

# Gender equality in marine sciences

**Best practices on structural change**

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**Dear Readers,**

Kiel University aims for fair working and studying conditions for all its members, as well as the equal representation of women and men at all levels of qualification. Despite the good progress that has been made during the last decade, there is still a way to go when we look at the numbers of women in high-ranking research positions. Moreover, we constantly need to be aware of unconscious and conscious discriminative action. We do not want to lose promising female students, doctoral candidates or excellent female researchers from our university and in academia in general. That is why Kiel University is committed to gender equality practices and constantly makes efforts to advance its gender equality policies, also with the help of participation in nationwide comparisons and competitions to support equal opportunities.

Our successful participation in national programmes to improve gender equality is reflected in our structures on the central university level. These consist of a vice president with responsibility for diversity, a central office for gender equality, diversity and family headed by an elected central equal opportunity commissioner, and a committee for gender equality. Measures and activities apply to all members of our eight faculties. Examples include the gender-sensitive statute to appoint professors, supportive measures for career advancement of female postdoctoral researchers like the mentoring programme *via:mento* and seed money for female PhD graduates, or the annual awarding of a gender research prize for an outstanding Master's or PhD thesis with a gender dimension. Equal opportunity commissioners and committees for gender equality at the faculty level complement the university-wide effort. They focus on potential for improvement in their institutes and departments as well as the specific needs of their faculty members.



Marine science is one of Kiel University's four priority research areas and it brings together a multitude of disciplines, ranging from natural sciences to informatics, economics, social sciences and humanities. From the very beginning, the Cluster of Excellence "The Future Ocean" considered gender equality as a prerequisite for a successful large interdisciplinary project. This led to regular consulting by the university's equal opportunity commissioner and a fruitful exchange with her and her team. As a result, tailor-made gender measures are implemented within the marine science community, such as the mentoring programme *via:mento\_ocean* for female marine scientists or regular calls for postdoc project proposals with a public symposium and a voluntary 50% gender quota for the recruitment process. Both examples are introduced in this brochure.

To me, the EU project Baltic Gender is a great opportunity and challenge for Kiel University for benchmarking and improving our gender equality achievements in an international context. We can use this project to reflect on conclusions we can draw from our experience in the marine sciences and the transfer to the whole university and vice versa. This collection of best practices can inspire our future work and I hope you will find it similarly inspiring.

A handwritten signature in blue ink, appearing to read 'Lutz Kipp', written in a cursive style.

**Prof. Dr Lutz Kipp**  
President of Kiel University

**Dear Readers,**

Baltic Gender is an EU-funded project which brings together eight scientific institutions in five countries around the Baltic Sea, with the aim of reducing gender inequalities in the marine sciences and technology. Partner countries include Finland and Sweden, which are global leaders in gender equality, Germany, which has more recently developed active gender policies, and Estonia and Lithuania, which have recently started to approach the problem of unequal representation of women and men in science.

The project is funded by the HORIZON 2020 programme under the topic of "Supporting research organisations to implement gender equality plans". Thus Baltic Gender works toward the establishment of gender equality plans (GEPs) as instruments that can catalyse institutional changes with the help of realistic targets and concrete measures. GEP implementation activities are supported by approaches and strategies developed in the four core work packages on (i) career advancement, (ii) work and family, (iii) structural changes and (iv) gender dimensions in marine research. Kiel University is the leader of the work package on structural changes.



Successful structural changes include the equal participation of women and men at all levels of the institution, fair and transparent career development opportunities, fair distribution of resources and the removal of unconscious gender stereotypes. With regard to this understanding, Kiel University has identified various best-practice measures in the different Baltic Gender institutions, which are presented together with recommendations for their implementation in this brochure as examples for other institutions. I hope you enjoy reading this material and that you find inspiring ideas to further support gender equality in your institution with creative and effective measures!

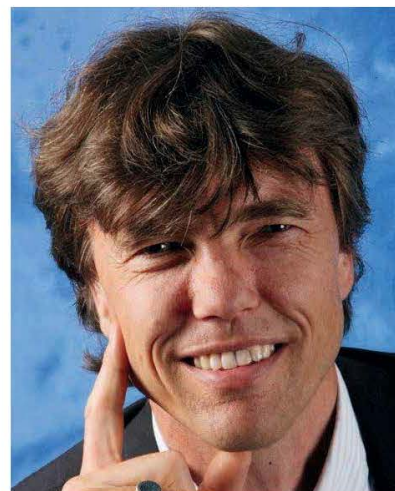
**Prof. Dr Katja Matthes**  
Coordinator of Baltic Gender  
and professor of Marine Meteorology at Kiel University  
and GEOMAR Helmholtz Centre for Ocean Research



**Dear Readers,**

The Kiel-based Cluster of Excellence "The Future Ocean" is engaged in integrative ocean research focussing on past, present and future changes, adaptation strategies to marine disasters and development of sustainable strategies for ocean resource exploitation. Understanding the oceans and our global marine environment allows "The Future Ocean" to develop scientifically based global and regional options for sustainable development, ocean governance and ocean protection. Legal, economic and ethical aspects are explored and all dimensions of ocean science are taken into account when getting into dialogue with societal actors including governments, the private sector, civil society and the public at large. To fulfil its mission, "The Future Ocean" follows an approach that is unique in the German marine research landscape: ocean researchers from the natural sciences cooperate with economists, mathematicians, ethicists, computing, medical, legal and social scientists. Altogether, more than 250 scientists from Kiel University, GEOMAR Helmholtz Centre for Ocean Research Kiel, the Institute for the World Economy and the Muthesius University of Fine Arts and Design collaborate to create a lively, progressive and multidisciplinary research community. "The Future Ocean" follows an interdisciplinary approach and engages in particular with early-career scientists. For example, the Integrated School of Ocean Sciences (ISOS) for PhD students forms a central element within the Cluster, and the network of Integrated Marine Postdocs (IMAP) supports scientists at the postdoctoral level, provides career advice and conveys valuable soft skills to its members.

A more equal representation of women and men in science and academia is part of our ambition. "The Future Ocean" is establishing a research and working culture in which talented females can pursue their academic careers, and it dedicates extra attention to gender equality as part of an ongoing process. We can look back on several achievements: we have managed to (slightly but significantly) increase the number of female professors in the marine sciences in Kiel, for example, and we have achieved our self-imposed quota of 50% for female recruitments in our postdoc project calls. However, we also have seen some (expected) backlashes: some



excellent female researchers drop out of science because they do not want to deal with insecure working conditions; others have chosen to take positions elsewhere. The improvement of the situation for female scientists in the marine science community in Kiel and the ability to attract excellent female researchers therefore requires constant attention and review of our efforts for more gender equality.

Against this background, I congratulate Baltic Gender on their approach to looking at successful structural changes supporting gender equality in marine science institutions within the Baltic region and beyond. "The Future Ocean" community gladly contributes to this project. The fact that two of our measures – our mentoring programme via:mento\_ocean and our call for postdoctoral projects – have been chosen as best practices in this brochure fills us with pride and thanks. It is equally impressive and inspiring to see how other marine science institutions engage in promoting equal opportunities. This collection of successful measures provides support and aspiration to all of us in our efforts towards more gender equality in the marine sciences.

A handwritten signature in blue ink that reads "Martin Visbeck".

**Prof. Dr Martin Visbeck**

Speaker of The Cluster of Excellence "The Future Ocean" and professor of Physical Oceanography at Kiel University and GEOMAR Helmholtz Centre for Ocean Research

## Gender equality in the marine sciences

The ocean provides food, energy and mineral resources to humans, it is the habitat for a huge amount of animal species and it covers more than 70% of the globe. Understanding the evolution of the ocean, the processes which take place in the sea and their effects on human life is therefore necessary. In the research field of marine science, humans try to gain new knowledge and insights that help to decode the ocean's secrets and protect the complex oceanic ecosystem. This research depends on the expertise of nature and life sciences, engineering, mathematics, but also has to collaborate with the social sciences, arts and humanities for innovative and diverse perspectives.

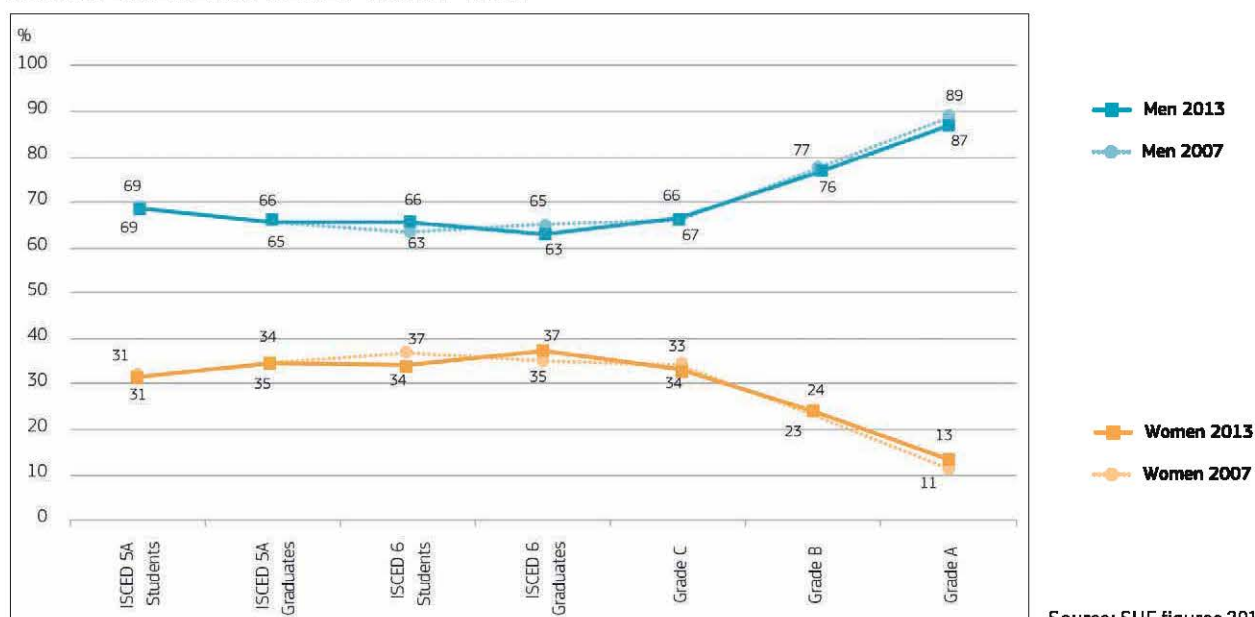
Although half of humankind is female, most of the high-level and powerful positions are held by men, not only in economy and politics but also in science. When we take into account that more women than men complete the tertiary education level, the proportion at the top means that there is a tremendous dropout rate among females within academic career paths. This fact is not consistent with the idea of equal and fair chances for everyone. When it comes to natural sciences, technology, engineering and mathematics (STEM subjects), this general trend has its own specifics because there is also a highly unequal proportion of students and some of the lowest numbers of

females in Grade A positions. Although the number of women in science has been increasing over the past few decades, the progress has been very slow, especially in engineering and technology. Underrepresentation of females is not just a snapshot but a long-term disparity.

Social sciences have shown that the reasons for the tremendous dropout rates of women cannot solely be seen as individual decisions. Socialisation, gender stereotypes and their effects on evaluating performance, male-dominated networks and the tendency to promote those people similar to oneself are just some of the structural reasons why highly-qualified females still do not get top positions.

The European Union recognises the structural discrimination of women and strives to realise gender equality. This goal is fixed in the Treaty of Maastricht, the Charta of Fundamental Rights, the European Pact for Gender Equality and other official agreements. To put gender equality into practice the European Union, inter alia, founded its own research institute (EIGE) and the Gender Equality Commission (GEC), and actively promotes women to override their underrepresentation. With its gender supporting policy, the EU contributes to decoding the ocean's secrets from both female and male perspectives.

**Proportions of women and men in a typical academic career in science and engineering, students and academic staff, EU-28, 2007-2013.**



Source: SHE figures 2015



## GEOMAR Helmholtz Centre for Ocean Research Kiel (GEOMAR Helmholtz-Zentrum für Ozeanforschung Kiel)

GEOMAR Helmholtz Centre for Ocean Research Kiel (GEOMAR) is the successor to the Leibniz Institute of Marine Sciences (IFM-GEOMAR). It was founded in January 2004 by merging the Institute for Marine Science and the Research Centre for Marine Geosciences. In 2012, GEOMAR became a member of the Helmholtz Association. It currently employs around 1,000 people in scientific, administrative and technical positions. The institute investigates all relevant aspects of modern marine science; research is conducted worldwide in all oceans and adjacent seas. GEOMAR has four major research divisions: Ocean Circulation and Climate Dynamics, Marine Biogeochemistry, Marine Ecology, and Dynamics of the Ocean Floor.

GEOMAR scientists are involved in various large-scale projects on national, European and international levels. A prominent project they strongly contribute to is the Cluster of Excellence “The Future Ocean“, whereby over 250 scientists based at different institutions in Kiel form a multidisciplinary community of researchers. They bring a wide range of perspectives and research fields into ocean research. Researchers at GEOMAR are also members of the Collaborative Research Centre SFB 754 – Climate-Biogeochemistry Interactions in the Tropical Ocean, funded by the German Research Foundation (DFG). The institute cooperates closely with Kiel University in research and in educating future marine scientists. It operates four research vessels: ALKOR, POSEIDON, LITTORINA and POLARFUCHS.

GEOMAR recognises the benefit of mixed teams in science, the operational area, and in top management. That is one of the reasons for its commitment to supporting women’s professional advancement. Gender equality goals and related measures have been fixed in a gender equality plan since 2015. Equal opportunities activities are based on the Federal Equality Act. The equal opportunity officer (EOO) and her deputy are elected by all female employees of GEOMAR. Their duties are to protect employees, especially women, from gender-based discrimination and sexual harassment at work, as well as to support the institute management in ensuring equality between men and women. GEOMAR is also committed to improving the work-life-balance and family-friendly working conditions for women and men. In 2013, GEOMAR women



in leading positions founded the Women’s Executive Board (WEB). Their aim is to promote and encourage female researchers to stay in science by supporting an institute culture based on the central value of equality. Both the EOO and the WEB have annual budgets at their disposal to develop offers ranging from raising awareness to career support for women.

### Helmholtz Association

The Helmholtz Association of German Research Centres formally connects its now 18 autonomous research centres. Their activities aim at securing the long-term foundations of human life and creating the technological basis for a competitive economy in six research fields: Energy, Earth & Environment, Health, Aeronautics, Space and Transport, Matter, and Key Technologies. Altogether, the Helmholtz Centres employ over 38,000 people. Core funding comes from the German Federal Ministry of Education and Research. Equal opportunities are conceptualised as an integral part of the talent management strategy. Working conditions shall support all scientists in achieving their personal and scientific goals. That is why the Helmholtz Association emphasises gender equality in assessments and recommendations to its research centres.

Information based on the webpage of the Helmholtz Association.



## University of Tartu – Estonian Marine Institute (Tartu Ülikool – Eesti mereinstituut)



The University of Tartu (UT) was founded in 1632 by King Gustav II Adolf of Sweden. It is the only classical university in Estonia with a long-lasting and eventful history. Today, it is the national, the biggest and the most prestigious university in Estonia; 13,000 students are enrolled in 56 bachelor, 71 master's and 32 doctoral study programmes. The University has approximately 1,750 academic staff, almost 200 of them are professors.

The Estonian Marine Institute (EMI) is physically located in Tallinn, in close proximity to the Baltic Sea. It was founded in 1992 by merging the Institute of Fisheries and the Institute of Ecology and Marine Research. It joined the University of Tartu in 2001. Today, EMI is responsible for the marine part of the Estonian National Monitoring Programme. EMI's research focuses on the ecosystem and functioning of the Baltic Sea, the evaluation and prognoses of marine organisms and the environment. The institute consists of four departments. The Department of Marine Biology examines ecology, biodiversity and the geographical distribution of marine life in the Baltic Sea including plankton, phytobenthos and non-native species. The Department of Fish Biology and Fisheries carries out research in fisheries and stock monitoring in inland waters, the Baltic Sea, and the Atlantic Ocean. The research of the Department of Marine Systems focuses on marine environmental risk assessment and safety management including the development of operational tools for oil spill response. The Department of Remote Sensing and

Marine Optics focuses on developing remote sensing methods for studying and monitoring optically complex waters like the Baltic Sea and lakes. However, their research also includes studies on coral reefs, global carbon cycle studies and different processes in water related to availability and the quality of light in it. EMI scientists represent Estonia in many international organisations like the International Council for the Exploration of the Sea (ICES) and the intergovernmental Group on Earth Observation (GEO).

Non-discrimination in Estonia is ensured within the Gender Equality Act from 2004 and the Equal Treatment Act adopted in 2008. Both national laws sets forth special regulation for the resolution of disputes concerning discrimination based on sex. There are also regulations for the special treatment of pregnant women, maternity and paternity leave, and parental benefits. All academic positions in Estonia are filled by public competition and at higher levels the selection is based on international evaluations. EMI is a family-friendly institution where researchers can carry out their research at the times and in locations they prefer depending on their family situation. Gender equality plans are new for Estonia. UT-EMI developed its first gender equality plan in 2018 and is pioneering in this activity among Estonian academic institutions and beyond.



## Kiel University (Christian-Albrechts-Universität zu Kiel)

Kiel University (CAU) is Germany's northernmost comprehensive state university and the scientific centre of the federal state of Schleswig-Holstein. It was founded in 1665. Today, more than 24,000 students are enrolled in 185 degree programmes from approximately 80 different subjects, ranging from Agricultural Science to Zoology, around 2,000 scientists teach and carry out research in one of eight faculties with interconnecting academic cultures. About 25 research groups hosted at 17 different departments in seven faculties contribute to the wide-ranging and internationally recognised marine research and education profile. Expertise from natural sciences is combined with arts, ethics, political, socio-economic, legal, and life sciences. A long and outstanding tradition in marine research exists at the Institute of Geosciences, encompassing the fields of marine geochemistry and petrology, paleoclimate research, marine geophysics and coastal zone research; the latter is also executed at the CAU Research Centre for Coastal Research and Technology (FTZ). Over 250 scientists from Kiel University and its partnering institutions form the Kiel Cluster of Excellence "The Future Ocean" with a distinguished profile for investigation of past, present and future ocean and climate changes from a multidisciplinary perspective. Additionally, in 2012 Kiel University implemented the new institution "Kiel Marine Science (KMS)", the Centre for Interdisciplinary Marine Science by marine-oriented research group leaders and their teams involved in larger interdisciplinary projects.

Kiel University's commitment to gender equality is reflected in its efforts to increase the proportion of women in all areas in which they are under-represented – especially in research and teaching – and to reduce discrimination against women. Gender equality is recognised as a key component for responsible and successful human resource management as well as a prerequisite for modern organisational development. Furthermore, the university's family-friendly policies and infrastructures are certified through the nation-wide "audit familiengerechte hochschule". Kiel University has signed the Diversity Charter, an initiative to promote diversity in public institutions, and is currently participating in a German-wide diversity auditing process for universities.

Gender aspects are considered in all of Kiel University's processes, projects and documents. Schleswig-Holstein's



Higher Education Act and its Gender Equality Act are the most important legal acts with respect to gender issues. The university's latest gender equality plan was adopted in 2012. Kiel University agreed on specific targets with the state government to support equal opportunities and part of its budget is allocated on the basis of respective improvements. The central equal opportunity commissioner supports the University Board's efforts to increase gender equality and represents the interests of female members of the university. She is supported in her various duties by her deputies, equal opportunity commissioners in all faculties, the Central Committee for Gender Equality and a team at the Central Office for Gender Equality, Diversity and Family. With an annual budget, several projects to improve gender equality are financed continuously or on demand. The marine science community participates in these activities but has also set up its own gender equality policies and measures.

### Gender Equality and the German Research Foundation (DFG)

A driving force for gender equality in German higher education and research is the commitment of the DFG, one of the most important and highly regarded third-party funding organisations in Germany. It considers gender equality efforts and success when evaluating grant proposals for collaborative projects, and in 2008 it developed the Research-Oriented Standards on Gender Equality. Universities committed themselves to develop and implement institution-specific standards on gender equality, based on an overall concept with targets and corresponding measures. These concepts, together with statements and progress reports, have been evaluated, ranked and made public three times since then.



## Kiel University of Applied Sciences (Fachhochschule Kiel)



Kiel University of Applied Sciences (UAS) is the largest institution of its kind in the federal state of Schleswig-Holstein. It was founded in 1969. Although the institution, as we know it now, is quite a young university, it merges several state-run schools of engineering and technical colleges which in themselves can trace a history of more than 100 years. Today, more than 7,700 students are enrolled in 35 degree programmes such as bachelor's and master's programmes, continuing education courses and extra-occupational education degrees. Kiel UAS employs around 240 scientists and the same number of administrative and technical personnel. To ensure its high standard of student programmes, the teaching staff has a track record of working in the industry, Kiel UAS also collaborates with local and supraregional companies and non-profit organisations, and builds up strong partnerships and networks, for instance, with the Competence Centre of Renewable Energies and Climate Protection Schleswig-Holstein.

Marine sciences and technology is mainly within the Faculty of Mechanical Engineering and the Faculty of Computer Science and Electrical Engineering. They offer a Bachelor's and Master's of Engineering programme in Shipbuilding and Maritime Technology. The graduates learn how to develop all types and sizes of sea- and river-going vessels and construct single ship components like the hull or superstructures. They are also able to check scale-reduced models of vessels in test facilities as well as plan and supervise the production and montage of ships. There is also a Bachelor of Engineering programme in Offshore Systems Engineering. The graduates learn how to

construct and develop highly stressed offshore machines; they also have knowledge in the extraction of mineral resources, wind energy technology and marine energy generation. In collaboration with Flensburg University of Applied Sciences, the English-language Master's programme in Wind Engineering complements the marine students' programmes. In this programme, students are trained to understand and handle classic and new wind turbines and power plants in a system-oriented manner. Well-advanced students learn about the operations and maintenance of offshore wind energy.

Gender equality and diversity are core values at Kiel UAS. With the implementation of a range of individual-related as well as structural and, in addition, sensitising measures, Kiel UAS has improved equal opportunities in the organisation as a whole. The university ensures a family-friendly work environment and was awarded the "audit familiengerechte hochschule" for the second time. Current efforts of the equal opportunity officer focus primarily on the long-term goal to continuously increase the proportion of women in all status groups, i.e., among professors, young scientists and students. In particular, targeted support for female students in computer science and electrical engineering, and mechanical engineering will be provided.

### Universities of Applied Sciences

In the late 1960s, universities of applied sciences were founded in Germany. They are higher education institutions specialised in topical areas such as engineering, technology, social services, computer sciences or business management. Universities of applied sciences are practice-oriented and have a focus on teaching and application-oriented research. That is why the degree programmes involve hands-on experience in the prospective profession through internships and project weeks. To give their students an insight into prospective jobs and tasks, universities of applied sciences collaborate closely with the local and supra-regional economy. With regard to their practical orientation, universities of applied sciences have a prerequisite of three years of relevant practical professional experience outside of higher education to qualify for a professorship.



## Klaipėda University (Klaipėdos universitetas)

Klaipėda University (KU) was founded in 1991 and is located in the western part of Lithuania. It has around 4,000 students and 600 teachers and researchers, including PhD holders and recognised artists. At its six faculties over 70 study programmes on Bachelor's, Master's and PhD level are implemented with the vision of providing research and technological innovations-based contemporary knowledge. Faculties, institutes, centres, a Business Incubator and a Technology Park build the rich research and teaching infrastructure of Klaipėda University.

The city of Klaipėda has Lithuania's only sea port. Its location on the shore of the Baltic Sea is also reflected within the university, which is a member of the Baltic Sea Region University Network (BSRUN). Marine research is a long-term and distinctive tradition of KU and consequently researchers representing different field of science (biologists, ecologists, geophysicists, geochemists, mathematicians, environmental management and computer science specialists) participate in different large-scale European research projects in the field of marine sciences. Degree programmes also take up marine contents, e.g. the Master's degree programme Shipping and Port Engineering, PhD studies in Physical Geography and Transport Engineering at the Faculty of Marine Technologies and Natural Sciences or a doctoral programme in Ecology and Environmental Sciences (largely oriented towards marine environmental research and aquatic biology) run by the Marine Research Institute.

In 2008, Klaipėda University started to implement the Marine Valley, an integrated research, study, and business centre with the aim to develop the Lithuanian Maritime Sector. The university thus consistently consolidates its national leadership in the fields of marine science and technological innovation. The foundation of the Marine Valley was stimulated by a rapid development of marine trade and an increasing demand for marine research. This is related to the alteration of marine and coastal geosystems, the rational utilisation of blue resources, the preservation of both the natural and cultural heritage and the construction of a deep-sea port in Klaipėda with the aim of developing a harbour according to green shipping requirements. In 2015, the Valley's infrastructure has also been provided with the research vessel "Mintis". All research and development (R&D) resources located in the



Marine Valley are available for the public on the basis of open access. For this reason, the Marine Research Institute established open access laboratories, where business and public partners can access the newest R&D resources and get services, based on high-level scientific knowledge.

Gender equality came into focus very recently at Klaipėda University. There has been a persistent underrepresentation of women in higher-ranking research positions in marine science and counter-action is perceived as necessary. This is rooted in the national legislation. First, the Law on Science and Study refers to the Law on Principles of Equal Opportunities and Academic Ethics. Second, the National Programme on Gender Equality 2015-2020 and its action plan demand structural change to support gender equality in research organisations, especially in decision-making. Obstacles so far have been, for example, the lack of a favourable environment for women to pursue their academic careers and inefficiencies in institutional mechanisms to promote gender equality.

Klaipėda University refers to gender equality in its Code of Academic Ethics. In its latest version, the aim includes ensuring mutual trust, respect, equality, justice and non-discrimination. Based on that, the first Gender Equality Plan of a Lithuanian University was developed at Klaipėda University in 2018. Furthermore, concrete actions and measures to raise awareness of unequal representation of women in academia are taken. For example, in 2017 a youth creative contest "Insight into women in Marine Science & Technology" was organised by Klaipėda University under the framework of Baltic Gender.



## Lund University (Lunds Universitet)



Lund University (LU) was founded in 1666 and is Sweden's largest university, with 40,000 students enrolled in 240 degree programmes. Its eight faculties are based in Lund, Helsingborg and Malmö. Around 5,000 scientists engage in teaching and research to bring forward the university's effort to understand, explain and improve our world and the human condition.

Marine science and technology are subjects mainly within the Faculties of Science and Engineering. The Faculty of Science, with its approximately 900 employees, produces outstanding research in different fields, organised into nine departments and further units. Marine science is, for example, part of the research programme of the Centre for Environmental and Climate Research. A strong marine research focus is established in the Department of Geology, which belongs to the Faculty of Science. The core area of marine science within this department is Baltic Sea research from the perspective of marine geology and biogeochemistry. Funding by the Swedish Research Council for sustainable development, Formas, to build a so-called Strong Research Environment over the last few years has helped to strengthen a multidisciplinary network. Strong Research Environments were explicitly funded to develop ideas in strategically-important research areas based on a multi- or interdisciplinary approach. From 2010 until 2014, it brought together scientists from Lund University's Departments of Ecology, Physical Geography and Ecosystem Science, and Geology. Many new collaborations

have emerged through the establishment of this environment and the project helped to form a vivid, active and open research community society in the marine sciences.

Gender equality and diversity are core values at Lund University, laid down in its current Strategic Plan and substantiated in respective policies. The plan includes six focus areas of action: discrimination; equal opportunities; recruitment and promotion; leadership; salaries and terms of employment; gender and intersectional perspectives. A gender-quota with a minimum participation of 40% of both women and men is in place for all decision-making boards. In 2016, Lund University was commissioned by the government to implement a gender mainstreaming plan for the 2017-2019 period. Focus areas include removing obstacles for gender equality in the staff recruitment process and in the processes for widening the participation of students. These efforts complement the national Discrimination Act, which is the main legal document with respect to gender issues for Swedish universities. According to a very recent national policy, the focus of equality plans is currently widened to cover all discrimination grounds and gender equality is incorporated into different tasks via the idea of gender mainstreaming. Gender-segregated data is still collected and structural gender equality measures are still being developed and implemented.

A management group for gender equality and equal opportunities addresses strategic and university-wide issues in Lund. Additionally, all units are responsible for improving gender equality, diversity and equal opportunities within their working areas. Therefore, all faculties have their own Equal Opportunities Committees. They develop their own action plans and report to the university's equal opportunities group. At the Faculty of Science, the latest Action Plan for Gender Equality and Equal Opportunities was in place for 2016. Long-term goals and specific measures are defined in accordance with the university's focus areas and a budget is provided to implement them.



## SYKE Finnish Environment Institute (Suomen ympäristökeskus)

The Finnish Environment Institute (SYKE) is both a research institute and a centre for environmental expertise. It was founded in 1995 and is a government agency under the Finnish Ministry of the Environment. SYKE has four office and research facilities in Helsinki, Oulu, Jyväskylä and Joensuu. Altogether, almost 440 scientists from different disciplines work at the institution.

SYKE monitors environmental trends and the state of the environment in Finland in co-operation with Finland's 13 regional environment centres. Its research focuses on six key themes: climate change mitigation and adaptation, sustainability of consumption and production, the sustainable management of the Baltic Sea and freshwater resources, maintaining ecosystem services and biodiversity, sustainability of land use and the built environment. SYKE's research programmes assess environmental problems from a multi-disciplinary perspective by integrating socio-economic considerations into scientific research and using scenarios and foresight as well as experimental research and multi-criteria decision analysis. There are nearly 100 EU projects carried out at SYKE as well as a few hundred other research and development projects. The majority of them are cooperation projects, which are carried out together with research institutes and universities in Finland and/or in other countries. In addition, SYKE also has an expert service that provides expert assistance for administrators, local authorities, industries, firms and other organisations in Finland and beyond.

Gender equality has a long tradition in Finland. Gender equality institutions were first founded in the early 1970s, and gender equality programmes have existed since the 1980s. The Act on Equality between Women and Men is one of them and was adopted in 1987. It prohibits discrimination on the ground of gender and supports equality between women and men in working life. The renewed act requires that educational institutions must have two types of gender equality plans: one which is drawn up for improving gender equality from students' perspective, and one which is drawn up for improving gender equality from staff members' perspective. According to the act, the gender equality situation has to be assessed, the implementation of earlier gender equality plans has to be reviewed and measures to improve gender equality have to be defined. There are also several other laws helping to



enforce equality for instance, the Non-discrimination Act which prescribes a non-discrimination plan for organisations with more than 30 employees. SYKE developed a combined Gender Equality and Non-discrimination Plan which includes nine focus areas: general, gender-segregated numbers on employment, the equal distribution of work tasks and career advancement, working group work, personnel competence development and orientation, equal pay, satisfaction in management, work-life balance, the prevention of sexual and gender-based harassment and the perceived employee equality. To have a need-based and goal-orientated Gender Equality and Non-discrimination Plan, SYKE conducts personnel surveys on a regular basis and thus developed, on the basis of national legislation, a sophisticated toolbox for promoting gender equality.



## Leibniz Institute for Baltic Sea Research Warnemünde (Leibniz-Institut für Ostseeforschung Warnemünde)



The Leibniz Institute for Baltic Sea Research Warnemünde (IOW) is situated directly on the coast of the Baltic Sea in the northeast of Germany. It was founded in 1992 to succeed the Institute for Oceanography, Warnemünde, which was the leading oceanographic research institute of the German Democratic Republic's German Academy of Sciences. Nowadays, the IOW is a member of the Leibniz Association. Its basic budget is therefore jointly provided by the Federal Ministry of Education and Research and the Ministry of Education, Science and Culture of the State of Mecklenburg-Vorpommern, where the institute is based.

The IOW research programme is dedicated to marine research in coastal and marginal seas. Using an interdisciplinary approach, the work particularly focuses on the Baltic Sea ecosystem. The institute comprises the four departments "Physical Oceanography", "Marine Chemistry", "Biological Oceanography", and "Marine Geology". Successful acquisition of third-party funding, especially on the national and European levels, substantially supports the implementation of the institute's research programme. The IOW operates two research vessels: Maria S. Merian and Elisabeth Mann Borgese. IOW scientists are also involved in teaching and cooperate closely with several universities in the Baltic Sea region in the education and hands-on training of future marine scientists, especially with the universities of Rostock and Greifswald.

The IOW employs around 200 people, about 60 % of whom are scientists; the rest includes technicians and administra-

tive staff members. The institute pursues two important goals regarding the support of its workforce: the equality of women and men and the reconciliation of work and family. These goals are in accordance with the Law for Gender Equality in Mecklenburg-Vorpommern's public service in its latest version from 2016. The law does not endorse gender equality plans as essential instruments for promoting gender equality. The IOW's equal opportunity officer and her deputy are responsible for women and gender issues at the institute. They give advice on structural requirements to ensure equal working conditions and support for all employees. An internal Equal Rights Committee led by the institute director is in place to implement the institute's goals regarding equal opportunities and to support the equal opportunity officer in her duties. The IOW adopted its latest gender equality plan (IOW Promotion Plan for Women) in 2012. Several activities to promote female employees are continuously carried out, especially to support women in pursuing a research career. An annual budget can be spent on support measures. The IOW's family-friendly policies and infrastructures are certified through the nation-wide TOTAL E-QUALITY award.

### Leibniz Association

The Leibniz Association, one of the largest German non-university research associations, connects 93 independent institutions from a wide range of scientific fields like natural, engineering, environmental or social sciences and the humanities. They conduct knowledge-driven and applied basic research, maintain scientific infrastructure and provide research-based services. Leibniz Institutes are funded jointly by the Federation and the German states. They employ more than 19,000 individuals, over half of which are in research positions.

Gender equality is a central aim and anchored in the statutes. General recommendations are in place and different tools and measures are offered on the central level to support the single institutes' efforts to promote gender equality.

Information based on the webpage of the Leibniz Association.



## Supporting gender fair structures: best practice examples

In Baltic Gender, we follow the definition of gender equality that was developed by the European Institute for Gender Equality.

"Gender Equality refers to the equal rights, responsibilities and opportunities of women and men and girls and boys. Equality does not mean that women and men will become the same but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female. Gender equality implies that the interests, needs and priorities of both women and men are taken into consideration, recognizing the diversity of different groups of women and men. Gender equality is not a women's issue but should concern and fully engage men as well as women. Equality between women and men is seen both as a human rights issue and as a precondition for, and indicator of, sustainable people-centred development."

To see gender equality in marine science institutions fulfilled as it is defined here, structural changes within institutions are needed. The best practices we present in the following are single steps towards the improvement of gender equality that is based on structures supporting equal chances, transparent processes, and fair and respectful cooperation in marine sciences.






### What makes a practice best?

To be distinguished as the best gender equality practice, the measure has to meet at least four of the following six quality criteria. Criteria 2, 3, 4 and 5 are based on findings from institution and process management research, criteria 1 and 6 were developed by the Baltic Gender team.

- 1. Marine science specifics**  
The practice seeks to amend inequalities which are based on the specifics of marine science and/or target directly on marine scientists.
- 2. Identified need and defined goal**  
A practice can only work well when the specific need is determined and the aim is set.
- 3. Long-term funded/sustainable structure**  
A measure can be fully effective if the institution ensures the resources for its implementation, coordination, development and evaluation.
- 4. Monitoring**  
The attainment of the measure has to be evaluated, and the mechanisms, where necessary, developed further.
- 5. Well-known at the institution**  
The target group has to be aware that the measure exists; that is why the dissemination of information is required.
- 6. Beyond legal requirements**  
A practice is best when the measure meets more than just the legislative requirement.

### How are the best practices categorised?

To present the best practices in a clear and easy way, they are sorted by the following five categories. Some best practices fit into more than one category. In this case, the main one is identified and the connection to the other one explained. The icon on the right page helps to quickly identify the (main) category that the best practice belongs to.

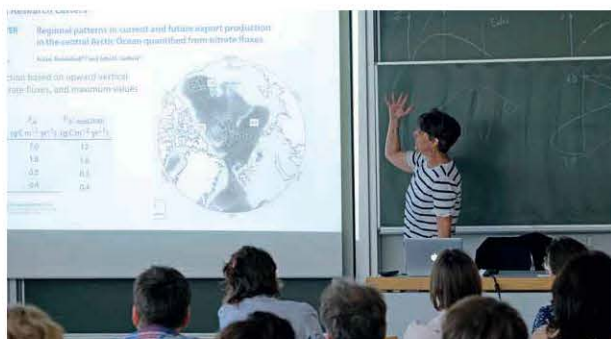
	<b>Decision-making</b>	A best practice in this category is a measure that tries to ensure an equal representation of women and men in boards and committees.
	<b>Resources</b>	A best practice in this category is a measure that takes gender proportions and funding allocation into account.
	<b>Recruitment</b>	A best practice in this category is a measure that helps to acquire new staff under gender-fair conditions and regulations.
	<b>Staff development</b>	A best practice in this category is a measure that focuses on gender-fair career advancement and professional development within the institution.
	<b>Awareness</b>	A best practice in this category is a measure that tries to break up gender stereotypes and raise awareness of (implicit) gender-biases.



## Women's Executive Board



The Women's Executive Board (WEB) is a democratically legitimised board within GEOMAR that unites all female scientists with staff responsibilities and the equal opportunity officers. WEB aims for equal participation of women and men in leadership positions, highlighting the scientific performance of excellent female marine researchers as well as reducing the under-representation of women in permanent and leading positions with the help of need-based support and counselling. In their capacity as WEB members, female scientists participate in decision-making boards and committees within the research institution.



Prof. Dr Anya Wait during a Marie Tharp Lecture

WEB was founded in 2013. Its concept was developed in several meetings by the majority of female leaders at GEOMAR together with coordinators of mentoring programmes of the Berlin universities as well as Kiel University and with the coordinators of the postdoc and the PhD networks of the Cluster of Excellence "The Future Ocean". A survey on the career goals and interest in career advancement workshops amongst all female scientists at GEOMAR showed specific needs and functioned as a basis to define the goals and targets of WEB. Its implementation took less than one year and the directors of GEOMAR

### Decision-making:

The Women's Executive Board (WEB) represents all female GEOMAR employees, who have permanent contracts and staff responsibilities. WEB's positions and ideas towards more equal participation of women and men in marine sciences are explicitly presented and thus better heard in decision-making processes because WEB members are representatives in important boards and committees. WEB supports female research careers with several activities.

strongly supported the establishment of gender equality measures in an overarching sustainable structure by providing a substantial annual budget to this end.

All women with responsibility for staff, i.e. professors, group leaders, junior professors (equivalent to assistant professors), administrative leaders, female scientists with permanent positions and the equal opportunity officer elect a chairwoman and a deputy as well as a managing board for a three-year period. The managing board consists of members with mainly permanent positions at GEOMAR; they are evenly elected from the four Research Divisions. Filling the WEB positions with professors and mainly permanent staff is a conscious decision, because they are independent in their say and actions. To ensure the link to the target group of young female researchers, one postdoc representative for each Research Division takes part in WEB activities and planning. A junior professor representative is also part of WEB since 2018. Just a small number of scientists are part of this latter group, but its situation and needs are specific, because junior professors belong, on the one hand, to the status group of professors but, on the other hand, they often do not have a tenure track. Scientific coordinators of running programmes at Kiel University are permanent guests of the WEB structure.

WEB's lighthouse project is the Marie Tharp Lecture Series. It aims at presenting and honouring high-profile female scientists in marine sciences as role-models for young female researchers. The lectures consist of two parts. First, a public lecture is held, in which an outstanding female scientist presents and discusses her research with interested women and men. Secondly, there is a get-together exclusively for women to discuss career paths, exchange experiences and connect with each other. Female postdocs as well as female professors appreciate the opportunity to



## Decision-making



talk about individual and structural challenges and uncertainties in a familiar and confident atmosphere. They also value the role-model function and the supportive effect of the exchange.

In addition, **WEB** organises workshops on issues such as negotiations, self-assertion, speech, self-representation and networking. These training courses and workshops were initiated due to the articulated demands of young female scientists. Since 2017, **WEB** postdoc representatives have organised group-mentoring events. Professional trainers and informal gatherings with experienced GEOMAR scientists are the heart of this mentoring.

Besides these activities, the **WEB** chairwoman or other **WEB** members have the right to participate in GEOMAR boards and committees. Right from the beginning of **WEB**, its chairwoman attended the meetings of the Consultatory Board of Directors. In regular meetings, this board discusses strategically important issues and makes suggestions to the Board of Directors, which is responsible for all decision-making issues. The **WEB** chairwoman is also a member of the Gender Equality Plan Commission that accompanies the implementation of GEOMAR's gender equality plan. In addition, one **WEB** member together with the equal opportunity officer, three to four professors and two scientific employees are members of committees that make recommendations on transferring a fixed-term contract of a scientific employee to a permanent one. Finally, the **WEB** chairwoman and the equal opportunity officer are committee members of the Inge Lehmann Fund, which finances re-entries after career breaks. The participatory culture in these committees is the same as in the Consultatory Board and the Gender Equality Plan Commission – every voice is equal and the committees strive for consensual decisions.

**WEB**'s participatory rights were fixed in the organisational chart. This step emphasises the importance of **WEB** and ensures the sustainability of this unique structure.



### When is the implementation of a board of female scientists and anchoring it in existing structures recommended?

- The top-level managers consider gender equality important and strive to overcome structural inequality between women and men in an institution.
- A critical level of female scientists in an institution has been reached.
- There are women with (permanent) high-level positions, who are willing to build up such structures. Sharing responsibilities and tasks is advisable.
- There is a need-based concept for concrete gender equality activities and measures.
- The executives / the top-level managers are willing to support the idea(s) financially and to open the institutional structure to a new board.
- There are links to people, who have already established new structures in similar institutions. They can share their experience and give advice.



## Democratic pathways into decision-making boards

**To guarantee equal representation of women and men in governing committees and boards, Lund University has established transparent, fair and democratic electoral processes as well as modes of operation and communication. A binding gender quota of 40% is fixed for the boards, also at the marine science related Faculty of Science and the Department of Geology.**

The realisation that women and men were unequally represented in committees and boards led to measures to counter this imbalance at Lund University. A democratic and transparent electoral system for all important decision-making bodies is therefore in place, giving both women and men a fair chance to participate in governing processes. Beyond that, gender balance is a binding objective for the boards. They have to be occupied by at least 40% women or men. These regulations fit well in general political and societal discussions. In 2006, the Swedish government adopted a new gender equality policy based on six objectives, amongst them the equal division of power and influence. As Swedish universities acknowledge their role in society, their efforts to counter the gender imbalance are embedded into this broader discourse.

### The electoral process

Marine research and education at Lund University takes place at the Faculty of Science, particularly at the Department of Geology. Their main bodies are the Faculty Board and the Department of Geology Board. Elections take place every three years. At the Faculty Board, next to the dean and the pro-deans, representatives of teaching staff and other employee categories as well as students have to be elected. The composition of the Department of Geology Board also reflects the different staff groups and students. Elections start with the work of the nominating committee at faculty level or department level. The committee members, who are elected by the staff, carry out the nomination

procedure and propose candidates for elections. Nominees are listed on a ranked electoral list. All staff members holding at least a 50% position over a minimum of 2 years can elect representatives for the boards by choosing from all candidates on the nomination list. The nominating and election committee have to consider both the balance between women and men and between different research fields when looking for nominees. Therefore, their members also represent diverse perspectives. All staff members elect the nominating committee, both at faculty and department level.

### Working routines of committees and boards

The Faculty Board is led by the dean, the Department of Geology Board is led by the head of the department. Both have at least six official meetings per year. The chairs set the agenda of the meetings and all members can add topics. Meetings are open to the elected members and invited guests. To assure transparency, the boards follow a broad communication strategy. They report directly to faculty members and distribute minutes from their meetings and on their decisions via e-mails or newsletters; protocols are posted on the website. In the case of the Faculty Board, the dean reports to the heads of the different departments who can spread information. Committees support the boards' work. The Equal Opportunities Committee acts, amongst other duties, as a drafting body prior to decisions by the Faculty Board.

### Quota

An official and binding quota was introduced for all boards at Lund University in relation to the national Swedish policy to support gender equality in society at large from the 1990s onwards. The university has officially set a minimum quota of 40% of each gender in all boards, and the vice-chancellor may stop the work of boards or decisions if this gender balance is not maintained. This policy goes hand-in-hand with long-lasting discussions about equal representation and fair career chances for all at faculty level.

#### Decision-making:

To guarantee gender-fair decisions, Lund University developed a transparent and democratic electoral system for its boards, which is accompanied by the objective of gender balance. This means that women and men are represented to at least 40% in all boards.



## Decision-making



### What are the strengths of the electoral process?

The whole process is very democratic. Electing our leadership internally is inherited in our university culture. This gives all staff members influence on the representation in our governing bodies and allows them to actively involve themselves in decision-making processes. I personally highly value the fact that everyone can be nominated and that self-nominations are welcome, too.

### How do you ensure transparency during the nomination phase?

Initial discussions prior to each election are led in the department leadership group, where we talk about people who might be interested in a nomination. By very broad lines of communication via staff meetings (we have weekly information meetings), e-mail and our department website, we try to assure that everyone is well-informed and feels welcome to participate. We make sure that the election committee suggests a group of candidates, which represents the diversity of the whole department by a balanced allocation of seats regarding gender and research fields. Nevertheless, it might be the most difficult part of the election process because bargaining and exclusion mechanisms might occur that are unseen by the department leadership.



Prof. Mikael Calner, Head of the Department of Geology

### What do you recommend to other institutions who want to support gender equality through committee work?

A gender quota is a very valuable instrument for putting the topic of unequal representation and the will to overcome disproportion on the agenda. Furthermore, our system of election committees who oversee and actively design the election process is very helpful for getting both women and men involved in decision-making at universities.

### When is a gender quota to support democratic pathways into decision-making bodies recommended?

- If there is a misbalance of women and men within your institution, a quota can support the target to aim for equal representation in decision-making processes.
- A quota should be binding, i.e. supported by the possibility to stop decisions by bodies that do not fulfil it.
- Mechanisms should be implemented to assure gender competence and the commitment to the gender quota, especially during the nomination phase, e.g. nomination committees representing the institution's diversity.
- Transparent communication by boards and committees makes their work understandable and involvement more attractive.

## Indicator-based funding with performance indicators on gender equality

**At Kiel University, an internal system is in place for allocating funds to the faculties based on input indicators (number of faculty staff, teaching load) as well as performance indicators (acquisition of external research funding). In 2015, a set of three indicators measuring the faculties' performance in the field of gender equality was integrated into the funding system.**

**Indicator-based funding (iMV)** was introduced at Kiel University in 2002. Within this allocation system, a part of the university's overall annual budget (excluding costs for personnel) is distributed to the faculties. The budget allocated through the iMV system is defined by four components. The first is a basic component that results from the number of academic staff. Component two is connected to teaching and is derived from the number of students studying in the standard period of study and the number of graduations. A research component based on the external funding gained forms the third component. The gender equality component is the fourth and final component. It was introduced additionally with the latest iMV amendment in 2015. It consists of three indicators, which are all performance-based:

- **Indicator 1:** percentage of female professors among all professors
- **Indicator 2:** percentage of doctoral degrees by women among all doctoral degrees
- **Indicator 3:** percentage of female researchers in permanent positions among all researchers in permanent positions

Allocations on the gender equality indicators account for 10% of the overall iMV funds. The indicators are weighted

as follows: 50% (indicator 1), 30% (indicator 2) and 20% (indicator 3). The value for a year is based on the average of the three preceding years. The change in performance of one faculty is assessed in relation to the overall change of all faculties together. Therefore, financial losses can also occur if performance has changed positively but not as much as the performance of all the other faculties.

The extension of the funding system was put forward because expectations from outside motivated the university to put a stronger emphasis on promoting gender equality at the faculty and department levels. On the one hand, during the evaluation process of the Research-Oriented Standards on Gender Equality, the German Research Foundation critically remarked that Kiel University had not implemented any steering mechanisms that link the achievements or failures in promoting gender equality to the allocation of funds. Furthermore, Kiel University's performance in comparative national rankings on gender equality at universities was not satisfying at that time and counteraction was perceived as necessary. On the other hand, and even more importantly, the government of Schleswig-Holstein integrated gender equality indicators into the target agreements between the state and its universities, which govern the overall budget of the university.

The Board at Kiel University decided that part of the gender equality component in performance-based university funding should be broken down to the level of the faculties in order to get the overall commitment on this change in the funding system imposed on the university and to foster gender equality measures at faculty level. The vice president in charge of diversity management, the equal opportunity commissioner and the financial controlling unit started developing the new indicator set and its smooth integration into the well-working iMV system in 2014. It was necessary to adopt the indicator set used in the target agreements by the state to make it practical for a university with eight faculties of very different sizes. About a

### Resources:

The Faculty of Mathematics and Natural Sciences at Kiel University receives part of its annual budget on the basis of three performance indicators, which measure their rise or fall of women on professorships, amongst successful doctoral degrees and in permanent research positions. The idea is to financially reward high achievements in promoting gender equality and to bring this topic onto the agenda at faculty and department levels.



## Resources



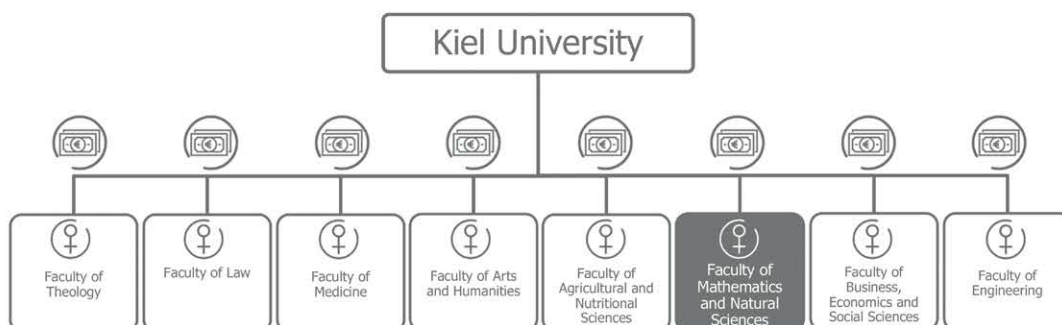
year later, it passed the high-level boards of the university, the conference of the deans and the University Senate, with great approval.

The faculties are free to internally distribute the iMV budget they receive according to their own criteria and indicators but, in practice, they evenly spread the iMV funds amongst their departments. This is also the case for the Faculty of Mathematics and Natural Sciences where the major part of marine science is based. Consequently, specific achievements or setbacks in marine science are not taken into consideration within the iMV funding. Nevertheless, an influence on gender policies at the faculty and department levels by reforming the iMV system has been observed. The iMV performance is discussed in the highest decision-making body of the faculty, the Faculty Board and in the Commission on Finances and Planning. Furthermore, all departments are asked for their feedback and comments. This leads to a discussion of the faculty's performance regarding gender equality at least once a year, which helps to acknowledge the emphasis given to this topic by the university. It is mainly a positive recognition of aspects achieved or developmental areas as the overall sum allocated on the basis of the iMV's gender equality component is not that high in comparison to the overall annual budget of the faculty, which is one of the largest at Kiel University. In addition, a Gender Equality Commis-

sion is in place at the Faculty of Mathematics and Natural Sciences and can spend an annual budget on support measures for female scientists or activities to raise awareness of the persistent gender gap. Linking gender equality efforts with money, like in the iMV system, seems an important step towards improving their broader visibility and significance.

### When is funding based on performance indicators on gender equality be recommended?

- A broad system of indicator-based funding covering different performance categories is already in place or in concrete planning.
- Statistical data is available to compute the indicators easily in order to keep the workload for those operating the indicator-based funding system to a realistic amount.
- The subordinate units of the institution have the chance, at least partially, to influence their performance with respect to the indicators measuring gender equality.
- The subordinate units of the institution get regular information on their performance and can decide on how to distribute the resulting funds internally.
- The system is open to adaptations in case indicators prove to be less valid than initially expected.



At Kiel University, all faculties receive part of their annual budgets based on gender equality indicators.



## Transparent procedures to recruit outstanding postdocs

**The postdoc call and its procedures were developed by the Cluster of Excellence “The Future Ocean” and aimed at internationally recruiting outstanding marine researchers. The applied selection criteria were communicated right from the beginning and included equality criteria – primarily gender equality – but also a balanced ratio of internal and external proponents and of early and experienced postdocs.**

The Cluster of Excellence dedicated a fixed budget spent for the funding period of the cohort recruited by the call and to each individual research project. To recruit outstanding researchers, the Executive Board together with the coordinator of the Cluster’s Integrated Marine Postdoc Network (IMAP) developed a unique and transparent procedure that aims to break up coalition building and the use of personal networks to promote funding of particular candidates.

### **First stage of selection: thematic area selection group**

Before the call for applications started, thematic areas had been defined and a selection group for each thematic area had been assembled. Each group consisted of the PIs of each thematic area, i.e. four to seven researchers of both genders who come from different disciplines and partner institutions of the Cluster. Additionally, reviewers with thematic expertise were addressed, some of them full members of “The Future Ocean”, and engaged within the thematic area. After the deadline for applications, each proposal was reviewed by at least three different researchers. Each thematic area group evaluated the project ideas on the basis of the scientific quality of the proposed project (50%), the strategic match to the Cluster aims (fitting into the thematic area), interdisciplinarity and international aspects (30%), and the excellence of the proponent (20%). Since proposals from natural and social sciences were equally welcome, the selection group took into account the specifics of each discipline and the desire to

have a wide range of topics. Each thematic area was required to fulfil the self-imposed goal of 50% women, 50% early postdocs and 50% external proponents.

### **Second stage of selection: research conference**

In the second stage, the selected proponents were invited to an international symposium in Kiel. The candidates presented their research projects and discussed them with the audience consisting of Cluster members and alumni of the Cluster. The research community was called upon to state their comments on the presentations by completing a prepared form. The multi-day research conference provided the opportunity for participants to get to know each other. The proponents had to name two mentors at the end of the conference at the latest. “The Future Ocean” covered the travel expenses.

After the conference, all written statements were collected from the audience and included in the reviews for the individual candidates. Each proponent was evaluated based on the written proposal, the oral presentation and discussion, the mentors’ assessments and feedback by other Cluster members and alumni. Every selection group decided consensually and was again required to fulfil the self-imposed quota.

### **Third stage of selection: joint review**

After each thematic area had created a ranked list of selected candidates, a joint review of all nominations took place. One representative from each thematic area, the coordinator of the postdoc network and the equal opportunity commissioner attended the meeting. An impartial moderator led the discussion and mediated as needed. In the end, a three-tier list of candidates was created, the best and least-fitting projects remained unranked, and projects of average appropriateness and quality were ranked. The best ranked researcher for each thematic area was selected on all accounts. The total number of researchers selected for each thematic area depended on the number of appli-

### **Recruitment:**

**As a large number of scientists from multiple disciplines participate in the multistage selection of outstanding postdocs, the recruitment procedure is less vulnerable to unconscious gender biases and the continuation of traditional, male-dominated networks and promotions.**

## Recruitment



cations received. The joint review group decided consensually and recommended a minimum number of research projects to be funded to the Executive Board.

### Fourth stage of selection: final anonymous decision

The list of proponents was subjected to an anonymous overview. It depicted the self-imposed equality goals for gender, experience and origin of the candidates, and showed how these proportions would change with every further research project funded. Based on this overview, the Executive Board decided on the number of projects to be funded. In practice, the Executive Board followed the recommendation on how many research projects should be funded at the least; decisions to fund further candidates were taken in agreement with the goals set. As a member of the Executive Board, the equal opportunity commissioner also has a voice during the final decision.

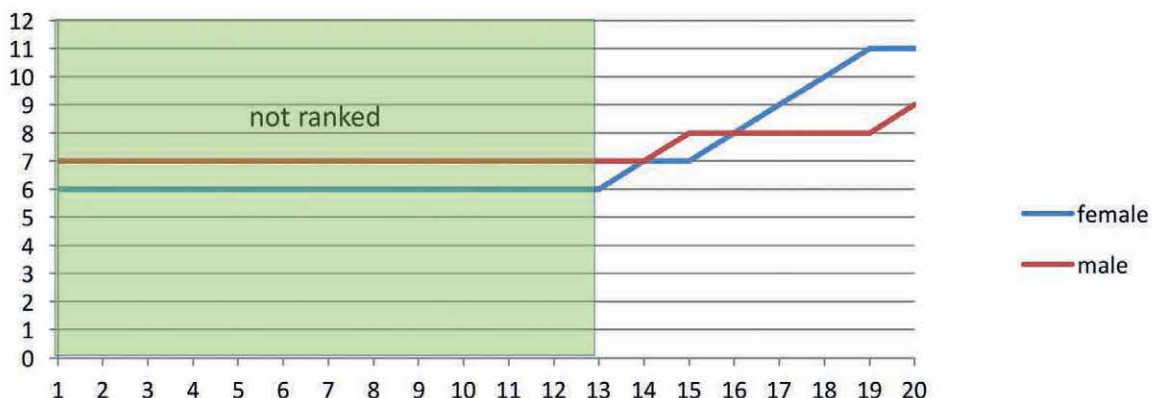
The Cluster of Excellence continues to advance its recruitment procedures. For instance, while no quota was set for the first postdoc call, it was recognised to be necessary and was thus implemented upon issuing the second call; the

described procedure was refined for the third call. Moreover, a training course in professional recruitment processes and the involvement of persons responsible for equal opportunity in the Cluster provided the expertise required to promote gender equality. The results are impressive: although marine sciences are still a male-dominated field, more than 50% of the Cluster's postdocs are female.

### When is a transparent recruitment process with an anonymous final decision recommended?

- A number of scientists from various disciplines participate in decision making.
- Joint recruitment of several researchers at once is possible.
- The research community is willing to invest time and commitment into the selection of candidates.
- A will exists to commit recruitment to quotas based on criteria supporting overarching aims, such as the equal representation of women in science, while ensuring scientific excellence through several stages of reviewing.

### Anonymous display of proponents suggested to be funded with regard to gender proportion



The graph shows the top-ranked proponents with regard to their gender proportion. The partly unranked / partly ranked list was developed in a multistage procedure. The green area shows the gender proportion for the minimum number of projects for which funding is recommended. The white area shows how the gender proportion changes with each additional project funded. Similar displays on the other two self-imposed quotas 50% early / 50% experienced scientists and 50% external / 50% internal researchers were compiled as well. Based on these anonymous data, the Executive Board decided on how many postdoc projects were finally funded by the Cluster of Excellence "The Future Ocean".



## Returning after a family break: Come back to research

The financial support programme ›Come back to research‹ is directed at junior researchers who want to resume their research career after parental leave of up to five years. It is open for PhD students with IOW supervisors, former IOW staff during the early postdoc phase or postdocs who intend to conduct third-party funded research projects at the IOW.

**Come back to research** was launched in 2005 as the first programme of its kind in marine science in Germany and has continuously been in place since then. The driving force behind it was the observation that starting a family often coincides with the highly productive and important academic career phase of late PhD or early postdoc research. A high number of female doctoral candidates who had children did not return after parental leave to finish their PhD or to continue with a postdoc project. Young researchers typically mention weakening ties to their working groups or the expiration of their contracts during the family break as part of the reasons for dropping out. To counter this trend, **Come back to research** gives them the chance to reintegrate into their scientific networks, to strengthen their visibility and to be able to use the IOW research facilities by offering financial support in three lines of funding.

- **Case 1 (doctoral candidates):** successful applicants get funding for up to three months to finalise their PhD thesis. Application is possible for doctoral candidates who started their PhD project no more than five years prior to applying for **Come back to research**. The PhD supervisor has to confirm that the PhD thesis can be finalised during the funding period.
- **Case 2 (postdocs):** successful applicants get funding for up to three months to prepare a paper based on findings from the PhD thesis for publication in a peer-reviewed journal.

### Staff development:

›Come back to research‹ offers financial support to marine scientists for their re-entry into research following a period of parental leave. The programme aims towards academic career advancement for researchers affiliated with the IOW.



- **Case 3 (postdocs):** successful applicants get funding for up to six months to prepare a proposal for project funding from any funding organisation if they have the agreement of an IOW host.

Applications are possible twice a year. Those eligible for application are researchers whose diploma/Master's thesis (case 1) or whose PhD thesis (cases 2 and 3) was graded with 'good'. In all lines of funding, they get additional money to attend a major conference in their field. **Come back to research** is open to former IOW employees or researchers who want to start a third-party funded project at the IOW. Applicants must not have a contract with the IOW at the time of their application. The overall goal of the programme is to support the career advancement of female researchers. If male researchers take longer periods off to care for their children in order to give their female partners, who also work in the marine sciences, the chance to pursue their academic careers, they can also apply for funding. The decision on funding is made by the director of the IOW, the equal opportunity officer, the head of Science Management and Communication – also the administrator of **Come back to research** – and the IOW researcher who will be supervising the successful applicant.

## Staff development



Important decision criteria include the feasibility of the proposed project and the personal situation of the applicant. On average, one female researcher is funded per year. Getting the chance to continue with research, being integrated into a research group and being connected to a research institute and its research facilities gave most of the recipients a boost for their research endeavours. To date, the majority were postdocs preparing proposals for research grants, who all managed to submit a proposal.

The IOW allocates budget funding to the programme on a yearly basis because it sees the chance of research projects which are strategically important to the institute being taken up again, project results getting published and new projects getting started. Staff is informed about **Come back to research** on a regular basis, e.g. during annual staff meetings or through internal newsletters, and asked to motivate young researchers with an interest in re-establishing their science careers to apply.

### When is a re-entry grant after a family break recommended?

- Your institution is highly committed to providing a supportive working environment for early career scientists who want to combine their research careers with raising young children.
- Female doctoral candidates and early postdocs affiliated with your institution drop out of science during parental leave despite good academic records and there is an interest on both sides to stay connected.
- The research groups taking in female scientists after a family break see this step as a chance of gaining an excellent researcher for their team and not as a challenge to integrate a person who has additional priorities outside academia.
- Your institution can provide funding on a regular basis.
- You have someone who can administrate the funding scheme.





## Surveys among personnel as a building block of gender equality plans

**At SYKE, the results of two different surveys among the institute's employees formed the basis for shaping the objectives and measures of its Equality and Non-discrimination Plan. The surveys are conducted regularly and provide information on job satisfaction as well as the perceived level of equality at SYKE.**

Since being founded in 1995, SYKE has developed Equality and Non-discrimination Plans on the basis of gender-segregated statistics. SYKE is convinced that the opinions, concerns and perceptions of all staff members are also important in making institutional progress, which is why the personnel is surveyed on a regular basis.

The survey on job satisfaction is developed by the State Treasury. Every state institution can decide if and how many of the provided standard questions it uses. At SYKE, a variety of topics are asked about, amongst them: management, possibilities to influence your own work, salary, the possibility of upgrading your own skills and abilities, working culture and communication, inappropriate behaviour and harassment or occupational well-being. It is also possible to tailor questions and include new, institution-specific ones. SYKE, for instance, asks its employees if they know the institute's and the department's tasks and goals, if the co-operation inside SYKE functions well, and if people have been encouraged to proceed with their careers. The job satisfaction survey is available in Finnish, Swedish and English, and is conducted every two years. The response rate is about 54%. One of its findings is that all employees are quite satisfied with their situation. Nevertheless, men are more satisfied than women with the effectiveness of performance and development discussions on their skill development. These discussions are regularly conducted with every SYKE employee.

### Staff development:

Personnel survey results, in combination with gender-segregated statistics, are a good empirical basis for developing and implementing target-group-specific and demand-driven measures that can be fixed in a Gender Equality Plan. The aims are to ensure a pleasant, non-discriminating working atmosphere and to promote women at different stages of their careers.

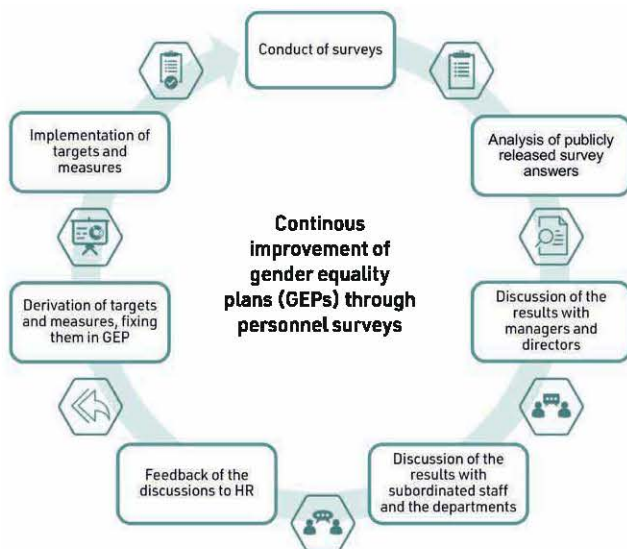
The equality survey was invented by SYKE and is conducted every three years. It contains questions regarding the working community support of minority group identity and its open expression, equal payment, equal allocation of tasks, and harassment. The survey has open answers and employees can give detailed descriptions. It is available in Finnish; the current response rate is 17%. The results show that there are employees who have been victims of harassment due to their gender.

**"The basis of our policy is that everyone is equal. This is the main goal we are striving for. And although equality is part of our culture, it is good that we have institutionalised standards to ensure equality in a systematic manner."**

Niina Oksanen, Head of the HR Management Department

The Human Resource Management (HR) department carries out a diligent survey analysis and discusses the results with SYKE's directors and managers, who then talk about the results with their subordinated employees. They also report back from their in-depth discussions. The interpretation and generalisation of the results is done very carefully since not every SYKE employee participated in the survey. Nevertheless, the analyses of periodically conducted surveys, their broad discussion within SYKE as well as the feedback loops to the HR department are a good empirical data basis. This information was taken into account when developing SYKE's Equality and Non-discrimination Plan. For instance, SYKE determined that it needs to work on improving the performance and development discussions by defining personal development targets. This measure is intertwined with encouraging women to pursue further education and training. Both were implemented to improve the proportion of women in expert and management positions. On account of the survey results on harassment, SYKE compels its supervisors to acknowledge that they have the right and the legal obligation to intervene in harassment, and committed itself to a clear

## Staff development



code of conduct regarding harassment situations. Training courses for supervisors to identify and handle harassment situations were organised.

SYKE regularly checks if the survey questions are still suitable and that they cover all the information that is needed to develop concrete measures. SYKE's managers and directors encourage the staff to participate in order to increase the response rate. The survey results are voluntarily made public within SYKE.

### When is the use of a personnel survey to develop gender equality plans recommended?

- The institution agreed to norms and values and, based on these, developed its official policy.
- The management considers an open feedback culture and professional, data-based stocktaking important.
- Financial resources as well as scientific know-how on how to develop, conduct and analyse surveys are available.
- Survey results are monitored in the gender equality plan and linked to targets and measures developed within it.
- Financial resources to implement specific measures are provided.
- Employees see a benefit in participating in feedback instruments, especially by the development of improved procedures and new support measures related to the findings in due time.



HR department employee Heidi Koivuluoma with her Master's thesis on distortions in thinking concerning women's careers at SYKE.

In addition to the survey analysis, in 2018 a Master's thesis was written about the distortions in thinking concerning women's careers at SYKE. The aim of the research was to recognise implicit attitudes which can prevent or slow down women's career development. To understand informal behaviour and its significance for career development, ethnographic observations, data from the job satisfaction and the equality surveys, data from narrative interviews and a discussion workshop were used. It turns out that the more decisions are made intuitively and by the same people, the more people will be blinded by the distortions in thinking which affect decision-making. Influencing the attitudes and choices of individuals is possible by developing the operating environment with decisions that benefit both parties. On the basis of this research, which was completed by one member of SYKE's HR department, the institution will start creating a mentorship model in order to support equal career development.



## Welcome programme for newly appointed professors and lecturers: **INSIDE**

# INSIDE

**INSIDE is a need-based, tailored programme for newly appointed professors and lecturers at the University of Applied Sciences in Kiel. The overall goals are to arrange a get-together with each other and the administrative staff from the university to support the new staff in fulfilling their new duties, and to provide information on internal structures and responsibilities.**

A basic welcome programme for newly appointed professors at Kiel University of Applied Sciences (Kiel UAS) has been running since 2008. It was reformed in 2017 because the need for a professionalised and institution-tailored programme was identified. The presidium, together with its management, developed eight different modules.

1. **INSIDE start:** within the first two weeks after arriving at Kiel UAS, the presidium's management welcomes the new employee personally. During a face-to-face meeting, contact persons from administration are introduced and basic information and documents are provided.
2. **INSIDE basic:** on two half-days, the presidium welcomes all newly appointed professors and lecturers. Important administrative units like IT management or building and real estate as well as interest groups introduce themselves and give insights into internal structures and responsibilities.
3. **INSIDE show:** students, colleagues and administrative employees can attend the inaugural lecture to get to know the research field of the newly appointed professor.
4. **INSIDE teach:** within the first two years after starting the new job, need-based workshops on didactics are offered. New staff members should participate in at least four of these workshops.

### **Staff development:**

With its modularised programme, Kiel University of Applied Sciences offers comprehensive, need-based information on internal structures to newly appointed professors and lecturers, and gives its new staff the opportunity to attend workshops on developing their skills.

5. **INSIDE date:** within the first two years of the employment with Kiel UAS, a workshop series on various academic issues is offered, at least ten of them should be attended. Topics are for instance gender in teaching, gender equality and diversity, family-orientated university, public relations, university library or examination rights.
6. **INSIDE meet:** after participating in the workshops there is the opportunity to get together in an informal and comfortable setting.
7. **INSIDE club:** once a semester the newly appointed professors and lecturers can exchange with the presidium in a relaxed atmosphere.
8. **INSIDE special:** events can be offered at irregular intervals if their need is determined. These offers might be workshops on staff development for future top-level positions such as the dean or president, workshops on ethics in science, a get-together with the federal state government or the mayor of the city of Kiel, or work-life balance workshops.

Since the equal opportunity officer attends all meetings of the presidium, she participated in the process of re-designing the programme. Providing a tailored and need-based offer is the idea of **INSIDE**, which is why the presidium's manager determines the demands in **INSIDE** start and composes workshops in close collaboration with the responsible administrative units and departments within Kiel UAS or – if necessary – also with partners from outside.

Besides the fact that the equal opportunity officer was involved in developing **INSIDE**, gender equality also has a solid position within the content of the programme. The work of the equal opportunity officer is presented in **INSIDE** start, in **INSIDE** basic she introduces the legisla-



tion on gender equality, the already existing structures and measures, answers questions and is open for suggestions and needs expressed.

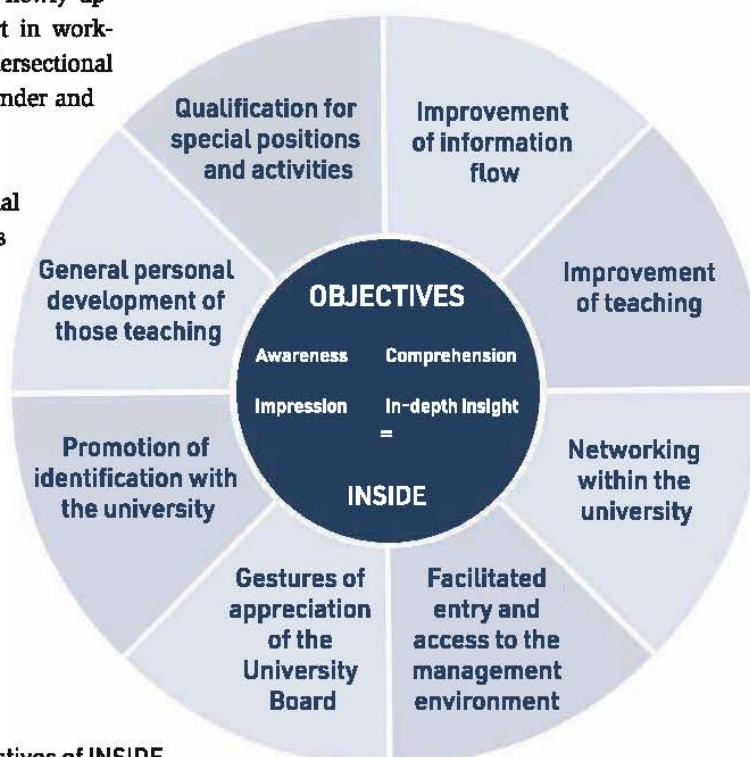
Information and discussions on gender equality can be expanded within regular workshops in **INSIDE** date. The equal opportunity officer develops tailored workshops on special issues, where appropriate she works together with other internal or external experts such as the diversity commissioner.

Good teaching is a core goal of Kiel UAS. The professional teaching unit within Kiel UAS, the Centre for Learning and Teaching Development, takes responsibility for **INSIDE** teach. Gender equality and diversity is one part of the didactical building block that was developed in consultation with the equal opportunity officer. The newly appointed professors and lecturers can take part in workshops on, for instance, inclusive teaching, intersectional teaching and learning or on the relevance of gender and its dimensions in didactical approaches.

The presidium, its management and the equal opportunity officer value the idea that the units and interest groups of Kiel UAS can introduce themselves and give a face to administrative tasks and responsibilities. With its programme, Kiel UAS supports the mutual respect and appreciation between scientific and administrative personnel and contributes to a respectful and friendly working environment.

### When is an internal, modular programme for newly appointed professors recommended?

- The head of your institution supports the idea of implementing such a programme.
- You have the resources for programme development and an ongoing needs analysis.
- You have the financial resources for special workshops or building blocks your administration or scientific support unit cannot cover with their expertise or due to time restrictions.
- The conveyed culture is the living culture.



Objectives of INSIDE



## via:mento\_ocean – mentoring for female postdocs



**via:mento\_ocean is a three-tiered career development programme directed at female post-doctoral researchers from all areas of the marine sciences in Kiel. Individual mentoring relationships are accompanied by professional training courses and networking opportunities with the aim of promoting academic career advancement into professorship and permanent senior scientist positions. With this focus, via:mento\_ocean is one of several measures at Kiel University to assist female marine scientists in shaping their academic careers. It is also driven by the overall aim to overcome the persisting underrepresentation of women in leading positions in marine science in Germany and beyond.**

**via:mento\_ocean** started in 2013 as a branch of Kiel University's interdisciplinary mentoring programme for female postdocs, **via:mento**. Not all female marine scientists based in Kiel are able to fully profit from a mentoring programme which is conducted in German and open exclusively for members of the university.

**via:mento\_ocean** was therefore tailored to the needs of the whole marine science community with its two main locations at Kiel University and GEOMAR. It is integrated into the structure of the Cluster of Excellence "The Future Ocean" which forms the collaborative research environment of the university, GEOMAR and other partners. In every programme cycle of **via:mento\_ocean**, which lasts at least one year, 10-20 mentees from a variety of disciplines and with diverse national backgrounds participate in the following three basic programme elements:

- **One-to-one mentoring relationship:** each mentee establishes a mentoring relationship with an experienced female or male senior scientist, usually a professor from any university or non-university research institute in Germany or abroad. The exchange focuses on the mentor's personal experience in science and on the reflection and advice on the mentee's career and life planning. The

### Staff development:

This mentoring programme offers a combination of a one-to-one mentoring relationship, professional workshops and networking to female marine scientists in non-permanent postdoc positions. The aim is to promote their academic career advancement.



mentee therefore gains mental and emotional backing on the one hand, and support with developing a more strategic view of the unwritten rules of higher education politics on the other.

- **Networking:** regular networking events bring the programme participants together to reflect on the mentoring process as well as on several aspects of a successful and fulfilling academic career. Input by experts complements the exchange of the mentees who bring in a very wide range of individual career paths and personal experiences. The networking events are used as a safe space for exchanging working routines in different research groups and discussing sensitive issues within a reliable peer group.
- **Training:** the workshops offered to the mentees focus on general key qualifications for a successful academic career such as communication, networking strategies or applications to professorship.

**via:mento\_ocean** is professionally managed by a programme coordinator (50% part-time position). The pos-



ition requires experience in gender equality and academic career development with a particular focus on the marine sciences. The programme coordinator has built up a large network with other coordinators of mentoring programmes and attends conferences for regular exchange. She is based at the university's Central Office for Gender Equality, Diversity and Family. At the same time, the coordinator is part of the management team at "The Future Ocean", in order to assure integration into and the commitment of the marine science community. Her regular exchange and cooperation with different actors who support the advancement of equal opportunities in the marine sciences helps to develop the programme continuously and to offer tailor-made support with regard to the diverse needs and interests of the mentees.

The Cluster fully finances **via:mento\_ocean**. Both the mentees and the mentors highly appreciate that the travel expenses for all their meetings are covered by the programme. Only a very small number of German mentoring programmes in academia can offer this kind of financial support. Mentors in particular value this as a commitment to career support for staff in insecure junior positions.

**via:mento\_ocean** is monitored internally on a regular basis. Mentees and mentors participate in written and oral evaluations. The programme's quality is also acknowledged by the German Research Foundation (DFG). **via:mento\_ocean** is integrated into the DFG's toolbox of gender equality measures, an online collection of exemplary and innovative best practice measures to support gender equality in science and academia in Germany.

### When is a mentoring programme for female (post)doctoral researchers recommended?

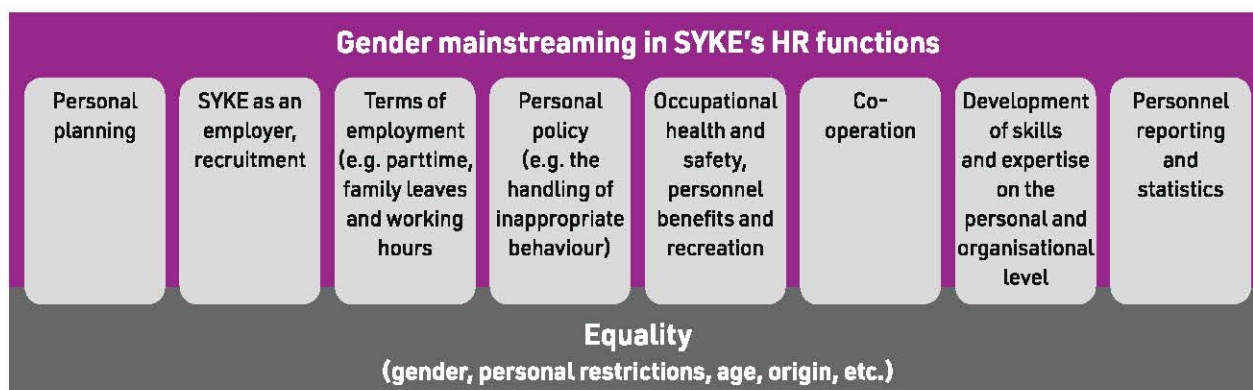
- Women are underrepresented at professorship level and in permanent research positions, and there is a commitment to actively reduce the unequal representation of women and men in these positions.
- The leading governing boards of an institution support the development and implementation of a tailored mentoring programme: it is an inevitable precondition that the concept is widely accepted and carried by the whole institution.
- You should have a sufficient pool of female (post)doctoral researchers at your institution who plan to continue their academic career after their PhD.
- Funding to employ a coordinator has to be secured.
- The three-tiered approach is only viable if not too many further training courses and/or networking events for the target group exist.
- Although it is not a must, covering the travel expenses for meetings of mentees and their mentors is a highly valued commitment to staff development.





## Gender mainstreaming in HR management

**SYKE's Human Resources Management (HR) department develops, improves and evaluates the policies and processes within the institution and incorporates the gender perspective at all levels and stages of human resource related issues with the goal to foster gender equality. To achieve this goal, the HR department develops clear actions and is in permanent contact with SYKE's directors and managers.**



The gender mainstreaming approach at SYKE is embedded into a general social culture of equality in Finland. Since research on environmental issues is a male-dominated field, equality of all employees was an overall goal from the very beginning of SYKE in 1995. The objective is that everybody working at SYKE should have equal rights, obligations and opportunities, regardless of gender, age, race, sexual orientation, religious belief or handicaps. To realise this goal, SYKE's HR department develops a clear action plan that has a data-based status-quo analysis and, derived from that, concrete objectives and measures that are monitored on a regular basis. The responsible parties and the time frame in which these measures are put into place are also mentioned. The actual implementation highly depends on managers and directors - they need to support the equality actions, especially with the help of gender-fair decisions and processes, as well as equal treatment in everyday situations.

Gender sensitive monitoring of SYKE's staff is one important task. In comparison to the general representation of females in environmental science, the gender proportion at SYKE developed from an above-average level of females to more than 50%. Even on permanent positions, there are slightly more women than men. Nevertheless, females are still outnumbered in management positions. In order to balance out this distortion, HR has instructed managers to encourage females to develop their skills and apply for managing positions. Training courses and workshops financed by the HR department aim for strengthening leadership skills of those who are in high-level positions and have staff responsibilities, they naturally take gender equality into account. The duration of these workshops ranges from two days to one week, even to two-year programmes. The latter are organised in collaboration with other research institutes and offer several lectures and workshops on project and innovation management.

### **Staff development:**

To guarantee equal and fair career advancement and professional development of its staff, SYKE's Human Resources Management takes the gender perspective into account in all its actions and decisions. This is accompanied by the collection and monitoring of gender-segregated data.

## Staff development



Besides the assurance of an equal proportion of women and men, the gender sensitive career support and several management training courses, the HR department tries to assure fair wages for both genders. As the wage is calculated from the work tasks, the individual performance and the number of years of experience, the HR department monitors these evaluations on a regular basis under consideration of equal treatment. In addition to these structural measures, the HR department discusses single staff cases with the directors and managers and tries to find gender-equal solutions.

To foster its goal of equality, Finland offers special training on that topic which is open to managers of state institutions and trade unions. HR department staff also gets specific training and seminars.

### When is the gender mainstreaming approach recommended?

- If there is a general culture of equality and fairness.
- The management considers gender mainstreaming important.
- Well-trained people in the administrative departments are needed.
- To support the sustainability of gender mainstreaming, awareness-raising workshops for staff and refresher training for managers in charge are suggested.

### Gender mainstreaming approach

Gender mainstreaming has been embraced internationally as a strategy towards realising gender equality. It involves the integration of a gender perspective into all contents of actions within an institution: the preparation, design, implementation, monitoring and evaluation of policies, regulatory measures and spending programmes, with a view to promoting equality between women and men, and combating discrimination. A gender perspective is an instrument that critically assesses the power relations between women and men, and society in general. That means you scrutinise habitual ways of thinking and behaviour and help to break up unconscious gender stereotypes. For instance, you ask yourself if you would treat the person the same way if that person were another gender; what makes a performance good and do the female and the male candidates for promotion render the categories in the same way; or does the measure you would like to implement suit the needs for all members of the target group?

Next to gender responsive contents, equal gender representation is the second dimension of gender mainstreaming. Both dimensions need to be taken into consideration in all phases of the policy-making process.

Own description based on the definition by the European Institute for Gender Equality.



## Official information sheet on dealing with sexual harassment

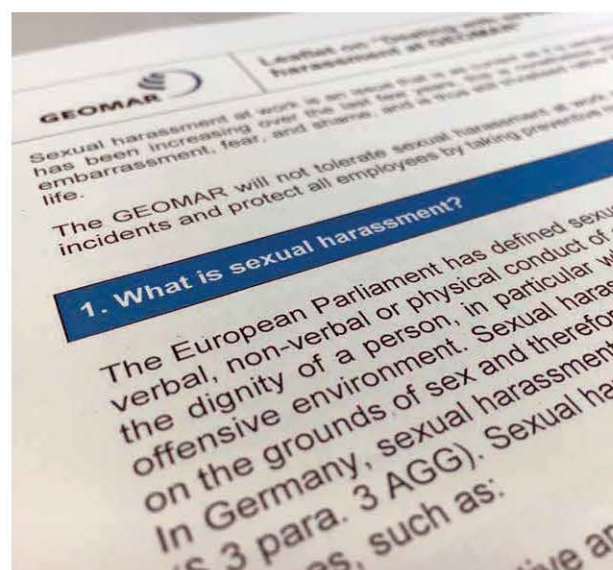
**With its information sheet, GEOMAR makes a clear statement against any form of sexual harassment and strives to free the topic from taboos. The leaflet provides information about what forms sexual harassment can have and describes the rights of the people concerned. The leaflet functions both as a form of prevention and as clear guidance for those affected.**

In Germany, the General Equal Treatment Act prohibits sexual harassment and other forms of inappropriate and discriminative behaviour. It also lists punishments for perpetrators and has regulations to protect victims. Nevertheless, sexual harassment is still a delicate topic, persons affected often do not know whom to turn to and not all cases are reported. In late 2015, GEOMAR's equal opportunity officers and its HR department agreed on the fact that the research institution lacks an information sheet about sexual harassment. As a result, the equal opportunity officers wrote a first draft and circulated it among the HR department, the staff council and the board of directors. The equal opportunity officers were trained and supported by the Women's Emergency Hotline in Kiel; a local, non-profit association that helps women affected by harassment and violence with professional counselling. At the end of this short and wellworking process, the office of the administrative director sent an e-mail with the final version of the leaflet to all persons working at GEOMAR. Besides the information sent via e-mail, the leaflet was also made public on the intranet and on GEOMAR's blackboards.

The document gives information on what forms sexual harassment can have, who can be affected by it, what the consequences for those affected are, what persons affected can do, who they can turn to and what the duties of the HR managers are. With this content, the leaflet provides clear guidance and a flow of process that makes the several steps and punishment transparent to everybody.

### **Awareness building:**

With the information sheet on dealing with sexual harassment, GEOMAR makes the rights of those affected transparent and raises awareness on a hushed, sensitive issue.



Ship cruises are very important for marine researchers; but this means that people work together in tight places for a long period of time. Until the official announcement of the leaflet, there was no procedure for dealing with sexual harassment on ship cruises. After its implementation, a female chief scientist wanted to distribute the information sheet to everyone on the cruise, which at first irritated the ship's commander. Since this incident, the equal opportunity officers have arranged that the GEOMAR-ship coordinator informs everyone taking part in a cruise about the leaflet. The shipping companies also know that the leaflet is part of the official policy of GEOMAR.

This policy says that GEOMAR follows every report of possible incidents, protects all employees and takes its responsibility seriously to ensure a non-discriminative working space. To emphasise its official policy, GEOMAR's HR management is mentioned as one of the contact points. The staff council, which represents staff interests, is a second contact point for affected persons to turn to. Although GEOMAR strives to free the topic from taboos with its policy, it is still a major challenge to talk about the

## Awareness



possibility of harassment and abuse, since the topic is still tainted with fear, shame and embarrassment. That is why the equal opportunity officers are also stated as contact persons. In contrast to the HR department they have no obligation to report the matter, which can make it much easier for affected persons to talk about their experiences. Together with the external Women's Emergency Hotline in Kiel, a low-threshold, confidential counselling is guaranteed.

GEOMAR sees the information sheet as a starting point to deal with this sensitive topic. There are more subjects that can be tackled, for instance an internal complaint office that gathers data on how many cases occur, an internal survey on how many employees know about the leaflet and an international data portal on which all employment agreements are stored in one place. Together with the HR department, the equal opportunity officers are working on the implementation of these comprehensive structures.

### When is an information sheet on sexual harassment recommended?

An information sheet on sexual harassment is recommended for all institutions, but especially when:

- There is clear legislation on that topic.
- The head of your institution considers the prevention and non-tolerance of occurring sexual harassment important.
- Your institution has a clear and transparent procedure on how to deal with sexual harassment or is willing to develop one together with the information sheet.
- You have at least one low-threshold and confidential contact point.
- There is the possibility to develop the procedure and the information sheet in a non-scared-up situation. That is why it is wise not to wait until there is a case of sexual harassment but to act beforehand.

### Extract from the information sheet

#### What can I do?

It is often difficult for victims to realise that what they experienced is sexual harassment. It is therefore important to take your own feelings seriously and understand that it is a fundamental right not to be harassed in the workplace.

- Defend yourself and set boundaries. The best thing to do is to emphatically reject harassment immediately and right from the first incident, for example, by objecting loudly. This means that the "private" or "secretive" aspect is removed from the situation. Reactions such as ignoring or avoiding the harasser or dealing with the situation jokingly are less effective.
- Document the harassment in detail: written records on the circumstances of the offence can be used for

an official complaint. Collecting evidence such as letters, emails, images, calls recorded on an answering machine, SMS messages on your mobile, etc. strengthens your credibility and provides important evidence.

- Try to talk to people you trust, such as colleagues. [...]
- Seek assistance: contact the internal GEOMAR advice and complaint offices and/or turn to an external advisory body. [...]

#### What are the duties of the human resources manager?

According to the law, in addition to a warning, transfer, relocation and, in serious cases, dismissal should be considered. The employer must also take necessary and reasonable measures if employees are harassed by third parties while performing their duties.



## Awareness trainings: See the human beyond

›See the human beyond‹ is a compact workshop for all members of Lund University which is conducted on a regular basis. Its aim is to make unequal and unfair treatment visible in an interactive and self-reflecting manner in order to combat discrimination, harassment and victimisation at the university as a place of learning and work.

What started more than a decade ago as a lecture on discrimination and harassment has now become a very popular interactive form of training. The aim of these workshops has not changed since the beginning. The intention is to initiate interesting discussions on how people should treat each other at the university in order to make it, at best, a place without discrimination and harassment. Up to thirty workshops are held per year. The workshop follows a four-step approach, starting with general aspects and getting closer to the participants' everyday life. First, information is provided on the legal background, in particular antidiscrimination laws and definitions of core concepts like discrimination, gender or ethnicity. Second, state-of-the-art research on the situation in science and academia is introduced. Third, participants discuss real cases of victimisation, harassment and discrimination in groups. The purpose of this step is to make people aware of the fact that discrimination is a common problem everywhere and therefore has to be addressed everywhere, also at universities. Fourth, at the end of the workshop, all participants assess what their everyday lives at university as a workplace or a place to study look like. These answers might differ widely. The first three steps enable the workshop audience to judge their direct environments, thus bringing the topic really close to their personal experience. An important take-home message is that people experience the workplace 'university' in different ways. It might therefore be important to reflect on established processes,

### Awareness building:

With the ›See the human beyond‹ workshops, Lund University offers all its members the opportunity to learn about unequal and unfair treatment and to reflect on their own and others' behaviour. It raises awareness of discriminatory action and ways to combat discrimination, harassment and victimisation.



The team of ›See the human beyond‹: Kajsa Widén, HR consultant/ project manager and Tomas Brage, professor and director of Studies for Physics

styles of communication and the like, but also on everyone's own behaviour towards colleagues or fellow students.

The workshop concept was developed in cooperation with an expert in pedagogics, didactics and sociology. A major challenge was to find a way to open people's minds up towards the topic without giving them the feeling of blaming their everyday behaviour. Interactive methods support the transfer of knowledge and the exchange without accusing people of wrong behaviour or knowledge gaps. For example, live voting systems are applied. This makes it possible to get real-time answers from all participants on questions regarding facts and figures about discrimination that reflect everyone's knowledge and experience in an anonymous way.

See the human beyond workshops for around 30 participants per session are offered, tailor-made to the different clients within Lund University. They are sometimes open to all interested university members but usually conducted

## Awareness



### National laws against discrimination in the countries of the Baltic Gender partner Institutions (latest amendment)

<b>Estonia</b>	Equal Treatment Act (2017)
<b>Finland</b>	Non-discrimination Act (2014)
<b>Germany</b>	General Equal Treatment Act (2013)
<b>Lithuania</b>	Law on Equal Treatment (2017)
<b>Sweden</b>	Discrimination Act (2017)

in cooperation with a specific unit of the university, for example for students as part of a degree programme or for departments and working groups. This way, it also finds application in the marine sciences, where building awareness of discrimination and harassment is as necessary as in any other academic field. Due to the short-workshop format, **See the human beyond** can usually be no more than an eye-opener on the topic. If a unit is interested in following up, the **See the human beyond** team can offer additional activities like refresher workshops or support for developing and implementing evaluation formats.

### When is a workshop to raise awareness of discrimination, harassment and victimisation recommended?

- The leadership of the institution is fully committed to addressing the topic and to implementing a continuing workshop format.
- In order to find acceptance within the institution, some members from other fields than gender or diversity studies should be involved and committed to training others on the topic.
- There should be a budget to develop a workshop concept, to train potential facilitators and to give the facilitators a financial reward (directly as fee or for the working group to hire additional staff to cover the time spent on the workshop).
- It should be embedded in an overall institutional culture of non-discrimination, anti-harassment and corresponding policies.

### Suppression techniques as a methodological basis for discussing real cases of discrimination

The conceptual basis for the group work forms a classification of suppression techniques. It was originally developed by the Norwegian Social Psychologist, Berit Ås, in the late 1970s to describe the dominant behaviour of men towards women. The five main categories are:

- making invisible: denying the importance of peoples' opinions by ignoring them
- ridicule and reducing: suppressing people by ridiculing their arguments, e.g. by laughing
- disclosure of information: not including people in decision-making or withholding information
- double punishment: giving people the feeling that they cannot do anything right because they are criticised for everything (e.g. work pace is either too slow or too sloppy)
- imposition of guilt and shame: provoking the feeling of shame through comments or actions

Ås stated that they could be applied either deliberately or unconsciously. Current categorisations building upon the original idea are also used to classify degrading behaviour against people or groups based on other personal attributes than gender.



## Project based course for students: startIng!

The project-based course ›startIng!‹ is for first semester Bachelor students enrolled at the Faculties of Mechanical Engineering, and Computer Science and Electrical Engineering at Kiel University of Applied Sciences (Kiel UAS). In a project week, participants get the chance to develop solutions to a practical engineering problem in a heterogeneous group, in a competitive setting. The main goals of ›startIng!‹ are to give students insights into the practical side of their aspired professions and to experience how efficient and creative people can cooperate in teams, with members bringing in varied experience due to differences in, for example, gender, age, nationality or professional background.

### The task

**startIng!** was launched in 2006 at the Faculty of Mechanical Engineering and takes place once a year. Every project week is supported by a different sponsor, a company from the engineering or technology sector, located in Schleswig-Holstein where Kiel UAS is based. The sponsors define the task, which always aims at the practical solution of an existing engineering problem. For example, in 2010 the students had to establish a procedure to change damaged propeller blades for vessels at sea. In 2016, the task was to develop a solution to safely store and operate a combined maintenance and lifeboat for an offshore research platform. The students were asked to find a way to launch the manned, motorised rubber boat and to lift it back on deck.

### The participants

Students from different Bachelor's degree programmes are grouped in competing teams of twelve. The team composition is based on an assessment test with the underlying idea that different team roles have to be filled in all working groups. The test allows them to find out which roles a

person can fulfil best, based on individual strengths and interests. Each year, the project attracts about 200 students from two faculties, amongst them students of the degree programme in Shipbuilding and Maritime Technology. On average, more than one third of all eligible first semester students participate in **startIng!** The engineering and technology degree programmes at Kiel UAS are more attractive to male than to female students. In the last decade, females accounted for around 13% of all first semester students. Participating in a demanding project like **startIng!** seems to be as attractive to female as to male students because their share in **startIng!** equals their overall share.

### Pedagogical and expert support

A team coach and a professional coach who are responsible for all questions concerning the project task accompany every team. They are students enrolled in the Master's degree programme in social work or a Master's programme at one of the organising faculties, respectively. They get a thorough introduction and training, the main part being a simulation of the team task during the project week. Learning how to attend to diverse team members with a wide range of questions and needs is part of their preparation. The pedagogical concept and the professional support are continuously reassessed and developed by two members of the project team. The positions of the professional technical coordination and the pedagogic-didactical management are secured through external funding (together they make up one full-time position).

### Awareness building:

This teaching project for first year Bachelor students in technical and engineering degree programmes gives participants the chance to develop solutions to a practical engineering problem in a heterogeneous group in a competitive setting during a project week. Gender is taken into account when it comes to the composition of the teams and the overall aim to give all participating students an idea of the advantages of cooperation in mixed-gender working groups.





### The role of gender in startIng!

From the very beginning, the gender dimension played an important role in **startIng!**. First of all, the project was initiated by the equal opportunity officer together with the current scientific project leader to establish **startIng!** at Kiel UAS based on the successful, but more theoretically-oriented example at the Technical University Darmstadt (Germany). Gender has therefore always been addressed in different lines during the development of the concept in Kiel.

- **startIng!** was established with the aim of attracting female students in technical and engineering subjects to participate. Learning more about the future working life at an early stage of student life was seen to be a good motivator for continuing a degree and not withdrawing from studying.
- All participants can learn from the advantages of heterogeneous teams, irrespective of their own gender. Gender is given a high emphasis amongst the diversity criteria taken into consideration when forming the teams. According to the findings of empirical studies on mixed teams, each gender is represented to at least 30% in each team to allow for productive cooperation. The benefit of this approach was validated by **startIng!**.
- Gender is also a relevant dimension the sponsors have to consider when developing their tasks for the competition.
- In order to raise awareness of the success of women in technical and engineering fields, all competing teams are given names of renowned female engineers and researchers.
- Gender-sensitive language is used in all project documents.

### When is project-based teaching in subjects with a small number of female students recommended?

- You need a group of lecturers who are willing to develop and keep up a teaching project with an above-average commitment, especially in terms of time resources.
- During the project development phase, you can hire a person with a high degree of gender competence who can develop the project concept under consideration of gender aspects.
- Funding to employ one coordinator for pedagogical-didactical and one for study content related aspects of the project has to be secured.
- You need sponsoring companies to develop practical tasks for the competition to allow for realistic problem-solving simulations.
- You can attract at least 30% female participants in order to secure a productive group composition with respect to gender.





## Code of Conduct

**The Code of Conduct is a voluntary commitment regarding core ethical values for conducting research within the marine research community of the Collaborative Research Centre 754 (SFB 754). This compilation contains the common understanding of basic values and rules for respectful cooperation and communication, and addresses different topics ranging from welcoming working conditions to zero tolerance towards harassment.**

The **Code of Conduct** is based on the conviction that outstanding research output is not only based on excellent ideas and innovative approaches, but also on productive working conditions and trusting relationships between all people involved in a collaborative project. The SFB 754 published the **Code of Conduct** as a leaflet in 2017 after almost 10 years of experience in practical collaboration amongst its members. In each of the three funding phases senior scientists, postdoctoral researchers, doctoral candidates, technicians and administrative staff worked together within and amongst several sub-projects. Unwritten rules based on shared values developed over time. Initiated by the coordinator for gender measures and the scientific coordinator, the written **Code of Conduct** specifies these as follows:

- **Promotion of welcoming working conditions:** SFB 754 members are encouraged to discuss and implement healthy working conditions (e.g. a clear division of working weeks and weekends/holidays) and to assist people with family obligations, not only amongst each other but also within their working groups.
- **Appreciation of diversity and individualism:** cooperation takes place between people with diverse perspectives based on different genders, lifestyles, cultural backgrounds, personal or professional experience. Diversity is appreciated as a prerequisite for innovative ideas and successful cooperative research endeavours.
- **Valuing internationalism and interculturalism:** in an international research community, culturally sensitive

### Awareness building:

With its **Code of Conduct**, the Collaborative Research Centre 754 (SFB 754) makes its core ethical values for fair and equal treatment public. It raises awareness of the fact that welcoming diversity amongst researchers is an important success factor for joint research projects.



The SFB 754's scientific coordinator Dr Christiane Schelten and its speaker Prof. Dr Andreas Oschlies hope the Code of Conduct will set an example for making supportive structures transparent.

- and respectful communication is recognised to be the foundation of creative and multifaceted approaches to answering scientific questions.
- **Transparency on research output:** shared ethical principles are to respect author's rights and the transparency regarding accessibility and re-use of data produced in the SFB 754 research community.
- **Zero tolerance for unjust treatment and harassment:** discrimination, bullying or sexual harassment are not tolerated and everyone is encouraged to address inappropriate behaviour. Furthermore, fair and equal treatment is seen to be rooted in the consideration of differences, e.g. in language skills or contract situations.
- **Active support of career development:** support for career development is acknowledged as especially important for researchers in non-permanent positions, where the proportion of females in the SFB 754 is around 50%. Further training is seen as a general benefit and all researchers should make use of suitable offers.

Although the values and principles laid down in the **Code of Conduct** had been in practice for some time, the research community gave itself more than a year to implement the idea of publishing them. The **Code of Conduct** was widely discussed amongst all SFB 754 members and was approved by its executive board.

## Awareness

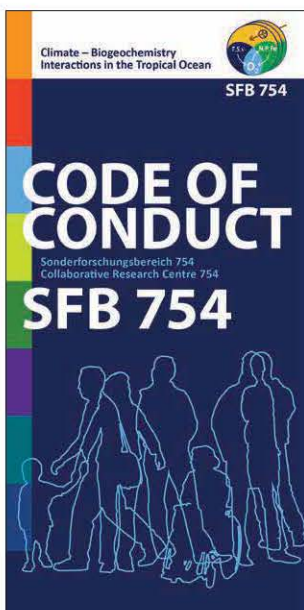


With its **Code of Conduct**, the SFB 754 wants to make it clear that fair and transparent working conditions can make a research career more attractive for all ambitious scientists. Transparent rules and mutual support are seen as a way to decrease the influence of gender, family status and other personal attributes on career advancement. The **Code of Conduct** constantly keeps gender as a topic on the agenda, especially where the equal representation of females and males is not automatically given.

The **Code of Conduct** was also compiled to question existing success measures in science. It promotes the idea that successful research is more than just a certain number of countable publications per year, and creative solutions to research issues depend on supportive working conditions, too. Thus, the publication and distribution of the **Code of Conduct** shall foster discussion on science and ethics and find application in the wider marine science community and beyond. In Kiel, discussions to adapt it for new research projects have already taken place.

### When is a written Code of Conduct on basic ethical values for research in marine science institutions recommended?

- A written Code of Conduct should not only be a declaration of intent but be rooted in already practiced basic values for communication and cooperation.
- A Code of Conduct does not contradict the institution's official policies.
- A Code of Conduct is based on other activities and measures to support (gender) equal and fair talk and action and to improve gender equality.
- All employees at the institution share the ideas stipulated in a Code of Conduct. Therefore, they get the chance to actively involve themselves in developing the written document.
- Leaders of the institution communicate the importance of the joint understanding of good practices, both internally and externally. The release of a Code of Conduct is flanked by intensive public relations.








### German Research Foundation (DFG)

The German Research Foundation (DFG) is the central national research funding organisation in Germany and allocates long-term funding to coordinated programmes called Collaborative Research Centres (SFB). In these long-term research institutions, researchers work together within multidisciplinary research programmes for up to twelve years. The SFB 754 - Climate-Biogeochemistry Interactions in the Tropical Ocean started in 2008, working on ocean deoxygenation, its possible impact on tropical oxygen minimum zones and its implications for the global climate-biogeochemistry system. It involves scientists from Kiel University, GEOMAR and the Max Planck Institute for Marine Microbiology in Bremen. The SFB 754 currently consists of 16 sub-projects with around 120 researchers ranging from doctoral candidates to professors.



## How to use the best practice collection: recommendations

The measures and activities presented in this brochure have one thing in common: they all proved to be building blocks in reducing persisting gender inequalities, disadvantages of women and unequal opportunities in the Baltic Gender partner institutions. While focusing on structural changes at large, the chosen examples are targeted to various very specific aspects of gender inequality. By distinguishing the five categories of decision-making, resources, recruitment, staff development and awareness, we systematised them according to the targets they mainly support. The examples also differ in given and necessary preconditions for their implementation, as well as the resources needed to carry them out successfully. In order to ensure that all measures and activities effectively and innovatively contribute to the promotion of gender equality, we defined six selection criteria. These are linked to our understanding of long-lasting improvement of gender equality through the implementation of gender-fair processes and procedures.

Category Best Practice	Marine science related	Goal defined / need identified	Long term funded / sustainable structure	Well-known at institution	Monitoring	Beyond legal requirements
 <b>Decision-making</b>						
WEB Democratic pathways	x	x x	x x	x x	x x	x
 <b>Resources</b>						
Indicator-based funding		x	x	x	*	x
 <b>Recruitment</b>						
Postdoc project call	x	x		x	x	x
 <b>Staff development</b>						
Come back to research	x	x	x	x		x
Personnel surveys		x	x	x	x	x
INSIDE		x	x	x	*	x
via:mento_ocean	x	x		x	x	x
Gender mainstreaming in HR		x	x	x	x	
 <b>Awareness</b>						
Information sheet on sexual harassment	x	x	x	x	*	x
See the human beyond starting!		x	x	x	x	x
Code of Conduct	x	x		x	*	x

\* The best practice has not been implemented long enough for a structured monitoring process.

Although chosen as best practices, the measures presented do not meet all selection criteria. Half of the best practices had been developed with a more general focus than only pure marine sciences. This means they can only meet the expectation of supporting marine science institutions in their gender equality efforts continuously if they are regularly assessed and amended. The selection criteria can provide guidance on possible steps forward.

What holds true for the institution where a measure is already implemented successfully is even more the case for those who are thinking about establishing a similar action. The preconditions for each best practice listed at the end of its presentation can guide the development and implementation process.

We hope this brochure is not only a source of information but can also lay the foundations for mutual exchange of the successful implementation of measures and processes that support structural change towards gender equality in the marine sciences.



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Drawing on the back "I am the captain" by Rita Lukošūūtė  
In 2017, Baltic Gender arranged the youth creative contest "Insight into women in Marine Science & Technology" to promote marine sciences and technology as a career path for youth. Rita Lukošūūtė from Lithuania submitted the artwork shown on the back.



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Further information on [www.baltic-gender.eu](http://www.baltic-gender.eu)

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# BALTIC GENDER

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