

Berlin Programme for Equal Opportunities of Female Researchers, Artists and Teachers in Higher Education



The many faces of empowerment and promotion



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photo: www.marco-urban.de

“Equal opportunity is a high priority for institutions of higher education in Berlin. By gradually increasing the percentage of women faculty, they have made Berlin a leader in Germany in this regard since 2005.”

Michael Müller

Governing Mayor of Berlin and
Senator for Higher Education and Research



Der Regierende Bürgermeister
von Berlin
Senatskanzlei
Wissenschaft und Forschung

Berlin’s program to promote equal opportunity for women in teaching and research (Berliner Chancengleichheitsprogramm – BCP) has proven to be a powerful catalyst in the effort to achieve equal opportunity. Since 2001 it has allowed Berlin’s state colleges and universities, as well as its two denominational institutions of higher education, to support women’s careers on all levels of academia. The program has been particularly effective in having women appointed to professorships in departments in which women are underrepresented and positions are not yet vacant. Because these are permanent positions, they have a lasting impact on the percentage of women faculty. The program is considered a model for others throughout Germany.

The successes achieved so far are by no means a reason for the Berlin Senate to assume that its job is done. On the contrary – equal opportunity is anchored in the agreements that were just concluded with Berlin’s institutions of higher education, and the Senate will continue to push for improvements in this area. The overarching goal is to increase the share of women on all levels and in all stages of their academic careers, with an eye to giving them a long-term perspective in academia.

Achieving more in the area of equal opportunity will take persistence in the future as well. The positive impact of Berlin’s program to promote equal opportunity, however, shows that with enough determination and tenacity, we can move mountains. That gives us good reason to hope for the future.

“The Berlin program to promote equal opportunity is a prime example of a productive joint effort and a clear statement about the future.”

be  **Berlin**

Senatsverwaltung
für Gesundheit, Pflege
und Gleichstellung



picture: ddp images/Clemens Bilan

Dilek Kalayci

Berlin Senator for Health, Long-Term Care and Gender Equality

Berlin’s higher education (HE) institutions are well positioned in terms of gender equality. For example, the percentage of women professors in Berlin is 10% higher than the national average. We can be proud of this achievement, since it shows that our joint efforts are successful and we are on the right track.

The term “joint efforts” is an excellent description of what distinguishes Berlin’s gender equality policy in higher education: politicians, gender equality officers, and experts in administration, HE institutions, and gender studies work together in an extremely productive dialogue across institutional boundaries. Berlin’s program to promote equal opportunity for women in teaching and research (Berliner Chancengleichheitsprogramm – BCP) is a great example of a productive joint effort. Only thus can we take the needs of all types

of HE institutions into account and, at the same time, acknowledge current developments in higher education policy in the configuration and advancement of the program.

From the very beginning, supporting high-quality, ambitious gender studies was of central importance to my Senate Department. Gender studies make a substantial contribution to the democratic development of our society through their critical analysis of social injustice.

The present publication offers not only compelling documentation of a multi-faceted success story, it also makes a clear statement about the future of the Berlin program to promote equal opportunity: flexible, excellent, and future-oriented.

The BCP: a key element of a comprehensive strategy



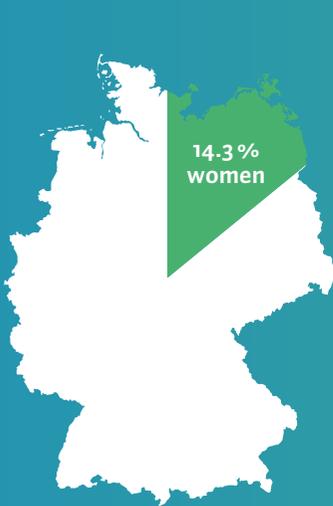
Berlin has established a comprehensive strategy for gender equality in higher education. It consists of four key elements: the first one is the modern legal framework. The second element is the inclusion of the aim “gender equality at higher education (HE) institutions” in HE policy instruments. As a third component, gender aspects are implemented into research and teaching, thus promoting a critical analysis of gender specific discrimination and inequality. And the fourth element is the funding of carefully crafted measures and individual programmes for women in fields where they are underrepresented.

The BCP contributes significantly to the HE institutions’ success in gender equality because of its targeted empowerment measures for women and the dismantling of structural barriers. A key area is the lasting and improved representation of female researchers and artists on the professorial or management level. In addition, the BCP considers gender aspects as an essential element of high quality research as well as future-oriented teaching. Berlin has developed into a hotspot for women’s and gender studies – not least because of the important role which has been played by this programme.

Gender equality: success in numbers

Germany 2005

37,865 professorships



Germany 2015

46,344 professorships

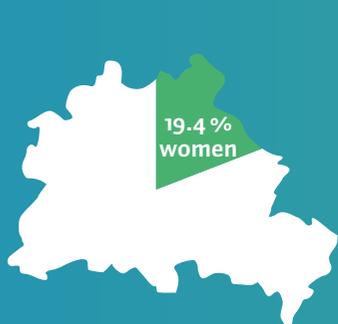


Data: Federal Statistical Office (Statistisches Bundesamt; percentage of women in professorial positions at public and private higher education institutions – national average as well as figures for Berlin from 2005 until 2015)



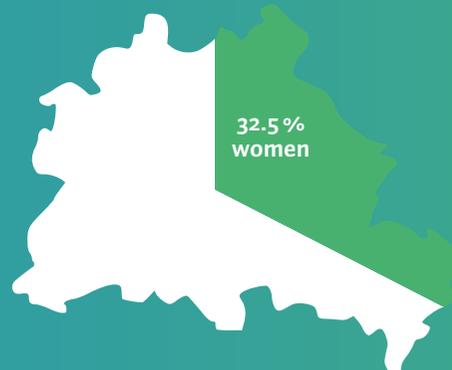
Berlin 2005

2,432 professorships



Berlin 2015

3,317 professorships



The Berlin Programme for Gender Equality has empowered over 1,200 people and projects in its 15-year long history and made a difference individually and on a structural level. It is the aim of the BCP's Alumnae Network to discover the potential of connecting the funded people and programmes.

The Alumnae Network will be established as a consulting network/advisory network that facilitates exchange about higher education and gender equality policy, career advice as well as joint project ideas. Annual network events are hosted on a rota system by the higher education institutions that participate in the programme. These events are accompanied by an online network that creates the opportunity to exchange ideas no matter where the alumnae are based. Additional network opportunities such as forums or discussion boards for specific target groups and specialist questions are currently being developed.

BCP milestones

2000

Merger of the funding programme for women's studies and the gender equality programme for higher education institutions and research funded by the federal states and national funds: creation of the **Berlin Programme for Equal Opportunities of Female Researchers, Artists and Teachers in Higher Education (BCP)**

Funding period 2001–2006,
annual budget approx. 3 million Euros

2006

Restructuring of the BCP with an emphasis on structural promotion; closure of the scholarship programme, budget cuts to 1.5 million Euros per year with the expiration of the Higher Education and Research Programme (*Hochschul- und Wissenschaftsprogramm*)

Funding period 2007–2009

Conference Results and Perspectives

2006

First national conference:
best practice results and
development of the BCP

2003

Budget increase via the *Masterplan Wissenschaft: Berlins Zukunft!* to 3.4 million Euros per year; new funding scheme: **Advanced Professorial Successor Appointments (Vorgezogene Nachfolgeberufungen, VNB)**

Funding period 2008–2011

2008

2011

Conference *Successful through Diversity – Gender Equality Policy in Berlin’s Higher Education Institutions* (*In der Vielfalt erfolgreich – Gleichstellungspolitik an Berliner Hochschulen*); BCP exhibition

2013

Successful evaluation of the BCP by the CHE (Strategic Higher Education Management Consultancy); presentation of the results at a nationwide conference

2016

Continuation of the BCP with new **core funding areas**: innovative joint projects comprising two or more higher education institutions of different kinds, academisation in the fields of care and early childhood education; annual budget: 3.8 million Euros
Funding period 2016 – 2020

2016

Launch of the **Alumnae Network** with women funded within the last 15 years

2017

Second network event of the Alumnae Network; Launch of the BCP alumnae’s online network

2012

Continuation of the BCP and budget increase to 3.8 million Euros per year, key funding area: **VNB** as well as **temporary professorships (w2)** for subjects with low percentage of female professors.

Funding period 2012 – 2015

“The BCP is rooted in the long tradition of the promotion of women in Berlin’s research sector.”

Evaluation excerpt 2013

The merger of the funding programme for women’s studies (*Förderprogramm Frauenforschung, FPFF*), established in 1988, and the funding line of the Federal Government and the Federal States (*Bund-Länder-Programm*) to create the BCP in 2000 was one of the successes of the dialogue-based communication strategy that was established in 1995. This was probably the BCP’s most important milestone.

Ensuring sustainability through dialogue

For over 20 years now, gender equality policy in higher education in Berlin has been shaped by cross-institutional dialogue. The following agents are some of its most important players:



This constructive and trusting dialogue brings together a wide array of expertise, uses results of nuanced analyses and evaluations, and acknowledges current debates in higher education (HE) policy and gender equality. This dialogue was and is a significant basis for the programme's future-oriented development.

The dialogue is founded on the premise of each HE institution's autonomy, the acknowledgment of their heterogeneity, and the negotiation of diverging interests.

At the same time, it connects the various tools of HE policy: future-oriented gender equality concepts (*Gleichstellungskonzepte*) are now

a requirement for every application. The HE institutions agreed to develop these concepts in their contracts with the Berlin Senate (*Hochschulverträge*, 2014 – 2017).

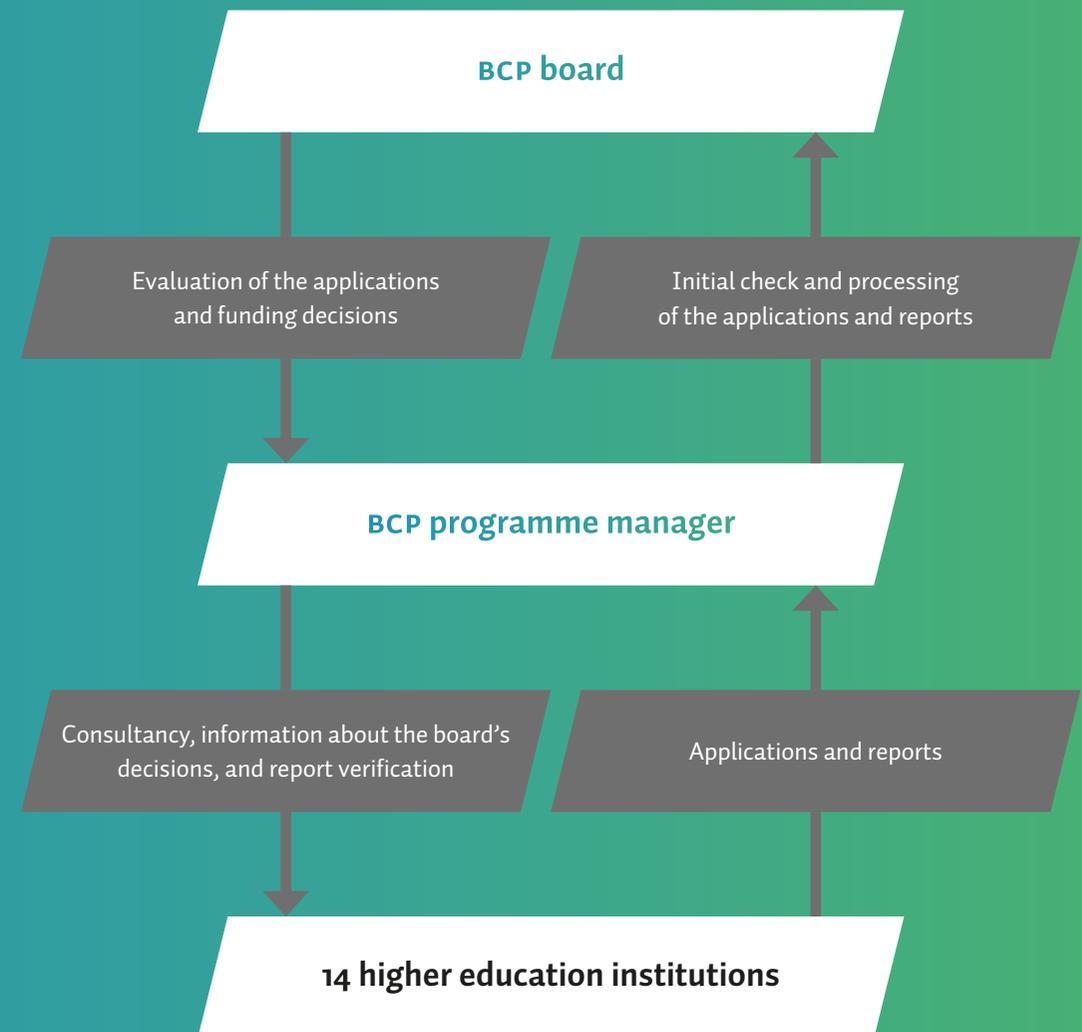
The linking of instruments and incentives facilitates synergy effects on the road to gender equality. In addition, it allows to flexibly respond to the demands directed at a gender-equitable HE institution. The participating HE institutions are empowered to develop tailor-made measures that also have an impact on their structures via the various programme lines of the BCP.

Quality management structures

The BCP's board evaluates the funding applications and decides which ones will be financed by the programme. The board plays a major role in maintaining the high quality of the programme. It consists of:

- three representatives of the LKR
- three representatives of the LaKoF
- one researcher in the field of women's and gender studies, one researcher in the fields of natural science and engineering, and one artist from one of the higher education institutions in Berlin
- one representative each of the senate administrations responsible for women and gender equality as well as for research.

The BCP's underlying idea of a dialogue with its stakeholders is also apparent in this constellation. The programme manager, based at Humboldt-Universität zu Berlin, lies at the core of the programme. The programme manager advises the higher education institutions in the context of the application process, communicates and coordinates the funding decisions of the board, manages the programme's budget, and processes the reports for the board and the senate administrations. Public relations and the management of the Alumnae Network also fall within the programme manager's responsibility.



Advanced professorial successor appointments (*Vorgezogene Nachfolgeberufungen*)

Having a sustainable effect on structures

The Berlin Programme for Gender Equality funds staffed and equipped professorships for first-rate female researchers or artists, who take on a permanent professorship prior to the position becoming vacant. The funding runs for up to three years.

If a professorship (W2 or W3) is about to be reappointed, e.g. because the professor is about to retire, in fields of academisation and/or if the respective field reveals a significant underrepresentation of women, the BCP can award a so-called *vorgezogene Nachfolgeberufung* (VNB), or advanced professorial successor appointments. In this case, the position can be advertised much earlier and be filled with an outstanding female researcher or artist while the incumbent is still in office. Once the incumbent leaves the institution, the previously appointed female researcher or artist will take over the permanent position.

Effective and well connected with joint initiatives of the federal government and the federal states

The BCP supports the higher education institutions in their participation in programmes run by the federal government and co-financed by the federal states: For the federal state of Berlin, the BCP co-funds the VNBs (50%) within the *Professorinnenprogramm*.

“The vorgezogene Nachfolgeberufung enables higher education institutions to improve their strategic, gender equality oriented development, reduce vacancies, and create a sustainable impact on its structures and development.”

Prof Dr Peter-André Alt (FU),
Chairman of the State Conference of the Rectors and Presidents
of the Higher Education Institutions in Berlin (LKRP)



Laws prove their worth in the field, not in the ivory tower

Prof Dr Sabrina Schönrock

Law degree at Freie Universität Berlin

State examinations in Berlin (1st Staatsexamen 1997, 2nd Staatsexamen 2000)

PhD at Humboldt-Universität zu Berlin (Dr jur)

Legal practitioner in Berlin (law partnership)

Lecturer at Hochschule für Wirtschaft und Recht (HWR) Berlin

Guest professorship for Public Law with a focus on Police and Regulatory Law, Department of Police and Security Management, HWR Berlin

Since April 2013: Professor for Public Law, Fundamental and Human Rights as well as Besonderes Verwaltungsrecht, Department of Police and Security Management, HWR Berlin

Since October 2013: Vice Dean and Dean of Studies at the Department of Police and Security Management

Since July 2014: honorary judge at the Constitutional Court of the Federal State of Berlin

Since April 2016: Dean of the Department of Police and Security Management

“We should live what we preach in our audits. Otherwise, we’ll create expectations that can hardly be found in practice. It’s time to carry out our theories in practice, by living our goals and changing our attitudes. Sometimes, this may start with a little more tolerance in our working life, for example when working with colleagues who work family-friendly hours.”

Ivory towers are not for Sabrina Schönrock. The same goes for arrogant attitudes towards universities of applied sciences. She believes that laws have to prove their worth in the field, not only on paper or in libraries. Her subject is as challenging as it is varied: as professor for Public Law she also teaches Fundamental and Human Rights as well as Special Administrative Law (*besonderes Verwaltungsrecht*) at the Department of Police and Security Management – among other things for students aiming for the Higher Police Service. So only minimum space remains for ivory towers. What the students need are facts for practice-oriented all-rounders.

This is why a field trip to a home for asylum seekers can well be part of the HWR's curriculum. The students' task: "Observe an asylum seeker's path and evaluate it from a legal perspective." Interdisciplinary contexts, applying what one has learned, as well as teaching and studying methods, help to continuously connect theory and practice. "This is how research finds its way into teaching; this is how we integrate ground-breaking findings," Sabrina Schönrock explains to us. The jurist also welcomes the practice orientation that comes with her position as Dean of the department. She needs to develop practical skills "that are not directly related to her academic training", such as leadership skills,

budgeting, human resource controlling and planning as well as the chairing and coordination of meetings. An administrative staff team as well as the Vice Dean and the Dean of Studies assist her in her work: "without my colleagues, this would not be possible."

As honorary judge at the Constitutional Court of the Federal State of Berlin – by the way, as first female professor from a university of applied sciences (FH) and not a university – Sabrina Schönrock experiences the application of law from "a completely different and very important perspective."

She gained the impression from her experience of law in practice that women tend to focus on other areas of law compared to men. When she was appointed professor at the HWR via a BCP *vorgezogene Nachfolgeberufung* in 2013, she was the fourth woman at a department with approximately 20 professors. While the criminal investigation departments (*Kripo*) employ close to 50% men and women, the police force (*Schutzpolizei*) is still dominated by men. "If we want to attract more female professors to this field, we also need to provide more role models for female students."

The BCP's role

"The BCP started to empower me as early as the application phase: it encouraged and motivated me by signalling that, as a female professor, I was explicitly wanted. And it still strengthens us today: women network differently than men. Our Alumnae Network transports the idea that this is meant to be a long-term connection. I meet colleagues and women with similar as well as completely different careers and cvs. Joint projects, seminars and mutual empowerment come naturally. My teaching also benefits from this network. The BCP has thus an effect that goes much deeper and runs much longer than the mere funding of my position in the past."

What trails of blood can tell us about cultural history

“We are made by artifacts that have come to us on trails of blood.” Bénédicte Savoy, Chairwoman for Modern Art History at TU Berlin, does not want to be blinded by the allegedly sacred aura of many cultural objects. And she does not appreciate how they are often admired in cult-like places in Germany, France, or Europe. “Museums are not merely spaces of grandeur and beauty. They are also spaces of violence, power, robbery, and economic interests.” For Savoy, a quadriga or Nofretete’s bust do not only speak of their origin. How did it get here? Why? History comes alive through questions like these – in particular recent history. Easy answers? Not included.

She has “no simple answer” to claims of return and restitution of cultural treasures – for example to Egypt, Turkey and many other countries. And her “answers differ every three days”. Savoy rather wants to create awareness for the context and encourage people to question national and European histories. Prevailing legends about national identities and museum inventories thus become more ambivalent.

Savoy experienced “France as a child and Germany as an adult”. Twenty years ago, she felt very suspicious of science and the university world. However, when she took on a project about the

Brandenburg Gate quadriga, she found an enormous amount of sources in the Paris Archives. “It was like a criminal case – only that it was about Napoleonic art theft.” She got excited about the way in which objects explain what happened to people and nations as well as about the way in which this process illustrates art history.

Being a child of two nations and cultures, she is entitled to ask critical questions. Savoy herself “cannot define what I am. I must be right on the edge. I am both and nothing”. In Germany, she was often seen as the “little French woman”, in France she was the German one, who was not used to chaos in meetings. While the German academic field is still dominated by elderly men, Savoy says that, in France, she met more women and younger colleagues. “I didn’t know how to play the role of the young and innovative professor,” Savoy says smiling, while hinting at the drastically different age and gender balances in Berlin. In fact, her time in Berlin started 2003 as a young and innovative junior professor at the TU. In 2009, she was awarded a permanent professorship via a *vorgezogene Nachfolgeberufung*. She stresses the support of her predecessor as well as the flexibility and family-friendly environment of the university.

Bénédicte Savoy continues to be rooted in Berlin as well as in Paris: she also holds a professorship at the Collège de France and she has been awarded prizes for her research and teaching in both countries. Her position allows her to experience how gender aspects differ from one another in both countries. In France, for example, there are more women in research and teaching, but at the same time, gender awareness is lower. In commissions or working groups in Paris, Savoy finds herself saying: “I’m playing the German card now. In Berlin, people would ...” when addressing the question of whether and how the sex ratio plays a role for the future teamwork.

Prof Dr Bénédicte Savoy

Degree in German Studies, École Normale Supérieure in Paris (Fontenay)

MA thesis about Anselm Kiefer (state examination, *Agrégation*)

PhD about French art theft in Germany around 1800

1998 – 2001 Research Assistant at the Centre Marc Bloch in Berlin,
lecturer at Technische Universität (TU) and Freie Universität (FU)

2003 – 2009 Junior Professor

Since 2009 Professor for Art History at TU Berlin (w3)

Richard Hamann Prize for Art History, granted by Philipps-Universität Marburg

Walter de Gruyter Prize, Berlin-Brandenburg Academy of Sciences and Humanities

Professor at Collège de France in Paris (*chaire internationale*)

Member of the Excellence Cluster Topoi

Prix de l'Académie de Berlin 2015

Prix du Rayonnement de la langue et de la littérature
françaises, awarded by the Académie française

Member of the Berlin-Brandenburg Academy of Sciences and Humanities

2016 Gottfried Wilhelm Leibniz Prize, awarded by
the Deutsche Forschungsgemeinschaft (DFG)



Multiplicity in teaching

French-born Camille Logeay started studying in the mid-1990s. It was a time of major economic upheavals in France. This triggered Camille Logeay's curiosity for economic questions: "Why does unemployment exist? Why is there injustice in the distribution of wealth? Which rules does an economy follow and how can we predict developments?"

Looking for answers, Camille Logeay started to study economics and statistics in Paris. She spent her last year in Berlin as part of her dual degree programme. After her graduation, she worked as a researcher at the DIW (*Deutsches Institut für Wirtschaftsforschung*). In Germany's biggest institute for economic research, she analysed economic trends in Germany and Europe with a focus on the labour market. This is where she was able to tackle the big macroeconomic questions.

Another important career move led her to the Macroeconomic Policy Institute in Düsseldorf. For a short period of time, she also worked at the Federal Ministry of Labour and Social Affairs. Working in an environment closely connected to politics taught her not to trust simple answers. She developed an interest in student initiatives for more interdisciplinarity and diversity in the paradigms of economics. Looking back, Camille Logeay describes her way into academia as "unplanned, but not unwanted".

For a number of years, she had been teaching Econometrics Master for International and Development Economics at the Hochschule für Technik und Wirtschaft (HTW) Berlin and enjoyed it. In addition, she had taught practice-oriented seminars during giz projects (German

Association for International Cooperation) in Syria. Becoming a professor at a university of applied sciences seemed like the next logical step and so she applied for a BCP-funded professorial position that fitted her profile.

Camille Logeay experienced the move to the world of higher education as a "real challenge". She taught on programmes that had just started, such as the Bachelor for Economics and Politics or the Master for Work and Human Resource Management. She had to design new modules and get to know the students, structures and committees at the University of Applied Sciences. Logeay found her way, joined committees and played her part in the various procedures. Now she is responsible for the internship programme, deputy gender equality officer in her department, and involved in a number of selection committees and examination boards.

"I'm very satisfied today – above all, because my teaching responsibilities match my research interests." As deputy gender equality officer she is pleased with her department. People are open to gender equality topics and cooperative, not least when developing solutions to reconcile work and family time. In appointment procedures, too, she witnesses a practiced balance. Recently, when twelve new positions were advertised, more than half of the positions were filled with women.



Camille Logeay always separates her private political opinion from her academic work. This is one of the cardinal virtues that she also imparts to her students. It is one of her priorities to expose her students to a variety of available explanations and to explore those. This is how she wants to encourage her students to develop their own nuanced and scientifically justified opinion.

Prof Dr Camille Logeay

PhD about “Die Nairu: Erklärung oder Reflex der Arbeitslosigkeit” (Dr. rer. oec.)

Diplôme statisticienne-économiste at ENSAE (Paris) and Dipl.-Volkswirtin at HU (Berlin)

Research assistant at DIW, department for economic trends

Research Officer for labour market topics at the IMK of the HBS

Research Officer at the Federal Ministry of Labour and Social Affairs

Professor for Economics with a focus on Economics and Quantitative Methods, HTW

Teaching at HTW (MIDE)

Projects for the German Agency for Technical Cooperation (gtz; now giz) in Syria

Deputy academic member of the minimum wage committee in Brandenburg

Senior Research Fellow at the IMK, HBS

Active efas member

“A qualitative study has revealed that women only apply for a position if they are 90 % sure that they match the profile. Men tend to do it the other way round. Women should be more courageous: apply in any case – without worrying too much – to make sure the selection committees are aware of the diverse profiles and experiences. Often it doesn’t have to be the felt 90 to 100 %. The commissions are more open-minded than people expect.”

Die Philosophen haben die Welt
 nur verschieden interpretiert,
 es kommt aber darauf an,
 sie zu verändern.

Karl Marx



When Hegel wore red lipstick ...

For Rahel Jaeggi it is not a private matter how people lead their lives. As a philosopher, she does not want to engage with theory alone, she wants philosophy to get involved and transform our society. Sixty years ago, Adorno and Horkheimer described the ignorance as of society as a context of delusion (*Verblendungszusammenhang*). Today, a critique of private life is frowned upon in the context of political liberalism; people are quick to see “freedom” endangered. The state, politics and philosophy have to keep quiet.

Rahel Jaeggi likes to put these contexts of delusion aside and would much rather take a closer look, than look away. She argues: analyses and criticism are permissible, as long as the criteria are well-defined. She understands the much praised freedom as autonomy that is only possible if a critique of forms of life is permitted. She told the Vienna newspaper *Standard*: “The point is not to discard plurality; the point is to understand it differently. Not as plurality of lifestyles that are successful, unchangeable constructs, but as approaches to tackle life that are different from one another and that are characterised by

their specific sets of problems.” In her dissertation, she questions the term alienation, and in her second book (*Habilitation*) she outlines strategies for a critique of forms of life. The following question is at its centre: How can a critique help to question previous solutions and refine them in the process?

In 2009, the HU Department of Philosophy was actively looking for new female lecturers. At that time, the department had twelve male and one female professor. The position that was funded by the BCP saved Rahel Jaeggi the “usual, extremely long wait and stalemate situations”. On the day of her inauguration lecture, the Hegel statue on Hegelplatz wore red lipstick and was adorned with roses, as a little reference to his successor in spirit. She also received a megaphone on that day in the same spirit.

The “excruciating stand-in and part-time contracts” that many academics face after their *Habilitation* could be avoided. And being appointed directly, without having to commute to different cities, made her family life with her then still

young son a lot easier, too. Jaeggi: “I was able to organise many well-attended lectures and events without hesitation or fear. Thus, I created an impact right away.” For example, she organised the international conference *Re-Thinking Marx* with over 1,000 attendants and 50 international speakers in 2011. The megaphone seems to work.

Recently, her website about critical theory went live. At *criticaltheoryinberlin.de*, Jaeggi and her team portray their department’s work, e. g. via current lectures, material, and discussions. This website is another fruit of “infinite reason” along the lines of Hegel’s dialectic, the idea of the mind mirrored in the seed metaphor: “The most advanced state of transformation is the fruit, meaning the creation of a bud, the return to the first state.” However, in order to be more than a mere reproduction, in order to develop, consciousness and knowledge about oneself is necessary. Vulgo: we need the form of social criticism that Jaeggi encourages in her subject.

Jaeggi doesn’t share the concern to be seen as “token woman” and be looked down upon. “The fear of being stigmatised as a token woman is unjustified. I don’t experience these imputations any more. Nobody has to bear this cross. It just keeps you from carrying out your work with all of your power. I have put my hopes in political frameworks that enable fair opportunities. It is an urban myth that anyone at anytime has achieved anything ‘alone and by oneself’. You always have a variety of factors that support you. You need role models, motivation and security. Maybe you are aware of the fact that philosophy as an academic discipline has a quota itself: a 99 % quota for men.”

Prof Dr Rahel Jaeggi

Magistra Artium, Freie Universität Berlin

PhD at Johann Wolfgang Goethe-Universität, Frankfurt am Main (Dr phil)

Second book (*Habilitation*) on “The Critique of Forms of Life”

Research assistant at the Department of Philosophy, Johann Wolfgang Goethe-Universität Frankfurt am Main (chairman for Social Philosophy, Prof Dr Axel Honneth) and at the Institute for Social Research (IfS), Frankfurt am Main

Visiting Scholar at the New School for Social Research, New York (USA)

Visiting Assistant Professor at Yale University, New Haven (USA), Program for Ethics, Politics and Economics

Assistant at the Department of Philosophy, Johann Wolfgang Goethe-Universität, Frankfurt am Main (chairman for Social Philosophy, Prof Dr Axel Honneth)

Since April 2009 Professor for Practical Philosophy with a focus on Philosophy of Law and Social Philosophy, Humboldt-Universität zu Berlin

September/October 2012 Visiting Professor at Fudan University, Shanghai

2015/2016 Professor-Heuss Professorship at the New School for Social Research, New York (USA)

... because the classroom is a stage, too

Petra Woiseschläger remembers well how the selection committee started laughing. Back then, in December 2010, she had applied for a professorship at the UdK teaching a class, giving a concert and organising a colloquium. Then she has asked whether they might inform her about their decision by Christmas. Today, she laughs herself about the extent of her “naivety. I had been a freelance musician my whole life, the university context was completely alien to me”. She was appointed – 15 months after her first application. Her naivety and her musical experience still remain the fundamental note of her teaching.

She is professor for School Piano Playing (*Schulpraktisches Klavierspiel*) and teaches the most important musical tools to future music teachers. Or at least that was the plan. The students need more skills, such as performing on stage. Their professor introduced classes that teach the students skills that are nowhere to be found on the usual sheets of music. Skills that don't come with a ready-made score: the individual human skills. This is closely connected to “my own, circus-style career,” says Woiseschläger. After completing her degree, the music teacher became a concert pianist, then a speaker, singer, and later an actress. The freelance musician met and still meets people of all kinds, explored various stagings and musical styles, and connects classical music styles with pop and jazz. She coordinates, leads, arranges, and composes in a variety of capacities for tours as well as radio and CD productions. Today she claims: “a classroom works like a stage. If I want people to listen, I need a focus. Without addressing the sensual aesthetic level, teachers have no chance.”

This is why Petra Woiseschläger has made graduation concerts mandatory for all her students. Panic, fear, tears, and a pounding heart? All part of the game – and will continue to be in their future careers. The students learn to be aware of their vulnerability in the limelight – something the professor is aware of too – in addition to learning about notes, arrangements, accompanying others, and the vast basic tools. Woiseschläger wants to change the perspective of teaching, influence the debates and create new impulses.

She might have failed without accompaniment. “Had it not been for my predecessor, who advised me for two years, I might have stumbled over my naivety and given up.” Instead, she learned how to organise her work within an academic context, how to make one's mark within the given structures, and how to escape from the role of “token woman”. Her predecessor gave her this piece of advice: “Petra, you have to fight it and position yourself.” She mastered it. The collaboration within the university has changed over the years, now it is marked by mutual respect. However: “As far as I know, I am the only female professor in the field of School Piano Playing in Germany. It is not yet a given to be taken seriously as a woman in this field.”



The BCP's role

“I have been a freelance musician all my life. University life was unknown to me: the traditional structures, the unwieldy size; how can I book a room or organise a concert? Being accompanied by an experienced colleague was of invaluable help. Today, in my teaching. I am able to incorporate those experiences that shaped my life – from the piano and score basics to all those things that music moves between the heart and the mind.”

“In class, I often experience situations in which women play worse all of a sudden when men are involved – though I know they usually play better. As if it was still in their heads that ‘men are better’. You can be a female singer or a female violinist, but everything connected to chairing, arrangement and leadership remains off limits. This is why the BCP is even more important than I thought at first. I now think it's indispensable. It is not regarded as a matter of course that men and women are represented in teaching. Up to now, this still has an impact on roles and talents.”

Prof. Petra Woiseschläger

Discovers playing the piano as a playing field at the age of five; starts taking piano lessons, later also lessons for guitar and church organ

Degree in teaching for grammar schools, freelance piano teacher

Concert pianist formation, diploma

Freelance pianist: solo, chamber music, with opera singers, chanson

Later on: speech training, member of various touring theatres as musician, actress, and arranger

First performances as singer; concert tours, radio and CD productions

Teaching at the Frankfurt University of Music for improvised song accompaniment, ensemble accompaniment, and arrangements

Since 2011 Professor for School Piano Playing (*Schulpraktisches Klavierspiel*), UdK Berlin

Temporary professorships (w2)

Enriching stimuli in research, art and teaching

Higher education (HE) institutions in Berlin can set up additional professorships for a period of five years. The BCP funds positions in departments in which female professors are underrepresented as well as positions in Gender Studies and fields of academisation, such as healthcare professions and jobs in early childhood education.

These temporary professorships aim to improve the career opportunities of women, but above all they should level out structural inequalities. This tool aims at supporting a change in HE culture in general and disciplinary cultures in particular. At the same time, this programme offers the opportunity to award professorships with interdisciplinary denominations, thus enriching the respective field with Gender Studies stimuli.

“We were able to secure an excellent and committed colleague who enriches our discussions in the field, who strengthens our research profile and administration, and who enriches our course offers.”

Prof Dr Gabriele Werner,
Professor for Theory and History at weißensee kunsthochschule berlin (kvb)



“Temporary positions are both a blessing and a curse. Five years can easily turn into an academic spiral. The selection procedures are so complex and often take so long that once you have started in a new position, you have to start applying for the next.”

Prof Dr Maike Vollstedt

Degree in Maths, English and Education, Christian-Albrechts-Universität zu Kiel, Universität zu Köln and University of Aberdeen (Scotland)

State examination for the subjects Maths and English, lower and upper secondary level, Universität zu Köln

Scholarship awarded by the DFG Research Training Group 821 *Educational Experience and Learner Development*, Universität Hamburg

Research assistant at IPN Kiel and Universität Hamburg

PhD (Dr. phil., with honours) at Universität Hamburg: “Sinnkonstruktion und Mathematiklernen in Deutschland und Hongkong – Eine rekonstruktiv-empirische Studie“

Deputy head of the Department of Mathematics Education, Leibniz Institute For Science and Mathematics Education, Universität Kiel

February 2013 until September 2014: Professor for Mathematics Education, Freie Universität Berlin

Since October 2014: Full professor for Mathematics Education with a focus on secondary level teaching, Universität Bremen

With the pupils in mind: searching for personal meaning in mathematics education

In the past, Maike Vollstedt always wanted to be a school teacher. Today, the professor at Universität Bremen analyses how pupils learn mathematics. Or to be more precise: what kind of personal meaning they encounter in maths. Seventeen patterns for the construction of meaning are already identified; they go from “fulfilling a duty” to “cognitive challenge”. As a consequence of these findings, Vollstedt asks how maths classes can be organised in a way that allows pupils to find meaning in them.

She discovered her motivation and curiosity for the topic during her (master) thesis: “I realised that I really liked this kind of work – but how should I explain this on 80 pages? I wanted to write a book.” So she stayed on the ball. Via some

detours she joined the Research Training Group “Educational Experience and Learner Development” and was able to research personal meaning and learning in Germany and Hong Kong. “It was incredibly exciting to analyse this topic in two cultures that are so different from one another,” says Vollstedt.

When “new perspectives in the academic world opened up”, and so her wish of becoming a school teacher was replaced by a new one. Vollstedt was conducting a postdoc project at a research centre when the FU Berlin advertised a BCP-funded temporary professorship (w2) in the Department of Mathematics and Computer Science. Vollstedt was selected in a competitive process and got to experience work as a professor, with a great and

supportive colleague at her side. Gender “plays a role in the allegedly gender neutral mathematics”, so she included it in her teaching. Today, Prof Dr Maike Vollstedt is an established professor, but her curiosity is by no means satisfied. “The field of research on personal meaning, construction is limitless and still very interesting to me – in particular because it takes the needs of the pupils into consideration. And it asks how classes can be designed to make pupils experience the discovery of meaning. This is a great and meaningful incentive for my team and myself,” Prof Vollstedt tells us, smiling.

“Balancing an academic career with children and private life demands an extreme extent of flexibility. Moving to different cities for the career steps towards a professorship puts a strain on you. On the other hand, flexible work hours and the universities’ empowering measures are helpful.”

The BCP’s role

“It was an incredibly valuable stepping stone. My position in Berlin was created as an additional professorship. That made me an add-on and I was able to learn directly from my colleague and from practical experience how the academic world, research and higher education institutions work. I was able to accumulate a huge amount of knowledge in a very short period of time – it was terrific.”



“Many midwives experience it as a strain that women who are giving birth are not treated with the respect they should receive. The reasons for this are often a lack of time or inappropriate interventions. However, respectful care that also takes the emotional and psychic condition of the woman into consideration is very important during childbirth. We know that the experience of parturition has a major effect on women after giving birth – even long after that.”

Prof Dr Julia Leinweber

Midwife exam at Michaelis Hebammenschule (Universitätsklinik Kiel)

Midwife, freelance and employed

Master of Public Health (MPH) with a focus on Gender and Women's Health, University of Melbourne, Australia

Teaching on the BSc Nursing and Master of Midwifery Programm, Sunshine Coast University, Australia

Teaching on the European Master of Midwifery Programme, Medizinische Hochschule Hannover

PhD: Prevalence and risk factors for posttraumatic stress among Australian midwives; Griffith University, Brisbane, Australia

Guest lecturer for classes on Midwifery, Evangelische Hochschule Berlin (EHB)

Since 2016 Professor für Midwifery, EHB

The privilege of serving women

At first, Julia Leinweber's research results are disconcerting, in Australia as well as in Germany: How can it be that so many midwives experience trauma in the "world's best profession"? The figures speak for themselves: almost a fifth of the midwives interviewed by Leinweber show symptoms of posttraumatic stress disorder.

"Birth has an incredible potential. Birth can traumatise you, but it can also heal. Midwives have the important task to accompany this powerful process," says the temporary BCP-funded professor at the Evangelische Hochschule Berlin (EHB). However, it has become harder for midwives to find a work environment in which they can accompany women on an individual basis.

One of the problems is that giving birth is increasingly seen as a "risk", not a natural event in the life of a woman, says Leinweber. Obstetric interventions and C-sections are continuously increasing. The number of midwives is decreasing – and they are expected to assume more responsibility for more parturitions, but at the same time, they are not allowed to. In many cases, it is not medical evidence that determines the treatment but economic factors. This happens in the delivery rooms of big and small hospitals alike.

"As midwives we have the privilege to serve women," says Leinweber with the confidence she has acquired in many years practicing as a midwife. But her work experience has also shown her the risks: "Midwives who have to treat two or three delivering women at the same time lose their focus. Her place should be with the woman giving birth. The delivering woman should be at the centre of

the care. The academisation of education strengthens the midwives' position within the hospital hierarchies. Ideally, this will lead to midwives having more time for the care for birthing women."

Leinweber has added an academic foundation to her practical experience via her master degree in Melbourne. There, the university education of midwives is a matter of course. In her PhD thesis, Leinweber analysed the risk factors for traumata for midwives. In 2016, she transferred to the Evangelische Hochschule Berlin via a BCP-funded temporary professorship (W2). She now teaches future midwives on a model curriculum. Leinweber emphasises the importance of the academisation of midwifery: "For me, it is important that the education of midwives takes place at institutions of higher education. Learning about evidence-based practice through a degree creates good conditions for the midwives' work with the women before, during and after childbirth."

Midwives play a crucial role in the provision of healthcare for women. Thus, an investment in the education of midwives is an investment in women's health.

The Professor for Midwifery trusts in the idea that evidence-based practice will lead to an improvement in the conditions for mothers and their babies: research reveals that there are less complications – for the bodies and minds of all involved – when delivery rooms are run by midwives.

The BCP's role

"I am grateful and happy that our political powers now promote Women's Health through the education of midwives via the BCP's temporary professorship (W2). As a professor, I develop the curricula and the training of young midwives in a model programme. Together, we secure quality and diversity in the Midwifery degree."



Creating music to be played
– not hidden away in a drawer

Prof Maria Baptist

Started playing the piano at the age of five;
first compositions at the age of eight

Piano and composition studies,
Hochschule für Musik Hanns Eisler (HfM) Berlin

Scholarship at New School in New York City,
lessons with Maria Schneider amongst others

Performances as solo pianist, with Maria Baptist Trio,
in a string quintet as well as in large orchestral line-ups

Direction of renowned orchestras and performances of own
compositions; radio and TV recordings – and an ECHO nomination

Release of over ten CDs as a soloist

Workshop lecturer at Film University Babelsberg
“Konrad Wolf” in Potsdam, Hochschule für Musik und Theater
München, and Iceland Academy of the Arts in Reykjavik

2000 – 2012 guest professor (partly BCP-funded), HfM

**Since 2012 full professor at the Department for Historical and
Contemporary Compositional Technique, teaching composition/
arrangement, compositional technique and improvisation**

Maria Baptist's department is traditionally dominated by men. Until now, she is the only female colleague. Historically, "genius is less often attributed to women; those hailed as role models are mostly men." This also leads to less female students. The BCP creates a new perspective: "Other women, young talents, are more interested in studying music because now there are more role models."

Maria Baptist's career almost ended prematurely when she was 14 years old. Together with her father, a swing pianist, she was watching the live television broadcast of the Tchaikovsky Piano Competition. It seemed like an endless montage and more of the same; Maria Baptist didn't want to belong in this narrow frame and chose not to become a classical concert pianist. Sometime later, Keith Jarrett's legendary Cologne concert opened up a new path, because she heard and felt a freedom, power and improvisation that have become an integral part of her music and teaching. Her compositions, concerts and projects that can be located at the crossroads of classical music, jazz and pop led her to New York, Havana, Paris, and even a private concert for Michael Jackson in 2002.

In 1996, she started teaching, in 2000 she was selected for a BCP-funded guest professorship at Hochschule für Musik Hanns Eisler (HfM) Berlin. Since 2012, she is a full professor at the Department for Historical and Contemporary Compositional Technique with a focus on composition and arrangement. "I immediately accepted the position," says Baptist, "because I wanted to pass on my experience with sound bodies ranging from solo performances to large orchestral line-ups." She says about her classes that they are very, very practical. She does not want to produce music that ends up in

a drawer. "The sound experience of a real performance compares to nothing."

Baptist describes her teaching style as lively, constructive and motivating. Creativity is as important as craftsmanship, discipline, technique – and finishing a piece on time. She encourages her students to overcome their own barriers, expectations and blocks; be more relaxed and improvise. In a nutshell: dare to play something that is not on the score. The attitude and skills cannot be learned from books, they must be acquired through practice.

When Maria Baptist arrived in her department, the bachelor and master degrees were just about to be adapted. "I was able to influence the curricula with my approach." For example, she connected strings students from Compositional Technique with Composition students. She appreciates the great and open climate at the *Hanns Eisler* and the generation of the 20- to 25-year olds: "They have open minds and I have the privilege to empower them to find their own way."

The BCP's role

"The BCP has set many wheels in motion and changed perspectives. While in earlier times people would smirk e. g. at the percentage of women, it is now an integral part of their consciousness. Politicians have understood how fundamentally important the programme is. They see its sustainable effect on teaching: topics have changed and so have this new generation's perspectives."

Innovative joint projects between HE institutions of different kinds

Shaping the future together

In this funding line, innovative joint projects between HE institutions of different kinds are financed in order to overcome traditional structures, give new impulses, and promote a culture of innovation.

These joint projects are meant to connect HE institutions of different kinds and thus strengthen innovative and cooperative approaches. This is why at least two Berlin HE institutions of different kind have to be involved.

“The intensive cross-institutional exchange has led to the creation of a nationwide unique innovative programme, whose funding is focused on academic and artistic projects about digitisation. This joint project fits perfectly into the Berlin HE and research landscape.”

Prof Dr Susann Fegter (TU), speaker of the academic board of the Berlin HE Programme “DiGiTal”
(together with Prof Dr Juliane Siegeris (HTW), who is not in the picture)



Through an intensive dialogue, thirteen of the participating HE institutions developed a structurally as well as thematically innovative project: The Berlin HE programme DiGiTal – Digitisation: Design and Transformation.

The Berlin programme DiGiTal works across these institutions and is trans- and interdisciplinary. It creates an ideal space in which the complexity of the subject can be addressed adequately. Science and art are invited to critically analyse and shape the development of structures and processes in technology and society that are caused by the

expanding digitisation. The cooperation between the various HE institutions enables the pooling and concentration of gender equality expertise for new stimuli in research and art. It also combines the institutions' strength in the promotion and recruitment of junior researchers. The project wants to sustainably increase the representation and professionalization of women in the field of interdisciplinary digitization research. In addition, it also systematically takes gender perspectives into account in order to create viable blueprints for the future.

At the centre of the three-year funding period are cooperative PhD projects, artistic development programmes and postdoc projects, always taking

into consideration the individual characteristics and requirements of the career paths at universities of applied sciences, the HE institutions for the arts, as well as the traditional universities.

The qualification works, i.e. PhD and postdoc projects, in the field of digitisation are supervised by experts from the participating HE institutions. Formats such as colloquia, joint events, and workshops facilitate the interdisciplinary exchange, the qualification, and the networking. The Berlin HE programme DiGiTal is situated at the Technische Universität and advised by a cross-institutional academic board.

Custom-made measures for HE institutions

Flexible, individual, and effective

The funding line of custom-made measures is the BCP's answer to the heterogeneity of the 14 participating HE institutions. The institutions can choose their own emphases and develop customized solutions taking into account their specific profiles as well as the gender equality strategies.

The continuation of some of the measures by the HE institutions illustrates the sustainable successes of the programme particularly well.

The portfolio of customized measures is broad: it includes temporary professorships (W2), junior and guest professorships, PhD and postdoc positions, innovative projects as well as mentoring and empowerment programmes.

Custom-made measures for the participating HE institutions have the following main goals:

- the stabilisation of the academic careers of women in their postdoc phase
- the qualification and professionalisation of female researchers and artists striving for a professorship or a leading position in research and teaching
- the implementation of gender aspects into research and teaching.

The participating HE institutions counter-finance the customized measures with 40% of the amount. Thus, the institution takes ownership of the programmes and the incumbents and their projects are integrated in the departments and disciplinary cultures.

The various measures will be explained and illustrated with successful examples on the following pages.

Funding junior researchers – strengthening their independence and responsibility

Junior professorships

It is in precisely during the post doc phase that a large number of promising female researchers leave the academic world. Therefore, keeping women in the system is one of the big challenges for every university. The junior professorship is an important tool for the promotion of junior academics. Junior professorships run for three years and can be prolonged for three more years after a positive evaluation.

As a junior professor, excellent junior researchers can teach and research independently without struggling with precarious short-term contracts. Thanks to their professoral status, they can be involved in research initiatives and university committees.

The junior professorships facilitate the development of the researchers' academic careers. In addition, it makes them more visible within the academic community and enables them to build and strengthen their own networks.



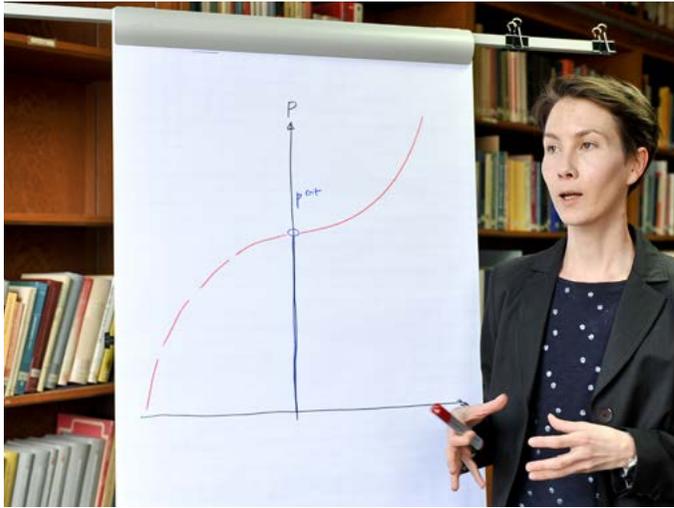
Dismantling misconceptions about disabilities

Lisa Pfahl is very interested in exploring good educational conditions in democratic communities: “My research contributes to the dismantling of wrong, preconceived ideas about disabilities. It is a contribution to the development of concepts to reduce exclusion and violations of human rights.”

In our currently underfinanced academic world, the postdoc phase is often marked by precarious working conditions, in particular for women. Lisa Pfahl: “For me, the BCP-financed junior professorship improved my position for applications for full professorships.”

Prof Dr Lisa Pfahl,
Professor for Disability Studies, Leopold-Franzens-Universität Innsbruck,
funded at Humboldt-Universität zu Berlin





Starting early in an academic career – working independently and being self-reliant

Christina Völlmecke wants to make a contribution to society by developing and improving technical standards and passing them on to the next generation. “The BCP funding has enabled me, at an early point in my career, to work independently and be self-reliant when developing academic and educational concepts – and putting them into practice.”

Prof Dr Christina Völlmecke,

Professor for Stability and Failure of functionally optimized Structures, Technische Universität Berlin, funded at Technische Universität Berlin



photo: www.foto-bahnmueller.de

A chance to assume full responsibility and prove myself

For Tuulia Ortner, there is almost “no moment as exciting as being about to evaluate new data that had been collected after intensive planning and acquisition; data that will give us new insight into the particulars of human experience and behaviour.” She wants to expand our knowledge, e. g. about how different people react to specific test questions, in order to be able to help people discover their full potential. In addition, these insights could also improve selection processes and make them fairer.

She remembers the BCP very well and appreciates the opportunities that the funding offered to her four years after her PhD: “The junior professorship gave me the opportunity to assume full responsibility and prove myself at a comparatively young age. This would not have been possible for me as a woman on a traditional career path.”

Prof Dr Tuulia Ortner,

Professor for Psychological Diagnostics, Universität Salzburg, funded at Freie Universität Berlin

Shaping profiles and networks to improve the eligibility for professorial posts

Guest professorships and guest lecturer positions

Guest professorships stabilise the academic careers of women in the postdoc phase and take them forward. These positions strengthen women's profiles and networks and improve their eligibility for professorships. Guest professorships also have a structural effect when they function as role models or are linked to the integration of Gender Studies in the curricula.

Guest lecturer positions qualify female researchers and artists to take on a professorship, but they also facilitate the implementation of Gender Studies in research and teaching.

Guest professorships and guest lecturer positions widen the research and teaching perspectives at higher education institutions. They allow researchers to shape their academic profile and broaden their experience in teaching and academic self-administration.



Space for the development of a strengthened self-image

“What drives me is the wish to understand complex technical systems and algorithms,” describes **Katinka Wolter** as her motivation. She works on distributed computing systems that consist of independent parts and act individually. It is a challenge to understand how this influences the system as a whole and what might be necessary to make the system dependable, even if parts of it fail. In addition to facts and technical knowledge, Wolter tries to teach the students to be curious: “I enjoy the specialist work as well as accompanying young bright people in their learning processes.”

The BCP gave her the opportunity to prove that she can fulfil the responsibilities of a professor: “The experiences as a guest professor were of extreme value. For my current position in academia they prepared me in an ideal manner and finally convinced the appointment committee.” Providing the space to develop an independent, strengthened self-image is to her “one of the key strengths of the BCP.”

Prof Dr Katinka Wolter,
Professor for Computer Science with a focus on Dependable Systems at Freie Universität Berlin, funded as guest professor at Freie Universität Berlin

“The guest professorship enables the holders of the position to systematically widen their experience in teaching on a professorial level. It thus contributes directly to making these academics eligible for a professorship.”

Excerpt from the BCP evaluation report 2013





How (alleged) knowledge changes our perception

“I want to design experiments in a way that allow us to better understand how we perceive our environment, how we communicate with it and how or which information we process,” says **Rasha Abdel Rahman**. For example, one can draw conclusions about the effect that knowledge about persons has on perception of faces and emotional expressions. It was “in particular the talented junior researchers” who inspired her and enriched her work. The BCP empowered her through a guest professorship at a crucial time in her career, i. e. the “critical phase before becoming a full professor”.

Prof Dr rer nat Rasha Abdel Rahman,
Professor for Neurocognitive Psychology, Humboldt-Universität zu Berlin,
funded as guest professor at Humboldt-Universität zu Berlin



BEUTH HOCHSCHULE
FÜR TECHNIK
BERLIN
University of Applied Sciences



Having the time to develop oneself and get a foot in the door

Ilona Buchem works on digitisation. Her main motivation is to understand and shape positive changes in organisations and society. “Changes need to be initiated and supported along the way.” “Looking back,” she experiences the BCP’s role “as very positive”. To her, it felt very empowering to be a part of a bigger programme, to be institutionally connected to the Gender- und Technik-Zentrum (GuTZ), and to be able to network and engage in exchange from this position. “Thanks to the BCP-funded guest professorship I had enough time to develop and establish myself within the institution.

Prof Dr Ilona Buchem,
Professor for Media and Communication at Beuth Hochschule für Technik Berlin,
funded as guest professor at Beuth Hochschule für Technik Berlin

Keeping highly qualified women in the higher education sector

Postdoc positions and programmes

With postdoc positions, the BCP focuses on the sensitive transition from doctoral phase to post-doctoral phase. It aims to stabilise the academic careers of female researchers in fields in which they are underrepresented.

This instrument is used in different forms and shapes by the HE institutions in Berlin: they range from individual positions to job pools that are accompanied by a qualification programme.

All BCP postdoc programmes are positions that include social securities ranging from short-term

positions to contracts running for a number of years. The aim is to create customised perspectives for female researchers in between their doctoral phase and their first professorship. The postdoc positions need to match this qualification goal and usually run for three years. They are attributed to the participating HE institutions through a monitored application and selection process.

The postdocs in the programmes are included in research contexts, can improve their teaching skills, specialise in their fields and apply for their own research projects or junior research group leadership.



Clinician Scientist programme for female researchers

In order to be eligible for a leadership position in university medicine in the fields of clinical and translational research, candidates need a profound academic education, specialist medical training as well as clinical experience in at least one medical subspecialty. In this demanding qualification phase, it is a big challenge to satisfy the requirements of patient care and teaching on a high level and, at the same time, develop one's own research portfolio.

The percentage of women in junior and leadership positions has been constantly rather low. This is why the BCP-funded Clinician-Scientist Programme tackles this qualification phase. The programme offers highly qualified physicians protected spaces for research (via part-time release from other duties) and modules teaching academic as well as management and leadership skills. The intensified academic activities increase the physicians' visibility within the academic community. An innovative characteristic of the *Clinician-Scientist* programme is the integration (in agreement with the Berlin Chamber of Physicians) of the advanced academic training at the core of the residency – not at the end or the fringe of it. Based on the *Clinician Scientist* programme of Volkswagen Foundation and Charité Universitätsmedizin, the BCP funding goal is to qualify and professionalise female academics for a professorship or leadership position as well as the career stabilisation for women in their postdoc phase.



Postdoc programme *PostdocPro*

Women leave the academic world disproportionately more often during the transition between doctoral and postdoc phase. The Humboldt-Universität zu Berlin (HU) has created the programme *PostdocPro* in order to counteract this effect and pave the way for female researchers from postdoc phase to professorship.

The programme has established a pool with part-time and full qualification positions of three-year contracts for junior female researchers. The positions are awarded in disciplines in which female professors are underrepresented – in particular in MINT disciplines – and in the interdisciplinary field of women's and gender studies.

The postdocs who fill these positions are expected to be involved in research projects, potentially with partners at HU and/or extra-mural partners. The postdocs are also encouraged to work on external funding applications while being in the *PostdocPro* programme. The HU also offers empowerment programmes and networking initiatives to facilitate development and the shaping of the postdocs's academic profiles.

Visibility and stabilisation in the careers of female artists and designers

“At schools or universities of arts, guest professorships are a particularly apt measure to stabilise the careers of women, even beyond higher education, and increase their visibility as artists.”

Excerpt from the BCP evaluation report 2013

Guest professorships in the arts

The Higher Education Act defines a number of requirements for academic professorships such as a doctoral degree, a “Habilitation” or an equivalent, plus adequate pedagogical skills. In many fields and disciplines there are positions that unite art and science and graduates from schools or universities of arts who hold a PhD can go for an academic career and apply for professorships at universities and schools of art.

However, the career paths of artists differ from the better known formal qualifications in higher

education. The central requirements for a professorship in the arts are an academic degree, a high level of artistic skills as well as satisfactory pedagogical skills.

Female artists are empowered through guest professorships at schools or universities of arts to increase their teaching experience and thus improve their pedagogical skills. The guest professors enrich the institutions teaching curriculum and, at the same time, qualify themselves for specifically artistic professorships.



HOCHSCHULE FÜR SCHAUSPIELKUNST
»ERNST BUSCH«



Back to the roots

It's above all the reciprocal give and take that drives **Andrea Moses**: “I take in the younger generation's worldviews and experience and pass on those experiences I deemed helpful in my life. This enables exchange.”

The BCP gave her the opportunity to “take a break from the success-oriented exploitation at the opera houses,” says Andrea Moses. It was very special to her to teach at the school of art where she studied. “Seriously, it was a time in which I examined my artistic skills and checked them under laboratory conditions. The BCP offered me new perspectives and the confirmation that lifelong learning via teaching is important.”

Prof Andrea Moses,
Professor for Stage Directing at the Hochschule für Schauspielkunst Ernst Busch Berlin,
funded as guest professor at the Hochschule für Schauspielkunst Ernst Busch Berlin

photo: www.david-brandt.de



HOCHSCHULE
FÜR MUSIK
HANNS EISLER
BERLIN

Searching for the truthfulness of expression

Pauline Sachse follows a holistic approach to teaching and preparing young musicians to become artists: “It is my aim to train authentic musical personalities who develop their own ideas and interpretations and carry them out stylistically confident and with versatility.”

She is looking for a truthfulness of expression and a musical translation into a poetic and narrative timbre in her own artistic work. The BCP funding has encouraged her to apply for the full professorship (W3) in Dresden, for which she was appointed in 2013.

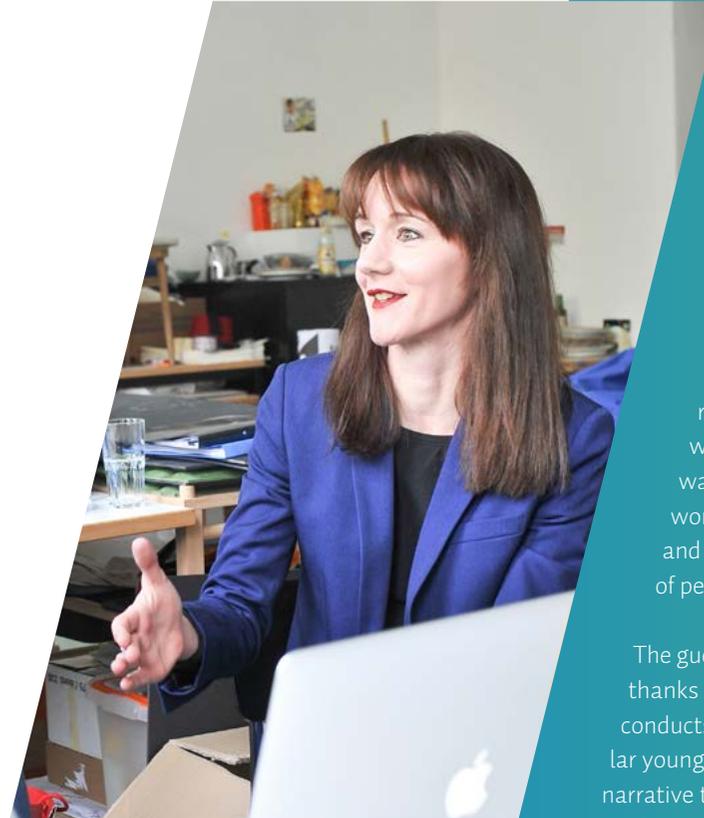
Prof Pauline Sachse,

Professor for Viola at the Hochschule für Musik Dresden Carl Maria von Weber

funded as guest professor at the Hochschule für Musik Hanns Eisler Berlin

weissensee

kunsthochschule berlin



Questioning and (re-)developing digital culture

“Today’s artists work in a buzzing media field – with a constant ‘background noise’ of information, interpretations and transformations,” says Kathi Kaepfel. She found her motivation in this field: she wants to be alert and perceive the relevant movements, relations, and power relations within this background noise and unrest; and she wants to critically reflect upon the changing of the world. She understands this as part of her artistic task and it drives her as a designer. To her, this is a process of perception, filtering, and intensification.

The guest professorship for Digital Publishing was created thanks to the BCP funding. This is where Kathi Kaepfel conducts research and works with young people, in particular young women, at the crossroads of analogue and digital narrative techniques. “With my students, I have questioned the formal, conceptual and artistic aspects of audiovisual culture that come with digital media. Following the critical reflection, it is possible to develop innovative content and form. This is the underlying discourse that is the basis for cultural development.”

Prof Kathi Kaepfel,

Professor for Digital Publishing at weissensee kunsthochschule berlin,

funded as guest professor at weissensee kunsthochschule berlin

Flexible, stimulating, sustainable



Innovative projects as experimental spaces

It is one of the main prerequisites for the BCP's success that the very different needs of all kinds of higher education (HE) institutions are taken into account and that the programme remains flexible to support individual, customized measures.

The innovative projects open up spaces to experiment with new measures and formats. They include gender-sensitive skill development and further training offers, as well as new recruiting measures and organisational development tools.

Through such new stimuli, the HE institutions can tap into new courses of action that enable them to accelerate the cultural change towards a more gender equitable higher education system.

“The innovative projects create spaces to test new ideas and approaches to improve gender equality in higher education. Not only does the BCP thus fund the much-discussed transfer from theory to practice, but it can also generate impulses for innovative and scientifically sound actions in the field of gender equality that can transform the HE institutions sustainably.”

Dr Sünne Andresen (HTW) and Dr Ursula Fuhrich-Grubert (HU), speaker of the Association of Gender Equality Officers of Higher Education Institutions in Berlin (LaKoF)



Strategic Skills for Women on Corporate Boards

The project run by Karin Reichel aims at increasing the proportion of women in academia as well as corporate boards. “This project is a benefit for promoted female academics as well as for all participants of the workshop Strategic Skills for Women on Corporate Boards,” claims Prof Reichel. She hopes to achieve societal improvements, including more justice and gender equality. “I am thankful to the BCP for facilitating this special project. Without the financial means for my position, the workshop Strategic Skills for Women on Corporate Boards would probably not exist today,” concludes Prof Reichel.

Prof Dr Karin Reichel,
manager of the project Strategic Skills for Women
on Corporate Boards, Hochschule für Wirtschaft
und Recht Berlin



Hochschule für Technik
und Wirtschaft Berlin

University of Applied Sciences

Studying engineering without discrimination – dismantling structural barriers

The pilot project for an engineering degree free of discrimination aimed at dismantling structural barriers identifies barriers for women who wish to study engineering and for those who study it. The project then develops measures to create equal opportunities. The percentage of women is particularly low in MINT subjects, often less than ten percent. “It is my goal to inspire more women to study a technical degree and develop their potential: I want them to feel comfortable in this field and I want their strengths to be acknowledged,” says project manager **Mirjam Reiß**. The VCP funding made it possible to tackle these topics at the HTW engineering departments and helped to initiate a comprehensive discussion.”

Mirjam Reiß,

manager of the project Studying engineering without discrimination

– dismantling structural barriers, Hochschule für Technik und Wirtschaft Berlin



Alice Salomon Hochschule Berlin
University of Applied Sciences



Sustainable promotion of careers and academic qualification for women

The track records of many HE institutions would not look as good without the following groups: lecturers, research assistants and doctoral candidates who contribute substantially to their institution’s prestige, but “they are rarely appreciated and they often work in precarious situations,” concludes Bettina Völter. Her creed: “We want to make the various careers of female academics who work at HE institutions on temporary contracts visible and we want to promote these women. This does not happen enough at present.”

Her own life story motivated her to take up this topic: Prof Völter knows the early academic career paths and a lot of her contacts, active and committed women, are in these situations.” I demand more social justice and supporting structures for these colleagues.”

The VCP has become one of these supporting structures: until 2015, a total of 46 women were promoted via PhD scholarships. Of the former scholarship holders, 26 have already completed their PhDs and 11 have been appointed to professorships all over Germany. Prof Völter: “The VCP has had an historic effect on the SAGE disciplines and professions (Social Work, Health, Care, and Education) at ASH: the programme has substantially promoted the professionalisation and academisation of social professions in Berlin and far beyond.”

Prof Dr Bettina Völter,

manager of the project Sustainable Promotion of Vocational Pathways and the Scientific Qualification of Women,

Alice Salomon Hochschule Berlin

Creating opportunities, paving the way

Mentoring and empowerment programmes

Mentoring and empowerment programmes with target-oriented approaches were developed after an analysis of the structural barriers for women in higher education (HE) institutions. At the centre of these programmes is either the connection between an experienced and a less experienced person (mentoring) or more self-determination (empowerment). Depending on the format and orientation of the mentoring and empowerment programmes, drawing the line between the two is not always possible.

Mentoring and empowerment programmes assist junior researchers and artists in their development and carrying out of career planning strategies. Other goals might include professional specialisation, strengthening of (inter)

personal skills, the improvement of one's networks, as well as a better understanding of structures and processes in higher education institutions and disciplinary cultures.

The programmes are designed to meet the needs of their respective target groups, their level of qualification, the disciplinary background as well as career options and goals.

Since 2002, the Berlin Gender Equality Programme funds a number of mentoring and empowerment programmes that were initiated by the participating HE institutions. These programmes are tried and tested instruments for human resources development and career advancement for women.

mentoring



Universität der Künste Berlin

Mentoring Programme for highly qualified artists and researchers

The Universität der Künste (UdK) was the first university in Germany to start a mentoring programme for highly qualified artists and art-oriented postdocs in 2002. This programme, co-funded by the BCP, wants to empower its participants on their way to a professorship in the arts.

The mentoring board of the UdK selects the participants in a complex procedure and supports the conceptual development of the mentoring programme.

During the twelve-month programme, the professional relationship between mentor and mentee

facilitates artistic and/or academic exchange. A qualification programme including specialisation formats as well as application and teaching skills accompanies the mentoring. The mentors are professors at the Universität der Künste Berlin, weißensee kunsthochschule berlin, Hochschule für Musik *Hanns Eisler* Berlin, Hochschule für Schauspielkunst Ernst Busch Berlin, and Filmuniversität Babelsberg Konrad Wolf.

The mentoring programme was evaluated very positively and has been continuously improved during the last 15 years. It has proven its worth as an instrument empowering women for professorships at artistic higher education institutions.



WOMEN IN
NATURAL
SCIENCES
ADLERSHOF



wins Adlershof (Women in Natural Sciences)

It is still the case that highly qualified female junior researchers are underrepresented in the fields of natural sciences, maths, and computer science at Humboldt-Universität zu Berlin. In order to counteract this, the empowerment programme WINS Adlershof aims to attract PhD candidates as well as postdocs in MINT subjects, interest them in an academic career all the way up to a professorship, and promote them in the process.

Since spring 2017, under the roof of the established FINCA (Frauen in den Naturwissenschaften am Campus Adlershof), WINS has started to identify structural deficits in the career development for female junior researchers in MINT subjects. Following the analysis, several measures were developed that address the needs of the identified target groups. Among these measures are, for example, career advice, coaching, time management, applications for external funding, and personnel management. In addition, WINS Adlershof encourages junior academics to establish interdisciplinary networks. In this context, close cooperations are established and maintained, e.g. with research associations and graduate schools as well as with extra-university research institutions and companies. The programme is complemented with a simultaneous mentoring programme.

Qualification and empowerment

PhD positions, grants and programmes

The share of women in the field of completed doctoral theses is at a satisfyingly high level. It has been ranging rather stably between 45 and 50 percent since 2006. This positive development has been acknowledged by the BCP and thus a broad funding in this sector is not part of the programme. Already in the funding period of 2012-2015, the opportunities for PhD positions and grants were largely limited to cooperative doctoral projects at universities of applied science, who do not have the right to award doctoral titles themselves.

In order to be eligible for a professorship at a university of applied science, a candidate needs to have a doctoral degree and practical experience in the respective field as well as teaching experience. As their needs are highly specific, universities of applied sciences strive to recruit their personnel from within their own pools and thus invest in the qualification of their junior academics.

Until the end of 2015, the higher education (HE) institutions tried to achieve this goal predominantly with PhD grants and programmes. In the current funding period, scholarships were replaced with positions that ensure social security. Thus, the promotion of doctoral degrees took on a new quality: greater planning reliability, family friendliness, and minimum contract periods.

The funded doctoral candidates fulfil a role model function in their respective institutions. They motivate other women to consider an academic career, display the social permeability of our education system and are a manifest of the social mobility within our education system.



Hochschule für
Wirtschaft und Recht Berlin
Berlin School of Economics and Law

Driven by the curiosity to question processes and structures

Katarina Adam's answer to the question about her motivation is short and simple: "Curiosity! Pure curiosity about how things work and how they are connected. I love exploring new fields and perspectives and I try to understand the ever more complex correlations of our world." She wants to share this curiosity and her enthusiasm with her students in order to make them question these processes and structures as well.

She attaches great importance to the BCP as it was their funding that put her in the position to write a doctoral thesis as a graduate from a university of applied sciences. "The supervision was very helpful and helped me never to lose focus, even in hard times."

Prof Dr-Ing Katarina Adam,

Professor for Business Studies at Hochschule für Technik und Wirtschaft Berlin,
funded by a PhD scholarship at Hochschule für Technik und Wirtschaft Berlin,
completed her PhD at Freie Universität Berlin





BEUTH HOCHSCHULE FÜR TECHNIK BERLIN
University of Applied Sciences



photo: © Vincent C. Zettl

Narrating, entertaining, opening up new perspectives

Julia von Heinz wants to tell stories, entertain and move her audience, and open up new perspectives. The BCP had a key impact: “It was very important for my career.” The scholarship gave her the opportunity to analyse and evaluate her field from an academic perspective. In her PhD, she worked on the influence of public TV on German movie production. This taught her “how and in which context I can position and finance my films. In addition, I have the opportunity to teach as a professor.”

Dr Julia von Heinz,
Director and guest professor at Hochschule für Fernsehen und Film München,
funded by a PhD scholarship at Beuth Hochschule für Technik Berlin,
completed her PhD at Humboldt-Universität zu Berlin and Filmuniversität Potsdam
(formerly HFS Potsdam)



Alice Salomon Hochschule Berlin
University of Applied Sciences



Improving help for traumatised people – using science

Silke Gahleitner’s passion for research results from her personal experience: “I had enthusiastically counselled and treated traumatised people. Over time, however, I came to understand that in order to sustainably change the fundamental concepts in this field, I have to take the academic path.” To this day, this motivates her research, conference participations, and her networking.

The BCP has played a crucial role back then: “Had I not received the scholarship when I was still working as a counsellor and therapist, I could not have made the step toward an academic career.” After stepping into the programme, the rest fell into place: the doctoral degree, teaching, the professorship and a number of research stays. For her, the most important support came from the Alice Salomon research group that had been established around the BCP. “And of course, I was supported by Birgit Rommelspacher, my supervisor. She created such a positive climate through her personality. Her early death was a big loss for all of us.”

Prof Dr Silke Gahleitner,
Professor for Clinical Psychology and Therapy – Counselling and Therapy,
funded by a PhD scholarship at Alice Salomon Hochschule Berlin,
completed her PhD at Freie Universität Berlin

Pooling and establishing expertise sustainably

“Realities, knowledge and academic practice are significantly shaped by gender. The Gender Studies Centres analyse this considering approaches that are critical of science as well as structural approaches. These centres modernise methods, subjects and processes of traditional disciplines and their curricula. Thus, they contribute to making Gender Studies more visible and, at the same time, they promote gender equality in higher education institutions.”

Prof Dr Sabine Hark (TU),
Chair of the BCP's board and Speaker of the Committee
for Women's and Gender Studies (afg)



Gender Studies in Berlin

A modern and future-oriented higher education (HE) institution needs strong and proficient Gender Studies. Through its funding of this interdisciplinary field, the BCP supports the development of such a distinguishing element at Berlin HE institutions.

Gender Studies are implemented in research and teaching through BCP-funded professorships and teaching assignments as well as individual and joint projects. In addition, gender aspects are introduced into the organisational development of HE institutions through focused consulting services by gender experts.

Gender Studies Centres

The first Gender Studies bodies at HE institutions in Berlin were created in the 1980s. This initiated an institutionalisation process which the BCP has continuously accompanied.

The BCP-funding enables HE institutions to expand their gender-based research and offer Gender Studies as an independent study profile. The promotion of projects is aimed at the establishment of Gender Studies in the institutions' structures and the development of Gender Studies Centres. Until now, such centres or institutes have been created at seven HE institutions in Berlin.

The institutionalised Gender Studies Centres contribute to the expansion of research perspectives by introducing the category of gender. As the gender dimension has become more important in national and international research funding, Berlin HE institutions have a competitive advantage when applying for external funding.

Furthermore, the Gender Studies Centres create important stimuli for the development of instruments and measures to improve gender equality in HE institutions.



Institute for Gender in Medicine (GiM), Charité

Gender Studies in Medicine is an innovative subject area whose introduction into medical research, teaching and practice is of paramount importance for high-quality medicine. The Centre for Gender in Medicine was founded in October 2003. The BCP funded four research assistant positions as well as a junior professorship. In the meantime, the GiM has established itself as a cross-sectional institute.

Researchers at the GiM work successfully on the sex- and gender-based differences in clinical medicine, basic research as well as prevention in care structures. The results of this research are included in the Charité's research and teaching. They also applied for the development of a curriculum focusing on sex and gender aspects in Medicine. Furthermore, the GiM promotes the dissemination of research results to the general public, political and public authorities as well as health care institutions.

Prof Dr med Dr hc Vera Regitz-Zagrosek (director)



BEUTH HOCHSCHULE FÜR TECHNIK BERLIN
University of Applied Sciences

Gender- and Technik-Zentrum (GuTZ), Beuth Hochschule für Technik

The Gender- and Technik-Zentrum (GuTZ; Centre for Gender and Technology) combines the activities and expertise at the Beuth Hochschule in order

- to increase the proportion of female students as well as female researchers and teachers,
- to stabilise the development of research and structures that take gender into consideration,
- and to initiate sustainable changes in the Engineering Sciences to make them more gender- and diversity-sensitive.

The BCP has supported the GuTZ, in particular in its founding period from 2009 to 2011. Today, the centre provides stimuli to integrate gender- and diversity-oriented perspectives sustainably, for example into research and PhD projects, curricula, and human resource development.

Currently, the BCP funds projects:

- that develop the gender- and diversity-sensitive personnel development,
- that enlarge the recruitment pool for professors in universities of applied sciences and make it more international,
- that encourage female graduates and alumni of the Beuth Hochschule to aim for an academic career and become a professor, even if they are the first in their family to study and/or are migrants in the first or following generations.

Prof Dr-Ing Eva-Maria Dombrowski

(Director of the Technology division) and

Prof Dr Antje Ducki (Director of the Gender division)



Harriet Taylor Mill-Institut
für Ökonomie und Geschlechterforschung



Hochschule für
Wirtschaft und Recht Berlin
Berlin School of Economics and Law



“How can we create a good life for everyone?”

**Harriet Taylor Mill Institute for Economics and Gender Studies (HTMI),
Hochschule für Wirtschaft und Recht**

“How can the law and the economy contribute to making it possible for everyone to lead a good life?”

Harriet Taylor Mill, the name giver of the institute, has already grappled with this question as long as 150 years ago. The Harriet Taylor Mill Institute for Economics and Gender Studies was founded 15 years ago at the Hochschule für Wirtschaft und Recht. The BCP facilitated the initiation and development: it funded guest professorships with a focus on Gender Studies as well as positions for research assistants.

Twenty-eight teachers and researchers from a variety of disciplines are part of the HTMI: Economics, Business Studies, Sociology, Psychology, Law, and Computer Science. The institute has three core areas:

The first core area centres on external research funding, a colloquium for doctoral students, and their own series of publication, the Discussion Papers that can be accessed via the institute’s website. Research projects are run continuously, for example on non-discriminatory working conditions for men and women, women’s self-employment, part-time leadership positions, gender competences on academic boards as well as on the rights of domestic workers.

The second core area covers the transfer of gender aspects into teaching. The institution ran a research project that analysed how gender aspects could be sustainably integrated into the regular HWR Berlin curriculum. In addition,

the guest professors who are attached to the institute add important ideas about the transfer of gender aspects. On a regular basis, the institute’s members offer interdisciplinary seminars with a focus on gender and diversity for Bachelor students.

The creation of a link between theory and practice is the third core area of the institute. On a regular basis, the HTMI organises a number of events that encourage the exchange, for example workshop talks and Gender Discussions on topics such as “Gender and the Crisis in the EU. What next?”, “Is there right-wing feminism?” or “Overdue trans*gender? Reforming the Transsexual Act”. Until now, two summer schools were run, one about “Women and Economics” and the other one about “Quo vadis EU gender politics?” In 2015, the institute hosted the conference of the International Association for Feminist Economics (IAFFE). More than 400 female researchers from around the world participated and discussed “Gender Equality in Challenging Times”. In addition, the HTMI organises the academic training Strategic Skills for Women on Corporate Boards, together with the Berlin Professional School.

The Harriet Taylor Mill Institute is a lively place for Gender Studies research and interdisciplinary exchange. Furthermore, it is unique in Germany in that it is the only institute at a higher education institution where people can work on gender and economics in a structurally embedded context.

Prof Dr Claudia Gather (Director)

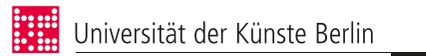
Integration of gender aspects

– valuable stimuli and flexible measures

A number of innovative projects, guest professorships and teaching assignments facilitate the implementation of gender aspects into research and teaching under the roof of individual measures within the VCP. These measures enrich the profile of the Berlin HE institutions as hubs for Gender Studies and gender-sensitive research and teaching.



Guest professorship
**Gender and Intersectionality
 in Theory and Methods of Social Work**



Guest professorship
Photo and Film Theory and Gender



Guest professorship
Gender Studies in Science and Engineering

Read more on the next page ▶



Project
**Gender-sensitive competencies
 for teachers in MINT subjects**



Project
**Implementation of gender aspects into
 the New Revised Medical Curriculum**



Project
Gender profiling

“Linking aspects of Gender Studies with Engineering Studies and strengthening Gender Studies in a sustainable and lasting way. In the middle of Braunschweig, in the historical and somewhat traditionally male-dominated faculty for mechanical engineering, I am continuing what, among other things, began with the BCP in Berlin.”

Finding the blind spots of technology



You can encounter Gender Studies in the latest mobile phone, smart homes, car construction as well as the office software you might use every day on your PC. Corinna Bath has developed a fine sense for these ‘blind spots’ of technology. Her current research focus is “Diffractive Design: methods of technology design with and through Gender Studies”. In this context, she reveals how technology is often designed with specific questions and users in mind – and more often than not they follow a male perspective. Corinna Bath can quote a number of anecdotal examples: “You may find that there are no pregnant crash test dummies. Or that the designers of cutting-edge smart homes may not take into consideration that these homes need to be cleaned at some point.”

She already dealt with the problematic gendering of informational artefacts during her doctorate at the University of Bremen and developed the foundation for critical feminist technology design. Before that, she studied maths, computer science, and political science in Berlin and Kiel. She made the combination of the more reflective, critical approach of the Humanities and the product-oriented technical disciplines one of her core topics of her guest professorship

at TU Berlin. She combined Gender Studies and Engineering at the Centre for Women’s and Gender Studies and thus contributed to the development of a new certificate: “Gender PRO MINT was a completely new teaching programme that started in 2012. The certificate we were able to award made it easier to truly integrate Gender Studies into the technical disciplines. It required and still requires a lot of persuasion to make people consider gender and technology simultaneously instead of focussing on representation issues only, demanding ‘more women in tech’.”

The guest professorship was partly funded by the BCP. “It directly boosted my career,” says Corinna Bath, “because it was well received in my application for Braunschweig that I had worked in a comparable position before and had completed similar tasks. I have learned a lot about how to combine theory and practice. And, in addition, made great academic and professional contacts.”

Prof Dr.-Ing Corinna Bath,
Maria Goeppert Mayer Professorship for Gender, Technology and Mobility at Technische Universität Braunschweig and Ostfalia University for Applied Sciences; funded as guest professor at Technische Universität Berlin



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