via:mento_ocean** was highlighted in the DFG toolbox of instruments as an innovative model example of an outstanding equality measure. The coordinators of **via:mento** and **via:mento_ocean** are members of the Forum Mentoring, the federal association for mentoring in science, and are committed to the **quality standards** of the forum. Currently, certain female marine scientists at the CAU can also take part in an international mentoring programme, in the framework of the EU project "**Baltic Gender**". Due to the progressive internationalisation of science, the CAU is also specifically planning a university-wide international mentoring programme **via:mento_international** within the framework of the Excellence Strategy. This programme in English will be an innovative offer for both international and German female scientists, and thus meet the frequently-expressed needs of many research areas with international teams.

Female early career researchers in biology can continue (since 2012) to make use of the department's internal mentoring programme **BIO-MENTOS**, with exchanges and advice on strategic career planning by female professors. Since 2014, the University Medical Center, in cooperation with the Faculty of

Medicine at the CAU, has also offered a departmental mentoring programme for medical and dental professionals who aspire to a career in science and a leadership position (**com.ment**). This measure was still in the planning stages in 2013 (PP II), but has now been successfully implemented and should also be continued. As part of the Dorothea Erxleben Programme, the Cluster of Excellence "Inflammation at Interfaces" offers a mentoring programme for early career researchers in the Cluster (**I@I Mentoring**). It is aimed at early career researchers (male and female) during and after the doctoral phase, who want to pursue a scientific career or seek a professorship. The measure is mainly used by female postdocs, and should be continued if the Cluster is extended.

This list impressively demonstrates that structured and quality-assured mentoring programmes continue to be in demand and of great importance as science-appropriate career support measures for female early career researchers at the CAU. To complement these programmes, which are very comprehensive in scope and duration, female early career researchers are also offered various specific single measures for individual personnel development. These include consultations, **coaching**, potential analyses and a wide variety of continuing education events. The university institutions involved are the Personnel Development Division, the Continuing Professional Development Centre and the Central Office for Gender Equality, Diversity and Family. The new **Postdoc Centre** currently being set up is another option, which should bundle and coordinate the existing offers, and also develop supplementary measures. The centre will advise postdocs on career paths, coordinate networking and exchange programmes, and monitor internal research funding. Overall, the goal is to promote early scientific independence. Similar to the Graduate Center and the Continuing Professional Development Centre, the Postdoc Centre's concepts, instruments and offers will also uphold the principle of ensuring gender equality. Nevertheless, it is still meaningful and purposeful to also offer the following regular **further education programmes** exclusively for female scientists:

- **Career planning:** Strategic goal-setting/implementation, skills profile
- **Leadership training:** Communication, areas of conflict, delegation, supervising, decision-making
- **Communication training:** Gender-specific language worlds, communication strategies
- **Self-management** and work-life balance: Changes, time management, self-reflection
- **Vocal presence training:** Speech and breathing techniques, body language, demeanour.

This range of offers will be continued; there are expansion plans the area of "women in leadership positions" in connection with the subjects of "effective networking" and "women and power". A new **lecture series with leading women** from science and business as role models is planned. There are also specific personnel development measures in the research networks for female early career researchers in the projects, such as coaching, self-assertion, presentation design, as well as assistants to help manage family-related additional burdens, which are financed by the respective gender equality funds raised. For female scientists who are interested in founding a company as a career path, there is advice and support available from the Centre for Entrepreneurship at the CAU, which also offers women-specific lecture series on the topic.

The **Women Scientists Network** has operated at the CAU since 2001, which serves as a platform for exchange, networking and cooperation for all female postdocs, with the exception of W2/W3 female professors. To date, more than 350 female scientists have participated in the network, and approximately 90 female scientists are currently active. There is also a database of Kiel University's former female scientists so that contacts can be maintained outside university, too. Important aspects include further training on specific topics (e.g. application training for appointment procedures), reflection and discussion on the subject of "women in science", and activities regarding university policy (e.g. committee work). As planned in PP II, the network is now supported financially from the central gender equality budget with funds for assistants, so that it can continue its numerous activities.

Female researchers in permanent positions at Kiel University

An alternative career path alongside the professorship is the **permanent scientific/research position** (currently there are 253 at Kiel University). Most of these positions for postdoc researchers involve looking after large scientific equipment, laboratories, collections or test facilities or focus on teaching. This type of permanent position can be attractive for female early career researchers, also as a stepping stone with secure prospects to a future scientific career. New permanent positions have been created at Kiel University through the current focus area of "Qualitätsentwicklung in der forschungsorientierten Lehre" (quality development in research-based teaching). The new appointments have been largely gender balanced over the last few years and so this sustainable **personnel structure measure** can be regarded as a thoroughly successful gender equality measure. Alongside transparent information about

this career path, the future development of specific personnel development measures and individual support services, which are to be revised within the framework of the Future Gender Equality Concept is also important for female researchers in this category of personnel. It would be useful e.g. to have a special **fund** for participation in scientific conferences and research stays, for trips to archives and publication grants. The aim of the measures is to enable female researchers working primarily in teaching to continue researching and networking in the relevant "Scientific Community" in order to open up more career options.

Assistant professors at the CAU

Female assistant professors have been promoted very successfully over the last 10 years at Kiel University, including within the framework of PP I and II. Universal gender parity was achieved here five years ago (appointments, existing staff, positions made permanent). In particular, assistant professorships with tenure track, which were taken up by numerous women primarily in the Excellence Initiatives, contribute to increasing the proportion of women in W2/W3 professorships. Within the framework of the Tenure Track programme of the federal government and states, this career path is now to be established even more systematically at Kiel University, making the path towards the career goal of "professor" more plannable, more transparent and more gender equal. The **initial funding**, which has been developed to attract and support women on this career path and successfully implemented since 2009, is scheduled to be transferred to an endowment for all assistant professors at Kiel University and by doing so, ensure it is structurally anchored at the university for the long term. The funding measures to be maintained are the specific needs-based **W1 career development programme** with networking meetings for exchanges with colleagues, talks by female experts, e.g. on the interim evaluation, appointments training, which has always been positively rated, as well as the "6+4 Programme" for female assistant professors. A new support measure that is to be implemented in future and is already laid down in the statutes is the establishment of individual **mentoring** for the tenure phase. Opportunities to switch between interim evaluation and tenure evaluation are provided to ensure better **compatibility** between family and career as well as softening the effects of absences for family reasons. One extension year per child is possible with assistant professorships funded by the Tenure Track programme. The further, often successful career path of female assistant professors at Kiel University is recorded in a continuous **graduate destination survey** (Annex 15), according to which currently 89% of former female assistant professors have remained in leading positions in academia, 64% have gained a professorship. This ongoing monitoring also aids quality assurance and the adaptation of support measures on this career path.

AT A GLANCE - FEMALE EARLY CAREER RESEARCHERS

Successes:	Sustainably high proportion of women in doctoral degrees and assistant professorships More assistant professorships with tenure track Increase in the proportion of women in habilitations and permanent positions Gender-equal use of fixed-term contracts
Failures:	Decrease in the proportion of women in habilitations Discontinuation of the postdoctoral fellowship programme Disproportionately small proportion of women in doctoral degree positions
Measures made permanent:	Mentoring programme via:mento incl. coordination office ✓ Research funding for female postdocs ✓ Financial management instruments ✓ "6+4 Programme" for female habilitation candidates and female assistant professors ✓
Future measures:	Graduate Center with gender equality mission and measures ✓ International mentoring programme via:mento_international Female mentors for tenure track female assistant professors Postdoctoral fellowships (reintroduction & extension) Funding programme for female researchers focussing on teaching Guidelines for more gender-equal staffing of junior positions Postdoc Centre with gender equality mission and measures Training sessions on gender bias in doctoral degree programmes

Gaining female students for subjects in which women are under-represented

For over 10 years now, Kiel University has largely demonstrated a balanced gender ratio among students and graduates. Specific objectives and measures to increase the proportion of women are only required for a few departments with a significant under-representation of women (physics, Faculty of Engineering). These measures are usually implemented by the departments affected, and supported by the central units. They include the following offers, which may be considered as successful measures after several years of experience, to inform schoolgirls better about **MINT** (mathematics, IT, natural sciences and technology) subjects, to build and maintain their interest, reduce inhibitions and establish networks. Even if it is difficult to measure success in specific terms, these activities in the Kiel region and beyond have gained significant attention, and are both a good start for initial contact with the MINT subjects, as well as a low-threshold opportunity for schoolgirls to try out a MINT occupational field:

- **Girls' Day:** practical information day for grades 5-13, with approximately 200 interested schoolgirls from the whole of Schleswig-Holstein, in Computer Science, Electrical Engineering and Information Technology, Astrophysics, Materials Science, Mathematics and the affiliated National Library of Economics; over time, more and more participating subjects have been added. The measure is firmly anchored and will be continued.
- **Physics Project Days:** in the framework of the TR24, the Physics Project Days took place for the first time in 2011 with 55 secondary school girls. For four days, the goal is to inspire schoolgirls to study physics, through experimental project work and targeted first-hand information. The project was repeated three times over the term of the TR24, and since 2018 has been continued in this form through central gender equality funds. In-depth evaluations showed that a majority of the participants are in favour of the female-specific offer. The inclusion of Physics Project Days in the DFG toolbox of instruments represents further quality assurance.
- **Power Girls and Power Boys summer camp:** three-day summer camp in collaboration with the regional energy sector. In 2008, 15 pupils from grades 5 and 6 gained insights into the world of renewable energy sources for the first time, by performing their own experiments, taking tours and holding discussions with experts. The offer started as an event for girls, is now open to both genders, but should also continue to specifically attract girls to technology.
- **Computer science taster courses:** for capacity reasons, this one-week offer is only presented as a mixed course once a year. However, the feedback from most of the participating women is that an offer purely for women was not decisive for their interest. The course includes programming in teams, specialist lectures and information about studying computer science.
- At the Faculty of Engineering, there are also numerous **school projects** with a particular focus on suitably addressing schoolgirls, e.g. project weeks, the young researcher competition **Jugend forscht** (with significant and successful participation of girls) or the programming competition **Software Challenge**, in which a scholarship to study at the CAU can be won; these always include female participants and winners.

The "**tasteMINT**" was assessed as being not sustainably applicable to the Faculty of Engineering. This procedure for assessing potential, in which female A-level pupils are assessed for their potential to study MINT subjects by specially-trained university tutors, was carried out twice at the CAU. The measure was very intense and personal with regard to the feedback for the participants. However, the staff and organisational costs of this event were too high, compared to the faculty's resources available. The project "**Movingart- Bilder lernen laufen**" (pictures learn to move), which encourages use of the software "Scratch" in art classes to create computer animations, interactive stories or simple computer games, was carried out for the last time in 2015. Both projects had to be terminated for capacity reasons.

Since 2012, there have been numerous university-wide offers for schoolgirls at the Kieler **Forschungswerkstatt** (Kiel Research Workshop), a joint facility of the CAU and the Leibniz Institute for Science and Mathematics Education (IPN) which, among other things, pursues the goals of promoting young talent among schoolchildren and training teachers in the MINT subjects. The introduction to science as a possible degree and career perspective is currently carried out by (1) providing insight into current research through school laboratories, (2) establishing a school research network in the state, and (3) initiating and implementing citizen science projects in cooperation with schools. Five different laboratories from the natural sciences, engineering and life sciences (ocean:labor, geo:labor, klick!labor, energie:labor, life:labor) offer a wide range of opportunities for entire school classes, as well as for individual pupils in afternoon interest groups and summer schools. The proportion of girls in the highly-popular extra-curricular offers is approximately one third, so that a lot of female pupils are reached in total. In the framework of the **junior study** programme, school pupils can already take part in lectures at the CAU before they finish school (Abitur), which can be recognised towards later studies. The junior study

programme is thus an opportunity to get to know a bit more about a specific subject, and to become familiar with academic learning and working. For this offer, the proportion of girls in the MINT subjects in the last few years was at almost 27%. In the medium and long term, these diverse offers for schoolgirls should lead to more female MINT students, even if there are no female-specific formats.

There are various offers at the CAU to support female students in the MINT subjects. In the Faculty of Engineering, cross-lecture **tutorials** are offered for women in the first semester. These should provide networking and exchange opportunities for female students and, if necessary, additional support with orientation at the beginning of their studies and coping with the academic requirements. If they are interested in doing so, female computer science students can join a purely women's group within the framework of the **mentoring programme**. In physics, new female students are also offered a **networking opportunity** with female students in higher semesters, doctoral researchers and postdocs; in addition, **support courses** are offered for female students on specific topics. The response to these offers is reviewed on a regular basis, in order to be able to make any necessary changes. These measures are mainly financed from the budgets of the faculties, departments and collaborative research projects, as well as from central funds.

Specifically offering **assistant positions** to high-performing female students to stimulate their interest in research and to help them become early role models is firmly anchored in the target agreement between the Faculty of Engineering and the University Board. Under this programme, a total of 15 contracts were awarded in the last few years, and at least three additional female doctoral researchers appointed to new positions. After the end of the co-financing by the University Board, this measure will be continued using the faculty's equality budget. In the framework of the ongoing diversity audit at the CAU, it is planned to establish a **mentoring** programme, which among other things will assist female students and graduates of the MINT subjects with their transition to a career within and outside of science.

A family-friendly university

At the CAU, the compatibility of family with career and studies is seen as a central, across-the-board task, which is firmly anchored in everyday university life as well as the relevant structures. The existing offers (confidential advice, provision of information, childcare) are seen as standard at the CAU. The certificate "**audit familiengerechte hochschule**" (family-friendly university audit) has been obtained without interruption since 2002. After being selected as a pilot university and successful completion of the dialogue procedure, the CAU was recently awarded the **permanent certificate** (2016). It was agreed to guarantee the continuation of the proven structures and offers for a family-friendly university, and to permanently anchor these topics in all the relevant documents, processes, applications and concepts (e.g. strategy for funding young post-doctoral scientists, personnel development concept, the Tenure Track programme). Since 2012, **Family Officers** have been consistently in place in the faculties, Clusters of Excellence and the Graduate Center. The DFG has awarded this innovative model project the "Blue Flag" in their toolbox of gender equality measures. The **working group for compatibility issues**, comprising the Family Service, the responsible Vice President, student representatives, the Equal Opportunity Commissioner and the family officers, remains in place.

In order to secure the structures, the second position in the **Family Service**, which is partly financed by means of PP I and II funds, was made permanent from 2016 onwards. Thus, the future of the office has been secured with two permanent positions. The Family Service is mainly used by female doctoral researchers and postdocs. Whereas previous **advice** was primarily about information on childcare, maternity leave and parental leave, in the last few years the aspect of the own career in science has increasingly become the focus of attention. Thus, the targeted counselling increasingly supports and encourages those researchers who have family responsibilities with the individual planning of their own career, taking into account the given framework conditions in science, the negotiations with superiors, and the involvement of their partners in family tasks. To provide positive role models for female early career researchers to remain in the science system, despite family responsibilities, a **blog** is planned featuring female scientists at the CAU who successfully combine science with having a family, such as the one which has already been successfully implemented for marine sciences within the framework of the EU project "Baltic Gender". In the future, there should also be an award for particularly family-friendly institutes at the CAU.

Making **information** for the respective status groups and subject areas easily accessible on the internet in German and English has proven successful. Specific information is therefore available for all the steps along the career path. The 2013 information brochure "Hochschule und Familie" (University and Family) has gained particular attention, with its contributions by people from all status groups working towards a family-friendly university. The topic of caring for relatives has received increased support in recent

years, for example through information events, which are very well attended. Here, an additional offer for networking those caring for relatives is planned.

For students, there are regular advisory and information events on family-related topics and degree organisation. These frequently involve close cooperation between Student Admission and Registry, the Family Service, the Studentenwerk (student union) and AStA (student committee). In 2016, a section on "disadvantage compensation in particular circumstances" was added to the Examination Procedure Regulations (PVO), which among other things lists options for substitute achievements, and which has been used in many cases since its introduction. At the beginning of 2018, extensive information on **maternity protection** for pregnant and nursing students was made available. The opportunity to study part-time remains unchanged.

The CAU is in regular contact with the ministry regarding the setting of semester periods, to facilitate family time during the school holidays for its employees. This is often possible for the summer holidays, and also partly for the Easter and autumn holidays. The existing **working time models** for special leave and part-time work due to raising children or caring for relatives, and the sabbatical year model, can also be used by female scientists, whereas flexible working times and alternating working from home are only available to the technical-administrative staff. To date, no progress has been made regarding flexibility of working place and times in research positions. A previously-initiated draft of corresponding guidelines was put on hold in 2014, due to the increased duty of care by the employer for mobile working places, which is difficult to execute. The framework conditions should be re-examined in 2019.

The **childcare places** in the campus crèche, which were supported and then made permanent with funds from PP I, are consistently fully occupied, as well as all 91 places available for CAU employees. 221 places are now available for students. Overall, the number of childcare places available has increased by a further 15 since 2013 to 312 places, of which 135 are in the crèche. When assigning places, female early career researchers and professors are given priority in the ranking, in order to ensure that they remain active in science. Most of the crèche places are occupied by children of female early career researchers. 62% of the children who go to the unchanged ongoing **holiday programme** for schoolchildren (seven weeks' holiday per year) are children of scientists. The CAU invested in new premises in 2018, and this measure is thus well-established for the future. The family-friendly infrastructure has also been further expanded in other areas - for example, there are now five parent-child rooms.

Anti-discrimination and advice on sexual harassment and violence

The findings from surveys and studies on sexual harassment, discrimination and violence on the campus have in recent years led to the establishment and development of new advisory and support structures at the CAU. With the coming into effect of the new Higher Education Act (2016), sexual harassment 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. Since 2017, cooperation between AStA (student committee), the Equal Opportunity Commissioner and the Frauennotruf Kiel (women's emergency hotline) has ensured a regular, easily-accessible **advisory service** for students on campus. In addition, the anti-discrimination approach has been incorporated into law for all members of the university, and the application of the German General Act on Equal Treatment (Allgemeines Gleichbehandlungsgesetz - AGG) has been extended to the students. The new legal situation requires a timely adjustment of the existing **work agreement** for protection against sexual harassment. As an institutional contact person for students and doctoral researchers who experience discrimination, the new position of **Diversity Officer** has been legally consolidated and occupied at the CAU since 2017. Another new structure, the advisory network, was founded in 2015, in which the CAU's professional counselling centres and officers are networked, and support each other e.g. through collegial advice. Thus, the topic of anti-discrimination has been structurally anchored and developed further, in accordance with its proven importance.

Quality management

The systematic quality management at the CAU collects and publishes annual gender-differentiated data on the degree and examination situation, including the transition to the Master's degree programme. To date, there has been no evidence of relevant gender differences. Nevertheless, it remains important to ensure that no qualified women are lost during the transition to the Master's programme, especially in the MINT subjects. At the CAU, equality is an integral part of our understanding of quality for good teaching. The specific quality management of gender equality measures is carried out in the respective work units where they are based, and has already been described in the relevant sections

(e.g. **evaluations** of mentoring programmes, **review** of the effectiveness of the appointment rules, **surveys** on the Physics Project Days, **graduate destination surveys** of female scientists). The example of the Dual Career Service proves that ineffective equality measures at the CAU are also discontinued or changed. The example of the via:mento mentoring programme, which has always been evaluated as positive, shows that successful measures at the CAU are made structurally permanent. The implementation of these quality circles is continuously maintained, also to ensure that the limited resources are used in a targeted and effective manner. In the framework of the EU project "Baltic Gender", a quality assurance process led to the measures via:mento_ocean (mentoring programme), Postdoc Call (recruitment) and indicator-based allocation of funds (management tool) being selected as "Best Practice" equality measures for an international brochure. The gender equality efforts in the Cluster of Excellence "The Future Ocean" were critically examined during the first funding phase through the accompanying research project "Frauen in der Spitzenforschung" (women in cutting-edge research) and subsequently adapted; in the second funding phase, an external **evaluation** came to a very positive conclusion (Annex 16). In addition to monitoring the Equality Plan, regular discussions should take place with the faculties on their respective gender equality goals. In the context of PP III, it is planned to establish a new position to implement - and above all, systematically evaluate - the additional gender equality measures.

Raising awareness of equality issues

At the CAU, there are numerous initiatives and events at a central and decentralised level to raise awareness among university members of equality in studies and teaching, research and the promotion of early career researchers. In this regard, visible female **role models** remain important for the students and female early career researchers. Regular portraits of female scientists have become established as a series in "unizeit", the CAU news magazine. In 2015, the female professors at the Faculty of Mathematics and Natural Sciences, and their diverse career paths, were presented in a **brochure** (supported with funds from PP II) in which they express, among other things, individual advice for young female scientists. In the framework of the EU project "Baltic Gender", female marine scientists are introduced in blogs. At the Faculty of Medicine as well as in physics, there are regular **gender equality days** with external speakers and panel discussions, which members of all status groups in these areas are invited to attend. In the Faculty of Arts and Humanities, there are workshops (e.g. sexism at universities), summer schools (e.g. feminist philosophy) and lecture series (e.g. gender images in Eastern Europe). Every year, the faculty's equal opportunity commissioners run a funding-supported **Idea Contest** towards gender equality. Research results on gender issues at the CAU come primarily from the "Gender and Diversity Studies" field, and are incorporated into the specific university gender equality work, also towards integration of the gender dimension in teaching, as well as the initiation of new impulses for research projects. There is an annual **gender research prize** awarded centrally for an outstanding dissertation. This measure from PP I has now been made permanent, and forms an integral part of the CAU prizes.

The **sensitisation** of management to gender equality issues is primarily carried out through corresponding offers from the Continuing Professional Development Centre, which is currently offering train-the-trainer courses to address this topic, so that gender equality is also reflected in modules on leadership, communication and supervision. The use of gender-appropriate text and imagery has long been standard at the CAU, and is regularly checked by an external female expert. In PerLe (project for successful teaching and learning), funded within the framework of the Quality Pact for Teaching, there have been numerous offers on the topic of gender in teaching in recent years. Since 2018, the regular event on doctoral supervision has been supplemented by input on gender equality aspects in the doctoral research phase. Further sensitisation to equality takes place within the framework of the "Shaping Diversity" auditing procedure as well as in the diversity degree programme. In future, research-based **lecture series** and innovative formats are planned regarding the well-researched topic of "Gender Bias" and the effect of stereotypes, for example during student teaching evaluations, in the assessment of examinations, in personnel selection procedures, or in appraisal processes - in other words - in the evaluation of scientific performance and excellence.