I. General objectives and measures

The Department of Social Sciences (Institut für Sozialwissenschaften, ISW) at Humboldt-Universität zu Berlin is especially committed to providing equal opportunities irrespective of gender, to family-friendliness and to the targeted promotion of diversity in personnel development, research and teaching. The Gender Equality Concept of the ISW supports the implementation of Berlin’s Higher Education Act (Berliner Hochschulgesetz), the state of Berlin’s Equal Opportunities Act (Landesgleichstellungsgesetz - LGG), the Guidelines for Women’s Advancement (Frauenförderrichtlinien) adopted by the Academic Senate on 6 December 1994 and the 2008 Gender Equality Concept of Humboldt-Universität. It is updated every two years according to Article 4, Paragraph 1 of the LGG in consultation with the women’s* representative. The implementation of the Gender Equality Concept complies with data protection regulations.

The Gender Equality Concept aims to achieve the following objectives:

- **The targeted promotion of women* and the dismantling of existing disadvantages.** To this end, the department strives to fill at least 50%² of positions with women at all levels (student assistants*, members of staff* in tech, service and administration (MTSV), research assistants* and professors*) corresponding to the proportion of female* students. In 2018³, 50%⁴ of the professors* in the department were female*, compared with 32% across Berlin and only 24%⁵ Germany-wide. The comparatively high proportion of female* representation within the department detailed in this interdisciplinary comparison is at the lowest threshold of the defined target range and should not fall below this level.

- **The equal employment of all genders, family-friendliness and the consideration of diversity and intersectionality in studies, teaching, research and administration in the Department of Social Sciences.**

- **While working towards the equal employment of women*, other forms of discrimination should also be counteracted.**

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¹ The gender asterisk symbolises all genders and gender identities, and intends to appeal to those who do not identify themselves within the social-hegemonic gender dualism. This includes, for example, people who identify as genderqueer, trans or intersex. Through this symbol, the department recognises that gender is not a binary system where only two poles, “male” and “female”, exist.

² Women should comprise more than fifty percent of all status groups. The precise target range of 50 - 58% was calculated based on the median number of female* students within the student body over the last three years. (Winter semester (WS) 2016/17: 58.5%; WS 2017/2018: 58.2%; WS 2018/2019: 57.4%).

³ These and all subsequent numbers relating to personnel development at ISW in 2018 are regularly rounded and are taken from the official HUB personnel statistics from Winter semester 2018/2019 (most recent available data; for a complete overview, see appendix on page 8).

⁴ This number corresponds to the female share of total professors excluding visiting professors.

Targeted countermeasures should be employed to fight multiple discriminations based on attributes such as age, ethnicity, social status and regional origins (including the former GDR), family situation, gender, skin colour, physical or mental needs, migratory background, religion and/or world view, sexual identity and/or orientation, and citizenship status.

In cooperation with the women’s* representative, the department’s managing director* is responsible for establishing objectives and implementing the Gender Equality Concept while involving all status groups. The heads* of research and teaching areas are especially responsible as supervisors for the employees* within their given areas. The decentralised women’s* representative is the contact person for all status groups within the department.

The following general measures will be taken to achieve the desired goals:

- The 50% minimum requirement for the proportion of women* should be achieved in personnel development within the next two years as best as possible through measures specific to status groups.
- Multiple discrimination is to be particularly counteracted in new appointments. First steps in this direction could be the introduction of a form for the self-assessment of the above-named social criteria and the use of informational literature about potential dimensions of discrimination\(^6\).
- In addition to its women’s* representative, the department should publicly list contact persons* for reporting discrimination at all levels (research assistants*, professors*, MTSV*) on the webpage of the decentralised women’s* representative. In cooperation with the student affairs office, more straightforward access to competent and individualised counselling concerning instances of discrimination, problems related to studies and concerns about future prospects should be particularly afforded to students*.
- The principles of gender equality and work-family balance should be considered in the allocation of the department’s resources. Candidates* experiencing multiple discrimination or who do care work should be generally favoured based on otherwise equal qualifications.
- Gender & Diversity should be taken into account as cross-sectional topics in all committee meetings.
- Supervisors are to support employees* who assume committee work, for example, by relieving them of other responsibilities, also to make sure that women* are not left with less time for their own qualification due to their greater commitments.
- Ensure that discriminatory language is avoided in formulating letters of reference. Unfortunately, studies show that reference letters tend to highlight male candidates’ research capabilities and efficiency, while women* are presented as pedagogically inclined, industrious and friendly, even when they have comparable or higher academic achievements (measured, for example, through the impact factors in relation to publications).\(^7\)
- Considerations of Gender & Diversity are to be integrated as much as possible into the research and courses of all research and teaching areas, for example, through the inclusion of female* authors as well as authors* from diverse ethnic and regional backgrounds and/or from the global South in seminar reading lists.

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\(^6\) A video and scholarly literature recommended by the ERC related to the gender dimension of recruitment procedures can be found here: https://erc.europa.eu/thematic-working-groups/working-group-gender-balance; Accessed 15 January 2019.

II. Specific measures

Additionally, the following specific measures are to be adopted regarding the needs of the various status groups to improve family-friendliness, to include Gender & Diversity in teaching and research, and for monitoring the regulations established in the Gender Equality Concept:

1. Students* and student assistants*

- The proportion of female* student assistants was at 59% in 2018, just over the proportion of female* students at 57%. All research and teaching areas are asked to build on this success by maintaining the minimum requirement for this group. The ISW also tasks itself to actively counteract multiple discriminations in the future staffing of student assistant* positions. Professors* are to actively seek qualified students* to apply in order to achieve this aim.
- For the further development of the Gender Equality Concept and the associated support measures, special attention should be paid to supporting the recruitment of work students* with migratory backgrounds, first-generation students* and students* with disabilities.
- In delegating responsibilities among student assistants*, professors* are to commit themselves to providing support in scholarly activities as uniformly as possible, in order that these activities benefit the student assistants* further academic advancement.

2. Research Assistants*

- If the proportion of research assistants* (in 2017, it was at 41%; in 2018, 56%) is at risk of falling below the minimum requirement of 50%, all professors* are expected to recruit qualified women* for new hires.
- The minimum requirement of 50% should be reflected in research assistant* positions financed through the department’s budget and through external funding equally. This is based on the fact that department-funded positions usually offer longer engagements and extensions due to family planning that are, in practice, less complicated in comparison to third-party funded positions. Statistically, women in Germany take greater responsibility for childcare, especially in children’s early years. The gender-specific, equal distribution of department-funded positions is therefore a central means to counteract the reality of female* junior researchers who must choose between career and family.
- In order to counteract complications caused by fixed terms for third party-funded employees in the event of maternity or parental leave, the department is to provide equal opportunities for department-funded and third party-funded employees to receive contract extensions connected to maternity or parental leave in the next two years. To this end, funding possibilities at the level of the department, faculty and university-wide, as well as in communication with external funding partners, should be explored. The department leadership* and professors* status group are responsible for this effort. Supervisors* of employees* with parental leave have time before the start of the respective parental leave to report to the department leadership* and the women’s* representative on their efforts to take appropriate measures.\(^8\)
- Academic qualifications and support for scholarly advancement are to be prioritised. According to Article 110, Paragraph 4 of Berlin’s Higher Education Act, research assistants* in academic advancement positions should spend at least one-third of their working hours on independent research in order to further their own education or

doctorate/post-doctoral qualifications. It is necessary to extend efforts to provide sufficient time for further academic advancement to all other research assistants* as well.

- Agreements on targets between professors* and research assistants* could be a first step towards a decentralised advancement plan for young academics* with the goal of specifying and improving the conditions for academic qualification at the ISW. Under the guidance of the department leadership*, the advancement plan for young academics* should be developed by the beginning of the 2020/21 winter semester at the latest in a working group comprised of representatives of professors* and research assistants* that takes considerations of gender and diversity, among other criteria, into their selection.
- The department is to be actively involved in the maintenance and development of projects that promote and provide networking opportunities for doctoral and postdoctoral students*, for example, through the procurement of external funding or by providing access to department resources.
- When applying for external funding, professors* should make sure that their applications are not competing with their own postdoctoral students* (e.g., through the principle of rotation in the application process). Jointly submitted applications ensure that funds are distributed to all applicants*, including postdoctoral students* in order to improve their eligibility for professorships.
- Respective supervisors* or doctoral advisors* are to inform their research assistants* and doctoral students* about pertinent training opportunities, stipends, opportunities specifically for women and other advancement opportunities. Postdoctoral students* should be encouraged to participate in current mentoring programs like I_Pro Mitte and ProFil, and should be relieved of other responsibilities during their participation. The department website should list program application deadlines, for example, on the decentralised women’s* representative’s webpage.
- Heads* of research and teaching areas are responsible to make use of their own financial resources to provide professional training opportunities for research assistants* and doctoral students* (for example, conflict management, empowerment).
- The director* of the department is to make sure that postdoctoral students* are on course for professorships, for example, through regular applications within the framework of the Equal Opportunities Fund of the Commission for the Advancement of Women. However, the opportunities provided by externally funded programmes should not lead to a situation where the financial support of women* in the department is systematically ‘outsourced’.

3. Professors*

- The current hiring policy, which is progressing successfully from a gender equality perspective, should be further developed. A proportion of at least 50% women* professors representing the minimum requirement should be maintained (2018: eight of sixteen positions, i.e. 50%); multiple discrimination should be counteracted in respect to care work. To this end, the department should apply improved gender and diversity recruitment strategies in hiring practices. The percentage of women* professors should especially not fall below the minimum requirement for higher endowed W3/C4 professorships (2018: six of twelve positions, i.e. 50%).
- In determining the denominations of professorships, the department should make sure and, together with the decentralised women’s* representative, document that a sufficient number of qualified women* can be identified within the designated academic field. If very few or no viable candidates* are identifiable, the denomination should be adjusted or opened up in order to meet these criteria.
The chairs* of the appointment committees are responsible for the commissions to stay informed about qualified female* applicants and specifically invite them to apply immediately after the announcement of calls for applications (*proactive recruitment*).

The recruitment of qualified applicants* will be formalised according to the hiring guidelines of Humboldt-Universität. If there is a risk of falling below the minimum requirement for the percentage of female* applicants during the process of compiling the list of invitations, the commission chair* must report to the members of the commission, including the deputy* of the women’s* representative, to which candidates* they have actively reached out. It is especially important in the case of new appointments to determine whether candidates* fulfil the criteria for a Gender & Diversity aware perspective in research and teaching.

The director* of the department is to specifically engage qualified women* for interim professorships at the ISW. The department is to further seek opportunities for financing interim and visiting professors*. This will ensure the representation of women* in teaching positions but also establishes role models for students* and doctoral candidates*.

The department commits itself to guaranteeing an equally accessible path to tenure-track positions and special professorships for women, people with a migratory background, those who identify as LGBTIQ and people with disabilities.

4. Members* of staff in technology, service and administration (MTSV)

- In accordance with Article 9, Section 1 of the state of Berlin’s Equal Opportunities Act (*LGG*), supervisors* are to actively inform their members of staff* in technology, service and administration about training and continuing education opportunities. As laid out in Article 9, Section 5 of the state of Berlin’s Equal Opportunities Act (*LGG*), participation in the qualifying phase should be made possible by paying particular attention to family commitments. This can be achieved, for example, through locally provided qualification programs.
- Care should be taken in developing the staffing plan that all genders are equally placed in suitable job groupings and grouped in appropriate pay groups. The department is to make efforts to provide career advancement opportunities for MTSV, for example, through professional advancement programs through which secretaries* can qualify for higher level administrative positions.
- MTSV personnel practices are to honour staff members’ requests for changes in work hours (part time or full time). In personnel matters (for example, new appointments), the department should first consider internal hires that fit the qualifications. The department’s managing director* is to take responsibility for this effort.
- The Service Agreement on Alternating Telework (*Dienstvereinbarung über die Alternierende Telearbeit*) (2016) establishes that telecommuting can constitute up to 60% of work hours. MTSV staff* should also be able to take advantage of this option as their responsibilities permit.
- Supervisors* are to support staff members* that take on committee work and lessen their responsibilities accordingly.

5. Family-friendliness and compatibility

- The Family Room in the Department of Social Sciences should be actively promoted and made available for students*, employees* and guests* with children. The room is to offer space for childcare with a nursing area, a changing station, cribs, toys and a

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workstation with a computer and telephone. Access should be made available during core working hours for all status groups without barriers.

- The Moodle course “Placement Platform for Childcare in the ISW Family Room” should be made available to students* and employees* in organising their own childcare onsite during office hours, examinations, etc. Access to the course (via password) should be made available through the decentralised women’s* representative.

- In accordance with the Service Agreement on Alternating Telework (*Dienstvereinbarung über die Alternierende Telearbeit*) (2016), supervisors* are to make it possible for employees* with children or other dependents to have flexible use of telecommuting hours.

- In distributing work responsibilities, it is important to ensure that people with children are able to plan around their childcare needs. The professor* status group is particularly responsible for making this possible.

- The department is to make efforts to provide childcare as needed during academic conferences at the Department of Social Sciences. The professor* status group is to make sure that financing for childcare is requested from external funding partners (when possible) and if necessary, to seek support from the HU Family Office. The ISW should reimburse travel and accommodation costs for the children of scholars* from the department participating in conferences outside HU in the case that no childcare options are available near their homes.

- Research assistants* and doctoral students* are to receive support before and during parental leave through necessary efforts in planning their re-entry. This includes arrangements with supervisors* or doctoral advisors* for regular meetings on the further development of doctoral theses and/or other work-related responsibilities. The department will offer coaching sessions specifically about reintegration and family compatibility (1-3 sessions of individual coaching) in the context of personnel development opportunities or through external consultants. Supervisors* and advisors* are required to finance consulting opportunities through the department budget or through project funding.

- The department is to establish concrete steps for the phase of re-entry after parental leave in order to ease the process. For example, according to the regulation of teaching obligations (*LVVO, Lehrverpflichtungsverordnung*), it would be possible to make up the workload of teaching obligations within the three years following the period of leave.

- Support for research assistants* and doctoral students* raising children as single parents is particularly necessary. Supervisors* and doctoral advisors* must take into account the particular time constraints of single parents when making arrangements related to work responsibilities or the progress of doctoral studies, for example, ensuring that work hours correspond with normal operating hours of childcare facilities (8am - 4pm).

- Locations and scheduling for compulsory courses are to be planned in order that both students* and instructors* are able to plan around family responsibilities. As much as possible, compulsory courses should take place before 4pm to ensure compatibility with the operating hours of institutional childcare.

- In 2019, the department’s managing director* together with the women’s* representative is to formulate an information sheet about bringing children into seminar rooms and to post it within seminar rooms as well as in all online Moodle courses.

- The department’s managing director* is to make efforts to acquire a quota from the central service of *KidsMobil* at Humboldt-Universität for off-peak hours and emergency child care.

6. Teaching and Research

- Gender & Diversity should be integrated as cross-sectional topics into teaching and curriculum. Heads* of research and teaching areas should encourage and support
student projects that focus on Gender & Diversity across all disciplines. If a research and teaching areas turns down a term paper or final thesis despite substantive compatibility, students* have the option to consult the women’s* representative.

- Starting in the 2019/20 winter semester, the department, in consultation with the teaching evaluations officer*, will assess during teaching evaluations whether Gender & Diversity are sufficiently integrated into teaching pertaining to the needs of students* and whether teaching evaluations adequately document experiences of discrimination in study and teaching. Evaluations should assess issues like considerations of Gender & Diversity in teaching materials, students’* satisfaction in this regard, and the competency of instructors on issues of Gender & Diversity. The decentralised women’s* representative together with the evaluation officers* from the student affairs office are to implement the relevant questions into the ISW’s teaching evaluations.

- Analysis of Gender & Diversity that takes the academic orientation of the ISW and ERC DFG recommendations into account should be reflected and, as far as possible, be fully integrated into research (cf. ERC Gender Equality Plan 2014-2020 and DFG Annual Meeting 2018).

7. Monitoring

- Starting in the 2020 summer semester, the department’s managing director* is to monitor gender equality measures on the basis of a Gender Equality Report in order to assess the achievement of objectives, describe implemented measures, evaluate the effectiveness of the measures and define future objectives and measures in the areas of Gender & Diversity. In connection with the monitoring, the department’s managing director*, as laid out in Article 59, Section 5 of Berlin’s Higher Education Act, will provide the decentralised women’s* representative with an overview of the personnel development in the department, differentiated by gender and status group, every two years. The department’s managing director* together with the decentralised women’s* representative is to compile the results in a Gender Equality Monitoring Report which will be made publicly available to the entire department, for example, on the webpage of the women’s* representative. The Gender Equality Monitoring Report will serve as a basis for updating the Equal Opportunity Policy every two years.

- In addition to the ISWS’S previous monitoring, information regarding migratory background and doctoral studies status (e.g., full or part time employment, stipend recipient, externally funded position, basic funding, duration of doctoral studies and dropout rates) should be addressed in future monitoring as it is available. The department’s managing director* is responsible for compiling the data in a timely manner, if necessary, in cooperation with the dean’s office. The department should address the overview of personnel development in the department within the Gender Equality Monitoring Report and also make it available on the department’s website, for example, on the women’s* representative’s webpage.

- The department should work toward equitably allocating resources and programme overhead in regard to Gender & Diversity. The department’s managing director* is to include an evaluation of resource allocation according to gender with the biannual Gender Equality Monitoring report.
Data Appendix

Student and personnel development at the Department of Social Sciences (ISW)*

<table>
<thead>
<tr>
<th>Status group</th>
<th>Two Years ago (WiSe 2016/17)</th>
<th>Current (WiSe 2018/19)</th>
<th>Target values (until 2021)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>total</td>
<td>f</td>
<td>% f</td>
</tr>
<tr>
<td>Students*</td>
<td>1289</td>
<td>754</td>
<td>58,5 %</td>
</tr>
<tr>
<td>Student Assistants*</td>
<td>108</td>
<td>63</td>
<td>58,3 %</td>
</tr>
<tr>
<td>Research Assistants* overall</td>
<td>87</td>
<td>40</td>
<td>46,0 %</td>
</tr>
<tr>
<td>- share with fixed-term contracts</td>
<td>80</td>
<td>36</td>
<td>45,0 %</td>
</tr>
<tr>
<td>- share with open-ended contracts</td>
<td>7</td>
<td>4</td>
<td>57,1 %</td>
</tr>
<tr>
<td>- share of budgetary funded</td>
<td>36</td>
<td>14</td>
<td>38,9 %</td>
</tr>
<tr>
<td>- share of third-party funded</td>
<td>48</td>
<td>24</td>
<td>50,0 %</td>
</tr>
<tr>
<td>Professors* overall</td>
<td>15</td>
<td>9</td>
<td>60,0 %</td>
</tr>
<tr>
<td>- share W1</td>
<td>1</td>
<td>0</td>
<td>0,0 %</td>
</tr>
<tr>
<td>- share W2/C3</td>
<td>3</td>
<td>3</td>
<td>100 %</td>
</tr>
<tr>
<td>- share W3/C4</td>
<td>12</td>
<td>7</td>
<td>58,3 %</td>
</tr>
<tr>
<td>- plus visiting professors*</td>
<td>5</td>
<td>2</td>
<td>40,0 %</td>
</tr>
<tr>
<td>MTSV</td>
<td>15</td>
<td>12</td>
<td>80,0 %</td>
</tr>
<tr>
<td>Committees&lt;sup&gt;11&lt;/sup&gt;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>17</td>
<td></td>
<td>51,5 %</td>
</tr>
<tr>
<td></td>
<td>33 (45)</td>
<td>(26)</td>
<td>(57,8 %)</td>
</tr>
</tbody>
</table>

*HUB personnel statistics
[Efforts are being made to provide more differentiated data]

Note: This report was prepared by a working group representing different status groups from within the department (Seyran Bostanci, Elena Colmsee, Charlotte Fiala, Lucia Leopold, Gökçe Yurdakul) that was coordinated by the decentralised women’s representative (Urszula Woźniak) and her deputy (Carolin Deuflhard).

<sup>10</sup> The percentages are based on the target ranges. If the existing proportion of women* is over the target range, this was continued.

<sup>11</sup> The numbers in parentheses incorporate the first two designated successors* (Nachrücker*innen) into the calculation.