



Framework Plan for Gender  
Equality at  
Johannes Gutenberg  
University Mainz



## Legal notice

Published by  
Johannes Gutenberg University Mainz (JGU)

Prepared by the Senate Committee on Gender  
Equality <https://organisation.uni-mainz.de/hochschul-gremien/senat/ausschuesse-des-senats/senatsausschuss-fuer-gleichstellungsfragen/> and the Equality  
Commissioner of the Senate

### **Contact center and requests for information:**

Equality and Diversity Office (GuD)  
Dr. Maria Lau and Daniela Fahrnbach  
Forum universitatis 3, Room 00-404  
55122 Mainz, Germany  
Telephone +49 6131 39-229 88  
Fax +49 6131 39-25747  
Email: [gleichstellungsbuero@uni-mainz.de](mailto:gleichstellungsbuero@uni-mainz.de)  
www: <https://gleichstellung.uni-mainz.de/>

Design: Tanja Labs, [www.artefont.de](http://www.artefont.de)

Printers: JGU printing service  
Copies: 500

Fourth updated edition, May 2023

© Johannes Gutenberg University Mainz,  
December 2019

<b>FRAMEWORK PLAN FOR GENDER EQUALITY AT JGU</b>	<b>7</b>
<b>Preamble</b>	<b>7</b>
<b>Requirements and targets</b>	<b>9</b>
<b>Responsibilities</b>	<b>10</b>
<b>Entry into force</b>	<b>12</b>
<b>Annexes</b>	<b>12</b>
 Annex I	
<b>CENTRALIZED EQUALITY STRATEGY: CATALOG OF MEASURES</b>	<b>15</b>
<b>Foreword</b>	<b>16</b>
<b>1. Implementation structures</b>	<b>17</b>
<b>2. Target group-specific fields of action</b>	<b>18</b>
2.1 Non-academic staff	18
2.1.1 Current situation analysis	18
2.1.2 Development targets and measures	18
2.2 Students	22
2.2.1 Current situation analysis	22
2.2.2 Development targets and measures	22
2.3 Young researchers and artists	24
2.3.1 Current situation analysis	24
2.3.2 Development targets and measures	24
2.4 Academic staff	27
2.4.1 Current situation analysis	27
2.4.2 Development targets and measures	27

<b>3. Superordinate fields of action</b>	<b>30</b>
3.1 Sexual harassment and sexualized violence	30
3.2 Composition of university committees	31
3.3 "Equality in Figures" – "Gender Monitoring"	32
3.4 The gender pay gap	32
3.5 Implementation of the new German civil status act	33
3.6 Communicating equality and equal opportunity issues	34
3.7 Cooperation programs	34
3.8 Reconciling study, career and family obligations	35
 Annex II	
<b>EQUALITY IN FIGURES 2021</b>	<b>37</b>

## FRAMEWORK PLAN FOR GENDER EQUALITY AT JGU

### Preamble

*“A democratic and open society offers all people equal opportunities to develop and fulfill their own conceptions and approaches on how to best lead their lives.”*

Johannes Gutenberg University (JGU) is fully committed to this social objective, as formulated in the introductory sentence of the ‘Zweiter Gleichstellungsbericht der Bundesregierung’ (Second Gender Equality Report of the German Federal Government) of 2012. Scholarship can only optimally flourish in a milieu in which extraneous criteria are irrelevant, in which a diversity of perspectives stimulates creativity, and in which knowledge, skills, experience, and talents can be optimally developed and deployed in research, teaching and the support of scholarship. Direct or indirect discrimination against individuals on

the basis of individual characteristics unrelated to merit stands in opposition to this tenet.

Gender equality and the elimination of underrepresentation of women, in particular, thus represent both a legal mandate and a self-imposed commitment for JGU. Moreover, in its efforts to attract leading academic talent, it is also in the best interests of the university not to deprive itself of outstanding women because these may be subject to structural disadvantages or other obstacles unrelated to merit.

Despite many years of active commitment at JGU to effectively achieve equal opportunities regardless of gender, women are still seriously underrepresented in many areas of the university, revealing continuing deficits in equality. The university must and is committed to reducing such deficits wherever possible. This will be achieved as follows:

- **Selection procedures on the basis of merit** must be optimized and implemented in a transparent manner
- **Injunctions prohibiting discrimination in teaching, research, and administration** must be complied with, as specified in Article 3 of the Basic Law of the Federal Republic of Germany (Grundgesetz, GG) and
- **Appropriate support measures** must be implemented to counteract the consequences of equality deficits during education prior to university, to the extent that university can provide the requisite resources.

In addition, JGU recognizes that **gender research** as a field of academic reflection on the interrelationships that affect gender relations in society is one of the indispensable fields of research at a comprehensive university, in particular as such

research provides the foundations for formulating adequate equality measures.

The focus of active equality efforts at JGU is on dismantling structural factors that impede equal participation of people of different gender, helping all of its members to reconcile work and family commitments and the implementation of measures to specifically promote the participation of women. To guarantee the requisite long-term advisory services, development of measures and implementation control, JGU has put in place certain structures, which require further consolidation.

Gender equality is also understood to be an important mainstreaming task for all areas, which must be taken into account in all centralized and decentralized decisions (*gender mainstreaming* as defined in Section 4 (2) of the Hochschulgesetz (HochSchG)).

To achieve true gender equality in the university as rapidly and comprehensively as possible (Section 4 (1) HochSchG), JGU is committed to implementing the following framework plan (Section 4 (10) and Section 76 (2) no. 16 HochSchG).

## Requirements and targets

The following **superordinate mandated targets** are legally stipulated:

- The elimination of structural discrimination on the basis of gender (Article 3 (2) GG and Section 7 (1) German General Law on Equal Treatment (Allgemeines Gleichbehandlungsgesetz, AGG))
- The elimination of underrepresentation of women (Section 3 (8) of the Landesgleichstellungsgesetz (LGG)) in leading positions in academia and administration
- Protection against sexual harassment and sexualized violence (Section 4 (10) HochSchG).

These stipulations have engendered JGU's fundamental **equality policy targets**, as follows:

- Target 1** Equality is to be institutionally anchored as a mainstreaming task for all areas and is understood to be an aspect of quality assurance (Section 5 (2), sentence 5 HochSchG).
- Target 2** Selection and assessment processes are to be made transparent, systematic and free of bias.
- Target 3** Family-friendly working and study conditions are to be established, making JGU, both internally and externally, an attractive employer and higher education institution.

**Target 4** The proportion of women at higher career levels, insofar as women are underrepresented, is to be made at least equal to that proportion at the next lower career level, again insofar as women are also underrepresented at this level.

**Target 5** In subjects in which the proportion of male or female students does not exceed one third, measures are to be established to inform members of the underrepresented gender of the attractiveness and relevance of the subject at an early stage of education (especially at school level) and to eliminate gender-specific prejudices.

**Target 6** Young researchers are to be selected and promoted on the basis of transparent criteria within the framework of institutional structures that minimize individual dependencies.

**Target 7** A low-threshold, confidential and gender-sensitive information and initial advising service for victims of sexual harassment or violence will be established, and the availability of this is to be made readily available to all members of the university.

Hence, **women's advancement** is to be effected indirectly or directly by means of measures

- Designed to prevent explicit or implicit bias in selection and assessment processes
- To facilitate reconciliation of the demands of study, work and family life
- To further the career development of junior staff in academia and administration
- To increase the proportion of women in areas where they are underrepresented, especially in leading positions in academia and administration and on university committees.

Concrete measures to achieve these targets are to be defined in a centralized equality strategy (annex 1) and in decentralized target agreements/equality plans.

## Responsibilities

JGU's equality policy targets can only be achieved through active participation of each of the university's academic and administrative divisions. If required, decentralized tasks are to be coordinated with centralized support, and periodically evaluated and supplemented by centralized measures. This yields different responsibilities for centralized and decentralized bodies and institutions of the university.

The **tasks of the centralized bodies and institutions** include, in particular:

- The **creation**, periodic **evaluation** and **updating** of the centralized framework plan for equality (Section 4 (10) and Section 76 (2) no. 16 HochSchG)
- The conclusion of **service agreements** on equality issues with the Staff Council
- The appointment of a **centralized Equality Commissioner** along with her deputies and a **Senate Committee on Gender Equality** (Section 4 (4), Section 76 (2) no. 16 HochSchG)
- The provision of sufficient **personnel and material resources** for the centralized processing of tasks related to equal opportunities as well as sufficient **time, personnel and material resources** for the work of the centralized Equality Commissioner and her deputies, including support for her activities (Section 4 (6) HochSchG)
- The provision of substantive **data** on the status and development of women's participation in all areas of employment and activity at JGU (*Equality in Figures / Gender Monitoring*)
- The creation and updating of guidelines for **transparent and bias-free personnel selection processes** (Section 43 (5) and (6) HochSchG; at present: Guidelines for appointments to professorships at JGU dated 2014; guidelines for management personnel: Professional personnel selection at JGU dated 2013)

- The continued development of policies and measures to help **reconcile the demands of work, study, and family**
- The recognition of issues of equality – in particular the goal of **increasing the proportion of women in leading positions**, insofar as they are underrepresented – in personnel development (Section 43 (5) HochSchG in conjunction with Section 3 (8) LGG)
- The provision of a centralized service or the support of decentralized services to **advance the career development of young female researchers**
- The guaranteed provision of information and initial advising services for **those affected by sexual harassment or sexualized violence** (Section 4 (10) HochSchG and Senate Directive of 29 April 2022 on protection against sexual harassment)
- The establishment of **target agreements** (Section 43 (6) sentence 1 HochSchG) for effective and sustainable implementation of the equality policy guidelines with the departments/faculties and institutions of higher education in the arts, as well as **control** and **support** of their implementation (Section 3 (8) LGG)
- The provision of information on the applicable **principles of gender-inclusive language** and the **sensitization** of members of the university to the relevance of gender-sensitive language.

The **duties of the departments, faculties and higher education institutions in the arts** include, in particular:

- The **preparation**, periodic **review** and **revision** of **target agreements** (Section 43 (6) HochSchG) on gender equality or decentralized **equality plans** with the goal of department-specific implementation of the equality policy targets of JGU, **taking into account all guidelines issued for this purpose and centrally adopted measures**
- The appointment of **decentralized equality commissioners** and their provision with sufficient **resources, in terms of time and materials**, for them to be able to effectively perform their tasks (Section 4 (8), Section 86 (2) no. 16 HochSchG).

The **preparation, periodic review and updating of the target agreements/decentralized equality plans** are subject to the following procedure:

- The departments, faculties and higher education institutions for the arts are to present an **initial draft** of a target agreement / equality plan to the **Senate Committee on Gender Equality**. The Senate Committee shall submit the draft to the Executive University Board with a **recommendation on whether it should be approved or revised**.

- The departments, faculties and institutions of higher education in the arts shall prepare a report **every three years** on the state of implementation of their target agreement/equality plan. The report is the joint responsibility of the dean and/or the rector and the respective decentralized equality commissioners.
- The deans or rectors shall present their reports to the **Senate Committee on Gender Equality**.
- If the report identifies **deficits** in implementation of the target agreement/equality plan, it must be supplemented with **proposals for the adaptation** of procedures and measures to overcome obstacles to implementation.
- The **Senate Committee** shall forward the report and the proposals for updating the target agreement/equality plan along with its **recommendations** to the Executive University Board.

### Entry into force

This framework plan shall take effect on the day following its adoption by the Senate.

### Annexes

- I Centralized equality strategy: Catalog of measures
- II Recent data on the status of equality at JGU: "Equality in Figures"

[Adopted by the JGU Senate on 13 Dec. 2019.]



# Centralized Equality Strategy: Catalog of Measures



Annex I to the Framework Plan for Gender Equality  
at Johannes Gutenberg University Mainz (JGU)

## Foreword

This catalog of measures is based on the overarching equality targets formulated in the Framework Plan for Gender Equality at JGU:

- Target 1** Equality is to be institutionally anchored as a mainstreaming task for all areas and is to be understood as an issue of quality assurance.
- Target 2** Selection and assessment processes are to be made transparent, systematic and free of bias.
- Target 3** Family-friendly working and study conditions will be further developed, making JGU, both internally and externally, an attractive employer and higher education institution.
- Target 4** The proportion of women at higher career levels at JGU, insofar as women are underrepresented at a level, is to be made at least equal to that proportion at the next lower career level, again insofar as women are also underrepresented at this level.
- Target 5** In subjects in which the proportion of male or female students does not exceed one third, measures are to be established to inform members of the underrepresented gender of the attractiveness and relevance of the subject at

an early stage of education and to eliminate gender-specific prejudices.

- Target 6** Young researchers are to be selected and promoted in accordance with transparent criteria within the framework of institutional structures that minimize individual dependencies.
- Target 7** A low-threshold, confidential and gender-sensitive information and initial advising service for victims of sexual harassment or violence will be established, and the availability of this is to be made readily available to all members of the university.

The catalog of measures is structured into fields of action that address the concerns of the various stakeholder groups. For each field of action, the current situation with regard to equality is to be first outlined and the superordinate targets for action defined. The analysis of the current situation is based on the data on the status of equality at JGU provided annually by the JGU's Reporting unit ("Equality in Figures"). Emphasis is placed on trends relevant to gender equality that can be observed throughout the university, as such trends may inform the equality plans of the faculties and higher education institutions of the arts, the centralized administrative offices and the other academic institutions of JGU. In the following, specific sub-targets are defined, associated opportunities

for the university identified, and measures listed that are already currently being implemented as well those that are planned for the near future to achieve the targets together with the names of those centrally responsible for each.

Emphasis is also placed on additional resources that may be required to implement planned measures (however, the additional time resources required for existing personnel are not specified). A considerable share of the measures currently being implemented is subject to the provision of financing (project funding).

The catalog is to be updated based on the modalities specified in the framework plan.

## 1. Implementation structures

Gender equality at JGU is, ultimately, the responsibility of the Executive University Board. It is supported by the "Equality and Diversity" Office (GuD), which is directly answerable to the President. Furthermore, the Equality Commissioner and her deputies are also responsible for assessing university processes and structures intended to implement gender equality requirements, for identifying any need for change and discussing appropriate proposals with the Executive University Board and other centralized bodies of the University. With this in mind, the Equality Commis-

sioner (or if required one of her deputies) serves as an advisory member in all centralized bodies of the university. The Senate Committee on Gender Equality supports the centralized Equality Commissioner in the performance of her duties. In the faculties and higher education institutions for the arts, the decentralized Equality Commissioner perform analogous tasks.

The centralized Equality Commissioner receives material resources from the GuD Office required for her to fulfill her duties. As compensation for the capacities lost to her regular department due to her assumption of the role and/or to support her gender equality efforts, she is assigned a staff position (100 % EG 13) for the duration of her term of office.

Other institutions also make a contribution to the measures to promote equality. As a centralized point of contact for students and employees, the Family Services Center at JGU provides advice and information on all aspects of reconciling studies/work and family responsibilities, consolidating all available services. A dual-career advising service supports life partners of management personnel who have been newly recruited to JGU in reorienting themselves professionally in the region.

## 2. Target group-specific fields of action

### 2.1 Non-academic staff

#### 2.1.1 Current situation analysis

##### Employees

For non-academic staff, a number of issues related to gender equality are evident. In general

- Women are underrepresented in technical fields
- Women in administrative areas are more frequently employed on a fixed-term basis than men, and
- Female non-academic staff across the board are more likely to be employed part-time than male staff.

##### Trainees and trainee public officials

Female technical trainees are underrepresented. The ratio of male to female trainee public officials is close to even.

##### Women in leading positions

The chancellor, a woman, is currently the only female member of the Executive University Board (as such, comprises just 20 % of the board).

The current data overview “Equality in Figures” does not (as yet) include data on the status and trends of the percentage of women in other non-academic leading positions.

#### 2.1.2 Development targets and measures

The percentage of women in non-academic fields where they are underrepresented (technical professions, full-time positions, permanent positions, leading positions) is to be increased.

##### Sub-target: Increase the percentage of women in leading positions.

**Approach:** Increase diversity of perspectives, diversify role models, increase the external attractiveness of JGU.

##### Measures:

(a) Currently being implemented

Measure	Responsibility	Target per framework plan
Coaching for female employees and advising services for staff in leading positions focusing on “gender and leadership”.	PE, GuD	T4
Increase transparency and gender sensitivity of selection processes	PE, GleIB	T2
Participation of the Gender Equality Representative in all personnel selection procedures	GleIB	T1
Formulate job postings expressly to attract applications from women	PA	T1

(b) Planned

Measure	Responsibility	Target	Additional resources
Extend “Equality in Figures” to address the issue of “women in leading positions at JGU”.	PuC	T1	Yes
Enhanced recruitment procedures to attract female applicants in all areas where women are underrepresented in leading positions to become routine (amend constitution?)	PA, senior staff, GleIB	T2	None

**Sub-target: Foster option of part-time leading positions.**

**Approach:** Make leading positions more attractive, also for women, and improve work-life balance for all senior staff.

**Measures:**

(a) Currently being implemented

Measure	Responsibility	Target per framework plan
Create postings, also for leading positions, with the option of part-time employment	PA, GleIB	T4, T3

(b) Planned

Measure	Responsibility	Target	Additional resources
Communicate the possibility of filling leading positions on a part-time basis as an effective, accepted option	Senior staff, PE	T4, T3	None

**Sub-target: Increase the percentage of women in technical roles.**

**Approach:** Break down traditional role models, achieve performance gains through diversification of team composition, expand potential field of applicants in the light of a shortage of skilled workers

**Measures:**

(a) Currently being implemented

Measure	Responsibility	Target per framework plan
Increase transparency and gender sensitivity of selection processes	PE, GleIB	T2
Participation of the Equality Commissioner in all personnel selection procedures	GleIB	T1
Formulate job postings expressly to attract applications from women	PA,	T1

(b) Planned

Measure	Responsibility	Target	Additional resources
Active routine efforts to recruit female applicants in appointment procedures in all technical fields in which women are underrepresented (amend constitution?)	Technical services, PA, GleIB	T1, T2, T4	None

**Sub-target: Ensure personnel selection in non-academic areas is not compromised by gender stereotypes and hidden biases.**

**Approach:** Professionalization of personnel selection and performance appraisal, reduction of male-biased co-optation, increase in diversity of perspectives, inclusion of all potentials

**Measures:**

(a) Currently being implemented

Measure	Responsibility	Target per framework plan
Implementation of "Guidelines for effective work" [Leitlinien guter Arbeit]	Senior staff, PA	T1, T3
Provision of individual advising services to raise awareness and avoidance of prejudice towards groups	GuD	T1, T2, T3
Raise awareness of hidden prejudices as part of leadership training at JGU	PE	T1, T2, T3

(b) Planned

Measure	Responsibility	Target	Additional resources
Awareness-raising programs offered as part of the "Leadership Workshop"	PE	T1, T2, T3	Yes
Reference in the planned new brochure to professional personnel selection	PE	T1, T2, T3	None

## 2.2 Students

### 2.2.1 Current situation analysis

#### Students

- Women, who make up 60 % of students, are overrepresented at JGU.
- They are particularly overrepresented in educational, theology, and translation, linguistics and cultural studies degree programs.
- Female students are underrepresented when it comes to sport and mathematics/computer science/natural science degree programs.

**Sub-target:** Subjects/subject groups with a marked under-representation of one gender are to be helped analyze the causes and to implement countermeasures.

**Approach:** Contribution to overcoming gender stereotypes, creation of role models, contribution to tackling the shortage of skilled staff

#### Measures:

(a) Currently being implemented

Measure	Responsibility	Target per framework plan
Events to introduce girls of school age to and recruit female students for STEM subjects ("Girls' Day" etc.)	Ada Lovelace Program Officer	T1, T5
Review of the format of selection processes and aptitude tests in subjects in which female students are significantly underrepresented.	GleiB, SL	T1, T5

#### Graduates

- With the exception of Faculty 08, the percentage of women graduating from all faculties and higher education institutions of the arts is greater than 50% (in some cases significantly).

### 2.2.2 Development targets and measures

By reducing the aforementioned underrepresentation of men and women in various subjects, JGU could make a contribution to achieving true gender equality in society as a whole. However, the university has only a very limited influence on the subjects students choose to study.

(b) Planned

Measure	Responsibility	Target	Additional resources
Gender-sensitive student marketing (national and international)	SL, INT, KOM, GuD	T1, T5	None

**Sub-target:** Low-threshold access to advice services for students in cases of perceived breaches of gender equality obligations by JGU members.

**Approach:** Prevention of overt discrimination and recognition of the need to raise awareness to counter hidden biases, professionalization of advising services and efficiency gains through pooling of resources and skills for guidance on different dimensions of discrimination.

#### Measures:

(a) Planned

Measure	Responsibility	Target	Additional resources
Establishment of an advice center as a pilot project, evaluation after initial implementation period.	GuD	T1, T7	Yes
Publicization of advising services, active encouragement to report perceived discrimination	SL, GuD, FSB	T1, T3, T7	None

## 2.3 Young researchers and artists

### 2.3.1 Current situation analysis

■ Currently, approx. 52% of students **gaining doctorates** are women. In spite of annual fluctuations, this figure has been steadily increasing over the years. Nevertheless, seen against the backdrop of the percentage of women graduating (63%), it is evident that qualified women are already being lost to academia by the time they reach the threshold of doctoral studies. However, the picture varies greatly depending on faculty and level of qualification. What is striking, for example, is the low percentage of female doctoral candidates in Law, Management and Economics (Faculty 03), which is not reflected in the comparatively low percentage of women graduating, as is the case in Faculty 08. The same applies to the faculties of Theology (Faculty 01) and Chemistry/Pharmaceutical Sciences/Geosciences (Faculty 09); while the percentage of women earning doctorates is higher in these faculties, it does not come close to matching the comparatively high percentage of women graduating.

**Sub-target: Human resources development tools for female academics and female artists engaged in research in the intermediate phase of their careers are to be implemented**

**Approach:** Increase the percentage of women in top academic positions

- Women currently account for just under 30 % of all candidates for **postdoctoral lecturing qualifications (habilitations)**. Here, too, the trend is positive, and the figures for habilitations also vary from subject to subject. However, even in subjects where women account for more than 50 % of doctoral degrees (e.g. in the philology subjects), their percentage drops dramatically on reaching the next qualification level. (However, due to the small number of doctorates in these subjects, the percentage fluctuations tend to be high and the significance of the figures is, thus, low).

### 2.3.2 Development targets and measures

Improving the development and career options of young female researchers and counteracting the “leaky pipe” phenomenon requires targeted and subject-specific measures. The centralized measures provided need to be supplemented by decentralized measures adapted to the specific subjects in question, especially in those subjects where young female researchers are particularly underrepresented.

### Measures:

(a) Currently being implemented

Measure	Responsibility	Target per framework plan
“Young Female Researchers” (ProWeWin) program to support strategic career planning of young women researchers	GuD	T4, T6
Subject-specific mentoring programs (CDP, MeMentUm, Ada Lovelace)	Various sponsors, FBe	T4, T6
Positions in which young female researchers can obtain qualifications (ministry and JGU)	GuD	T4, T6
Individual coaching services	GuD	T4, T6
“Career prospects for post-docs” program	PE, GNK	T4, T6
Evaluation of programs to promote women	ZQ	T4, T6

**Sub-target: Structural hurdles facing young female researchers are to be dismantled**

**Approach:** Implementation of gender equality measures, increase in the percentage of women in top academic positions, full utilization of academic potential, reputational benefits for JGU

### Measures:

(a) Currently being implemented

Measure	Responsibility	Target per framework plan
Raise awareness of hidden prejudices as part of leadership training at JGU	PE	T1, T2, T3
Improve the ability of students to reconcile advanced academic studies with family responsibilities.	FSB	T3
Increase transparency and gender sensitivity of selection processes	PE, Gleib	T2
Participation of the Equality Commissioner in all personnel selection procedures	Gleib	T1
Formulate job postings expressly to attract applications from women	PA	T1

## (b) Planned

Measure	Responsibility	Target	Additional resources
Development of awareness-raising programs on the subject of “unorthodox” career paths	PE, GuD	T2, T6	None
Evaluation of implementation of the agreed measures in the “Guidelines for effective work” [Leitlinien guter Arbeit] <sup>1</sup> to mitigate precarious employment conditions	ZQ	T1	None
Address issues of “work-life balance” in academia in GRC and GYR (set up a working group?)	GleiB, GYR, GRC, GuD	T1, T3	None

**Sub-target: Individual dependency circumstances of young researchers and artists are to be minimized**

**Approach:** Prevention of abuse of power, safeguarding against assault in the workplace, improvement of qualifications thanks to early academic independence.

**Measures:**

## (a) Currently being implemented

Measure	Responsibility	Target per framework plan
Implementation of the “Guidelines for effective work” [Leitlinien guter Arbeit] and the guidelines to advance young researchers	Senior staff	T1, T6

## (b) Planned

Measure	Responsibility	Target	Additional resources
Information materials on contact points in conflict situations as well as on the rights and obligations of doctoral candidates, also in English	GYR, GuD	T7	None
Addressing the issue of addiction within the GYR (establishment of a working group?)	GleiB, GYR	T1, T6, T7	None

<sup>1</sup> Johannes Gutenberg University Mainz (pub.) (2016): *Leitlinien guter Arbeit*, [https://www.uni-mainz.de/downloads/JGU\\_leitlinien\\_guter\\_arbeit.pdf](https://www.uni-mainz.de/downloads/JGU_leitlinien_guter_arbeit.pdf).

## 2.4 Academic staff

### 2.4.1 Current situation analysis

- The percentage of women professors (W1–W3) at JGU is currently 23.3 % (excluding University Medical Center(UMC): 25.5 %). While the largest increase within the last ten years has been in junior professorships – more than half of all W1 professorships were held by women in 2017 – the success in reducing underrepresentation of women holding W2 and W3 professorships, while generally positive, has been extremely modest. The percentage of women holding W3 professorships has stagnated for years at approx. 20 % (UMC: only slightly more than 10 %). The percentage of women holding W2 professorships is just under 25 %.
- When it comes to new appointments, the percentage of women (excluding UMC) increased to 37.9 % in 2017, placing JGU slightly above the national average and significantly above the current percentage of women holding professorships overall. Nevertheless, this is predominantly attributable to the high percentage of women (60 %) holding W1 positions, and the figures overall are low.

- Consequently, despite the positive trend, a significant disparity still exists between the percentage of young female researchers in the intermediate phase of their careers and their progress on to top academic positions. The “glass ceiling” as depicted by the Glass-Ceiling Index (GCI)<sup>2</sup> remains. In 2017, JGU was ranked as having an overall GCI of 2 (although values vary widely between faculties).
- Among remaining academic and artistic staff, the percentage of women has been relatively constant for years at over 40 %, which, in view of the fact that more than 60 % of graduates and more than 50 % of doctoral candidates are women, also warrants improvement.

### 2.4.2 Development targets and measures

Due to the large differences among faculties/sub-jects, more subject-specific analyses and measures are required, although these are supported by centralized measures.

<sup>2</sup> The GCI is a relative index comparing the proportion of women holding professorships (excluding W1) to the proportion of women in academia generally. A GCI of 1 would indicate that there is no difference between the career chances of women and men. A GCI score of more than 1 indicates that women are under-represented in top academic positions compared to academia in general.

**Sub-target: Gender-sensitive job postings and active recruitment of women for all academic positions where they are under-represented are to be established**

**Approach:** Implementation of gender equality obligations, elimination of barriers, increased diversity of perspectives, establishment of “role models”

**Measures:**

(a) Currently being implemented

Measure	Responsibility	Target per framework plan
Guidelines on appointment procedures are being implemented	Senior staff, PB	T2
Guidelines for gender-sensitive job postings are being implemented	PA, GleIB	T2
Active recruitment of female applicants in appointment procedures to be institutionalized	Chair of BK	T1, T2

(b) Planned

Measure	Responsibility	Target	Additional resources
Systematic recording of the status of implementation of the appointment guidelines by the appointment officers.	Senior staff, PB	T2	None
As required, advice and support in implementation	PB, GleIB, GuD	T2	None

**Sub-target: Appointment procedures are to be conducted in a gender-sensitive manner**

**Approach:** Implementation of gender equality obligations, elimination of barriers

**Measures:**

(a) Currently being implemented

Measure	Responsibility	Target per framework plan
The relevance of equality guidelines in staffing procedures is to be being communicated and conveyed	PB, senior staff	T1, T2

(b) Planned

Measure	Responsibility	Target	Additional resources
Professionalization programs for Equality Commissioner, evaluation of their activities as well as of the framework conditions of their activities	ZQ, GuD, PE	T2	Yes

**Sub-target: Tenure procedures to take into account equal opportunity criteria**

**Approach:** Improved compatibility of career and family considerations, transparency of tenure-track professorship appointment procedures

**Measures:**

(a) Currently being implemented

Measure	Responsibility	Target per framework plan
The evaluation criteria for tenure decisions should be taken into account special considerations, in particular care of children and dependents.	PB, GuD, GleIB	T2
The senate Equality Commissioner is to brief the faculty Equality Commissioner on issues relating to evaluation of tenure-track professorships and, if necessary, provides them with advice in specific individual cases	GleIB	T1

(b) Planned

Measure	Responsibility	Target	Additional resources
A draft scheme for tenure-track professorships on a part-time basis is being developed	PB, PE, GleIB, GuD	T3	None

### 3. Superordinate fields of action

#### 3.1 Sexual harassment and sexualized violence

The Hochschulgesetz (HochSchG) and the Landesgleichstellungsgesetz (LGG) considers sexual harassment and sexualized violence to constitute a gender equality issue. Even if, factually, this is not

altogether plausible, it is a subject that must be addressed at this juncture.

The measures are geared toward prevention, information, counseling and support for those affected. The level of professionalization associated with these measures has been low to date, and further progress will require further funding.

#### Measures:

(a) Currently being implemented (in part)

Measure	Responsibility	Target	Additional resources
Prevention through services to disseminate information and enhance professionalism (e.g., leadership training, e-learning programs, "leadership toolbox", workshops)	PE, GuD	T7	Yes
Senate directive on protection against sexual harassment and sexualized violence (revised version in preparation).	Leadership level, Gleib, GuD	T7	None
Information flyer (German, English) on the Senate directive and on legal-medical assistance for affected persons	GuD, UMC (legal medicine)	T7	None

(b) Planned

Measure	Responsibility	Target	Additional resources
Establishment of a low-threshold professional contact point for affected persons of each gender	HL, Gleib, GuD, AGG Complaints Office	T7	Yes

#### 3.2 Composition of university bodies

The only way to ensure that women and men can participate equally in university self-governance is to appoint close-to equal numbers of men and women to university governing bodies. However, women are under-represented in many areas of the university, meaning that such appointments

would place a disproportionately high burden on women to serve in such bodies. A more differentiated approach is therefore warranted: JGU is establishing measures to ensure at least proportional participation of women in governing bodies.

#### Measures:

(a) Currently being implemented

Measure	Responsibility	Target per framework plan
As many women as men are to be appointed to university bodies (University Council, governing bodies GRC, GYK, GTC, etc.).	The President	T1
In the case of electoral bodies and appointment committees, awareness is actively being raised of the necessity to adequately take women into account in the groups' proposals.	Leadership level, deans, Gleib (centralized and decentralized)	T1
Accommodating family-related issues when scheduling meetings	Chairs of-bodies	T3

(b) Planned

Measure	Responsibility	Target	Additional resources
Inclusion of a provision in the Constitution and the guidelines on appointment procedures on the subject of appropriate consideration of issues relating to women on governing bodies.	Leadership level, Gleib	T1	None

### 3.3 “Equality in Figures” – “Gender Monitoring”

A well-founded analysis of the status of equality at JGU is dependent on continuous provision of systematically prepared data (“Equality in Figures”). Beyond mere descriptive analysis of gender-related data, which in many respects still requires further elaboration, such data also need to be analyzed on a regular basis, both with respect to changes over time and in comparison with figures on a national level. In addition, equality-related instruments and measures need to be periodically

reviewed for their effectiveness. The JGU Reporting publishes its “Equality in Figures” on an annual basis, and this is to be successively expanded to become a more comprehensive “Gender Monitoring” report. On the one hand, this means the JGU Reporting will be compiling even more extensive and differentiated data, and on the other hand, the “Equality and Diversity” Office (GuD) and the Equality Commissioners (both centralized and decentralized) will be systematically analyzing the data on a regular basis.

#### Planned measure

Measure	Responsibility	Target	Additional resources
Expansion of the existing “Equality in Figures” into a more comprehensive “Gender Monitoring” report.	PuC, GuD, GleichB	T1	Yes

### 3.4 Gender pay gap

The earnings gap between men and women overall in the public sector in Germany is approximately 6 %<sup>3</sup> (as yet no data on the university’s own earnings gap are available). The causes of the “gender pay gap” are probably manifold. Due to the pay and grading structures prescribed for public sector workers, direct discrimination on the grounds of gender can be largely ruled out. Instead, indirect structural causes seem to be at play.

- The most important general means of combating *structural* causes of the earnings gap are transparency and gender-sensitive implementation of all appointment procedures to counteract under-representation of women in the higher grades – the corresponding measures taken by JGU have been previously outlined under the various specific fields of action.

- The planned expansion of “Equality in Figures” is an indispensable measure (see above) to improve knowledge on why specific issues arise (for example, asymmetries in appointing young researchers to positions requiring social security contributions, scholarships, temporary and permanent positions, and full-time and part-time positions, etc.).

#### Measures:

(a) Currently being implemented

Measure	Responsibility	Target per framework plan
Review of printed forms with a view to the employing gender-sensitive language and reducing the collection of gender-related information.	GuD, PA, Stud.-Sek.	T1

(b) Planned

Measure	Responsibility	Target	Additional resources
Installation/designation of toilets throughout the university with no gender restrictions and, if required, corresponding washing and changing rooms (especially in sports facilities).	Leadership levels, Property Dept.	T1	Yes
Development of recommendations for inclusive language (set up a WG)	GuD, ac. personnel with relevant expertise	T1	None

### 3.5 Implementation of the new German civil status act

The legal recognition of “diverse” genders also requires action on the part of the university. Implementation is so far still in the early stages.

<sup>3</sup> Boll, Christina/Lagemann, Andreas (2018): *Verdienstlücke zwischen Männern und Frauen im öffentlichen Bereich und in der Privatwirtschaft Höhe, Entwicklung 2010-2014 und Haupteinflussfaktoren* [The earnings gap between men and women in the public and private sectors – magnitude, development 2010–2014 and main influencing factors], Hamburg Institute of International Economics, HWWI Policy Paper 107 (online).

### 3.6 Communicating equality and equal opportunity issues

The visibility of JGU's diverse efforts to effectively implement gender equality, information about relevant contact points and services, and communication about related developments and ongoing discussions is still inadequate.

The upcoming relaunch of JGU's website should be a significant step towards improving this situation.

### 3.7 Cooperation programs

JGU's measures to promote equality also cover networking and cooperation beyond the university. To this end, JGU and/or its members working in the area of gender equality (GuD staff, Gender Equality Commissioners) currently belong to the following cooperation organizations and alliances.

- Bundeskonferenz der Frauen- und Gleichstellungsbeauftragten an Hochschulen e. V. (BuKoF)
- Landeskonferenz der Hochschulfrauen in Rheinland-Pfalz (LaKoF RLP)
- Bundeskonferenz der Frauen- und Gleichstellungsbeauftragten an Hochschulen e. V.
- Focus Frauen – Arbeitskreis Fachhochschulen
- Forum Mentoring in der Wissenschaft
- Frauenbündnis Rheinland-Pfalz

- Zentrum für Kompetenzentwicklung für Diversity Management in Studium und Lehre
- Netzwerk Diversity an Hochschulen

### 3.8 Reconciling study, career and family obligations

The JGU places a high priority on reconciling work/study and family life (in its many forms). By joining the *Familie in der Hochschule* (family and higher education) network in 2016 and signing the *Familie in der Hochschule* charter, JGU has explicit-

ly committed itself to complying with appropriate standards. All institutions at the university, but in particular the Executive University Board and the Family Services Center, are responsible for further developing and implementing goal-oriented measures.

#### Measures:

##### (a) Currently being implemented

Measure	Responsibility	Target per framework plan
The Family Services Center, which provides information and advice on reconciling study/work and family life and on caring for family members, should be available to employees and students responsible for members of their family.	FSB	T3
Partnerships with daycare centers for students and employees.		
Additional child care facilities (care during emergencies, temporary care, care during school vacations, etc.) for students and employees.	HL	T3
The opportunity to work from home is governed by a staff agreement.	PA	T3
Parent-child rooms and (at some sites) rest, diaper-changing, and breastfeeding rooms are being set up, regularly checked, and are adapted to requirements.	HL, deans, FSB	T3

##### (b) Planned

Measure	Responsibility	Target	Additional resources
Further development of family-oriented working conditions through the introduction of long-term work accounts.	HL	T3	None
Dual-career advising will be extended and consolidated.	HL	T1, T3	None

**List of abbreviations**

<b>PE</b>	Human Resources Development
<b>GuD</b>	Equality and Diversity Office
<b>GleiB</b>	Equality Commissioner
<b>PA</b>	Human Resources
<b>PuC</b>	JGU Reporting
<b>SL</b>	Academic Affairs
<b>INT</b>	International Office
<b>KOM</b>	Press and Communication
<b>FSB</b>	Family Services Center
<b>GNK</b>	Gutenberg Council for Young Researchers
<b>ZQ</b>	Center for Quality Assurance and Development
<b>BK</b>	appointment committee
<b>HL</b>	Executive University Board



# Equality in Figures 2022

Version: December 2023



Annex II to the Framework Plan for Gender Equality at  
Johannes Gutenberg University Mainz (JGU)

## JGU global overview – academic career levels

2022	TOTAL without University Medical Center			
	Total	M.	F.	F. in %
<b>Students (first semester)</b>	<b>11.499</b>	<b>4.547</b>	<b>6.952</b>	<b>60%</b>
Of which, Bachelor	7.472	3.152	4.320	58%
Of which, Master	3.240	1.142	2.098	65%
Of which, State exam	558	181	377	68%
Of which, other degrees	229	72	157	69%
<b>Number of graduates per year</b>	<b>4.430</b>	<b>1.686</b>	<b>2.744</b>	<b>62%</b>
Of which, Bachelor	2.439	917	1.522	62%
Of which, Master	1.609	630	979	61%
Of which, State exam	313	112	201	64%
Of which, other degrees	69	27	42	61%
<b>Doctoral candidates</b>	<b>2.659</b>	<b>1.287</b>	<b>1.372</b>	<b>52%</b>
<b>Number of doctorates per year</b>	<b>324</b>	<b>170</b>	<b>154</b>	<b>48%</b>
<b>Academic staff</b>	<b>2.170</b>	<b>1.234</b>	<b>936</b>	<b>43%</b>
<b>Academic staff without a doctorate</b>	<b>1.452</b>	<b>798</b>	<b>654</b>	<b>45%</b>
Of which, state-funded	785	390	395	50%
Of which, third-party funded	667	408	259	39%
<b>Academic staff with a doctorate</b>	<b>718</b>	<b>436</b>	<b>282</b>	<b>39%</b>
Of which, state-funded	513	306	207	40%
Of which, third-party funded	205	130	75	37%
<b>Postdoctoral lecturing qualifications (habilitations)</b>	<b>19</b>	<b>9</b>	<b>9</b>	<b>47%</b>
<b>Professorships</b>	<b>446</b>	<b>304</b>	<b>142</b>	<b>32%</b>
Of which, junior professorships (W 1)	40	14	26	65%
Of which, tenure track (W1)	15	5	10	67%
Of which, W2 professorships	197	132	65	33%
Of which, tenure track (W2)	3	1	2	67%
Of which, W3 professorships	209	158	51	24%

University Medical Center Mainz				TOTALS incl. University Medical Center Mainz			
Total	M.	F.	F. in %	Total	M.	F.	F. in %
<b>594</b>	<b>194</b>	<b>400</b>	<b>67%</b>	<b>12.093</b>	<b>4.741</b>	<b>7.352</b>	<b>61%</b>
-	-	-	-	7.472	3.152	4.320	58%
36	12	24	67%	3.276	1.154	2.122	65%
557	182	375	67%	1.115	363	752	67%
1	0	1	100%	230	72	158	69%
<b>530</b>	<b>191</b>	<b>339</b>	<b>64%</b>	<b>4.960</b>	<b>1.877</b>	<b>3.083</b>	<b>62%</b>
-	-	-	-	2.439	917	1.522	62%
54	14	40	74%	1.663	644	1.019	61%
476	177	299	63%	789	289	500	63%
-	-	-	-	69	27	42	61%
<b>1.437</b>	<b>522</b>	<b>915</b>	<b>64%</b>	<b>4.096</b>	<b>1.809</b>	<b>2.287</b>	<b>56%</b>
<b>275</b>	<b>94</b>	<b>181</b>	<b>66%</b>	<b>599</b>	<b>264</b>	<b>335</b>	<b>56%</b>
<b>1.900</b>	<b>892</b>	<b>1.008</b>	<b>53%</b>	<b>4.070</b>	<b>2.126</b>	<b>1.944</b>	<b>48%</b>
745	327	418	56%	2.197	1.125	1.072	49%
487	236	251	52%	1.272	626	646	51%
258	91	167	65%	925	499	426	46%
<b>1.155</b>	<b>565</b>	<b>590</b>	<b>51%</b>	<b>1.873</b>	<b>1.001</b>	<b>872</b>	<b>47%</b>
1.010	509	501	50%	1.523	815	708	46%
145	56	89	61%	350	186	164	47%
<b>17</b>	<b>11</b>	<b>6</b>	<b>35%</b>	<b>36</b>	<b>20</b>	<b>15</b>	<b>42%</b>
<b>135</b>	<b>107</b>	<b>28</b>	<b>21%</b>	<b>581</b>	<b>411</b>	<b>170</b>	<b>29%</b>
6	5	1	17%	46	19	27	59%
5	4	1	20%	20	9	11	55%
69	51	18	26%	266	183	83	31%
12	6	6	50%	15	7	8	53%
60	51	9	15%	269	209	60	22%

## JGU global overview – academic career levels

2022	TOTAL without University Medical Center			
	Total	M.	F.	F. in %
<b>New appointments to professorships</b>	<b>21</b>	<b>9</b>	<b>12</b>	<b>57%</b>
Of which, junior professorships (W1)	8	2	6	75%
Of which, W2 professorships	4	1	3	75%
Of which, W3 professorships	9	6	3	33%
<b>Leadership positions: highest level (Executive University Board)</b>	-	-	-	-
<b>Deans, vice-deans</b>	<b>33</b>	<b>23</b>	<b>10</b>	<b>30%</b>
<b>University Senate</b>	-	-	-	-
<b>University Council</b>	-	-	-	-

University Medical Center Mainz				TOTALS incl. University Medical Center Mainz			
Total	M.	F.	F. in %	Total	M.	F.	F. in %
<b>9</b>	<b>5</b>	<b>4</b>	<b>44%</b>	<b>30</b>	<b>14</b>	<b>16</b>	<b>53%</b>
2	1	1	50%	10	3	7	70%
4	2	2	50%	8	3	5	63%
3	2	1	33%	12	8	4	33%
-	-	-	-	4	3	1	25%
<b>3</b>	<b>3</b>	<b>0</b>	<b>0%</b>	<b>36</b>	<b>26</b>	<b>10</b>	<b>28%</b>
-	-	-	-	44	25	19	43%
-	-	-	-	10	4	6	60%

### Data sources:

Students: JGU Reporting, Data Warehouse JGU - Reporting dates extracted from CampusNet, academic year 2022/2023, without Doctoral candidates.

Graduates: JGU Reporting, Data Warehouse JGU - Mergers of reporting from examination offices, Prüfungsjahr 2022.

Doctorates: JGU Reporting, Data Warehouse JGU - Mergers of reporting from examination offices

Doctoral candidates: JGU Reporting, Data Warehouse JGU - Reporting dates extracted from CampusNet.

Postdoctoral lecturing qualifications (habilitations): JGU Reporting, Data Warehouse JGU - Mergers of reporting from examination offices

### Data sources:

Staff: JGU Reporting, Data Warehouse JGU - Reporting dates extracted from MACH WPM and reporting from the UMC.

New appointments of professorships: JGU Reporting, data basis: Mergers of reporting from the HR department and the UMC.

Deans and vice-deans: JGU Reporting, Mergers of reporting dates from Deaneries.

University Council and University Senate: JGU Reporting, Reporting from the presidential area..

### JGU in total –Percentage of women in the academic career levels – Comparison of JGU faculties in terms of percentages

2022	Percentages of women in the faculties			
	F 01	F 02	F 03	F 04
<b>Students (first semester)</b>	<b>69%</b>	<b>64%</b>	<b>50%</b>	<b>67%</b>
Of which, Bachelor	59%	61%	42%	-
Of which, Master	86%	69%	52%	67%
Of which, State exam	-	91%	64%	67%
Of which, other degrees	67%	78%	53%	100%
<b>Percentage of graduates per year</b>	<b>59%</b>	<b>70%</b>	<b>51%</b>	<b>64%</b>
Of which, Bachelor	75%	71%	46%	-
Of which, Master	64%	68%	50%	74%
Of which, State exam	-	78%	63%	63%
Of which, other degrees	44%	-	40%	-
<b>Doctoral candidates</b>	<b>56%</b>	<b>65%</b>	<b>50%</b>	<b>64%</b>
<b>Number of doctorates per year</b>	<b>44%</b>	<b>63%</b>	<b>33%</b>	<b>66%</b>
<b>Academic staff</b>	<b>47%</b>	<b>53%</b>	<b>48%</b>	<b>53%</b>
<b>Academic staff without a doctorate</b>	<b>42%</b>	<b>57%</b>	<b>49%</b>	<b>56%</b>
Of which, state-funded	54%	59%	46%	52%
Of which, third-party funded	17%	53%	80%	65%
<b>Academic staff with a doctorate</b>	<b>53%</b>	<b>46%</b>	<b>36%</b>	<b>51%</b>
Of which, state-funded	50%	44%	44%	50%
Of which, third-party funded	60%	64%	0%	61%
<b>Postdoctoral lecturing qualifications (habilitations)</b>	<b>50%</b>	<b>67%</b>	<b>-</b>	<b>35%</b>
<b>Professorships</b>	<b>17%</b>	<b>45%</b>	<b>20%</b>	<b>21%</b>
Of which, junior professorships (W 1)	-	83%	100%	17%
Of which, tenure track (W1)	-	-	100%	20%
Of which, W2 professorships	50%	43%	17%	26%
Of which, tenure track (W2)	100%	-	-	50%
Of which, W3 professorships	14%	27%	17%	15%

Percentages of women in the faculties							
F 05	F 06	F 07	F 08	F 09	F 10	HSM	MAA
<b>69%</b>	<b>77%</b>	<b>57%</b>	<b>35%</b>	<b>55%</b>	<b>69%</b>	<b>54%</b>	<b>75%</b>
66%	79%	56%	32%	53%	68%	53%	90%
75%	73%	61%	41%	52%	71%	60%	100%
-	-	-	-	77%	-	-	-
83%	79%	20%	0%	60%	75%	46%	61%
<b>77%</b>	<b>83%</b>	<b>57%</b>	<b>35%</b>	<b>50%</b>	<b>71%</b>	<b>51%</b>	<b>81%</b>
77%	83%	62%	33%	45%	72%	42%	81%
78%	83%	49%	38%	51%	68%	50%	81%
-	-	-	-	62%	-	-	-
-	-	-	-	-	-	<b>65%</b>	<b>89%</b>
<b>63%</b>	<b>73%</b>	<b>66%</b>	<b>21%</b>	<b>42%</b>	<b>61%</b>	<b>44%</b>	<b>83%</b>
<b>79%</b>	<b>100%</b>	<b>58%</b>	<b>17%</b>	<b>40%</b>	<b>60%</b>	<b>0%</b>	<b>-</b>
<b>65%</b>	<b>66%</b>	<b>52%</b>	<b>22%</b>	<b>35%</b>	<b>46%</b>	<b>37%</b>	<b>50%</b>
<b>70%</b>	<b>70%</b>	<b>62%</b>	<b>22%</b>	<b>37%</b>	<b>51%</b>	<b>33%</b>	<b>33%</b>
68%	68%	60%	16%	43%	48%	31%	33%
76%	100%	63%	24%	30%	52%	50%	-
<b>60%</b>	<b>61%</b>	<b>45%</b>	<b>21%</b>	<b>28%</b>	<b>37%</b>	<b>100%</b>	<b>100%</b>
64%	62%	39%	17%	24%	36%	100%	100%
36%	50%	55%	24%	39%	38%	-	-
<b>100%</b>	<b>0%</b>	<b>50%</b>	<b>-</b>	<b>0%</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>41%</b>	<b>62%</b>	<b>46%</b>	<b>12%</b>	<b>25%</b>	<b>38%</b>	<b>30%</b>	<b>64%</b>
63%	100%	75%	20%	43%	100%	-	-
67%	-	75%	100%	40%	100%	-	-
40%	43%	47%	14%	28%	42%	25%	55%
-	-	100%	0%	-	-	-	-
35%	80%	38%	9%	18%	31%	67%	100%

### JGU in total -Percentage of women in the academic career levels - Comparison of JGU faculties in terms of percentages

2022	Percentages of women in the faculties			
	F 01	F 02	F 03	F 04
<b>New appointments to professorships in year<sup>1)</sup></b>	<b>100%</b>	<b>67%</b>	<b>-</b>	<b>44%</b>
Of which, junior professorships (W1)	-	75%	-	50%
Of which, W2 professorships	-	100%	-	50%
Of which, W3 professorships	100%	0%	-	33%
<b>Leading positions: middle and highest level (deans, vice-deans)</b>	<b>25%</b>	<b>33%</b>	<b>0%</b>	<b>0%</b>

Percentages of women in the faculties							
F 05	F 06	F 07	F 08	F 09	F 10	HSM	MAA
<b>75%</b>	-	<b>100%</b>	<b>100%</b>	<b>17%</b>	<b>0%</b>	-	-
<b>67%</b>	-	<b>100%</b>	-	-	-	-	-
-	-	-	<b>100%</b>	<b>50%</b>	-	-	-
<b>100%</b>	-	<b>100%</b>	-	<b>0%</b>	<b>0%</b>	-	-
0%	100%	67%	0%	33%	33%	0%	50%

#### Data sources:

Students: JGU Reporting, Data Warehouse JGU - Reporting dates extracted from CampusNet, academic year 2022/2023, without Doctoral candidates.

Graduates: JGU Reporting, Data Warehouse JGU - Mergers of reporting from examination offices, Prüfungsjahr 2022.

Doctorates: JGU Reporting, Data Warehouse JGU - Mergers of reporting from examination offices

Doctoral candidates: JGU Reporting, Data Warehouse JGU - Reporting dates extracted from CampusNet.

Postdoctoral lecturing qualifications (habilitations): JGU Reporting, Data Warehouse JGU - Mergers of reporting from examination offices

Staff: JGU Reporting, Data Warehouse JGU - Reporting dates extracted from MACH WPM and reporting from the UMC.

New appointments of professorships: JGU Reporting, data basis: Mergers of reporting from the HR department and the UMC.

Deans and vice-deans: JGU Reporting, Mergers of reporting dates from Deaneries.

University Council and University Senate: JGU Reporting, Reporting from the presidential area..

## Percentage of women in different academic career levels in 2021

2021	Percentage of women	
	JGU	National average
Students (first semester)	61%	52%
Graduates	62%	53%
Number of doctorates per year	56%	46%
Academic staff	48%	45%
Postdoctoral lecturing qualifications (habilitations)	42%	37%
Professorships	29%	28%
Of which, junior professorships (W1)	59%	49%
Of which, W2 professorships	31%	30%
Of which, W3 professorships	22%	26%

Data sources: Federal statistical office: statistical reports on higher education statistics

## Glass Ceiling Index for women – a relative index showing the proportion of women holding professorships of the total of female academic/artistic staff in general

Faculties of JGU, UM and higher education institutions of the arts 2022	Number of professorships (excluding junior professorships)		
	Total	F.	F. in %
F 01 – Catholic Theology and Protestant Theology	24	4	17%
F 02 – Social Sciences, Media, and Sports	57	21	37%
F 03 – Law, Management and Economics	47	8	17%
F 04 – University Medical Center	129	27	21%
F 05 – Philosophy and Philology	48	18	38%
F 06 – Translation Studies, Linguistics, and Cultural Studies (FTSK)	12	7	58%
F 07 – History and Cultural Studies	31	13	42%
F 08 – Physics, Mathematics, and Computer Science	69	8	12%
F 09 – Chemistry, Pharmaceutical Sciences, and Geosciences	46	10	22%
F 10 – Biology	25	9	36%
Mainz School of Music	27	8	30%
Mainz Academy of Fine Arts	14	9	64%
<b>All faculties, higher education institutions of the arts, and the University Medical Center Mainz. Excluding central administration, central facilities, other facilities, specialist research centers (e.g. CRCs)</b>	<b>529</b>	<b>142</b>	<b>27%</b>

Calculated in accordance with the definition of the European Commission: The Glass Ceiling Index (GCI) is a relative index comparing the proportion of women in academia (grades A, B, and C) with the proportion of women in top academic positions (grade A positions; equivalent to full professors in most countries) in a given year. The GCI can range from 0 to infinity. A GCI of 1 indicates that there is no difference between women and men in terms of their chances of being promoted. A score of less than 1 means that women are more represented at the grade A level than in academia generally (grades A, B, and C) and a GCI score of more than 1 indicates the presence of a glass ceiling effect, meaning that women are less represented in grade A positions than in academia generally (grades A, B, and C). In other words, when it comes to interpreting the GCI, the higher the value, the stronger the glass ceiling effect and the more difficult it is for women to move into a higher position. ([http://ec.europa.eu/research/swafs/pdf/pub\\_gender\\_equality/she\\_figures\\_2015-final.pdf](http://ec.europa.eu/research/swafs/pdf/pub_gender_equality/she_figures_2015-final.pdf), Seite 137, Download am 21.11.2016).

Number of academic/artistic staff, state and third-party funded (incl. profs.)			Glass Ceiling Index: ratio of percentage female acad. staff/ percentage women professorships <sup>1)</sup>
Total	F.	F. in %	
60	21	35%	2,10
326	167	51%	1,39
211	88	42%	2,45
2035	1036	51%	2,43
269	162	60%	1,61
130	85	65%	1,12
170	86	51%	1,21
559	115	21%	1,77
415	140	34%	1,55
223	101	45%	1,26
46	15	33%	1,10
18	11	61%	0,95
<b>4462</b>	<b>2027</b>	<b>45%</b>	<b>1,69</b>

The Glass Ceiling Index may be subject to rounding differences.

Staff data excluding the cost centers of the collaborative research centers, specialist research centers (e.g. Prisma), research training groups, and IAKs.

Source: JGU Reporting, JGU Datawarehouse

Reporting date for staff figures: 1 December

## Third-party funded expenditures

2022	Third-party funded expenditures 2022			
	Total	M.	F.	F. in %
F 01 – Catholic Theology and Protestant Theology	817.900 €	681.600 €	136.300 €	17%
F 02 – Social Sciences, Media, and Sports	5.107.500 €	2.812.800 €	2.294.700 €	45%
F 03 – Law, Management and Economics	1.212.200 €	964.800 €	247.400 €	20%
F 04 – University Medical Center Mainz	59.814.000 €	47.408.200 €	12.405.900 €	21%
F 05 – Philosophy and Philology	3.635.600 €	2.142.400 €	1.493.200 €	41%
F 06 – Translation Studies, Linguistics, and Cultural Studies (FTSK)	937.000 €	360.400 €	576.600 €	62%
F 07 – History and Cultural Studies	7.108.800 €	3.859.100 €	3.249.800 €	46%
F 08 – Physics, Mathematics, and Computer Science	36.660.700 €	32.202.000 €	4.458.700 €	12%
F 09 – Chemistry, Pharmaceutical Sciences, and Geosciences	14.493.900 €	10.938.800 €	3.555.100 €	25%
F 10 – Biology	10.574.800 €	6.507.600 €	4.067.200 €	38%
Mainz School of Music	88.300 €	62.100 €	26.200 €	30%
Mainz Academy of Fine Arts	26.300 €	9.400 €	16.900 €	64%
Administration	17.969.900 €	-	-	-
Centralized institutions	158.446.900 €	112.497.300 €	45.949.600 €	29%
Other				
<b>JGU total (incl. UMC)</b>				

Source: JGU Reporting, JGU DataWarehouse.

Notes: fiscal year. The GRK's third-party funding expenditures are distributed among the participating faculties.

## New appointments of professorships in 2022

2022	No. of appointments				Of which, junior professorships			
	Total	M.	F.	F. in %	Total	M.	F.	F. in %
F 01 – Catholic Theology and Protestant Theology	1	0	1	100%	0	0	0	-
F 02 – Social Sciences, Media, and Sports	6	2	4	67%	4	1	3	75%
F 03 – Law, Management and Economics	0	0	0	-	0	0	0	-
F 04 – University Medical Center	9	5	4	44%	2	1	1	50%
F 05 – Philosophy and Philology	4	1	3	75%	3	1	2	67%
F 06 – Translation Studies, Linguistics, and Cultural Studies (FTSK)	0	0	0	-	0	0	0	-
F 07 – History and Cultural Studies	2	0	2	100%	1	0	1	100%
F 08 – Physics, Mathematics, and Computer Science	1	0	1	100%	0	0	0	-
F 09 – Chemistry, Pharmaceutical Sciences, and Geosciences	6	5	1	17%	0	0	0	-
F 10 – Biology	1	1	0	0%	0	0	0	-
Mainz School of Music	0	0	0	-	0	0	0	-
Mainz Academy of Fine Arts	0	0	0	-	0	0	0	-
<b>JGU total (incl. UMC)</b>	<b>30</b>	<b>14</b>	<b>16</b>	<b>53%</b>	<b>10</b>	<b>3</b>	<b>7</b>	<b>70%</b>

Important: Individuals who have received more than one appointment in a given year are counted just one time in this table.

Source: JGU Reporting, data source: Reporting from the HR department and reporting from the UMC. Campus: calendar year: refers to the date on which the appointment takes effect. Excluding removal of employment time limitations/staff increases/transfers from employee to public official status. Including appointments without competitive application processes.

## Non-academic staff in full-time equivalents excluding the University Medical Center (state and third-party funded)

2022	Total	M.	F.	F. in %
<b>TOTAL in FTEs</b>	<b>341,8</b>	<b>240,4</b>	<b>101,4</b>	<b>30%</b>
<b>Of which, in technical fields</b>	<b>18,4</b>	<b>15,4</b>	<b>3,0</b>	<b>16%</b>
Upper grade	133,1	95,3	37,7	28%
Senior grade	185,3	127,7	57,6	31%
Intermediate grade	5,0	2,0	3,0	60%
Basic grade	783,9	217,7	566,2	72%
<b>Of which, in administration</b>	<b>241,2</b>	<b>85,1</b>	<b>156,0</b>	<b>65%</b>
Upper grade	206,7	63,6	143,1	69%
Senior grade	319,1	59,5	259,6	81%
Intermediate grade	17,0	9,5	7,5	44%
Basic grade	362,2	199,0	163,2	45%
<b>Of which, others (library staff, non-ac. aux. staff, etc.)</b>	<b>32,1</b>	<b>18,3</b>	<b>13,8</b>	<b>43%</b>
Upper grade	66,9	18,0	48,9	73%
Senior grade	157,6	109,6	48,1	31%
Intermediate grade	40,9	23,1	17,8	43%
Basic grade	64,8	30,0	34,8	54%
Trainees	1.487,9	657,1	830,8	56%
<b>JGU total (excl. UMC)</b>				

FTEs may be subject to rounding differences.

Source: JGU Reporting, JGU DataWarehouse.

Reporting date for staff figures: 1 December

2022	Total	M.	F.	F. in %
<b>TOTAL in FTEs</b>	<b>341,8</b>	<b>240,4</b>	<b>101,4</b>	<b>30%</b>
<b>Of which, in technical fields</b>	<b>55,8</b>	<b>22,4</b>	<b>33,4</b>	<b>60%</b>
Full-time	286,0	218,0	68,0	24%
Part-time	783,9	217,7	566,2	72%
<b>Of which, in administration</b>	<b>256,0</b>	<b>37,7</b>	<b>218,3</b>	<b>85%</b>
Full-time	527,9	180,0	347,9	66%
Part-time	362,2	199,0	163,2	45%
<b>Of which, others (library staff, non-ac. aux. staff, etc.)</b>				
Full-time	59,4	15,0	44,4	75%
Part-time	302,9	184,0	118,9	39%
<b>JGU total (excl. UMC)</b>	<b>1.487,9</b>	<b>657,1</b>	<b>830,8</b>	<b>56%</b>

2021	Total	M.	F.	F. in %
<b>TOTAL in FTEs</b>	<b>341,8</b>	<b>240,4</b>	<b>101,4</b>	<b>30%</b>
<b>Of which, in technical fields</b>	<b>22,7</b>	<b>17,5</b>	<b>5,2</b>	<b>23%</b>
Fixed-term	319,0	222,9	96,1	30%
Permanent	783,9	217,7	566,2	72%
<b>Of which, in administration</b>	<b>118,8</b>	<b>38,4</b>	<b>80,4</b>	<b>68%</b>
Fixed-term	665,2	179,3	485,9	73%
Permanent	362,2	199,0	163,2	45%
<b>Of which, others (library staff, non-ac. aux. staff, etc.)</b>				
Fixed-term	86,8	39,2	47,6	55%
Permanent	275,5	159,8	115,7	42%
<b>JGU total (excl. UMC)</b>	<b>1.487,9</b>	<b>657,1</b>	<b>830,8</b>	<b>56%</b>



Johannes Gutenberg University Mainz  
55099 Mainz  
[www.uni-mainz.de](http://www.uni-mainz.de)