



Creating Gender Equality Together

**An Approach to Gender Equality at Technische Universität
Berlin (2016-2022)**

Contents

- 1. University profile 3
- 2. Strengths-weaknesses analysis 5
- 3. Equality objectives 11
- 4. Measures in specific action areas 12
 - a) Organizational culture 13
 - b) Organizational development and governance 14
 - c) Staff recruitment and development..... 16
 - d) Research 20
 - e) Teaching and learning 21
- 5. Summary and ways forward 23
- Annex..... 25
 - a) Percentage of women (2014) and percentage targets (2022) by level of qualification and professional status at Technische Universität Berlin 25
 - b) Graphic: Status of measures in the central Approach to Gender Equality – comparison between 2018 and 2020..... 26
 - c) Graphic: Development of the percentage of women at TU Berlin (total) – comparison between 2014 and 2019 27

Preamble:

The following Approach to Gender Equality was developed to pursue goals and steering instruments as well as innovative measures to promote gender equality. It is designed as an open and growing document that allows for continuous reflection taking account of the latest policy developments and local regulatory conditions and can be adapted through new measures. For the period of the document's validity and beyond, Technische Universität Berlin aims to ensure that all University members actively pursue the objective of gender equality as a cross-cutting task, guided by the vision of equality of opportunity at all levels.

From the Technische Universität Berlin Mission Statement:

“Our University members actively advocate for equality between women and men and create family-friendly study and working conditions. We ensure equality of opportunity and freedom from discrimination at all levels of the University organization. We also explicitly embrace the plurality of world views and ways of life in education and research.”

1. University profile

With 34,000 students and 7,800 staff members, including 276 regular professorships, Technische Universität Berlin is a major research university with a rich tradition and a worldwide reputation.¹ Due to its wide range of disciplines, including engineering and natural sciences, planning and economic sciences as well as the humanities and social sciences, the University is characterized by a multitude of academic cultures. This in turn shapes the University's profile and its portfolio of gender equality work.

One of the University's key areas of sustained action is its support of equal opportunities and the balance of studying/career and family or private life. Linking the activities of organizational development and profile building with strategies to improve equal opportunities aids the University in the international competition to attract the best minds, who in turn contribute to the University's processes of generating innovative ideas and shaping the future. With its strong focus on engineering and natural sciences, Technische Universität Berlin is committed to refining research in science and technology for the benefit of society. In accordance with this objective, the University responds in times of skills shortages by educating and training the specialists needed most for the economy and society. This is considered an essential task at Technische Universität Berlin, which is why equality-based organizational development and individually designed career advancement opportunities for female students, researchers and scholars are at the core of its gender equality strategy.

Technische Universität Berlin expresses its commitment to this objective in the Mission Statement (2011), the Institutional Strategy (2013-2020), the Faculty Development Plans and Women's Advancement Plans (2015, 2016), the Structural and Development Plan (2018), the various target agreements within the framework of auditing and accreditation procedures (2014, 2015), and the Guidelines for the Promotion of Equal Opportunity for Women (1993).

¹ As of the end of 2020/beginning of 2021

Gender mainstreaming has a long tradition at Technische Universität Berlin, where it is considered a strategic leadership task lying within the responsibility of the University's Executive Board. However, gender mainstreaming can only be implemented if viewed as a cross-cutting concern. That is why the process of implementing the objectives and strategies is supported by a variety of actors within the University. Based on its long tradition of gender equality work, the roots of which trace back to the early 1990s and the appointment of secondary and one primary women's affairs representatives, Technische Universität Berlin has achieved much success, particularly in recent years, in the form of awards and significant third-party funding. These include:

- Secured Rating through the Total E-Quality Award (2008, 2011, 2014, 2018), with an additional distinction for diversity (2018),
- Certification through the family-friendly university audit (audit familiengerechte Hochschule) (2008, 2011, 2015, permanent holder of the quality seal since 2018),
- Ranking in the highest implementation category in the framework of the Research-Oriented Standards on Gender Equality of the German Research Association (Deutsche Forschungsgemeinschaft – DFG) (2011, 2013),
- Grant proposal approvals in the Professorinnenprogramm of the Federal Ministry of Education and Research (BMBF) (2008, 2013), and
- Secured funding in the Berlin Program for Equal Opportunities - BCP (2001-2021, initially to 2020, extended due to the coronavirus pandemic).

By implementing this *Approach to Gender Equality*, Technische Universität Berlin intends to build upon the DFG's final report on the Research-Oriented Standards on Gender Equality and drive the process forward on its own by formulating new and ambitious targets.

In order to improve on the established standards in the coming years, Technische Universität Berlin submitted its existing programs and structures to a critical internal evaluation as a step towards formulating this *Approach to Gender Equality*. Within this framework, the previously established objectives were examined in detail, extended and re-defined with priorities for action. On the basis of regular interim audits, this *Approach to Gender Equality* was updated in 2021 and will be evaluated and jointly developed further by the end of 2022.

With its *Approach to Gender Equality*, Technische Universität Berlin undertakes to implement the DFG's Research-Oriented Standards on Gender Equality and to uphold the General Standards on Gender Equality at Berlin Universities. Technische Universität Berlin invested massively in equality measures in the past and will continue to develop this investment in the future.

2. Strengths-weaknesses analysis

When considering the data on the proportion of women at Technische Universität Berlin (cf. Table 1 & App. c), it is initially apparent that the percentage of women with increasing qualification or status levels has decreased across nearly all faculties (leaky pipeline) and that the percentage of women transitioning to a professorship significantly drops (glass ceiling). These figures essentially remain unchanged, even though the University was able to increase the percentage of women in nearly all qualification and status phases in 2014. At the same time, when considering the percentage of women at Technische Universität Berlin across the individual academic faculties and subjects, it becomes clear that the development in the percentage of women in individual subject groups greatly differs. In order to address a differentiated need for action regarding gender equality, a more in-depth subject area-specific analysis is needed. This was achieved by redesigning the procedures developed to implement the 2015 Women's Advancement Plans.

Table 1: Percentage of women in different qualification and status phases at Technische Universität Berlin (2014) & 2019)²

	Female first-year students		Female students		Female graduates		Doctorates		Research and teaching assistants		Female junior professors		Regular professorships	
	2014	2019	2014	2019	2014	2019	2014	2019	2014	2019	2014	2019	2014	2019
Faculty I	61.2	61.2	65.0	62.3	77.1	73.7	51.6	63.0	56.3	59.2	100	75.0	39.1	50.0
Faculty II	42.1	42.2	34.5	33.3	30.9	31.8	32.2	32.5	23.6	24.7	62.5	25	7.3	13.5
Faculty III	44.0	46.0	40.5	43.2	36.3	45.5	40.2	42.7	38.9	36.5	0.0	100	17.2	14.3
Faculty IV	19.0	20.5	15.5	18.3	9.9	17.6	10.2	20.0	15.8	17.1	0.0	16.7	10.5	12.5
Faculty V	17.0	20.7	15.5	18.5	13.4	18.7	15.3	18.6	17.1	22.4	75.0	40.0	5.6	5.4
Faculty VI	50.4	51.0	47.5	49.0	51.9	52.4	42.5	45.3	44.0	40.8	50.0	100	26.8	23.2
Faculty VII	34.0	37.5	30.3	30.5	29.5	31.8	27.5	45.7	37.9	48.2	0.0	50.0	12.5	15.0
Total	35.9	36.7	32.2	33.1	32.5	35.5	29.8	34.6	28.0	31.0	62.5	37.5	16.2	17.6

Female first-year students, female students and female graduates

A comparison of the percentage of female students at Technische Universität Berlin and the national average reveals a mixed picture. Some degree programs have a higher percentage of women than the national average, while other degree programs exhibit the same or a lower percentage. As one might expect, there is a high percentage of female first-year students in the social sciences, planning sciences, educational sciences, and humanities (Faculties I and VI). The high proportion of females among first-year students in Faculty II (mathematics and natural sciences) and Faculty III (process sciences) is, however, particularly striking. The need for action to increase the percentage of females among this student group is most apparent in

² First-year students = students in the first semester of their degree program

Doctorates - Completed doctorates

Regular professorships refer to professorships as employees as well as W2 and W3 professorships.

engineering (Faculty V) and computer science and electrical engineering (Faculty IV), even though there was an increase in the percentage of female first-year students, students, and graduates compared to 2014. Particularly noteworthy in this context is the very significant increase among female graduates in engineering (Faculty V: +5.3%) and computer science and electrical engineering (Faculty IV: +7.7%). Similarly, the proportion of female first-year students and graduates in the technology-related fields of economics and management (Faculty VII) has slightly increased. There is a continuous need for action to increase the proportion of women students and graduates in order to sustain this positive development and counteract the continued clear under-representation of women.

With a view to the still lower percentage of women students in some areas, it also becomes clear that introducing interdisciplinary degree programs to attract female students to the natural sciences and the engineering sciences as well as offering female students advising, organizational and other types of support during their studies and with the completion of their degree programs remain important fields of action for Technische Universität Berlin to increase the proportion of female students and graduates in STEM subjects long term. The increase in the proportion of female graduates in all faculties except Faculty I, which nevertheless remains very high, suggests that these measures are already having an effect.

Female academic staff members

A comparison of the number of female graduates who transition to teaching and research positions shows that this percentage remains unchanged in some faculties and in some cases is significantly decreasing (leaky pipeline). The same applies when comparing the percentage of female students who go on to pursue a doctorate. The percentage of women completing a doctorate remains unchanged or is declining in nearly all faculties. Overall the percentage of women among doctoral candidates is slightly lower than among graduates (-0.9%).

In contrast, the percentage of female graduates who transition to a position as a research or teaching assistant (+16.4%) or complete a doctorate (+13.9%) is increasing in economics and management (Faculty VII). There is a slight increase in the percentage of women research and teaching assistants compared to female graduates (+3.7%) in the engineering sciences (Faculty V). However the same cannot be said for the percentage of female doctoral candidates. In electrical engineering and computer science (Faculty IV) on the other hand, the percentage of female doctoral candidates compared to female graduates slightly increases (+2.4%), a change which has not been observed among female research and teaching staff.

Although Technische Universität Berlin has not been able to maintain the percentage of women completing a doctorate, a time series analysis of completed doctorates (2014-2019) shows that the percentage of women doctoral candidates has increased since 2014 (from 29.8% to 34.6%). This is particularly true in electrical engineering and computer science (Faculty IV), which succeeded in doubling the number of women completing a doctorate in this period (from 10.2% to 20%). Nevertheless, Faculty IV, together with Faculty V, which also recorded a considerable increase (13.4% to 18.7%), continue to significantly lag behind the other faculties. Economics and management (Faculty VII) has achieved near parity (45.7%) in doctoral degrees due to a significant increase in the percentage of women compared to 2014 (+17%). The continual increase in these subject cultures is encouraging and shows how significant closer analysis of the situation of female postdocs is in order to explore and refine measures for advancing academic careers below the level of tenured professorships. For female postdocs, it would make sense to analyze the subject cultures in further detail, since the

design and availability of career paths and positions varies strongly depending on the subject culture. While the fields of computer science and engineering require business and industry experience to obtain professorships, the qualification path in the natural sciences involves heading independent junior research groups.

Increasing the percentage of women in leading academic positions is, and remains, a central field of action for Technische Universität Berlin. As the comparison between the percentage of females among doctoral candidates and professors reveals, female academics encounter the greatest hurdles along the path to obtaining tenured professorships (TU total: -17%). With a view to the W2 and W3 professorships, Technische Universität Berlin was able to improve the situation significantly in the last years (2008: 10%, 2014: 15%, 2019: 17.6%). However, it is evident that this positive development has stagnated and in fact the percentage briefly dropped in 2018 (14.8%) due to a number of female professors accepting appointments elsewhere. This illustrates how important it is to keep the discussion focused on the topic of gender equality and to continue developing appropriate measures for action. A positive development in the number of women professors is an ongoing process, evident in the development of the percentage of women with W1 professorships. The percentage of women here is partially higher than women in tenured professorships. However, compared to 2014, this figure has dropped across all faculties while the absolute number of these professorships has doubled over this period. With only 16.7%, Faculty IV especially stands out. This demonstrates the need for a focus on gender-sensitive appointment procedures and an active search for, outreach to, and recruitment of women scientists in the current move toward an appointment planning and strategy that is more strategically focused on tenure-track appointments.

Female employees in technical and administrative positions

In terms of technical and administrative staff, Technische Universität Berlin recorded an especially high proportion of female administrative employees (74.4%). The high proportion of women in administrative positions is also reflected at the executive level (57% of faculty service center managers, 50% of department managers³). The percentage of women in technical positions is significantly lower at 25.7%. Further analysis in the form of a survey of administrative and technical personnel is being made to understand how the terms of employment and compensation as well as job satisfaction are inadequate in these areas and, based on these results, to develop appropriate measures for action. Focus will be placed on changing the occupational profile of secretaries, including the value placed on the work they do and the recognition they receive. Although the existing collective agreements system within Technische Universität Berlin places limits on what can be done regarding pay, the University will look to improve the working conditions for staff employed in technical and administrative positions. A further point of focus will be the recruitment of more female staff to technical positions, as these are frequently better remunerated than administrative positions.

Summary

A very heterogeneous picture emerges concerning the fields of action according to status group, area of work and departmental culture. While in some areas a general increase in the percentage of women is needed for all status and remuneration groups, in other areas we need to scrutinize certain status transitions and career stages.

³ As of the end of 2021

Technische Universität Berlin recognizes that the glass ceiling in the career development of women will not become permeable merely by promoting individuals, but rather also requires the impetus of structural and cultural change processes, and therefore is active on three different levels shaped by their strengths and potential for development.

Structural measures to promote gender equality

In recent years, Technische Universität Berlin has introduced a number of measures to remove structural barriers on the path to obtaining professorships, with particular emphasis on recruitment and selection procedures. The structure and context of these measures to assure the quality of professorial appointment procedures (appointment guidelines), the active recruitment of female academic staff, and the development of competencies at the level of managers and professors (management profiles, continuing education programs) will continue to be refined in the future. A particularly relevant issue in selection procedures for professorships is preventing possible bias effects in performance evaluation. Technische Universität would like to introduce further measures to achieve this, such as by providing trainings on unconscious or gender bias. Additionally, regular monitoring of appointment procedures would enable the identification of sensitive areas in the appointment procedure and thus the development of new quality control measures. As a cross-cutting issue, gender equality has played a systematic role in the University's key structural strategies in recent years, such as the advancement of junior scholars, staff development, and the appointment strategy together with the establishment of tenure track professorships.

Organizational units in research, particularly those established through third-party funding (Excellence Strategy, collaborative research centers, graduate schools, etc.) must fulfill funding organizations' requirements with regards to gender equality. Here, among other things, further systematic support with the proposal and implementation of measures as well as a link between central and decentralized offers for equality of opportunity would be useful and should be expanded.

By establishing and staffing the Department for Gender Equality Controlling and further developing Strategic Controlling for Equal Opportunities, Diversity, and Internationalization, Technische Universität Berlin effectively institutionalized the strategic structures for organizational change required for gender equality. Gender equality has been implemented in the University's planning and steering instruments and new control systems and steering mechanisms have been developed. The approach of integrating gender equality into the existing steering instruments is proving highly effective, since the topic is viewed as a cross-cutting concern in all areas. Target figures are now being established on the basis of more valid data and scientifically-based quota models. To succeed, Technische Universität Berlin will have to further strengthen its support for the faculties as they implement their activities.

In the future, teaching gender competence will play a decisive role in the success of this strategy. By building on existing successful approaches (for example, the "GENDER PRO MINT" certificate program), the scope of programs to teach and strengthen gender competence will be extended.

Individual support measures for women

The individual support of women is based on a comprehensive, largely stable portfolio of instruments that encompasses all transition points: beginning with the recruitment of female students and continuing on with the offer of qualified supervision during the degree stages as well as the doctoral and post-doctoral phases up to the granting of incentives for appointing women to professorships (for example, performance-related resource allocation). The feedback provided by female academics participating in the programs is used to enhance the existing measures by including innovations related to gender equality and higher education policy.

Increasing the percentage of female students, particularly in subject groups where they are still strongly under-represented, remains an important field of action for Technische Universität Berlin. The wide range of options, especially those arising from collaborative research, will be better interconnected at central level to improve the use of synergies across faculty and institutional boundaries.

Overall, the programs for gifted and talented school students, university students, and doctoral candidates are well established. Monitoring activities continue to help to adapt and update the programs on offer. Mentoring programs at decentralized level can also contribute to further improving Technische Universität Berlin's offers.

Increasing the percentage of women in leading positions and the specific advancement of junior scholars, particularly among postdocs, are the most important objectives of the University's activities regarding gender equality. To increase the percentage of women in leading positions, Technische Universität Berlin is particularly focusing on instruments targeted towards early successor appointments, W2 professorships, and junior professorships. Within the framework of the tenure track program, all the faculties have committed to replacing vacant professorships with tenure track professorships in an effort to promote the advancement of junior scholars. Several minimum quotas for tenure track appointments were also determined. Technische Universität Berlin has set itself the aim of designating approximately 25% of its professorships as tenure track professorships. However, due to subject-specific conditions, this quota can vary in the individual faculties. In addition, the establishment of tenure track professorships is centrally supported by the creation of financial incentives, which are often linked to further conditions for the advancement of women. In addition to early successor appointments, fixed-term W2 professorships, and junior professorships, visiting professorships will also be used as an instrument to increase the percentage of women professors. Technische Universität Berlin is using this instrument especially to attract and retain excellent female scholars, enable women to return to the University after working in industry as well as to promote the advancement of junior scholars. The University particularly values the advancement of junior scholars in the postdoc phase in addition to the recruitment of women to professorships. A number of different measures are in place to support and attract (international) female postdocs. This remains a strategic aim of TU Berlin. All instruments at individual level target those areas of Technische Universität Berlin where women are under-represented at the relevant levels as well as gender research.

Technische Universität Berlin also places great value on integrating support for women in the newly developed key research areas. Just as support for women has been and continues to be considered within the framework of the digitalization strategy and related measures (such as through participation in the DiGiTal joint project), it will also be considered within the scope of other initiatives (such as sustainability) and actively promoted in order to increase the percentage of women overall.

Nonetheless, the career phase prior to attaining a tenured professorship is very precarious as the pace of specialization and qualification intensifies over time, without there being certainty of attaining a tenured professorship. This phase is also marked by various factors influencing the professional advancement of female academics and abandoning an academic life often appears a more attractive prospect than pursuing one.⁴ Individual funding programs here are not sufficient and consequently Technische Universität Berlin is also looking at changing the general framework (such as linking the term of employment to the duration period of a project) in order to improve the conditions of employment for academic positions and enable various career paths to be pursued. All academics would benefit from this.

A further aspect, from which all members of the University benefit, are the measures to help combine career, studying and family or private life, which is always a balancing act both in academia (particularly during the qualification phase) as well as in the area of academic support. Technische Universität Berlin aims to create adequate conditions which allow for the plurality of lifestyles and family forms of its members and enable arrangements to reconcile work and care. After several successful audits, Technische Universität Berlin now holds the "familiengerechte Hochschule" certificate on a permanent basis. This demonstrates the University's commitment to the ongoing analysis and further development of measures which support the balance of work, studying, and family or private life by the University's Family Services Office. In addition to these strategic activities, the Family Services Office is also responsible for the management of information regarding work-family life balance and is a first point of contact for all questions on the topics of family life and care. The importance of this service at Technische Universität Berlin is reflected in the consistent increase in the number of people seeking advice from the Family Services Office.

Culture of gender equality

The promotion of an organizational culture focused on gender equality and the communication of values based on the principles of gender equality are a further central field of action to achieve the equality objectives of Technische Universität Berlin.

Technische Universität Berlin established a future-oriented basis for the promotion of an organizational culture founded on gender equality as early as 1993 with the Guidelines for the Promotion of Women and its Guidelines and Procedural Principles on Sexual Discrimination, Harassment and Violence of 1999. Building on this basis, a new Charter for Gender Equality is to be developed to establish new measures to promote a culture based on gender equality.

Gender equality work at Technische Universität Berlin consists of, on the one hand, full-time, central offers to support the decentralized units and faculties in developing and implementing subject-specific gender equality measures. On the other hand, there are organs such as the Advisory Board of the Main Women's Representative, the Plenum of Women's Representatives, the Platform for the Implementation of the Research-Oriented Standards on Gender Equality, and the Diversity Working Group through which the decentralized units provide fresh impetus for the further development of existing central initiatives and strategies. The interaction among the various stakeholders engaged in equality work is a significant factor for the success

⁴ These factors include: unattractive working conditions, frequent temporary contracts, high levels of dependence and little autonomy, poorer facilities and payment compared to industry, high mobility demands, difficulties in compatibility of different aspects of work and private life, limited possibilities to plan a career, limited chances of promotion, lack of alternatives to tenured professorship, lack of orientation initiatives or support including job programs, in general a very high level of competition.

of the gender equality strategy at Technische Universität Berlin. Therefore, the processes of internal communication and networking shall be structured more clearly in the future. The goal of equal opportunity on all organizational levels can only be achieved if the University succeeds in using existing synergies both to communicate the significance and importance of the initiatives and to support the involvement of the faculties. For this reason, the above mentioned stakeholders engaged in equality work shall be involved more strongly in strategic processes and the circulation of information so that the experience of the faculties and institutes can have a more focused influence on the gender equality strategy and decentralized developments can be connected better to the central strategy.

Gender research represents another important element within the culture of gender equality at Technische Universität Berlin. The results of the “gendermapping” project conducted at the Center for Interdisciplinary Women’s and Gender Studies (ZIFG) in 2014/2015 were used to formally connect gender experts with each other and integrate experts into other research disciplines as part of an interdisciplinary approach. Research and competence networks, such as the Diversity and Gender Equality Network (DiGENet) within the Berlin University Alliance continue to be expanded.

The linking of internationalization, diversity, and gender equality strategies also continues to reveal fields of action and potential for Technische Universität Berlin. Initial analyses of the student body, for instance, show just how diverse Technische Universität Berlin is. In a student survey for the proScience project, 21.8% of the participants responded that German is not their mother tongue and 16.9% answered that they were not born in Germany. The survey also asked about the participants’ social circumstances and cultural background and it emerged that 34% of the respondents came from families in which neither parent had a university degree. In addition, 5% of those surveyed have children and 67.7% are in work.⁵ Thus this study indicates how diverse even the student body at Technische Universität Berlin is. Detailed analyses for staff have yet to be conducted. Through the adoption of the Diversity Strategy in December 2019, Technische Universität Berlin committed itself to the goals of equal opportunity and freedom from discrimination.

3. Equality objectives

On the basis of the strengths and weaknesses analysis and taking account of the existing gender equality policy goals, for example in the Institutional Strategy of Technische Universität Berlin (2013-2020), in the Report on the Research-Oriented Standards on Gender Equality and in the *Approach for Gender Equality*, which was developed as part of the program for female professors, it is evident that a large number of the defined qualitative and quantitative objectives are relevant and timely. An additional initial set of strategic and operative goals for 2016 to 2022 will serve to achieve these longterm equality objectives.

1. Structural level

On the structural level, Technische Universität Berlin will continue to promote equality-based organizational development to achieve equality of opportunity in all decision-making and appointment processes. This is to be achieved by the following intermediate steps:

⁵ The online survey was conducted in German and English from March to July 2015. A total of 1,823 students participated in the survey, 1,417 participants answered all of the survey questions.

- 1.1. Establishing gender equality in steering instruments
- 1.2. Implementing gender research in learning, teaching, and research
- 1.3. Fostering gender competence
- 1.4. Supporting collaborative research projects geared towards implementing gender equality

2. Individual level

An analysis of the current situation reveals major differences in the fields of action in each subject area and department at Technische Universität Berlin. Therefore, on the individual level, the focus shall be placed on increasing the percentage of women at various levels. In addition to this, improving the individual and structural conditions within the academic system also has an important role to play in achieving gender equality. Consequently, the following objectives have been defined:

- 2.1. Pooling the initiatives for female school students
- 2.2. Increasing the percentage of female students in subjects with a clear under-representation of women (no study programs with a female representation under 20%, increase of 5% in study programs with < 40%)
- 2.3. Increasing the percentage of female graduates
- 2.4. Advancing academic careers below the level of tenured professorships
- 2.5. Enabling alternative career paths for junior scholars
- 2.6. Increasing the percentage of women in leading positions (in accordance with the target figures laid out in the Women's Advancement Plans)
- 2.7. Increasing the involvement of women in externally-funded research
- 2.8. Improving working conditions for technical and administrative staff

3. Cultural level

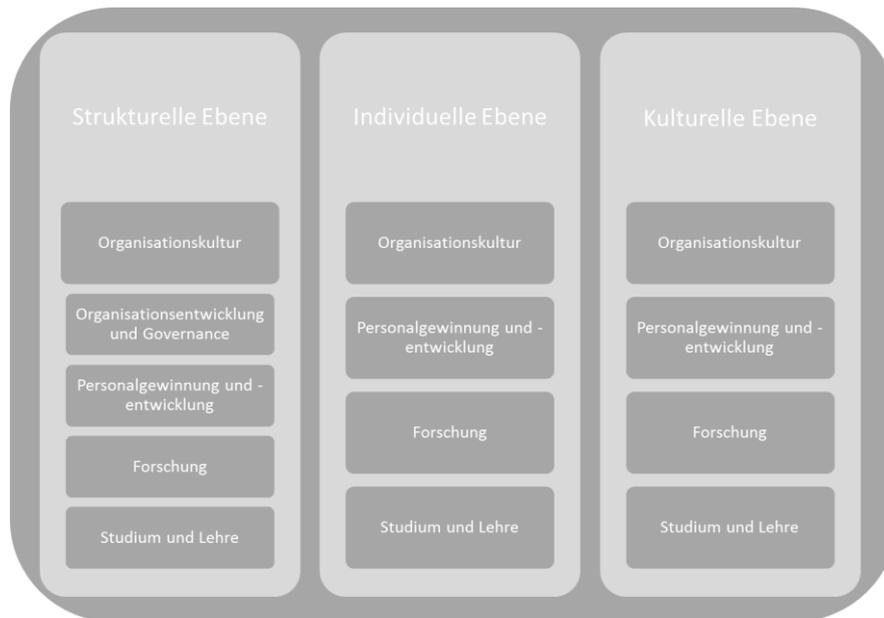
The development of the organizational culture forms the third pillar of gender equality work at Technische Universität Berlin. In addition to establishing a gender-sensitive culture of interaction, intensifying and improving internal communication as well as public relations activities will also play a more significant role in the future.

- 3.1. Improving internal communications and public relations activities (including measures to raise awareness of the significance of gender equality work)
- 3.2. Improving the structures to reconcile the various stages of life and family for members of Technische Universität Berlin
- 3.3. Developing diversity policies / Linking diversity and internationalization

The following chapter presents the measures to be implemented by Technische Universität to achieve its objectives in the coming years.

4. Measures in specific action areas

Figure 1: Linking of objectives and measures or fields of action at Technische Universität Berlin



The image above represents the linking of objectives and fields of action or measures (see Fig. 1). To achieve its objectives, Technische Universität Berlin has already initiated a number of measures, programs and projects. This process will be continued and the existing structures will be refined. Technische Universität Berlin also plans to undertake the following additional measures⁶:

a) Organizational culture

The creation of modern organizational and management cultures represents one of the central fundamental principles for achieving equality of opportunity. The aim is to inspire as many people as possible within the entire organization to be agents of change. **Management** plays a central role in this process. **Gender and diversity trainings** should consequently be incorporated into continuing education programs for management by 2018. Courses in the area of gender and diversity should also be regularly offered to all status groups. In this framework, an assessment will determine to what extent participating in gender/diversity trainings can best be implemented for upper management levels (Executive Board, heads of departments, deans) down through to team leaders and professors and whether mandatory participation in gender/diversity trainings within the first three years of employment can be incorporated into the appointment requirements for new professors.

The “gender mapping” project has shown how new impetus for gender equality measures can be provided by **increasing awareness of this issue or by improving public relations activities**. To this end a regularly updated central gender equality website was established, detailing all projects and programs as well as contact persons and information regarding gender equality activities (organized according to target group). Since 2017, an important part of the University’s information policy has been the annual update and publication of data and statis-

⁶ Details on the timeline and assignment of responsibility for coordinating the implementation of the measures are noted in Annex B.

tics for the units of Technische Universität Berlin on the main website. To support the decentralized units in their gender equality work, a guideline on gender-inclusive language with consistent rules for Technische Universität Berlin was published.

With the certification as a "family-friendly university," which Technische Universität Berlin now holds permanently, a wide range of measures to **improve the structures to reconcile** career/studying and private life will be initiated and implemented. Key fields of action are greater flexibilization of teaching and learning as well as of the working routines of staff at Technische Universität Berlin, increasing awareness among management and professors of the significance of offering structures to balance career/studying and private life as well as the development of central support mechanisms to better facilitate this process. The Family Services Office serves as a central advisory and support center for all members of the University and creates family-friendly conditions for study and work by negotiating the action program for the audit and overseeing its implementation. Options for flexible childcare as well as staff development initiatives for management are particularly good examples of innovations arising from this process. Extending and elaborating the components of a family-friendly policy is also an important measure for junior scholars.

The **participation of women in decision-making processes and on boards and committees** is a further field of action. Technische Universität Berlin believes that including the greatest possible plurality of perspectives and experience on its committees and boards will have a positive and significant impact on innovation, and as such plans to address the issue of gender parity on committees and boards with greater commitment in the future.

Having already signed the Diversity Charter in 2013, Technische University Berlin adopted a **Diversity Strategy in 2019**, committing itself to successively integrating inclusion and equality of opportunity as key standards in all steering instruments. Against the background of its internationalization strategy, Technische Universität is also developing concepts to reflect the increasing heterogeneity of its students and staff and to create equal opportunities for highly diverse groups on all levels of the organization as well as to take advantage of the new potential provided by this diversity among students and staff. A central element for implementing measures relating to the internationalization strategy is the Internationalization of Universities Re-Audit. As part of this strategy, Technische Universität Berlin initiated specific measures and successfully completed the re-audit in early 2019. The planned linking of internationalization with diversity is preceded by a systematic strategic development process involving the analysis of key activities and the preparation of a catalogue of corresponding measures, with staff and organizational development representing an area of activity crucial for the strategy's success.

b) Organizational development and governance

For the period of this *Approach to Gender Equality*, the main area of organizational development in terms of gender equality is the overseeing of the **Campus Management Project**, which is introducing a new integrated software in all areas of administration (Student Services, Personnel, Finance, Construction and Research). In the project, a steadily growing number of core administrative processes in all administrative areas (Student Services, Personnel, Finance, Construction, Research) is being mapped by SAP software. The entire process will be monitored systematically in terms of gender. Three priorities emerged. First: drafting transparent, structured and formalized procedures. In this regard, Technische Universität Berlin has already examined some of its processes and will analyze and refine many others in the future. The second area of focus is supplying gender equality data. In the framework of the University-

wide introduction of the SAP software, the collection and supply of gender equality data forms a central area of focus of the Campus Management Project. By mapping workflows, a plethora of new possibilities for the collection and analysis of data emerges, particularly regarding the use and management of resources (key word: gender budgeting). Developing a gender-focused HR policy within the framework of the project forms a third key area. From the perspective of human resources policy development, the project represents a good opportunity for staff at Technische Universität Berlin to acquire new skills and qualifications. Therefore, when deciding on project involvement and defining functions and roles (key user, subject administrator), care is taken to involve women accordingly.

The Campus Management Project thus also forms the basis for further analyses and derivatives for new **planning and steering instruments**, incentive schemes or the revision of existing instruments (e.g. performance-based resource allocation). At the decentralized level, the **Women's Advancement Plans** are the main instrument for managing gender equality measures. Within the framework of these plans, the faculties define target figures for a period of six years and develop a roadmap, reporting annually on its progress to Gender Equality Controlling. Target figures will be calculated with the help of various computational models. The faculties and institutions of the University receive data once a year concerning the current percentage of women at all qualification and status levels for each degree program or by faculty or institute in order to examine how effectively targets are being met. Various key data make it possible to gauge the effect of the measures being pursued as well as developments regarding the percentages of women at all levels. An **annual monitoring process** for existing programs and projects, also at central level, has supported the further development of structural gender equality standards since 2016. Corresponding key figures and reporting duties are defined to enable the various projects to identify early on what action needs to be taken and when it is necessary to intervene. To strengthen the efforts within the faculties, a workshop will be offered to explore new ways to solve structural problems and obstacles, particularly with regard to financing.

Technische Universität Berlin will pass a **Charter of Gender Equality** on the basis of the Berlin Higher Education Act (BerlHG) and review the **Guidelines for the Promotion of Women** from 1993, revising them as required. The objective is to develop a new future-oriented basis, placing a stronger focus on areas such as diversity.

With the **Coordinating Office for Women's Advancement and Gender Equality** and **Strategic Controlling for Equality, Diversity and Internationalization**, Technische Universität Berlin possesses two organizational units working full-time for the implementation of gender equality on all levels. The Main Women's Representative, whose office derives from the legal mandate of the Berlin State Higher Education Act, is the elected representative for women of all status groups, for whose interests she campaigns by acquiring funds and conducting numerous projects for the individual and structural promotion of women and strategic gender equality. By establishing **Strategic Controlling for Equality, Diversity and Internationalization**, TU Berlin effectively institutionalized a gender approach in the strategic planning of the University. Moreover, the **part-time women's representatives in the faculties and central institutes** represent, in their role as elected representatives with a legal mandate regarding gender equality, one of the main pillars for gender equality work at Technische Universität Berlin. Like the Main Women's Representative, they also operate free from directives and play an important role in achieving equality on all levels, particularly through their participation in staff selection procedures as well as by providing advice on drafting the Guidelines for the

Advancement of Women and the Women's Advancement Plans and assisting their implementation in the decentralized units. As part of their duties, they are responsible for information and public relations work and provide a meaningful impetus for equality, not least through their experience in committees and interdisciplinary working groups.

It is also becoming clear that the diversity of opportunities and the establishment of new structures and areas of responsibility has led to a continual increase in the number of University members actively engaged in gender equality. Technische Universität Berlin is therefore supplementing existing formats with new forms of exchange (both within the University and beyond) for gender equality actors. The measure to **strengthen networking** is also designed to bring the decentralized units more effectively on board and improve internal communication. Here, equality actors with an explicit equality directive for the faculties as well as the project and program coordinators play an important role. They shall receive more structured information and be involved in strategic considerations in order to ensure continuous development of existing initiatives. This will be achieved through internal networking events as well as ongoing meetings of the Platform for the Implementation of Research-Oriented Standards on Gender Equality (PUG) and by establishing a newsletter devoted to internal gender equality work, which will be supplemented by information about job advertisements, funding programs and (science policy) developments relating to gender equality. Existing structures, such as the Plenum of the Women's Representatives Office, the Advisory Board of the Women's Representatives Office and PUG explore the possibilities of new forms of public relations activities through the use of new media and networking options. The professionalization and up-skilling of the equality actors is another important area of activity.

c) Staff recruitment and development

TU Berlin's strategic staff development encompasses three key target groups: 1) junior scholars, 2) staff in academic support units, and 3) fixed-term academic staff.

In the steady competition to attract the brightest women in the science system, there is growing recognition that the issues of recruitment and HR development need to be considered from a long-term perspective. We can only talk of a sustainable long-term strategy for the recruitment and development of personnel if the University succeeds mid to long-term in increasing the percentage of women in specific subject areas and attracting female students to pursue academic careers and then providing them with suitable conditions to facilitate their decision for an academic career and removing structural barriers to create equal opportunities. Equal consideration must be given to both the design of academic career phases and prospects as well as organizational and administrative framework conditions. A coordinated effort involving individual organizational units at TU Berlin as well as a cooperative understanding of collaboration are essential for individual advancement and thus also for gender equality.

Technische Universität Berlin's commitment to a long-term recruitment strategy is evident in the activities on offer for the first status level, even before a student has taken up a study place. With its **programs to sensitize school girls** about to start university to choose technology and natural science subjects (Girls Day or projects such as LabGirls (Faculty. II), Get-IT/dEIn Labor (Faculty IV) or Roberta (Faculty V)), Technische Universität Berlin has adopted an important approach to attract female students. Techno-Club, for example, introduces senior high school girls to subject areas that they might not otherwise consider. It also gives them the chance both to reflect on typical gendered behavior when choosing careers and to be able to

take the initiative to make a conscious decision regarding their choice of program. The Educational Outreach Office organizes regular meetings to facilitate networking among the various projects and offers. Within the framework of Faculty IV's "Fixing IT for Women (FlxIT)" project, funded by the Federal Ministry of Education and Research, experiences from different projects were compiled and analyzed to provide a scientific basis for new ideas for programs for school students.

In a second step, Technische Universität Berlin draws on measures to **support female students during the completion of their degree programs**. To facilitate the combining of workshops with measures to attract female students to research activities and thereby evening out the road into academia, there are projects such as proScience and cooperative faculty initiatives, for example as part of Women's Career Week (Faculty VII and proScience), or programming courses for female students (Faculty IV), and the Clara von Simson Prize for the best degree theses in MINT subject areas. proScience in particular demonstrates how important support initiatives are for increasing the percentage of female graduates and how great a role personal contacts play in attracting female students. The demand for the programs on offer more than quadrupled between 2010/11 and 2019/20 (Number of registrations: winter semester 2010/11 & summer semester 2011: 508, winter semester 2019/20 & summer semester 2020: 2122).

In the area of HR development and career advancement support for **female doctoral candidates**, the proMotion program and the corresponding English-language program proMotion International have been made permanent since 2019 and have been incorporated into the general advancement of young talent through their anchoring in the newly established Center for Junior Scholars. The **scholarship program for doctoral candidates**, which is designed to provide funding for the concluding phase of a doctorate in subjects where women are under-represented, will also be continued. Previously, the scholarships were funded by the Berlin Equal Opportunities Program (Chancengleichheitsprogramm); since 2016, they have been financed with budgetary funds.

As the above analyses show, Technische Universität Berlin recorded a sharp decrease in the representation of women after the doctoral phase and prior to attaining a tenured professorship. Career advancement support for junior scholars between a doctorate and tenured professorship is therefore a key action area. With a view to introducing new target measures, Technische Universität Berlin would like to begin by using a destination study to analyze the paths junior scholars pursue after receiving their doctorate.

Establishing strategies to recruit and promote junior scholars has to contend with strong competition with the non-university job market for qualified personnel and the uncertainties of a scientific career, which mean that junior scholars have only limited prospects for remaining in academia and advancing their academic careers despite excellent performance. Studies show that this lack of certainty represents a considerable obstacle, especially for young women, to pursuing a career in academia.⁷ Moreover, particularly in the area of engineering, experience of working in business and industry is often required to pursue an academic career. This means that the task of **orienting outstanding female junior scholars** and persuading them to commit to or return to the University represents a major challenge for personnel development, which Technische Universität Berlin is addressing on the basis of its **Strategy for the Advancement**

⁷ Cf. studies on careers in academia: e.g., Heike Kahlert (2011): Promoviert - Und was nun? Karriereorientierung, -pläne und -beratung des wissenschaftlichen Nachwuchses. Carmen Leicht-Scholten & Martina Schraudner (2013-2015): Neue Wissenschaftskarrieren. Frauen in Forschungsorganisationen und Technischen Universitäten.

of Junior Scholars (2018). Furthermore, it is anchoring this aim structurally in the University landscape by establishing the Center for Junior Scholars as a central institute.

The **Strategy for the Advancement of Junior Scholars** gave rise to an action plan for the implementation of specific support measures, which, among other things, targets the optimization of the conditions for women junior scholars. Additionally, targeted advising and networking offered in different formats and events are intended both to foster reflection on careers in academia and their general conditions and to clarify the alternatives, i.e. attractive professional positions in business, academic management or other areas.

It is also important to go beyond orientation offers by providing the University's junior scholars real support to develop skills for careers in academic management (the importance of which is also becoming evident for research) as well as attractive alternatives outside of academia. In this context, cooperation with other organizations, e.g. non-university research or industry, plays an important role and will continue to do so in the future. Technische Universität Berlin thus wishes both to contribute to a greater **transparency** and **flexibilization of career paths** and to support its junior scholars to recognize their leadership potential and acquire the necessary skills.

Another initiative focusing on strengthening freedom of choice and mobility between various career paths is the newly established "**Joint Programmes for Female Scientists and Professionals**" (2015-2022). The aim of this project is to create possibilities for women junior scholars to pursue alternative careers and intersectoral career phases by means of a transfer of talent, with female researchers transferring into the business and industry sector and female business professionals transferring to Technische Universität Berlin. The project has added value for both the participating junior scholars, who acquire new skills through working in companies and thus improve their career chances, as well as for the participating organizations, who benefit from knowledge transfer.

In addition to these new approaches, Technische Universität Berlin will continue to support women in the pursuit of a classical academic career through its **program "Wissenschaftlerinnen an die Spitze,"** which was implemented in 2013 to create positions for female academics at postdoc level and to increase the percentage of women professors. The program is continuously adapted to the needs of the University and supplemented with new funding formats. The aim is to strengthen the mid to long-term commitment of outstanding female junior scholars and to support the transition of junior scholars to tenured professorships in order to increase the proportion of women occupying leading positions over the long term. Aside from the internal support program, funding for doctoral and postdoc positions for female junior scholars will also be acquired from state, federal and EU programs (for example, the Berlin Equal Opportunities Program – Berliner Chancengleichheitsprogramm). The highly successful postdoc program IPODI is being financed with internal funds until 2022.

The **Berliner Chancengleichheitsprogramm** (Berlin Equal Opportunities Program) is primarily intended to recruit qualified female academics for early successor professorships, fixed-term tenure and non-tenure W2-scale professorships, junior professorships, visiting professorships and lectureships as well as postdoc positions. Technische Universität Berlin sees this as a way to address the critical point between the postdoc phase and professorships and to increase the number of female academics in areas where they are strongly underrepresented. This opens up medium to long-term perspectives for female junior scholars while at the same time allowing Technische Universität Berlin to increase the profile of female researchers. The

new funding formats created by “Wissenschaftlerinnen an die Spitze” support the BCP’s initiatives to advance female researchers from fixed-term positions to lifelong professorships.

A third cornerstone in the support of junior scholars at postdoctoral level has been provided since 2004 by the inter-university program “ProFiL. Professionalization of Women in Research and Teaching: Mentoring – Training – Networking.” ProFiL invites female academics from all three Berlin universities (Technische Universität Berlin, Humboldt-Universität zu Berlin and Freie Universität Berlin) to apply and has achieved a positive interim result with 533 participants resulting in 293 professorships in its first 16 years. The successful joint application in the Excellence Strategy now enables the three universities, which together with Charité – Universitätsmedizin Berlin form the Berlin University Alliance, to significantly expand the number of ProFiL places and to add an English-language line to the program to reflect the needs of international female scientists. Technische Universität Berlin continues to encourage female academics to participate in the ProFiL program.

In addition to improving the situation of junior scholars on an individual level, staff recruitment and development also focuses on structural measures, including **tendering and selection procedures**, with particular emphasis on **appointment procedures for professors**. Accordingly, the Guidelines for Appointing Professors at Technische Universität Berlin were revised by a working group from across the entire University. In this context, greater attention was given to quality assurance within the appointment procedure (documentation, key figures). The objective here was and remains to develop guidelines that reflect not only strategic considerations but also aspects of gender equality and related research results. The new 2019 Guidelines for the Appointment of Professors also include information and recommendations for the **active recruitment** of female professors. Following the positive experiences of a pilot project, Technische Universität Berlin now uses this instrument extensively. For this purpose, Technische Universität Berlin has developed its internal expertise in this area and established a unit responsible for active recruitment. Experience to date shows that directly contacting women scientists and inviting them to apply is a good way to recruit them.

A further important aspect in the recruitment of outstanding international academics is the support provided by **Dual Career Services**. Personal or family issues or the professional prospects of the appointee’s partner often influence the decision to accept an appointment. Dual Career Services helps with information about childcare, the school system and finding accommodation and arranges contacts with potential employers to help the new appointee’s partner with their professional reorientation. Technische Universität Berlin is convinced this service provides an important competitive advantage in the recruitment of the best minds.

As a further quality control measure, the University will also examine how best to equip staff involved in the **selection of personnel** with the necessary expertise. Possible solutions could include the creation of standardized sets of questions for the selection procedure or providing training for staff involved in the selection procedure. Training offers are already being developed in individual areas.

An initial step towards formalizing selection procedures in non-academic areas of Technische Universität Berlin was to create **profiles for management staff**. Similar profiles will now be created for academic positions over the period of this *Approach to Gender Equality*. The competence profiles for academic areas are being finalized and will be developed by ZEWK and the Center for Junior Scholars (CJS) as part of the action plan of the **Strategy for the Ad-**

vancement of Junior Scholars at Technische Universität Berlin. Approval by the committees is still pending. Such competence profiles are important for staff selection but also help staff understand their roles. Studies have confirmed the importance of university professors for the careers of junior scholars. They function as “gate-keepers” for an academic career and have main responsibility for supervising junior scholars and managing (academic) staff development.

The **staff development strategy for permanent teaching and research staff**, adopted by the Academic Senate in December 2018, sharpens Technische Universität Berlin's focus on professors and teaching and research staff with permanent responsibilities. Additionally, since spring 2020, Technische Universität Berlin has been in the initial phase of the "Human Resource Strategy for Researchers" (HRS4R) of the European Commission, thus taking further key steps towards improving working conditions and personal development opportunities for academics at all career levels. Among other things, HRS4R aims to firmly fix and support gender competence in the profile of junior scholars. The aspect of non-discrimination anchored in the topic area "Ethical and professional aspects" is also relevant for gender equality-oriented personnel development.

Improving the work situation of female technical and administrative staff is an additional goal. The **"Action Guidelines for Strategic Staff Development in Academic Support Areas"** (2019) form the foundation for this. In Human Resources and Continuing Education (IPE-WB), a staff development concept for admin staff in the individual academic chairs was prepared on the basis of a staff survey. This includes a modular series of continuing education options as well as a framework program and networking activities, all of which have been on offer since 2018.

d) Research

In the area of research, Technische Universität Berlin has three central fields of action: increasing the representation of women scientists in externally funded research, supporting collaborative research projects in the implementation of gender equality measures, and integrating the findings of gender research into teaching, other research contents, and gender equality work.

Increasing the representation and the involvement of **women in externally funded research** as well as the visibility of women in research is to be promoted in particular by taking active measures to recruit female researchers. A need for action here was demonstrated by an analysis of the involvement of TU Berlin researchers within the 7th EU Framework Program for Research (2014-2020): Only 20% of the proposals were submitted by women. Options for increasing the number of proposals from female researchers for externally financed research will first be analyzed in detail. Appropriate measures will then be developed on the basis of this. The University continues to actively support and develop networking activities for female researchers.

As part of its measures, Technische Universität Berlin provides greater support for DFG **collaborative research projects** which earmark funding specifically to improve equal opportunities for researchers. As a first step, Technische Universität Berlin has drawn up a set of guidelines and aims to establish a gender consulting program for collaborative research projects which will also regularly address the issue of increasing the participation of female researchers. In addition to providing advice during the application phase, there is also a regular evaluation of

the use of funding to identify possibilities for more effective use. A concept for pooling funding is also being developed.

By establishing the Center for Interdisciplinary **Women's and Gender Studies** (ZIFG), Technische Universität Berlin effectively institutionalized gender research. Through the "GENDER PRO MINT" certification program, the ZIFG provides an important impetus in teaching for students of mathematics, computer science, natural science, and technology and planning sciences; by participating in the structured program and its gender and diversity studies courses, students learn how to engage with the societal aspects of their degree programs. As the program progresses, this stimulus is now also increasingly being incorporated into (scientific) practice as an increasing number of graduates are now entering professional life or commencing a doctoral studies program. Technische Universität Berlin would like to intensify this impact with the aim of releasing a powerful multiplier effect for research in the academic chairs. However, the prerequisite for this must be an established culture of appreciation for gender research throughout the entire University. Gender researchers must be involved in the proposal procedures of collaborative research projects (e.g. in the Excellence Strategy).

e) Teaching and learning

With a number of degree programs continuing to record less than 30% female students, attracting and retaining female students remains a central priority for Technische Universität Berlin. Public relations and advising offers for degree programs have an important role to play here. Technische Universität Berlin wishes to take action regarding those degree programs with lower percentages of female students (e.g. IT, electrical engineering, and engineering) and improve its public image in terms of gender equality.

An analysis of Technische Universität Berlin's work with female school students reveals an extensive range of programs. These activities contribute significantly to increasing the percentage of female students, particularly in STEM subjects. However, while this is a positive development for society as a whole, Technische Universität Berlin benefits only partially from these measures. In order to create more synergies in its work with female school students, to consolidate the sustainability of the options available and to pool resources, the existing activities will need to be organized and coordinated on the basis of overriding strategic objectives. The aim is to attract female school students to Technische Universität Berlin by encouraging them to take advantage of the various offers available (a process that was successfully implemented in the Techno-Club project). Another area to be explored is the inclusion of female students from the "MINT^{grün}" orientation program as role models.

The "MINT^{grün}" orientation program also plays an important role in **attracting female students to technical programs and degrees in natural sciences**. Interdisciplinary orientation offers are to be continuously expanded to other degree programs. This process will examine whether horizontal segregation needs to be avoided when extending the offer to humanities and social science subjects. The Center for Interdisciplinary Women's and Gender Studies (ZIFG) is already involved in the orientation program with a module that enables students to acquire gender and diversity competencies at an introductory level and to reflect on gender-specific choices of degree programs.

System accreditation plays an important role in the the implementation of gender aspects within degree programs. The inclusion of gender and diversity as a cross-cutting issue in the review process for degree programs means that every accreditation procedure at Technische

Universität Berlin is reviewed systematically to consider what action needs to be taken to promote equal opportunities. The implications of gender research findings for the designing of the curricula are addressed and incorporated first and foremost when revising study and examination regulations.

The successful ongoing proScience project, which supports female students throughout their studies and in the final phase of their degree programs, has been renewed until 2026.

5. Summary and ways forward

This *Approach to Gender Equality* was developed by and discussed collectively at Technische Universität Berlin in 2015. On the basis of the arrangements in the University Agreements (2018-2022), this *Approach to Gender Equality* will once again be discussed, further developed, and revised by the end of 2022. In preparation for this, it was updated in 2021.

It reflects on the projects and programs that have already been established and provides insight into the vision guiding Technische Universität Berlin. Increasing the percentage of women among beginning students, graduates and junior scholars as well as in leading positions remains one of the University's most important objectives. To achieve this, Technische Universität Berlin has an extensive portfolio of measures covering areas such as attracting female students to the University, supporting female students throughout their degree programs and recruiting female junior scholars, with the first signs of success already discernible regarding student numbers. This success must be maintained and extended to other levels, in particular professorships. Increasing the percentage of women at all levels can only be achieved by adapting the organizational culture to become receptive to gender mainstreaming and adopting a process of continuous organizational development. Accordingly, equal opportunity measures at Technische Universität Berlin focus on three levels: the structural level (organizational development), the individual level (the advancement of women), and the cultural level (organizational culture).

The process of reflecting on and internally evaluating existing initiatives and their strengths and areas of action has made it clear that continuity and sustainability are indispensable if we are to achieve gender equality. Only by continually reviewing the existing structures, the organizational culture, and the individual situations of members and groups within the University, and by refining existing measures and the organization as a whole can we achieve greater equality of opportunity in the long term. Overall responsibility for the ongoing development of this *Approach to Gender Equality* lies with the University's Executive Board. Gender equality can, however, only be achieved through the involvement of as many members of the University as possible. As such, it is essential that those members of the University already actively working towards achieving gender equality receive sufficient support (e.g. guidance for collaborative research projects) and that measures are taken to attract others as agents of change by increasing awareness of the importance of the issue or through public relations activities. In accordance with this concept's slogan, "Creating Gender Equality Together," the ultimate aim is that every member of Technische Universität Berlin engages as an agent of change and sees the goal of gender equality as their personal task. Particularly important to this process are staff development offers for managers, researchers and teaching staff. Technische Universität Berlin also sees this as the decisive way to implement gender competence within the organization.

The interaction of existing and new steering instruments and structures is essential to the process of the collective shaping of gender equality. The coordination of strategies and measures from the Structural Plans, the Women's Advancement Plans and the Approach to Gender Equality with new methods and steering instruments (e.g. as part of the Campus Management Project) helps Technische Universität Berlin in the the medium to long term to identify new impulses and possibilities for the continuous development of existing structures. By pursuing these aims, Technische Universität Berlin reaffirms its commitment to achieving its vision of equal opportunity and diversity on all levels.

In the future it will be important to consolidate past successes and to conduct an even more rigorous evaluation of existing initiatives and measures as well as work to develop these together. As a consequence, this *Approach to Gender Equality* will also be reviewed on an ongoing basis and adapted to reflect new developments.⁸

⁸ The Academic Senate receives information updates on a regular basis (in addition to the report on the implementation of the Institutional Strategy) concerning the implementation of the measures laid out in the Approach to Gender Equality.

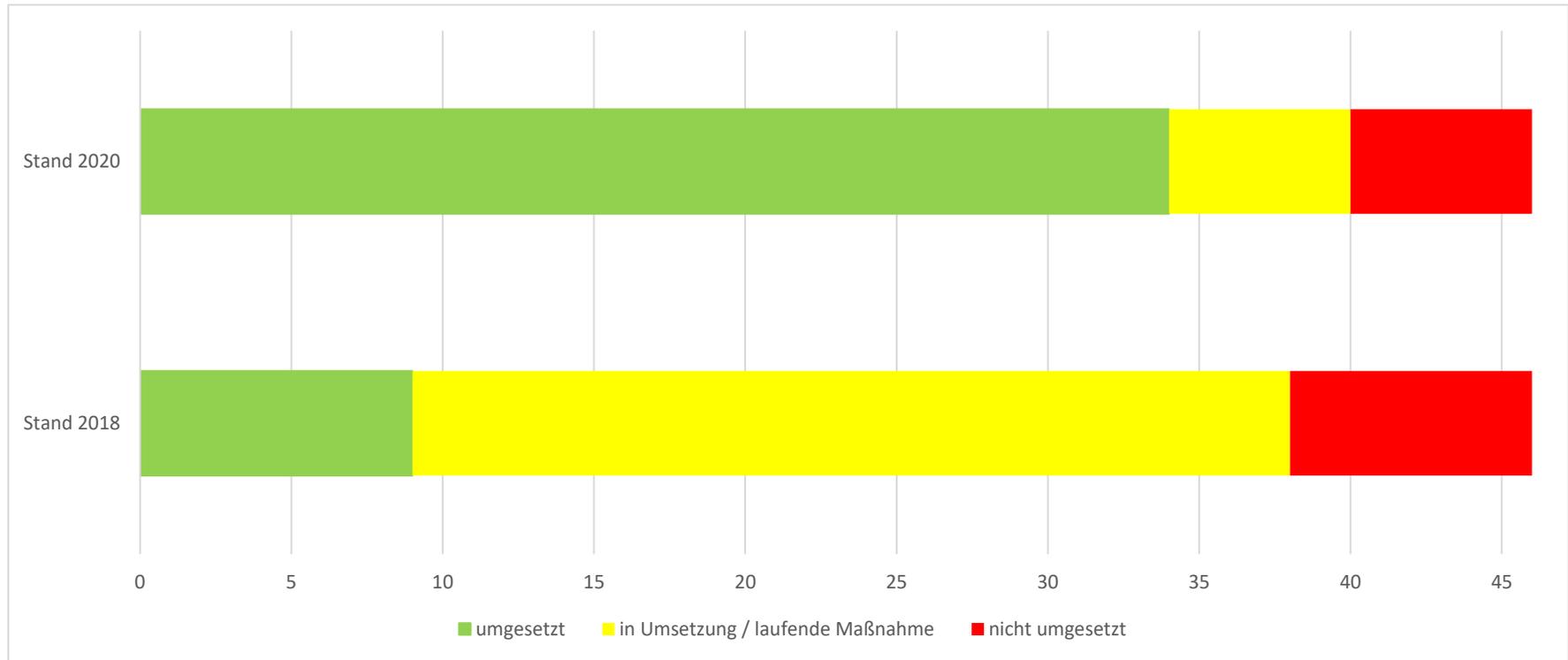
Annex

a) Percentage of women (2014) and percentage targets (2022) by level of qualification and professional status at Technische Universität Berlin

	Faculty I		Faculty II		Faculty III		Faculty IV		Faculty V		Faculty VI		Faculty VII	
	2014	Target 2022	2014	Target 2022	2014	Target 2022	2014	Target 2022	2014	Target 2022	2014	Target 2022	2014	Target 2022
Female students	65.0%	65.0%	34.5%	35.0%	39.0%	45.0%	15.5%	20.0%	15.5%	19.0%	47.5%	50.0%	30.3%	45.0%
Doctorates	51.6%	55.0%	32.2%	35.0%	40.0%	45.0%	10.2%	15.0%	15.3%	25.0%	42.5%	47.0%	27.5%	40.0%
Habilitations¹	38.5%	50.0%	9.1%	-	62.0%	40.0%	0.0%	-	33.3%	37%	43.8%	47.0%	25.0%	-
Junior professors	100.0%	50.0%	62.5%	-		40.0%	-	33.0%	75%	50.0%	50.0%	50.0%	0.0%	-
W2 professors	14.3%	50.0%	8.3%	10.0%	25.0%	35.0%	0.0%	15.0%	0.0%	15.0%	26.3%	28.1%	-	22.2%
W3 professors	53.3%	50.0%	7.0%	10.0%	14%	35.0%	12.5%	15.0%	6.5%	17.0%			12.5%	

¹ Percentages are sometimes too low to set target values. As of 01.01.2016 in accordance with Section 100 (6) of the Berlin State Higher Education Act, additional academic achievements as a requirement for a professorship no longer have to be provided by means of a Habilitation.

b) Graphic: Status of measures in the central Approach to Gender Equality – comparison between 2018 and 2020



c) Graphic: Development of the percentage of women at TU Berlin (total) – comparison between 2014 and 2019

