

Gender Equality Plan 2023-2027 of the Bremen University of Applied Sciences

6th Action Programme for

Equal Opportunities for Women, Queer People^{see page 1} and

Anti-Discrimination in the Scientific Field and

to Promote a Gender-Equitable University Culture

This English version is a translation of the original in German.

Follow the Link or QR-Code for the original in German,

<https://www.hs-bremen.de/die-hsb/profil/gleichstellung/>



Terms and self-designations are specific to culture, context and time. It may be that other terms are more appropriate in English-language discourse.

E.g. in other action plans, the term LGBTIQ(A)+ is used instead of Queer People.

Do you have any comments or questions?

gleichstellungsstelle@hs-bremen.de

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Foreword: Equality at the HSB 2023-2027

With this "Gender Equality Plan 2023-2027 of Bremen University of Applied Sciences. 6th Action Programme for Equal Opportunities for Women, Queer People^{see page 1} and Anti-Discrimination in the Scientific Field and to Promote a Gender-Equitable University Culture", the HSB is continuing the gender equality work it has built up and continuously developed over more than 20 years and is also setting some new priorities. This programme is aimed at the academic sector.

The continuing strong structural disadvantages for women in the field of science make support measures to recruit and support women in previously male-dominated subject cultures a key area of action in our gender equality work. In line with the university's equal opportunity mandate, a major focus will continue to be on promoting women in the future (in fields of action 3, 4 and 5), from attracting female students to previously male-dominated degree programmes to improving career and personnel development for young female academics and increasing the proportion of women in top academic positions, particularly in the STEM fields.

In addition to pursuing these goals, Bremen University of Applied Sciences has resolved to prioritise and further develop two areas in particular in the coming years, as they require special attention in order to achieve the desired change in university culture. In key area 1 of the equal opportunity work in the coming years, the improvement of anti-discrimination standards at Bremen University of Applied Sciences and the promotion of gender and diversity skills among university members will be prioritised. In key area 2, the improvement of gender and diversity competences in teaching and, increasingly, in research and development will be further developed.

A focus on the advancement of women and an understanding of gender equality work that is aimed at all people and explicitly at Queer People^{see page 1} are not seen as contradictory to each other at Bremen University of Applied Sciences, but rather formulate our approach to social realities and discourses.

The goals that Bremen University of Applied Sciences has set itself for the coming years with the orientation of its gender equality work in the first key area include creating, protecting and promoting conditions at the university that enable university members to study and work in a way that is as free of discrimination as possible. The focus here is on the university culture, everyday interaction and structural changes.

In order to further develop a university culture characterised by fairness, openness and mutual respect, further training and awareness-raising programmes, such as qualifications on the topic of anti-discrimination, are to be developed to support university members in continuing their education in this field, to sharpen their own awareness of injustice and discrimination and to expand their options for action.¹ The existing support formats for teaching staff to develop gender and diversity skills as a reflective competence for their own teaching should be supplemented by further qualifications, especially for people with management and decision-making functions, but also for other university members, academic staff and students.

Since 2022, the HSB's Equal Opportunities Office has been offering a small brochure that provides easy-to-understand answers and inspiring food for thought to help you get an initial idea of what gender and diversity skills actually mean and what they might have to do with your own field of work or studies.²

However, supporting individual knowledge acquisition through qualification programmes is only one level of equality work at Bremen University of Applied Sciences with the aim of cultural change. Social inequalities, disadvantages and discrimination are to be understood as structural problems, which must therefore always be tackled at a structural level. The field of anti-discrimination, on which Bremen University of Applied Sciences is currently working intensively, is central here. This includes, for example, the development and application of a new anti-discrimination guideline and statute, which sets out preventative measures against discrimination and sanctions in the event of violations and regulates the complaints procedure at Bremen University of Applied Sciences. Furthermore, various materials and training measures on equal opportunities and gender-sensitive personnel selection and appointment procedures are being developed and implemented.

Recognising gender diversity is also part of reducing discrimination at the university and enabling equal participation. Bremen University of Applied Sciences does not want to stop at a binary view of gender in its gender equality work. Gender is diverse and gender diversity is a reality at the university. In particular, HSB would like to remove the structural barriers that currently prevent trans*, inter* and non-binary

¹ In this programme, the terms qualification, awareness-raising and workshop are used for different formats. Qualification is understood to mean measures that serve to develop, maintain and expand the skills and abilities required to cope with professional demands. Awareness-raising offers are about sensitizing people to certain reservations and reducing them as far as possible. Workshops are courses, events or similar in which both practical exercises are carried out and topics and content are developed by the participants themselves.

² Brochure (german): "Gender and diversity competences: What? How? Why? A short guide for managers, employees and students

https://www.hs-bremen.de/assets/hsb/de/Dokumente/Gleichstellungsstelle/Broschuere_Gender_und_Diversity_Kompetenzen_2024.pdf (09.07.2024).

people from participating on an equal footing. Research has become increasingly important at Bremen University of Applied Sciences in recent years. The focus on the integration of gender and diversity aspects into the research activities at our university, as formulated in the second key area of the action programme, follows the realisation that research and development of the highest quality can only succeed if gender and diversity are reflected and taken into account as an essential dimension of scientific questions and processes. For this reason, the integration of gender and diversity dimensions into the production of scientific knowledge, particularly with regard to HSB's application-orientated research, is an important concern of the equality work at Bremen University of Applied Sciences in the coming years. In particular, the aim is to encourage greater reflection and consideration of gender and diversity aspects in research and development projects in line with good scientific practice. We want to promote a productive exchange on how gender and diversity aspects can be dealt with in research both within the discipline and across disciplines. The aim will also be to develop strategies on how research projects that already take gender and diversity aspects into account can be made more visible.

To achieve these goals, a general sensitisation to the social and scientific relevance of gender and diversity aspects as well as the quality development of research from a gender and diversity perspective must be supported, for which various measures are being developed. These include, in particular, qualification measures for all persons and organisational units involved in research, from university management and faculty management to the Research Service, Transfer Service, the Centre for Teaching and Learning and all researchers, including students.

Future professorships should be reviewed for the possibility of integrating gender (sub-)denominations and, where possible, these should be formulated in order to establish the consideration of gender as a dimension of scientific questions and processes at Bremen University of Applied Sciences in the long term. The goals and activities formulated in this action programme and the HSB's equality concepts in general concretise and implement what is stipulated in the corresponding legal requirements in the Higher Education Act Bremen (BremHG) and the agreements with the state of Bremen in the Science Plan.

On the subject of equality, the BremHG explains in the section on duties under § 4 (2): "In performing their duties, the universities work towards eliminating the disadvantages that exist for women in academia and generally contribute to gender equality and to reducing discrimination against women. They work to improve the compatibility of family and career. In particular, the universities shall draw up

programmes for the promotion of women in studies, teaching and research, which also include measures and time plans for reducing the existing underrepresentation of women among teachers and students in all subjects." § 4 (2) goes on to state the following: "The universities shall contribute to the social promotion of students; they shall take into account the special needs of students with children and of disabled students and students with chronic illnesses." And in § 4 (5), the BremHG explains the tasks of the universities in the further education of their employees, especially in the areas of diversity and anti-discrimination: "The state task of the universities is further education through further education studies, through research and by organising and participating in other further education events. The universities promote the continuing education of their staff. Further training in diversity competence, including the principles of anti-discrimination law and sustainable development [...] should be ensured for all employees, in particular through further training programmes and qualification measures. Participation in these training programmes and qualification measures is mandatory for employees who have a supervisory or management function or are involved in personnel selection procedures. Universities pursue continuous and systematic staff development for all employees. Continuing education at universities is a contribution to the state and social goal and mission of lifelong learning."³

A longer section of the Science Plan 2025 also explains the tasks of Bremen's universities in the field of gender equality: "Equal opportunities and gender equality are anchored in the universities as a strategic management task and must be an integral part of the university's internal management instruments so that the goals are also supported and actively implemented by the decentralised institutions such as the departments and faculties. The state expects the universities to review, develop and update their structured equality concepts, which set out how equal participation of women and men is to be achieved in all subject groups and at all academic career levels, in terms of their content and also with regard to the decentralised institutions and persons acting and responsible in terms of their effectiveness. At the same time, the goals of the equality concepts should be linked even more closely with personnel structure planning and personnel development. [...] Another decisive factor in realising equal opportunities is the consistent further development of universities into family-friendly institutions. [...] The state expects universities to regularly review, develop and update their programmes and measures for reconciling work and family life as well as studying and family life so that university members with family responsibilities

³ Higher Education Act Bremen in the version of 9 May 2007 (Brem.GBL. 2007, p. 339), last amended by Article 3 of the Act of 28 March 2023 (Brem.GBL. p. 305, 311).

can be supported in their professional activities in the best possible way. The creation of family-friendly structures contributes to retaining highly qualified and innovative minds in the state or attracting them to Bremen for the state's universities and scientific institutions. The universities' gender equality mandate also relates to the anchoring of gender aspects in teaching and research and to the question of how the gender perspective can be incorporated into studies and research. The integration of gender aspects aims, for example, to impart gender competence as a key competence for both teachers and students and concerns various levels of behaviour and awareness and encompasses teaching didactics as well as teaching content. Gender aspects should also be given greater consideration in research. The realisation that research and innovation approaches, for example to the major social challenges, remain incomplete without including the gender dimension, [requires that] the gender dimension be taken into account more systematically in the design, implementation and evaluation of funding programmes and projects. The state expects Bremen's universities to take gender-sensitive and gender-specific aspects into account as a cross-sectional function in their entire strategic development in as many service areas as possible."⁴

In this 6th Action Programme on Gender Equality, the HSB sets out the specific goals it has set itself with regard to the gender equality mandate set out in the BremHG and the Science Plan and the measures it intends to take to achieve them in the period 2023-2027. Many of the gender equality activities planned for the coming years build on and further develop key measures already financed from the university's basic budget. Some further tasks that the university would like to tackle in the area of gender equality in the coming years can be realised subject to third-party funding. In addition, this action programme, like its predecessors, also formulates larger future goals that articulate HSB's striving for a gender-equitable and non-discriminatory university culture.

The formulated goals and measures build on the evaluated and reflected activities in the predecessor programme. They were designed to meet current requirements, but also leave room for the uncertainties of developments in the planning period of five years to 2027 set here. In this respect, the achievement of goals will not depend to a large extent on the available resources. On the other hand, the responsibilities for the further planning of measures in the context of project management must be concretised during

⁴ Wissenschaftsplan 2025. Schwerpunkte der bremischen Wissenschaftspolitik 2020 – 2025, published by the Senator for Science, Health and Consumer Protection, Department of Higher Education and Research, Bremen March 2019, pp. 27-28.

operational implementation. The Central Women's Representative reports annually to the Academic Senate of Bremen University of Applied Sciences on developments and requirements.

We look forward to working together with all members of the university on the further development of gender equality at HSB in the coming years, provided the appropriate resources are available. This programme was adopted by the Academic Senate of Bremen University of Applied Sciences on July 4th 2023.

Prof. Dr. rer.pol. Karin Luckey

Dr. Barbara Rinken

Gender Equality Plan 2023-2027 of the Bremen University of Applied Sciences

6th Action Programme

for Equal Opportunities for Women, Queer People^{see page 1} and

Anti-Discrimination in the Scientific Field and

to Promote a Gender-Equitable University Culture

Key area 1: Gender and diversity competences and anti-discrimination

Bremen University of Applied Sciences aims to promote the gender and diversity competences of university members and to establish contemporary knowledge standards in the university culture in this regard. To this end, the HSB is developing awareness-raising and qualification measures for university members to enable them to recognise gender and diversity aspects of their own areas of work and tasks and to understand their own involvement in corresponding hierarchies in order to then pursue gender equality-oriented work practices through appropriate decisions and procedures. The implementation, continuous execution and structural anchoring of corresponding qualifications, which involve the entire organisation of the university, are to be built up, but should initially be aimed primarily at people in decision-making and management positions.

The Bremen University of Applied Sciences strives to be a place of work and study that is free of discrimination and violence and characterised by respect and esteem, and is committed to counteracting all forms of discrimination, harassment and violence both at the university and in interactions outside the university that are related to employment or studies. All members of the university are entitled to preventive and protective measures by the university. The university has clear measures and regulations in place to investigate such incidents, sanction such behaviour within the legally prescribed framework and support those affected and witnesses. To this end, a new anti-discrimination guideline or statute is being developed and adopted, which sets out complaints procedures, support for victims and witnesses and the investigation and sanctioning of discrimination, harassment and violence. To support a self-critical, respectful and discrimination-sensitive university culture, Bremen University of Applied Sciences is also committed to implementing and realising preventative measures to raise awareness and attention for various forms of harassment, discrimination and violence and to prevent misconduct at both a structural and personnel level.

In order to enable all people at the university to study and work without discrimination as far as possible, various changes are still necessary with regard to recognising gender diversity. For example, the university is endeavouring to remove the barriers that can stand in the way of trans*, inter* and non-binary people in particular. With this goal in mind, a procedure is to be established in accordance with the bukof (The Federal Conference of Women's and Equal Opportunities Officers at Universities) recommendations for

action and in line with the implementation already carried out at other universities, with which changes to the name and gender entry at the university can be made as accessible, transparent and with as little bureaucratic effort as possible.

Across all status groups, HSB has measures in place to reconcile studying and working with family caring responsibilities, which includes both childcare and caring responsibilities. These measures are supported by the "family-friendly university audit" and are to be continued during the period of the 6th action programme. Bremen University of Applied Sciences defines family as all (living) communities that are part of the private and family environment of employees and students and in which long-term social responsibility for other people is recognised.

Gender and diversity skills should also be improved in personnel selection and appointment procedures. To this end, target group-specific training programmes to promote gender- and diversity-sensitive procedures are to be developed and implemented for those involved in such procedures. The offer is aimed at employees of the HR department, the dean's offices, the faculty councils, the departmental councils, the administrative managers, the decentralised women's representatives, the chairs and participants of appointment committees as well as other responsible and interested persons from teaching and administration. The aim is to support the implementation of equal opportunities, gender- and diversity-sensitive personnel selection and appointment procedures. With this aim in mind, an equality and diversity-orientated update of the appointment guidelines has already been carried out. These updated appointment guidelines and a related checklist for reviewing equal opportunities in staff selection and appointment procedures are to be implemented as soon as possible. The application of these materials should also be part of the aforementioned training programmes for those involved in staff selection and appointment committees. In addition, the appointment regulations will be revised with regard to a stronger integration of equality and diversity aspects.

A further aim of the HSB is to contribute to the further development of the level of knowledge and the culture of discussion on gender equality issues both within its own institution and beyond the university. To this end, various event formats and programmes are to be developed and implemented. Events on gender relations and gender research topics are planned, which will be designed and realised in cooperation with the State Conference of Women's Representatives (LaKoF) and the other universities in the state of Bremen, among others, in order to promote the encounter of science with social and cultural

policy practice and to support the exchange of people from different life and work contexts on gender equality issues. In addition, students who wish to organise public information and discussion events on gender equality topics at the university are to be supported in their planning and implementation.

Goal 1: Improve the gender and diversity skills of university staff

Measures:

- a) Gender and diversity competence qualifications for university staff (all status groups)
 - Implementation, continuous execution and structural anchoring of corresponding qualifications (including sensitisation workshops, anti-bias training, workshops on gender policy strategies in the institution of higher education)
 - Specific qualification programmes for managers, teachers and students
 - Motivation of university members for appropriate qualifications by the university management
 - Creation of incentive systems for participation in corresponding qualifications, e.g. through certificates, compensation, etc.
- b) Communication of a handout on gender and diversity competence
- c) Communication of an updated supplement to the current orientation guide for gender-appropriate language
- d) Improved communication of the university's stance on gender equality and equal opportunities
 - Equality statement of the university on the landing page "Equality" of the university website
 - Updating the information flyer on equal opportunities at the university in the information folder for new employees

Responsibilities:

Rectorate (responsibility), Human Resources Department and/or Anti-Discrimination Officer (organisation/concept), Central Women's Representative/Equal Opportunities Office (concept), external trainers (concept/implementation): a

Rectorate and Department of Public Relations and Rectorate Affairs (communication), Equal Opportunities Office (concept/development): b, c

Rectorate (responsibility), Central Women's Representative (concept), Human Resources Department and Department of Public Relations and Rectorate Affairs (communication): d

Goal 2: Protection against and prevention of (sexualised) harassment, discrimination and violence

Measures:

- a) Target group-specific qualifications on the topic of anti-discrimination that involve the entire university organisation (the aims of these qualifications include Gaining knowledge about the structure and function of discrimination, reflecting on one's own structures of prejudice, recognising and naming discrimination and learning ways to intervene):
 - for employees of the AGG Complaints Office and other organisational units involved in anti-discrimination work,
 - for central and decentralised women's representatives and other employees with advisory tasks,
 - for managers,
 - for teachers and students.
- b) Specialised services to strengthen people who have experienced discrimination (empowerment). The aims of these services include: counteracting the consequences of discrimination (e.g. being made invisible, feelings of powerlessness, fear, loneliness, self-doubt, reduced self-esteem), experiencing increased power and autonomy and gaining room for manoeuvre.
- c) Revision and updating of the policy against (sexualised) harassment, discrimination and violence (towards an anti-discrimination policy or statute)
- d) Establishment of an anti-discrimination advice centre at the HSB
- e) Improving complaints management and ensuring the usability of the AGG complaints office for all members and relatives of the HSB and making the AGG Complaints Office as low-threshold as possible. This means, among other things that the AGG Complaints Office is staffed by people who enjoy general trust at the university, that the AGG Complaints Office is as diverse as possible (gender diverse and, if possible, with people who have experienced discrimination themselves, in particular due to racism), that access to the AGG Complaints Office is barrier-free and that it can be used barrier-free (including

for wheelchair users as well as for people with walking, visual and hearing impairments), that the consultation and opening hours of the AGG Complaints Office take into account the needs of people working and studying part-time and people with caring responsibilities, that interpreters are provided for non-German speakers and sign language speakers and that the complaints options and the complaints procedure are communicated in a clear, transparent and multilingual manner.

- f) Updating and expanding existing information materials for employees and students on (sexualised) harassment, discrimination and violence and on the university's counselling and support services in this regard
- g) Regularly informing all members of the university about the university's anti-discrimination guidelines and statutes as well as other explanatory publications on protection against discrimination
- h) Improved communication of counselling options and complaints management, including through increased language sensitivity in addressing university members, both in terms of gender sensitivity and multilingualism (not just English).
- i) Development and implementation of a code of conduct at Bremen University of Applied Sciences
- j) Continuation of individual counselling for students and employees in cases of (sexualised) harassment, discrimination and violence
- k) Exchange and cooperation between the HSB and the Bremen State Anti-Discrimination Office (still being established) and the ADE Office against Discrimination and Violence - Expertise and Conflict Counselling

Responsibilities:

Rectorate (responsibility), Human Resources Department and/or Anti-Discrimination Officer (organisation/concept), Central Women's Representative/Equal Opportunities Office (concept), External trainers (concept/implementation): a, b

Rectorate (responsibility), Working Group Procedures and Interventions (elaboration), Legal Centre (legal review): c

Rectorate (responsibility), Equal Opportunities Office (concept and guidance), Staff Council (guidance): d, e, i

Rectorate (responsibility), Equal Opportunities Office (concept/development), Human Resources Department, Communication and Marketing Department and Public Relations and Rectorate Affairs Department (advice and support for communication): f, g, h, i

Central and decentralised women's representatives (execution): j

Rectorate, Human Resources Department, Central Student Advisory Service, Equal Opportunities Office, Staff Council (networking, exchange): k

Goal 3: Recognise gender diversity

Measures:

- a) Implementation of the law on self-determination with regard to gender registration (SBGG) and communication of the law in the HSB as soon as the law comes into force
- b) Further training for university staff on the theory and practice of gender diversity

Responsibilities:

Rectorate (responsibility), Legal Department (implementation), Equal Opportunities Office, Staff Council (guidance and advice), Central Student Advisory Service, Human Resources Department (communication, advice): a

Personnel department and/or anti-discrimination officer (organisation and execution), equal opportunities office (guidance): b

Goal 4: Family-friendly University and compatibility of study/work and caring responsibilities

Measures:

- a) Further development, distribution and updating of information materials
 - Brochure: "Studying with children": Information on study planning, financial aspects, support options, childcare, contact points at the university and relevant addresses ⁵
 - Continuation of the "family card": When registering for the family card, which is valid for one semester, students receive a range of offers and information to support them in their particular

⁵ Brochure "Studying with a child" (german):

https://www.hs-bremen.de/assets/hsb/de/Dokumente/Referate/ZSB/Studieren_mit_Kind/brosch_version_druckfreigabe.pdf (20 April 2023).

study situation (including a welcome-USB-stick with lots of information, networking via internal e-mail distribution list, introductory event to present the offers and counselling options at HSB, parent-child café, copy voucher, free table tokens for children)

- Brochure: "Caring relatives" to support the compatibility of care and study/work,⁶ Organisation of information events on the topic of care
- Information sheet: "Counselling services for social emergencies" (a list of counselling centres in the city of Bremen) regularly updated and sent to all HSB employees⁷
- Integration of equality and reconciliation information in information materials and events for new employees and new recruits

b) Counselling and support

- Counselling on reconciliation issues for employees and students⁸
- Initial interviews with new employees and new appointees with the Central Women's Representative and the Staff Council
- Networking, exchange and competence development of counselling services for students at the university in the "Counselling Round Table" on topics such as compatibility, equality and social issues
- Expanding support for students with children, with a particular focus on international students (expanding networks, analysing needs, initiating appropriate measures)
- As part of the flexibilisation of study structures, implementation of compensation for disadvantages for students with family care responsibilities.
- Continuation of the "Solidarity fund for student parents in social hardship"⁹

c) Childcare

⁶ Topic Care on the homepage of the HSB Family Office (german): <https://www.hs-bremen.de/informationen-fuer/beschaeftigte/familie/pflegende-angehoerige-und-beruf> (09.07.2024).

⁷ Handout with the compilation of counselling services (german): <https://www.hs-bremen.de/die-hsb/profil/gleichstellung/beratungsangebote-fuer-soziale-notfaelle/> (20 September 2024).

⁸ Counselling for students with compatibility issues: <https://www.hs-bremen.de/en/study/advice-and-support/studying-with-a-child/> (20 September 2024).

⁹ Flyer "Solidarity fund for student parents in social emergencies": https://www.hs-bremen.de/assets/hsb/de/Dokumente/Gleichstellungsstelle/Solifonds/soliflyer_neu_2016.pdf (20 April 2023).

- Options for using the HSB's childcare services ("Flummi" and "Socke")
 - Resumption of holiday childcare
 - Examination of the organisation and financing of flexible childcare to enable student parents to attend events in the late afternoon and evening
- d) Family-friendly organisation of working hours (goals and measures as part of the "family-friendly university audit")
- An extended saving and transfer option for time credits (bridging holiday periods) is to be made possible for families with caring responsibilities in consultation with the line manager (supplement to the standardised DV). The framework conditions under service and labour law are communicated in a suitable form to enable individual implementation. Awareness of this topic is raised as part of management training.
 - Flexible, decentralised working is made possible to a greater extent for work-life balance tasks. Supervisors and employees are enabled to find sensible and, if necessary, temporary solutions for the respective workplace and personal situation within the framework of the requirements of the job.
 - Further development and communication of regulations on working from home or short-term leave/special leave in the event of a child's illness and caring responsibilities
 - Continuation of the differentiated information about regulations on compatibility, maternity protection, etc. on the website of Bremen University of Applied Sciences
- e) Utilisation of existing networks of universities and companies in the North West to support dual careers of couples or partners of employees and professors (dual career couples)
- f) Further development of the family-friendly university
- The framework conditions for family-friendly study conditions are improved
 - Development of a common understanding of leadership (leadership guidelines) with the involvement of managers in a suitable form
 - Organising a series of training courses for managers on relevant service agreements, including the aspect of family-friendly management

- Managers in science and administration are regularly sensitised to the issue of family-friendly working hours
- Establishment of parent-child rooms for students and employees

Responsibilities:

Family Office for Students, Family Office for Employees, Human Resources Department (organisation and implementation), Central Women's Representative/Equal Opportunities Office (guidance): a

Central Women's Representative/Equal Opportunities Office (information sheet: "Counselling services for social emergencies": implementation and communication): a

Family Office for Students, Family Office for Employees, Human Resources Department, Central Women's Representative/Equal Opportunities Office, Staff Council Counselling Round Table (implementation): b

International study programme for care and family office for employees ("Study & Care"): b

Central Women's Representative and other members of the Executive Board and Association (Solidarity Fund): b

Childcare facilities (Flummi and Socke): c

Office of the Vice-Rector for Studies and Teaching (commissioning of childcare during holidays): c

Rectorate (responsibility), Legal Department, Human Resources Department (review and implementation), Central Women's Representative, Women's Representative LGG, Family Office for Employees (guidance): d

Rectorate, Human Resources Department (implementation): e

Rectorate, Human Resources Department, Family Office for Students (implementation), Central Women's Representative and Staff Council (guidance): f

Rectorate, in particular the Vice-Rectorate for Studies and Teaching, Quality Management, Deans of Studies, Family Office for Students (improving the framework conditions for family-friendly studies): f

Rectorate, Human Resources Department (development of understanding of leadership, qualification and sensitisation) Staff Council, Central Women's Representative (guidance): f

Goal 5: Raising awareness of gender and diversity aspects in personnel selection

Measures:

- a) Definition of standards, specification of processes, development of a checklist

- b) Development and realisation of target group-specific qualifications for employees of the Human Resources Department, deaneries, faculty councils, departmental councils, decentralised women's representatives, appointment committee chairs and participants as well as other responsible and interested persons to promote gender- and diversity-sensitive personnel selection, also for the application of the equality- and diversity-oriented appointment guidelines and the guidelines / compilation of criteria for gender- and diversity-competent personnel selection for all personnel groups
- c) Revision of the appointment regulations with regard to a stronger integration of gender equality and diversity aspects
- d) Application of the equality and diversity-orientated update of the appointment guidelines
- e) Implementation and application of the checklist to ensure equality and diversity-orientated appointment procedures
- f) Provision of a guideline/compilation of criteria for gender- and diversity-competent personnel selection for all personnel groups

Responsibilities:

Rectorate, deaneries (responsibility), Central Women's Representative, Staff Council (guidance) Human Resources Department and/or Anti-Discrimination Officer (organisation and implementation), Centre for Intercultural Management (guidance): a, b

Rectorate (responsibility), Legal Department (review), Human Resources Department (organisation and implementation), Central Women's Representative (preparation), Staff Council, Anti-Discrimination Officer (guidance), Deans' Offices (communication): c, d, e, f

Goal 6: University and state-wide further development of the level of knowledge and the culture of discussion on gender equality issues, public relations work

Measures:

Organisation of events and digitalised offers:

- a) Supporting students in organising public information and discussion events on gender equality issues
- b) Organisation of state-wide events on gender relations and gender research topics, also in cooperation with the State Conference of Women's Representatives (LaKoF) / the other universities in the state of

Bremen. Encounter of science with social and cultural policy practice. Enabling people from different life and work contexts to exchange views on gender equality issues. Events in various Bremen neighbourhoods. Combination of academic contributions with cultural performances.

c) Development of digitalised offers for public relations work on gender equality topics, e.g. short films

Responsibilities:

Position Implementation of action programme in the Equal Opportunities Office, Central Commission for Women's Issues (concept and implementation): a

Implementation of the action programme in the Equal Opportunities Office, Central Commission for Women's Issues, State Conference of Women's Representatives (concept and implementation): b

Position Implementation of the action programme in the Equal Opportunities Office (concept), Communication and Marketing Department (implementation): c

Key area 2: Strengthening gender and diversity competence in studies, teaching, research and development

The second key area of the HSB's gender equality work is concerned with strengthening gender and diversity competences in the field of teaching as well as in the field of research and development.

The "Gender and Diversity in Teaching" project, which was set up in 2020 and is funded by the Women Professors Programme III and located at the HSB's Centre for Teaching and Learning (ZLL), supports lecturers in shaping their own teaching and interaction with students in a gender- and diversity-reflective manner by means of various offers. Through individual counselling and corresponding materials provided online (so far on the AULIS learning platform, planned on the ZLL homepage), lecturers can deepen their gender and diversity skills and reflect on their everyday teaching with students. As part of the LehrePlus programme (university didactics), regular gender and diversity-specific workshops are held in which knowledge is imparted and methodological and didactic approaches to (one's own) teaching are tested. In addition to offering various interdisciplinary workshops on teaching didactics and interdisciplinary gender and diversity aspects, the aim is to develop the possibility for lecturers to be accompanied and supported in their own workshops in co-teaching sessions in the future in order to better consider and integrate gender and diversity aspects into their courses. In the future, intercultural and diversity qualifications will also be offered not only for lecturers, but also for other academic staff and students.

As in teaching, sustainable structures for the integration of gender and diversity aspects should also be created in the area of research and development. With the awareness of the social responsibility of applied research, the scientific consideration of gender and other diversity dimensions in research and development projects is indispensable. With the aim of structurally establishing and anchoring the integration of gender and diversity aspects in research and development at HSB and fundamentally developing the university's understanding of research in this direction, corresponding qualification measures are to be developed in future for specific target groups for university management and faculty heads, for the organisational units most directly involved in research and development and further education (Research Service, Transfer Service and Centre for Teaching and Learning) and, of course, for the researchers themselves. In order to adequately support researchers in considering the relevance and potential of gender and diversity aspects in the entire research process - from the formulation of the research interest to the composition of the research team, the choice of methods, the collection of data

and the conclusions drawn from the research results - and to build up corresponding professional and methodological expertise, various counselling structures, qualification workshops and information events (e.g. specialist lectures) and discussion formats (e.g. workshop discussions) are to be developed and offered for all research staff. These offers are intended to give researchers the opportunity to exchange and reflect on the role of gender and diversity aspects in current and planned research and development projects, both within their own specialist culture and across disciplines, and how corresponding projects can possibly be improved in order to achieve innovative and forward-looking results. With these goals, the HSB is endeavouring to live up to its self-formulated claim of having a scientific culture that is geared towards actively shaping social change processes and future topics. This also includes examining future professorships for the possibility of a (partial) denomination in the field of gender research and formulating such denominations wherever possible, as well as supporting students in the development of gender research and gender policy topics.

Goal 1: Quality development of teaching from a gender and diversity perspective

Measures:

- a) Integration of gender and diversity aspects in modules as part of system reaccreditation
- b) Support teachers in integrating gender and diversity aspects into teaching by providing individual advice and relevant materials on the homepage of the Centre for Teaching and Learning (ZLL)
- c) Offer guidance and support for lecturers in integrating gender and diversity aspects into teaching through co-teaching in suitable seminars
- d) Intercultural and diversity qualification programmes (including gender aspects) for teaching staff and students
- e) Interdisciplinary workshops on interdisciplinary gender and diversity aspects as part of the university didactics programme
- f) Provision, periodic distribution and updating of the brochure: "Orientation guide for gender-appropriate language" for teachers and students ¹⁰
- g) Intercultural and diversity qualification programmes (including gender aspects) for academic staff

¹⁰ Current brochure "Orientation guide for gender-appropriate language": https://www.hs-bremen.de/assets/hsb/de/Dokumente/Gleichstellungsstelle/orientierungshilfefuergendergerechtesprache_final_lakof.pdf (20 April 2023).

- h) Counselling, support and guidance for students working on gender research and gender policy topics
- i) Strengthening gender- and diversity-sensitive questions in the evaluation forms for teaching evaluations

Responsibilities:

Quality Management (implementation), Dean of Studies, Centre for Teaching and Learning, Central Women's Representative (guidance): a

Centre for Teaching and Learning (concept, implementation), Central Women's Representative (advice): b, c, d, e

Centre for Intercultural Management (concept and execution): d

Position Implementation of action programme in the Equal Opportunities Office (concept and execution): f

Central Women's Representative (counselling), concept and implementation unclear: g

Central Women's Representative, Decentralised Women's Representative, Lecturers (advising students): h

Rectorate, Quality Management (implementation of teaching evaluation): i

Goal 2: Integration of gender and diversity aspects in research and development in the sense of good scientific practice. Raising awareness of the social and scientific relevance of gender and diversity aspects. Quality development of research from a gender and diversity perspective

Measures:

- a) Development and establishment of counselling skills for the integration of gender and diversity aspects in research and development
- b) Development of qualification measures for the integration of gender and diversity aspects in research and development / realisation of qualification workshops for the integration of gender and diversity aspects in all research activities
 - for university management and faculty heads
 - for the organisational units most directly involved in research and development and continuing education: Research Service, Transfer Service and Centre for Teaching and Learning

- for all research employees
- c) Interdisciplinary discourse, information and discussion events that focus on how gender and diversity aspects can be dealt with in research both within the discipline and across disciplines. Discussion of gender and diversity in connection with topics such as ethics, sustainability and methodological issues. Expert input from researchers who have experience in integrating gender and diversity aspects in various disciplines. For all university members, including employees and students from other state universities in the state of Bremen. Organisation of diverse event formats for the many dimensions of the topic and the heterogeneous target groups.
 - d) Provision of well-organised, low-threshold information that can be accessed individually at any time and that corresponds to the different target groups (professors, doctoral candidates, students).
 - e) Development of strategies for greater visibility for HSB research projects in which gender and diversity aspects are already integrated
 - f) Examination of future professorships for the integration of gender (sub)denominations
 - g) Information on gender-relevant research aspects and orientation of research towards the "Research-Oriented Standards on Gender Equality" of the German Research Foundation (DFG) and the requirements of other third-party funding bodies (e.g. EU) for the integration of gender and diversity aspects.¹¹

Responsibilities:

Central Women's Representative, Equal Opportunities Office, possible new project position from 2024 to integrate gender and diversity into research (concept, implementation, guidance): a, b, c, d, e

Research service (implementation): a

Rectorate (implementation), Central Women's Representative (guidance): f

Vice-Rectorate Research and Transfer, Research Cluster, Project Office Integration of Gender and Diversity in Research (implementation of research-oriented equality standards): g

¹¹ Research-oriented equality standards of the DFG:

https://www.dfg.de/foerderung/grundlagen_rahmenbedingungen/chancengleichheit/allg_informationen/gleichstellungsstandards/ (20 April 2023).

Goal 3: Support students in interdisciplinary, intersectional work on gender, diversity and anti-discrimination

Measures:

- a) Support services for setting up a queer ^{see page 1} student network
- b) Offers to strengthen students who have experienced discrimination (empowerment)
- c) Supporting students in the development and realisation of events on gender equality and anti-discrimination

Responsibilities:

Central Women's Representative, Equal Opportunities Office: a, b, c

Key area 3: Acquisition of female students for STEM degree programmes in which women are underrepresented, also taking particular account of migration aspects. Promotion of female students in these areas. Supporting the transition into the profession and career development.

In the winter semester 2022/2023, the proportion of female students at Bremen University of Applied Sciences was 42.5 %.¹² This represents an increase in the proportion of women by 2.5 percentage points since the 2016/2017 winter semester and in the STEM subjects by as much as 3.3 percentage points.¹³ In contrast, the current proportion of women in the STEM subjects at Bremen University of Applied Sciences is 27.3 %, although¹⁴ has increased in all STEM faculties since 2016.

The current proportion of female students in STEM degree programmes is still very heterogeneous, with a great need for action in specific disciplines: While in the winter semester 2022/2023, for example, the proportion of female students on the Bachelor's degree programme in Architecture was 64.8 %, it was only 24.1 % on the Civil Engineering B. Sc. degree programme. Overall, the Faculty of Architecture, Civil and Environmental Engineering has a proportion of women of 43.2 %. The percentages are lower in Faculties 4 and 5.

Faculty 4 (Electrical Engineering and Computer Science) has a female student ratio of 22.7 %, with variations of, for example, 13 % female students on the Bachelor's degree programme in Electrical Engineering (in winter semester 16/17: 6 %) and 22.9 % female students on the International Media Informatics B. Sc. programme (in winter semester 16/17: 18 %).

In Faculty 5 (Nature and Technology), we found a proportion of female students of 20.4 % (in winter semester 16/17: 18.9 %), a figure that is positively influenced by the International Biology B. Sc. degree

¹² The data mentioned here and other data for the winter semester 2022/2023 are based on the official figures of Bremen University of Applied Sciences.

¹³ The data mentioned here and other data from the 2016/2017 winter semester can be found in the HSB's 2014-2016 Gender Equality Report: https://www.hs-bremen.de/assets/hsb/de/Dokumente/Gleichstellungsstelle/Gleichstellungsberichte/gleichstellungsbericht_2014-2016_freigabeversion_2.pdf (22 March 2023).

¹⁴ STEM subjects are defined here as follows: all degree programmes in Faculty 2 (Architecture, Civil and Environmental Engineering), Faculty 4 (Electrical Engineering and Computer Science) and Faculty 5 (Science and Technology) except for the International Shipping and Chartering degree programme.

programme with a proportion of female students of 55.3 % (in winter semester 16/17: 57 %), in which, however, degree programmes such as the International Ship Management B. Sc. with 8.3 % (in winter semester 16/17: 13 %) and Shipbuilding and Marine Engineering B. Sc. with 15.7 % (in winter semester 16/17: 8 %).

Young people still have stereotypical images of technical and engineering degree programmes and professions that do not do justice to the heterogeneous realities and future potential. However, these stereotypical ideas in individual disciplines also fall on fertile ground of traditional specialised cultures with male connotations. This is being counteracted by targeted measures at various levels.

With the new STEM mentoring programme¹⁵ (with the meetMINT programme for female pupils interested in STEM¹⁶ and makeMINT, a mentoring programme for female students¹⁷) launched in 2016, HSB continues to pursue the goal of significantly increasing the proportion of female students in STEM degree programmes that are currently dominated by men. The use of trained student role models, a reflection of STEM subject cultures and close and constructive cooperation with the STEM faculties are fundamental to both of these programmes. The development and optimisation of the Mentoring MINT measure is based on the transfer of current scientific discourse. An intersectional approach is expedient here.

Since the reorganisation of the STEM mentoring measure in 2016, a (slight) increase in the proportion of female students can be observed in all STEM faculties - after several years of stagnation¹⁸:

Faculty 2 (Architecture, Civil and Environmental Engineering) from 36% in winter semester 2016/2017 to 43.2% in winter semester 2022/2023,

Faculty 4 (Electrical Engineering and Computer Science) from 20% in winter semester 2016/2017 to 22.7% in winter semester 2022/2023,

¹⁵ Mentoring MINT: <https://www.hs-bremen.de/die-hsb/aktuelles/projekte/mentoring-mint/> (22 March 2023).

¹⁶ meetMINT: <https://www.hs-bremen.de/studieren/vor-dem-studium/meetmint/> (22 March 2023).

¹⁷ makeMINT: <https://www.hs-bremen.de/studieren/im-studium/ergaenzende-angebote-zum-studium/makemint/> (22 March 2023).

¹⁸ Cf. on this: Equal Opportunities Report 2014-2016 of the HSB: https://www.hs-bremen.de/assets/hsb/de/Dokumente/Gleichstellungsstelle/Gleichstellungsberichte/gleichstellungsbericht_2014-2016_freigabeversion_2.pdf (22 March 2023).

Faculty 5 (Nature and Technology) from 18.7%¹⁹ in winter semester 2016/2017 to 20.4% in winter semester 2022/2023.

As this shows, effects can only be achieved through long-term measures. In order to intensify this trend, HSB will continue to adapt its activities to attract women to degree programmes with a low proportion of women through a process-oriented implementation of the "Mentoring MINT" concept developed in 2016. The previous project position will be implemented as a permanent position in order to continue the successful work.

The Career Service is continuing the "Rosy Future" programme in cooperation with the Equal Opportunities Office, in which measures are being developed to support female students in the transition from studies to work (academic career, management positions, start-ups) and to prepare them for gender-specific aspects of career development.

These programmes are used to attract female pupils from year seven onwards to STEM degree programmes, to support female first-year students through a mentoring programme and to support female graduates in their transition to a career, so that all relevant transitions are accompanied by gender equality measures. The measures to provide differentiated information prior to the degree programme and networking and support during the degree programme are also geared towards the goal of improving the student success rate as stated in the Science Plan 2020.²⁰

Measures to attract female students to degree programmes that are still male-dominated are to be further developed, including the inclusion of female students of other age groups and a focus on specific target groups such as migrant women.

With the aim of supporting women in STEM from the beginning of their studies through to career development in relevant professional fields, measures are planned for networking and empowerment for female students, doctoral candidates, graduates and career starters in male-dominated STEM fields, as well as scientific transfer events and support formats for women setting up their own businesses. In addition to these support, networking and information events, work on the desired cultural change in

¹⁹ The figures refer to the proportion of female students on the degree programmes in Faculty 5, with the exception of the International Shipping and Chartering degree programme, as this has a focus on economics. This corresponds to the definition of the Federal Statistical Office.

²⁰ See Science Plan 2020, p. 25, p. 29 (Bremische Bürgerschaft, printed matter 18/1516).

STEM disciplines and professions is to be continued on an ongoing basis, with projects involving female university graduates, young female scientists, career starters and young female specialists being designed.

Goal 1: Promote and stabilise the interest of female pupils in STEM subjects.

Information about STEM degree programmes and STEM subject cultures

Measures

- a) Continuation of the meetMINT event series²¹ for female pupils and their social environment²² :
- Online meetings with information on STEM degree programmes by student role models and experiential learning through joint experimentation (format: meetMINT-viBes)
 - Company visits and familiarisation with everyday working life with the participation of female role models and HSB alumnae with joint activities (format: meetMINT@company)
 - Career orientation workshop for female pupils and their parents including STEM speed dating with female STEM students (format: Next Generation)
 - Expansion of the "MINT women in interviews" series²³
 - Continuous development and qualification of a student role model team
- b) Further development of the meetMINT event series by setting up the "meetMINT Lab" project for female pupils²⁴:

²¹ "meetMINT" is a series of events at Bremen University of Applied Sciences for female pupils from Year 7 onwards. The aim of "meetMINT" is to continuously promote and stabilise interest in the subjects of mathematics, computer science, natural sciences and technology through the reflective development and implementation of year-round, complementary career guidance tools and by involving the social environment of the female students. The "meetMINT" instruments address the following factors for the gender imbalance in the distribution of students in STEM subjects: the scientific and technical self-concept of female pupils, the influence of parents and the peer group, the lack of information among prospective students and the image of STEM subjects. Further information (german): <https://www.hs-bremen.de/studieren/vor-dem-studium/meetmint/> (20 April 2023).

²² The meetMINT programme was selected as a pilot project by the German Research Foundation (DFG) in 2018. Link to the DFG toolbox (german): <https://www.gesis.org/starq/inka/massnahme?id=87> (20 April 2023).

²³ Further information on the event formats of the meetMINT programme (german): <https://www.hs-bremen.de/studieren/vor-dem-studium/meetmint/> (20 April 2023).

²⁴ The "meetMINT Lab" is intended to create a meeting place for female pupils with an affinity for STEM and female STEM students at HSB. STEM students are to develop interdisciplinary experiments and hands-on activities for girls from year 7 onwards - with professional guidance and support. These practical activities should address current, socially relevant topics with a connection to the girls' living environment, the study programme and the HSB's research focus. Through the active design and testing of practical programmes, female STEM students in the "meetMINT Lab" are to be networked across disciplines and the links between subject culture and gender are to be reflected upon. In a test phase, these practical programmes will be trialled together with female pupils. The aim is to initiate sustainable networking between female pupils with an affinity for STEM and between female students and female pupils. The aim is to attract more female pupils to technical degree programmes. Further information (german): <https://www.hs-bremen.de/die-hsb/aktuelles/projekte/meetmint-lab/> (20 April 2023).

- Establishment of target group-orientated learning spaces (meetMINT space) for girls and female technology students, taking into account various (informal) teaching/learning and communication scenarios that promote networking and creativity
 - Implementation of a project advisory board with the participation of the faculties
 - Development of a qualification programme for the student role models of the meetMINT Space
 - Guided, interdisciplinary development of experiments and hands-on activities by female STEM students with reference to the pupils' living environment, the study programme and the HSB's research priorities
 - Networking and experimentation meetings with student role models with comparative, experience-based information and experiential learning through joint experimentation by STEM-enthusiastic female pupils and female STEM students
 - Regular, open networking and exchange of STEM-enthusiastic female pupils and student role models (Open meetMINT-Space)
 - Campus tours in the faculties (e.g. "Young Computer Science Lab") and getting to know the HSB campus
- c) Information and advice on target group-orientated implementation of events
- d) Participation in "Girl's and Boy's Day" / "Future Day"
- e) Use of the experiments developed in the meetMINT Space at cross-gender events at HSB and in the state of Bremen (e.g. MINT Day, Study Information Day, Girl's Day)
- f) Editorial quality control for print material, social media and web content with regard to target group-appropriate stereotype-free design in text and images
- g) Continuation and development of school partnerships
- h) Design the study environment according to gender equality aspects (e.g. visualisation of role models through posters) (e.g. in the meetMINT space)

Responsibilities

Central Student Advisory Service (ZSB)/Mentoring MINT (development of measures, programme management, organisation, implementation, guidance): a, c, h

ZSB/Mentoring MINT (development of measures, project management, organisation, implementation): b

ZSB/Mentoring-MINT (guidance, coordination): e, f, h

Central Women's Representative (guidance): a-h

ZSB/school contact point and advisory team (organisation, implementation): d, g

Spokespersons of the research clusters, heads of degree programmes, lecturers, laboratory managers (support, guidance): a, b, d, e, f, g, h

Rectorate (cancellation of mentoring MINT position): a, b, c, e, f, h

Communication and Marketing Unit (support, organisation, implementation): f, h

Goal 2: Supporting female first-year students in STEM subjects previously dominated by men, transdisciplinary opening of STEM courses

Measures

a) Continuation and expansion of the "makeMINT" mentoring programme²⁵ for female STEM students

- Peer mentoring in tandem for first-year students with trained mentors from a higher semester of the STEM degree programmes (format: "individual mentoring")
- Qualification modules for female mentors: Qualification, coaching, gender sensitisation and reflection on STEM subject cultures from an intersectional perspective
- Moderated networking meetings to develop action-guiding strategies for mentees and mentors (format: Science Talk)
- Interdisciplinary annual networking events for female STEM students and alumnae (format: summer party)²⁶
- Regular "open meeting" for female STEM newcomers with the participation of the makeMINT mentors as a low-threshold offer

b) Offers in the faculties

²⁵ With "makeMINT", Bremen University of Applied Sciences offers a two-semester mentoring programme to female STEM students in male-dominated degree programmes. The differences between STEM students and female STEM students can be seen on the one hand in the fact that female students identify less with these male-dominated subjects, and on the other hand that female STEM students rate their chances of entering a profession and having a career significantly lower. This anticipation of structural inequalities based on gender also leads to differences in the self-efficacy expectations of female STEM students and can have an impact on their academic success. The aim of "makeMINT" is to influence self-efficacy expectations by expanding the areas of experience.

²⁶ Further information (german) on the makeMINT formats: <https://www.hs-bremen.de/studieren/im-studium/ergaenzende-angebote-zum-studium/makemint/> (20 April 2023).

- Continuation of the "Young Computer Science Lab"²⁷ in computer science to support students starting their studies

c) Transdisciplinary opening

- Opening up STEM seminars, lectures and laboratory events to female students from other HSB degree programmes, in case of possible interest in changing degree programmes or pursuing a second degree

Responsibilities

ZSB/Mentoring-MINT (development of measures, organisation, implementation): a

Central Women's Representative (guidance): a-c

Student councils, AStA (Students Executive Committee): (support): a

Central Student Counselling Service (guidance): b, c

Programme directors, lecturers, laboratory managers (implementation, support): b, c

University Development, Vice-Rectorate for Studies and Teaching, Student Success Management (implementation): c

Goal 3: Further measures to support women in STEM degree programmes and fields of work:

Measures

- a) Establishing and supporting projects by and for female students, doctoral candidates, university graduates and career starters in male-dominated STEM fields for empowerment and mutual support, such as peer coaching and other networking formats, as well as stabilising these projects, including by setting up corresponding measures such as maker spaces; Utilising the experience of peer coaching (development, further training) from AddInno and transferring it to the STEM field; expanding the "meetMINT-Lab" maker space for students; cooperation with workshops in FreiRAUM (cross-faculty contact point for students, teaching staff and employees with innovation and start-up projects)

²⁷ Further information (german) on the "Young Computer Science Laboratory" facility can be found at: www.hs-bremen.de/die-hsb/fakultaeten/elektrotechnik-und-informatik/labore/junges-informatiklabor/ (20 April 2023).

- b) Exchange and transfer events focussing on best practice examples to support female students, doctoral candidates, university graduates, career starters and young female professionals; establishing and expanding experimental formats (including the "Who Cares?" series)
- c) Concept of projects for cultural change in STEM disciplines and professions, with the participation of female university graduates, young female scientists, career starters and young female professionals
- d) Scientific events for networking and transfer (e.g. specialist conferences, workshop discussions with other scientific specialist communities and for transfer to exemplary fields of practice)

Responsibilities

Equal Opportunities Office, possible new project position from 2024 to support women in STEM (implementation), Central Student Advisory Service (cooperation, guidance), Bremerhaven University of Applied Sciences (cooperation): a, b, c, d

Goal 4: Support the transition from studying to working life and career development (academic career, management positions, start-ups)

Measures

- a) Continuation of the "Rosy Future" programme²⁸ for female students
 - Organisation of panel discussions with successful women in STEM companies, women in management positions and HSB alumni.
 - Organisation of workshops to strengthen self-competence and to support career choices and the development of career paths
 - Podcast with information for women on career development and the path to leadership positions, especially with information on career paths for migrant women in Germany
- b) Counselling and support for business start-ups with special consideration of gender equality aspects

Responsibilities

Career Service (implementation), Central Women's Representative/Equal Opportunities Office (guidance): a

²⁸ Information on the event series "Rosy Future" for female students in transition to work: <https://www.hs-bremen.de/studieren/nach-dem-studium/bewerbung-und-berufseinstieg/#c4314> (25 May 2023).

Start-up service, Bremen University Initiative for the Promotion of Entrepreneurial Thinking, Start-ups and Entrepreneurship (implementation), Central Women's Representative/Equal Opportunities Office (guidance): b

Goal 5: Needs analysis of access opportunities and support for refugee and migrant women in higher education

Measures

- a) Survey of the potential and needs of migrant women for transitions into higher education, especially into STEM degree programmes at HSB
- b) Networking at university and state level with relevant stakeholders to support migrant women
- c) Networking of girls aged 17 and over and young women with a migrant background to strengthen their self-confidence and self-efficacy with regard to STEM studies
- d) Various programme formats that offer girls and young women guidance in choosing a course of study with a focus on the particular social relevance of technical professions

Responsibilities

Equal opportunities office, possible future project office (implementation), central women's representative (guidance): a, b, c, d

Centre for Intercultural Management (support), International Office (support), cooperation with the "HERE AHEAD - Academy for Higher Education Access Development" in Bremen: b, c

Key area 4: Career and personnel development for female early career researchers, academic staff and teaching staff for special tasks

Measures to promote the careers of young female academics and women in mid-level positions will be further developed based on the experience gained from previous action programmes. Successful measures, such as the funding of doctoral degrees, will be continued.

The "HSB-BestPROfessur - Bremer Modell zur Gewinnung und Entwicklung von professoralem Personal" programme, which is part of the Human Resources Department, offers the opportunity to develop new qualification paths for professorial staff through extensive testing of the "HSB qualification position" concept and the creation of secure career corridors / alternative career paths to FH/HAW professorships. A central challenge here is the creation of more predictability through (legally) secured options for the termination of fixed-term contracts and permanent employment.

Priority professorships will be established to promote development approaches for HSB professorships in identified pilot areas, linked to the HSB qualification centre concept and with the aim of strengthening future-oriented, individual and institutional development, which must be structurally and financially secured. These relate to key areas of need such as care and health as well as digital transformation. A cross-sectional task is the gender-balanced, diversity-sensitive and international recruitment of personnel as part of the HSB's internationalisation strategy.

Goal 1: Promotion and career development of young female scientists / academic staff / teachers for special tasks

Measures

- a) Qualification positions for women with a doctorate to enable them to apply for a UAS professorship (opportunity to teach independently and support the acquisition of practical experience within and outside the university)
- b) Final funding for women's doctorates, promotion of the additional qualifications required for a professorship (networking in the scientific community, participation in conferences, publications).

- c) University policy activities to enable a "tenure track" path at Bremen universities of applied sciences (amendment of BremHG) and thus the retention of funded young female academics at the sponsoring university
- d) Intensifying publicity for the opportunities of an academic career at Bremen University of Applied Sciences, also and in particular actively addressing women in mid-level positions at universities in the region
- e) Increased efforts to attract young international female scientists
- f) Support for placement in science, research and companies
- g) Podcast specials as part of the new Alumni Talks series launched in 2022, focusing on topics such as "Starting a career in science", "Women in management positions", "Career paths for migrant women in Germany" and "Balancing a career start and family care work".

Responsibilities

Rectorate, Human Resources Department (implementation), Central Women's Representative (guidance): a, c, d, e, f

Vice-Rectorate Research and Transfer, Human Resources Department (implementation), Central Women's Representative (guidance): b

International Office: e

Career Service (implementation), Communication and Marketing Department (implementation), Equal Opportunities Office (guidance): g

Goal 2: Optimisation of personnel development for female academic staff and female teaching staff for special tasks

Measures

- a) Enabling further training, support with time off and funding
- b) Resumption of networking events for women in mid-level positions, invitation of experts on selected topics
- c) Information and networking events with women from companies in the region and in management positions, orientation on role models, presentation and discussion of various aspects of different career options

d) Review of the appropriate pay grouping (EntgTranspG: Pay Transparency Act)

Responsibilities

Human Resources Department (implementation), Central Women's Representative, Staff Council (guidance): a, d

Faculties (support): a

Office for the implementation of the action programme in the Equal Opportunities Office (implementation) Central Women's Representative (guidance): b, c

Goal 3: Support in solving individual questions about professional development in heterogeneous life situations

Measures

- a) Individual counselling on professional development and opportunities to develop potential during introductory meetings and on request
- b) Coaching for career development

Responsibilities

Central Women's Representative, position for implementing the action programme in the Equal Opportunities Office (organisation, responsibility, implementation): a, b

External experts (execution): b

Key area 5: Increasing the proportion of women in top scientific positions

In the 5th Action Programme (2018-2022), the HSB's goal was to increase the proportion of female professors, which was 26% in 2016, to at least 35% by 2022. This target was not achieved; in 2022, the proportion of female professors was 32%. In order to continuously increase the proportion of female professors, additional efforts, combined with corresponding sustainable investments, are necessary. Provided these measures are realised, HSB has set itself the goal of achieving a proportion of female professors of at least 38% by 2027.

The perspective goal supported by the entire university is, of course, the equal distribution of all tasks and positions at all hierarchical levels. Within the framework of target agreements, differentiated target figures are agreed between the Dean's Offices and the Rectorate for the respective faculties. As stipulated in BremHG § 4 (2), the aim is to achieve a 50% proportion of women on appointment committees, while at the same time implementing measures to relieve the burden on women with above-average involvement in committees. The latter is necessary to ensure that commitment to equality does not become a career barrier.

Goal 1: Increase the proportion of female professors to at least 38% by 2027, intensify efforts to recruit female professors

Measures

- a) Creation of incentive systems for the faculties for proven efforts to attract female applicants for appointment procedures, including by consulting subject-specific women's and other networks nationally and internationally
- b) Consultation of interdisciplinary women's networks (national and international)
- c) Establishment of a regional women's network of doctoral students, women in the postdoc phase and women in companies/practice in preparation for applying for a professorship at the HSB, especially for the STEM disciplines, which have so far been dominated by men
- d) Continuation of the regular outlook discussions between the Rectorate and the deaneries on the common goal of achieving a proportion of female professors of at least 38% by 2027

- e) Early consultation with the deaneries by the women's representatives when planning and advertising positions
- f) Proactive recruiting through professional headhunting, especially in the recruitment of women for specialised cultures with a particularly male connotation and international female scientists
- g) Adaptation of the advertisement text for professorships to the newly set target of 38% female professors and integration of text passages on the possibility of employment on a salaried and part-time basis
- h) Continuation of the successful "How do I become a UAS professor?" events with information on the requirements for a professorship, role models and networking opportunities
- i) Continuation of efforts to ensure equal representation of experts in appointment procedures
- j) Sending out invitations to tender also via the Equal Opportunities Office

Responsibilities

Rectorate, deaneries (concept, implementation), Central Women's Representative (guidance): a, d, f
 Human Resources Department (implementation), Central Women's Representative (guidance): b, g
 Deans' offices, appointment committee chairs, central and decentralised women's representatives (advice): e

Office for the Implementation of the Action Programme in the Equal Opportunities Office (implementation), Central Women's Representative (guidance): c, h

Rectorate, Appointment Committees (research reviewers): i

Human Resources Department, Central Women's Representative (implementation): j

Goal 2: Optimised organisation and equality and diversity competence of committees, in particular appointment committees

Measures

- a) Implementation and application of the gender- and diversity-equitable revision of the appointment guidelines incl. checklist for reviewing gender- and diversity-equitable appointment procedures
- b) Utilisation of external expertise with proven gender and diversity qualifications to assess the non-specialist skills of applicants in appointment procedures, enabling various providers to be selected by the committees

- c) Continuation of the intensive involvement of central and decentralised women's representatives in appointment committees and the provision of the necessary resources for this purpose
- d) Regular further training for the decentralised women's representatives
- e) Appointment committees take care of a 50% proportion of women on their own initiative and with evidence (including external evidence), including at least one female professor
- f) Improving the percentage of women in all academic self-governance bodies, target: parity
- g) Women who are comparatively over-involved in committees due to the implementation of a) and/or b) receive relief, e.g. through semester-long leave of absence with appropriate SWS, student assistants, etc.
- h) Appointment committees do not meet in parallel with the Academic Senate

Responsibilities

Rectorate (responsibility), Human Resources Department (implementation), Dean's Offices (communication), Anti-Discrimination Officer and Central Women's Representative (guidance): a

Rectorate (provision of a qualified offer), appointment committees (implementation), central and decentralised women's representatives (guidance): b

Central and decentralised women's representatives (execution): c

Central Women's Representative (organisation), external experts (execution): d

Appointment committees (implementation), Central Women's Representative (guidance): e

Rectorate, faculties (responsibility and implementation) Central Women's Representative (guidance): f, g

Rectorate (responsibility, communication), faculties, appointment committees (communication, implementation): h

Goal 3: Network development, visibility and expansion of expertise Female professors

Measures

- a) Events for cross-faculty networking of female professors, possibly also thematically focussed with the use of external expertise
- b) Making women in science visible, especially at Bremen University of Applied Sciences, by writing articles on the Internet, including in seminars. A model project of the School of Architecture and the

architecture degree programme at TH Köln, which aims to close data gaps by writing Wikipedia articles about female architects from Bremen and Cologne, was introduced as an example.

- c) Resumption of mentoring for female professors (for newly appointed professors and for career advancement)
- d) Continuation of the offer of individual counselling / individual coaching

Responsibilities

Equal Opportunities Office, position Implementation of action programme in the Equal Opportunities Office, (organisation and implementation): a, c

School of Architecture, possible expansion to other areas (organisation and implementation), Rectorate and Central Women's Representative (support and guidance): b

Human Resources Department (support), Central Women's Representative (implementation), External Experts (implementation): d

Key area 6: Sustainable safeguarding and further development of gender equality activities

The Science Plan 2025 states: "Insofar as structures have been created as part of successful participation in federal and state programmes that have proven themselves, have been successful and in demand for a long time and whose need will continue in the future, the state expects these to be made permanent by converting temporary employment relationships into permanent ones." (Science Plan 2025, p. 27) This requires reliable resource planning by the state of Bremen.

The University is committed at all levels to ensuring that HSB's successful gender equality work is sustainably secured in the further development of the organisation and the University. To this end, the HSB is active in the acquisition of further third-party funding, among other things. In addition, relevant measures for evaluation, reporting and quality management will be pursued further. The necessary sustainable safeguarding concerns both the work of the Equal Opportunities Office and the Central and Decentralised Women's Representatives working in elective offices.

Likewise, the basic measures for reconciling study or career and family care work are to be implemented in the long term. The structural anchoring of gender equality activities in the cross-section of the university, which goes beyond what has been achieved so far, is already clear from the definition of responsibilities in key areas 1-5, but making gender equality a central part of further organisational and university development is an independent goal of the HSB.

Goal 1: Sustainable development of gender equality resources

Measures

- a) Long-term securing of adequate resources for the Equal Opportunities Office, the Women's Office and the Central and Decentralised Women's Representatives in relation to the tasks provided for by law (BremHG §6)
- b) Ensuring sustainable support for the implementation of measures defined in this action programme, particularly in the Equal Opportunities Office
- c) Long-term securing of adequate resources for informing and advising students and staff on the equality issues listed in this action programme

- d) Sustainable safeguarding of gender equality measures in the Mentoring MINT programme
- e) Sufficient resources for the further development of the understanding of gender equality as a cross-cutting issue in all responsible bodies

Responsibilities

Rectorate (responsibility), Human Resources Department (implementation), Central Women's Representative (guidance): a, b, c, d, e

Goal 2: Ensure and further develop measures to reconcile work/study and family care work

Measures

- a) Sustainable continuation/resumption of childcare services for students and employees (daycare services for 1-3-year-old children, childcare during holidays)
- b) Continuation of resources for information and counselling for students and staff on issues relating to the compatibility of studies/work and care work (family offices)
- c) Further development of existing agreements on the flexible organisation of working hours and place of work with special consideration of compatibility issues

Responsibilities

Rectorate (responsibility): a, b, c

Human Resources Department, Legal Department (implementation), Family Offices (communication)

Central Women's Representative, Staff Council (guidance): c

Goal 3: Anchoring gender equality aspects in the relevant areas of the university structure

Measures

- a) Examination and optimisation of the design and application of study and examination regulations from a gender and diversity perspective
- b) Continuous integration of gender and diversity aspects into system accreditation
- c) Further integration of gender and diversity aspects into quality management (already in place in Mentoring MINT and Career Service)

- d) Implementation of the gender equality aspects of HSB's new mission statement²⁹, communication of the understanding of gender equality with all employees
- e) Integration of gender equality aspects in HSB's university development plans and in the science plans of the state of Bremen³⁰

Responsibilities

Vice Rectorate for Studies and Teaching, Dean of Studies, Quality Management (implementation) Central Women's Representative, Mentoring MINT, Career Service (guidance): a, b, c
Rectorate (responsibility), University Development (support), Central Women's Representative (guidance): d, e

²⁹ Mission statement of Bremen University of Applied Sciences: <https://www.hs-bremen.de/en/hsb/our-profile/mission-statement/> (20 September 2024).

³⁰ Science Plan 2025 of the State of Bremen (german): <https://www.bremen.de/wissenschaft/wissenschaftsplan-2025> (20 April 2023).

Summary:
**The 6th Gender Equality
Action Programme as a
Gender Equality Plan in
accordance with European
Commission guidelines**

Summary: The 6th Gender Equality Action Programme as a Gender Equality Plan in accordance with European Commission guidelines

With the priorities of gender equality work at the HSB formulated up to this point, the "6th Action Programme for Gender Equality in Academia, Equality for Queer People^{see page 1} People, Anti-Discrimination and Promotion of a Gender Equitable University Culture" corresponds to a Gender Equality Plan, as introduced by the European Commission as a mandatory EU research funding criterion since 2023. The six fields of action of our gender equality work, with their differentiated goals and implementation-oriented measures, fulfil all four mandatory criteria and five recommended thematic areas specified by the EU:

The four mandatory criteria for a Gender Equality Plan according to the European Commission and their implementation at HSB:

Public document: The 6th Gender Equality Action Programme is a document signed by the university management, which is published on the university website and in a print version and is actively communicated within the university. In it, the university formulates its commitment to gender equality, sets clear goals and defines detailed actions and measures to achieve these goals.

Dedicated resources: The explanations on the implementation of the agreed measures and the definition of responsibilities make it clear that Bremen University of Applied Sciences has dedicated resources and expertise in the field of gender equality to support the required continuous process of sustainable organisational change in the university culture. Key area 6, goal 1 formulates the corresponding sustainable provision of gender equality resources from the university's basic budget both to ensure the implementation of the measures defined in this action programme and to further develop the understanding of gender equality as a cross-cutting issue.

Data collection and monitoring: Comprehensive gender equality data, broken down by gender, is collected annually and forms the basis for defining concrete goals and measures for gender equality work at HSB, which are constantly being adapted. The development of this data is analysed in the gender equality reports, which the Gender Equality Office publishes every three years, in the sense of monitoring and commented on to identify needs and development potential.

Further training/qualifications: To improve the gender and diversity skills of university members, this Gender Equality Action Programme formulates the implementation, continuous execution and structural anchoring of corresponding awareness-raising and qualification measures (gender and diversity skills training, including awareness-raising workshops, anti-bias training, workshops on gender policy strategies in the institution of higher education) for all university members (key area 1, goal 1). These measures involve the entire university organisation and its members at all levels.

The five recommended thematic areas for a Gender Equality Plan in accordance with European Commission guidelines and their implementation at HSB:

Compatibility of professional and private life (work-life balance); university culture: The 6th Action Programme for Gender Equality aims to promote gender equality through a sustainable change in organisational culture. Appropriate measures are defined to ensure an open and inclusive working environment (key area 1, goal 4), to promote the visibility of women in academia, in particular at Bremen University of Applied Sciences, and to ensure that the contribution of women is appropriately recognised (key area 5, goal 3). The 6th action programme also describes the university's compatibility policies and practices (key area 1, goal 4).

Balanced gender ratio in management and decision-making positions: A central goal of HSB's gender equality work, as reiterated in the 6th Action Programme, is to increase the number and proportion of women in management and decision-making positions. This endeavour is being pursued at various levels: These include raising awareness of gender and diversity aspects in personnel selection (key area 1, goal 5), increasing the proportion of women in top academic positions by stepping up efforts to recruit female professors, as well as optimising the organisation of committees, in particular appointment committees, and promoting gender equality and diversity skills in these committees (key area 5, goals 1 and 2).

Gender equality in recruitment and career advancement: With key area 1, Goal 5, Bremen University of Applied Sciences is committed to ensuring gender- and diversity-equitable selection procedures. The implementation measures formulated for this include the development and implementation of target group-specific qualifications for employees of the Human Resources Department, dean's offices, faculty councils, departmental councils, decentralised women's representatives, appointment committee chairs and participants as well as other responsible and interested persons from teaching and administration to promote gender- and diversity-sensitive personnel selection. The appointment regulations will be revised

with regard to a stronger integration of gender equality and diversity aspects and the gender equality and diversity-orientated update of the appointment guidelines will be applied.

Integration of the gender dimension in research and teaching: The quality development of teaching from a gender and diversity perspective, which is achieved in particular by supporting lecturers in individual counselling sessions, further training qualifications and the provision of corresponding information materials, as well as the integration of gender and diversity aspects in research and development in the sense of good scientific practice, the fundamental sensitisation to the social and scientific relevance of gender and diversity aspects and the quality development of research from a gender and diversity perspective are central goals of this 6th Gender Equality Action Programme of Bremen University of Applied Sciences (key area 2, goals 1 and 2).

Measures against sexualised discrimination, harassment and violence: Key area 1, goal 2 describes the measures that Bremen University of Applied Sciences pursues to protect against (sexualised) harassment, discrimination and violence as well as prevention in this regard. These include target group-specific training on the topic of anti-discrimination that involves the entire university organisation as well as specialised services to empower people who have experienced discrimination, the revision and updating of the guidelines against (sexualised) harassment, discrimination and violence (towards an anti-discrimination guideline or statute) and the improvement of complaints management. The development and implementation of a code of conduct at Bremen University of Applied Sciences is also planned.

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Hochschule Bremen
City University of Applied Sciences

