

Gender Equality Concept of the Geography Department at Humboldt Universität zu Berlin

Non-binding English version. 02. November 2021

Preamble

The Geography Department at Humboldt-Universität zu Berlin (GI) attaches particular importance to gender equality, family friendliness and the targeted promotion of diversity in staff development, research and teaching. The equal opportunities concept of the GI supports the implementation of the Berlin Higher Education Act, the Berlin State Equal Opportunities Act (LGG) as well as the Women's Advancement Guidelines adopted by the Academic Senate on 6 December 1994 and the Equal Opportunities Concept of Humboldt-Universität (HU) from 2015. It is updated every two years in accordance with §4, para. 1 LGG in consultation with the decentralised Women's* Officer at the GI. The implementation of the equality concept is carried out in accordance with data protection.

The present equality concept is to be understood as an open and growing document that is continuously oriented towards current developments and the legal framework conditions and is to be supplemented by new measures. The present update of the Gender Equality Concept 2018 was carried out in a broad participation process and supplements it with specific measures within the status groups. The gender equality concept is also available in English to help break down barriers and expand access to and use of the concept.

1 General objectives

The following objectives are to be achieved by means of the equality concept:

- *The targeted promotion of women* 1 and the reduction of existing disadvantages*

T this end, a 50% share of women* is targeted for all status levels (students, student employees, employees in technology, service and administration (MTSV), academic employees (WiMis) and professors).

- *Promotion of family-friendly working conditions*

We want to understand the concept of family in an open way, which includes all members of a community

¹ See explanation in section 2.1.

and all forms of care work.²

- *In addition to equality for women* and support for the reconciliation of care work and work, other aspects of discrimination are to be increasingly countered in the future*

This requires continuous critical self-reflection and a conscious further development of the GI towards an open institution. In order to include as diverse perspectives as possible, (multiple) discrimination (on the basis of characteristics such as age, physical and mental ability, social and family background, ethnic origin and nationality, gender and gender identity, religion and ideology) should be countered.

2 Structural gender equality standards

2.1 Gender-sensitive language

The GI is committed to gender-sensitive language and follows the corresponding guidelines of the HU³. Gender-sensitive language also shapes a gender-equitable reality. In this sense, a sensitive use of language makes an important contribution to gender-sensitive and non-discriminatory interaction. It is therefore a central concern of the GI to recognise and include employees and students of all genders in terms of language. This is why we have decided to use the * in our gender equality concept. The so-called gender asterisk is used whenever groups are mentioned. It makes clear that diverse gender identities are included in the groups mentioned. In this way, the gender asterisk creates an address in which cis and trans men and women can be meant equally, as well as persons who identify beyond or between a gender binary. For example, when we speak of women* or the women's* representative, the * is part of the word to make it clear that we also think of the word women as referring to a variety of possible gender identities.

2.2. Cooperation between the Geography Department and the decentralised Women's* Officer

The Institute's management (Directorate and Institutional Board) in cooperation with the decentralised women's* representative and the Commission for the Promotion of Women* at the Geography Department (KFF-GI) are responsible for setting goals and implementing the equal opportunities concept, with the involvement of all status groups. The decentralised Women's* Officer is the contact person for all status groups of the Institute.

In addition, the KFF-GI, founded in 2012, acts as a source of ideas for gender equality tasks. It is

² According to the definition of the Expert Commission for the Second Equality Report of the Federal Government, care work includes "all activities of care, attention and provision for oneself and others". Available at <https://www.gleichstellungsbericht.de/de/topic/2.zweiter-gleichstellungsbericht-der-bundesregierung.html>; last accessed 06.01.2021.

³ Central Women's Officer of Humboldt University Berlin, LEITFADEN DER HU FÜR GESCHLECHTERGERECHTE SPRACHE, available at: <https://frauenbeauftragte.hu-berlin.de/de/informationen/geschlechtergerechte-sprache/leitfaden-geschlechtergerechte-sprache-humboldt.pdf>; last accessed: 21.10.2021.

composed of equal numbers of members from each status group and the decentralised women's* representative. It works to ensure that the Institute of Geography's gender equality concept is implemented. Furthermore, the KFF-GI updates the data on equality and the equality concept every two years.

The decentralised women's* representative of the GI takes part in the Institute and Faculty Council meetings (right to information, speaking rights and the right to make motions at all meetings of the committees in accordance with BerlHG §59(6)) in order to be involved in important personnel and structural decisions. She is also a member of all appointment committees of the Institute. She is involved in all calls for applications, application procedures etc. in accordance with BerlHG §59(6). The work of the decentralised Women's* Officer is carried out in close cooperation with the Faculty Women's* Officer and the Office of the Central Women's* Officer.

2.3 Implementation of gender and diversity in teaching and research

Teaching plays an important role in making the university an inclusive and discrimination-free space. The "Merkblatt zur diskriminierungsfreie(re)n Lehre" (leaflet on discrimination-free teaching), published by the office of the central women's representative of the HU⁴ as well as the handout "Diskriminierungskritische Lehre" (discrimination-critical teaching) of the Centre for Transdisciplinary Gender Studies of the HU⁵ provide the GI with a variety of suggestions in this regard. This includes, for example, paying attention to a diversity of examples and non-discriminatory language in the content of teaching.

Since the beginning of 2020, the GI has had a junior professorship in "Geography of Gender Relations in Human-Environment Systems". The professorship is based on the GI's application within the framework of the (HU-internal) "Call for applications for W1/W2 professorships from the HU's Women's Promotion Programme" of the Commission for the Advancement of Women (KFF) of 4 January 2018. There is a secondary membership of the above-mentioned professorship in the Centre for Transdisciplinary Gender Studies. This junior professorship is intended to close research gaps at the interface between the geographical study of human-environment relations on the one hand and geographical gender studies or feminist geography on the other. In addition, the aim is to build a bridge for the first time between the Faculty of Mathematics and Natural Sciences and the Centre for Transdisciplinary Gender Studies.

2.4 Analysis of the current situation at the Department

The goals of the promotion of women* at the GI are based on the ACTUAL analysis of the proportion of women* in all status groups (Table 1, Appendix). Due to the data situation, there is unfortunately no possibility at the moment to statistically evaluate other aspects of gender and diversity. Chapter 6 therefore lists measures to be able to consider more differentiated (distribution of PhDs and post-docs, part-time and full-time, third-party funding and budget funds) and also qualitative data in the future. This can also be used to develop more targeted measures to strengthen diversity.

⁴ Central Women's Representative of the Humboldt-Universität zu Berlin, leaflet on non-discriminatory teaching, available at: <https://frauenbeauftragte.hu-berlin.de/de/informationen/download/merkblatt-zur-diskriminierungsfreien-lehre-finale-version-1.pdf>; last accessed: 21.10.2021.

⁵ Centre for Transdisciplinary Gender Studies, Teaching WG (2016), Diskriminierungskritische Lehre, available at: <https://www.gender.hu-berlin.de/de/studium/diskriminierungskritik-1/broschuere-der-ag-lehre-discrimination-critical-teaching-thinking-from-gender-studies>; last access: 21.10.2021.

Overall, the staff situation at the Institute of Geography must be evaluated in a differentiated manner with regard to gender equality.

In terms of the number of students, the proportion of women* is relatively stable at just under 50%.

In 2019, the proportion of women* among student employees was 49.1% (2017: 49.0%) and is thus also stable. This is already in line with the targets at the institute.

After the proportion of women* among doctoral graduates had been higher in some cases in recent years (2017: 47.4%, 2018: 62.5%), it has now fallen to 31.8% in the last two years. In 2019/20, 7 women were awarded doctorates in a total of 22 doctoral procedures (2017/18: 19 women in a total of 35 doctorates). There were no habilitations (see Table 2, Appendix).

In the academic mid-level staff, including third-party funded employees, 37.3% of the positions were occupied by women*. The positive trend of recent years thus did not continue (2014: 35.9%, 2018: 44.6%). Based on a recent internal data collection of all GI departments in October 2021, the proportion of women* has fallen even further to 34.9% (Table 3). The difference is particularly large among postdoctoral researchers, with a 25% share of women*. The proportion of women* among doctoral students is 42.1%. Since the data do not come from the same data source as Tables 1 and 2, this will have to be checked again next year. Fortunately, a 75% postdoc position for 11 months for the period 2020/21 was acquired through funding from the HU's Equal Opportunities Fund and co-financed by the GI. A disproportion also exists when the figures for the few permanent positions from budget funds are added. Out of six posts, only one was occupied by a woman in 2020. Not all of these posts are de-funded, but some are only partially de-funded. To be more precise, and calculated in job quotas, 33.6% of permanent positions are therefore occupied by women* in 2020 (1.67 of 4.97 job quotas).

In the case of professorships, the development must be viewed in a differentiated manner. There is still a great need for gender equality in the "structural positions" of professorships (financed by budget funds), which must also be specifically classified according to grade and structural anchoring. Particularly in the highest grade group, only one of seven W3 positions has been filled by a woman for ten years. In the reporting period, two newly established W2 tenure track professorships ("BMBF professorships") were awarded to male candidates. The only "institute" professorship awarded to a woman in the reporting period is the above-mentioned junior professorship limited to six years, financed by the HU's Women's Advancement Programme.

On the other hand, there was a very positive development within the S professorships. In the reporting period, four S professorships were filled by women* and their share increased from 50% to 77.8%. The S professorships are primarily filled according to the equality standards of the non-university institutes, which are often subject to stricter criteria than is the case at the HU. In the future, the GI will also be guided by additional successful equality measures of non-university institutions in addition to the HU-internal standards.

The award of a 1.0 visiting professorship in the winter semester 2019/2020 to a woman in the field of didactics through an application to the office of the Berlin Equal Opportunities Programme and its co-financing by the GI was also successful.

Through the approval of two junior research groups (BMBF and Emmy-Noether), two more women in leadership positions were retained at the Institute. One of them could not be retained at the Institute. However, the position helped establish an appointability and she followed a call to a professorship at another university. There were no other junior research groups under male leadership during the reporting

period.

In the MTSV group, the proportion of women* increased to 66.6% (2018: 58.3%). A balanced ratio should continue to be strived for in the majority of positions held by women*, such as secretaries. However, this also applies to jobs that are, on the whole, more often than average occupied by men*, such as IT positions. In 2020, 5 out of 7 secretarial positions/assistants were only occupied part-time, especially because the people in these positions are also involved in care work. This also indicates the special importance of compatibility with care work for this status group.

Particularly positive at the Institute of Geography is the balanced gender ratio among students, student employees and the MTSV. In addition, the Institute makes very successful use of existing measures to attract women to top positions, such as the Berlin Equal Opportunities Programme, the HU Women's Promotion Programme and the HU Equal Opportunities Fund. In addition to these successes, however, there is a need for action with regard to gender equality both in the mid-level faculty, especially for post-doctoral researchers and the distribution of positions and temporary appointments in the mid-level faculty, as well as the structural professorships, because women* are still underrepresented here.

2.5 Gender equality standards

In order to achieve the desired goals, the following principles apply:

- Equality and diversity are taken into account as cross-cutting issues in all committees and decision-making processes of university self-administration at the GI and are anchored as a strategic management task in the Directorate and Institutional Board. Thus, all areas have a responsibility for implementation, especially, of course, the employees with superior and management functions.
- In personnel matters, in the areas of research, teaching and administration where women* are underrepresented, specific measures are taken for the respective status groups to actively work towards achieving the target of 50% gender equality. In the case of equal qualifications, women are hired preferentially.
- In addition, (multiple) discrimination outside of gender is counteracted in new hires.

The GI is determined to increase the proportion of women* at professorial level and in the academic mid-level staff in such a way that it both corresponds to the respective qualification level below and reflects the diversity of society. The 47.9% share of women* among students is particularly groundbreaking in this regard. The existing potential of highly qualified academics must be better utilised.

It is therefore the declared goal of the GI to achieve a 50% share of women* for all status levels by 2030, with particular urgency for academic leadership positions (especially professorships) and postdoctoral researchers as well as permanent mid-level positions. This target quota is performance-based and does not regulate each individual case, but is oriented overall towards achieving a 50% share of women* within the specified period.

This should also make it possible to open up the topic of equality more to other groups that are exposed to other inequalities or multiple discriminations, e.g. ethnic origin or physical disabilities in addition to gender identity.

This is based on the premise that target quotas are only one effective steering instrument among many

for increasing the proportion of women* and diversity. What is crucial is the integration with other existing funding instruments, with the embedding of equality and diversity in all bodies and decision-making processes, as well as their inclusion in structural and development planning. All actors in personnel recruitment and decision-making are thus challenged to find ways to reduce existing inequalities, to critically examine previous approaches and to use the existing steering instruments (for the individual instruments see chapter 3).

Due to fixed structural plans, especially at the level of academic leadership positions (especially professorships) and permanent academic positions, it is realistic to expect that this will not be implemented until 2030. On the basis of the current data, an annual evaluation will be conducted to determine whether the gender equality standards used for this purpose are effective or whether the measures need to be adjusted. An important indicator is the achievement of the target figure of 40% for tenure reductions and structural professorships in 2025. The achievement of the target figures must therefore be taken into account in particular in all structural decisions concerning personnel development. The management levels, the Institute Council and the Directorate bear special responsibility for this.

3 Specific measures

The following general principles apply to the following specific measures:

- When allocating institute funds, the principles of gender equality are considered and possible disadvantages are counteracted by taking on care work for all genders.
- Employees of all status groups are supported by their superiors when possible, in taking on committee work, e.g. by being relieved of other tasks, also in order to prevent women* from being excluded from committee work due to the necessary equal representation of men and women in committees, while at the same time being underrepresented in the overall number at the department, women* have comparatively less time available for their own qualification.

In addition, the following specific measures are adopted in relation to the needs of the different status groups to reduce inequalities and promote underrepresented groups:

3.1 Students

- Students are regularly made aware of the grants for female students* by the KFF-GI and are actively encouraged to apply. There is the possibility to apply for grants for further education, travel expenses, conferences and printing costs.
- Advanced female students* of the GI also have the opportunity to regularly participate in the training and networking events of the Women In Natural Science (WiNS) programme. The [WiNS-Programm](#) is centrally managed by the Faculty of Mathematics and Natural Sciences.
- All students are regularly made aware of the HU-funded scholarships, e.g. [Humboldt Research Track](#), which also supports students with disabilities to a very special extent.
- Students are made aware of existing mentoring programmes, e.g. [firstgen - firstgeneration students](#).

- Students are regularly informed about counselling services for balancing family and studies.

3.2 Student collaborators

- In 2020, the proportion of women among student employees was 49.1%, which is higher than the proportion of women among students (47.9%). Building on this success, all teaching areas are called upon to consolidate this development.
- With regard to the future filling of these positions, the GI is also committed to actively counteracting (multiple) discrimination. To this end, professors should specifically invite suitable students to apply.

3.3 Research assistants, PhDs, Post-Docs and lecturers

- The target of 50% for women* in this status group has not yet been reached, with 37.3% overall, but especially with only 16.6% for permanent positions and (according to the most recent data collected at the GI itself) only 25% female* postdocs. In the area of permanent mid-level staff, women must be actively sought and given preference in the next personnel decisions if they are to achieve the target figures of 50% (2030) and 40% (2025).
- The target of 50% gender balance is aimed at equally for academic staff financed by the budget and third-party funding.
- It is recommended to strive for equality of budget and third-party funded employees regarding contract extensions following maternity and parental leave within the next five years. Precisely because the GI's leverage in this regard is short, the institute's management and the status group of professors should explore financing options at the institute, faculty, and central levels as well as in consultation with third-party funding sources in good time. This should be done before the start of the respective parental leave.
- The Institute continues to actively contribute to the maintenance and/or development of projects that promote and network female doctoral and postdoctoral students, for example by supporting the acquisition of third-party funding or by providing infrastructure.
- In the case of joint applications for third-party funding, applicants should consider that the funds should be distributed fairly among all applicants, including postdocs, in order to increase their appointability.
- Research assistants and doctoral students are specifically informed by the institute management and the Women's* Advancement Commission about qualification offers, scholarships, gender-specific offers and other funding opportunities. HU-funded programmes include:
 - Mentoring, [WiNS Adlershof](#)
 - Scholarships, e.g. graduation scholarships, re-entry and bridging scholarships or International Research Award of the [Caroline von Humboldt-Stipendienprogramm](#)
 - Teaching positions, e.g. teaching positions for female doctoral students from the [Berliner Chancengleichheitsprogramm](#) (BCP)

- Training programmes for the path to professorship, e.g. [ProFiL](#)
- Nominations for prizes and awards, e.g. [Caroline von Humboldt-Preis](#)
- The KFF-GI regularly points out its funding opportunities to support research work, e.g. research stays, fieldwork, visiting scholarships, funds for the publication of scientific contributions, e.g. proofreading, grants for publications such as open access or printing subsidies, measures for visibility in the specialist community, e.g. support for active participation in conferences, further training for subject-specific methodological qualification, e.g. MaxQDA, SPSS.
- Where possible, professors should also spend their own financial resources on the professional development of research assistants and doctoral students.
- It is recommended to discuss with the respective supervisors or doctoral supervisors how they can be supported during the participation in training courses.
- They can be relieved of other duties while participating in continuing education.
- The institute management works towards providing targeted support for female postdocs* on their way to becoming professors*, e.g. through regular applications within the framework of the equal opportunities fund of the Commission for the Promotion of Women of the HU
- The possibility of special funding programmes for women* must not lead to the funding of women* in regular budget positions at the institute being neglected or "outsourced" from there.

3.4 Professors

- It is the declared goal to achieve a share of women* of at least 50% in all grades and especially in higher-paid W3 and W2 professorships. Women* must actively be actively sought and given priority, depending on their performance, in order to meet the targets of 50% by 2030 and 40% by 2025.
- (Multiple) discrimination must be counteracted. To this end, gender- and diversity-sensitive recruitment strategies will continue to be applied in appointment procedures. In addition, further training on the topic of "unconscious bias" is offered to raise awareness of unconscious thought patterns with regard to gender and diversity. All those involved in appointment and selection committees are strongly recommended to attend.
- Proactive recruiting is consistently implemented if the GI gender equality goals have not yet been achieved.⁶ This describes the targeted search for suitable women* (or members of other underrepresented groups) in the context of an appointment procedure for a professorship or junior professorship, as well as the targeted approach and invitation to apply of promising candidates. Depending on the department, this can theoretically also apply in reverse to the proportion of men.
- In the case of proactive recruiting, a member of the appointment committee should be given the task of informing the committee about suitable female applicants and specifically inviting them to apply immediately after the announcement has been published. If a promising candidate who meets the

⁶ Central Women's Officer of Humboldt-Universität zu Berlin, PROACTIVE RECRUITING. Eine Handreichung zur Umsetzung geschlechtergerechter Berufungsverfahren, available at: <https://frauenbeauftragte.hu-berlin.de/en/information/download/handout-proaktives-recruiting.pdf/view>; last accessed: 21.10.2021.

criteria of the advertisement has been found, the person responsible for active recruiting should contact her directly in the next step. Care should be taken to ensure that the candidate has a real chance of advancing at least one stage in the process. It is desirable to contact the candidate in writing on behalf of the appointment or selection committee. This should encourage the candidate to apply without raising false expectations. If, when drawing up the invitation list, there is a risk that the proportion of women* will fall below 50%, the minutes of the appointment committee should report on who has been actively approached.

- When drawing up the invitation list, care shall be taken to ensure that the proportion of women* is at least 50%, provided there are sufficient applications from women*. A lower proportion must be justified in writing in the minutes of the appointment committee.
- In accordance with the guidelines for appointment procedures at the HU, the proportion of women among the professors is also discussed with the Presidential Board in the run-up to the call for applications. In this context, it must be ensured and documented that enough qualified women* can be identified in the designated field of content when determining the denominations of professorships. If no or only very few suitable candidates can be identified in advance, it should be examined whether the denomination can be adapted from a professional point of view or opened so that this criterion is guaranteed.
- The principle applies those new appointments of candidates of any gender who experience multiple discrimination or belong to other previously strongly underrepresented groups are possible through case-by-case assessments.
- The GI endeavours to make early appointments where possible, supported by the Berlin Equal Opportunities Programme.
- The Institute's management specifically approaches qualified women* for substitute professorships at the GI.
- In addition, the Institute continues to seek funding for female visiting professors.
- A special role is played by the promotion of postdoctoral researchers (cf. 3.3).

3.5 Employees in Technik, service and administration

- Supervisors actively and specifically point out further and advanced training to their employees in the MTSV. Participation in qualification measures must be made possible with special consideration of the burden of care work in accordance with §9(5) of the Berlin State Equal Opportunities Act. This can be realised, for example, through local qualification offers. The Institute also works together with the faculty to ensure that more regular continuing education courses take place in Adlershof.
- When developing the staffing plan, particular attention must be paid to adequate job grouping and classification in the appropriate pay group, and this must be done equally for all genders. The Institute shall endeavour to provide promotion opportunities for MTSVs, for example through further training measures for secretaries to become administrative specialists.
- In personnel measures of the MTSV, the employees' wish for a change in working hours (part-time/full-time) should be considered. In the case of personnel measures (e.g., new hires), the Institute

first checks the availability of internal options that would be suitable for the measure.

- Employees are supported and relieved by their superiors when they take on committee work. This is particularly urgent due to the low absolute number of MTSV staff.

4 Family friendliness and work-life balance

- When distributing work tasks, care must be taken to ensure that it is possible for people with children and those who do other care work to be compatible with care. Those in leadership roles have a special responsibility for this.
- Events or committee meetings shall be scheduled during core working hours, if possible and if the spatial conditions permit, to bring them into line with the usual childcare hours (8 a.m. - 4 p.m.) of day-care centres.
- Scientific staff and doctoral students should be supported in planning their return to work before and after parental leave through appropriate measures. This includes agreements with supervisors or supervisors of the doctoral thesis on regular discussions on the further development of the doctoral thesis and/or other work-related tasks.
- Supervisors are encouraged to allow employees who are involved in childcare or other care work to work in a home office within the legal framework and to create working conditions that are conducive to health.
- The family room at the GI is actively advertised and is available to students and employees as well as guests with children. The room provides a place for breastfeeding, a changing table, a cot, toys for children and a workstation. Access is guaranteed for all status groups during core working hours.

5 Diversity and inclusion

- To be able to counteract the most diverse aspects of (multiple) discrimination, continuous critical self-reflection and conscious further development towards an inclusive institution is necessary. Initial measures have been initiated but are to be expanded in the future. This includes, as a first step, the collection and evaluation of data (see chapter 6).
- The diversity group at the GI, which has emerged from a grassroots movement, will be given the opportunity to raise concerns in the Institute Council and have proposals voted on there.
- Institute-wide workshops open to all status groups and institute members to create visibility and awareness of diversity and discrimination are held and can be promoted by the KFF-GI to enable them to recognise and counteract disadvantages and to recognise the potentials and opportunities of diversity and implement them more intensively.
- The Women's* Representative organises a monthly open meeting at the Institute to promote an exchange between Institute members, status groups and different departments (currently suspended due to COVID-19).

- In order to support students as early as possible, first-semester students are already introduced to all available support and counselling options during the orientation week, e.g., the counselling options for students with physical or mental impairments, the support for students without a family academic background (First Generation) or the anti-racism counselling of the RefRat.
- If possible and if necessary, inclusive excursions must also be made possible in order to provide access opportunities for participants with physical/mental impairments.

The desired internationalisation requires English as a second language of communication. The Institute's management strives for bilingual communication. The equal opportunities concept has been translated into English.

6 Evaluation of the data on the gender equality situation

Based on the data proposed by the DFG for the statistical recording of the gender equality situation, the corresponding data is updated annually. The corresponding template in the form of a table contains data on the gender equality situation differentiated by levels of the scientific career (see Tables 1 and 2). The results of the update are announced annually and used for the (further) development of gender equality measures or their evaluation, which is to take place every two years. If the gender equality situation changes, the concept is adapted.

Unfortunately, due to the data situation, there is currently no possibility to evaluate other aspects of gender and diversity and to implement measures in a targeted manner. In the future, more efforts will be made to achieve this by:

- Collecting data in order to better differentiate between doctoral students, post-doctoral students and teachers for special tasks, as well as between part-time and full-time positions and third-party funded and budget positions.
- Anonymous recording of the number of participants in measures to promote gender equality or reduce disadvantages.
- Survey to evaluate the success of measures to promote gender equality and diversity
- Survey to make existing disadvantages visible and measurable

7 Equality-oriented financial management

The KFF-GI ensures that the funding available for equality for women* is allocated according to transparent criteria. According to § 9 (3) of the HU's Women* Promotion Guidelines, a certain share (currently 5%) of the funds for teaching and research allocated to the faculties and institutes is withheld and distributed according to certain criteria. The allocation of financial resources for the advancement of women* is intended to support women* in their academic and professional careers. The funding is intended to provide sustainable incentives for equality and for eliminating the underrepresentation of

women* at the GI. Between 2018 and 2020, 25 women* from the groups of students, MTSV and WiMis were given support for research stays, conference visits, printing costs or further training.

In principle, all women* who are students, employees, or research assistants at the Geography Department of Humboldt-Universität zu Berlin or who can provide evidence of an associated fellowship or scholarship are eligible to apply. An application is particularly eligible for funding if the project has one or more of the following characteristics: (i) It addresses gender issues or the advancement of women*. (ii) The proposal comes from subjects or relates to subjects in which women* are still significantly underrepresented. (iii) The results suggest that sustainable incentives for equality and for the elimination of the underrepresentation of women* at the Department of Geography are associated with it. (iv) The application is submitted by eligible applicants who are confronted with special burdens (e.g., due to childcare periods, care of relatives) or disadvantages.

Appendix

Table 1. Proportions of women* at the Geography Department of the HU in all status groups. The following figures regarding staff development at the GI are regularly rounded and the latest available data. The 2019 figures will be updated as soon as the 2020 figures are available from the HU personnel statistics. All figures refer to actual staff ("heads") and not to job quotas.

Status group	As of 31.12.2014			As of 31.12.2018			As of 31.12.2020			Target for 2025	Target for 2025
	m	f	% f	m	f	% f	m	f	% f	% f	% f
Students	395	356	47,4%	397	376	48,6%	454	418	47,9%	50%	50%
Student collaborators	not collected			26	25	49,0%	28	27	49,1%	50 %	50%
WiMi all	41	23	35,9%	41	33	44,6%	42	25	37,3%	50 %	50%
WiMi permanent	not collected			36	32	47,1%	37	24	39,3%	50%	50%
WiMi non-permanent	not collected			5	1	16,7%	5	1	16,7%	40%	50%
Professors ALL	7	6	46,2%	11	5	25%	10	11	52%	50 %	50%
davon Haushaltsmittel	5	2	28,6%	8	2	20%	8	4	33,3%	40 %	50%
davon S-Professuren	2	2	50%	3	3	50%	2	7	77,8%		
W3-Professors	not collected			7	3	27%	7	4	36%	40%	50%
davon Haushaltsmittel				6	1	14,3%	6	1	14,3%	40%	50%
davon S-Professuren				1	2	66,6%	1	3	75%		

W2-Professors	not collected			2	2	50%	3	5	62%	50%	50%
davon Haushaltsmittel				0	1	100%	2	2	50%	50%	50%
davon S-Professuren				2	1	33,3%	1	3	75%		
Junior-Professors	0	2	100%	2	0	0%	0	2	100%	50%	50%
davon Haushaltsmittel	not collected			2	0	0%	0	1	100%		
davon S-Professuren	not collected			-	-		0	1	100%		
MTSV	not collected			5	7	58,3%	4	8	66,6%		
davon in Vollzeit				3	3	50%	3	4	57,1%		
davon in Teilzeit				2	4	66,6%	1	4	80%		

Table 2. Proportion of women at the Geography Department of the HU in the qualification levels. The following figures are regularly rounded and taken from the official HU personnel statistics from winter semester 2020/2021 (latest available data).*

Qualification	As of 31.12.2014			As of 31.12.2018			As of 31.12.2020		
	m	f	% f	m	f	% f	m	f	% f
Graduates BA/MA	not collected			62	55	47,0%	61	47	43,5%
Doctorates incl. prior year	11	9	45%	16	19	54,3%	15	7	31,8%
Habilitations incl. prior year	0	0	-	1	0	0,0%	0	0	-

Table 3. Proportion of women at Geography Department of the HU within the scientific staff, differentiated into doctoral students and post-doctoral students. This data differs in detail from Table 1, as this data was collected for the first time in 2021. They are based on individual counts of the various departments and are anonymised.*

	As of 25.10.2021		
	m	f	% f
Researchers assistants (all)	43	23	34,9
PhDs	22	16	42,1
Post-docs	21	7	25,0