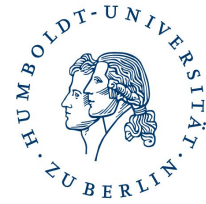


Equal Opportunity Concept of the Institute of Psychology at the Faculty of Life Sciences of Humboldt-Universität zu Berlin



valid from June 2021 to June 2023

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Abbreviations used:

EOC = Equal Opportunity Commission

IoP = Institute of Psychology

Authors: Linda Onnasch (Chair EOC, Junior Professor), Kim Klüber (Member EOC, Scientific Associate), Ulrike Bunzenthal (Member EOC, Employee for Technology, Service, and Administration), Nadine Vietmeier (Scientific Associate), Kevin Hilbert (Member EOC, Scientific Associate), Kai Horstmann (Member EOC, Junior Professor), Caroline Wehner (Decentralized Women's Representatives, Scientific Associate), Madlen Hoffstadt (Member EOC, Student), Mateus Mazzaferro (Student), Clara Belz (Member EOC, Student) und Theresa Stange (Member EOC, Student)

Note: Whenever the concept of equality refers to men or women, it refers to all persons who identify themselves as men or women and not to biological sex.

1. Goals of the equality concept

The present equality concept pursues the goal of ensuring adequate study and working conditions for all people at the Institute that are free of disadvantage and discrimination. Since the equality concept was originally developed to reduce gender-related disadvantages, this is still an essential focus in the current concept. A recent survey on the status quo at the Institute of Psychology on the topic of equality revealed that this focus needs to be expanded, as other groups of people also experience structural disadvantages and would like to see improvements as well as more visibility at the Institute. Thus, another goal is to expand the equality concept more. Our overarching vision is to achieve equality for people regardless of origin, language, appearance, political and religious beliefs, socio-economic status, gender, sexual orientation, age and disability. In the coming years, significant steps will be taken to achieve this equality and to expose and counteract the disadvantages and discrimination at our Institute.

The current concept focuses on five thematic areas:

- (1) Actions against structural disadvantages of women: The IoP pursues the goal of identifying and counteracting structural disadvantages of women within the Institute, also in order to exploit the performance potential of women for academia.
- (2) Actions to increase the proportion of men among students: Men are underrepresented in the psychology program. The IoP pursues the goal of increasing the proportion of men among students in order to exploit the potential of men in the program of psychology.
- (3) Actions against discrimination against people who do not assign themselves to a binary gender concept ("man" or "woman"): This includes intersex and transgender people, as well as all other people who do not assign themselves to a binary gender concept for various reasons and are often particularly affected by discrimination (FRA - European Union Agency for Fundamental Rights, 2014; Ghattas & Sabisch, 2017; Güldenberg & Sauer, 2017). The IoP pursues the goal of proactively counteracting possible discrimination within the Institute.
- (4) Actions to increase family friendliness: The Institute sees itself as a family-friendly place to study and work for people of all genders. However, the current survey of the as-is status of gender equality-related issues (see section 3.2) has revealed a significant need for improvement at the Institute. Therefore, mainly structural measures are formulated to facilitate studying and working with a child/children.
- (5) Actions against structural discrimination of people with disabilities: The IoP pursues the goal of uncovering and counteracting structural discrimination of people with disabilities within the Institute in order to ensure barrier-free participation in science and to make the potential of people with disabilities accessible to science.

2. Implementation of the equality topic

For the implementation of the equality topic, an Equal Opportunity Commission was appointed at the Institute in January 2021. This commission is responsible for the creation, revision and implementation of the equality concept and can be contacted with questions, suggestions and complaints on the topic of equality of people, regardless of origin, language, appearance, political and religious conviction, socio-economic status, gender, sexual orientation, age and disability. Until now, the equality concept focused exclusively on gender-related equality. With the present concept, we would like to explicitly broaden the focus. Based on a survey on demand, the actions presented in the current concept refer at the moment primarily on gender-related equality, family friendliness and equality for people with disabilities. This represents a first step, which will be expanded in the coming years with further content and measures.

The Equal Opportunity Commission consists of at least one representative from each status group (i.e. students, doctoral candidates, scientific staff, technical, service and administrative staff, professors). The Women's Representative of the Institute is an advisory member. In the future, the representatives will be appointed every two years by the members of the Institute Council (application is open to everyone at the Institute). The EOC elects a spokesperson (chairperson) and meets at least once every semester, usually in public meetings. Participation in the EOC is open to all interested members of the Institute.

In addition to the EOC, the women of the Institute elect a Decentralized Women's Representative who represents the interests of the women at the Institute.

3. Situation at the Institute (as-is analysis)

3.1 Distribution of women in different status groups

In the following, the distribution of women in different status groups is discussed. Information on persons who do not assign themselves to any binary gender concept must be disregarded here, since no data on them are available. The Institute of Psychology advocates to the university management that university statistics differentiate at least three gender categories in the future (i.e. male, female, diverse), also in order to be able to fully consider the distribution of genders in the next equality concept.

Figure 1 shows the proportion of women in different status groups at the Institute. The figures are additionally tabulated in the appendix.

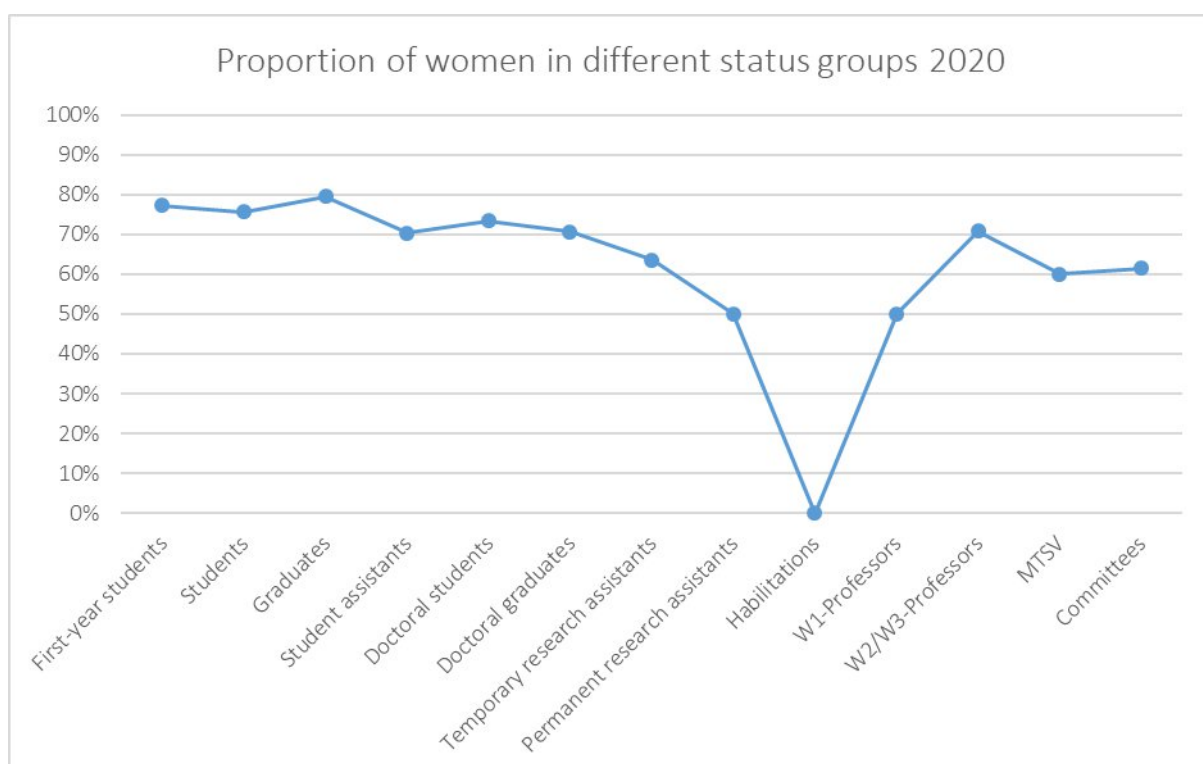


Figure 1: Proportion of women in different status groups, based on data from the QM staff department. The gender distribution in committees was surveyed by EOC (updated March 2021).

The proportion of women among students is 75% for 2020. This is a significantly higher proportion of women than in the overall student body of Humboldt-Universität zu Berlin (2019: 58% women) and is at a comparable level to the previous three years (74 - 75%).

The proportion of women decreases as the status group increases. Although 79% of the graduates and 74% of the doctoral students are female, this proportion decreases dramatically with increasing qualification level. For example, only 63% of women hold temporary academic positions and 70% of those who have successfully completed a doctorate. The proportion of female W1 professors is 50%. The proportion of women in W2 and W3 professorships is about 46%. This means that a disproportionate number of women leave science at the latest after completing their doctorate. Gender parity is largely achieved among professors and in committee work.

Among employees in the status group MTSV (employees in technology, service and administration), the proportion of women is 60% and has thus decreased by about six percent compared to the previous year. In the various committees at the Institute, women are represented by about 62%.

3.2 Survey of the status quo at the Institute of Psychology on the equality topic

In order to obtain detailed findings on the current status of equality-related topics and offerings, an institute-wide online survey was conducted across the status groups among all members of the Institute. The survey was conducted from 04/16/2021 - 05/04/2021, and 125 individuals participated in the survey. Of these individuals, 71% identified themselves as female, 24% as male, and 2.5% as non-binary. With about 60% of the participants, students were the most frequently represented status group, in addition there were slightly more than 10% doctoral candidates and scientific employees, as well as about 6% post-docs, professors and employees from technology, service and administration. In line with the self-reporting of the status group, most of the people who participated in the survey were younger than 30. About a quarter of the respondents were between 30-40 years old, and only a few respondents were older. Because participation in the survey was voluntary, there might be a bias toward, for example, those particularly interested in equality or those disadvantaged by discrimination. The most important results are reported below.

3.2.1 Awareness of and satisfaction with advisory and service offerings on the topic of equality

Around two-thirds (67%) of respondents stated that they consider the topic of equality to be "very important". At the same time, only 3% of the participants feel well informed about the IoP's consulting and service offerings on the topic of equality. Overall, 29% of respondents were completely unaware of the offerings, while 68% knew that these offerings existed but were not well acquainted with them. The equality offers of the IoP have been used by 10% of the participants so far. Among the reasons for not using the offers so far were primarily that there was no need and that the offers were not known or not suitable.

When asked about their satisfaction with the state of equality at IoP, no clear opinion emerged. About half of the persons (48%) stated that they had no opinion on this question. 25% were satisfied, while 27% were dissatisfied with equality at IoP.

The most frequently expressed wishes for gender equality work at IoP include:

- (1) Addressing and implementing diversity in teaching (especially through consistent gendering in writing and language).
- (2) Equal opportunities for women (especially among doctoral candidates and research assistants)
- (3) The expansion of family friendliness at IoP (for mothers as well as for fathers)
- (4) Broadening the focus to include, for example, disability or socio-economic status
- (5) Increased communication of the existing consulting and service offers regarding equality at the IoP.

3.2.2 Experiences of discrimination and offers of help

Around a quarter of the respondents stated that they had already experienced discrimination at IoP. Here, clear effects of gender and hierarchy emerged: especially women and non-binary persons report experiences of discrimination, and especially persons in lower hierarchical levels (students, PhD students) report experiences of discrimination. The most common reasons here were gender identity and marital status, followed by disabilities or other special needs. Out of 22 persons, three persons reported that they were helped by members of the IoP to deal with their experience of discrimination, while the remaining 19 persons were not helped. However, the number of cases in which help was sought from members of the IoP was not recorded.

3.2.3 Gender-inclusive language

The use of gender-inclusive language in everyday university life at IoP was rejected by only 1% of the participants (n = 96). 31% stated that they had already fully integrated it. The majority (61%) stated that they knew the theoretical background, but still felt uncertain about implementation. Accordingly, 60% would like to see more education and information material on gender-inclusive language at IoP. The HU's gender-inclusive language guide was known to 36.5% of respondents. Overall, 91.7% of respondents felt that they were addressed appropriately in terms of language at IoP.

3.2.4 Diversity

About 70% of the respondents stated that they feel sufficiently represented in their status group with regard to their gender identity at IoP. About 15% each feel overrepresented or underrepresented. While just under 20% of respondents had already felt that they had been advantaged because of their gender, 14% had already felt that they had been disadvantaged. Frequently named among the advantages and disadvantages were the preferential treatment of gender groups (predominantly of cis

men) by some lecturers as well as the disadvantage of women in occupying positions for doctoral candidates and research assistants.

3.2.5 Family friendliness

Of the respondents, 39 reported being a parent (n = 26) or having other family care responsibilities. Of these, 50% reported being strongly or very strongly constrained by family responsibilities. Seventy-two percent of parents reported limitations due to a lack of child care space.

The most commonly cited disadvantages due to the restriction were having to work before or after work on weekends and at night, not being able to attend meetings or events, and having too short childcare hours in the childcare facility.

Many HU offerings for families were and are not used either due to unfamiliarity (e.g., play bag rentals, free kids' meals) or lack of capacity and inflexibility (e.g., HU Kita).

Approximately 35% of parent respondents saw a need for changing tables, and 39% for breastfeeding space at IoP. Access here should be available to individuals of any gender identity.

While the possibilities of the offers for families at the IoP were assessed overall as predominantly deficient to sufficient (above all diaper-changing and breastfeeding facilities, care room, emergency care), an improvement of the offers was desired above all in the area of more flexible working hours and home office, child care near the Institute, emergency care and care rooms.

About 60% of parents experience disadvantages in their work, study, or academic career due to parenthood (n = 21). About 30% experienced disadvantages due to parental leave. Three persons each stated that they had not taken parental leave due to financial difficulties or fear of disadvantages.

3.2.6 Research and teaching

Overall, it was found that gender equality and diversity currently play only a minor role in research and teaching at the Institute. In research, these topics played a role for only 19.4% of the respondents, whereas they did not play a role for 80.6% of the respondents. Only in individual cases do topic-specific collaborations exist or are in the planning stage.

In teaching, 8% of respondents stated that gender equality and diversity issues were addressed in entire series of events, and for 33% these issues played a role at least in individual events. In contrast, 59% of the respondents do not address equality and diversity in their current teaching.

4. Actions

4.1. Actions against structural disadvantages of women*

This section refers to all individuals who identify themselves as women. In many areas of science, the proportion of women decreases as the status group increases. The Institute's Women's Representative plays a central role in eliminating structural disadvantages for women. She advises students and scientists on the possibilities of promoting women, is available as a contact person in case of gender-

related discrimination experiences and assaultive behavior towards women, sensitizes employees of the Institute with regard to structural disadvantages of women, is involved in all recruitment and appointment procedures in order to represent the interests of female applicants and is a member of the Institute's Council. The Women's Representative is also the first point of contact for parents and represents their interests at the Institute.

In order to adapt these diverse demands even better to the needs of female students, scientists and all other female employees of the Institute, the Women's Representative offers regular office hours (currently by appointment due to the corona pandemic), sends out a newsletter by e-mail each semester and presents herself as well as the role of the Women's Representative on a separate website assigned to the Institute. In addition, the Women's Representative personally introduces herself to the first-year students during the introductory week.

In addition to the numerous activities of the Women's Representative, further actions are taken to prevent structural discrimination against women within the Institute:

- (1) Actions for the advancement of women: In accordance with the Berlin University Law and the incentive system for the advancement of women at Humboldt-Universität zu Berlin, five percent of the material resources distributed on the basis of performance are used to finance actions for the advancement of women. These are allocated by the Women's Promotion Commission under the leadership of the Institute's Women's Representative and are available to all status groups.
- (2) Counseling on scientific career: In order to specifically address uncertainties regarding further scientific career planning, female scientists are given the opportunity for individual counseling by a professor/postdoc of the Institute at the end of their doctoral phase, which is arranged by the Women's Representative. Interested doctoral candidates can contact the Women's Representative by email, who will then put them in touch with a professor or postdoc. Currently, the list of advisors includes 12 employees of the IoP. A guideline for the interview with possible questions will be provided.
- (3) Targeted search for female candidates: Before professorships are advertised, at least three potential and promising female candidates are sought and explicitly invited to apply following the advertisement. This is documented in the report of the appointment committee. If it is not possible to find three promising female candidates for a position in the run-up to the enactment of the advertisement text by the appointment committee, the advertisement text is opened up until at least three promising female candidates fit the job advertisement.

The offers made by the Women's Representative aim to protect against gender discrimination. The offers mentioned are therefore also open to discriminated persons of other gender identities.

4.2. Actions to increase the proportion of men among students

Men are often underrepresented in the psychology program, including this Institute (Statistisches Bundesamt, 2019). In order to achieve a gender balance among students, several actions are taken:

- (1) Diverse career opportunities for psychologists: Many people associate the study of psychology with becoming a psychological psychotherapist. In order to make the career perspectives of psychologists clear in their diversity, the Institute will provide information about the diverse fields of activity on its web pages. The corresponding website of the DGPs can serve as inspiration: <https://www.dgps.de/>. For the activities presented on the Institute's website, men and women working in this professional field will be presented in roughly equal proportions. Particular emphasis is on describing the experiences of a male therapist in order to eliminate female stereotypes of the profession of psychological psychotherapist. Male employees of the Institute will also be asked once by email if they would be willing to inform about the profession of a psychologist with a short interview or statement. This contribution is to be published on the pages of the Institute.
- (2) Male role models: In order to liberate the profession of psychological psychotherapist from female stereotypes, male therapists (in training) are explicitly encouraged to contribute their experiences and perspectives (e.g., on the Institute's website, during the introductory week, at the open day). Male research assistants and professors should also actively contribute in this regard in order to become visible as role models (e.g., through short interviews or statements on the Institute's pages).
- (3) In order to make the versatility of psychology programs visible, the IoP develops information material (especially presentation material) to make the discipline, as it is taught at the IoP, visible. Here, the different focuses of the Institute, the different courses of study, as well as possible occupational fields are to be described. The materials should be up to date at all times and available to all members of the IoP in order to present the IoP accurately and appropriately to the outside world.

4.3. Actions against discrimination of people who do not assign themselves to a binary gender concept

To prevent people who do not identify themselves to a binary gender concept from experiencing discrimination at our Institute, the following actions are taken:

- (1) Gender-sensitive language: Gender-sensitive language is used at the Institute, both in spoken language (e.g., in personal communication and in lectures) and in written language (e.g., in emails, on lecture slides, on the Institute's websites). Furthermore, it is aimed that existing official forms of the IoP and the university (e.g. application for the opening of the doctoral procedure), which do not yet use gender-sensitive language, are revised accordingly. Gender-neutral formulations such as the present participle and the gender asterisk (which can be heard as a short pause with the so-called glottal stop) are recommended. These recommendations are based on the HU's guidelines for gender-inclusive language, which can be found on the pages of the Central Women's Representative (<https://frauenbeauftragte.hu-berlin.de/de/informationen/geschlechtergerechte-sprache/leitfaden-geschlechtergerechte-sprache-humboldt.pdf>).
- (1) Currently, an extension of the HU guidelines for patients and test persons of the University Outpatient Clinic for Psychotherapy and Psychodiagnostics is being discussed, in which specifically the age of the target group is also considered in the formulations. In addition, a guideline for the use of gender-sensitive language in teaching will be created. One way to avoid gender ascription is, for example, to use the "Hamburger Sie" (first name + Sie) or to use the full name (instead of Mr. or Ms. X).
- (2) Non-discriminatory communication: Cooperative and non-discriminatory discussion behavior is taught during the introductory week. The EOC will inquire with the Diversity Workgroup whether there is interest in a joint project on non-discriminatory communication. Our goal is to jointly develop a 'code of conduct'.
- (3) Survey of gender in psychological studies: A guideline for the non-discriminatory and unambiguous survey of gender was developed, which is adapted to psychological questions. An examination of the actuality of the recommendations of the guideline is aimed each time with the preparation of the new gender equality concept. The guide has been made available to all members of the Institute on the Institute's website: <https://www.psychologie.hu-berlin.de/de/institut/organisation/gleichstellung/leitfaden-sensible-erhebung-von-geschlecht-in.pdf/view>
- (4) Change of name: There are a variety of reasons why people (would like to) have their names changed or use a name other than the name on their identity card. Even people who do not assign themselves to a binary gender concept sometimes prefer a different first name than the name they were given at birth. In online portals of the university self-administration, e.g. Moodle, a name change is generally possible. However, the technical options for implementation still need to be adapted here. For official documents such as the student ID

card, implementation options are currently still being examined with regard to feasibility and legal framework conditions.

- (5) Toilet rooms: So far, there are only toilet rooms for men, women and people with disabilities at the Institute. People who do not assign themselves to any binary gender concept remain unconsidered in this categorization. In order to change this, the concept of the Berlin State Office for Equal Treatment - against Discrimination is used (https://www.berlin.de/sen/lads/_assets/ueber-uns/materialien/factsheets/factsheet_12_toiletten_bf.pdf).

After consultation with University management, the request will be implemented as follows: Single-person restroom facilities not reserved for persons with disabilities will be converted to unisex restrooms. If applicable, some men's cubicle restroom spaces could additionally be converted to unisex restrooms (as long as sufficient numbers remain exclusively for men). In addition, toilet vestibules could be converted and turned into additional unisex single toilet rooms. The implementation of appropriate actions should also be considered for future construction.

4.4. Actions to increase family friendliness

The Institute understands itself as a family-friendly place of study and work for people of all genders. Therefore, the following topics are strived for:

- (1) Provide adequate diapering and breastfeeding facilities for parents of either sex; and
- (2) a parent-child room where children can be cared for by a caregiver for a short period of time.
- (3) In order to be able to support students, employees and professors in short-term emergency situations (e.g., a lecture appointment, when the child is sick or the childcare facility is closed), suitable support should be provided at faculty level, e.g. via contingents at a childcare service. Here, a general regulation for all three Institutes of the faculty should be strived for.
- (4) Classes and committee meetings shall be held at family-friendly times between 9 am and 5 pm.
- (5) Employees with children shall be given the opportunity to take advantage of flextime arrangements and to work part of their working hours at home.
- (6) The Institute advocates the establishment of a university daycare center at the Adlershof campus towards the Institutional Leadership. A realistic implementation requires the coordination of different Institutes in Adlershof. For this purpose, the Women's Representative of the Institute is already in close contact with other Women's Representatives located in Adlershof as well as with the family office. Potential rooms are currently being inspected. However, further implementation is difficult due to Covid-19 and is therefore still ongoing.

According to the family office, there is no funding available for the expansion of the daycare center in 2021.

4.5. Actions against discrimination of people with disabilities

In order to enable people with disabilities (including chronic and mental illnesses) to participate in the scientific community without barriers and to make the potential of people with disabilities accessible to the scientific community, the following actions are taken at the IoP:

- (1) Compensation for disadvantages: if there is evidence of physical or mental impairments and disabilities, assessments in the intended form can be replaced in whole or in part by equivalent assessments in another form or adapted to allow equal opportunities (e.g., writing time extensions for examinations, oral examinations). In addition, extensions of the deadline for the delivery of written work can be granted or the examination period can be changed.
The application for disadvantage compensation can be found here:
<https://www.psychologie.hu-berlin.de/de/studium/formulare/antrag-nachteilsausgleich.pdf>
- (2) Digital courses: The goal is to continue providing digital courses even after Corona suspends face-to-face teaching in order to increase accessibility when participating in courses. For this purpose, all lecturers are actively encouraged to continue to provide digitally recorded teaching formats, for example, even in the case of recurring face-to-face teaching, and to examine whether teaching formats can also be opened up further through streaming offerings.
- (3) Accessible examination design (especially for visually impaired persons): When designing written exams, lecturers should ensure that fonts, images and graphics as well as contrasts in digital forms can be individually adjusted. In addition, attention should be paid to the use of voiceover functions by providing images with alternative text. When creating paper-based exams, possible requirements should be queried in advance.
- (4) Accessible websites of the IoP: When designing websites of the IoP, attention is paid to good readability (contrasts and font sizes), sufficiently large user interfaces, image texts, options of easily understandable language as well as barrier-free design of forms and information materials.
- (5) Further training offers on the topic of inclusion: Together with the Diversity Working Group of Humboldt-Universität zu Berlin and the Berlin Center for University Teaching, further training offers for lecturers on the topic of inclusion should be suggested and developed (e.g., further training on blended learning).
- (6) Information dissemination: Every year, all status groups of the Institute are informed about the offers for studying with disabilities at Humboldt-Universität zu Berlin via mailing list. For students, these offers include personal consultations, information events, information on barrier-free access, on compensation for disadvantages, and on applying for inclusion

assistance. For lecturers, in particular, a guide for improving the situation of students with disabilities and/or chronic illnesses at Humboldt-Universität zu Berlin is provided:

https://www.hu-berlin.de/de/studium/barrierefrei/lehrendeundmitarbeiter/leitfaden/leitfaden_lang

- (7) Barrier-free access: The Institute of Psychology at the campus in Adlershof is barrier-free. Disruptions to accessibility (e.g., defective elevators, incorrectly occupied parking spaces for disabled persons) are reported directly to the representative for disabled students.

4.6. Actions to increase the visibility of offers on the topic of gender equality

- (1) Website: For better visibility of offers on the topic of equality for all members of the Institute, our homepage is updated regularly, supplementary content is added and - if possible - also linked. The website can be found at: <https://www.psychologie.hu-berlin.de/de/institut/organisation/gleichstellung#Gleichstellungskommission>
- (2) Newsletter: Once a semester, the EOC together with the Decentralized Women's Representative from the Institute of Psychology will send out a newsletter on the topic of gender equality, women's advancement and women's counseling to all members of the Institute via e-mail.
- (3) Onboarding: For new hires, each status group will be given an appropriate welcome letter from the EOC. In this letter we introduce ourselves, describe our concern - the discrimination- and disadvantage-free treatment of all members of the Institute - and list our offers of help.
- (4) New students are informed by members of the Psychology Student Council during first semester events about the Institute's equal opportunity concept and the goals embedded in it, and are made aware of our website.
- (5) Ombuds office for each status group: In order to offer each status group at the Institute an adequate contact point for wishes, problems or ideas concerning equality-related issues, it is planned that members of the Equal Opportunity Commission will take over the ombuds task for their respective status group. For this purpose, a concept is being developed for the procedure to be followed when this contact option is used, in order to ensure a secure procedure.
Currently, Prof. Ulrike Lüken is the ombudsperson for all doctoral students at the Institute of Psychology.
- (6) Suggestions for improvement and comments: All persons at the Institute can contact the members of the Equal Opportunity Commission with suggestions for improvement at any time. This can concern structural improvements or, of course, advice on how, for example, gender-inclusive language can be better integrated into teaching if this is not yet sufficiently implemented in courses.

5. Evaluation

The actions presented in the equality concept are to be evaluated every two years in preparation for the concept revision. In addition, this will also identify changing needs and requirements of all status groups, which can then be incorporated.

The results will be presented for discussion in the Institute Council and published on the future website of the Equal Opportunity Commission. The tasks are part of the work of the Equal Opportunity Commission.

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Appendix: Proportion of women at the Institute in different status groups over different years

Status group	Proportion of women							
	2020		2019		2018		2017	
	N	%	N	%	N	%	N	%
First-year students	223	77,2%	213	79,5%	197	72,2%	204	77%
Students	881	75,6%	822	75,5%	780	74,7%	751	75%
Graduates	151	79,5%	145	77,1%	128	73,6%	151	75%
Student assistants	45	70,3%	30	68,2%	37	72,5%	31	67%
Doctoral students	74	73,3%	76	71,0%	73	66,4%	78	66%

Doctoral graduates	12	70,6%	10	66,7%	16	59,3%	21	78%
Temporary research assistants	35	63,6%	31	66,0%	31	67,4%	24	64%
Permanent research assistants	2	50%	2	50%	2	50%	2	50%
Habilitations	0	0%	0	0%	1	50%	0	0%
W1- Professors	2	50%	1	33,3%	1	50%	1	50%
W2- Professors	1	100%	6	50%	6	60%	5	33%
W3- Professors	5	41,7%						50%
MTSV	12	60%	12	66,7%	10	58,8%	8	57%
Committees	40	61,5%	34	54,0%	NA	NA	NA	NA