

Equality Report of the Faculty for Mathematics, Informatics and Natural Sciences

**Figures and Comparisons, Information and Evaluation
2014 - 2017**



Universität Hamburg
DER FORSCHUNG | DER LEHRE | DER BILDUNG

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Introduction

This Equality Report of the MIN Faculty is intended to report as comprehensively as possible on the equality situation in the faculty and the individual departments. The aim is to present and analyse the situation and draw conclusions for further gender equality work.

Part 1: Gender equality situation at the MIN Faculty

1 Students

The following graphs and tables provide an insight into the gender equality situation among students of the MIN faculty, broken down into the respective six departments of Biology, Chemistry, Geoscience, Informatics, Mathematics and Physics. Diploma and doctoral students as well as "MIN central" students (students in the humanities with the minor subject "History of Science") make up only a very small share or else are considered partly in other parts of this report. Consequently, they are not taken into account in the following statistics in this chapter.

1.1 First-year students in Bachelor's and Master's degrees (without Education students)

In the 2017 academic year, a total of 1055 women have begun a Bachelor's or Master's degree course at the MIN Faculty. The average proportion of women in the years 2014-2017 among first-year Bachelor students was 41%, which is 3 percentage points higher than the average proportion of first-year Master's students (38%) (Admin. Dept. for DM and QA 2018). These average values are based on a very heterogeneous distribution between the individual departments.

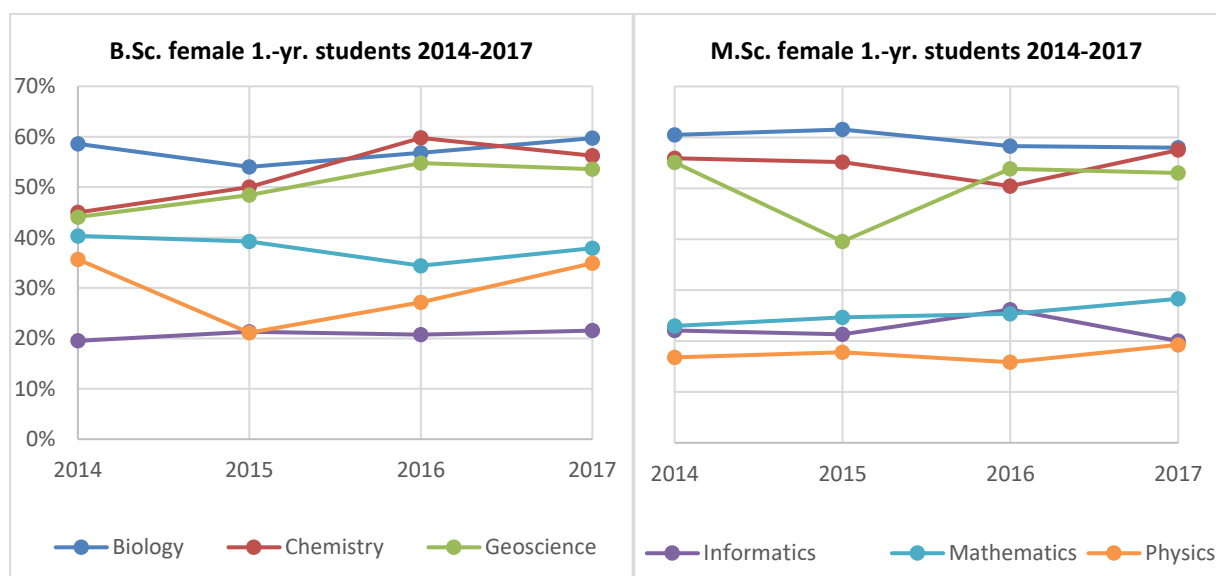


Figure 1: Female first-year students 2014-2017 (without Education students); Admin. Dept. for DM and QA

As shown in the graphs, no clear, significant trend can be seen in the numbers of female first-year students in the MIN faculty over the last few years in any of the departments. The proportion of women in the departments of Biology, Chemistry and Geoscience shows average values of over 50% between 2014 and 2017, with Biology, at just under 60%, being the subject area in greatest demand among women. These values are similar in the three departments mentioned above for both the Master's and Bachelor's programmes.

For the other departments, values are below 50%. Hereof Informatics has the lowest proportion of women among students, with an average of 21%. In addition, the proportion of women in Bachelor degree programmes in Mathematics and Physics is more than 10 percentage points higher than in Master degree programmes (Admin. Dept. for DM and QA 2018).

Table 1 and Table 2: show the absolute numbers of first-year students in Bachelor's and Master's programmes in the individual years.

Table 1: First-year students Bachelor 2014-2017; Admin. Dept. for DM and QA 2018

| B. Sc. first-year students 2014-2017 | | | | | | | | | | | | | | |
|---|----------------|--------------|------------------|--------------|-------------------|--------------|--------------------|--------------|--------------------|--------------|----------------|--------------|--------------------|--------------|
| Year | Biology | | Chemistry | | Geoscience | | Informatics | | Mathematics | | Physics | | MIN-Faculty | |
| | Total | Women | Total | Women | Total | Women | Total | Women | Total | Women | Total | Women | Total | Women |
| 2014 | 280 | 164 | 209 | 94 | 270 | 119 | 405 | 79 | 248 | 100 | 370 | 132 | 1782 | 688 |
| 2015 | 274 | 148 | 170 | 85 | 225 | 109 | 385 | 82 | 209 | 82 | 322 | 68 | 1.585 | 574 |
| 2016 | 324 | 184 | 251 | 150 | 241 | 132 | 357 | 74 | 215 | 74 | 376 | 102 | 1.764 | 716 |
| 2017 | 273 | 163 | 208 | 117 | 293 | 157 | 390 | 84 | 227 | 86 | 410 | 143 | 1.801 | 750 |

Table 2: First-year students Master 2014-2017; Admin. Dept. for DM and QA 2018

| M. Sc. first-year students 2014-2017 | | | | | | | | | | | | | | |
|---|----------------|--------------|------------------|--------------|-------------------|--------------|--------------------|--------------|--------------------|--------------|----------------|--------------|--------------------|--------------|
| Year | Biology | | Chemistry | | Geoscience | | Informatics | | Mathematics | | Physics | | MIN-Faculty | |
| | Total | Women | Total | Women | Total | Women | Total | Women | Total | Women | Total | Women | Total | Women |
| 2014 | 172 | 104 | 136 | 76 | 138 | 76 | 254 | 56 | 61 | 14 | 137 | 23 | 898 | 349 |
| 2015 | 143 | 88 | 127 | 70 | 134 | 53 | 249 | 53 | 65 | 16 | 118 | 21 | 836 | 301 |
| 2016 | 139 | 81 | 119 | 60 | 156 | 84 | 233 | 61 | 71 | 18 | 120 | 19 | 838 | 323 |
| 2017 | 138 | 80 | 120 | 69 | 117 | 62 | 230 | 46 | 99 | 28 | 104 | 20 | 808 | 305 |

1.2 First-year students in Education

In addition to the above figures, in the 2017 academic year, 765 women began a teacher training course at the MIN Faculty as B.A., B.Sc. or M.Ed.. Table 3: and Table 4 below show the absolute numbers in the respective years. Figure 2 shows the percental relationship graphically.

Table 3: First-year students in Education B.A. + vocational school 2014-2017; Admin. Dept. for DM and QA 2018

| B.A. and B. Sc. first-year students in Education + vocational school 2014-2017 | | | | | | | | | | | | | | |
|--|---------|-------|-----------|-------|------------|-------|-------------|-------|-------------|-------|---------|-------|-------------|-------|
| Year | Biology | | Chemistry | | Geoscience | | Informatics | | Mathematics | | Physics | | MIN-Faculty | |
| | Total | Women | Total | Women | Total | Women | Total | Women | Total | Women | Total | Women | Total | Women |
| 2014 | 180 | 138 | 127 | 101 | 88 | 46 | 26 | 9 | 153 | 102 | 47 | 16 | 621 | 412 |
| 2015 | 176 | 139 | 133 | 105 | 105 | 71 | 27 | 11 | 165 | 118 | 59 | 25 | 665 | 469 |
| 2016 | 152 | 121 | 114 | 79 | 104 | 71 | 25 | 2 | 151 | 102 | 69 | 22 | 615 | 397 |
| 2017 | 210 | 177 | 157 | 110 | 89 | 61 | 43 | 10 | 177 | 118 | 46 | 21 | 722 | 497 |

Table 4: First-year students in Education Master + vocational school 2014-2017; Admin. Dept. for DM and QA 2018

| M. Ed. first-year students Education + vocational school 2014-2017 | | | | | | | | | | | | | | |
|--|---------|-------|-----------|-------|------------|-------|-------------|-------|-------------|-------|---------|-------|-------------|-------|
| Year | Biology | | Chemistry | | Geoscience | | Informatics | | Mathematics | | Physics | | MIN-Faculty | |
| | Total | Women | Total | Women | Total | Women | Total | Women | Total | Women | Total | Women | Total | Women |
| 2014 | 113 | 89 | 91 | 65 | 80 | 49 | 17 | 5 | 82 | 59 | 20 | 13 | 403 | 280 |
| 2015 | 118 | 99 | 90 | 77 | 89 | 56 | 8 | 2 | 82 | 59 | 14 | 4 | 401 | 297 |
| 2016 | 110 | 83 | 64 | 46 | 75 | 52 | 15 | 4 | 103 | 77 | 13 | 5 | 380 | 267 |
| 2017 | 111 | 89 | 76 | 57 | 63 | 40 | 24 | 4 | 94 | 70 | 26 | 8 | 394 | 268 |

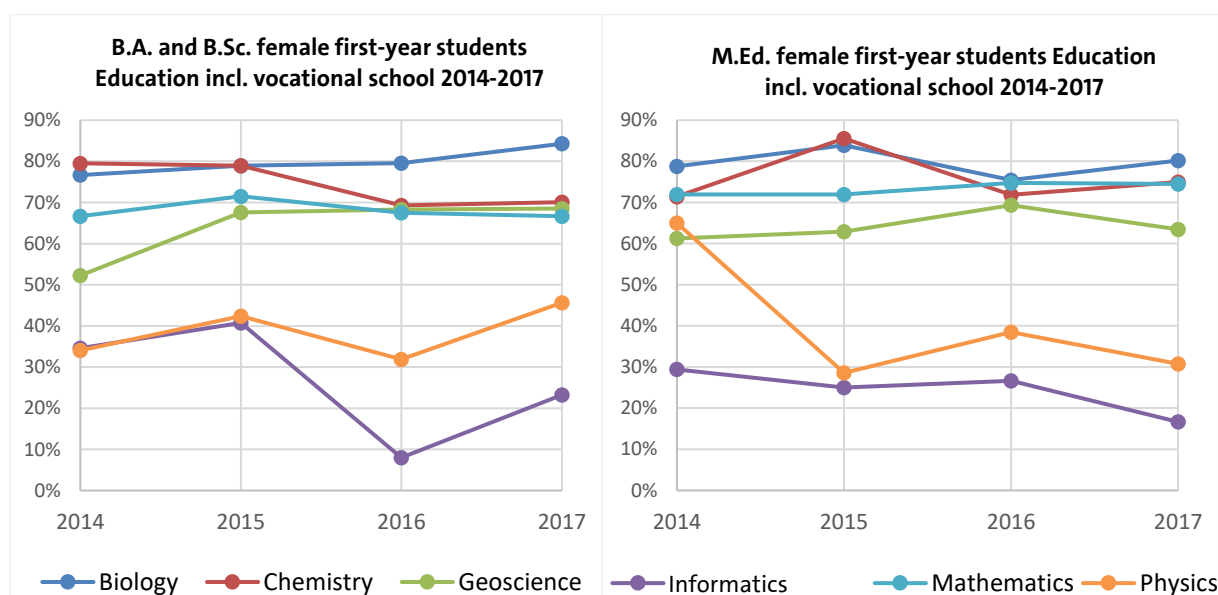


Figure 2: Female first-year students 2014-2017 Education incl. Vocational school; Admin. Dept. for DM and QA 2018

In the years 2014-2017, the proportion of women among first-year bachelor's degree students (including vocational school) averaged 68%, which is 3 percentage points lower than the proportion of first-year master's degree students. Here, too, a heterogeneous distribution among the individual departments can be seen. Women are again most frequently represented in the biol-

ogy department. The proportion is around 80 %, both in the Bachelor's and Master's degree programmes. In addition, Chemistry, Mathematics and Geoscience (more so in the Bachelor's than in the Master's) also display a high proportion of women. The strongest decrease is in physics (M.Ed.) between the years of 2014 and 2015, where the proportion of women falls by more than 50% (Admin. Dept. for DM and QA 2018).

1.3 Total number of students

The total number of all enrolled students in Bachelor's and Master's programmes as of December 2017 was 7761, of which 2891 (37.25%) are female (see Table 5:). This figure also records students with a minor subject in the Bachelor's programme and bioinformatics students among Informatics students.

Table 5: Total number of students of the departments and the MIN faculty in 2017; Admin. Dept. for DM and QA 2018

| Students at the University of Hamburg without state examination (Dec. 2017) | | | | | | | | | |
|---|---------|-------|--------|-------|-------|--------|-----------------|-------|--------|
| | B.Sc.** | | | M.Sc. | | | B.Sc. and M.Sc. | | |
| Departments | Total | Women | | Total | Women | | Total | Women | |
| Biology | 970 | 551 | 56,80% | 393 | 240 | 61,07% | 1363 | 791 | 58,03% |
| Chemistry | 655 | 343 | 52,37% | 324 | 168 | 51,85% | 979 | 511 | 52,20% |
| Geoscience | 814 | 420 | 51,60% | 357 | 170 | 47,62% | 1171 | 590 | 50,38% |
| Informatics * | 1.518 | 280 | 18,45% | 707 | 176 | 24,89% | 2225 | 456 | 20,49% |
| Mathematics | 585 | 213 | 36,41% | 209 | 47 | 22,49% | 794 | 260 | 32,75% |
| Physics | 942 | 238 | 25,27% | 287 | 45 | 15,68% | 1229 | 283 | 23,03% |
| MIN-Faculty | 5.484 | 2.045 | 37,29% | 2277 | 846 | 37,15% | 7761 | 2891 | 37,25% |
| * incl. Bioinformatics | | | | | | | | | |
| ** Students with minor subjects are included in the B.Sc. | | | | | | | | | |

In comparison to the winter semester 2013/14, which was analysed in the Equality Report 2010-2013, the proportion of women remained relatively constant. It rose by only 2 percentage points from 35.4% to 37.25%. The proportion of women in Bachelor's degrees in Physics, Geoscience and Chemistry shows a positive development. In addition, the proportion of women in the Bachelor's and Master's programmes in Biology and Informatics has risen slightly. Mathematics shows hardly any difference to the winter semester 2013/14 in the bachelor's programmes, but there is a large decrease of about 29% of female master's students (31.7% in winter semester 2013/14), (cf. Equality Report 2010-2013, Table 9, p. 9).

2 Academic Qualification

2.1 Completion of Degree

Overall, the proportions of first-year students remained relatively constant in the years 2014-2017 (cf. Chapter 1). The share of women in completed degrees, both for the Bachelor's and Master's programmes, shows a similar constancy over time (Admin. Dept. for DM and QA 2018).

For this reason, Figure 3 describes the average values for the reporting years 2014-2017 in the respective departments. Overall, the proportion of women in successfully completed Bachelor's and Master's programmes was 37.5% on average (Admin. Dept. for DM and QA 2018).

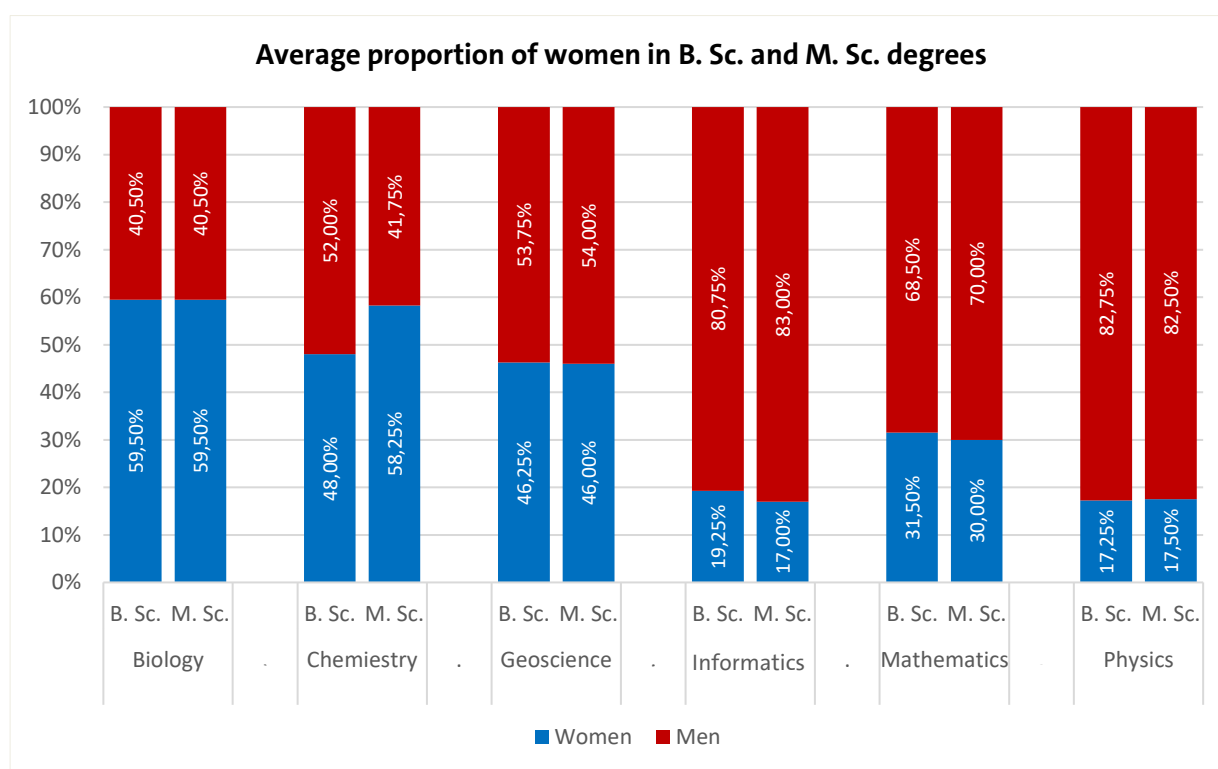


Figure 3: Average percentage of female graduates; Admin. Dept. for DM and QA 2018

The graph illustrates that, as with the statistics on first-year students (cf. Figure 2), Biology, Chemistry and Geoscience feature a higher proportion of women than the other departments. In the other departments, the value is significantly lower than that of men and shows a maximum value of approximately 30% in mathematics. Overall, there are hardly any differences between the proportion of women in the respective Bachelor's and Master's degrees in all departments; only Chemistry presents a higher proportion in the Master's programmes of 10 percentage points (Admin. Dept. for DM and QA 2018).

2.2 Completed Doctorates

The proportion of women in completed doctorates in the entire MIN faculty amounts to 41%, somewhat higher than the proportion of Master and Bachelor degrees. Due to the again only slight fluctuations in doctoral degrees in the years 2014-2017, Figure 4 shows the average number of doctoral degrees per year.

In general, there are significant differences in the number of doctorates in the respective departments. In the Biology and Chemistry departments, the largest proportion of female doctorates is found, averaging around 57%. Physics particularly stands out in the figure due to high numbers of men with doctorates, thus showing a clear difference to women with doctorates.

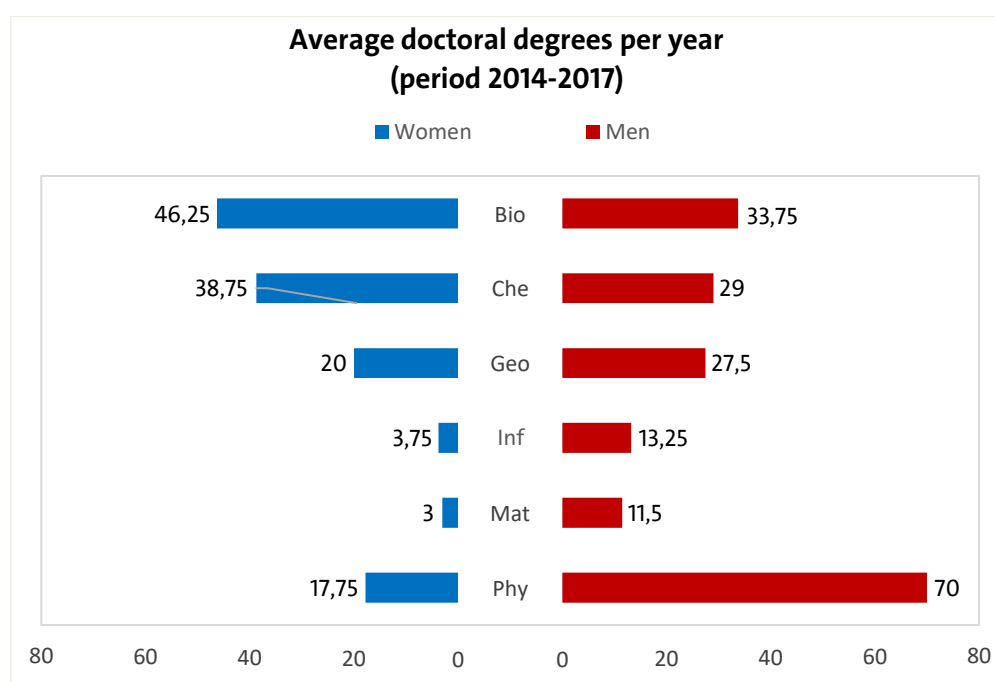


Figure 4: Average doctoral degrees per year; PLIS

Compared to the last Equality Report of 2010-2013, most notably Chemistry shows a large increase from 45% to 57% of doctorates awarded to women. This represents an increase of about 28%. In Informatics and Mathematics strikingly, there are significantly fewer doctorates per year overall than in the other departments. As in physics, the proportion of women is very low, and has decreased compared to the reporting years 2010 - 2013. The departments show hardly any change from the last Equality Report (cf. Equality Report 2010-2013, Table 11, p.10).

2.3 Completed Habilitations

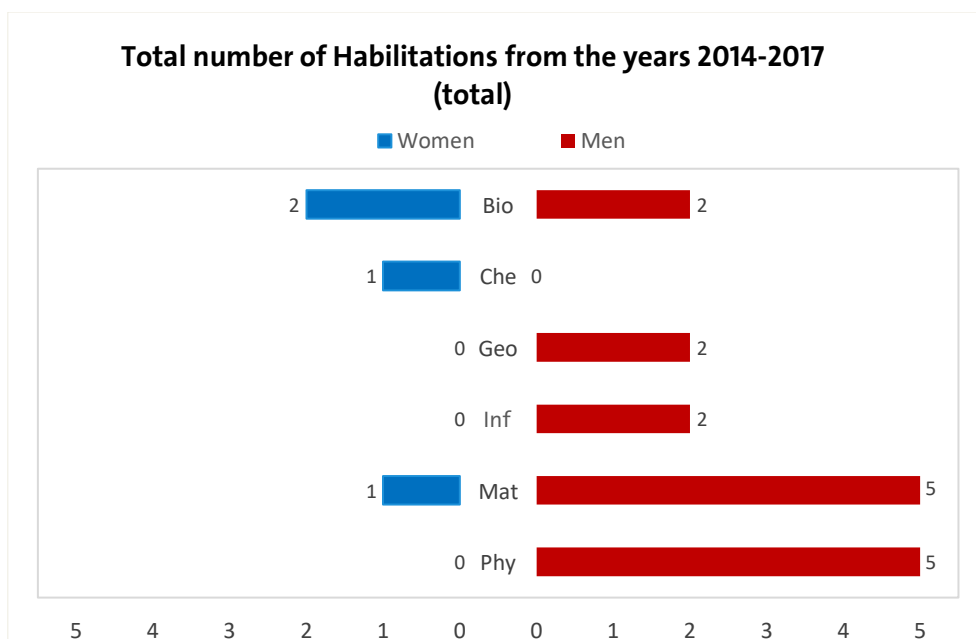


Figure 5: Habilitation 2014-2017; Admin. Dept. for DM and QA 2018

In the period 2014-2017, 20 persons habilitated at the MIN faculty, of which only 4 were women. This corresponds to a share of 20% (cf. Figure 5). Compared to the period 2009-2013 (cf. Equality Report 2010-2013, Table 13, p.11), the proportion has fallen slightly by 1.4 percentage points from 21.4% to 20%. The proportion is thus still lower than that of completed doctorates (cf. Chapter 2.2).

3 Proportion of women among scientific staff

3.1 Scientific staff by pay grade and source of funding

In 2017, the MIN faculty employed a total of 291.53 female scientists. This corresponds to a proportion of 30.62% of the total number. Like above (cf. Chapter 2), the biology department again has the highest proportion of women. In contrast, Mathematics and Physics reveal the lowest proportion of women among scientific staff (cf. Table 6). This once again illustrates the heterogeneous distribution between the departments.

Table 6: Scientific staff §28 (FTE) by department; PAISY 12/2017

| Scientific Staff §26 (FTE) by department | | | |
|--|--------|--------|--------|
| Department | Total | Women | |
| Biology | 124,22 | 72,31 | 58,21% |
| Chemistry | 152,44 | 58,67 | 38,49% |
| Geoscience | 161,89 | 64,66 | 39,94% |
| Informatics | 130,59 | 26,5 | 20,29% |
| Mathematics | 65,37 | 10,97 | 16,78% |
| Physics | 316 | 56,75 | 17,96% |
| MIN-Faculty | 952,18 | 291,53 | 30,62% |

Figure 6 illustrates the proportion of women in permanent and fixed-term employment in each pay grade. The percentages refer to the total numbers, which are given in brackets for clarification. In the highest pay grade E14/15, the proportion of permanently employed women is only about 20%, which is significantly lower than in the E13 and E13Ü groups.

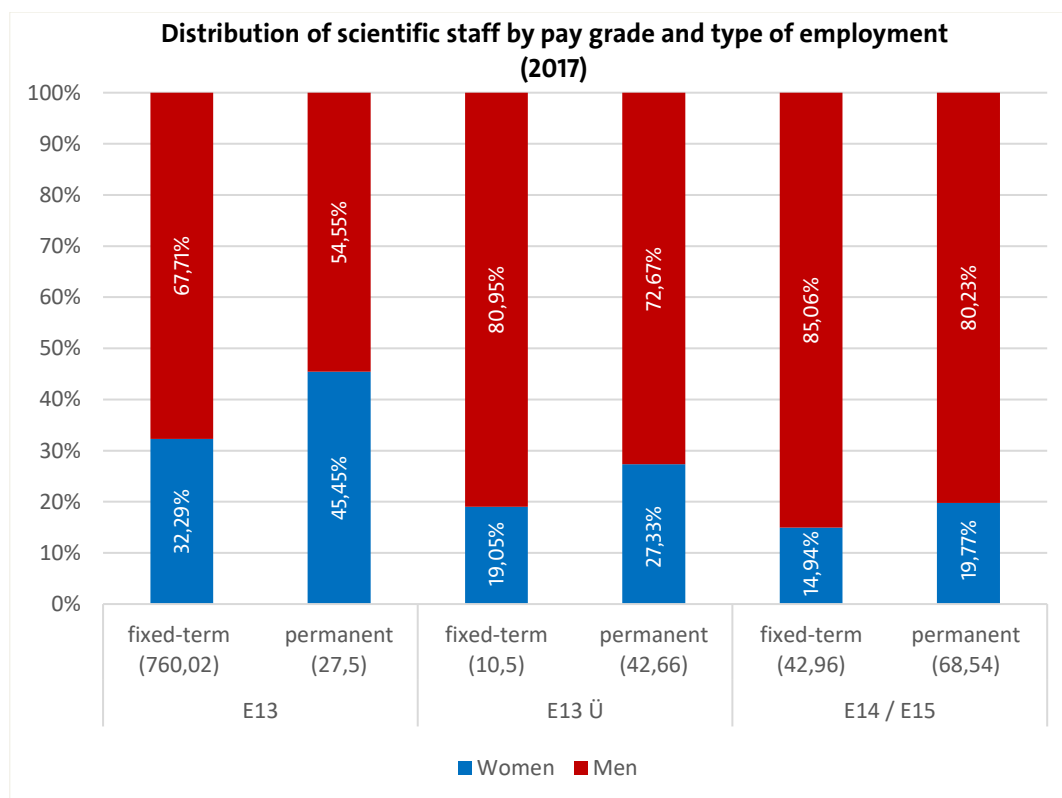


Figure 6: Scientific staff by pay grade; PAISY 12/2017

In 2017, the female percentage of permanent employees is higher than that of fixed-term employees, regardless of pay grade. In general, the percentage of women decreases with increasing pay grade.

4 Appointment Procedures

The faculty has reported annually on the proportion of women in appointment procedures since 2010. The following figures refer to the period 2014-2017.

4.1 Procedures in the individual years

The proportion of women among the appointed professors in the period 2014-2017 averages 38%, which is significantly higher than the proportion of women professorships filled at the Faculty in 2017 (which was 20%, cf. Chapter 175, Table 8). A trend towards an increase in the proportion of women can thus be observed. As has already become apparent for students and scientific staff, one can also find differences regarding the professorship appointments in the respective departments (cf. Chapter 1 and Chapter 3). In the years 2014-2017, the total number of appointments was highest in the Physics Department and lowest in the Geoscience Department (Evaluation Appointments Office of the MIN Faculty 2018). However, the number of appointments fluctuates in all departments, as they depend on the respective calls for tenders. Table 7 presents the data for the individual phases of the appointment procedures in the period 2014-2017.

Table 7: Data on Appointment Procedures 2014-2017; Appointments Office of the MIN Faculty 2018

| Data on Appointment Procedures 2014-2017 | | | | | | | | |
|--|-------|-------|-------|-------|-------|-------|-------|-------|
| | 2014 | | 2015 | | 2016 | | 2017 | |
| | Total | Women | Total | Women | Total | Women | Total | Women |
| Applications | 512 | 87 | 338 | 95 | 506 | 74 | 369 | 80 |
| Invitations | 107 | 32 | 65 | 26 | 100 | 24 | 68 | 31 |
| Assessment | 55 | 16 | 43 | 18 | 59 | 13 | 32 | 16 |
| List places | 46 | 13 | 34 | 17 | 46 | 10 | 27 | 12 |
| Appointment | 17 | 5 | 16 | 8 | 16 | 4 | 11 | 5 |

In principle, from the figures can be extracted that the proportion of women in the applications received is already lower than the proportion of applications from men. With a female share of about 28%, the year 2015 shows the highest proportion of applications from women (95 out of 338). New appointments are also highest this year, with a portion of 50% (Evaluation Appointment Office MIN Faculty 2018). Figure 7 illustrates the relative development between the various phases of the respective years in the entire faculty.

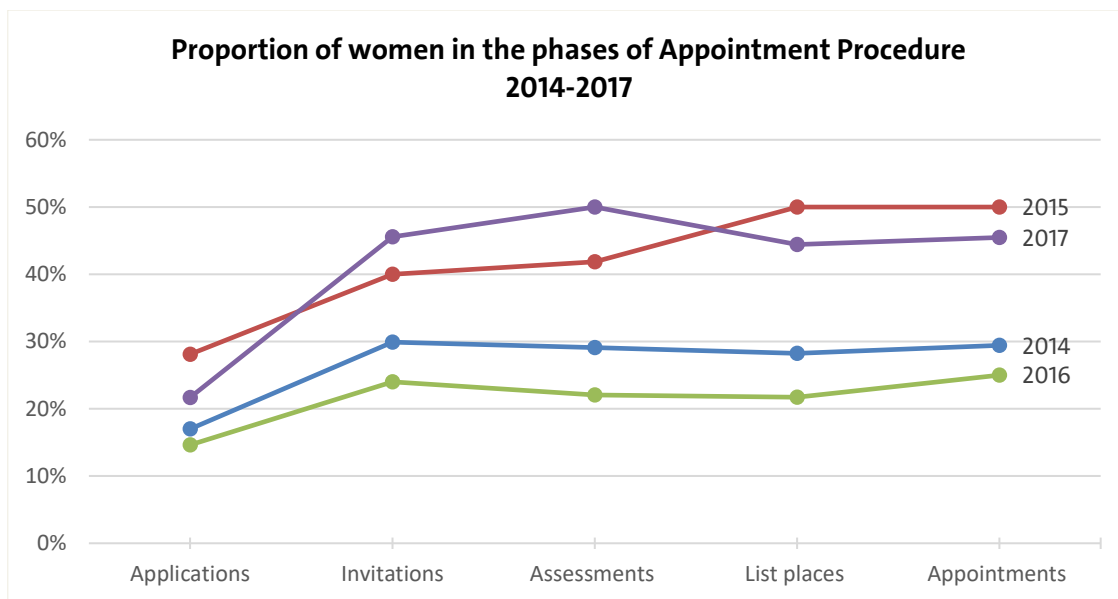


Figure 7: Percentage of Women in the appointment phases of 2014-2017; Appointment Office MIN Faculty

The year 2016 shows a lower proportion of women than the other years. A possible explanation for this low figure may provide the fact that of the total 16 appointments, 13 were in the Mathematics, Informatics and Physics departments, where the female field of applicants is still relatively small and highly sought after. Of these 13 appointments, only 3 persons were women (Evaluation of the MIN Faculty Appointment Office 2018).

4.2 Women on the list

Figure 8 illustrates that of a total of 152 list places, about 1/3 of places were occupied by women. Of these 51 women, 21 took first place, representing a share of more than 40%.

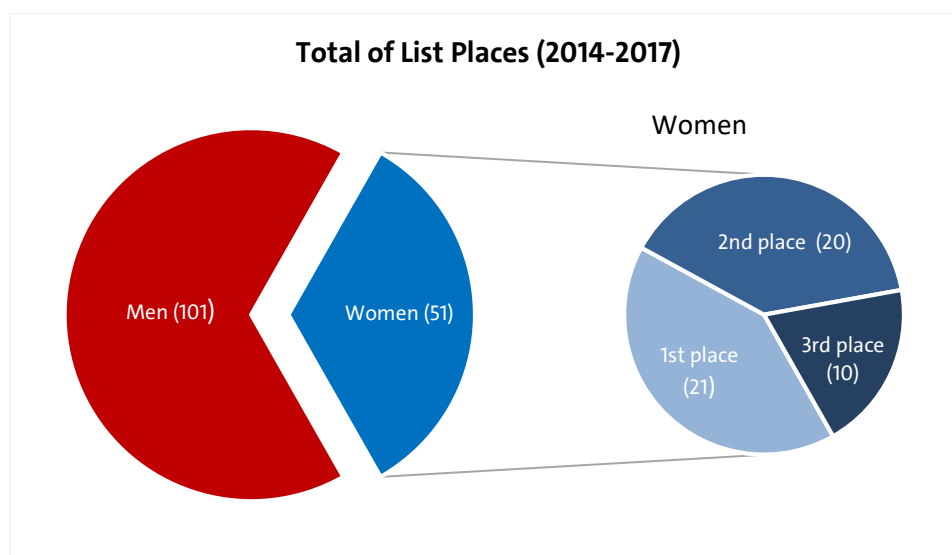


Figure 8: Placements on the list 2014-2017; Appointment Office MIN Faculty

Compared to 2013, the number of women in list positions increased from 21% to 33% (cf. Equality Report 2010-2013, Figure 7, p. 14). This increase of around 57% was also reflected in the proportion of women in new appointments. The total number of new appointments of women increased from 11 in 2010-2013 to 22 new appointments in the years 2014-2017 (cf. Equality Report 2010-2013, Table 15, p. 13).

5 Professorships

The proportion of women in professorships has risen from around 16 % in 2013 (cf. Equality Report 2010-2013, Table 1, p. 4) to 20 % in 2017 (cf. Table 8). This represents an increase of 20%. In particular, the departments of Biology, Chemistry and Informatics demonstrated a significantly higher proportion of women compared to 2013 (cf. Equality Report 2010-2013, Table 1, p. 4). Additionally, the increase in the proportion of women in new appointments plays a considerable role (cf. Chapter 4). Figure 9 shows the female and male numbers of professors and university lecturers in 2017 per department.

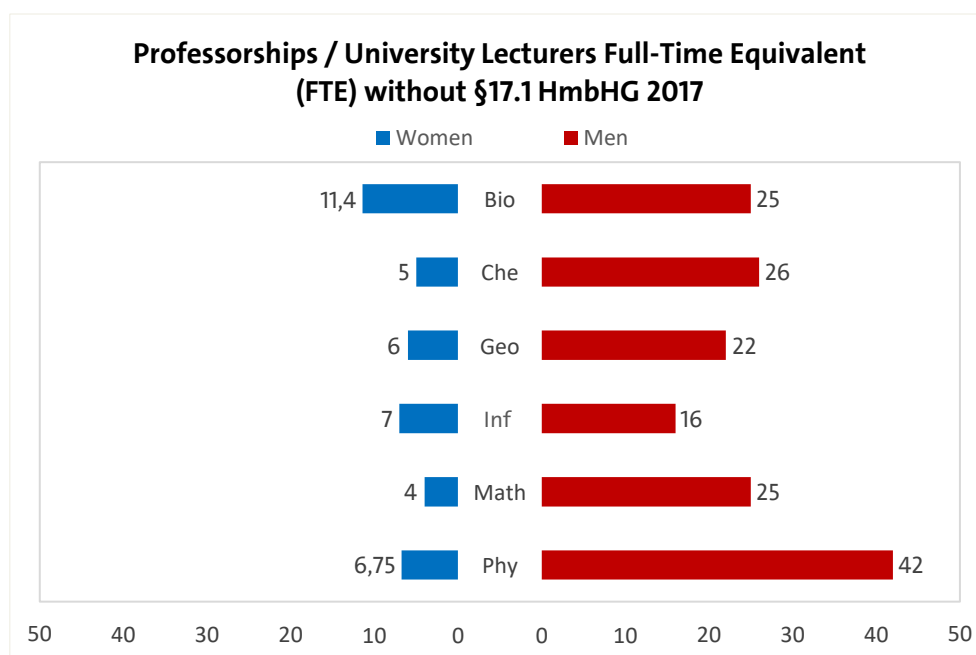


Figure 9: Professorships / university lecturers 2017; PAISY 12/2017 according to FTE

The graph clearly shows that heterogeneity continues to exist in the distinct departments. The proportion of women in Biology, excluding §17 professorships, is around 31% with 11.4 out of a total of 36.4 full-time equivalents, which, as in other qualification levels, is the highest value in the departments. The departments of Chemistry, Mathematics and Physics have female percentages of less than 20% (PAISY Evaluation 12/2017).

The following Table 8 and the accompanying graph (Figure 10) again underline the discrepancies between the respective departments depending on respective pay grades.

Table 8: Professorships and lecturers in 2017 incl. §17.1 HmbHG; PAISY 12/2017 according to FTE (W1-W3), Appointment Office MIN Faculty (§17.1 Professorships per head)

| Professorships / University Lecturers 2017 | | | | | | | | | | | | | | | |
|--|------------|-------|--------|----------|-------|--------|-------|-------|--------|------------|-------|--------|--------|-------|--------|
| Departments | W1 | | | W2/C3/C2 | | | W3/C4 | | | §17 | | | Total | | |
| | To- tal | Women | | Total | Women | | Total | Women | | To- tal | Women | | Total | Women | |
| Biology | 4,5 | 3,5 | 77,78% | 16,9 | 5,9 | 34,91% | 15 | 2 | 13,33% | 7 | 1 | 14,29% | 43,4 | 12,4 | 28,57% |
| Chemistry | 5 | 1 | 20,00% | 7 | 3 | 42,86% | 19 | 1 | 5,26% | 7 | 1 | 14,29% | 38 | 6 | 15,79% |
| Geoscience | 2 | 1 | 50,00% | 11 | 2 | 18,18% | 15 | 3 | 20,00% | 10 | 3 | 30,00% | 38 | 9 | 23,68% |
| Informatics | 4 | 2 | 50,00% | 6 | 2 | 33,33% | 13 | 3 | 23,08% | 0 | 0 | 0,00% | 23 | 7 | 30,43% |
| Mathematics | 4 | 1 | 25,00% | 11 | 1 | 9,09% | 14 | 2 | 14,29% | 2 | 1 | 50,00% | 31 | 5 | 16,13% |
| Physics | 3,75 | 0,75 | 20,00% | 20 | 3 | 15,00% | 25 | 3 | 12,00% | 10 | 0 | 0,00% | 58,75 | 6,75 | 11,49% |
| MIN Faculty | 23,25 | 9,25 | 39,78% | 71,9 | 17 | 23,50% | 101 | 14 | 13,86% | 36 | 6 | 16,67% | 232,15 | 46,15 | 19,88% |

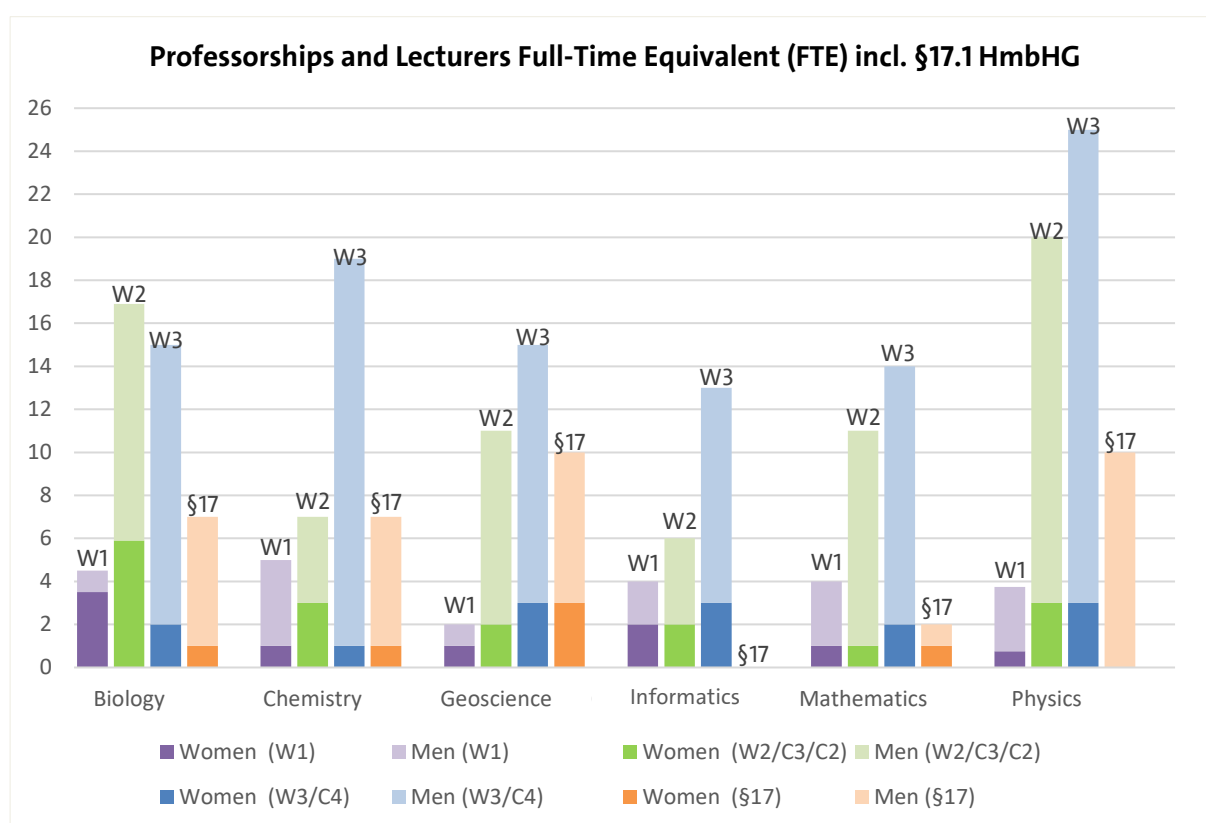


Figure 10: Professorships / university lecturers FTE incl. §17.1 HmbHG; PAISY 12/2017 by FTE (W1-W3), Appointment Office MIN Faculty (§17.1 Professorships per head)

The proportion of women in junior professorships (W1) is highest in Biology (see Table 8 or Figure 10). Overall, the respective proportions of women have developed favourably in all departments compared to 2013, so that the total proportion of women in junior professorships has

risen from 17.4% to 39.78%. Similarly, the proportion of women in W3/C4 professorships from 2013 compared to 2017, increased just over 5 percentage points (cf. Equality Report 2010-2013, Table 1, p. 4).

The proportion of women in §17.1 professorships is similarly high as in 2013 (15.9%). The Departments of Physics and Informatics still have no female §17.1 professor (see Equality Report 2010-2013, Table 2, p. 5).

6 A Look into the Departments

Part 1 is concluded by an overview of the individual departments: Biology (Figure 11), Chemistry (Figure 12), Geoscience (Figure 13), Informatics (Figure 14), Mathematics (Figure 15), Physics (Figure 16). The various stages of academic qualification are anew discussed, starting with the commencement of the course of study and ending with professorial positions. A very different picture appears in the respective departments. The graphs refer to the status as of December 2017.

6.1 Biology

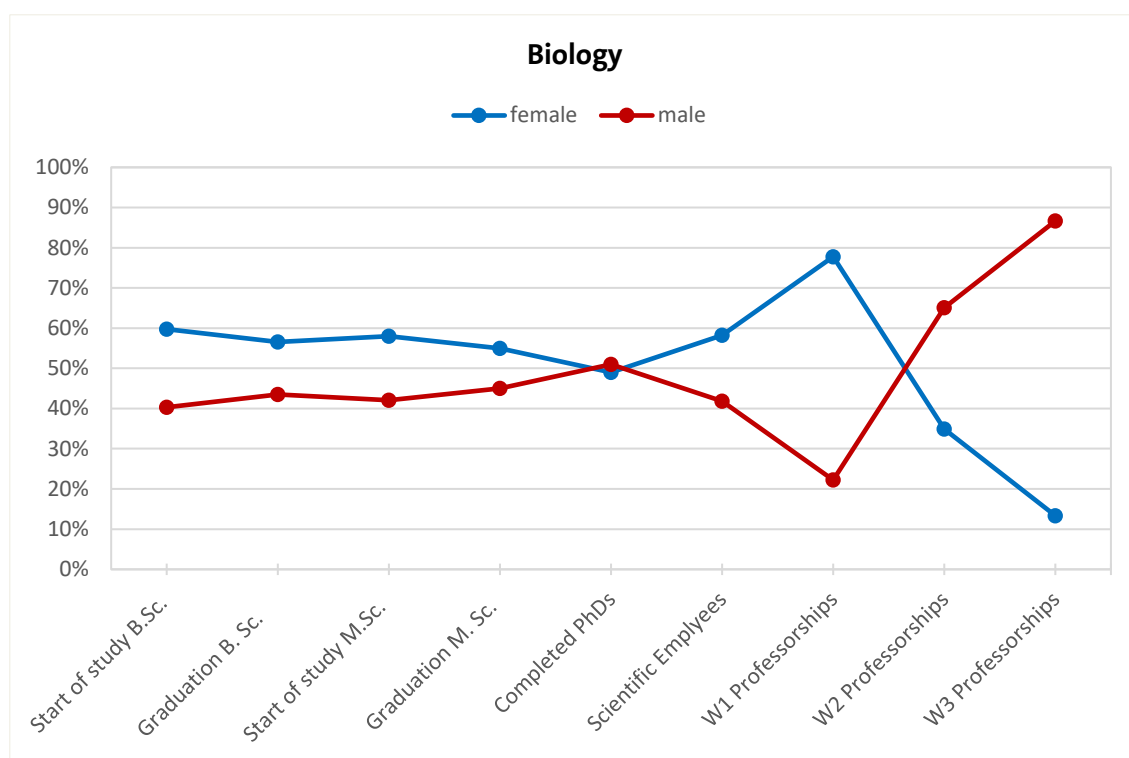


Figure 11: Overview Department of Biology; PAISY 12/2017, Admin. Dept. for DM and QA 2018, PLIS

6.2 Chemistry

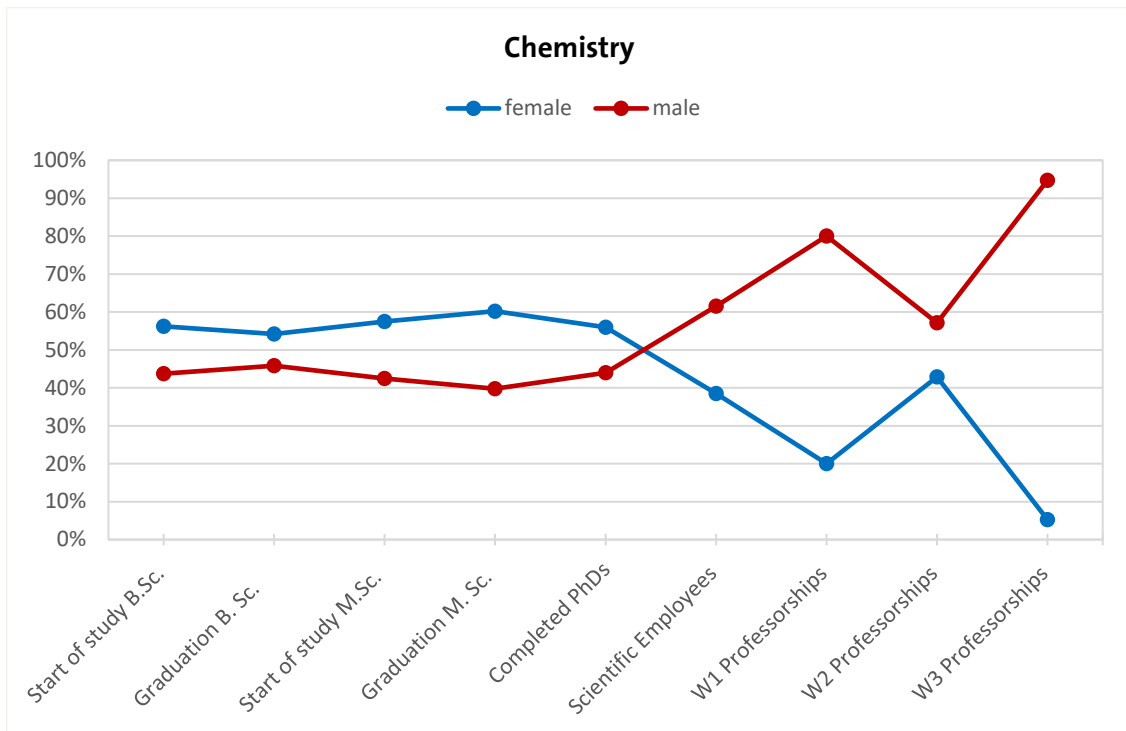


Figure 12: Overview Department of Chemistry; PAISY 12/2017, Admin. Dept. for DM und QA 2018, PLIS

6.3 Geoscience

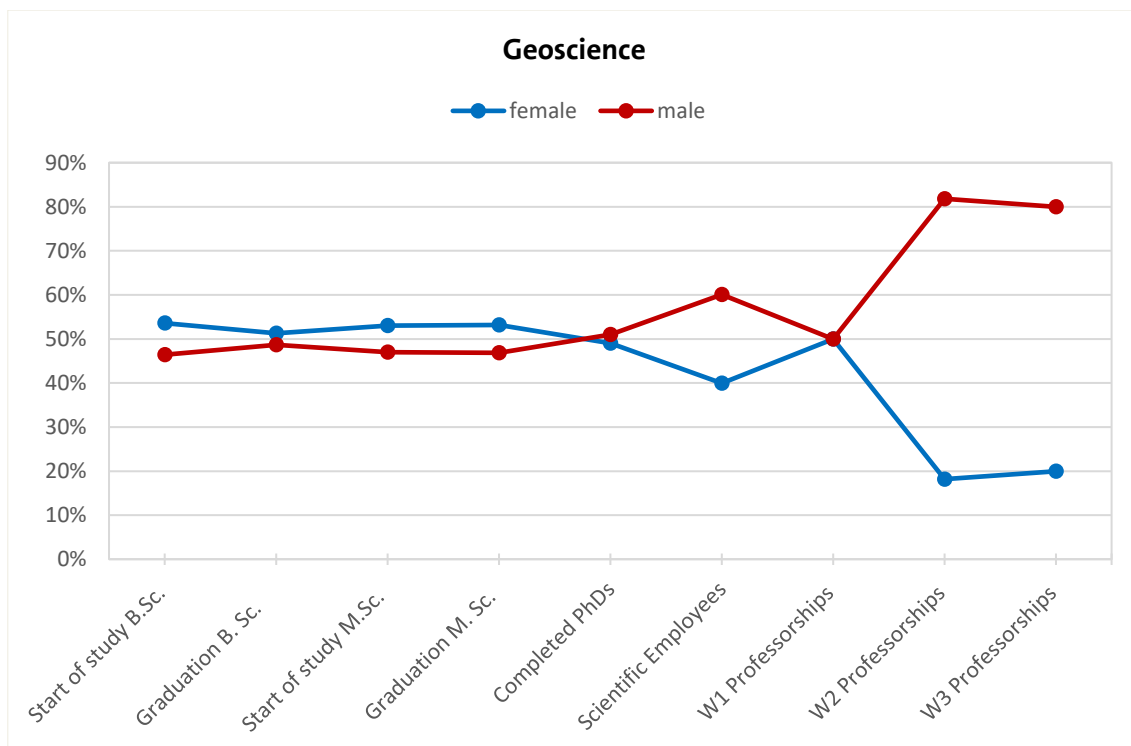


Figure 13: Overview Department of Geoscience; PAISY 12/2017, Admin. Dept. for DM und QA 2018, PLIS

6.4 Informatics

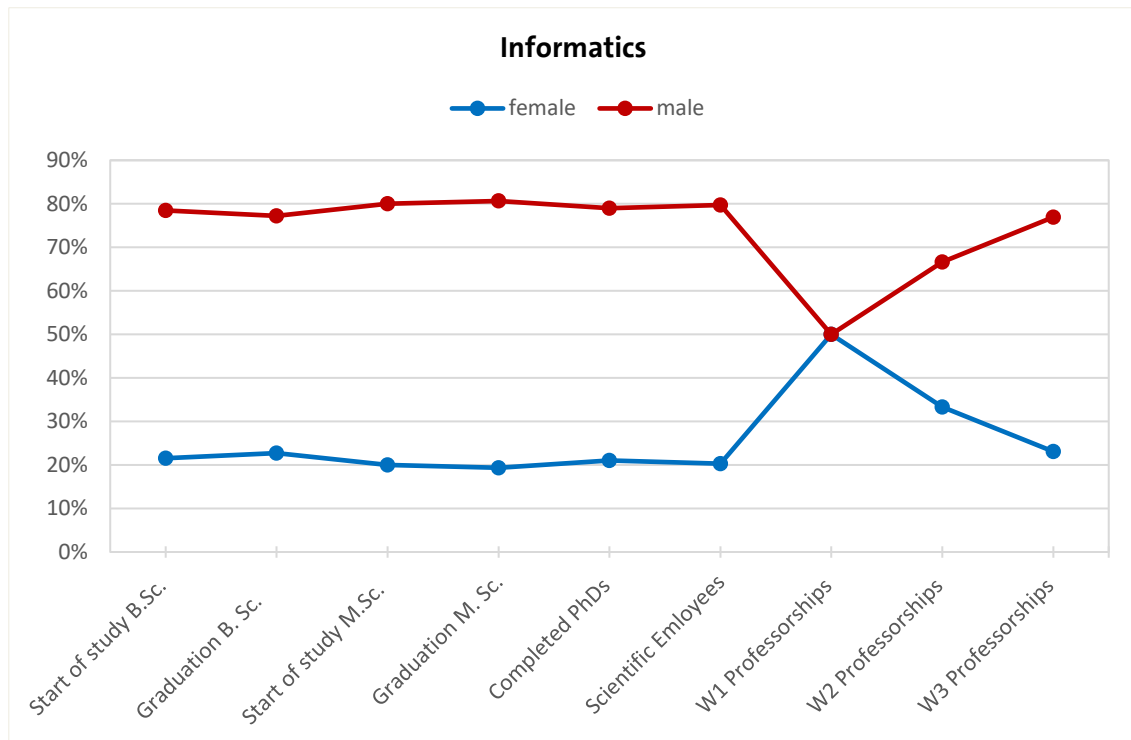


Figure 14: Overview Department of Informatics; PAISY 12/2017, Admin. Dept. for DM and QA 2018, PLIS

6.5 Mathematics

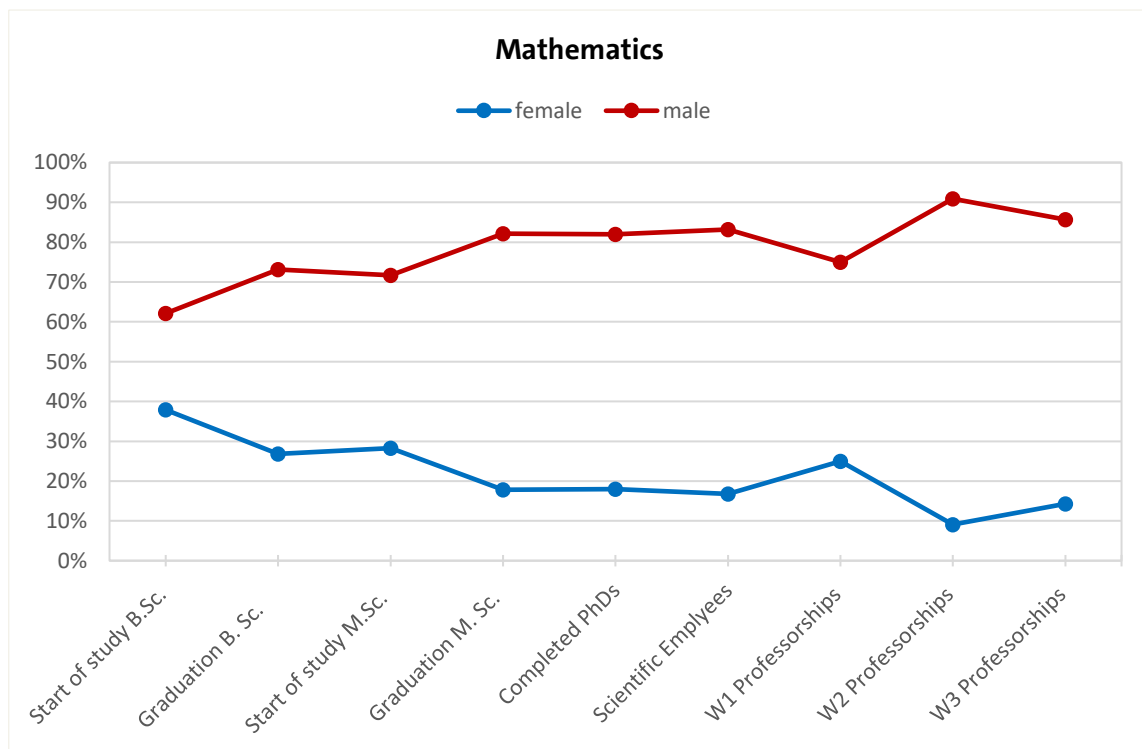


Figure 15: Overview Department of Mathematics; PAISY 12/2017, Admin. Dept. for DM and QA 2018, PLIS

6.6 Physics

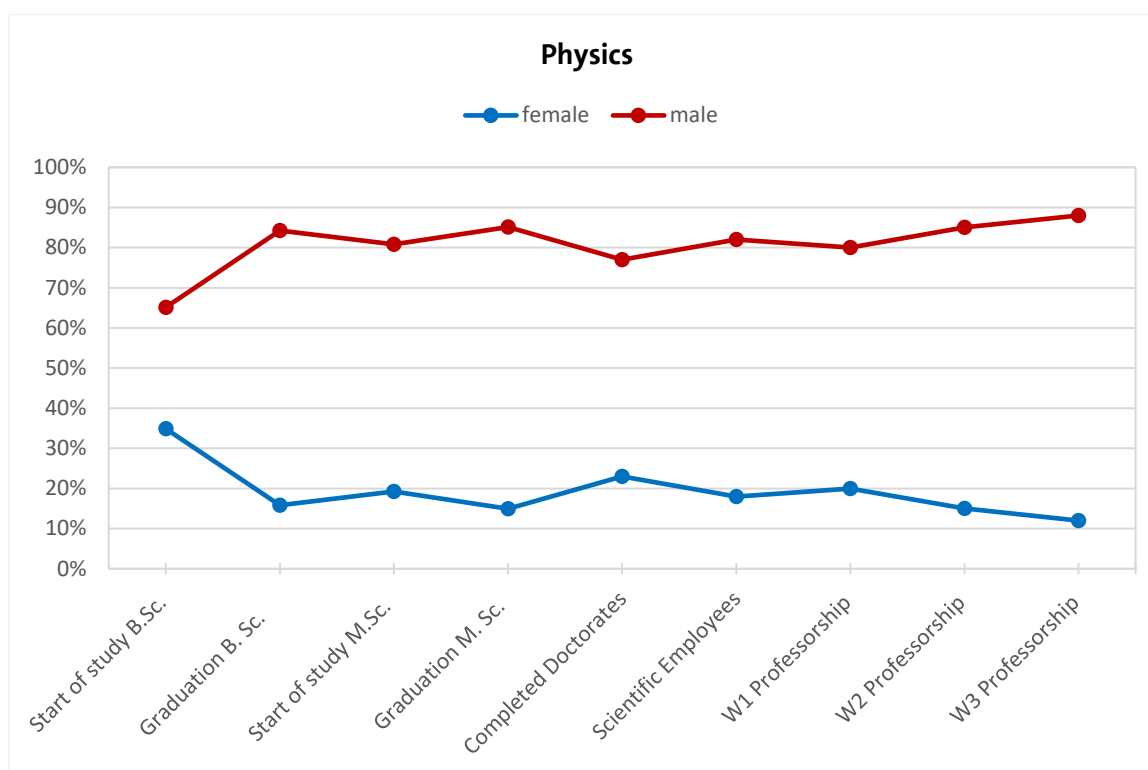


Figure 16: Overview Department of Physics; PAISY 12/2017, Admin. Dept. for DM and QA 2018, PLIS

7 Collaboration / Third-Party Funding

For the first time, this equality report also reports on the acquisition of third-party funding and collaborative projects. The following information does not claim to be complete and only refers to information on third-party funding notifications from 2017 available to the Research Department.

7.1 Applications for Third-Party Funding 2017

Third-party funds are financial resources additionally made available to universities and research institutions by third parties. The MIN faculty's most common sources of third-party funding are the German Research Foundation (DFG), the German Academic Exchange Service (DAAD), funding by the European Union (EU), the Federal Ministry of Education and Research (BMBF), and the European Research Council (ERC).

The following bar chart (Figure 17) shows the number of applications for third-party funding received in 2017, arranged by the respective departments and gender of the applicant. Each of them represents a project applied for (not necessarily approved) at one of the listed third-party funding institutions.

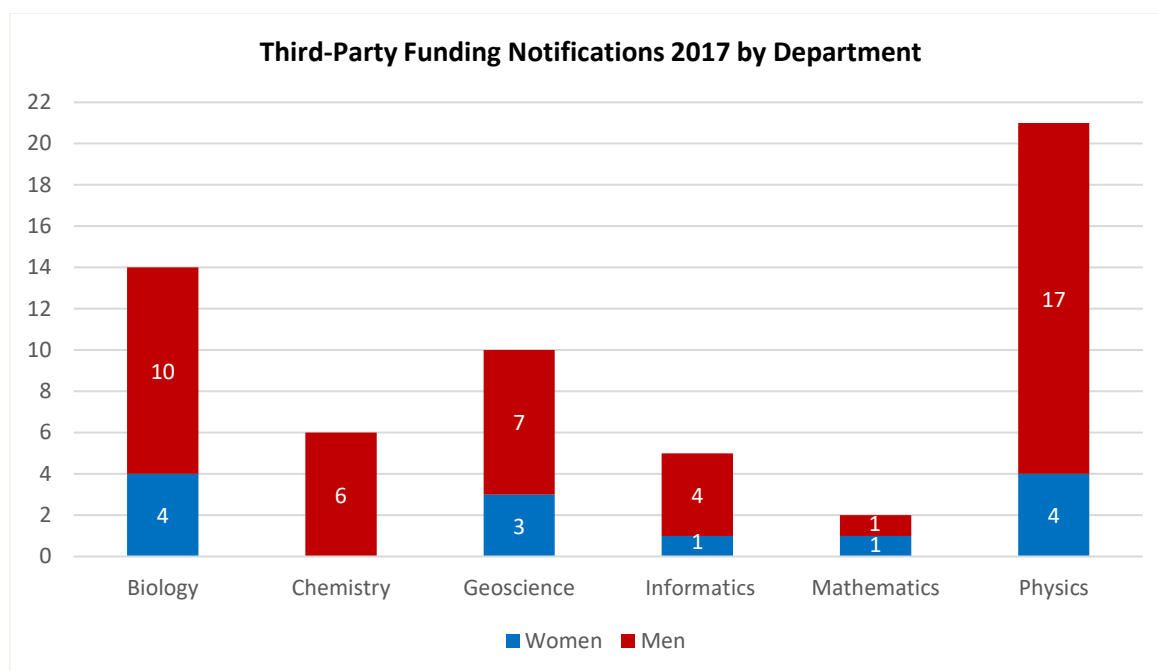


Figure 17: Third-party funding notifications 2017 by department; MIN-Faculty Research

Of the total of 58 applications submitted in 2017, approximately 22% are from women. In the field of chemistry, applicants even were exclusively male. Although Physics was the department that submitted most applications for third-party funding (21 in total), only about 19% were by female applicants. Similarly low proportions of women are found in the other departments (Informatics: 20 %, Biology: 29 % and Geoscience: 30 %).

Since not all researchers report their applications through third-party funding notifications, we point out once again that only an unknown proportion of research projects applied for can be represented by third-party funding notifications.

7.2 Collaborative Research Projects and their spokespersons

The MIN faculty played a leading role in 16 collaborative research projects (status 2017). In addition, eight further collaborative research projects, with spokespersonship at other universities, were in progress. The collaborative research projects include Collaborative Research Centres/Transregios (SFB/TRR), Research Training Groups (GRK), Research Groups (FOR), Priority Programmes (SPP), and federal State Research Funding (LFF).

Figure 18 clearly demonstrates the very low proportion of women among speakers, at 15% overall. Of 16 collaborative projects, only one research group and one state research funding programme has a female spokesperson.

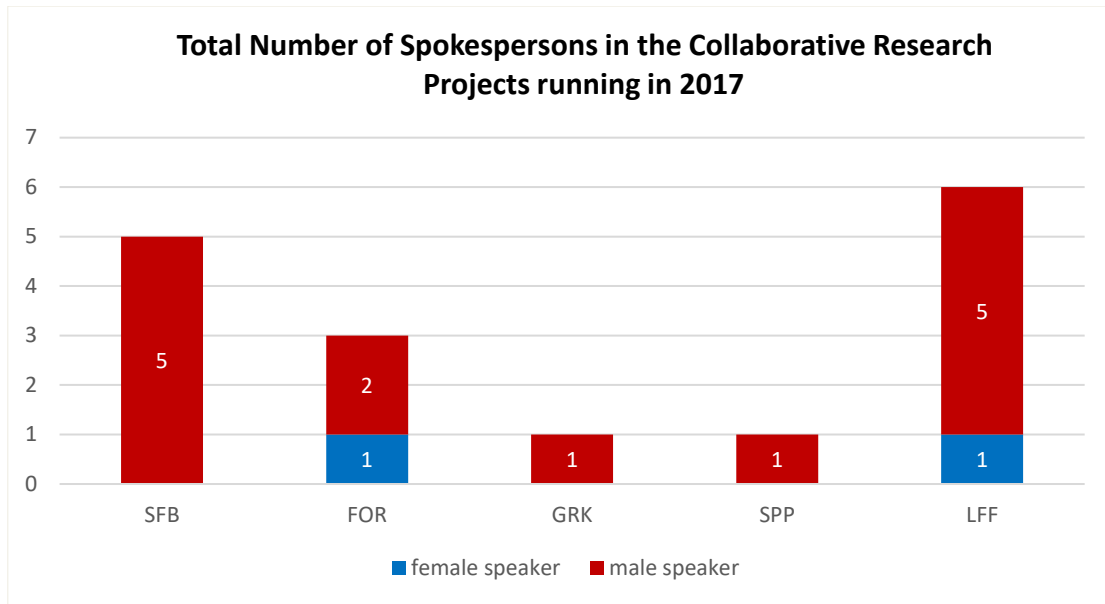


Figure 18: Spokespersons Collaborative Research Projects; MIN Faculty Research

The MIN faculty has four additional current Emmy Noether junior research groups, one of which is headed by a female scientist. The Emmy Noether Programme of the German Research Foundation offers postdoctoral researchers the opportunity to qualify for leadership positions by providing funding, usually for five years.

7.3 Collaborative Research Projects and their (partial) project leaders

A total of 112 scientists are involved in the 16 projects mentioned above as (sub)project leaders. The proportion of women is about 16 % and is therefore similar to the proportion of female spokespersons (Evaluation MIN Faculty Research Division).

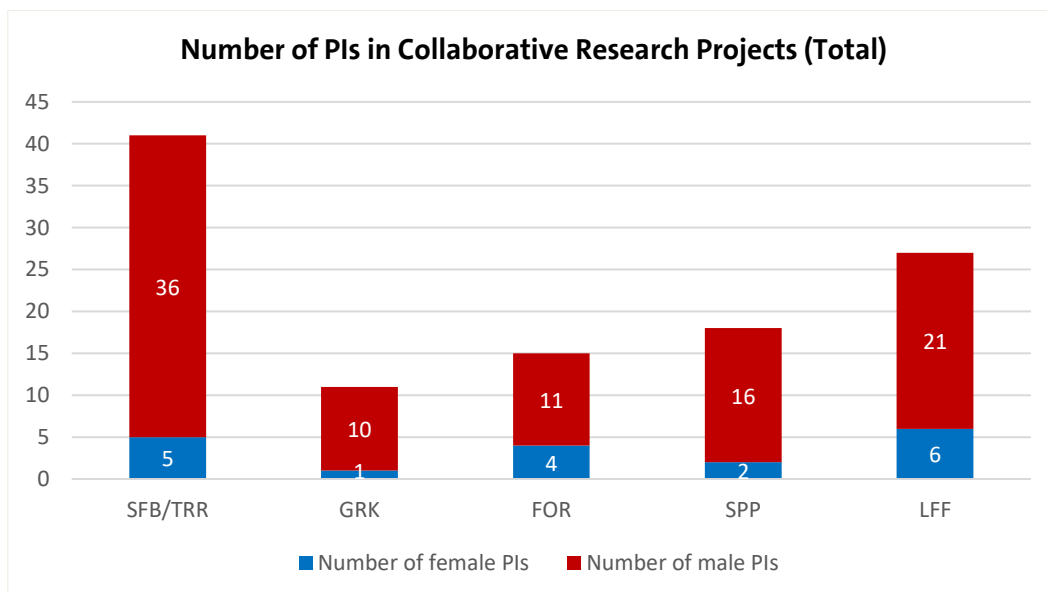


Figure 19: Number of PIs in Collaborative Research Projects; MIN Faculty Research

Figure 19 shows that the proportion of women is highest in the research groups (27%) and in state research funding (22%), whereas it is lowest in GRK projects (Research Training Groups) (9%). Also, the proportion of women in SFB (Collaborative Research Centres) and SPP (Priority Programmes) projects is below 15 %.

8 Management Positions / Bodies

The proportion of women in management bodies remains low. In addition to the dean and two vice-deans, there is now also a female vice-dean in the dean's office. In 2017 (as of December), there was no female head at department level.

In the summer semester of 2017, at least one woman is a voting member in each status group (including deputies) of the MIN Faculty Council. In the group of university lecturers, 4 out of 20 members are women. The group of students and the group of academic staff consist of 2 women and 4 men, respectively. The group of technical, library and administrative staff consists exclusively of 6 women.

Part 2: Equal Opportunities Officer

In accordance with § 7 paragraph 1 of the MIN Statutes of 2010, the Faculty Council elects an equal opportunities officer and deputies for a period of three years, based on the proposals of the previous equal opportunities or women's conferences in the departments. In this process, the breadth of subjects of the faculty is to be considered. These deputies are all considered representatives of the equal opportunities officer of the faculty. In practice, one person from the circle of deputies is appointed as the first contact person to proxy the equal opportunities officer of the faculty.

The equal opportunities officers and the equal opportunities advisor at the faculty are in close personal communication. In addition, there is cooperation, especially at the level of programmes and measures of gender equality work, with persons responsible for gender equality in Collaborative Research Centres and Clusters of Excellence. Relevant information is communicated via the mailing list gleichstellungsbeauftragte@min.uni-hamburg.de.

1 Faculty

Since 2016, Angela Schwabl has held the office of both the Faculty's and the Department of Informatics's equal opportunities officer. Maria Riedner of the Chemistry department has been her deputy since 2016, while Christina Strauß joined the faculty as equal opportunities advisor in October 2017.

2 Departments

A total of 22 equal opportunities officers (including 2 men) are employed in the departments (as of December 2017). In some departments, equal opportunities officers have divided their tasks by location or institute.

Biology Department:

- Prof. Jun. Dr. Esther Diekhof
- Prof. Dr. Sigrun Reumann
- Prof. Dr. Elisabeth Magel
- Dr. Saskia Otto

Chemistry Department:

- Dr. Maria Riedner
- Dr. Birgit Fischer
- Dr. Monika Körs (parental leave substitute)

Geoscience Department:

- Dr. Claudia Vanelle
- Meike Schöning
- Dr. Birgit Gaye
- Dr. Klaus Berger
- Dr. Dagmar Hainbucher
- Dr. Livia Rasche

Department of Informatics:

- Angela Schwabl
- Prof. Dr. Simone Frintrop

Mathematics Department:

- Prof. Dr. Andrea Blunck
- Dr. Susanne Koch

Physics Department:

- Dr. Birgit Fuhrmeister
- Prof. Dr. Erika Garutti
- Prof. Dr. Dieter Horns
- Dr. Kirsten von Bergmann
- Prof. Dr. Daniela Pfannkuche

Part 3: Equality Work at the MIN-Faculty

Since the professionalisation of the equality work at the faculty in January 2010, work has been steadily in progress to achieve the goals of the Equality Plan. In cooperation with other university institutions, measures have been defined to promote women in MIN study programmes and thus increase the proportion of women.

Information on events, support programmes and funding opportunities can be found on the homepage.

1 Prospective Students

The MIN faculty is committed to the early promotion of girls, female pupils and prospective students. The Dean's Office and the departments therefore offer a range of formats for different age groups to win over girls for MIN study programmes.

The focus on the promotion of girls is justified as follows: in the MIN subjects as a whole and especially in Informatics, mathematics and physics, the proportion of women is markedly low compared to other study programmes (cf. Chapter 1). Since equality is not only regarded as the promotion of women, programmes in Cosmetic Sciences and Biology are offered for boys too, for example on Boys' Day.

1.1 Girls' und Boys' Day

The MIN faculty participates in the Girls' and Boys' Days with over 250 places, so that girls and boys can at an early age get to know professional fields and courses of study in which women or men are underrepresented. They meet female and male role models, who authentically tell them about their studies and their life in science while making it come alive. For this workshops and laboratories open their doors and give the pupils insights into the diverse research and study areas of the faculty. The museums also participate and playfully demonstrate the role of the natural sciences.

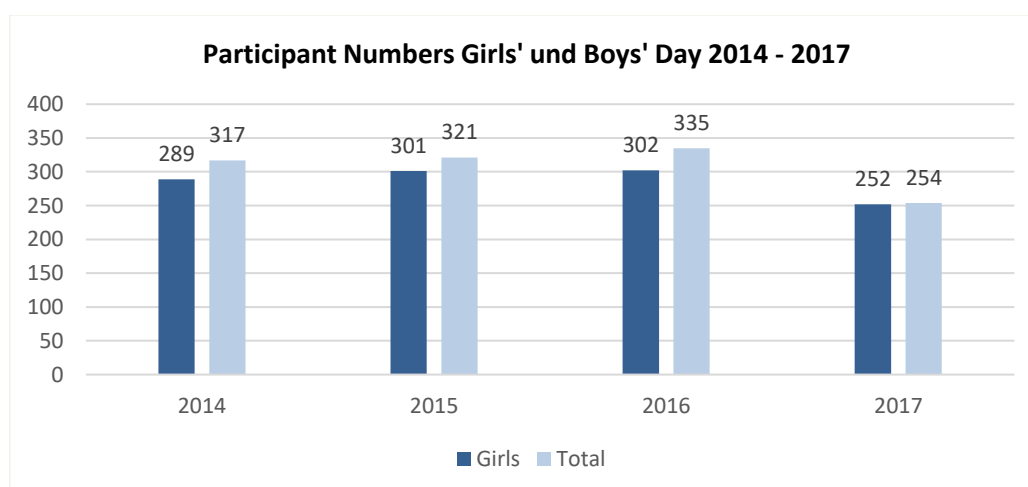


Figure 20: Number of participants Girls' and Boys' Day 2014-2017; MIN Faculty Equality

Figure 20 shows the number of participants at the Girls' and Boys' Days in the years 2014 – 2017. Contributing with 335 participants, the year 2016 was particularly well attended. Unfortunately, this high number of places could not be offered in the following year due to scheduling overlaps on the part of the participating scientists. Overall, demand far exceeds supply and the available places are quickly booked fully.

Beside the quantitatively high occupancy rate, the offers have become more original in the meantime: for example, the CUI Cluster of Excellence offered additional events in English. A small group size has proved to be particularly effective, which allows for exceptionally close supervision. The number of Girls' and Boys' Day offers is shown in Figure 21.

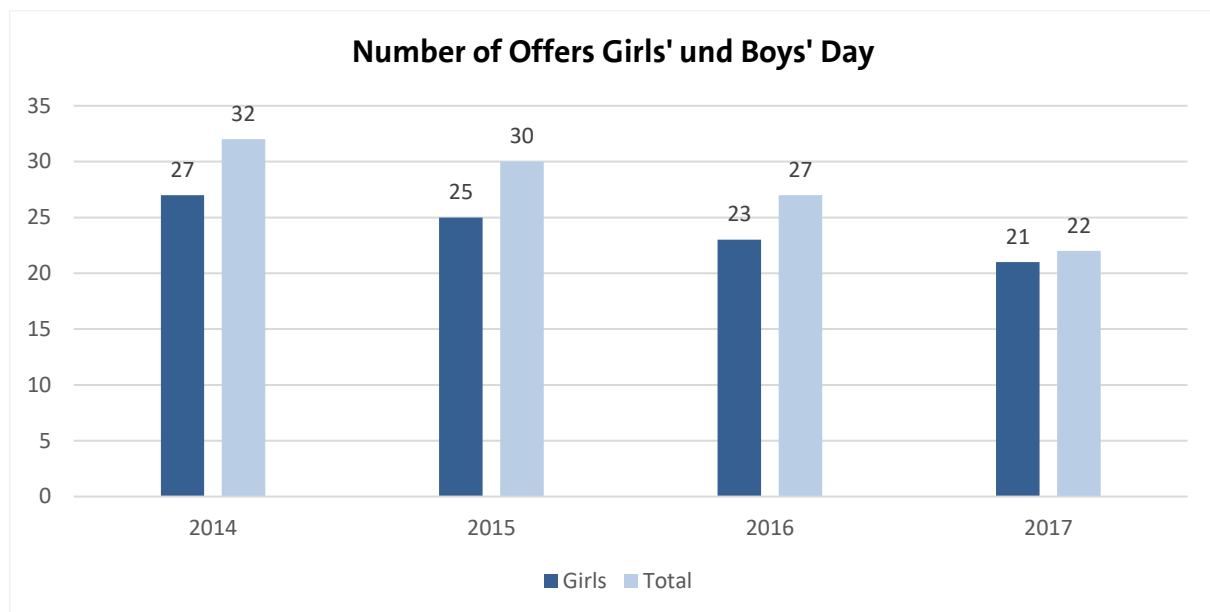


Figure 21: Number of Offers Girls' and Boys' Day 2014-2017; MIN-Faculty Equality

1.2 mint:pink

In 2013, the NAT initiative launched the Hamburg-wide programme "mint:pink", a MINT programme for girls in middle schools in Hamburg and Norderstedt. The aim is to support female pupils in their choice of profile and to increase the proportion of girls in scientific and technical senior high school classes and, building on this, the proportion of women in MINT university programmes. Teachers are involved as well, made aware of, and supported by the project in their work. Up to the senior high school years girls are given varying insights into the everyday working life of female basic researchers, project engineers or computer scientists in companies, research laboratories and higher education institutions. Figure 22 below lists the number of schools and the number of participants.

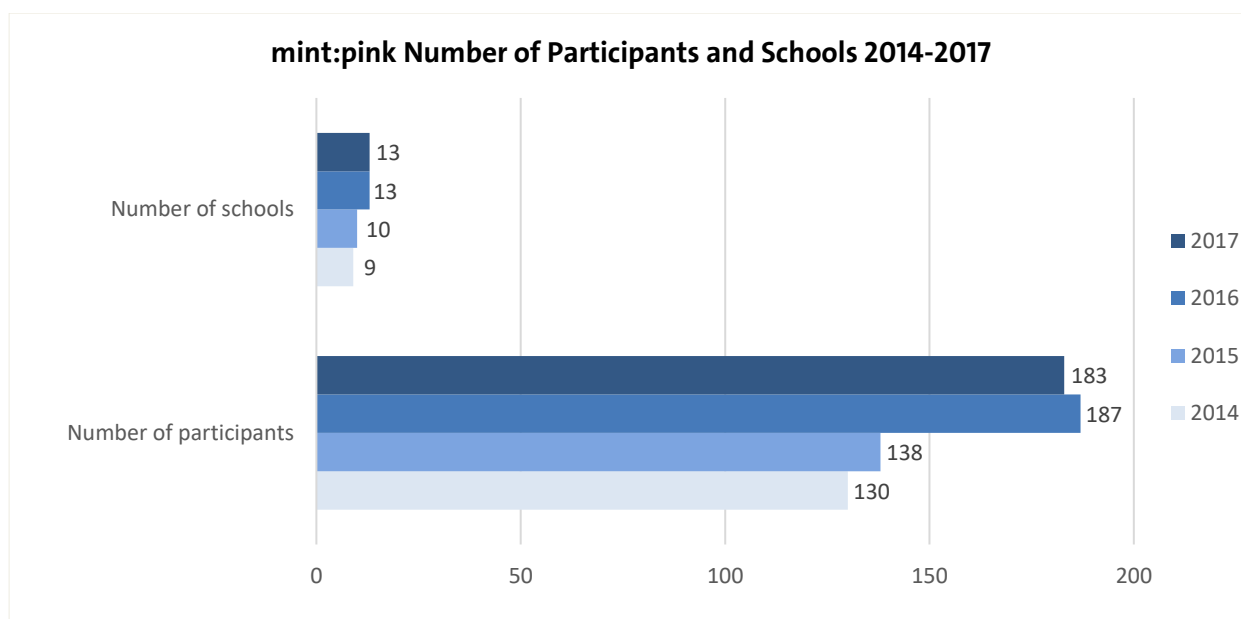


Figure 22: Number of participants and schools; mint:pink; Initiative NAT

The MIN faculty has participated in mint:pink from the beginning with various modules by the Physics, Informatics and Chemistry departments:

- Module “Healing Light”, Department of Physics, Institute for Experimental Physics
- Module “High Energy Physics and Medical Application”, Department of Physics, II. Institute for Theoretical Physics
- Module “Pink is not a Colour - Experimenting with Light and Colour” from the school laboratory “Light and Schools”
- Module “Human-Computer Interaction”, Department of Informatics, focus on Human-Computer Interaction
- Module “Crystals, the Sparkling Multi-Talents”, Department of Chemistry, Institute of Inorganic and Applied Chemistry

The faculty and university also support the mint:pink programme via the Hamburg Student Research Centre and its module “Chemistry up close”.

Since 2017, girls have further had the opportunity to get to know young female researchers and engineers through “Option MINT!” by way of “speed dating” role models and thus gain insight into their study and career paths. In 2017, 47 role models successfully participated.

1.3 Girls Go Math

To get to know mathematics at university level, the Department of Mathematics has since 2007 been offering the annual Mathematics Day *Girls Go Math* for senior high school students. Since then, more than 300 girls have taken part and gained an insight into the exciting world of mathematics.

Figure 23 below illustrates the number of participants in the years 2014 to 2017.

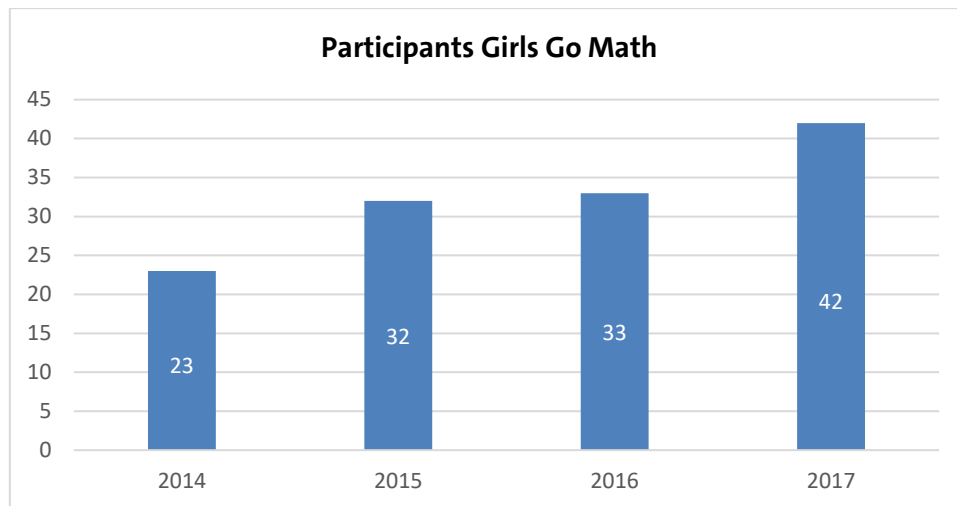


Figure 23: Participants Girls Go Math; figure based on data from PD Dr. Susanne Koch

The girls are given the opportunity to participate in one of the eight three-hour modules offered, which deal with several mathematical topics:

- Introduction to group, graph, system and risk theory
- Stochastics
- Modelling
- Geometry
- Cryptography
- Solving mathematical problems with a software.

2 Students, PhD students and researchers

The MIN faculty offers numerous career promotion measures for female students, PhD students, postdocs, and junior professors in the form of scholarships, workshops, mentoring programmes, qualification, and event series.

2.1 Anna Logica Programme (target group: female students, docs, postdocs)



The [Anna Logica programme](#) is characterised by an extensive range of seminars that strengthen personal and professional skills and furthermore open up a network for MIN women. Aspects like the programme being aimed exclusively at women and supporting participants from the start of their studies make the programme unique. Both female students and female scientists of the MIN faculty can participate in the seminars and have their participation recognised in the form of credit points. There are 5-11 seminars a year, covering among others the topics of professional communication, time and self-management, presentation training and social role expectations.

Anna Logica was awarded the Women's Promotion Prize of the University of Hamburg in 2010 and has also been part of the DFG's toolbox since 2016. In total, more than 500 women participated in these seminars in the period 2014-2017. Participants are given the opportunity to attend more than one seminar. Table 9 shows the absolute numbers of female participants distributed across the departments of the MIN faculty. Here the number of participants is highest in the Bachelor's programmes.

Table 9: Distribution of Anna Logica participants 2014-2017; Evaluation Anna Logica MIN-Faculty

| Year | 2014 | 2015 | 2016 | 2017 |
|---|------|------|------|------|
| Biology | 26 | 32 | 18 | 15 |
| Chemistry | 19 | 12 | 15 | 15 |
| Geoscience | 16 | 14 | 24 | 15 |
| Informatics | 24 | 32 | 32 | 29 |
| Mathematics | 13 | 3 | 7 | 2 |
| Physics | 12 | 7 | 8 | 14 |
| Education MIN | 18 | 19 | 13 | 1 |
| Diploma | 0 | 12 | 0 | 2 |
| Docs/PostDocs of different departments | 15 | 4 | 9 | 9 |
| Total | 143 | 135 | 126 | 102 |

2.2 UNICA (target group: female students, docs)



Since 2011, the MIN faculty has been working with UNICA, the initiative for the promotion of female future leaders. The programme was discontinued in 2017, and the last call for proposals was made in 2016.

The UNICA programme offered by the Centre of Expert Advice/Mentoring includes individual participation in an established and successful mentoring programme to identify and promote young female leaders for a career within or outside of academia.

Between 2014 and 2016 (see Table 10 and Table 11 for the years 2015 and 2016), 88 female students and doctoral students applied from the MIN faculty. 57 women were invited to the specially developed interview, 30 women participated in the one-day UNICA Assessment Centre and received detailed feedback sessions alongside profile assessments. A total of 12 mentees were admitted, each of whom will be accompanied for 4 years.

Table 10: UNICA 2015; Evaluation UNICA

| Department | Applicants | Applicants at Interview | Applicants at Assessment Centre | Admitted Mentees |
|--------------|------------|-------------------------|---------------------------------|------------------|
| Biology | 7 | 5 | 3 | 2 |
| Chemistry | 9 | 4 | 4 | 1 |
| Geoscience | 3 | 1 | 1 | 0 |
| Informatics | 1 | 1 | 0 | 0 |
| Mathematics | 2 | 1 | 0 | 0 |
| Physics | 1 | 1 | 1 | 0 |
| Total | 23 | 13 | 9 | 3 |

Table 11: UNICA 2016; Evaluation UNICA

| Department | Applicants | Applicants at Interview | Applicants at Assessment Centre | Admitted Mentees |
|--------------|------------|-------------------------|---------------------------------|------------------|
| Biology | 8 | 3 | 1 | 1 |
| Chemistry | 13 | 9 | 3 | 1 |
| Geoscience | 3 | 1 | 0 | 0 |
| Informatics | 4 | 4 | 3 | 1 |
| Mathematics | 1 | 1 | 1 | 0 |
| Physics | 0 | 0 | 0 | 0 |
| Total | 29 | 18 | 8 | 3 |

Career successes UNICA-Mentees 2014 - 2016 of the MIN-Faculty¹

Three mentees from the years 2014 to 2016 are now employed as postdocs at universities. They have successfully completed their doctorates during the UNICA mentoring programme and plan to continue their academic careers. Another mentee from the 2014 class, for instance, completed her master's degree during the UNICA mentoring and is doing her doctorate in biology in the UK.

Various UNICA mentees of the years 2014 - 2016 have now reached their first (junior) leadership position. The variety of sectors involves biotech companies, the IT sector, the energy sector, business consulting, and public administration (e.g. Dataport (consulting), Deutsche Bahn (environmental consultant), Eppendorf AG (application field specialist), Define (consulting), Osthus GmbH (consulting for research and development organisations), Otto (business analyst)).

A mentee (year 2014), by way of example, joined a large chemical company as an executive with personnel responsibility after successfully completing her doctorate.

Award of Pall Mall Scholarships to UNICA Mentees of the MIN Faculty

Five Pall Mall USA research and travel grants have so far been awarded to UNICA mentees of the MIN faculty: one in 2014 and four in 2015, which the scholarship holders (four PhD students and

¹ UNICA/ Dorothea Ritter

one student) used exclusively to develop their scientific careers: to attend conferences, and in the case of one scholar, complete a research internship.

Mentees in the Alternative Programme of the MIN Faculty 2014 - 2016

A total of 23 mentees of the MIN faculty were or are enrolled in UNICA's alternative programme at the University of Hamburg's Expert Advisory Network for Women. At the time of application, 13 mentees were PhD students and 10 mentees were students. By now, many of them are employed in both science and the private sector and have successfully completed their studies or doctorate.

2.3 Pro Exzellenzia 4.0 (target group: docs, postdocs)



Since 2010, the MIN faculty alongside the Hamburg Career Competence Centre "[Pro Exzellenzia 4.0](#)" has been awarding scholarships to female doctoral students and postdocs from MIN subjects who pursue a career in a leading position.

The programme is generally directed at highly qualified women from the fields of MINT, art, music, architecture and the humanities who have their primary residence in Hamburg. The scholarship holders benefit not only from financial resources provided as third-party funds (ESF and BWF), but above all, from synergy effects of diverse career-promoting measures. These measures include workshops, coaching, lecture events and networking.

The reconciliation of career and family is another essential goal. Therefore, scholarship holders with children receive a family allowance based on the number of children (one child 400€, two children 500€, three and more children 600€).

A total of 197,900€ was awarded for eight scholarships in the period 2014-2017. The duration of these scholarships is shown in Table 12.

Table 12: Pro Exzellenzia – Scholarships (2014-2017); MIN Faculty Equality

| | 2014 | | | | | | | | | | | | 2015 | | | | | | | | | | | | 2016 | | | | | | | | | | | | 2017 | | | | | | | | | | | |
|---------|-------------|---|---|---|---|---|---|---|---|----|----|----|---------|---|---|---|---|---|---|---|---|----|----|----|-----------|---|---|---|---|---|---|---|---|----|----|----|-----------|---|---|---|---|---|---|---|---|----|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Doc | Mathematics | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | Chemistry | | | | | | | | | | | | | | | | | | | | | | | |
| Postdoc | Chemistry | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | Biology | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | Biology | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Chemistry | | | | | | | | | | | |

2.4 Pro Exzellenzia meets UHH (target group: docs, postdocs, junior professors)



The MIN faculty and Pro Exzellenzia host the event series "[Pro Exzellenzia meets UHH](#) - Sustainability of Scientific Career Paths" in cooperation with the Equality Office, CliSAP and CUI. The objective is to counteract the low percentage of women in professorships and to attract women scientists to an academic career. So far, four lunch meetings

have been carried out, offering female graduates, postdocs, and PhD students from the clusters of excellence and the MINT departments the opportunity to exchange ideas with one another and with high-profile female scientists and trainers. The lunch meetings included topics such as networking, individual career paths and, most recently, the "black box" appointment procedure.

2.5 dynaMENT Mentoring Programme (target group: docs, postdocs)



The [dynaMENT](#) Mentoring Programme is a joint project of the MIN faculty, the Clusters of Excellence CUI, DESY, the Max Planck Institute for Structure and Dynamics of Matter, the PIER Helmholtz Graduate School, and the SFB 676 and SFB 925. It was introduced in 2015 by the name

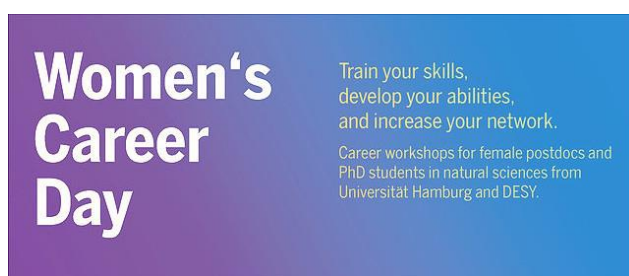
"Mentoring Bahrenfeld" and renamed "dynaMENT Mentoring for Women in Natural Sciences" in 2017.

The English-language programme is conceived for a twelvemonth at a time and is aimed at female PhD students and postdocs seeking a career in science. After successful application, participants are offered intensive supervision by a mentor (male or female) and participation in an extensive support programme, which includes networking events and workshops. Table 13 shows the number of applicants and mentees by department and programme run.

Table 13: Number of Applicants dynaMENT; Evaluation dynaMent

| Department | 2015 | | 2017 | |
|-------------|------------|---------|------------|---------|
| | Applicants | Mentees | Applicants | Mentees |
| Biology | 0 | 0 | 1 | 1 |
| Chemistry | 4 | 3 | 4 | 2 |
| Geoscience | 0 | 0 | 0 | 0 |
| Informatics | 0 | 0 | 0 | 0 |
| Mathematics | 0 | 0 | 0 | 0 |
| Physics | 6 | 4 | 7 | 4 |
| Total | 10 | 7 | 12 | 7 |
| thereof: | | | | |
| PhD | 5 | 3 | 10 | 5 |
| Postdoc | 5 | 4 | 2 | 2 |

2.6 Women's Career Day (target group: docs, postdocs)



The English-language programme "[Women's Career Day](#)" was developed by CUI, SFB 676, SFB 925 and the Pier Helmholtz Graduate School. For some years now, the MIN faculty, EMBL and the Max Planck Institute for Structure and Dynamics of Matter have also been permanent cooperation partners in this format, which is geared towards female PhD students and postdocs.

Since the start of the series in 2014, the two-day format has been held twice a year under the leadership of CUI and the Pier Helmholtz Graduate School. In four one-day workshops and one two-day workshop, young female researchers can develop new perspectives on career opportunities, career paths, networking and soft skills in science. Based on the numerous positive evaluations and almost 200 participants, the programme can be considered very popular. In 2015, the MIN faculty first acted as an official cooperation partner and will continue to do so from 2018.

2.7 Academic Leadership (target group: postdocs, junior professors)



The [Academic Leadership Programme for Women](#) is a modularised qualification series that has been in existence since 2014 and takes place annually. In collaboration with the UKE (University Hospital Eppendorf) and CUI (The Hamburg Centre for Ultrafast Imaging), the MIN faculty organises English language workshops (in three to four modules) for junior professors

and habilitation candidates that focus on leadership qualifications and skills for a more advanced academic career. The dates are scattered over the semester so that the theoretical knowledge acquired in the workshops can be applied in practice and the experience be carried over into the next module. The capacity per module is limited to 15 participants.

2.8 Measures by the University

In addition to offers by the faculty, various offers at central level exist to promote equality. The offers are tailored to different target groups and career levels.

2.8.1 Agathe Lasch Coaching

The Agathe Lasch programme is designed to specifically promote junior professors and habilitation candidates. Solution-oriented individual coaching is intended to support women in topics such as day-to-day work, time and self-management, leadership skills or professional positioning. Every year, female MIN postdoc scientists benefit from this offer. In the period 2014 -2017, 19 women from the MIN faculty applied for Agathe Lasch Coaching, of which 17 were selected. Figure 24 shows the respective MIN participants in the years, grouped by status.

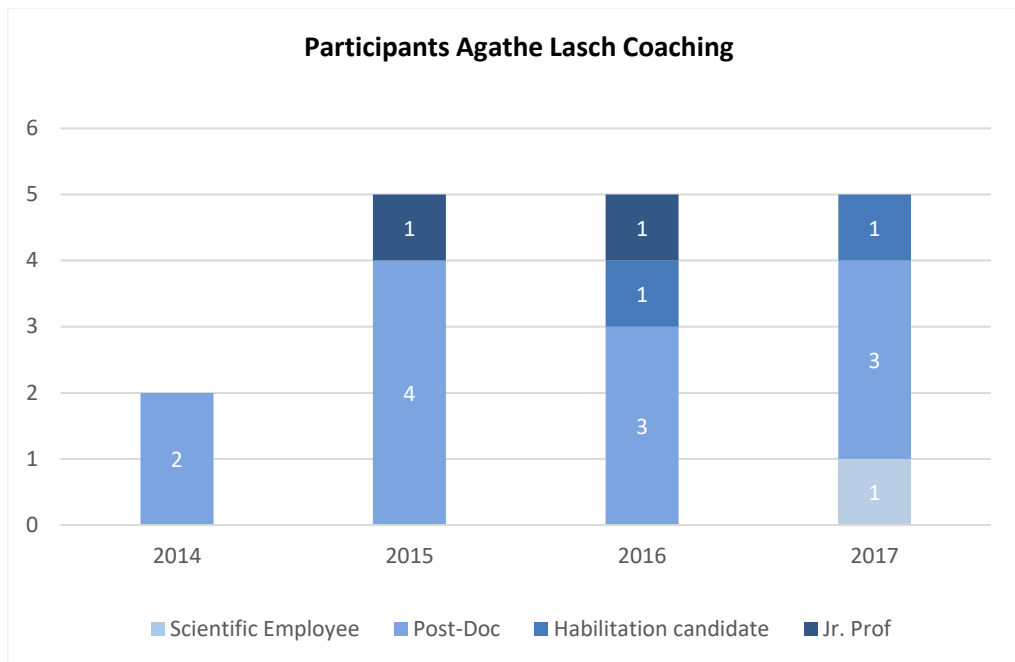


Figure 24: MIN Participants Agathe Lasch Coaching; Admin. Dept. Equality 2018

2.8.2 Equal Opportunity Fund

Since 2012, the university's [Equal Opportunity Fund](#) has been advertised once a year. Among other things, the fund offers the possibility to apply for scholarships to complete a doctorate, to support projects on gender equality issues and measures to improve the compatibility of studies and family. From this too, several female MIN scientists benefit every year.

2.8.3 Participation in Family-friendly Higher Education Audit

Since the University of Hamburg received the [Family-friendly Higher Education Audit](#) for the first time in 2010, various approaches have been developed and implemented. In 2017, the University of Hamburg made a binding commitment to implement measures for the next three years to support all members of the university in reconciling work/study and family. Re-auditing and consolidation of the certificate "Family-friendly Higher Education Audit" ("audit familiengerechte hochschule") started in the summer semester 2016 and was successfully completed in the winter semester 2016/17.

2.8.4 UHH-App

Thanks to the Family Office, CUI, the SFB 676 and the Online Services Department, it has been possible since 2017 to use the UHH app to display all family-friendly facilities on the campus of the University of Hamburg, including those of the MIN faculty, via a family icon. All locations where advice and care services, parent-child rooms, family-friendly canteens, baby-changing and breastfeeding facilities are available can be viewed on the Campus Navigator. The "[UHH mobile](#)" app is available for free in the App Store or Google Play Store.

3 Compatibility of Work / Study and Family

An essential part of the equal opportunities work at the MIN faculty is to support all faculty members in [reconciling work / study and family life](#). This includes not only measures to support faculty members with family responsibilities for younger children but increasingly support in the care of relatives too.

3.1 Nursing and Baby Changing / Family Rooms

Since 2010, various nursing, baby changing, and family rooms have been created in the buildings of the MIN faculty. Special parent-child rooms are now available on the Bahrenfeld, Grindel and Stellingen Campuses. A further baby-changing room and a children's toilet are located in the Geomatikum. On the Stellingen Campus it is possible to use the childcare facility "Zwischenspeicher" (German for "temporary storage"). This is particularly suitable for parents who need childcare for a few hours.

3.2 Emergency Childcare Support

The MIN faculty continues to financially support emergency childcare within the framework of structural measures for gender equality. Corresponding criteria were developed in 2010 and continue to be valid.

3.3 Information and Discussion Events on the Topic of "Compatibility of Family and Top-Level Research"

In cooperation with the MIN faculty, the Clusters of Excellence CUI and CliSAP, the Family Office of the University of Hamburg and the SFB 676 host yearly information and discussion events on the topic "Compatibility of Family and Top-Level Research" ("Scientific Career and Parenthood"). The "Scientific Career and Parenthood" event is held as an English-language panel discussion with informative presentations.

In addition, the SFB 676 organised the event series "Families & Careers in Physics" in the winter term 2014/2015 which was held as English-speaking seminars.

3.4 Meeting Times

As early as October 2013, the Faculty Council of the MIN faculty decided, for family friendliness reasons, to from then on meet between the hours of 12:30 and 16:30 instead of 14:00 to 18:00. This was continued in subsequent years.

4 Structural Measures for Equality

In the Equality Plan of the MIN faculty from 2008, funds were earmarked for [Structural Gender Equality Measures](#) (StruMaG). Applications for financial support have thus been possible since mid-2009. Three groups of criteria were defined for the application/approval process:

- A - Establishment of qualification centres for women scientists
- B - Measures to reconcile work/study and family
- C - Individual structural measures

Applications up to a sum of € 1000 can be submitted at any time, for applications exceeding this amount, deadlines have been set for February 01, May 01, August 01 and November 01 of each year. In addition, since mid-2010 applications for support for child emergency care can be submitted.

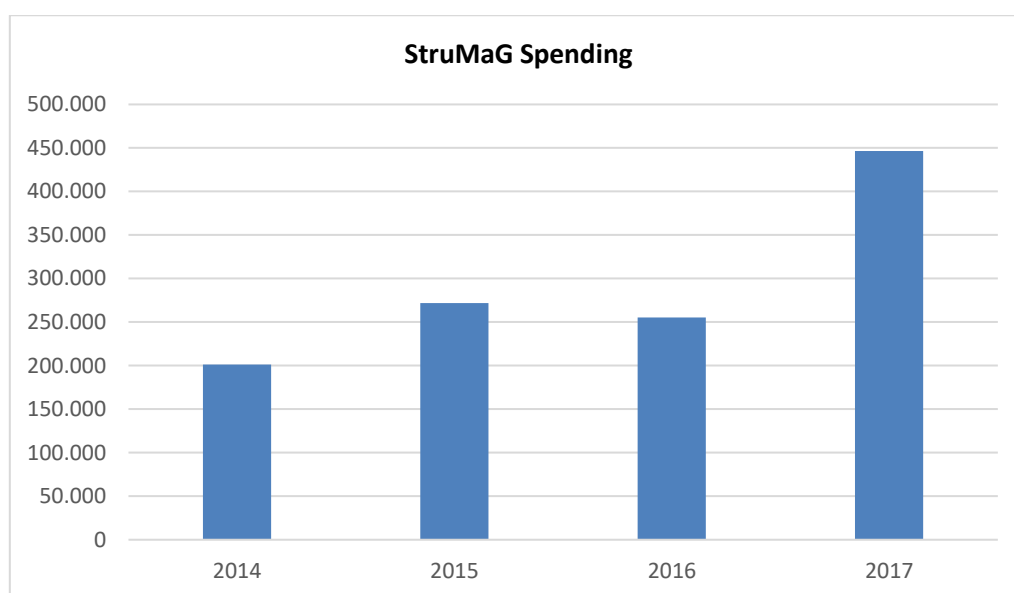


Figure 25: Financial Scope of Applications (2014-2017); Structural Measures MIN Equality

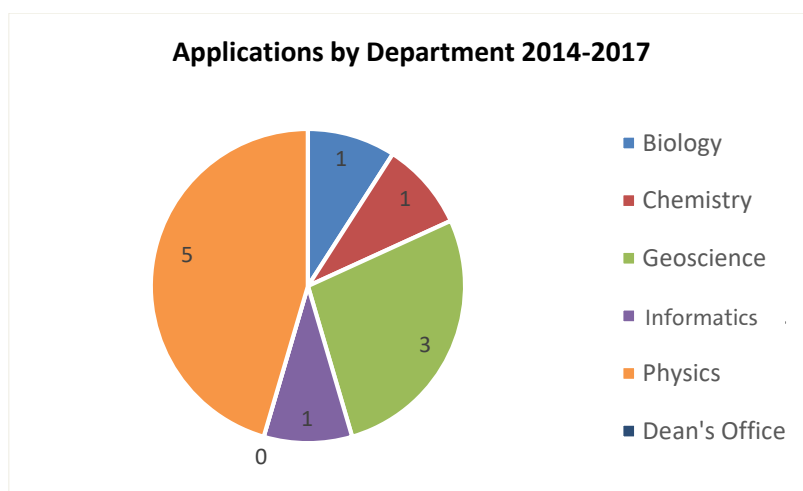


Figure 26: Applications by Department 2014-2017; Structural Measures MIN Equality

Altogether, funds totalling €1,174,597 were approved for the years 2014 to 2017 as part of the Structural Measures for Gender Equality (see Figure 25). Besides additional qualification positions in the context of appointment negotiations with female professors (category A), the majority of applications for individual grants were approved, however, some were withdrawn or rejected. The reason for the latter is usually a lack of reference to equality.

Most applications for individual measures have so far been received from the departments of Physics and Geoscience (cf. Figure 26). Especially annually recurring programmes, such as the Anna Logica seminar programme, which was awarded UHH Women's Promotion Prize, or the "girls go math" programme designed for female pupils, are financed among other sources by StruMaG funds. Alongside grants for travel costs and conference participation, these fall into category C, which comprises most applications for individual grants. Comparatively small numbers of applications are submitted from category B. These include, above all, reductions in teaching hours to reconcile family and work/study.

5 Other

5.1 Research with Gender Equality Connection

At the MIN faculty research with gender relation is done. There are two professors with a gender denomination: Prof. Dr. Andrea Blunck (Professor of Mathematics and Gender Studies) and Prof. Dr. Ingrid Schirmer (Professor of Information Technology Design and Gender Perspective). Gender issues are also dealt with in other professorships, e.g. in Geoscience.

5.2 Prizes

Prof. Dr. Martin Claussen (Department of Geoscience) was awarded the CliSAP Gender Equality Award on 15 January 2016. The meteorologist received the award for his efforts to sustainably improve the compatibility of career and family planning for scientific staff financed by third-party grants.

5.3 Sexual Discrimination

In order to fulfil the joint responsibility to prevent and obviate sexually discriminatory behaviour and violence, since 2017 part of the time of the safety training on the Bahrenfeld Campus has been devoted to the topic of "Sexual Discrimination and Harassment in the Workplace". The presentation by Dieter Horns (Experimental Physics) is intended to inform about the topic and at the same time raise awareness. The MIN faculty is striving to integrate the topic in other departments too, if possible, in safety instructions or similar events.

Part 4: Equality in the Clusters of Excellence

1 CliSAP²

For the second funding period 2012-2017 within the framework of the Excellence Initiative, the CliSAP Cluster of Excellence has in particular set itself overarching goals for more equality and equal opportunities within the cluster and has recorded these in the [Gender Action Plan](#). The goals were developed as a résumé of the cluster's gender equality work during the first funding period and converge with the requirements of the Hamburg Higher Education Act, the University of Hamburg's gender equality concept and the research-oriented gender equality standards of the German Research Foundation (DFG).

The following measures were successfully implemented and further expanded in the cluster for the period 2014-2017:

1.1 Promotion of Women / Promotion of Junior Scientists

In order to develop the professional careers of the "CliSAP junior scientists", the "Career Orientated Mentoring" (COM) programme was launched in CliSAP at the end of 2014 specifically aimed at postdocs in the cluster to support them in their professional careers. Between 2015 and 2017, 12 tandems were formed in which the mentees could find support in regular meetings.

From 2014 to 2017, the cluster graduate school SICSS cooperated with the mentoring programme UNICA of the University of Hamburg's Women's Expert Advisory Network to support the professional development of female students and PhDs.

To interest schoolgirls in climate research, CliSAP has participated in the annual Girls' Days since 2013 with its own event. Between 2014 and 2017, a total of over 100 girls were guests of the cluster as part of the programme.

CliSAP participated in the Women's Career Day 2015 with a workshop and offered an event in 2016 jointly with the women's promotion project "Pro Exzellenzia", as part of the series "Pro Exzellenzia meets UHH".

Targeted individual financial support to promote the professional careers of women scientists was provided in three cases in the form of travel grants and is offered as a permanent measure. In 2015, CliSAP successfully implemented its Re-entry Fellowship, which is aimed at scientists from the postdoctoral phase onwards who have temporarily left their scientific career due to family responsibilities and/or chronic illness and wish to return to climate research. So far, one six-month and two twelve-month fellowships have been awarded.

1.2 Compatibility of Family and Work

Since 2013, CliSAP has been offering support hours for scientists with family responsibilities. In the period from 2014 to 2017, CliSAP was able to support 49 cases with this measure. In addition,

² Compiled by Nicolli Povijač, Equality Officer, Cluster of Excellence CliSAP, 10.09.2018

childcare has been offered routinely at all in-house events since 2013 and emergency childcare since 2016.

In 2014, CliSAP set up a parent-child room, which enables the short-term self-organised care for our employees' children. Since October 2016, the room has been at Grindelberg 7, Room 1007 (previously in Grindelberg 5, Room 107).

1.3 Awareness Growing

In 2014 and 2015 CliSAP promoted two two-day workshops on gender and climate.

Since 2013, the information event "Scientific Career and Parenthood" has been offered regularly in cooperation with the Cluster of Excellence CUI, the Family Office of the Equality Office, and the Collaborative Research Centre 676. Between 2014 and 2017 the event took place three times, with a total of about 120 participants.

In 2016, the event "How to plan for retirement?" on the issue of compatibility of work and care took place in cooperation with the Family Office and CUI. About 80 people attended the event.

In the second half of 2014 CliSAP conducted an online survey on job satisfaction among CliSAP participants and employees. The findings of this survey resulted in a code of conduct drawn up by the Gender Task Force, which is intended to draw attention to the issues of work-life balance and compatibility of family and science and to contribute to a joint improvement of the work situation. This [code of conduct](#) was introduced to the cluster in 2016 and currently undergoes an acceptance and relevance validation phase.

In 2015 and 2017, the Cluster presented its (Gender) Equality Award. This award honours people who have been active in the field of equality and/or equal opportunities without being specifically commissioned to be so. The aim is to draw attention to the topic of "Equal Opportunities in Daily Professional Practice" and to encourage further commitment.

1.4 Monitoring

CliSAP regularly evaluates the success of the implemented measures, evaluates them, and makes corrections if necessary. One instrument for this is the annual statistics on gender distribution in the cluster, which show a positive balance of gender equality work: The gender distribution in the cluster's group of master's and doctoral students was nearly balanced in the years 2014-2017, with a slight surplus of women. The proportion of women in the group of postdocs rose continuously between 2014 and 2017, reaching 38% in 2017. The proportion of female professors among the cluster's Principal Investigators rose by 3% between 2014 and 2017 to a total of 26%.

1.5 Diversity

Since 2013, the SICSS graduate school has been offering compulsory two-day or one-day intercultural training courses for first-year students of the cluster's own master's programme and since 2015 for newly admitted doctoral students, respectively. The training courses are held during the orientation week (for master students) and the PhD Introduction Course (for doctoral students).

In addition, two workshops on anti-racist behaviour and empowerment for People of Colour were financially backed by CliSAP and the Equality Office in 2016/2017.

2 CUI³

2.1 Academic Leadership Programme for Women

The modularised, interdisciplinary English-language qualification series "[Academic Leadership](#)" for female post docs took place four times between 2014-2017. The series is a cooperation between CUI, the MIN faculty of the University of Hamburg, and the University Hospital Eppendorf.

2.2 dynaMENT

Between 2014-2017, a total of 2 programme phases of the cross-campus mentoring programme for young female scientists took place. Each programme phase lasts 12 months and is based on the pillars of the individual mentoring relationship, networking events and a workshop programme. A total of 15 mentees at PhD and postdoc level participate in "[dynaMENT](#)". The programme is a cooperation between CUI, DESY, the Max Planck Institute for Structure and Dynamics of Matter, the MIN faculty of the University of Hamburg, the PIER Helmholtz Graduate School, and the SFBs 676 and 925.

2.3 Parent-Child Office

The former rest and nursing room on the Bahrenfeld Campus (Building 67, Room 111) was converted into a parent-child office in 2017 with the help of SFB 925 funding and 500 € from the Equal Opportunity Fund of the University of Hamburg. The co-financing by the University of Hamburg was applied for by CUI and the campus-based equal opportunity officers of the Physics Department. The room was officially opened and advertised in February 2018 and is available to all employees of the University of Hamburg.

2.4 Girls` Day

With a total of four workshops and student labs, CUI, in cooperation with "Light & Schools", was able to offer its largest offer to date for Girls' Day on April 27, 2017. The offer was aimed at schoolgirls in grades 6-12 and was partly held in English. A total of 32 schoolgirls took part in the event, which was rounded off by a joint "Eat and Meet" with Prof. Arwen Pearson.

2.5 International Family Day

Jointly with the family offices of the Hamburg universities and CliSAP, CUI invited to the International Family Day 2017 on 15 May. In this context, CUI offered the English-language workshop "My Child - One of My Projects" at the Bahrenfeld Campus, which trained and advised the participants on strategic communication of family tasks in the context of scientific work.

³ : CUI/ Marie Lutz

2.6 Emergency Childcare / Home Office

CUI offered childcare as an obligatory part of all equality events. Additionally, childcare at conferences and symposia (internal and external) could be financed and organised through equal opportunity funds. Furthermore, the technical equipment and installation of a home workstation for a female PhD during maternity/parental leave was funded.

2.7 Louise Johnson Fellowship

The [Louise Johnson Fellowship](#) has been awarded five times between 2014-2017. The fellowship offers a postdoctoral position to an excellent (inter)national female junior researcher and serves to develop her scientific profile and to support CUI junior research groups. The Fellowship is initially limited to one year but may be extended for another year.

2.8 Mildred Dresselhaus Visiting (female) Professor Programme

Between 2014-2017, eight international female natural scientists were selected for the "[Mildred Dresselhaus Guest Professorship](#)" in four programme runs. They spent 2-6 months researching at CUI and actively supporting gender equality activities at the cluster, faculty, and the university as a whole. A list of the prize winners can be found [here](#).

2.9 Pro Exzellenzia meets University of Hamburg – CUI

Along with the Hamburg-wide programme "Pro Exzellenzia - For More Women in Leadership" CUI, in cooperation with the Equality Office, CliSAP and the MIN faculty, organised the event series "Sustainability of Scientific Career Paths" in 2016. At lunch meetings, female university graduates, postdocs and doctoral students from the clusters of excellence and from the MINT departments had opportunity to exchange ideas with one another and above all to receive input from top-class female scientists and trainers. The event of the series "Pro Exzellenzia Meets CUI: Crossroads or One-Way Street - Career, What Can It Be?", organised by CUI, took place on 24.5.2017 on the campus in Bahrenfeld.

2.10 Scientific Career and Parenthood

The information and discussion series "Scientific Career and Parenthood" on compatibility and contractual issues relating to parenthood in the scientific career took place three times between 2014-2017. "Scientific Career and Parenthood" is a joint event of the Excellence Clusters CUI and CliSAP, the Collaborative Research Centre SFB 676, the MIN faculty and the Family Office of the University of Hamburg and takes place in alternating locations.

2.11 Women's Career Day

Jointly with the PIER Helmholtz Graduate School and in changing cooperation constellations, CUI organised the Women's Career Day eight times between 2014-2017. In the first edition of each year, participants at PhD and postdoc level can choose between four one-day English-language workshops on topics and soft skills concerning women's careers in science. The second edition of

the year consists of a two-day workshop in autumn. The Women's Career Days were rounded off by evening events, such as keynotes or career talks with young women scientists.

2.12 20. German Conference of Women Physicists (DPT)

The Physics Department of the University of Hamburg, jointly with CUI hosted the 20th DPT in Hamburg from November 3 to 6, 2016. The DPT is a physics conference organised by the German Physical Society and its Equal Opportunities working group. About 250 female physicists of all career levels met on the Bahrenfeld Campus and took part in extensive scientific and socio-political lectures and discussions.

Part 5: Summary and Outlook

The summarised chart shows the respective share of women at their respective qualification levels (study to professorship) at the MIN faculty. The difference to men is shown once again (Figure 27). In no qualification level is the proportion of women at faculty level higher than the proportion of men. In general, there is a constant proportion of women from the beginning of their studies to their doctorate; at around 40%, this is about 20 percentage points below the proportion of men. The difference between the proportions increases to about 40 percentage points for academic employees. A clear difference can be seen above all in the case of professorships; the difference between the proportion of women and men increases the higher the level of their resources.

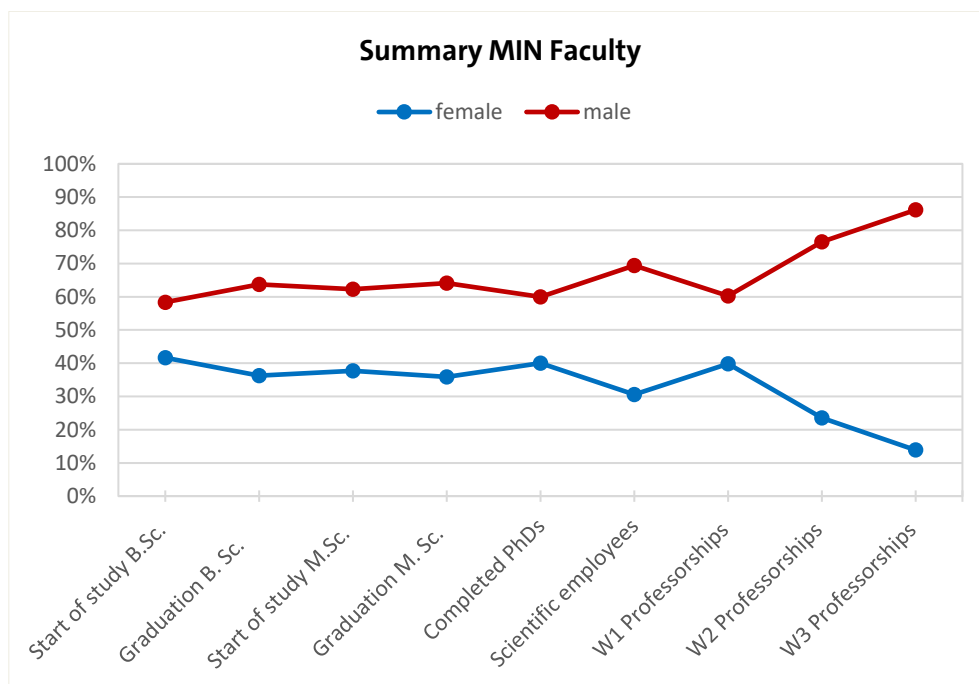


Figure 27: Overview MIN Faculty 12/2017; PAISY 12/2017, Admin. Dept. for DM and QA 2018, PLIS

Overall, the proportion of women has developed positively compared to the last Equality Report 2010-2013 (cf. Equality Report 2010-2013, Figure 20, p. 38). The MIN faculty is still very committed to increasing this proportion even further and to continue to pursue and successfully implement existing and new goals. Simultaneously with this report, the update of the Equality Plan for the years 2018 - 2022 was also developed, which continues to form the framework for the continuation of the MIN faculty's successful equality work.

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Evaluation dynaMENT, evaluation November 2018

Note: If you have any questions regarding sources, the underlying data sets or need for information beyond the evaluations presented here, please contact the MIN Dean's Office, in this case represented by the current Advisor for Equal Opportunities.