



University of Potsdam

University of Potsdam

Gender Equality Plan

Evaluation of the Future of Equal Opportunity Concept 2020-2025

Strategic Visions of Intersectional Equal Opportunity Work at the UP 2023-2025



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I. Introduction

The University of Potsdam (UP) was founded in 1991 and is funded by the Ministry of Science, Research, and Culture of the State of Brandenburg. Brandenburg's biggest university is among the 250 best institutions of higher education worldwide according to the Times Higher Education ranking of 2022 and is the best young university in Germany. With its three locations, it is embedded in a UNESCO-protected cultural landscape, where around 20,800 students (winter semester 2022/23) and more than 3,084 employees (2022) study and work in the natural sciences, human sciences, arts, law, and social sciences. Teacher training has always been a main focus of the UP, which led to the strategically important foundation of the Center for Teacher Training and Education Research in 2014. With the foundation (2017) of the first privately funded faculty in Germany, the Digital Engineering Faculty (DEF), as well as the Faculty of Health Sciences (2018), the UP took up a new, innovative approach. The Faculty of Health Sciences is a joint institution of the UP, the Brandenburg University of Technology Cottbus-Senftenberg (BTU), and the Brandenburg Medical School (MHB). From 2013 to today, the UP has grown by 30% in terms of budget and personnel and by 10% in the number of students (reaching a total of 22,000 students). That is how it continues to strengthen its location advantages with lasting effect, including its proximity to many non-university research institutions in Potsdam.

Currently, the University of Potsdam (UP) is involved in a number of internal and external strategic processes. It participates in the Diversity Audit of the "Stifterverband" (completed in February of 2023), which includes the adoption of a diversity strategy for the whole university; it is working on three cluster proposals for the Excellence Strategy of the Federal Government; and the renegotiation of the University Contract¹ with the State of Brandenburg is also imminent. In January 2023, a structural evaluation of Brandenburg's academic and scientific landscape by the German Science and Humanities Council ("Wissenschaftsrat") took place at the UP. The adoption of the amendment to the Brandenburg Higher Education Act (BbgHG) can be expected to take place in the summer of 2023. At the same time, the UP expects to be awarded with the Total Equality Award (TEQ) 2023-2026 for the eighth consecutive time. Through these processes, most of which are taking place in parallel, the university is taking steps to further advance its equal opportunity and diversity efforts. However, there is still a great deal of effort to be made and many measures need to become structurally sustainable before comprehensive gender-equitable and non-discriminatory structures can be implemented at all levels of the UP. The strategic orientation of the UP is systematically recorded and can easily be scrutinized through reports and strategy papers that are published periodically, such as the Future of Equal Opportunity Concept 2020–2025 (developed as a basis of qualification for the UP's application for the Female Professors Program III of the Federal and State Governments) and Equal Opportunity Reports. The Gender Equality Plan (GEP) is a prerequisite for the participation of institutions of higher education in research programs within the framework of Horizon Europe² on the part of the European Union and enables us to revise, evaluate, and advance these strategic equal opportunity processes from 2023–2025. In light of the decision to run a fourth Female Professors Program 2030³ and considering that the UP will likely apply for a fourth phase of funding in 2024/2025, this GEP acts as a development plan that will be a basis for the upcoming Equal Opportunity Concept of the UP for 2024–2030.

¹ https://www.uni-potsdam.de/fileadmin/projects/personalvertretungen/Downloads/Hochschulvertr%C3%A4ge/HSV_UNIP_2019.pdf

² <https://eige.europa.eu/gender-mainstreaming/toolkits/gear/what-gender-equality-plan-gep>

³ <https://www.gwk-bonn.de/themen/foerderung-von-hochschulen/professorinnenprogramm>

II. Equal Opportunity, Gender Equity, and Diversity at the University of Potsdam – An Overview

Equal opportunity and family-friendliness are an integral part of the Mission Statement⁴ of the University of Potsdam. In combination with our diversity policies, these cross-sectional tasks form the basis for the effective development of studies, research, teaching, and employment at the University of Potsdam. Equal opportunity refers to the right for an equal access to opportunities in life. This includes, above all, the prohibition of discrimination – e.g. on the basis of gender, age, religious or cultural affiliation, physical ability, ethnic or social origin, and sexual identity (cf. General Act on Equal Treatments⁵ as well as the UP Anti-Discrimination Guidelines adopted in 2022). In order to achieve de facto equal treatment and consequently equal opportunities for all, affirmative action measures (targeted compensation for disadvantages for social groups affected by discrimination) are taken. Equal opportunity work at institutions of higher education has seen an increase in professionalization in recent years: This ranges from active measures to promote the advancement of women in academia, to the creation of structures and standards in procedures, and offers supporting the compatibility of family life and studies/career, to the institutionalization of equal opportunity issues in almost all university structures. In times of growing autonomy, internationalization, and professionalization, institutions of higher education are under an obligation to recognize and actively dismantle mechanisms of exclusion and disadvantage and to promote acceptance and diversity. Diversity policies and anti-discrimination efforts are gaining traction. Equal opportunity policies must be shaped with gender equity in mind, because they can only be based on and produced by an intersectional understanding of all dimensions of inequality. Therefore, equal opportunity at the University of Potsdam stands for: gender equity, diversity policies, and anti-discrimination.

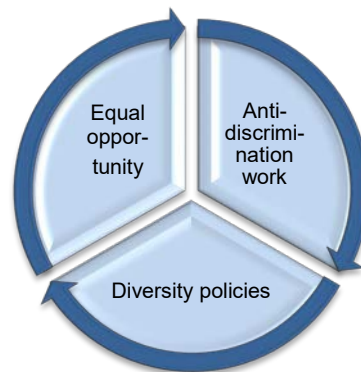


Fig. 1: Interconnectedness of equal opportunity policies, anti-discrimination work, and diversity policies at the University of Potsdam

With regard to its statutory mandate to promote equal opportunity, the University of Potsdam is currently among the three most successful universities spearheading developments in Germany. In 2021, the University of Potsdam was once again ranked in group 3 of the CEWS overall ranking of universities (with 10 out of 12 points), which is the highest category that was ever achieved. This has been made possible, among other things, by three successful participation in the Female Professors Program (program line I-III in 2008, 2013, and 2018) with a total funding volume of 2.97 million euros. The goals set out in these programs have enabled the UP to make equal opportunity measures an integral and permanent part of its structures and to establish equal opportunity work as a cross-sectional task.

⁴ https://www.uni-potsdam.de/fileadmin/projects/up-entdecken/docs/UP_kompakt/Mission_Statement_University_of_Potsdam.pdf
⁵ https://www.gesetze-im-internet.de/englisch_agg/englisch_agg.pdf

The UP's goal is to actively promote true gender equity and eliminate existing structural disadvantages. Equal opportunity work is no longer reduced to isolated measures, but is included as a wide-ranging task in all areas and structures of the university in order to achieve a cultural change in higher education as a whole.

Policies aimed at advancing women and equal opportunity work have a long tradition at the University of Potsdam. Since the UP was founded in 1991, many positive changes have been initiated and accompanied in terms of the advancement of women and gender equality. On May 27, 2004, the UP received the TOTAL EQUALITY⁶ award for the first time and will apply for the award for the 8th time in a row in 2023. Numerous projects initiated through equal opportunity work, such as mentoring, women's networks, the Dual Career Service, Service for Families, and STEM girls' projects have been made permanent at the university and have thus become an integral part of it. The University of Potsdam commits to the "Quality Standards for Equal Opportunity and Family Friendliness at Brandenburg Universities"⁷ as well as to the research-oriented equality standards of the German Research Foundation DFG⁸ (research-oriented equality and diversity standards since 2022). It is committed to taking gender implications into account for all university policies and decisions. In the 2019–2023 university contract between the state of Brandenburg and the University of Potsdam, equal opportunity, family friendliness, and protection against discrimination have been agreed upon. Equal opportunity goals, as well as diversity and work-family-life balance, are also defined within the UP. More information on that is available, for example, in the university's development plan⁹ published every five years, which describes the UP's central development goals and provides information on the measures and steps the university will take to implement these goals. In addition, the Senate adopted the "Future of Equal Opportunity Concept"¹⁰ in 2019, prepared jointly with the Central Equal Opportunity Commissioner as part of the Female Professors Program III. In this concept, concrete goals and measures for the advancement of women (female professors, female early career researchers, and female students) in research and academia were established. Within the structure of the University of Potsdam, the Equal Opportunity Coordination Office is responsible for any tasks and questions related to equal opportunity, equality, or diversity. The Central Equal Opportunity Commissioner manages the Equal Opportunity Coordination Office.

III. Promoting Gender Equity among Employees of the University of Potsdam

To evaluate the equal opportunity situation at the University of Potsdam, the status quo must first be considered. To this end, gender distribution will be examined for each employment and qualification level and measures to achieve a more diverse composition will be identified.

1. Professors

First, we look at the most highly qualified academic staff members – the professors. The proportion of female professors at the UP has steadily increased over the last decade. In 2011 it was 26.9%, in 2018 it was already at 34.9%.¹¹ The university currently employs a total of 276 professors in its six faculties¹², 101 of whom are women.¹³ This corresponds to a share of 36.6%, which is above the current national average (35.6%).¹⁴

⁶ <https://www.total-e-quality.de/en/association/>

⁷ https://mwfk.brandenburg.de/sixcms/media.php/9/Flyer_Qualitaetsstandards.pdf

⁸ https://www.dfg.de/download/pdf/dfg_im_profil/geschaeftsstelle/publikationen/studien/studie_gleichstellungsstandards.pdf

⁹ https://www.uni-potsdam.de/fileadmin/projects/up-entdecken/docs/UP_kompakt/Hochschulentwicklungsplan_2019-2023.pdf

¹⁰ https://www.uni-potsdam.de/fileadmin/projects/gleichstellung/Publikationen/Gleichstellungskonzepte/1_UP_PP-III_GZK_fi-nal_Mai-2019_ohne-Anlage.pdf

A differentiated look at the university shows that the percentage of female professors has increased significantly in all faculties since 2011. A need for action can still be identified, above all in the Law Faculty and the Faculty of Science:

Male and female professors by faculty	2011 (as of Dec 1)				2018 (as of Dec 1)				2021 (as of Dec 1)			
	total	m	f	percentage f	total	m	f	percentage f	total	m	f	percentage f
Law Faculty	18	15	3	16.6%	19	16	3	15.8% ↘	20	16	4	20.0% ↗
Faculty of Arts	46	31	15	32.6%	56	30	26	46.4% ↗	62	30	32	51.6% ↗
Faculty Of Human Sciences	48	31	17	35.4%	55	35	20	36.4% ↗	65	40	25	38.4% ↗
Faculty of Economics and Social Sciences	28	22	6	21.4%	29	15	14	48.3% ↗	29	17	12	41.4% ↘
Faculty of Science	79	61	18	22.8%	82	61	21	25.6% ↗	97	69	28	28.9% ↗
HPI/Digital Engineering Faculty	(12)	(12)	0	0%	(13)	(13)	(0)	0%	21	19	2	9.5% ↗
Faculty of Health Sciences	-	-	-	-	-	-	-	-	3	3	0	0%
UP in total	219	160	59	26.9%	241	157	84	34.9% ↗	276	175	101	36.6% ↗

Table 1: Gender-specific development of professorships by faculty (absolute and percentage, with changes compared to 2011 and 2018)

Of the total of 276 professorships (as of Dec. 1, 2021), full professorships with the pay scale group W3, account for the largest share with a total of 49% (in comparison: W2: 44%, W1: 7%). At 28.1%, women have the smallest share in this group, whereas they have the highest share among (junior) professorships with the pay scale group W1. According to the cascade model, the greatest need for action exists in the group of female W3 professors, depending on the subject area.

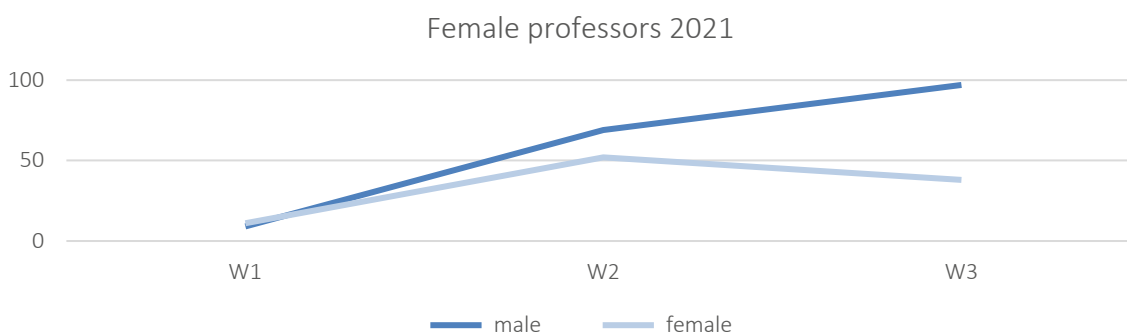


Diagram 1: Proportion of female professors broken down by remuneration group and gender at the University of Potsdam, as of Dec. 1, 2021.

A look at the faculties of the UP reveals subject-specific differences, as expected:

¹¹ Source: UP/D1, Reference date Dec. 1, 2021

¹² The joint Digital Engineering Faculty (DEF) only makes joint appointments and is therefore not part of the structural plan/staffing statistics.

¹³ incl. C4/W3, C3/W2, W1 professorships (with and without tenure track), externally funded professorships, professors on leave, substitutes; excl. joint appointments. Source: UP/D1, Reference date Dec. 1, 2021

¹⁴ Cf. statista <https://t1p.de/lxir>, accessed: June 7, 2022: Number of female professors (full-time or primary profession) at German universities in 2020.

Male and female professors by faculty	W1				W2				W3			
	total	m	f	percentage f	total	m	f	percentage f	total	m	f	percentage f
Law Faculty	2	2	0	0%	6	6	0	0%	12	8	4	33.3%
Faculty of Arts	6	1	5	83.3%	24	10	14	58.3%	32	19	13	40.6%
Faculty Of Human Sciences	3	1	2	66.7%	38	23	15	39.5%	24	16	8	33.3%
Faculty of Economics and Social Sciences	3	1	2	66.7%	8	4	4	50.0%	18	12	6	33.3%
Faculty of Science	5	3	2	40.0%	44	25	19	43.2%	48	41	7	14.6%
HPI/Digital Engineering Faculty	0	0	0	0%	3	3	0	0%	18	16	2	11.1%
Faculty of Health Sciences	1	1	0	0%	1	1	0	0%	1	1	0	0%
UP in total	20	9	11	55.0%	121	69	52	43%	135	94	38	28.1%

Table 2: Gender-specific presentation of professorships by faculty and pay scale group, as of Dec. 1, 2021

The proportion of women among new appointments showcases a positive development: In 2021, 52.0% of those appointed were women. However, it is still apparent that the higher the pay scale group, the lower the proportion of women: Of the 69 female professors appointed between 2011 and 2021, an average of 30.8% was in the pay scale group W3, 45.7% in W2, and 63% in W1 (see Appendix, Table A1 to A3).

It should be noted that the proportion of women among jointly appointed professors in 2021 was 19%. The Faculty of Science had the highest number of professors (55) in joint appointments – 13 of them were women (24%). The Digital Engineering Faculty uses joint appointments for all professorships. The proportion of female professors at the DEF is 11%.

Participation in the Female Professors Program I, II, and III allows for the implementation of specific gender equality measures for the target group of female professors. In addition to funding for individual cases, this also includes the Coaching for New Appointees program (incl. Dual Career Service) initiated in 2008. In order to further increase the proportion of female professors, measures that have already been initiated should be advanced even further and new measures, such as the female professors' network, should be integrated.

Expansion of the university's own tenure-track program

The UP participates in the Joint Program of the Federal and State Governments for the Promotion of Young Academics (WISNA) to ensure that the university meets the needs and demands in the areas of studies and teaching, promotion of early career researchers, and research and development. As part of the program, 12 additional tenure-track professorships (TT) will be funded in the period from 2017 to 2032 at the latest. There are currently 28 qualification professorships, 17 of which are held by women (60.7%).¹⁵

In order to create binding career prospects for young female academics in particular and to improve the predictability of academic careers overall, the UP will expand the university's own tenure-track program for the early filling of soon-to-be vacant structural professorship positions¹⁶ as much as possible. When appointing new professors, gender parity must be ensured, while also taking into account the framework requirement calling for the selection of the best candidates.^{17 18}

¹⁵ Cf. <https://www.intern.uni-potsdam.de/u/statistik/drittmittel/Juniorprof.pdf>; accessed: Sept. 7, 2022.

¹⁶ Cf. Günther, O., Seckler, R. (2014): Tenure-Track nachhaltig - Das Potsdamer Modell. In: Forschung & Lehre 2/14, p. 114f.

¹⁷ Of the twelve current TT professorships, six are held by women. Source: Division 1, reference date: Dec. 1, 2018.

¹⁸ See also current statement on §7(4) BbgHG https://www.uni-potsdam.de/fileadmin/projects/gleichstellung/Downloads/Stellungnahme_der_Gleichstellungsbeauftragten_der_Universit%C3%A4t_Potsdam_zu_7_Abs.4_BbgHG.pdf

Active recruitment

Considering the international competition for the best minds, the Equal Opportunity Coordination Office has set up a position for the active recruitment of female and male researchers in 2022. In view of the vast generational changes to be expected for professorships over the next 10 years, this active sourcing strategy will ensure that the UP remains an innovative place of study, teaching, and research in the future. The active recruitment of female academics for areas in which they are underrepresented is particularly important in this regard, as it allows us to reach the target values per faculty and increase the proportion of women (especially for the professorships with higher pay). As part of the active recruitment strategy, suitable management mechanisms and tools must be developed to attract more excellent applicants.¹⁹

Expansion in the area of Appointment Management

At the same time, the active recruitment position will help to lower the workload of members of search committees, especially the chairpersons, and provide them with professional support. Close cooperation between the search committee and the person in charge of active recruitment is a prerequisite. The quality of appointment procedures has improved considerably at the UP over the last 5 years. Through the integration of the Central Equal Opportunity Commissioner in strategy meetings, decentralized Appointment Officers in the faculties, Appointment Guidelines²⁰, and checklists on equality aspects²¹, procedures have now been standardized in accordance with the university contract.²² The checklists and the Appointment Guidelines must regularly be evaluated from a gender-specific perspective. In order to ensure an increase in the proportion of women in areas where they are underrepresented, the university's Equal Opportunity Commissioner has also drawn up a statement on Section 7 BbgHG. The statement clearly defines the legal obligations of committee members during appointment procedures.²³ In order to systematically increase the quality of appointment procedures, including in terms of gender and diversity, and to avoid possible evaluation biases²⁴ of applicants, university staff should regularly undergo training to raise their awareness of these issues.²⁵ Funding for further training from the Female Professors Program III is available for this purpose until 2025. Efforts should be made to expand the Appointment Management team, in particular to digitize appointment procedures using a suitable portal, to expand dual career offers, and to systematically and sustainably incorporate matters of active recruitment into appointment processes.

¹⁹ Research on the topic of gender-specific application behavior: see e.g. TU Munich - Faculty of Economics, Columbia University - Columbia Business School, Harvard University - Harvard Kennedy School.

²⁰ Cf. https://z-wiki.uni-potsdam.de/display/arbeitenanup/Berufungsmanagement?preview=/139035396/181049160/Berufungsleitfaden-ENGL_final.pdf accessed: Sept. 07, 2022

²¹ Cf. https://www.uni-potsdam.de/fileadmin/projects/gleichstellung/Publicationen/Gesetze/Checkliste_LaKoG.pdf, accessed Sept. 07, 2022.

²² Cf. HV III.9 Chancengleichheit und Familienorientierung, p. 6: „Wahrung von geschlechtergerechten Standards bei Auswahl- und Berufungsverfahren“

²³ Section 7 BbgHG stipulates that an increase in the proportion of women must be a goal of all hiring processes, improvements of the pay scale group, and promotions. The situation of people with special family burdens must also be taken into account. As long as there is an under-representation of women in the relevant salary or pay scale group or in positions with supervisory and management responsibilities, applications from women must be actively supported using concrete measures and with the involvement of the Equal Opportunity Commissioner. Furthermore, in this case, female applicants must 1) generally be invited to a personal interview, provided they have the qualifications required for the position (if the number of female applicants is too large, at least as many women as men must be invited to a personal interview), and 2) be given preferential consideration in the case of equivalent suitability, aptitude, and professional performance, unless personal reasons in favor of a male competitor prevail."

²⁴ Research shows the following bias effects, including: *part-time effect*: part-time workers (mostly women) are rated worse than full-time workers; *parent effect*: fathers are rated more positively than mothers and men without children, while women without children are rated better than mothers ('childless bonus'); *excellence effect*: Men are said to perform excellently, women very well.

²⁵ On the need to raise gender awareness in order to prevent the reproduction of gender inequalities at the interaction level cf. Engels, A., Beaufaÿs, S., Kegen N., Zuber, S. (2015): Bestenauswahl und Ungleichheit. Eine soziologische Studie zu Wissenschaftlerinnen und Wissenschaftlern in der Exzellenzinitiative. campus Verlag Frankfurt/New York.), p.26.

Expansion of onboarding program for new hires

The onboarding program for newly appointed professors, many of them first-time professors, sets them up for a good start with regard to everyday university life and the respective working environment. Since its establishment, it has become a sought-after onboarding format and has therefore been made permanent as a coaching service center for new hires within the organizational structure of the President's Office as part of the growing Appointment Management team.²⁶ The introduction to formal university structures that the program provides is particularly important for newly appointed female professors, who often have to assert themselves as the only or one of the few women in a group of men. Having a sound knowledge of university structures is an essential prerequisite for this. However, more attention should be paid to informal structures.²⁷ The aim must be to avoid the exclusion of newly appointed women from informal coordination processes among colleagues, even if they are not necessarily acts of marginalization, but rather largely uncontested practices of communitization. As far as financially possible, the university should examine the extent to which it can further expand the structures for a cultural change that keeps equal opportunity aspects in mind. This includes, for example:

- Expansion of onboarding programs to the decentralized levels of the faculties and establishment of democratic, transparent work and decision-making processes in cooperation with the institutes and the faculties. Open doors can, for example, promote communication among colleagues and hamper 'back-room deal' situations to enable opinion-forming processes between colleagues.
- Orientation Weeks and Welcome Days
- Raising awareness in the Offices of the Dean - for example through further training for leadership
- Raising awareness of how informal networks are affecting universities, e.g. awareness training, coaching, further training for all genders
- Expansion of (academic) leadership training courses
- Female mentor programs
- Intervention options at higher levels: Ensuring easy access to informality: It is the responsibility of the university management to set new standards regarding university culture by introducing participatory negotiation formats.

Expansion of the Dual Career Service and Network

The (personnel) expansion in the area of dual career support was successful and resulted in membership of the Dual Career Network Germany (DCND), and was also included in the current Appointment Guidelines of the University of Potsdam.²⁸ The implementation of gender equality in the science system and the associated challenges are much discussed topics in society. Through standardized procedures, structural working conditions have improved over the last 20 years, especially for women.²⁹ However, it is also clear that women still face greater challenges than their male counterparts, particularly when it comes to balancing professional

²⁶ See also offers at <https://www.uni-potsdam.de/de/berufungen/dual-career-service.html> [accessed: June 17, 2022]. Another success is the Welcome Center (made permanent as part of the International Office in the Division of Student Affairs) with offers for international researchers: <https://www.uni-potsdam.de/en/welcomecenter/preparation/postdoc-gastwissenschaftler>

²⁷ Cf. Wagner, Leonie; Paulitz, Tanja; Dölemeyer, Anne; Fousse, Johannes [2021]: *Jenseits der Gläsernen Decke - Professorinnen zwischen Anerkennung und Marginalisierung: Handreichung für Gleichstellungs- und Hochschulpolitik.*

²⁸ Cf. Appointment Guidelines of the University of Potsdam 2021 -02 - 12 (Intranet): https://z-wiki.uni-potsdam.de/display/arbeitenanup/Berufungsmanagement?preview=/139035396/156205491/Berufungsordnung-UP_eng.pdf

²⁹ Cf. Engels, A., Beaufäys, S., Kegen, N., Zuber, S. (2015): *Bestenauswahl und Ungleichheit. Eine soziologische Studie zu Wissenschaftlerinnen und Wissenschaftlern in der Exzellenzinitiative.* Campus Verlag Frankfurt/New York.

Cf. Gender 2020. *Auf dem Weg zu einer geschlechtergerechten Hochschul- und Wissenschaftskultur*, 2018. https://bukof.de/wp-content/uploads/gender2020_bro-schuere.pdf, accessed: April 1, 2019.

work and care work.³⁰ Overall, these challenges have been given too little consideration in gender equality work over the last ten years, although they are also clearly reflected in the so-called publication gap – and not just since the COVID pandemic. The focus is therefore not only on recruiting female professors to be, but also on the structural improvement of working conditions so that the professorship becomes an (even) more attractive career option in academia. To this end, consideration of time spent caring for family should become more systematic and should be clearly documented, especially in appointment procedures, as should the social and leadership skills of applicants. It remains to be seen to what extent the demands for legal changes that take these criteria into account will be reflected in the amendment to the BbgHG (2023).³¹

Improvement of working conditions

A key aspect when choosing a job is the balance between professional work and care work that can be achieved. Female employees in particular would like greater flexibility with regard to working hours and locations.³² In order to determine the institution-specific and personal needs of women in this area, especially female professors, and to develop sustainable solution strategies to improve working conditions (from which fathers should also benefit), the *Work-Family-Life Balance Steering Committee* should be reactivated, report regularly to the Senate, and introduce compatibility solutions.

Studies show³³ that there is also a gender pay gap among professors. In order to improve working conditions and the university's chances to attract female professors and academics for leadership positions, salary structures in all areas of the university should be examined systematically. As part of the establishment of gender data management, systematic data collection is also being envisaged in the area of personnel statistics – the gender distribution and gender ratios in various areas play a special role here.

Introduction of a female professors' network

Since 2021, an internal university network of female professors (ProfiNet) has been established, which includes an annual conference and peer-to-peer coaching. The network intends to facilitate an exchange of experiences with regard to topics such as networking and opportunities for participation, personnel management, role building and role models, personnel development for young female academics, and active mentoring. The modular network offers are designed and coordinated by the Equal Opportunity Coordination Office in cooperation with the Appointment Management team and Division 1 and supported by external experts.

2. Academic Staff

Over the past ten years, the UP has integrated numerous measures to promote young female academics at the UP. The proportion of women per qualification level has risen steadily since then. However, female early career researchers in their various qualification stages between doctorate, postdoc phase, habilitation, junior research group leader, and a first professorship are still confronted with specific challenges in academia.

³⁰ Cf. results on the gender care gap in: Samtleben, C. (2019): Auch an erwerbsfreien Tagen erledigen Frauen einen Großteil der Hausarbeit und Kinderbetreuung, in DIW Wochenbericht 10/2019.

https://www.diw.de/documents/publikationen/73/diw_01.c.616021.de/19-10-3.pdf accessed: Dec. 19, 2023.

³¹ For more demands see: http://www.lakog-brandenburg.de/files/ugd/99cdee_9172216c444943f28170556149b49e35.pdf, accessed on Jan. 23, 2023

³² This is because, according to recent studies, in addition to their professional (paid) work, they still spend more time caring for others (unpaid) than men do. This often comes with reduced mobility, which frequently leads to women not accepting jobs, converting their full-time jobs into part-time positions, or leaving the institution altogether. In addition, there is also the firmly established culture of requiring on-site attendance in the academic world, which often diametrically opposes women's desire for a better work-family-life balance.

³³ Cf. the results of a study conducted in North Rhine-Westphalia in 2022 on differences in earnings between female and male professors: https://www.mkw.nrw/system/files/media/document/file/-_2022-04-08-pm-gender-pay-gap-vereinbarung.pdf

Factors inherent in the system, such as fixed-term contracts under the WissZeitVG (Act on Fixed-Term Contracts in Science and Academia, e.g. fixed-term contracts via third-party funding), extensive teaching commitments, participation in academic self-governance tasks, and the simultaneous requirement to conduct excellent research and to publish in high-quality journals to an appropriate extent, pose a particular challenge for female academics.³⁴ Statistically speaking, 75% of young academics leave the academic system after completing their doctorate.³⁵ This so-called *dropout*, also known as a *leaky pipeline*, can have a variety of individual reasons for both men and women. In particular, women often cite a lack of or inadequate compatibility of family life and career, the inability to plan in these career paths, and the fact that the doctorate or habilitation qualification phase coincided with starting a family.³⁶ Another possible reason lies in the working environment of female academics: Not every female researcher is in a position of being able to work in a graduate school or similar, where they profit from being integrated and well-connected within the organizational structure. Many of them work as individual Ph.D. students, which often results in limited or no professional and personal exchange. This can lead to delays in the project plan, so that research projects have to be completed after the funding period or the period of employment (as unpaid work). This is often accompanied by a reliance on bridge financing and support. Unsatisfactory supervision constellations with superiors³⁷ can lead to the termination of further qualification projects.

The proportion of female academic staff at the UP amounted to 59% in 2021.³⁸ At the Faculty of Arts, Faculty of Human Sciences, and Faculty of Economics and Social Sciences, it was over 50% in each case. The Law Faculty with just under 42% and the Faculty of Science with a 43% share of women in academic staff member positions are also moving towards a balanced gender ratio³⁹.

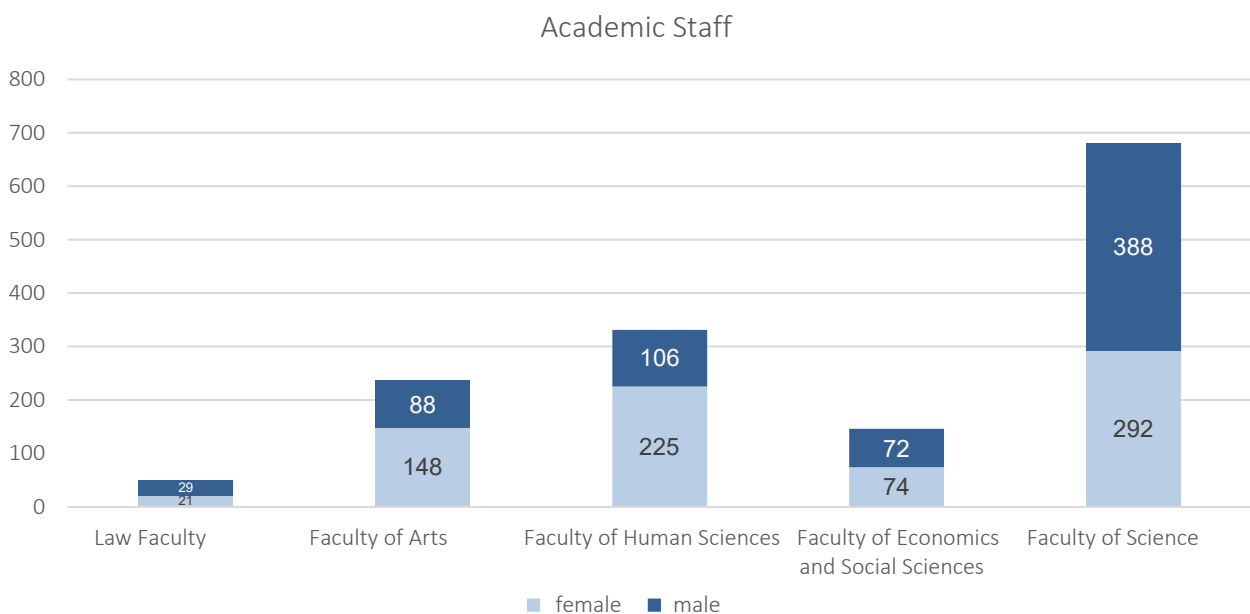


Diagram 2: Academic staff at the University of Potsdam by faculty and gender, financed from own budget/third-party and special funds, reporting date: Dec. 1, 2021.

³⁴ In 2014, the UP therefore passed a Senate resolution stipulating that the employment of academic staff in qualification positions may not be for less than 3 years (cf. resolution S 9/219. - June 18, 2014 (10:0:0)).

³⁵ cf. Gross, C. et al. (2017): *Karrierewege und -perspektiven von promovierten Nachwuchswissenschaftlerinnen und -wissenschaftlern* (Begleitstudie B5) Studien im Rahmen des Bundesberichts Wissenschaftlicher Nachwuchs (BuWiN), p.4. Also, oral statement MWFK, April 2019.

³⁶ *Ibid.*

³⁷ Jahren, A. (2016): *She Wanted to Do Her Research. He Wanted to Talk 'Feelings'*. In: *The New York Times, Sunday Review - Opinion*, March 4, 2016.

³⁸ Academic staff at the UP are differentiated by type of funding, but not by qualification level.

³⁹ Data collected did not offer the gender entry "diverse" as an option. Therefore, there is no data available on people who identify outside the binary gender norms, e.g. trans*, inter*, non-binary.

The proportion of doctorates completed by women⁴⁰ in the period 2011-2021 ranged between 44% (2013) and 50% in 2016 and 2021 for the entire UP. Broken down by subject area, there has been a continuous decline in the proportion of doctorates by women in law since 2011 (decrease from 44% (2011) to 32% in 2018). The proportion of women is currently increasing significantly – in 2021, ten women completed their doctorates at the Law Faculty, which is a share of 53%. During the same period, the proportion of women at the Faculty of Arts fell with slight fluctuations from 57% (2011) to 38% (2018).⁴¹ Since 2019, the proportion of women has increased again to 56% (2021). With fluctuations, but increasing overall over time, the number of doctorates completed by women at the Faculty of Science in 2021 is 51% (2011: 39%). A significant increase can be seen at the Faculty of Economics and Social Sciences: from 30% in 2011 to 44% in 2021. The number of female doctoral graduates at the Faculty of Human Sciences was consistently at least 50%, mostly between 60% and 70%. The following must be taken into account: Not all academics with a doctorate aspire to hold a professorship. The UP has responded to this by expanding its permanent positions concept. However, these positions often lack further training opportunities, resources, or an awareness of the need for a leave of absence. The university must act here, e.g. within the framework of the HR Development Working Group, to establish the key objectives of the HR Development Concept as part of the university culture in all areas of the university and thus to support participation in qualification measures. Examples include the *Teaching Professionals Program* (for university teaching) offered by the Potsdam Graduate School (PoGS) and the *Science Management Program*. The average proportion of women in habilitation projects across all subject groups in the period 2011–2021 is a good 45%, with a marked increase in 2017 (56%) and 2021 (60%).

Expansion of the data basis for the group of early career researchers, for targeted and needs-oriented support

The term "academic staff" covers a large number of employees at the University of Potsdam. Doctoral students, postdocs⁴², junior research group leaders, habilitation candidates, fixed-term employees, and permanent academic staff not aiming for a professorship, etc. are included in this group and sometimes have differing needs with regard to support measures. In order to provide targeted and needs-oriented support, we must record data on the group of academic staff in a differentiated manner so that the individual groups can be clearly separated from each other and analyzed on the basis of data and supported in line with their needs. A Gender Data Management Officer in the Equal Opportunity Coordination Office has been working on a suitable gender data concept since 2022, financed by project funds from the Female Professors Program III.

Expansion of Mentoring Plus

The *Mentoring Plus* program has been making important contributions to the advancement of career and promotion opportunities for women since 2014. To this end, three one-year programs were developed and implemented in cooperation with the Career Service (CS), Potsdam Graduate School (PoGS), and the Equal Opportunity Coordination Office, each geared towards the specific needs of female students, doctoral candidates, and postdoctoral researchers.⁴³ The key components of the program are individual one-to-one

⁴⁰ This includes the doctorates of enrolled doctoral students as well as registered doctorates of doctoral candidates that are not enrolled at the university. Completed doctorates by subject and gender 2011-2018. Source: Office for statistics, as of Dec. 1, 2017.

⁴¹ This is mainly due to the fact that the proportion of women in History, which is otherwise the subject with the highest number of doctorates, is comparatively low, although it fluctuates greatly in some years.

⁴² Postdocs are academic staff, employed on a temporary basis, with a doctorate, having not (yet) completed a habilitation or having already completed a habilitation, experienced researchers with up to 10 years of research experience after the doctorate, excluding periods not relevant to research (cf. Postdoc Concept University of Potsdam, 2010).

⁴³ The CS has incorporated extensive mentoring experience from ESF-funded, Brandenburg-wide alliance project "Mentoring for Women – Shaping the Future Together" (from 2004 to 03/2014) into the development of the program. The program lines for female doctoral students and postdoctoral researchers were expanded by PoGS in ESF-funded initiative "High Potentials – Academy for Postdoctoral Career Development" (from 2015-2018) to meet the needs of specific target groups.

mentoring sessions with experienced specialist and leadership staff, workshops for the (further) development of practice- and leadership-oriented skills as well as events and networking opportunities. The program evaluations show a high need for support with development and implementation of individual career strategies at all three qualification levels. Since 2014, the PoGS offered 12 program cycles for a total of 130 female doctoral students and young female researchers with doctorates from a wide range of disciplines, who have been able to actively and specifically advance their individual career planning and networking as part of the program. In addition, the PoGS sees a high demand from female post-doctoral students, junior professors, and international junior academics, which has led to the integration of an international line in 2020. Nine international mentees have already received support, and the international line will be advertised again in the fall of 2022. In order to meet the high demands of advanced academic qualification and career phases and to improve compatibility with family life and other obligations, there are plans to make the program line more flexible, in particular for female doctoral researchers. Due to staff shortages, however, this cannot yet be realized. The continuation and establishment of the program with a view to a sustainable structural implementation at the university is an essential building block for the long-term advancement of career and promotion opportunities for young female academics at the university and should be examined in more detail by the UP.⁴⁴

Restructuring of the Equal Opportunity Coordination Office's grant program

The Equal Opportunity Coordination Office supports students and early career researchers by providing financial support for the bridging program. Since 2007, the *Equal Opportunity Bridging Program* has provided financial support to a total of 151 female early career researchers and students in the final phase of their studies (as of June 2022). The funding primarily relieves the burden on women on the way to their degree and ensures that qualification projects are not abandoned. In four funding lines⁴⁵ the program primarily supports women through full scholarships for 1-6 months each. Demand was already consistently high when the program was launched, so the program was once again embedded in the Documentation of the equality concept (2013). Approximately 75% of the funding recipients were/are doctoral candidates, 20% students, and 7% postdocs; 52% of the female applicants are mothers; 51% were/are international students or researchers. Despite the consistently strong demand, practical experience has shown that the funding lines, conditions, and selection criteria should be adapted to current conditions and the effectiveness of the grants should be monitored. The grant program was revised in 2022 to improve it. In particular, the website was improved and the application process, selection criteria, monitoring, and evaluation were modified in order to achieve standardization and digitization. Due to the high proportion of international female academics, all information materials and documents associated with the program will also be available in English in the future. The program will be called the Gertrud Feiertag Grant⁴⁶ as of February 2023.

⁴⁴ The DFG also recommends continuing the mentoring programs: "Mentoring programs have proven their worth at universities and non-university research institutions; every new generation can benefit from this form of support. As an important element of individual support, the mentoring programs should be continued and provided with the necessary resources."; cf. research-oriented equality and diversity standards,

https://www.dfg.de/download/pdf/foerderung/grundlagen_dfg_foerderung/chancengleichheit/fog_empfehlungen_2022.pdf ; accessed: Aug. 23, 2022.

⁴⁵ (Graduation funding, completion funding for women doing a doctorate, bridge funding for women who are in the application phase for a follow-up project/research project (doctorate/postdoc) and re-entry funding for women and men who want to continue their qualification project after a family-related interruption of at least 6 months and are aiming for a swift graduation)

⁴⁶ Gertrud Feiertag was born on June 4, 1890, and was an educator. She opened the "Kinderlandheim Caputh" in 1931. After the Nazis seized power on January 30, 1933, the home became the "Jüdisches Kinder- und Landschulheim Caputh" in 1936, offering refuge to up to one hundred Jewish children and young people at times. Thanks to her pedagogical approaches, which were unusually progressive at the time, Gertrud Feiertag managed to create a living space with the children and teaching staff that was characterized by living and learning together. The holistic care of the children, which was influenced by new education approaches, was characterized by a close relationship with nature and a wide range of cultural activities. Nazis raided the house on the morning after the pogrom night of November 9, 1938. In February 1939, the facility had to be closed. On May 17, 1943, Gertrud Feiertag was deported from Berlin to Theresienstadt on the 38th Eastern Transport. From there she was taken to Auschwitz-Birkenau. Her last sign of life dates from the late summer of 1943.

Continuation of the faculties' own funding programs

Some faculties facilitate the promotion of young female academics, explicitly including postdocs. The Commission for Equal Opportunity at the Faculty of Science, for example, awards completion scholarships or financial grants for travel expenses or publications.⁴⁷ At the Faculty of Arts, the Commission for Research and Young Academics decides on funding applications in three program lines: funding for doctoral candidates, young female academics, and projects in the area of "Gender & Difference" (for the preparation and implementation of qualification theses, research projects, and third-party funding applications as well as for career planning).⁴⁸

Financial and personnel support

Young female academics at all qualification levels often hold temporary positions. Many of these women also work part-time for work-family-life balance reasons. However, in order to be able to publish and network at appropriate levels while also working in teaching, academic self-administration, and on their own research, female academics need financial and personnel support for their research endeavors and activities, especially in this phase of their academic careers. This includes the promotion of stays abroad (support for international mobility), the recruitment of additional assistants for research and transfer of knowledge to society, as well as the provision of material resources.⁴⁹ Reducing the teaching load of fixed-term employees in particular⁵⁰ and, in connection with this, calling for applications for teaching-only positions or the hiring of assistants are suitable measures. Funding for these measures is secured through the Female Professors Program until 2025. This practice should be expanded and adopted at faculty level. Temporary employment opportunities for female academics with fixed-term positions should be examined and, if necessary, financed via a pool. At the central level, the intention is to discuss suitable instruments as well as further funding, e.g. through the PoGS, as part of the Higher Education Development Plan.

Excellence and profile building through open topic calls and funding for innovative special research

To support early career researchers, the Division of Planning, Statistics, and Research Affairs developed three program lines at the university as flexible instruments that use non-earmarked funds without a predetermined funding distribution target: 1.) individual funding (financial support for third-party funding activities through travel, conference, publication, and training costs, etc.), 2.) third-party funding bonus (boosting of primary funding of acquired third-party projects – up to 50% of the program's lump sum funding), 3.) postdoc bridge funding (financial bridging of review periods of up to 6 months, 50% of the TV-L 13 collective labor agreement salary).

Due to its potential for the promotion of women, the unique Open Topic Postdoc Program should be continued: Following an international call for proposals in 2018, a total of 16 additional postdoc positions were created and filled for three years; only 5 of the 16 postdocs were female. For this program line, the UP has issued an open call for proposals for the early postdoc phase. Among other things, this facilitates the promotion of innovative special research, which can be an effective gender equality measure. In order to make it more attractive for young female academics to remain in the academic system, this funding can contribute

⁴⁷ Cf. <https://www.uni-potsdam.de/en/mnfakul/the-faculty/boards/commission-of-equal-opportunity>, accessed: April 1, 2019

⁴⁸ Cf. <https://www.uni-potsdam.de/de/philfak/forschung/foerdermoeglichkeiten.html>, accessed: April 1, 2019.

⁴⁹ e.g. for conferences, research costs, publications in general and cooperatively (to finance exploratory meetings, workshops, travel costs for international guests, research stays for international postdocs, etc.).

⁵⁰ There is an interesting case study in the EIGE toolkit Gender Equality in Academia and Research (p. 41) by the University of Southern Denmark - "Teaching-free period when returning from parental leave". Parents are offered a reduction in their teaching load after at least 6 months of parental leave in order to create incentives for women and especially men to split parental leave more equally and to promote a better work-life balance, especially in the first few years after the birth of a child. cf. <https://eige.europa.eu/gender-mainstreaming/toolkits/gear/teaching-free-period-when-returning-parental-leave-dk>.

to the overall excellence and profile of the university. From 2023, this type of funding should become a focus again. Studies show that female academics often look for specific research topics. The reasons for this may be structural and individual: male-dominated and thus often androcentric research environments, predetermined or thematically inflexible research tasks, outdated employment structures (which prevent an optimal balance between gainful employment and care work). The effect of this often involuntary special research is quite positive for science itself: the spectrum of research topics becomes broader, the research landscape more diverse, and research more innovative⁵¹.

Gender consulting for research projects with gender and diversity awareness

Successful work in DFG-funded Collaborative Research Centers and Research Training Groups in particular requires cooperation approaches with awareness for gender and diversity – not least in international research teams. To this end, awareness work must be expanded and further developed as part of gender consulting. Framework conditions such as multilingualism, research stays abroad beyond well-regulated campus structure, or research in confined conditions require an awareness of the potential for conflict and discrimination and correspondingly clear codes of conduct for how to deal with one another. In this way, the potential for bullying or even discrimination, whether conscious or unconscious, based on gender or other distinguishing features can be prevented. Pregnancy and (impaired) health are also important topics that should be considered in the team and under junior research group leaders' responsibility – if possible, before research projects even begin.

3. Staff in Administrative and Technical Services

The employees in administrative and technical services (ATS) form an important part of the UP's workforce and play a significant role for the success of the university – acting as a “support system for science and academia”. In particular, university secretariats dominated by women are a key pillar of the academic system. Good scientific work is only possible on the basis of professional administrative work. In order for the university's core tasks to be fulfilled, the recruitment and long-term retention of well-trained staff members for administrative tasks, who underwent thorough onboarding, is of great importance.⁵² As an employer, the UP is aware of this resource and undertakes measures to promote the job satisfaction and motivation of its administrative staff.

Non-academic staff at the University of Potsdam work in the central administration, the central and scientific institutions, and in the faculties. In 2021, a total of 1143 people are working in non-academic areas at the University of Potsdam, financed via the UP budget, special and third-party funds. Of these, 747 are female (65%). 29% of non-academic staff work part-time, 79% of whom are female. This means that women in particular are opting for a reduction. There are many reasons for this, but they are not statistically tangible as no data is collected in this area.

⁵¹ For instance: In 2018, the UP Innovation Award went to a research group of three women working on the niche topic of *dog food made from mealworms*. Their research gave rise to the successful start-up company TeneTrio, whose mission is to develop more sustainable pet food. In 2022, two female postdocs from the University of Potsdam were awarded the Brandenburg Postdoc Award and the State Teaching Award. The cognitive scientist Dr. Mireia Marimon Tarter was honored for her research on language acquisition in children. Political scientist Dr. Kerstin Reibold received the State Teaching Award for her seminar "No Refuge - Border Regimes and Refugee Rights". <https://www.uni-potsdam.de/de/medieninformationen/detail/2022-11-25-doppelt-ausgezeichnet-landeslehrpreis-und-postdoc-preis-gehen-an-die-universitaet-potsdam>

⁵² Cf. bukof policy document: Handlungsempfehlungen für mehr Entgeltgerechtigkeit und faire Arbeitsbedingungen in Hochschulsekretariaten, available online at: <https://bukof.de/wp-content/uploads/20-09-15-Positionspapier-Entgeltgerechtigkeit-und-faire-Arbeitsbedingungen-in-Hochschulsekretariaten-1.pdf>

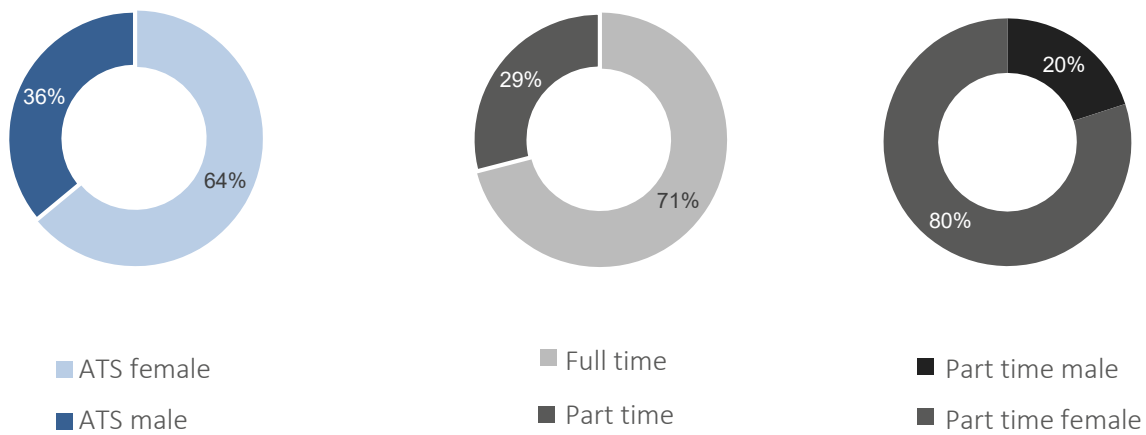


Diagram 3: Employees in administrative and technical services (ATS) financed from UP budget/third-party and special funds by gender; by working time, by working time and gender, reporting date: Dec. 1, 2021.

Science support staff are paid according to the collective bargaining agreement for the public service of the federal states (“Tarifvertrag für den öffentlichen Dienst der Länder” TV-L) in salary groups E1 - E15. Remuneration varies greatly depending on the position and job description. The most frequently filled positions can be assigned to salary groups E6 and E9 – 80% of the people in these salary groups are female. In the higher-paying E13-E15 groups, the proportion of women is high at around 66%, which is a good sign. The proportion of women among administrative and technical staff at the university is high compared to other status groups. It should be noted that there are strong gender-specific differences in the individual departments. This must be realigned with suitable measures, and people from the lower status groups in the assistance sector must also receive support.

Increasing the proportion of women in working the area of technology in central institutions and central

Employees in technical services at the University of Potsdam work in central administration, the central and scientific institutions, and in the faculties. It is interesting to note that the technical staff in the faculties have equal gender representation. In the central institutions and central administration, e.g. IT, university facility management, even in the trainee area, the proportion of women is low at 21%. The proportion of women in this area should be increased in the coming years through appropriate measures. Suitable measures could include adapting job advertisements so that people of all genders are addressed. Suitable non-male employees should also be actively sought in this area. In particular when selecting trainees in the fields of (specialist) IT, system integration, and media and information services.

Establishment of a female secretaries’ network

At 78%, the administrative staff financed by the UP’s budget is mostly female. The establishment of a so-called female secretaries’ network is intended to work towards an improvement of working conditions for employees in the ATS sector. Many universities across Germany are already networking office management staff with the aim of boosting each other up in the fight for recognition of their work, which is often undervalued due to stereotypical role assignments, not only in terms of collective bargaining agreements. The need for differentiated qualifications as a prerequisite for increasingly demanding fields of activity and thus justification for higher pay must also be emphasized here. Office managers must be taken into account in the (further) development of new forms of division of labor and cooperation.

Equal pay check

In accordance with Article 23 of the European Charter of Fundamental Rights⁵³, fair pay must be guaranteed. Universities must also ensure that the principle of equal pay for equal work or work of equal value is implemented for women and men. A transparent and successful equal pay policy increases the satisfaction, motivation, and performance of female and male employees. Equal treatment increases motivation and reduces absenteeism; disadvantages in terms of pay, on the other hand, require energy, lead to disappointments, and increase absenteeism and the fluctuation rate – even if the dissatisfied employees do not immediately take legal action. A review of the gender equality of pay at the UP, particularly in low and predominantly female-dominated income levels, should be examined.

4. Gender Equity in Human Resources Development

Since the university was founded, a wide range of measures for university staff have been established in the area of Human Resources Development. These include events on interdisciplinary skill development, networking opportunities, coaching, mentoring, and appraisal interviews between employees and their supervisors. Since November 2012, the university has been participating in the European initiative *Human Resources Strategy for Researchers (HRS4R)* for quality assurance in HR management for academic employees.⁵⁵ With the action plan drawn up for this purpose, it was the first university in Germany to be awarded the EU seal of *Human Resources Excellence in Research*.⁵⁶ In March 2022, the “HR Excellence in Research” seal was renewed. At the same time, the UP has adopted an OTMR strategy⁵⁷ and is thereby committing to open, transparent, and merit-based recruitment for all personnel groups at the university, including the academic staff. As a competitive research university on an international scale, we consider it our responsibility, in particular, to ensure transparency and equal opportunities in selection procedures for the recruitment of professors and postdoctoral and doctoral researchers.

The HR development measures were designed, implemented, and continuously improved by the faculties, the PoGS, and the Center for Teaching Quality Development in cooperation with the *Study Quality Network Brandenburg (Netzwerk Studienqualität Brandenburg)* and in Division 3’s HR development unit. The central management of the measures is the responsibility of the HR Development Working Group under the direction of the UP’s Chancellor. All relevant departments are represented in the working group, as well as the Representative Body for Disabled Employees and the Central Equal Opportunity Commissioner. Since 2017, the working group has successively developed a holistic HR development concept using a SWOT analysis⁵⁸ with targets and measures for the university. Equal opportunity, family friendliness, and diversity are key objectives of the HR development concept and are formulated as cross-cutting issues. An important component of HR development for female academics is the university's own program for junior professorships with tenure track, the mentoring programs at the central administration level (Mentoring Plus) and in the faculties (JurMeP in the Law Faculty); in addition, workshops and courses of the PoGS (e.g. for further qualification in higher education didactics as part of the award-winning Teaching Professionals Programs and offers for continuing education in science management) as well as the newly founded, federal state-wide *Postdoc Network*

⁵³ European Charter of Fundamental Rights, Art. 23: "Equality between women and men: Equality between women and men must be ensured in all areas, including employment, work and pay. The principle of equality shall not prevent the maintenance or adoption of measures providing for specific advantages in favour of the under-represented sex." Available online at: https://www.europarl.europa.eu/charter/pdf/text_en.pdf

⁵⁵ Cf. <https://www.uni-potsdam.de/en/arbeiten-an-der-up/international-projects/hrs4r>

⁵⁶ Cf. <https://www.uni-potsdam.de/en/arbeiten-an-der-up/international-projects/hrs4r>, accessed: April 13, 2023.

⁵⁷ https://www.uni-potsdam.de/fileadmin/projects/arbeiten-an-der-up/Dokumente/2021-07-21_OTM_R_policy_UP_English.pdf

Brandenburg, which is coordinated by the PoGS.⁵⁹ Other key measures concern the area of personnel recruitment and aim to improve the university's position as an attractive employer in the competition for the best minds. In this context, the web project *Working at the UP* was also initiated, with which the university is creating an information pool for its employees and interested parties, thereby strengthening its image as a modern employer.

Due to the coexistence of centralized administrative and decentralized faculty structures, the greatest challenge and, at the same time, the greatest opportunity is the institutional transformation towards a common work culture. The conception of a holistic package of needs-based measures that takes the different status groups into account is also relevant. In the future, topics such as the recruitment of young talents, especially women in scientific management positions and areas in which they are underrepresented, must be given further attention. Furthermore, ways to tackle the generational change, international networking, and equal opportunity must become an even greater focus of HR development.

Academy for Continuing Education

Since 2021, the Equal Opportunity Coordination Office has been setting up a Continuing Education Academy for Equal Opportunity in Academia for employees and students of the University of Potsdam. This is funded by the Federal Ministry of Education and Research's Female Professors Program (until 2025) and aims to provide target group-specific, needs-oriented, and innovative services to pave the way for more women to become professors and to enable them to remain in academia. To this end, a wide range of workshops and lectures are offered to empower female academics and to raise awareness of anti-discrimination, equality, diversity, and biases among people with management and disciplinary responsibility and those involved in personnel selection processes (e.g. search committees for professorships or other job openings)⁶⁰.

Expansion of leadership qualification measures

Academic staff in leadership positions with disciplinary responsibility usually work with large, diverse, and international teams. To ensure a successful working environment, awareness-raising measures for academic managers at the University of Potsdam must be expanded, especially for appraisal interviews. Awareness-raising measures and continuing education efforts on the topics of equal opportunity, diversity, and family orientation should continue to be offered to leadership staff in the form of events, discussions, and/or training courses. Since 2022, Human Resources Development has been continuously offering management training in administration.

Expansion with regard to conflict management

A conflict management concept has been in place since 2014, which is coordinated by the Equal Opportunity Coordination Office. In 2021, conflict counseling at the UP was under a revision process. The University of Potsdam's advisory and counseling services for students and employees have been listed in full as part of the web project entitled "A University Free of Discrimination". People affected by conflict now have an overview of existing counseling services within and outside the university. In addition to the traditional advisory services

⁵⁸https://www.uni-potsdam.de/fileadmin/projects/forschung/docs/Tenure-Track-Modell/thema_2/Personalentwicklungskonzept.pdf

⁵⁹ The four Brandenburg universities have founded the network for the career development of researchers with a doctorate and are thus tackling the issues of working out new synergies in the promotion of young researchers, taking into account the respective strengths of the universities, and of working together to permanently anchor these synergies within each institution. The special structure of Brandenburg's higher education landscape is being utilized to establish a model for the promotion of young talent at federal state level, which is the only one of its kind in Germany.

⁶⁰ Click here for a detailed description of the pilot project: <https://www.uni-potsdam.de/de/gleichstellung/weiterbildungsakademie-fuer-chancengleichheit-in-der-wissenschaft>

provided by the Equal Opportunity Commissioner and Officers, the Service for Families (SfF), the Office of Student Affairs, or the Human Resources Division, those seeking advice can also contact the Counselors for Conflict Management (“*Vertrauenspersonen*”). Since 2014, those appointed as Counselors for Conflict Management have been supporting both students and employees in conflict situations. The concept used for these counselors was revised in 2022. Even more contact persons⁶¹ from different areas of the university are now available for conflict counseling. A Code of Conduct has been drawn up for the work of the Counselors for Conflict Management⁶² to set out the principles of their work (independence, neutrality, confidentiality, respectful conduct). The counselors receive regular training in continuing education courses. This offer is being expanded. Due to international growth at the university, conflict counseling should be expanded to include the target group of international students and employees. For example, the university aims to recruit counselors speaking a variety of languages. Documentation processes for consultation cases also need to be expanded. The Equal Opportunity Coordination Office is working on a tool for the standardized documentation of consultations. This is to ensure that documentation is consistent and clear. The documentation is intended to provide an overview of how many consultations are carried out by which offices on which topics. As a result, the requirements and training courses are to be adapted.

Expansion of networking opportunities

In the future, more networking opportunities are to be offered for academic staff, since female academics can be recruited in a targeted manner via networks and professional associations. Special attention should be paid to the targeted promotion of women as speakers for academic events at the University of Potsdam.

IV. Gender and Diversity Equity in Studies, Teaching, and Research at the University of Potsdam

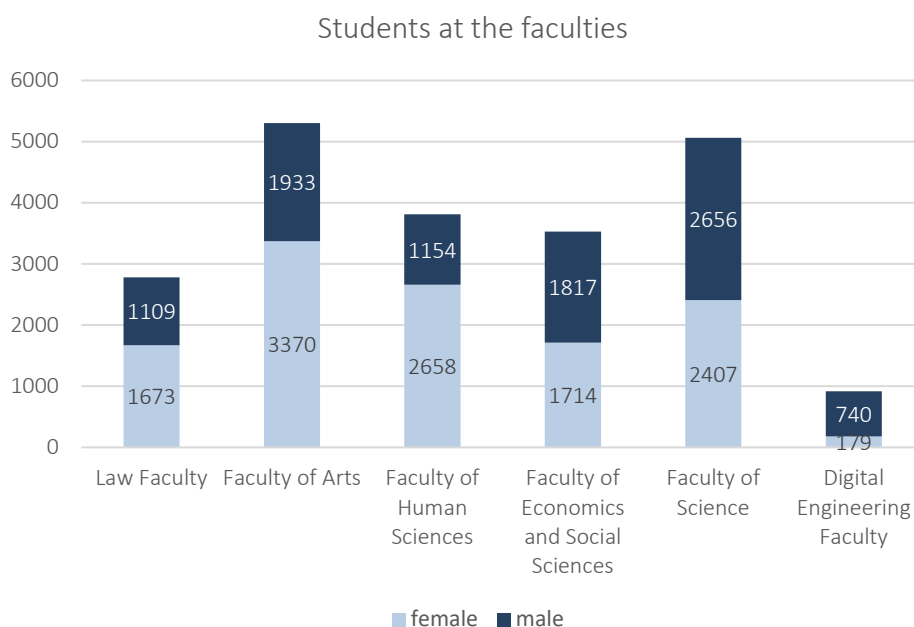
1. Students at the University

The University of Potsdam offers a broad selection of undergraduate bachelor's degree programs and a multifaceted range of research- and application-oriented master's degree programs. Teacher training is another focus of studies and teaching at Potsdam's alma mater, alongside the Law program leading to the First State Examination in Law. There are currently 20,800 students at the University of Potsdam, 55.8% of whom are female. Compared to the previous year, the number of students has fallen slightly after having risen steadily in recent years. Since 2020, it has been possible to select the gender options “diverse” and “not specified” when registering for university studies. In the winter semester 2021/22, 12 people chose the gender option “diverse” and 13 people selected “not specified”. Undergraduate bachelor's degree programs in around 11 different disciplines and a steadily growing range of master's degree programs (approx. 24 disciplines, also in English) aim to attract students for university studies in the natural sciences. The associated research focuses, as well as the cooperation with numerous non-university research institutions in the Potsdam area, also open up attractive scientific career prospects in the STEM field after graduation. In recent years, the proportion of female students at the UP has risen steadily overall. The steady increase in the number of female students in STEM subjects should be emphasized here, which is due to the wide range of STEM courses on offer, particularly in computational science, IT systems engineering, and combined computer science courses (geoinformatics, business informatics, and bioinformatics). The number of female students at the University of Potsdam is high, but there are strong subject-/faculty-specific differences. At 70 %, the proportion of women is highest in the Faculty of Human Sciences. The proportion of female students at the Faculty of Human Sciences is particularly high in the subjects Patholinguistics (157 students, 97% of whom are female) and

⁶¹ <https://www.uni-potsdam.de/en/discrimination-free-university/confidants>

⁶² https://www.uni-potsdam.de/fileadmin/projects/diskriminierungsfreie-hochschule/Dokumente/Confidants_Code_of_Conduct.pdf

Primary School Teacher Training⁶³ (1,019 students, 90% of whom are female). In contrast, the proportion of women at the Digital Engineering Faculty is 19%. There are particularly few women enrolled in the master's degree programs IT Systems Engineering (225 students, 12% of whom are female) and Cybersecurity (42 students, 12% of whom are female).



Students by gender at the faculties of the University of Potsdam, winter term 21/22

Good study and learning conditions, structured, gender-sensitive career preparation opportunities for women (e.g. subject-specific and interdisciplinary mentoring programs) as well as the inclusion of gender and diversity topics within the various degree programs (e.g. through additional certificates) have been key issues to date and will continue to be pursued by the UP in the future. The impact of the measures is to be evaluated even more closely in the future, particularly with regard to new degree programs. This includes the systematic tracking of male and female graduates over time – especially in the STEM fields. Based on the situation and deficit analysis, the aim is to increase the proportion of female students in areas in which they are underrepresented (below 40%) within the next 5 years (by 2025) and to maintain the proportion of women in subjects in which they are already equally represented. Associated Measures:

Expansion of offers for women at the DEF

Various measures need to be taken to increase the number of female students at the DEF. The decentralized Equal Opportunity Officers at the DEF have developed concepts in recent years, specifically with the aim of retaining enrolled female students. Advice and networking meetings were offered for female students, and an FQ Lounge was set up as a place to work or meet. The faculty also offers many opportunities for school students, such as Girls' Day, the "Schülerkolleg" for high school students, or programming courses for first-year students⁶⁴. The establishment of a mentoring program for students at the Digital Engineering Faculty should be considered. A mentoring program would promote role models, support for and visibility of female students. In addition, the "Women in tech" event series promotes a format that strengthens women as role models in the industry.

⁶³ Primary school teacher training is subdivided into the subjects German, Maths, Social Studies, Physical Education, and Inclusion. Source: BI system.

⁶⁴ See also the website of the decentralized Equal Opportunity Officers <https://www.uni-potsdam.de/en/digital-engineering/faculty/gender-equality-officers>

Expansion regarding the additional certificate in Interdisciplinary Gender Studies

The University of Potsdam offers students the opportunity to obtain an additional certificate in Interdisciplinary Gender Studies as a supplement to their main degree program. With the certificate, students have the opportunity to improve and broaden their employability through additional gender and diversity competence. The certificate is intended to provide students with the necessary skills and methods enabling them to make scientifically sound judgments, to critically classify their findings, to proceed in a planned manner when working on tasks, and to be reflexive with regard to gender equality.

The analysis of gender relations or the relevance of intersectional diversity approaches cannot be considered as closed subject areas of a single discipline. Rather, there are points of intersection with many academic disciplines. The additional certificate enables students to attend tutorials, seminars, and lectures in a wide range of academic departments at the University of Potsdam and beyond, and to receive credit points (CP) for three modules. The additional certificate comprises a total of 18 CP. 130 students are currently completing the certificate in addition to their studies. This figure has doubled in the past two years. In order to further increase the awareness for and appeal of the certificate, we are constantly working on expanding the range of courses on offer so that students can choose from among a wide range of subject areas. The additional certificate is currently managed by the Equal Opportunity Coordination Office.

2. Gender Equity in Teaching and Research at the University

Diversity-oriented teaching is inclusive and aware of potential discrimination and bias. It takes into account the diversity of students and the associated barriers and disadvantages and tries to create a good, stimulating, and appreciative learning environment for everyone. For example, as teachers, it is important to use language that reflects awareness of discriminatory issues⁶⁵ in courses and to promote an active approach to possible discrimination cases. A comprehensive approach to diversity-aware teaching must take several fields of action into consideration: ranging from the (self-)perception of teachers, the choice of teaching content and teaching/learning methods, communication, and interaction to performance assessment and framework conditions. With regard to research at the University of Potsdam, diversity-oriented points of intersection can be found in various projects, for example in the Center for Citizenship⁶⁶, Social Pluralism and Religious Diversity, in the Center "Language - Variation - Multilingualism"⁶⁷, or in the Human Rights Center⁶⁸. Further measures must be developed and continued in the coming years to expand gender-equitable teaching and research.

Expanding research on gender and diversity

Subject to further increases in funding, the university will consider the establishment of a new professorship with the full denomination of Interdisciplinary Gender and Queer Studies when expanding research projects in order to actively shape the current social gender discourse. This also includes the systematic expansion of the *Interdisciplinary Gender Studies Network* and the coordination of the additional certificate of the same name⁶⁹. Based on a call for applications, a rotating guest professorship is to be awarded once a year to outstanding academics from abroad in the field of interdisciplinary women's* and gender studies. The aim of the professorship is to expand the range of courses offered as part of the highly sought *additional certificate*

⁶⁵ <https://www.uni-potsdam.de/en/discrimination-free-university/information-and-material/diversity-sensitive-language>, accessed on: Sept. 7, 2022

⁶⁶ <https://www.uni-potsdam.de/en/centre-citizenship/>, accessed: Sept. 7, 2022.

⁶⁷ <https://www.uni-potsdam.de/en/svm/>, accessed: Sept. 7, 2022.

⁶⁸ <https://www.uni-potsdam.de/de/mrz/>, accessed: Sept. 7, 2022.

⁶⁹ The additional certificate in *Interdisciplinary Gender Studies* has been in existence since 2005. It has been a permanent part of the study regulations on "Studiumplus" since 2013 and has thus become a certified key competence in many degree programs. Until 2017, advising for students was coordinated by the Chair of Gender Sociology; with the retirement of the post holder, coordination was temporarily transferred to the Equal Opportunity Coordination Office.

in *Interdisciplinary Gender Studies*, to facilitate the transfer of knowledge into specific research projects, and to contribute to the internationalization of the university as a whole. The visiting professorship will bear the name of mathematician Maryam Mirzakhani in her honor.⁷⁰ Funding is provided by project funds from the Female Professors Program and is available annually until 2026.

Expansion of continuing education opportunities

Further training courses are periodically implemented for teaching staff on topics such as "gender-aware teaching" or "racism-critical teaching". The measures were developed in a working group as part of the Stifterverband's "Shaping Diversity" auditing process and made permanent after the audit process was completed. The measures are supported by the diversity strategy and will be further expanded in the coming years.

Interdisciplinary lecture series

The Equal Opportunity Coordination Office organized a lecture series in winter semester 2021/22 with the topic "Geschlechter in Ordnung"⁷¹. Renowned scientists were recruited for the event, resulting in a varied and highly informative lecture series. The lecture series has been very well received by the student body – there is a clear interest in the academic study of gender and gender-related topics. The aim is to close this gap with recurring lecture series.

Gender-aware interaction with participants in (psychological/medical) research

In psychological and medical research in particular, gender specifications are increasingly being recorded in addition to common variables such as a person's age. However, this is often done without a concrete explanation as to why gender is being surveyed at all and what information it is supposed to reveal as part of the research. A first step towards gender-aware research is therefore not to record gender in the first place if there is no justification in the research project or, if there is, not to record it in binary terms. Specifically, researchers can be trained on how to incorporate issues of equal opportunity and diversity into research concepts and design, how to use unprejudiced language, and how to specifically address gender and sexuality: The German Research Foundation (2022) has also emphasized the relevance of gender diversity and intersectionality in a statement and has also published a checklist for researchers in which they can check the extent to which their research projects are gender-related and which points must be taken into account as a result (Deutsche Forschungsgemeinschaft, 2020a, 2020b)⁷².

V. Gender Equity in Leadership Roles and University Governance

1. University Management

There are currently two women on the Executive Board of the UP, meaning that it has had equal representation since 2022. In comparison: the proportion of women in university management has increased nationwide from 8.3% on average (1996) to 22.9% (2021). In 2021, the proportion of women in leadership positions at the UP's Office of the President was 29% (2008: 40%, 2013: 33.3%). The overall proportion of women among the deans is 14%, and 18% among the assistant deans.

⁷⁰ Maryam Mirzakhani (1977-2017): mathematician, first female winner of the prestigious Fields Medal (2014), professor at Stanford University.

⁷¹ <https://www.uni-potsdam.de/de/gleichstellung/veranstaltungen-und-aktionen/ringvorlesung>, accessed: Sept. 7, 2022

⁷² https://www.dfg.de/download/pdf/foerderung/grundlagen_dfg_foerderung/vielfaeltigkeitsdimensionen/checkliste_en.pdf

2. Boards and Committees

Boards and Committees are working on decision-making, informational, advisory, and implementation tasks. They also see it as their responsibility to actively represent the interests of the university and thus of as many employees and students as possible. For this reason, the participation of women from all status groups in boards and committees is an important indicator of equal opportunity at a university. More diversity in committees allows for a broader perspective and expertise and thus favors the emergence of high-quality and intersectional decisions for the respective institution and for the university as a whole.

The participation of women in committees is relevant for university leadership and all university members: The appointment of women to leadership positions also enables women to participate in strategically relevant policy decisions at the university and thus actively shape university development at the central and decentralized level. Greater participation of women in committees can be achieved if the conditions for participation and compensation issues are addressed at the university and clearly regulated by means of effective management instruments. To date, no (suitable) management instruments have been developed that would make the work in such committee positions attractive at the central and decentralized level. Women continue to make little or no use of their participation rights for structural, career-related, and/or individual reasons. The opposite can also be the case, when women would virtually have to be in two places at once to fulfill several committee tasks due to a lack of female colleagues and are therefore often burdened by a multitude of responsibilities. This situation can be exacerbated if they have to care for children and/or relatives in addition to their gainful employment.

According to the Brandenburg Higher Education Act, participation in the self-administration of the university is one of the rights and duties of all university members. The federal state law also stipulates that the proportion of women with voting rights should be at least 30% (target requirement).⁷³ The proportion of women on boards and committees at the UP is at 45% in 2022. This is an improvement compared to 2013 (33.5%), but a closer look at the specific committees reveals the need to do more to ensure gender parity (see Appendix, Tab. A5). At the decentralized level, the proportion of women in the faculty councils has risen significantly over the last 10 years to just under 50% and is now equal (2008: 28.1%, 2013: 26.3%).

Changes must be made in the coming years to increase the proportion of women on selected committees and in leadership positions and to improve gender equality policies at universities.

Establishment of a working group to increase the attractiveness of committee work

Making participation in committees more attractive also has an effect on the equal participation of the genders in university self-administration. The University of Potsdam's Commission for Academic Affairs has already submitted a proposal to set up a working group to promote involvement and participation in academic committees and academic self-administration.⁷⁴ In 2021, the proportion of women in each of the university departments was over 50%: 51% among academic staff without a professorship, 78% in administration, and 57% among students. These figures show that there are many women in various departments who can participate in university self-administration. Committee activities are tied to elections. Interested women are indeed given the opportunity to stand for election at regular intervals. The real question is how committee work can be made fundamentally more attractive, adapted to the needs of academic careers, promote women's careers, and how to compensate for it in case multiple responsibilities collide. Approaches could include strengthening formal communication; expanding the range of information on committee work, content, objectives, and members; and improving the acceptance of committee work through process-oriented individual coaching as part of interdisciplinary HR development, as well as compensation models. Possible

⁷³ cf. Brandenburg Higher Education Act (BbgHG) Section 61 (1) and (2).

⁷⁴ Commission for Academic Affairs of the University of Potsdam on June 22, 2022: Motion to establish a working group to promote involvement and participation in academic committees and academic self-governance

compensation could consist of the payment of bonuses, the reduction of teaching duties, and/or the hiring of graduate assistants to support teaching operations. For students, one incentive strategy could be the crediting of ECTS points for committee activities.⁷⁵ In 2020, the Honorary Appointments Working Group was established, which focuses in particular on the interests of students who participate in committees. The working group will discuss the extent to which professors, staff, and students can be motivated and supported to become more involved and participate in academic self-governance committees. Among other things, the current reductions in work obligations for work in academic self-administration are to be taken into consideration.

Establishment of a female deans' program

In order to promote women in academic leadership positions at the university in particular, a female deans' program is to be established. In a peer mentoring approach, coupled with awareness-raising and further training opportunities, female academics are to be familiarized with leadership tasks in middle and senior management at the university at an early career stage. With concepts of shared leadership and role models, tasks to be fulfilled within the offices of the dean can be gradually introduced and transferred in a structured manner during the generational change. This can also sustainably increase the proportion of women on executive boards.

Structural changes to the Commission for Equal Opportunity (CGK) through integration of diversity

In 2022, the Senate Commission for Equal Opportunity (CGK) decided to restructure in favor of its own diversity orientation. According to Article 15 (4) of the UP's Basic Regulations, the CGK is "responsible in particular for implementing the legal mandate for the actual equality of women and men and for eliminating existing disadvantages for women at the university. It works towards the compatibility of career, studies, and family, supports the Equal Opportunity Officers in the implementation of the university's Equal Opportunity Concept, and initiates measures for the advancement of women as well as teaching and research projects on women's and gender studies. The President, the central Equal Opportunity Commissioner, each faculty, the central university administration, and the central institutions each appoint one member of the CGK; the students appoint two members. A substitute shall be appointed for each member. The participation of the decentralized Equal Opportunity Officers and the participation of men shall be sought. The commission is chaired by the central Equal Opportunity Commissioner. With a view to equal opportunity and intersectional equality work at the University of Potsdam, the responsibilities of the commission will be expanded to include tasks and fields of action for the prevention and elimination of disadvantages based on ethnic origin, gender, religion or ideology, disability, age, sexual identity, or for racist reasons⁷⁶.

Establishment of an Equal Opportunity Council

An Equal Opportunity Council will be established in 2022 in addition to the Commission on Equal Opportunity. Members of the Equal Opportunity Council are all Equal Opportunity Officers and Commissioners at the University of Potsdam and their deputies and, if applicable, reserve members. The Central Equal Opportunity Commissioner is the head of the Equal Opportunity Council, which meets every two months. The new committee prepares resolutions for the CGK and deals with issues relating to regular equality work. In addition, a framework is created for confidential discussions about (problems in) search committees for professorships, personnel selection processes, and/or counseling cases.

⁷⁵ Currently in progress

⁷⁶ Current composition of the CGK <https://www.uni-potsdam.de/de/senat/kommissionen-des-senats/cgk>

VI. Work-Life-Family Balance and Organizational Culture at the University of Potsdam

The University of Potsdam is committed to being a diverse and multifaceted university. This is reflected in the organizational structure and the handling of work-life-family balance issues in research and teaching, as well as administrative and technical services. In recent years, various measures have increased the visibility of the cross-cutting issues of equality, but also gender equity, diversity, and anti-discrimination – and further expansion is ongoing.

1. Recognition of Gender Diversity

Gender diversity is a reality. Trans, inter, and non-binary (=TIN) people are part of the student body and staff and their concerns are taken seriously. TIN persons should be guaranteed access to education and their everyday university life is to be made easier on an equal footing. The aim is to establish a university culture in which the recognition of diversity and anti-discrimination stand side by side and in which participation of everyone in society is promoted. The premises of a gender-inclusive culture are conceived intersectionally and are also designed to make everyday student and work life at the university easier for other groups. Gender diversity is implemented at all levels in line with the recommendations of the Federal Conference of Women's Representatives and Equal Opportunity Officers at Universities (bukof) "Recommendations for action regarding gender diversity at universities"⁷⁷. Since October 2022, it has been possible to change the first name and gender entry at the UP⁷⁸. The UP is making efforts to take the needs of TIN persons into account and ensure respectful treatment. It endeavors to change the first name and gender entry of trans*, inter* and non-binary students and employees quickly and without barriers. In a resolution passed by the Executive Board of the University of Potsdam, a differentiated procedure for the change of first name is carried out according to an assessment of the legal situation: A distinction must be made between the use of the chosen (not yet) officially changed first name and gender entry in internal university matters within the framework of self-administration and the use in official matters with external effect and for the fulfillment of public tasks.

Change of first name and change of gender entry for trans, inter* and non-binary students and employees at the University of Potsdam*

The University of Potsdam allows the use of the chosen (not yet) officially changed first name and gender entry in internal university matters. This also applies if legal proceedings for a change of first name and, if applicable, civil status have not yet been completed or are not being or cannot be sought. The prerequisite for this is credible proof, e.g. through the supplementary ID card of the German Society for Transidentity and Intersexuality (dgti). If an official change and thus a complete change of name has been requested but is still pending or has already been completed, then there is no distinction between internal and external matters. The change of first name is then possible in full. In matters with an external effect and for the fulfillment of state tasks, a person must be clearly identifiable according to the legal situation, so that only the use of the official name is indicated, also in the interest of name stability. In practice, this means that the self-chosen name will not be used in matters with an external impact for the time being. When the Self-Determination Act comes into force (expected summer 2023), there may be changes to the first name change procedure at the University of Potsdam. As far as possible, the university refrains from using gender in salutations and on degree certificates. Students can change and adapt their gender entry independently in the relevant portals (e.g. PULS).

⁷⁷ https://bukof.de/wp-content/uploads/22-01-25-bukof-Handlungsempfehlungen-Geschlechtervielfalt-an-Hochschulen_komplett_barrierearm.pdf

⁷⁸ <https://www.uni-potsdam.de/en/equality/first-name-change-and-change-of-gender-entry>

For employees, the University of Potsdam provides for an individual solution until the Self-Determination Act comes into force (expected summer 2023). The change of first name can be implemented for internal purposes by presenting the ID card of the German Society for Transidentity and Intersexuality e.V. (dgti). For all matters with an external impact, the same procedure applies to employees as does to students for the implementation of name changes and changes to the gender entry at the university.

Expansion of availability of all gender toilets

Another concrete example of the dissolution of binary thought patterns in everyday university life are the all gender toilets set up in 2021. There is currently an all gender toilet on every campus of the University of Potsdam (Am Neuen Palais, Griebnitzsee, and Golm). The need to expand this structural infrastructure for a gender-equitable university will be examined and, if necessary, expanded in the coming years. In this way, walking distances can be shortened so that all students at the UP can work and study successfully.

Working Group on Gender Diversity

Gender diversity is a reality at the university as a whole. Against the backdrop of its responsibility towards all genders with regard to gender equality and diversity policies, there is a considerable need for further action at the university, despite the measures already initiated. For a tolerant and diverse university, a working group on gender diversity should be formed. The working group should be available for questions and uncertainties on the topic of gender diversity and organize and coordinate further measures on the topic. The working group is to be composed of members from all status groups. It could include representatives from the Equal Opportunity Coordination Office, the four divisions, and the General Students' Committee (AStA). In the summer of 2023, a new employee network for queer employees (QueerUP@work) will be created to increase employee visibility, mutual networking, and exchange.

Language guide

On behalf of the Executive Board, the Equal Opportunity Coordination Office is developing a language guide for the University of Potsdam. The guide highlights ways of using language in a gender-sensitive and non-discriminatory way. The guidelines are intended to serve as an aid for students and employees. Students and employees must not be disadvantaged by the use of gender-sensitive and/or non-discriminatory language.

2. Intersectional Equal Opportunity Work

To bring about a cultural change aiming for “one university for all” and a discrimination-sensitive space for all university members, affiliates, and guests with their specific concerns and needs, intersectional equality work must be the goal and the path at the same time. This is only possible through an organizational focus on heterogeneity and work-life balance. Structural framework conditions must be implemented that enable concentrated research and teaching, studying and working for everyone at the University of Potsdam. Gender equality also includes creating career opportunities and relief offers for scientists and academics, students and employees with children or dependents in need of care, regardless of gender, skin color, educational, social or national origin, disability, chronic illness, age, or sexual orientation. In 2021, the Equal Opportunity Coordination Office launched the website “A University Free of Discrimination”⁷⁹. This serves as an information platform on intersectional topics and also shows the available counseling structures at the University of Potsdam in the event of discrimination.

⁷⁹ <https://www.uni-potsdam.de/en/discrimination-free-university/>

Audit of the University of Potsdam by the Stifterverband's "Shaping Diversity" audit

In 2021 and 2022, the University of Potsdam will undergo the Diversity Audit "Shaping Diversity" of the Stifterverband. It will be completed in 2023 with the awarding of the certificate. The audit supports and advises the University of Potsdam in developing structures, tools, and measures to promote and sustainably anchor diversity at our university. The aim is to break down barriers for disadvantaged groups and to work towards discrimination-sensitive interaction overall. The auditing process is supervised by an auditor and organized within the University of Potsdam by a steering group and a steering committee. In addition, the formulated goals and strategies are translated into concrete projects and measures in several working groups. The working groups are open to all interested members of the university.

Particular attention should be paid to the survey conducted among all university members in the fall of 2022 on experiences with discrimination and diversity at the university. The results of the survey are to be evaluated and processed in 2023 and used and made public to derive further measures, particularly as part of the diversity strategy.

Diversity strategy

A diversity strategy for the university was developed in the winter of 2022/23 and adopted by the Senate in April 2023. It is a key result of the diversity audit and a decisive measure for the sustainable structural implementation of diversity policies at the University of Potsdam. Counseling and complaints structures for cases of discrimination are implemented and a broad discussion and participation process on diversity and discrimination at the university is encouraged.

Anti-Discrimination Guidelines

Anti-discrimination as a component of diversity policies at the University of Potsdam is being expanded in accordance with the commitment made in the university contract.⁸⁰ In November 2022, the University of Potsdam implemented an important project in the area of anti-discrimination at universities with the adoption of the Anti-Discrimination Guidelines. The guidelines prohibit discrimination, (cyber)mobbing, and (cyber)stalking at the university. A central component is the expansion of the Complaints Office at the university. At the moment, employees of the university can contact Division 3 as a complaints office in accordance with Section 13 AGG (General Act on Equal Treatment) in the event of discrimination and file a complaint. With the adoption of the Anti-Discrimination Guidelines, the right to lodge a complaint has been extended to students. In addition, the complaints procedure is regulated in detail and possible sanctions are set out. The Complaints Office is being expanded and the people working in the Complaints Office are being trained, as well as other people with advisory responsibilities – particularly in issues relating to discrimination protection and law.

Expansion of the areas of anti-discrimination work/Anti-Discrimination Officer

The establishment of a position of Anti-Discrimination Officer at the University of Potsdam that is not subject to directives is being examined. This measure would be an early response to the requirement to be stipulated in the amendment to the Brandenburg Higher Education Act (in accordance with Section 77).

⁸⁰ Cf. "Hochschulvertrag", Section III.10 "Diskriminierungsschutz", p. 6f: "The universities are committed to establishing and expanding structures and contacts for protection against discrimination. Within a period of two years, the universities will develop their own university-wide strategies for protection against discrimination, in particular racially motivated discrimination, in which preventative measures for such issues will also be developed. In addition, the universities draw up and adopt guidelines or statutes that reflect the prohibitions on discrimination in the General Act on Equal Treatment (AGG) and apply them to all university members and affiliates. In order to incorporate the protection against discrimination at universities in the long term, clearly defined contact persons are appointed who can carry out their duties independently. The guidelines or statutes also include the introduction of university-wide complaint channels and generally applicable procedural rules for dealing with complaints from those affected, which may also be subject to sanctions in individual cases. In terms of organization, these structures should be linked to the university management."

3. Family-Friendly University

Family is where people care for each other. This happens in many different constellations and can affect anyone in the course of their life. It is not uncommon for such a situation to occur unplanned and sometimes suddenly. The UP is known as a family-friendly university and advertises itself as such. Since June 2015, the university has been a member of the Family in Higher Education ("Familie in der Hochschule") network and a founding member of the association that emerged from this in 2018. By joining, the UP has committed itself to the objectives and quality standards set out in the Family in Higher Education Charter⁸¹. Over the last ten years, a comprehensive set of family-oriented services has been established. Furthermore, the principle of acting in a family-oriented manner has become better known and more self-evident in many parts of the university. This is clearly visible in many areas of study and work organization, such as in the implementation of individual equality measures to compensate for disadvantages for students with family responsibilities or in the organization of maternity and parental leave periods in academic working groups. The focus here is on those who have to reconcile family responsibilities with work or education at the university. Good offers for children and relatives in need of care are therefore always created out of the conviction that they help to relieve the burden on those responsible for caring for them and support them in meeting their professional goals and requirements. This also includes an organizational culture that constantly keeps an eye on the time-related and existential needs of families and is prepared to constantly review and adapt goals and structures in research, teaching, and education and to counteract discrimination due to less availability caused by family obligations.

The Service for Families (SfF) was strengthened in 2016/17 with a permanent position within the central administration and expanded by one (still temporary) position in 2022. The SfF's counseling services are aimed at all university members, groups, and institutions and are used extensively (counseling at all UP locations, information services at events, arranging childcare). Uncertainties and problems of compatibility are evident among students with regard to the organization of their studies – in the implementation of individual equality measures, but also in terms of contact with often younger fellow students without family obligations. For employees, the challenges lie in the area of fixed-term contracts, the organization of maternity and parental leave, and family-friendly flexible working arrangements. The website, which was redesigned in 2018, is well received, but could be more accessible.⁸²

In 2017, a parents' initiative association developed a study group (called "Erfolgsteam") of student mothers, which was supported by the SfF in an advisory and organizational capacity. Since the summer semester 2021, the SfF has been offering a digital family café where students with family responsibilities can meet and exchange ideas, but also receive information on numerous questions about studying with a family. In the winter semester 2022, this offer was expanded to include a separate space for international students with families.

The SfF organizes flexible childcare, which helps students continue their studies without interruption after the birth of their children. Usage increased continuously in recent years until the start of the coronavirus pandemic. It was interrupted by the pandemic. With the return to on-site courses, requests from students for this form of support are increasing again.

The SfF also advises on childcare options for conferences and events, provides support with organization and financing, and arranges contacts to childcare providers. In the area of childcare, the SfF maintains contact with the Association of Student Affairs' daycare center on the Am Neuen Palais campus and supports the daycare center with language support for development discussions about children of international families.

Since 2012, the UP has offered vacation childcare options through the Equal Opportunity Coordination Office (Unicamp) and the family sports program of the Academic Sports Center (FamFIT). After an interruption due to the pandemic, the SfF will be responsible for implementation from 2023.

⁸¹ Cf. <https://www.familie-in-der-hochschule.de/verein/charta-familie-in-der-hochschule>, accessed: Aug. 22, 2022.

⁸² It is almost impossible to find just by using the navigation bars of the UP website, as it is only linked via the pages of others or those seeking information would have to know that the SfF belongs to Division 3 (Human Resources and Legal Affairs). Cf. <https://www.uni-potsdam.de/en/service-for-families/index>, accessed: Nov. 15, 2022.

Expansion of childcare services

In the future, the university intends to offer a combination of regular and short-term, flexible childcare on campus. This means that the needs of families coming to the university from abroad can also be met. There is also a great need for childcare services during school vacations, which usually coincide with the start of the semester. These are to be further expanded in the future and also take into account the Easter and fall vacation periods.

The issues of finding rooms and financing options are of key importance here. These expansion efforts must be taken into account when negotiating university contracts and fulfilling the objectives of the state's quality standards for equal opportunity and family friendliness in higher education.

Expansion of the compatibility of care obligations and work/studies

A support structure should be developed for university members who have to reconcile care obligations and work/studies, for example in the form of regular exchange opportunities, a peer-to-peer support network, lunch talks with external experts, and advisory services.

Expansion of networking and communication structures

Target group- and topic-specific information materials are to be developed and offered in a modular system, which in particular provides information about tools for the flexible organization of studies and work (flyers/cards, leaflets, regular newsletters, establishment of an information service). In order to improve the communication structure, the visibility of the offers at the university must be expanded, for example through awareness training at all levels (leadership training on topics such as maternity protection, parental leave, equality measures, flexible work organization, reconciliation of care and work). A more target group-oriented approach could be achieved by appointing decentralized Family Officers in the departments and faculties. A central steering committee for work-family-life balance (from within the Senate Commission for Equal Opportunity) will regularly bring together the various central and decentralized offerings and activities, provide strategic support, develop them further, and set new goals.

Further improvement of the infrastructure

Students and employees spend entire days at the university. Places that offer opportunities for rest and retreat from working with many other people are particularly important for those who do not have their own and/or a single-occupancy office, are pregnant, breastfeeding a baby, or have a health condition that requires moments of rest during the day. Workplaces are required by law to provide places for pregnant and breastfeeding employees to rest and breastfeed, as well as first aid facilities. A family-oriented infrastructure, with parent-child rooms, relaxation and nursing rooms, baby changing stations, play areas as well as offers to lend equipment, is a key factor in enabling students and employees to better reconcile their family responsibilities with their academic and professional duties. This offer has been extensively renewed, improved, and developed further under the direction of the SfF since 2021. The SfF also advises university institutions on how to design family-friendly workplaces and common rooms according to the respective needs and also provides equipment for this purpose.

In the short to medium term, sufficient relaxation and breastfeeding rooms will gradually be created. Signposting and information about existing offers will also be improved.

4. Health Management

Effective and efficient health management has been established at the University of Potsdam since 2008 with the founding of the "Steering Committee on Health". In order to do justice to the claim of comprehensive health management, it is made up of representatives from various health-related university departments, including the Central Equal Opportunity Commissioner of the UP. The experts from the individual areas meet at regular intervals in order to be able to react to current issues as well as to work on longer-term projects. So as to start their work where there is a concrete need, the first step was to carry out a representative survey with the aim of comprehensively tracing the health behavior and health-related experience of the work situation of employees at the University of Potsdam. Based on a careful evaluation of the results, targeted and customized measures were first derived and then implemented.

Thematic aspects of gender-equitable and diversity-oriented health management were addressed in event formats organized by the Equal Opportunity Coordination Office. The PeriodUP project met with great public interest – both within the university and in the press⁸³. The University of Potsdam is the first university in Brandenburg to make period products available to its members and guests free of charge. The aim is to make essential hygiene products accessible to everyone and contribute to the removal of taboos surrounding menstruation. It is also a so-called equality measure for those who are socially disadvantaged due to their physical characteristics. In a two-year pilot project, suitable dispensers with the most common period products in Germany – tampons and menstrual pads – will be installed in 20 of the toilets on the three campuses Am Neuen Palais, Golm, and Griebnitzsee. These are filled by the responsible cleaning staff at regular intervals. The costs for filling and cleaning are borne in equal parts by the university management and the student parliament in the first year. The dispensers are purchased by the Equal Opportunity Coordination Office. After one year, the results of an accompanying survey will be evaluated and incorporated into the further development of the project. The Departmental Student Representative Committee for Maths and Physics initiated the free provision of period products at the UP. A working group consisting of students, the Equal Opportunity Coordination Office, and the university management was formed to organize the project.

Another project on the topic of "Menstruation and University" was the "Once a Month" series of events with an accompanying podcast. The aim was to make the everyday phenomenon of menstruation, which affects a large proportion of students and employees, visible at the university and to contribute to its normalization: Once a month, topics such as the individual and social potential of the menstrual cycle as well as vaginal health were discussed. Body images were challenged and stigmas in dealing with menstruation were discussed. In the context of the university, the main focus was on what a cycle-appropriate work and study environment can look like and how all members and affiliates of the university can develop their potential and participate fully in everyday university life.

The series of events has since been established as a recurring event format with different cooperation partners, such as the Feel Good Campus or student initiatives, each time with a new thematic focus.

Specific offers for TIN persons

Other measures that should be implemented in terms of gender equality are the conception of services to psychologically and physically support and unburden trans*, inter*, and non-binary people, who are particularly exposed to discrimination and therefore under great pressure. Awareness-raising and training of those involved in health management must come before the implementation of these measures. Health concepts and offers that are based on purely binary and standardized body images must be challenged.

⁸³ <https://www.uni-potsdam.de/en/equality/events-and-campaigns/periodup>

5. Equal Opportunity Coordination Office

The Equal Opportunity Coordination Office, under the direction of the Central Equal Opportunity Commissioner, informs, advises, and raises awareness of equality issues and diversity as they relate to university policy. The promotion of equal opportunity, gender equity, and diversity at the UP is a cross-sectional task. The Equal Opportunity Coordination Office coordinates the various topics, actively campaigns for the elimination of all forms of discrimination, and promotes equal opportunity at the university.

Structural expansion of the Equal Opportunity Coordination Office as a competence center for intersectional equality work

The sustainability of intersectional equality work requires fixed plans for personnel resources and gender expertise for advice and implementation. To ensure sustainable support for the university and its management for the diverse cross-sectional tasks of equal opportunity, gender equality, and diversity, staff positions in the Equal Opportunity Coordination Office as Gender Competence Center of the University of Potsdam are firmly established within the structure of the university. With the start of the new election period of the Central Equal Opportunity Commissioner, it will be determined whether advisor and project positions in the Equal Opportunity Coordination Office can be made permanent. This includes the position of Advisor to the Central Equal Opportunity Commissioner as a de facto permanent task and key support for the head of the Coordination Office. The structural implementation of the (Project) Officer Diversity and Gender Data Management also needs to be examined, particularly with regard to the need for ongoing gender controlling in the sense of regular data collection and monitoring with annual indicator-based reporting.

Increasing efforts are also needed to prevent or counter anti-feminist tendencies, which are expressed, for example, in generalizing and slanderous remarks against gender equality work in the Equal Opportunity Coordination Office or the AstA's gender policy unit. Every educational institution, especially in the tertiary education sector, must recognize anti-feminism as an indication and expression of right-wing populist or even radical right-wing tendencies and thus an active threat to democracy and actively prevent and counter it where it occurs.

6. Equal Opportunity Officers and Commissioner⁸⁴

The Central Equal Opportunity Commissioner plays a key role in the implementation of gender equality goals and measures. The Commissioner and her deputies support the university management in implementing the statutory equal opportunity mandate on the basis of the BbgHG⁸⁵ and the General Act on Equal Treatment (AGG). The Central Equal Opportunity Commissioner and her deputies are elected every four years in accordance with Section 68 BbgHG. Duration of the current term of office: October 1, 2022, to September 30, 2026. At the University of Potsdam, the Central Equal Opportunity Commissioner is supported by the decentralized Equal Opportunity Officers in the faculties, in the President's Office and in the Central Administration, in the central and academic institutions, and in the library.

Gender equality work is a cross-cutting task and thus part of a wide range of tasks and topics at the University of Potsdam. The Equal Opportunity Officers and Commissioner contribute to gender equality and shape the university's equal opportunity policy by fulfilling the legal mandate and setting their own priorities and objectives. Like her decentralized colleagues, the Central Equal Opportunity Commissioner is the point of contact for all women who study, teach, research, and work at the university. She offers advice on study progress and career planning, conflicts at the place of work or study, issues of gender-based discrimination, or cases of sexualized violence. Section 68 (2) BbgHG defines the scope of duties of an equal opportunity commissioner or officer at universities in Brandenburg.

⁸⁴ Cf. <https://www.uni-potsdam.de/en/equality/equal-opportunity-commissioner/central-equal-opportunity-commissioner>, accessed: October 28, 2022.

⁸⁵ Cf. <https://bravors.brandenburg.de/gesetze/bbgHG>, accessed: Sept. 7, 2022.

The areas of responsibility of the Equal Opportunity Commissioner include:

- providing advice and support in all matters relating to gender equality
- participation in selection and search committees to create gender-equitable personnel structures
- the development and monitoring of concepts for the advancement of women and gender equality
- advising university members on matters relating to their studies and career planning
- Funding opportunities for women
- issues of discrimination and harassment

Expand continuing education efforts and training specifically for decentralized Equal Opportunity Officers

To ensure high-quality gender equality work, the most important gender equality stakeholders must be trained on relevant topics at regular intervals. Possible topics can be deduced, among other things, from the focus areas of work of the decentralized equal opportunity officers: gender-equitable appointment procedures and advice.

7. Handling of Gender-Related and Sexualized Discrimination and Violence at the University of Potsdam

"Sexualized discrimination and violence are forms of gender discrimination, violations of the principle of equal treatment, and attacks on the dignity and personal rights of those affected. This includes unwanted sexualized insinuations and actions, including serious criminal offenses such as stalking, coercion, or rape." (Commission "Sexualized Discrimination and Violence at Universities" of the Federal Conference of Women's Representatives and Equal Opportunity Officers at Universities (bukof), September 2018). Sexualized discrimination, harassment, and violence includes all physical and psychological acts that occur against a person's will and are experienced as derogatory. They violate the principle of equal treatment and attack the dignity and personal rights of a person. As it is not about sexuality, but about power and control, the term 'sexualized' rather than 'sexual' harassment and violence is used. Sexual acts are a means to an end in these cases. Sexualized discrimination, harassment, and violence is an expression of sexism (gender discrimination), often heterosexism (standardization of heterosexuality) and LGBTIQ* hostility. Sexualized discrimination and violence is usually directed against women, but trans* people, physically and mentally disabled people, and PoC are even more frequently subjected to sexualized discrimination, and there is often discrimination on multiple levels. But CIS men can also be affected, in which case they should of course be granted the same protection as other affected groups.

A particularly serious form of sexualized harassment and/or violence exists if it is directed against students or other subordinate and/or dependent persons and/or is associated with direct or subtle indications of a possible link between the (non-)fulfillment of (sexual) demands and advancement or disadvantage in work and/or academic life. In university contexts, there are relationships of dependency and hierarchies that can facilitate sexualized harassment, for example in the case of examination and assessment situations. Unwanted comments and requests can be accompanied by promises of benefits or threats of disadvantages in studies, research, teaching, and work. However, offers by superiors or teaching staff to spend leisure time together can also be a form of sexual harassment. The Equal Opportunity Officers and Commissioner at the University of Potsdam offer support and advice on this topic – confidentially and, if requested, anonymously. In an initial consultation, information can be provided about possible steps and, if necessary, a referral to other counseling services can take place.

In recent years, the University of Potsdam has taken various measures to raise awareness and prevent sexualized discrimination and violence. Governance structures have emerged that are designed to protect against the abuse of power in dependency relationships in particular.

Website “A University Free of Discrimination” and public relations

The new website “A University Free of Discrimination” is online. It provides general information on topics relevant to diversity and on the existing services at the UP (advice and contact points, complaints management, events, workshops, etc.). The website focuses on raising awareness of discrimination in university contexts. In addition to the services on offer, information is also provided on how discrimination is defined and on the legal basis for protection against discrimination. Members of the university were also informed about the diversity audit and the associated objectives and processes. Participatory formats (analog and digital) give all members of the university the opportunity to provide feedback on the topic of diversity/anti-discrimination at the UP on a regular basis. An initial campaign on diversity and anti-discrimination was carried out or designed at the UP to raise awareness of this topic. The Public Relations Department at the UP (internal and external) uses language and imagery with special awareness for potential discrimination. The UP's Public Relations Department avoids discriminatory language and aims to reflect diversity. Regular training sessions for employees are offered for this purpose. Diversity and discrimination are pervasive issues in everyday university life and are discussed on a regular basis. Events (e.g. discussion events, movie nights, theme weeks/days, presentations) on topics relevant to diversity and discrimination are held regularly for all university members.

The website of the Equal Opportunity Coordination Office provides information on dealing with sexualized discrimination and violence as well as advisory services and contact points⁸⁶. Additional multilingual print material is also available, which is to be expanded and redesigned in 2023⁸⁷. Since 2019, regular events and information campaigns have been taking place on the topic of protection against violence on 25 November, the International Day for the Elimination of Violence and Discrimination against Women.

AGG Complaints Office

In accordance with the General Act on Equal Treatment (AGG), the University of Potsdam is under an obligation to accept complaints from employees if they are discriminated against by their employer, superiors, other employees, or third parties on the grounds of racial or ethnic origin, gender, religion or belief, disability, age, or sexual identity. Since November 2022, the UP has had Anti-Discrimination Guidelines in place⁸⁸. Staffing of the Complaints Office and implementation of the provision contained in the guidelines are planned for the first half of 2023.

Planning structural (prevention) measures in relation to sexualized discrimination and violence

A protection concept against sexualized discrimination and violence is a forward-looking measure that links the individual services with one another and, in particular, includes vulnerable groups such as trans*, inter*, non-binary, and disabled people to a greater extent. This also includes training for intersectional referral counseling for all advisory services and contact points.

A larger series of events on the topic of #metoo in science is also being planned for the summer semester 2023. An intersectional perspective is necessary, especially for trans* and non-binary people, who are still more frequently affected by violence and often experience mental health problems⁸⁹. In addition, a series of projects on mental health and well-being in the context of experiences of discrimination is planned for the winter semester 2023/2024, including an Awareness Month.

⁸⁶ <https://www.uni-potsdam.de/en/equality/consultancy-and-support/sexualized-discrimination-and-violence>

⁸⁷ https://www.uni-potsdam.de/fileadmin/projects/gleichstellung/Bilder/Aktuelles/2020/Flyer_Umgang_mit_SDG.pdf

⁸⁸ https://www.uni-potsdam.de/fileadmin/projects/gleichstellung/Downloads/Anti-Discrimination_Guidelines_University_of_Potsdam.pdf

⁸⁹ <https://www.regenbogenportal.de/informationen/trans-gesundheit-und-diskriminierung>

In the area of academic sports, the signing of a code of conduct will be mandatory for trainers – in some research training groups and institutes, such behavioral guidelines are in place with regard to respectful interaction with one another. Both in this area and in the health management section of the university (occupational and student health management), key persons are being identified who will take on advisory and information tasks on the basis of training courses dealing with the topic of sexualized discrimination and violence.

VII. Concluding Remarks

This Gender Equality Plan evaluates and further develops current measures set out in the Future of Equal Opportunity Concept. In addition, the plan serves as a structured summary of the planned activities in the field of equal opportunity to bundle all measures and efforts as well as goals for the application for the Excellence Initiative, projects within the framework of the European funding Horizon Europe as well as other activities related to diversity and equality at the UP.

Last updated: April 2023