

7. Ausgewogenheit der Geschlechter in Führung und Entscheidungsfindung (Gender balance in leadership and decision-making)

Women have been equally represented on the GFZ Scientific Council (WR) since the new election in 2023. The proportion of women on the Board of Directors is 23%. The central external committees, such as the Scientific Advisory Board and the Board of Trustees, have a proportion of women of 40% and 37.5% respectively. In addition, there are various internal committees at the GFZ. The GFZ strives for equal representation on all of them.

Selection committees such as appointment or staffing committees usually already have equal representation due to legal and university requirements. However, there is often no parity at the respective hierarchical levels or among the voting members. The GFZ catalog of measures has already taken this into account.

8. Integration der Gender-Dimension in Forschung und Lehre (Integration of the gender dimension into research and teaching content)

The consideration of gender as a diversity dimension in organizational structures as well as in science, research and teaching is important because the science system has historically been dominated by men. This means that these areas are shaped by a cultural order, symbolism and practices, but also by processes, values, patterns and behaviors that originate from this male environment and also have an impact on the teaching and learning culture. The prevailing concepts and stereotypes of femininity and masculinity, in particular the corresponding role expectations, have proven to be obstacles to women's career development. The geosciences are also traditionally a male-dominated field with a significant lack of women in leadership positions. These are science-based, broad and multidisciplinary fields of study that deal with the physical, chemical, biological and geological processes in the Earth system, but also relate to engineering, mining and exploration. This means that although there may be technical areas in which gender aspects or differences are not particularly relevant, they are important in many other areas of these disciplines and thus for their research content. Due to the strong link between research and teaching, there is therefore a significant need for competencies and skills in gender-sensitive teaching methods for staff in the geosciences and STEM subjects.

The acquisition of third-party funding as part of projects funded by various donors (DFG, ministries, EU, industry, etc.) is central to research. In the context of appointments and job placements, expertise in acquiring and the amount of third-party funding acquired is proof of scientific excellence. It is therefore important that women are involved in these project applications, submit them themselves or are considered as staff in the applications. Even if the accounting and administration of third-party funding is digitalized, such applications are currently recorded using a form for approval. This makes it difficult to evaluate the gender of the applicants and the persons named as staff in the application. As part of further digitization over the next two years, the aforementioned information on the gender of applicants and future staff (if named in the application) is planned. This gives the GFZ the opportunity to monitor and actively control this important parameter. Full establishment will be completed during the term of this equality plan, so that the necessary findings will then be available. Should the data obtained in this way show that the proportion of women in the acquisition of third-party funding is proportionally unbalanced, support measures are to be defined and implemented together with the project office and managers in order to improve this. Until the above-mentioned digitalization, the topic will be discussed with managers in the meantime through communication at management meetings or similar in order to raise awareness and motivate managers to coordinate measures directly with