



Framework plan

for Gender Equality 2020–2024 according to

Section 5 and 5a of the Gender Equality Act NRW (LGG NRW) 2020–2024

Universität zu Köln



Table of Contents

Preamble: Strategy on equal opportunities	1
I. Development of the proportion of women 2016–2018	2
II. Improving equal opportunities: Objectives and measures 2020–2024	4
II.1 Development of equality-promoting structures and systematic integration of all genders into gender equality work	4
II.2 Reduction in the ‘dropout’ rate of women* among mid-level academic staff	5
II.3 Increase in the number of female W2 and W3 professors	6
II.4 Development of a family-friendly university and scientific culture	7
II.5 Comprehensive protection against discrimination	8
II.6 Promoting gender studies in research and teaching	8
II.7 Awareness raising and publicity	9
III. Quality management	9
IV. Implementation, entry into force and duration	11
ANNEX	1
Report on the gender equality framework 2016-2019	1
Data overview: Staff, scientific qualification levels, university management	

Preamble: Strategy on equal opportunities

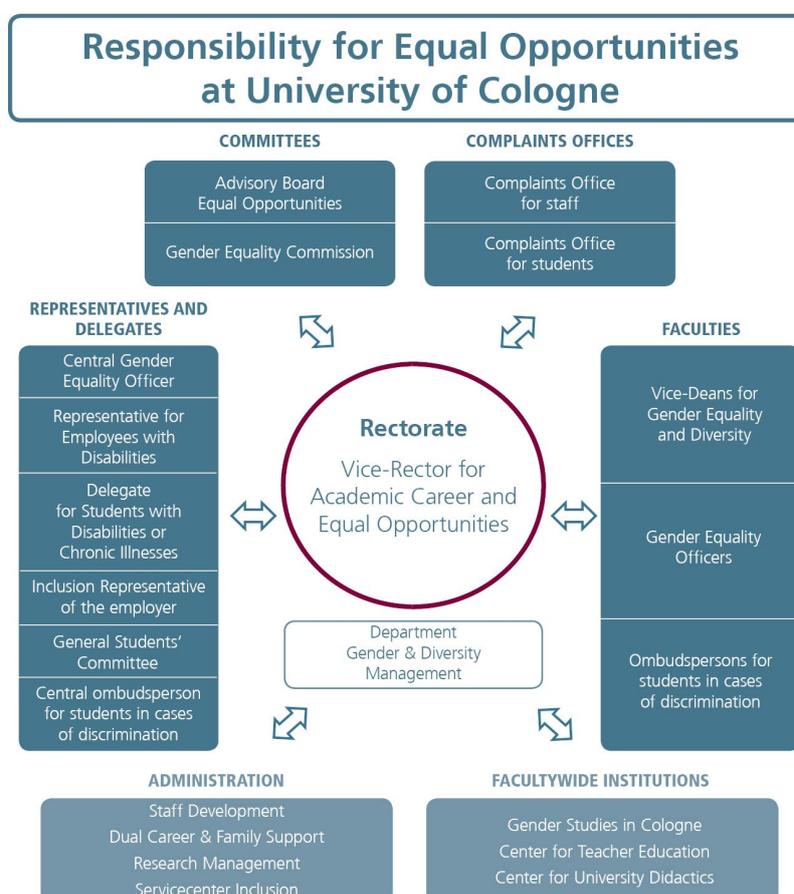
The [Equal Opportunities Strategy](#), adopted in May 2018, is the basis for the development of structures and measures in the fields of anti-discrimination, educational justice, family friendliness, gender equality, and inclusion.

The University of Cologne understands gender equality not only as equal treatment for women and men according to the Gender Equality Act NRW (LGG), but also as equal treatment for all genders.

This legislation is documented and evaluated and is included in but not limited to the following:

- The [Mission Statement 'Diversity and Equal Opportunities'](#) (2013)
- The 'Charter of Diversity' and the 'Charter of Family in Higher Education' (2014)
- The ['Equal Opportunities – Joint Guidelines'](#) (2018) with partner universities and research institutions from the Rhineland
- The ['Gender Equality Future Concept 2019-2024'](#) for the Female Professors Program III.
- The ['Equal Opportunities Strategy'](#) of the University of Cologne (2018)

Gender equality is anchored as a management and cross-cutting task at all levels.



I. Development of the proportion of women 2016–2018

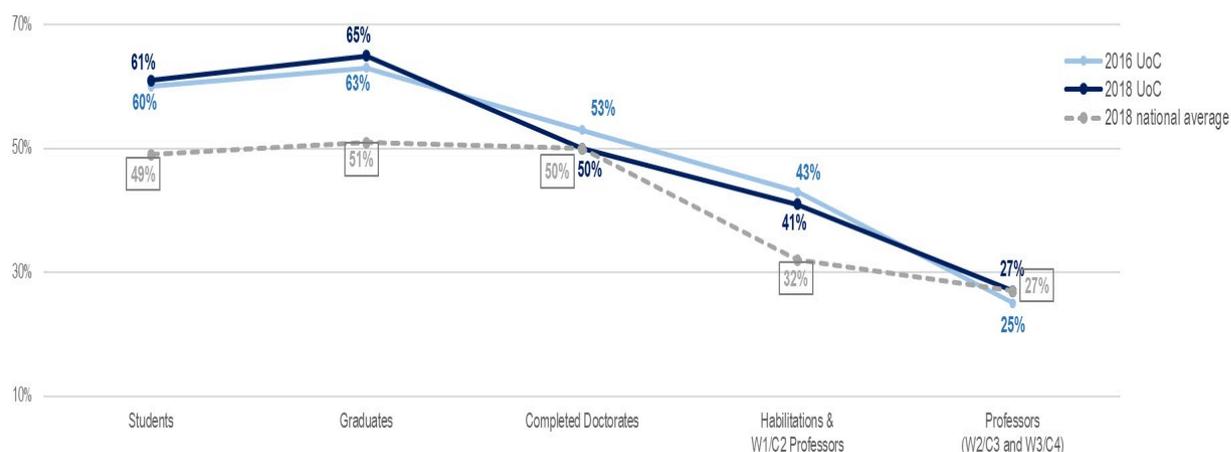


Figure 1: Women's shares of the UoC and the Federal Government 2016-2018

Female students and graduates

With a female share of 61% female students in the winter semester 2018/2019, the UoC remains well above the national average of around 49%¹ (NRW: 48%²). A differentiated view shows that the proportion of women in the Faculties or subjects varies greatly, e.g. among students in the Faculty of Human Sciences (83%), the Faculty of Management, Economics and Social Sciences and the Faculty of Mathematics and Natural Sciences (46%) or in physics (35%). The proportion of women among graduates was 65% in the two semesters of 2018 (winter semester 17/18 and summer semester 2018). The proportion of women in the master's degree programmes (60%) is slightly higher than the proportion in the bachelor's degree programmes (56%).

Doctorates

The proportion of women in doctoral studies decreased slightly in 2018, at 50%, compared to 53% in 2016, and it is significantly lower than the number of female graduates (65%).

Postdoc phase

In 2018, the proportion of women who received *habilitations* was around 32% and has thus increased significantly since 2016 (22%), with relatively strong annual fluctuations.

However, the significance of habilitation as the only academic qualification toward a professorship has decreased in most subjects in favour of the more sustainable and predictable career path '*junior professorship*'. Here, the proportion of women is significantly

¹ Federal Statistical Office of Germany (2019). Education and Culture. University students. Winter semester 2018/2019, p.8f..

² IT.NRW, <https://www.it.nrw/zahl-der-studierenden-nrw-hochschulen-auf-neuem-hoehststand-97559> (06 March 2020).

higher than in the case of habilitations: In 2018, 49% of W1 professorships were occupied by women (43% of women in W1 professorships with Tenure Track); however, this has fallen by 6 percentage points since 2016 (56%).

Also the percentage of the third-party funded *female junior research group leaders* (Emmy Noether groups, Max Planck groups, etc.³) has decreased since 2016, with the number of junior research groups also significantly decreasing. In 2016, out of a total of 30 junior research groups, 9 were led by women (30%), while in 2018 out of 23 groups only 5 were under female leadership (22%).

Taking these into account, the proportion of women in the postdoctoral phase in 2018 was 38%, which is a decrease compared to 2016 (41%). This shows that a lot of effort is necessary to increase the proportion of women over time. The decline in the proportion of women by 12 percentage points after completing their doctorate also further highlights the need for specific measures for this career phase, so that young female researchers with doctorates can pursue their scientific careers.

Professorships

The proportion of women among W2/C3 and W3/C4 professors rose from 25% in 2016 to 27% in 2018. The current proportion of women among W2/C3 professors is, at around 31%, significantly higher than the proportion of women among W3/C4 professors at 23%. Since 2016, the proportion of female W3/C4 professors has improved by 2 percentage points.

The *number of new appointments* in the period 2016 to 2018 shows a proportion of women in W2 appointments of 27% and in W3 appointments of 30%.

With regard to the data from 2018, the so-called 'Leaky Pipeline' of women on the way from graduation to a professorship is most clearly legible in the Faculty of Medicine (63% to 15% = -48 percentage points), the Faculty of Law (64% to 21% = -43 percentage points) and the Faculty of Mathematics and Natural Sciences (59% to 21% = -46 percentage points).

Other academic staff

The proportion of women among other academic staff was 52% in 2018 and has remained stable since 2016. The proportion of women in academic staff exclusively financed by third-party funding has fallen slightly, reaching 53% in 2018 (2016: 55%).

Technical and administrative staff

³ In accordance with figures | data | facts report for the year 2018 (Eds. Dept. 13), the junior research group leaders from third-party funded projects were taken into account here.

Women are strongly represented with 70% of technical and administrative staff. Their share is particularly high among library staff (78%), administrative staff in general and technical staff (69% each). However, a look at the women's promotion plans of the administration, central institutions and the Faculties clearly shows that the higher the employment status, the more the gender share also shifts in favour of men. In 2018, the proportion of women in managerial positions (administrative management, divisional and staff unit heads) was 36% (2016:36%). However, the proportion of women in departmental management has declined significantly in recent years: from 39% in 2014 to 28% in 2016, to now 26% in 2018.

Academic self-administration

The proportion of women in managerial positions in the field of academic self-administrative bodies (Rectorate, University Council, Senate) has fallen significantly from 51% (2016) to 35% (2018). In the dean's and vice-dean's offices, however, the proportion of women has grown significantly in the corresponding period, from 20% (2016) to 41% (2018).

II. Improving equal opportunities: Objectives and measures 2020–2024

Building on the gender-based data analysis (Chapter I), the 2016-2019 Equality Plan Report (see annex), the plans from the [Gender Equality Future Concept](#) for the Female Professors Program III (duration 2019-2024) and the [Equal Opportunities Strategy of the UoC](#), the University of Cologne pursues the following central objectives and measures for the period 2020–2024:

1. Development of equality-promoting structures and systematic integration of all genders into gender equality work
2. Reduction in the drop-out rate of women among mid-level academic staff
3. Increase in the number of female W2 and W3 professors
4. Development of a family-friendly university and scientific culture
5. Comprehensive protection against discrimination
6. Strengthening gender & queer studies
7. Raising awareness and public relations

II.1 Development of equality-promoting structures and systematic integration of all genders into gender equality work

Equality work at the UoC is further expanded intersectionally, i.e. going beyond the current LGG NRW. All genders should be integrated – if possible and with appropriate content – into existing statistics, offers and recording systems. Groups of people who experience disadvantages or stigma due to their gender, sexual orientation or identity (e.g.

‘non-binary’, LGBTIQA*) are addressed via new measures, made more visible and represented in an appropriate form.

The control systems in the area of equality (e.g. goal and performance agreements, development plans) are – if possible – synchronized with other university strategic control mechanisms, so that the analysis of developments in individual areas is facilitated and the derivation of new objectives is improved.

At the Faculty level, the decentralized gender equality officers are discharged to an appropriate extent for their tasks (e.g. through exemptions or support by other staff). In three Faculties, the responsibility for gender and diversity issues has already been institutionalized at management level through the establishment of designated Vice-Deans’ Offices. Further Vice-Dean’s Offices and/or contact persons at the dean's level for equality and diversity matters are to be established or designated for the Faculty of Human Sciences, Faculty of Management, Economics and Social Sciences and Faculty of Law.

In order to increase the attractiveness as an employer and to ensure a fair working environment, the UoC will analyze a possible gender pay gap in academia and administration and take appropriate measures to reduce it.

II.2 Reduction in the ‘dropout’ rate of women*⁴ among mid-level academic staff

In addition to the professorship qualification requirements and the newly introduced university lectureship in NRW, the UoC wants to further strengthen mid-level academia as an attractive profession for young scientists. Additionally, they want to offer tailored and quality-assured career paths in accordance with the career path concept adopted in 2018. In the context of the application for the WISNA programme (federal promotion programme for young scientists), the UoC has undertaken to establish an additional 100 permanent posts, based on the cut-off date of 31 December 2016.

In accordance with the Employment Law Modernisation Act in NRW, which came into force in 2016, the transition to tenure track professorship will also be made available to academic staff for other career paths, e.g. leaders of independent junior research groups. The total volume of the junior professorship, which is demonstrably particularly interesting for women, is also to be expanded and the possibilities of awarding a tenure track are to be made use of. For the tenure track appointments in the WISNA programme, the university-wide appointment rate of at least 48% women is set, which corresponds to the proportion of existing female junior professors in 2017. The responsible Vice-Rectorate monitors compliance with the quota by monitoring the appointment processes in the Faculties.

The central measures for the individual support of women in their academic career (mentoring, training, coaching, scholarships/job programmes) are continued or further developed according to financial requirements. Existing dual career offers will be expanded to

⁴ The asterisk* indicates that the term ‘women’ refers to all persons who define themselves as such or identify as women. Thus, the term ‘women’ here does not refer exclusively to the sex assigned at birth.

other groups, e.g. international postdocs. The 'dropout' of women after their doctorate is countered by means of Faculty-specific measures (see equality and diversity plans of the Faculties).

Gender and diversity aspects are integrated into the 'competence model for leadership and management in academia', which has been developed since 2017. This should continue to raise awareness of the role of scientific leaders in promoting equal opportunities.

Together with the *Hildegardis-Verein e.V.*, demand-oriented offers for female academics with disabilities are developed and implemented. This included but is not limited to doctoral positions for female doctoral candidates with disabilities or chronic diseases being advertised via the Female Professors Programme III.

II.3 Increase in the number of female W2 and W3 professors

The aim of the UoC is to increase the proportion of women in W2 and W3 professorships from 28% in 2018 to 30% in 2024. In the coming years, the main focus will be on the significant increase in the proportion of female professors, especially in the Faculties of Law, Economics, Management and Social Sciences, Mathematics and Natural Sciences, and Medicine, through the binding agreement of Faculty-specific measures, which will be negotiated within the framework of meeting the legally prescribed new appointment rates.

Requirements on equal opportunities in appointment procedures are comprehensively and sustainably anchored in the Appointment Regulations at the UoC. The following additional measures are planned:

- The adherence to and implementation of these requirements in the Faculties will be monitored even more strongly in the coming years by the Recruitment Staff Unit, especially with a focus on W3 professorships, through the resources applied for from the Female Professors Program III.
- The Guidelines for Recruitment Procedures, which contain numerous references for the implementation of the requirements and corresponding forms, will be adapted and revised in the newly adopted Appointment Regulations in accordance with the requirements for equal opportunities, which were clarified in April 2018. Conflict of interests must be disclosed and secret voting guaranteed.
- The workshop '*Bestenauslese: Rechte & Pflichten in der Berufungskommission*' (formerly: *Qualitätssicherung im Bewerbungsverfahren*, Rights & Obligations in the Appointment Committee) is redesigned and included in the standard portfolio in human resources development. Incentives are set for members of appointment committees to take advantage of this training offer.
- The appointment officers of the Rectorate should actively represent and monitor gender equality in professors' appointment procedures and be specially qualified for this purpose.

- The system of recognition of childcare and/or parental leave is already established in most Faculties and is formally defined in the appointment specifications (e.g. Appointment Regulations of the UoC): Two years are counted toward the 'academic age' for each child being cared for.
- In appointment committees with a proportion of women that only meets the minimum legal standard, the Rectorate recommends that the committee be headed by a woman.
- Proposals for professorships should also point to part-time and dual career offers.
- In order to strengthen networking with internationally outstanding female researchers, regular evaluations of the proportion of women in guest programmes and the International Faculty will take place in the future. The Rectorate aims to achieve a minimum rate of 30% in order to increase the chances of appointing international female researchers at the UoC.

II.4 Development of a family-friendly university and scientific culture

A central challenge remains the undiminished high demand for child care places, especially for children under two years of age, as there are currently places for only 41% of the children living in the Cologne city area available. In addition to the 80 places in the university daycare centre, purchased places from external providers as well as ten places for emergency care in the backup service, a significant expansion of capacities by 20 standard care places by 2022 is therefore to take place. In order to support the specific needs of female scientists of the Faculty of Medicine in balancing family and professional life, family support will be developed specifically for this Faculty, provided that necessary resources are available.

Parental leave presents a particular challenge for managers in terms of the ability to plan work processes. In order to counteract possible disadvantages for employees who take parental leave and not to overload their colleagues during this period, parental leave substitutes are usually approved.

In order to make working conditions more flexible, for example, options for working remotely and the flexibility of teleworking are added to the service agreement. The procedure for alternating telework, which has been established in the administration, is currently being supplemented by reliable models for working remotely in science. Flexible working time models are also being developed, especially for professorships.

The continuation of temporary projects such as the care fund, scholarships for students with a child abroad, care places for children of students in emergency situations and graduation phases will be re-evaluated under the condition of financial viability by the university management.

In order to improve the support of employees and students in the field of family/care work, also from the management, awareness-raising offers on family-friendliness are integrated into the management development. In addition, the 'Guidelines for family-conscious leadership' developed by the *HochschulNetzFamilie NRW (HNF NRW)* are to be implemented at the UoC.

The UoC also wants to further intensify its active role in the local and national networks on family friendliness and dual career.

II.5 Comprehensive protection against discrimination

In 2019, the UoC adopted the 'Anti-discrimination Directive'. It has been made public in an appropriate form to all members of the university. An information campaign is to sensitize all university members to related topics via various formats. The UoC's counselling services on this issue and the directive will be further connected and made more visible. The UoC's advanced training programme will be built up, maintained and expanded as necessary through events on the subject of discrimination, sexualized violence, bullying and 'unconscious bias', especially for counsellors, confidants, leaders and lecturers (e.g. Seminars for staff with a leading position, offers of the Center for University Didactics).

In order to improve the recognition and integration of LGBTIAQ*, the implemented measures (see report on the equal opportunities strategy in the annex) will be further developed to reduce or counteract discrimination against university members of all genders. This includes, among other things, the adaptation of guidelines on gender-sensitive language in writing and image, the establishment of more gender-neutral toilets and the development of a comprehensive range of information on processes for name change.

Target group-specific requirements in higher education buildings are to be assessed regularly and appropriate implementation options in building planning are to be examined. In particular, in addition to taking into account the statutory parking spaces for people with severe disabilities, the number of women's and family parking spaces set up should be maintained. The planning and construction of the underground bicycle garage on the grounds of Albertus-Magnus-Platz takes into account well-lit, safe and reserved bicycle parking spaces for women and families. In case of renovations and new buildings, accessibility and adequate numbers of gender-neutral toilets are taken into account. In order to increase safety, additional structural changes (better lighting, emergency buttons, alarm siren etc.) are initiated if necessary.

II.6 Promoting gender studies in research and teaching

The UoC continues to support gender & queer studies in research and teaching. In the coming years, the offer of inter- and transdisciplinary teaching across different Faculties on B.A. level (Certificate of Gender Studies) and the cross-university M.A. Gender & queer studies are maintained and designed according to demand. In addition, structured graduate funding is being developed and the possibility of doctoral studies in the area of gender & queer studies is being supported and made visible. Members of the central scientific institution GeStiK, for example, contribute to applications for third-party funded graduate funding in cooperation with the Faculties (e.g. the Faculty of Arts and Humanities), or at the Faculty graduate schools (e.g. the Faculty of Human Sciences).

In the field of research, the focus is on expanding the research profile through the acquisition of third-party funding projects, intensifying research activities and consolidating in-

ternal and cross-university research cooperations, for example through specific addressing of newly appointed scientists from this field of research. In the field of queer theory, the scientific leadership, management and members of GeStiK develop projects in the targeted SINTER (Social Inequalities and Intercultural Education) research group at the Faculty of Human Sciences and in interdisciplinary research cooperations across universities.

II.7 Awareness raising and publicity

In order to achieve a sustainable, overarching awareness of equal opportunities, the following measures will be continued:

- the implementation and further development of the guidelines for a gender-sensitive language by the Gender Equality Officer,
- the further development of training courses on gender and diversity competence in science, teaching and administration offered by the Human Resources Department, in particular for employees with staff responsibility,
- the continuation of various events on the topics of career development, compatibility of family, studies and work/science and gender studies in the context of lecture series, information events, panel discussions,
- promoting the visibility of gender equality-related engagement through the annual awarding of the Jenny Gussyk Gender Equality Prize in the areas of implementation of structural measures, family-friendly leaders and innovative final theses in gender and queer studies,
- the further development of public relations, among other things, through the Gender & Diversity Portal of the University of Cologne.

All the UoC's institutions related to gender equality will continue to promote the development of joint public relations in the area of equal opportunities. This is intended to give both the members of the university and external parties an overview of what has already been achieved and of future goals.

III. Quality management

The starting point for the targeted gender equality policy of the UoC is a systematic, gender-sensitive controlling (monitoring, control, evaluation), which is carried out in close cooperation with the responsible Vice-Rectorate of the UoC, the Gender & Diversity Department and the Central Gender Equality Officer as well as the departments 'Evaluations' and 'Strategic Controlling & Information Management' in the Division 'Strategy and Academic Affairs'.

Gender-sensitive *data monitoring* is an integral part of the controlling processes; it is implemented by the department 'Strategic Controlling & Information Management' in close cooperation with the Department of Gender & Diversity Management. The gender data report, which has been published annually since 2014, is to be presented to the university

public in the future. The data collection systems of the UoC will be extended by the third gender option, so that future gender monitoring will also take this category into account.

In accordance with legal requirements (Higher Education Act NRW Section 37a), the University of Cologne has been developing equal opportunities quotas for all Faculties since 2013 on the basis of the cascade model, according to which the target proportion of women in a qualification level is based on the actual proportion of women in the previous level. Faculties are committed to these targets in the equality plans. The equality rates for filling professorships are integrated into the target and performance agreements with the Faculties.

Other gender equality-related measures include:

- incentive-based target and performance agreements between the Rectorate and the Faculties in the area of equal opportunities, among other things, with regard to increasing the proportion of women in all areas with under-representation and structural development for gender equality work in the Faculties;
- equality plans of the Faculties, the administration and the central institutions in which the above-mentioned target and performance agreements are made concrete and put into operation;
- the central 'financial fund for the implementation of the legal equality mandate' (€50,000 p.a.), in order to provide financial support for projects in Faculties and in administration to achieve gender equality; the university management selects the projects that are funded on the recommendation of the gender equality commission;
- Counselling and information services in cooperation with the Department of Research Management for the integration and evaluation of gender equality objectives in third-party funded research (in particular for the DFG and EU research funding).

The regular *evaluation* of gender equality-related objectives and measures takes place within the university:

- through the annual review by the Rectorate of the goal and performance agreements between the Rectorate and the Faculties;
- by reviewing the objectives of the development plans and the gender equality framework at the latest every 5 years by the Gender Equality Officer, the Gender Equality Commission and the Rectorate;
- by networking the gender equality representative in order to critically reflect on key developments in gender equality policy on a broad and regular basis and to coordinate the further development of the gender equality concept and measures.

The evaluation of institutions and measures is implemented by the 'Evaluations' department. Individual measures in the field of gender equality, such as mentoring programmes, training offers, scholarship and job programmes, are accompanied by specific quality assurance instruments (e.g. participant surveys and interim evaluations). In order to pool

resources, all equality evaluation processes should be consolidated and controlled even more strongly by means of quality standards in the central 'Evaluations' department.

Successful external assessments document the high quality in the area of gender equality at the UoC (e.g. Female Professors Programs I, II and III). For its actions on gender equality and family friendliness, the UoC was awarded the TOTAL E-QUALITY award (2004, 2007, 2014, 2018). The signing of the charter and the accession to the best practice club 'Family in the University' require regular reporting on the implementation of the defined goals. In addition, the UoC has been certified for three years since 2019 by the audit '*Vielfalt gestalten*' (shaping diversity) of the *Stifterverband*.

The University of Cologne continues to strive for a regular external evaluation of its gender equality goals and measures. This is done, among other things, by:

- participation in gender equality-related programmes funded by third parties of the German Federal Government and the federal states (such as the Female Professors Programmes),
- the Gender Report of the State of NRW,
- the university ranking according to gender equality aspects of the CEWS,
- the re-application for the TOTAL E-QUALITY Certificate in 2021.

IV. Implementation, entry into force and duration

This framework for gender equality is an update of the framework of 20 April 2016. It comes into force with its publication and, after five years, will be critically reviewed by the university leadership, the Gender Equality Commission and the Central Gender Equality Officer and is updated by the Senate. The individual 'equality plans' of the Faculties, the administration and central institutions contain concrete details (e.g. action plans, assigned financial resources and responsibilities) for the objectives specified here for the respective area.

Written on the basis of the resolution of the Senate of the University of Cologne of 22 April 2020

Cologne, XX month 2020

University of Cologne

The Rector

Signed University Professor Dr Axel Freimuth

ANNEX

Report on the gender equality framework 2016-2019

1) Improving access to leadership positions in science and (self-) administration for women

In recent years, the UoC has developed 'Strategic Guidelines for Academic Personnel Development' and 'Strategic Guidelines for Career Paths for Early-Stage Researchers in the Postdoc Period'. The UoC commits itself to give priority to a fixed-term contract in accordance with Section 2 subsection 1 *Wissenschaftszeitvertragsgesetz* (family component) as well as to grant the legally optional extension years during qualification phases in accordance with Section 122 subsection 3 p. 2 and 3 *Landesbeamtengesetz NRW* in the event of the birth or adoption of children. The updated scholarship guideline of the UoC guarantees doctoral students paid maternity leave as well as a cost-neutral interruption or part-time option for parents. In the revision of the 'Appointment Regulations' or the 'Guidelines for Personnel Selection', gender equality aspects were taken into account (e.g. active recruitment, recruitment or appointment quotas etc). Quotas for new appointments in accordance with the cascade model for equal opportunities have been set out in the internal target and performance agreements for the Faculties and via a fixed quota for appointments from the JFTTP program. The gender equality officers of the Faculties were adequately relieved of their work, e.g. through renouncing of the obligation to teach, student assistants or job share of employee positions for support in appointment procedures. Specific measures to improve the proportion of women at the professorial level were discussed with the Faculty leaders and, in some cases, already anchored, e.g. through the integration of new appointment quotas in the internal target and performance agreements or corresponding measures in clusters of excellence. Research leaders were also invited to give lectures, e.g. through the Lead & Lunch programme to raise awareness of the unconscious bias.

In the field of administration, women were supported in their further career development by continuing their own mentoring programme 'WiMa Mentoring - Perspektiven in Hochschulverwaltung und Wissenschaftsmanagement' (WiMa Mentoring - Perspectives in University Administration and Science Management). In addition, job sharing and opportunities for part-time leadership roles are now part of the UoC's portfolio.

2) Expansion of funding measures for students and female early-stage researchers

Overall, the UoC offers attractive study opportunities and conditions for female students. However, the proportion of women in some departments is still low, especially in the Faculty of Mathematics and Natural Sciences (MNF). An important goal was achieved by increasing the number of female graduates in physics through the development and implementation of a '10-point plan'. However, not all measures (e.g. Students' laboratories, KinderUni) are satisfactory: In particular in physics and chemistry, the MNF is striving for further department-specific 'active recruitment' of female students and the corresponding further development of measures. The small proportion of men among students in the Faculty of Human Sciences has not yet been increased.

The UoC has established a comprehensive and continuous portfolio for the specific promotion of female (early-stage) scientists and women in leadership positions in the department 'HR Development for Researchers' (mentoring, coaching, training). It is supplemented by temporary measures (primarily scholarships/job programmes) from the funds raised by the Vice-Rectorate, the gender equality officers and the Dual Career & Family Support. In addition, the Faculties also assumed their responsibility for improving equal opportunities through subject-specific offers and measures. All measures are subject to regular quality assurance and are continuously adapted to changing requirements and conditions. The fact that these measures are successful, but also necessary and expandable in the future, is shown by the steadily decreasing, but still existing, drop-out of women in the individual qualification levels (see II.1).

3) Further development of an organizational culture promoting equal opportunities

Family-friendly university culture | The UoC pursues the goal of a continuous expansion of family-supporting services. The advice and measures offered by the CFS, the Central Gender Equality Officer, the Central Student Guidance and Counselling Services, the central advice centre for students with a child of the *Kölner Studierendenwerk* and the AStA are firmly established and have been continuously developed further. Broad public relations work, specialist lectures, events in the continuing education programme as well as a specific focus on 'family-friendly management' helped to inform and increase awareness for the topic. In the context of 'childcare', the UoC has a wide range of accompanying services, ranging from financial support to infrastructure and holiday care. The standard support offer was further expanded using various solutions, e.g. the purchase of places from private providers.

Gender in Research and Teaching | The UoC promotes (inter-) disciplinarily differentiated research and expertise in the field of gender, queer and diversity studies. Nine professorships are explicitly designated with a gender focus and are linked to the Network Women's & Gender Research Network NRW e.V. The central scientific institution 'Gender Studies in Cologne (GeStiK)' was evaluated and consolidated during the reporting period. GeStiK has built up the range of courses in gender studies across Faculties and universities, such as the 'Gender Studies' certificate for BA students, the 'Gender & Queer Studies' teaching assignment pool and the 'Gender & Queer Studies' master's programme, which has been successfully accredited since 2017 and has spanned faculties and universities. The focus of the promotion of early-stage researchers is the international rotating guest lectureship, which was set up annually between the Faculties in 2016, and the annual Jenny Gусyk Prize for outstanding final theses, which has been awarded annually since 2014.

Protection against sexualized discrimination | The UoC attaches great importance to the respectful and appreciative treatment of its members. The 'Anti-discrimination Directive of the University of Cologne', adopted at the beginning of 2019, replaced the Guideline on Sexual Discrimination, which has been in force since 2013. It contains procedural steps and sanctions procedures for complaints. The networking of target group-specific advisory services and complaints offices was promoted via the subproject 'Anti-Discrimination' within the framework of the audit 'Shaping Diversity' (2017/2018). Since 2017, the

advisory standards in the field of diversity and anti-discrimination have been secured by a separate module in the advanced training programme 'Advising Students Professionally'. In addition, a central threat management system was implemented in the Facility and Property Management Department of the UoC.

Gender Equality intersectional | Gender equality endeavours at the UCC were expanded in 2016-2019 with regard to intersectional aspects. As far as possible, all gender identities (e.g. trans* people) and orientations were addressed via specific measures or specific concerns were integrated into existing offers and measures, such as the integration of the 3rd gender option 'non-binary' into all registration systems and job vacancies, the possibility of a low-threshold application for name changes with the dgti card or by the establishment of gender-neutral toilets. In addition, a cooperation with the *Hildegardis-verein* for the support of female academics with disabilities was concluded as part of the Inclusion Action Plan.

Gender Mainstreaming in Higher Education | Since 2018, the first 'gender-neutral toilets' have been set up in central buildings. Mobile and permanent family-friendly work spaces, nursing and changing rooms, changing tables and mobile play areas are available as basic services. A family-friendly campus plan is regularly updated.