



**Hochschule  
für nachhaltige Entwicklung  
Eberswalde**

# Equality concept of the Eberswalde University for Sustainable Development (HNEE) (2023-2026)

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German version confirmed by the Presidium on 31.08.2023

German version resolved by the Senate on 27.09.2023

## *Foreword to the Gender Equality Concept (2023-2026)*

Gender equality is a fundamental prerequisite for a just and sustainable society and one of the 17 Sustainable Development Goals of the 2030 Agenda (SDG 5 *Gender Equality*). The University for Sustainable Development Eberswalde (HNEE) therefore understands gender equality as part of its mission statement and values. The new gender equality concept aims to further reduce existing inequalities and barriers for people based on their gender or gender identity and to enable equal participation for all.

The present equality concept for parity and gender justice is to be used to apply for funding within the framework of the *Professorinnenprogramm 2030*. The contents, structures and components required for an application are integrated accordingly into the equality concept.

The data presented below is based on information from the personnel statistics (as of 03/2023) and the statistics on students (as of winter semester 2022/23). In most cases, the data is presented for the binary gender categories women - men. It should be noted that other genders and gender identities are possible. In contrast to employees, students at the HNEE have the option of choosing their gender entry themselves and having it changed in the master data. Accordingly, the category "woman" for students includes all persons who have selected this entry in their master data. The same applies to the category "man". Further entry options are "diverse" or "not specified". Due to the very low number of entries in the last two categories, they were grouped together to ensure greater anonymity.

All measures are to be carried out within the framework of the available budget. In the case of deviating funding through ongoing projects within the framework of the Programme for Women Professors III, this has been noted accordingly. In formulating the goals and measures, the recommendations of the "*Die Forschungsorientierten Gleichstellungsstandards der DFG: Zusammenfassung und Empfehlungen 2020*" and "*Die Forschungsorientierten Gleichstellungs- und Diversitätsstandards – Zusammenfassung und Empfehlungen 2022*" of the DFG were taken into account.

Due to the large number of upcoming appointments in the next few years and the associated opportunity to recruit excellent female academics as professors, the focus of gender equality work will be in this area. The upcoming appointments also offer the opportunity to draw the attention of newly appointed professors to the need for gender- and diversity-sensitive teaching in the context of equitable and sustainable development. Therefore, increasing the visibility of gender equality in teaching but also in research will be another focus of gender equality work at HNEE in the coming years.

The implementation of the goals and measures defined below will only succeed if gender equality is taken up as a cross-cutting issue and is supported and promoted in the sense of gender mainstreaming at all levels and by a large number of university members.

Eberswalde, 31.08.2023

# 1. Structure and initial situation at the HNEE

## 1.1 The HNEE and gender equality work

The Eberswalde University of Applied Sciences (HNEE) is a very small university with a focus on sustainability and sustainable development in the state of Brandenburg, with currently around 2,300 students from 57 countries, more than 400 employees and currently 62 professors.

At the four faculties of *Forest and Environment, Landscape Use and Nature Conservation, Wood Engineering* and *Sustainable Business*, competences can be acquired in the fields of nature conservation, forestry, eco-farming, adaptation to climate change, sustainable business, timber construction and sustainable tourism management in currently 20 courses of study, some of which are unique in Germany.

The small size of the HNEE allows for a very personal interaction and offers numerous opportunities to get actively involved in shaping the university. However, the requirements, e.g. due to legal regulations, often pose great challenges for the HNEE. While the requirements are basically no different from those imposed on much larger universities, the financial and staffing resources, on the other hand, allow much less leeway.

With its **profile**, the HNEE is committed to the goals of sustainable development, values and promotes diversity and appreciation. These points are emphasised in the [mission statement](#) and also in the [sustainability principles](#) and are also taken into account in the **university development plan** (2022-2026). In addition, equality and diversity are included in a separate chapter in HNEE's [sustainability report \(2018-2020\)](#). Together with the other Brandenburg universities, HNEE already committed to the "[Quality Standards Equal Opportunities and Family Orientation at Brandenburg Universities](#)" in 2017.

With the current [university contract](#) (01/2019-12/2023), targets and measures for the HNEE in the area of equal opportunities and family orientation were defined in a separate chapter and an annual budget of € 32,000 was made available for their fulfilment.

Within the HNEE, the internal **funding distribution model**, which also takes into account the proportion of female professors in the departments, is used as an incentive system for the advancement of women at the professorial level.

The limited scope of (time/personal as well as financial) **resources** also poses significant challenges to the equal opportunities work at the HNEE and limits the possibilities. Currently, the **Equal Opportunities Officer** and up to two deputies are elected by the members and staff of the university for a period of four years in accordance with § 68 para. 1 sentence 1 BbgHG. All female members of the university may stand for election. The Equal Opportunities Officer of the HNEE does not carry out her work on a full-time basis, but is released from her duties to the legally prescribed extent of half a full-time equivalent in accordance with § 68 Para. 9 Sentence 4. The current deputy is in principle not released from her duties, but is additionally responsible for coordinating the ongoing projects within the framework of the Programme for Women Professors III and is employed for this activity on a temporary basis. This allows for a collegial exchange. Decentralised equal opportunities officers have not yet been elected at the HNEE.

The Equal Opportunities Officer is a member of the Presidential Board, but further specific structures for equal opportunities (e.g. committee or commission) do not yet exist at HNEE. Currently, gender-segregated statistics on staff data and student numbers are collected on the basis of bukof's **gender monitoring tool**, which has been adapted to the specific needs of

HNEE. The data is provided to the Equal Opportunities Officer by the relevant departments upon request. The survey is carried out annually.

Since 2020, there have been regular meetings and a very good exchange, especially with the other diversity officers and coordinators at the HNEE, through the formation of the [Network for Diversity and Equal Opportunities](#). The network also aims to address intersectional issues and aspects jointly and in a more targeted manner, as well as to create higher-level offers (e.g. measures in the area of anti-discrimination or *implicit bias*). In addition, the Equal Opportunities Officer is involved in the [Healthy University Working Group](#) and, together with other actors, supports the organisation and implementation of health-promoting measures for all university members.

The Brandenburg *State Conference of Equal Opportunities Officers* ([LakoG](#)), in which the equal opportunities officers of the state universities in Brandenburg work together, offers a very constructive and collegial exchange. At the national level, the *Federal Conference of Women's and Equal Opportunities Officers* ([bukof](#)) facilitates a very good exchange of content with actors from other universities of applied sciences and universities. The equal opportunities officers work with other regional and local actors in the [Frauennetzwerk Barnim](#) and are thus in close contact with non-university actors.

## 1.2 Members of the university

- **Central and decentralised management positions**

The **central and decentralised management positions** in Tab. 1 and Tab. 2 were derived according to the HNEE organisational chart. A classification of management positions according to remuneration groups is not expedient at the HNEE, as no higher remuneration level than a TV-L E 13 is assigned, but personnel or budget responsibility are not necessarily required for an assignment of this remuneration group.

Table 1: Central and decentralised management positions; comparative figures for 2019 and 2023.

		2019/2023			
		d	m	f	un-specified
Central Management Positions (33%)	President		X		
	Vice President for Study and Teaching			X	
	Vice President for Research and Technology Transfer		X		
	Vice President for Student Interests			X	
	Chancellor		X	X	
	Head of Senate		X	X	
	Dean Faculty of Forest and Environment		X		
Decentralized Management Positions (25%)	Dean Faculty Landscape Management and Nature Conservation		X		
	Dean Faculty of Wood Engineering		X	X	
	Dean Faculty of Sustainable Business		X		

A comparison between 2019 and 2023 shows on the one hand a decrease in women in central management positions due to the appointment of a new chancellor. On the other hand, at the decentralised level, the Department of *Wood Engineering* has been headed by a woman for the first time since 03/2023. The management positions in middle and lower management, on the other hand, are almost equally occupied.

Table 2: Management positions of central divisions; comparatively shown for 2019 and 2023.

			2019/2023			
			d	m	f	un-speci-fied
Academics	Management Presidential Division	Referent of the President			XX	
	Management InnoSupport	Referent of the Vice President for Research and Technology Transfer			XX	
Administration	Finances & Procurement			XX		
	Personnel				XX	
	Technical Services & Buildings			XX		
	Student Support Service Department and International Office				XX	
	IT			XX		
Central Facilities	Library				X	
	Forest Botanical Garden			X	X	
	Central Ecological Laboratory			X		

- **Academic area (research and teaching)**

### **General**

In accordance with the publications of the Joint Science Conference (GWK), Fig. 1 shows the university-wide **proportions of women** at the **various career and qualification levels** at the HNEE ([GWK 2021](#)). This shows that the HNEE has more women than the German average in 2019, especially among doctoral students, doctoral graduates and academic staff. The underrepresentation of female scientists in professorships and honorary professorships at HNEE is all the more obvious.

Since the HNEE does not have its own right to award doctorates, doctoral students are not systematically recorded. The percentage of female doctoral candidates (59.3%) in Fig. 1 is an estimate based on the known doctoral projects. Among the staff already holding a doctorate (excluding professors), women also make up the majority with a share of 58.3%. Other researchers with doctorates are also in the administrative area and are not taken into account here. Measures to promote gender equality, which were realised through participation in the previous female professor programmes with regard to support for doctorates, have already had a positive effect here.

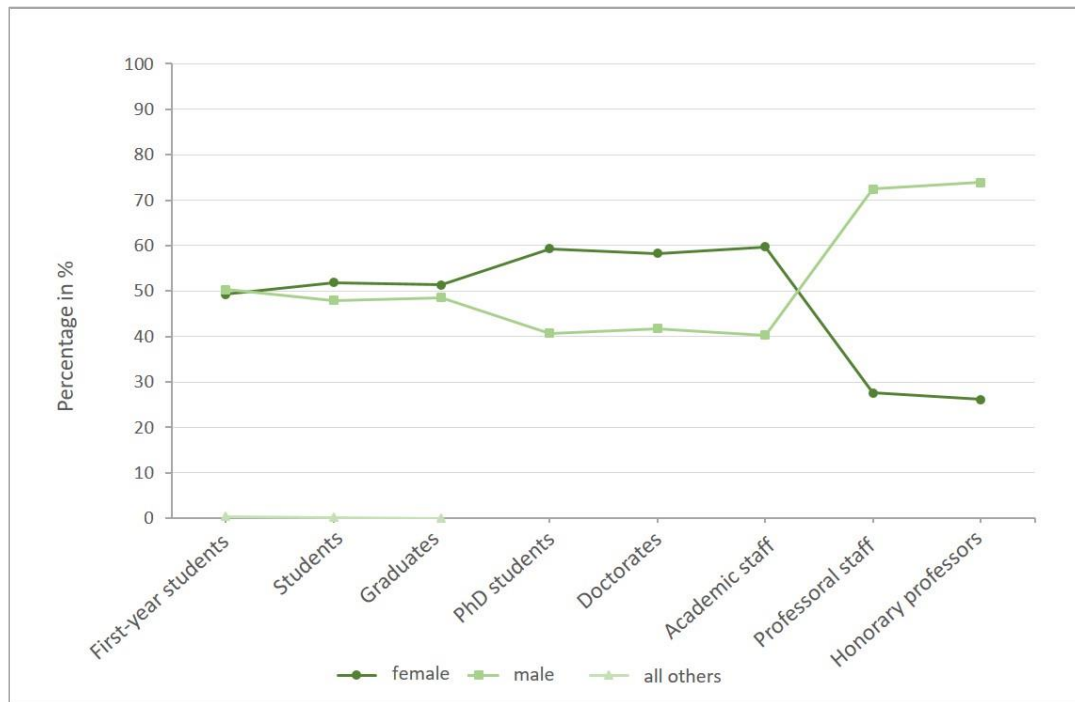


Figure 1: Representation in the career stages. Data on students from winter semester 2022/23, on staff from 03/2023, on doctoral students and doctoral graduates from 06/2023.

The data differ significantly between the individual subject areas. Therefore, Fig. 2 shows the representation of women in different positions for the individual faculties. The figure for professorships is based on the number of female professors. Differences between full- and part-time professorships were not made or taken into account here. Fig. 2 does not show lecturers. Female doctoral candidates and female scientists who have already completed their doctorates are not included separately, but are included in the group of female academic staff. The proportion of female students includes all female students in the respective departments. Since the proportion of female students varies between the degree programmes, the figures differentiated by degree programme can be found in Chapter 2.2.4.

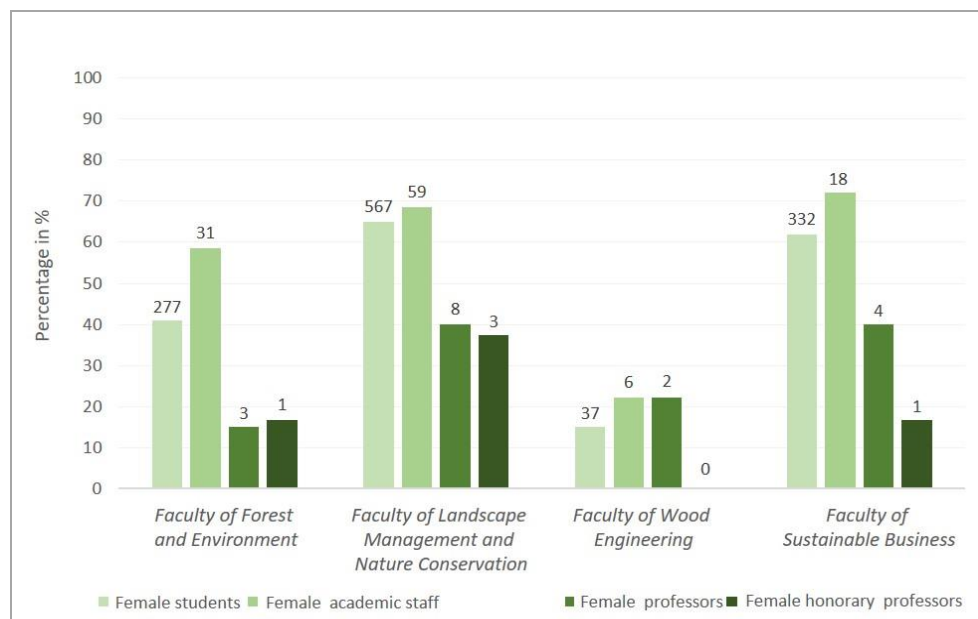


Figure 2: Women in the different career phases at the faculties. The absolute numbers are shown above the columns. Date of data: Students in winter semester 2022/23, staff as of 03/2023.

## Professorships (W2)

Of the professorships at the HNEE that have been approved by the Ministry of Science, Research and Culture of the State of Brandenburg, 57 are currently occupied. By 2030, 26 of these regular professorships will be vacant. In addition, 5 endowed professorships will be advertised for the first time. At the HNEE, only **W2 professorships** are advertised.

Currently, 27.6% of professorships are held by women (as of 03/2023). The number of appointed female academics differs significantly between the faculties. Fig. 3 shows the number of female professors in the various departments for the years 2012, 2019, 2021 and 2023. Obvious fluctuations in the percentage shares are not due to a change in the number of female professors, but can be explained by a new allocation of professorships or professorships that were not filled at the time of the survey. For this reason, the absolute number of female professors is also shown above the bars. This shows the (slowly) increasing trend in the proportion of professorships held by women (2012: 17.8%, 2019: 23.7%, 2023: 27.6%). Although it has not yet been possible to achieve parity in the number of professorships in any of the subject areas, or an occupation in line with the gender distribution in society, the goal of increasing the proportion of female professors has at least been achieved in the subject areas of *Forestry and Environment* and *Sustainable Business*. In the departments of *Forestry and Environment* and *Wood Engineering*, however, female professors continue to be the most underrepresented in their status group, at 15% and 22.2% respectively. While the proportion of female professors in the Department of *Wood Engineering* corresponds to the cascade model (due to insufficient numbers without reference to the number of doctorates), this is not the case for the other departments (Fig. 2).

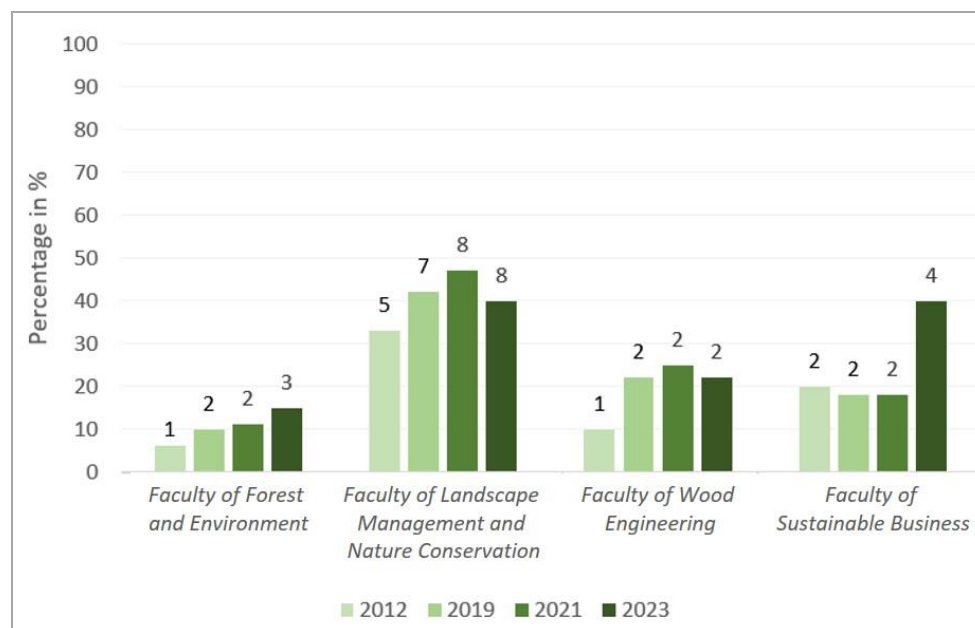


Figure 3: Female professors in the faculties from 2012 to 2023.

With the implementation of the **appointment management** and the associated personnel resources at the HNEE, processes in the area of appointment procedures have been standardised and professionalised since 2021. The appointment procedures have thus become more structured and transparent. With the enactment of new **appointment regulations** (02/2022), gender equality aspects in appointment procedures were made more visible and strengthened. On the basis of a profile paper, which contains an analysis of the subject area and the field of applicants (at least 3 women suitable for the subject) and



describes the function and integration of the professorship, a strategy discussion takes place in which the Equal Opportunities Officer also participates. In close cooperation with the appointment management, women can thus already be involved in the creation of the advertisement text. The advertisement texts are worded more attractively and the Equal Opportunities Officer is named as the contact person. In addition, the appointment regulations refer to the possibility of requesting gender-sensitive teaching concepts and stipulate **measures to raise awareness** and avoid unconscious bias (*implicit bias*). This gives the Equal Opportunities Officer the opportunity to sensitise the members of the appointment committee in the first meeting of each appointment committee by means of a presentation, to point out the structural, partly intersectional discrimination, especially of women, but also with reference to trans\*, inter\* and non-binary (TIN\*) persons, in science and existing legal bases. This measure will not only make appointment procedures more sensitive, but also sensitise existing university members to the issue of structural disadvantage. For all new female professors appointed since 2019, funding was successfully applied for within the framework of the Professorinnenprogramm III.

In most appointment procedures, the number of suitable applications is manageable. Often, significantly fewer women than men apply for professorships. For internationally advertised professorships, for which German language skills are not mandatory, there are generally more applications. Dual-career options as a support offer for partners are generally not available. The family-friendly university provides support in the search for school or daycare places and is in close contact with the city of Eberswalde.

### **Scientists**

The academic staff also work in the administrative area (cf. 2.3), but predominantly (92.7%) in the faculties. Due to the focus on career paths in academia, only academics at the faculties are considered in the following.

As can be seen in Fig. 2, the majority of scientific staff in the departments of *Forest and Environment*, *Landscape Use and Conservation*, and *Sustainable Economy* are women. Only in the Department of *Wood Engineering* is the proportion of female scientists significantly lower, at 22.2%. In all departments, the proportion of women among the scientific staff is higher than the proportion of female students.

Funding for academic staff is primarily provided by third-party funding. This is the reason for the high **temporary employment** rate for academic staff in the faculties (see Fig. 4). This figure also shows the temporary employment rate in the administrative area (other and academic staff), which at 33% (women) and 25.5% (men) is significantly lower than the temporary employment rate for academic staff at the faculties. In the majority of cases, however, women are somewhat more likely than men to be employed on fixed-term contracts. The exception is the Department of *Landscape Use and Nature Conservation*: here, in percentage terms, slightly more scientists than women scientists have fixed-term contracts (96.3% and 91.5% respectively).



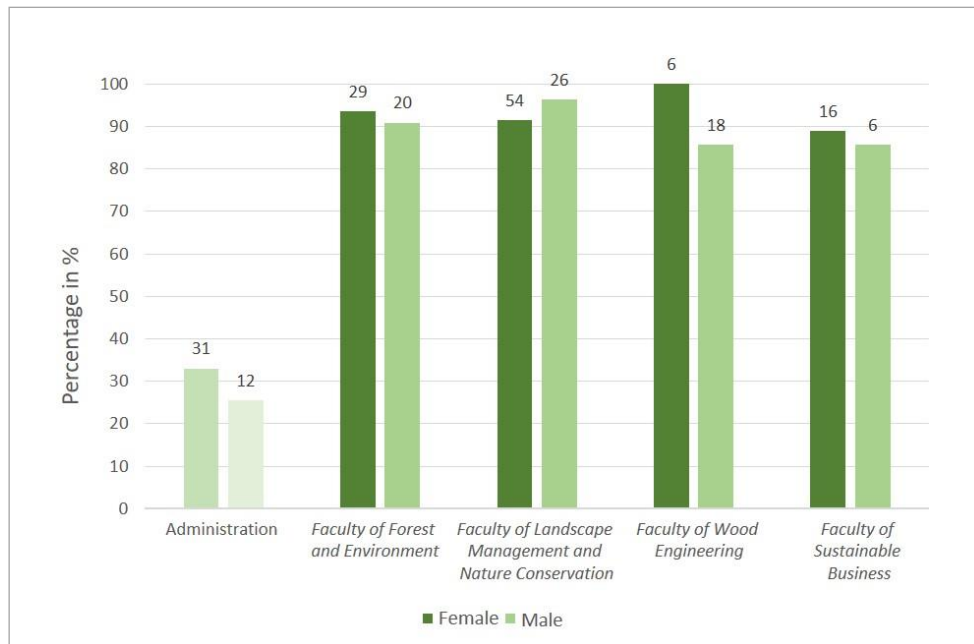


Figure 4: Employment situation of academic staff - temporary contracts (as of 03/2023). The absolute numbers are shown above the columns.

A clear dependency on gender is also evident in **full-time and part-time employment**. Fig. 5 shows that more women than men are employed part-time in all areas. There are no statements on the extent to which this option was chosen in order to obtain greater flexibility, for example, with regard to reconciling work/career and family, or whether the contractual framework conditions did not allow for full-time employment.

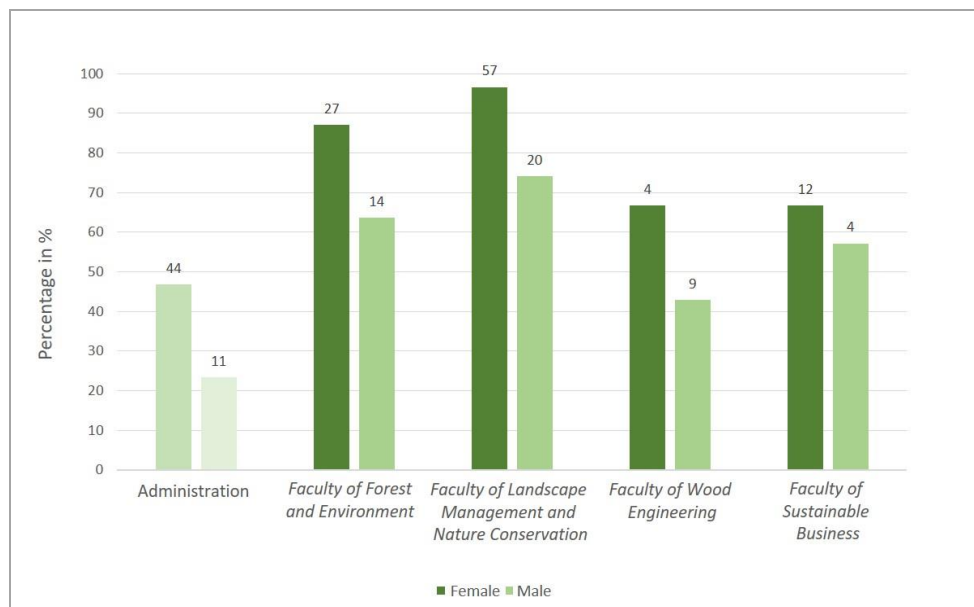


Figure 5: Employment situation of academic staff - part-time employment (as of 03/2023). The absolute numbers are shown above the columns.

Currently, 28 persons are known to be in **doctoral procedures**. The majority (59.3%) are female academics in this qualification phase. Since the HNEE does not have its own right to award doctorates, supervision in most cases takes place within the framework of external doctorates or through cooperation with universities. A special feature is the cooperative

research training group between Leuphana University Lüneburg and HNEE. Here, university professors with strong research skills at HNEE are granted the right to supervise doctoral theses in the field of land use in biosphere reserves that shapes biodiversity. Funding from the **Professorinnenprogramm III** is currently being used to support female scientists through doctoral positions and scholarships, particularly for the preparation and finalisation of doctoral theses. In addition, further material funds are available for female doctoral candidates, e.g. for financial support for conference participation, publications or student and research assistants. Based on the results of two surveys (2019, 2022) among female doctoral researchers at the HNEE, additional training is to be offered to female researchers in the doctoral and post-doctoral phase through the programme "On the way to a (UAS) professorship". The survey results also show that doctoral researchers at HNEE are often confronted with difficulties in finding a first supervisor at a university and in gaining admission to universities. In addition, the distance to and the (lack of) integration at the supervising university was perceived as an obstacle.

Research professorships and in particular research professorships with a focus on transfer at the HNEE (cf. Chap. 5.) should be used in a more targeted manner in the future to prepare academics who represent the teaching for the research professor during this time for a further academic career or for a UAS professorship.

### **Students**

Fig. 6 shows - in addition to Fig. 2 - the percentage of female students in the different degree programmes of the departments at the HNEE (as of winter semester 2022/23). Women are least represented in all degree programmes in the Department of Wood Engineering (8.3-15.9%). In the Department of *Forestry* and Environment, there are few female students enrolled in the Bachelor's programme in *Forestry* and in the Master's programme in *Forest Information Technology*. In contrast, international degree programmes with a clear reference to social and ecological issues are in greater demand among women. Likewise, the majority of students enrolled in all degree programmes in the Department of *Landscape Use and Nature Conservation* and in all Master's programmes in the Department of *Sustainable Economy* are women, in some cases more than 80%. Admission to the restricted-admission degree programmes is primarily based on qualification through grade point average, taking into account additional criteria (e.g. professional activity, internships) or waiting periods. Further regulations apply, for example, to second degree applicants or in cases of exceptional hardship.

At the Department of Wood Engineering, a separate budget of € 2,000 was made available for the first time in 2023 for targeted gender equality measures at the department.

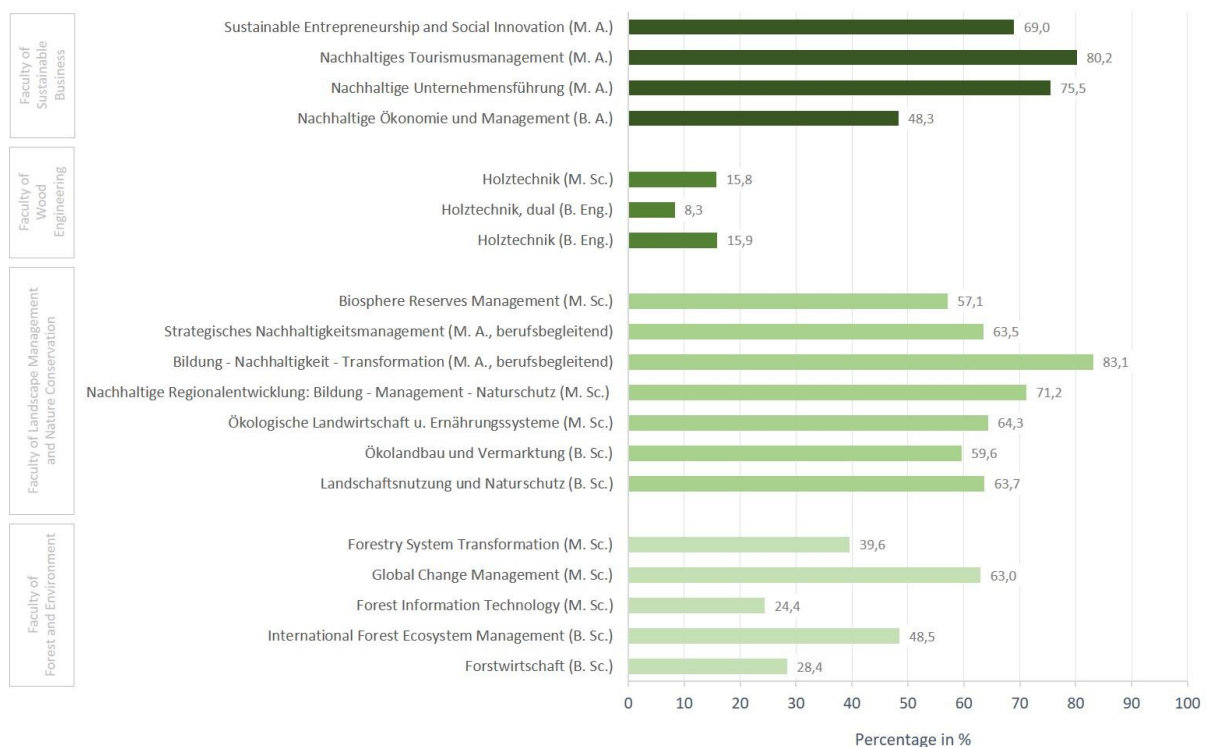


Figure 6: Female students in the various degree programmes (as of winter semester 2022/23).

- **Administration and Science Management**

Administrative staff also includes those who work in science management. 66.7% of the administrative staff are female and the majority of them belong to the group of "other staff" (89.4%).

Although it has already been shown that fixed-term contracts and part-time employment are rarer in the administrative sector than among academics in the faculties, it is also evident for the administrative sector that comparatively fewer women than men work full-time and have fixed-term contracts (Fig. 7). Here, too, the reasons for part-time employment were not surveyed.

When full-time positions are advertised, the suitability of part-time eligibility will be considered as a matter of principle.

The possibility of flexitime and mobile working allows for a more flexible arrangement of activities.

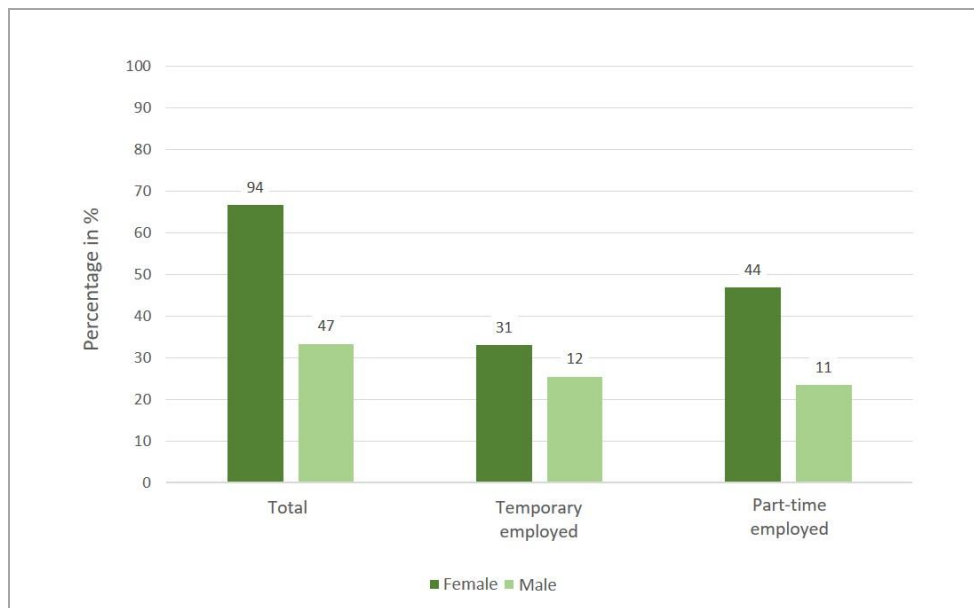


Figure 7: Employees of the administration (as of 03/2023). The absolute numbers are shown above the columns.

- **TIN\* Persons at the HNEE**

Students of the HNEE have the possibility to change their **name and/or gender entry** in the master data since the end of 2022 by Senate resolution (10/2022). From this point on, the name chosen by the student will be stored in the university system, which, among other things, will enable trans\*, inter\* and non-binary students in particular to be addressed in a respectful manner. Employees currently have the option of changing their email address to improve communication and use of a self-selected name.

An **online learning tool** for gender-equitable language is currently being procured. This online tool is to be offered to teachers and administrative staff in particular. In addition to raising awareness, it is intended to offer assistance with uncertainties in gender-sensitive communication.

### 1.3 Committees

The HNEE strives for equal representation on boards and commissions in accordance with § 12 para. 1 LGG. In the case of appointment committees, equal representation is also aimed for, but at least 40% of the voting members must be women, including one female university professor, according to § 40 para. 2 BbgHG. University-wide, Wednesday afternoons are free of lectures and are reserved for committee work from 1 or 2 pm.

The **Senate** is the most important body of the university. The Senate consists of six professors, two academic staff members, two students and one other staff member, who are elected by their group as representatives every two years. Due to the short election period, the composition changes regularly. The Senate has family-friendly meeting times: it meets monthly with meetings starting at 1pm. According to the rules of procedure, the duration of the meetings should not exceed 2 hours. Currently, 5 women and 6 men are active in the Senate.

In accordance with the HNEE's constitution, the **Executive Board** is composed according to function. In addition to the President, the Vice-Presidents, the Student Vice-President, the Chancellor, the Deans and the Equal Opportunities Officer belong to the Executive Board. In addition to the Equal Opportunities Officer, 3 women and 6 men are currently represented on

the Presidential Board. Equal representation can only be achieved indirectly by having equal numbers of women and men in the corresponding positions.

At the decentralised level, the **department councils** are the most important bodies. Elections take place every two years. Fig. 8 shows that here, too, women are underrepresented. In all departmental councils, both the chair and the deputy chair are currently held by men.

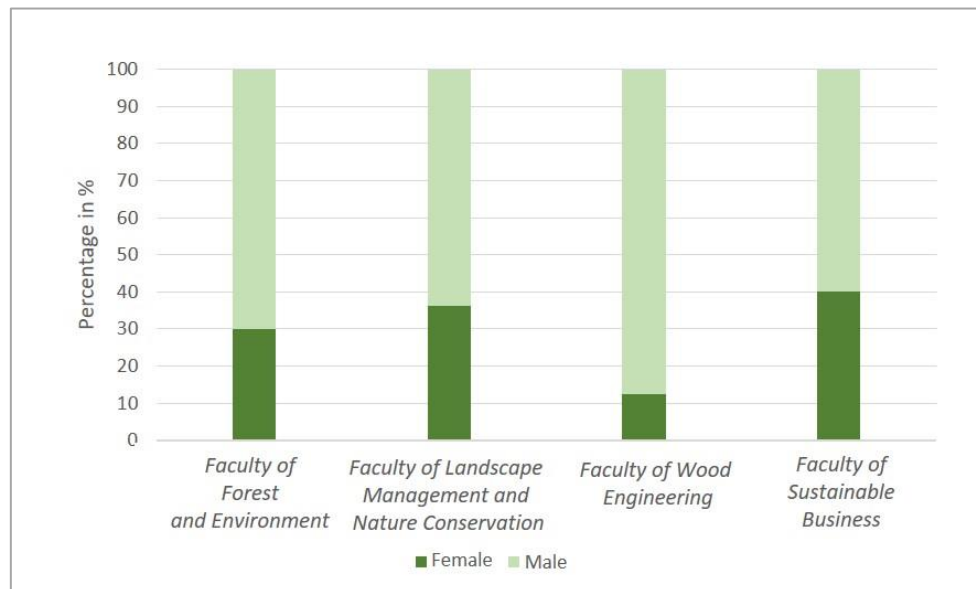


Figure 8: Composition of the departmental councils (as of 06/2023).

With a proportion of female professors of 27.6% (as of 03/2023), compliance with the women's quota in **appointment committees** in accordance with § 40 Para. 2 BbgHG represents a particular challenge. On the one hand, this regulation increases the number of women in important decision-making positions; on the other hand, female professors and academic staff in particular in the faculties of *Forestry and Environment* and *Wood Engineering* are disproportionately often called upon for time-consuming appointment procedures. Compliance with the women's quota is partly only realised through the targeted involvement of female students and external female scientists. In the case of the latter, the disproportionate workload may be externalised. Students and staff in particular can also find themselves in conflict situations when decisions are made due to dependencies within the commission.

## 1.4 Teaching

Universities educate students who, after their studies, act as multipliers of the subject content they have learnt, but also of convictions and values. For this reason, and based on the guiding principle of sustainable development and the **teaching mission statement** of the HNEE, the teachers of the HNEE have a special responsibility with regard to **gender- and diversity-sensitive teaching**. Currently, there are few support services (e.g. through the *Brandenburg Study Quality Network*) or awareness-raising measures.

The appointment regulations (02/2023) recommend that candidates be asked to submit gender-sensitive teaching concepts. In addition, the topic of gender competences in teaching and research is addressed by the Equal Opportunities Officer in discussions between the appointment committee and potential candidates. Student interest in gender justice issues is also reflected in final theses, but especially in the [project workshop "Gender & Climate Justice"](#) initiated by students.

## 1.5 Research and transfer

At the HNEE, it is possible to apply internally for **research professorships**. There are currently eleven research professorships, three of which focus on transfer. The research professorships are filled for a limited period of 3 years. During this time, the teaching load of the research professors is reduced by up to 50%. On the one hand, this is intended to strengthen areas at the HNEE that are already strong in research, but on the other hand, it should also enable the individual professors to raise their profile. When selecting and evaluating applications for the research professorships, the different individual starting points and levels of experience are explicitly taken into account. Currently, three of the research professorships are held by female professors.

Gender-specific aspects of research questions have rarely been the focus of applications for **research** funding. It is therefore all the more exciting that the working group of the HNEE's department of "Policy and Markets in the Agricultural and Food Industry" is a partner in the EU-funded collaborative project to promote the participation and recognition of women in innovation processes in rural areas and agriculture ["FLIARA" \(Female-Led Innovation in Agriculture and Rural Areas\)](#) since the beginning of 2023.

## 1.6 Family-friendly university

The Family Friendly University team is the point of contact for university staff with family responsibilities. This team consists of a coordinator with a 25% hourly share and a staff member, also with a 25% position. Student assistants support the team.

The Family-Friendly University offers **overview advice** on topics related to studying or working with family responsibilities, provides support with individual questions and is in contact with the various groups. Various facilities, such as **parent-child rooms** or changing tables, are provided on campus, especially for university members with children. As far as the Family Friendly University is aware, at least 116 people with children are currently studying at the HNEE (based on voluntary reports from student parents). In the last winter semester, 47 parents (34 of them female) applied for the subsidy for student parents as a measure of the family-friendly university.

There are already various ways of making the university family-friendly for students and staff with children or caring responsibilities:

- Flexible working hours (flexitime) and the possibility to work mobile up to 40% of the working hours (personnel administration).
- Meeting dates can be planned in the long term, as they usually take place on Wednesday afternoons, when no courses are usually planned throughout the university from 2 p.m. onwards.
- Cooperation for regular childcare with the City of Eberswalde daycare providers and with Kinderwelt GmbH for flexible childcare.
- Provision of parent-child rooms, nappy-changing facilities, loan of notebooks and an annual allowance for student parents with children, regular networking and exchange events
- Individual course planning in the event of family commitments

Like the Equal Opportunities Officers, the Family-Friendly University is also involved in the *Diversity and Equal Opportunities Network*, which enables synergies to be used and offers to be made more visible. In the city, the university is well networked on family topics (e.g. funding opportunities, family leisure time, family-friendly company structures), not least through its active membership in the *Eberswalde Local Alliance for Families*. The university is also a

member of *Familie in der Hochschule e. V.* and the *Netzwerk Familie und Hochschule im Land Brandenburg* and also benefits here from the exchange and experience and ideas of other institutions.

## 1.7 Public relations, language, awareness-raising

The HNEE Executive Board already agreed in 2015 on **gender-sensitive spelling** in all legally binding documents and correspondence. In particular, the use of neutral forms or the use of the gender asterisk inside words is emphasised in order to address all people - regardless of their gender identity - in a respectful manner. This regulation is applied for the most part. Particular attention is paid to it when **advertising jobs and professorships**; the commonly used suffix (m/f/d) is dispensed with in advertisements, and instead attention is paid to a gender-sensitive, non-binary advertisement text. It is also pointed out that applications should be submitted without photos.

With the upcoming or already partially completed **web relaunch** of the website, attention is also being paid here to uniform and gender-sensitive language. The guidelines for all (sub-) editors also contain information on the use of gender-sensitive language. An **online learning tool** for gender-sensitive language is currently being procured.

So far, own awareness-raising measures, further training and various events have only been offered selectively, e.g. on action days, due to existing capacities. However, reference is made to existing offers at other universities. Public relations work in the area of gender equality is also currently only being carried out to a very limited extent. In the upcoming semester, the Equal Opportunities Officers will again offer a project topic to work on in the compulsory cross-curricular first-semester module *"Introduction to Sustainable Development"*. This year, the topic will be the visibility of gender equality work at the HNEE. The students can set their own priorities and contribute ideas, while the equal opportunities officers learn from the students to what extent equal opportunities work is visible to students, where there are needs and with which formats students could be better reached.



## 2. Targets and measures (2023-2026)

### 2.1 Bring about cultural change - embedding gender equality and fewer inequalities as goals of sustainable development and thus of the self-image of the HNEE

The UN's 2030 Agenda defined gender equality (SDG 5) and fewer inequalities (SDG 10) as two of the 17 Sustainable Development Goals. Increased visibility and recognition of this connection should bring about a cultural change and thus strengthen the reputation of gender equality work at the HNEE and promote actual gender mainstreaming.

Exemplary measures for implementation
Raising awareness through events on the topic of "Gender and Sustainability"

### 2.2 Improvement of structures for gender equality tasks, improved gender monitoring

The tasks of the equal opportunities officers are numerous and varied and require greater professionalizing of equal opportunities work. The existing human resources are the most important limiting factor for the visibility of gender equality work at the HNEE, but also for the realisation of specific measures. For this reason and in order to realise gender mainstreaming, a stronger and more visible structural integration of the equal opportunities officers as well as the appointment of decentralised and, if necessary, also student equal opportunities officers is aimed for. As a basis for gender equality work, an improved process for gender monitoring is also being sought.

Exemplary measures for implementation
Formation of a Gender Equality Commission for the strategic orientation of gender equality work
External advertisement of the position of Equal Opportunities Officer
Appointment of decentralised and, if necessary, student equal opportunities officers as persons of trust for low-threshold contactability; active approaching of women for these elective offices
Development of regulations on appropriate leave of absence for the deputies of the central equal opportunities commissioners to ensure deputisation situations but also to exchange content
Integration of gender monitoring into university controlling

### 2.3 Balanced staffing of top positions

The aim is to achieve a gender-balanced distribution of top positions.

Exemplary measures for implementation
Active recruitment of suitable women to apply for advertised university management positions and at department management level
Actively approaching and encouraging women to fill elective positions in cases of underrepresentation; also through incentives

## 2.4 Increase the number of female professors

By 2030, 26 professorships will be vacant. In addition, the filling of 5 endowed professorships is currently planned. Within the next 4 years, 18 professorships are expected to be filled. With equal and timely filling of the positions, the HNEE aims to have at least 34.3% female professors by 2026.

Exemplary measures for implementation
Improve the process for actively recruiting women, if necessary by involving external subject-specific experts earlier.
Particularly in the case of an extension of the call deadline, specification of intensified efforts to actively recruit women, if necessary naming target numbers for female applicants.
Continuous adaptation of measures to counter <i>implicit bias</i> in appointment procedures; emphasis on gender-equitable design of procedures in terms of sustainability (→ Cultural change; Cf. Objective 1)
Consideration of individual career and CVs when assessing applicants ( <i>achievements relative to opportunity</i> )

## 2.5 Promotion of female scientists in qualification phases, in particular support for female doctoral candidates and post-docs

In order to be able to attract female academics to (UAS) professorships, female researchers should be supported more strongly in the early career phases and integrated into everyday university life and teaching in order to avoid or minimise *drop-out*.

Exemplary measures for implementation
Financial support for female academics through funds from the Professorinnenprogramm III, e.g. for conference participation, publications, auxiliary staff
Creation of special continuing education programmes for female academics in the programme " <i>On the Way to a (UAS) Professorship</i> " through funding from the Programme for Female Professors III
Establishment of minimum standards with regard to contract length and number of hours when advertising doctoral positions
Strategic promotion and personnel development of female academics through early identification of career prospects and systematic development of doctoral candidates and postdocs with regard to the necessary requirements for a (FH-) professorship

Improved structuring of employment contracts with appropriate terms and hourly scopes, offer of part-time employment especially for persons with care and nursing responsibilities
Consideration of individual career and life histories when recruiting new staff, especially for skilled positions ( <i>achievements relative to opportunity</i> , cf. 2.4).

## 2.6 Targeted personnel development of women in the administration

Exemplary measures for implementation
Strategic promotion of women through targeted personnel development and highlighting career prospects and further development opportunities (cf. 2.5)
Improved structuring of employment contracts with appropriate terms and hourly scopes, offer of part-time employment especially for persons with care and nursing responsibilities (Cf. 2.5)

## 2.7 Consideration of the concerns of TIN\* persons

Greater consideration of TIN\* persons and awareness-raising among university members will be sought.

Exemplary measures for implementation
Continuous sensitisation of all university members
Creation of a guide for inclusive language and appreciative communication
Realisation of <i>WCs for all</i> (in progress)
Creation of the possibility to change name and/or gender also for employees

## 2.8 Balanced composition of all bodies

The HNEE strives for equal representation on committees and equal participation in decision-making processes for the greatest possible diversity of perspectives. In the areas where women are generally in the minority, the composition of committees should be in accordance with this proportion, whereby women should make up at least one third of the voting members according to § 61 para. 2 sentence 2 BbgHG. Access to key positions in academic self-administration should be made equally possible for all. Appreciative communication and transparent decision-making in the context of committee activities are expected at all times.

Exemplary measures for implementation
Actively encouraging women to lead bodies and participate in decision-making processes

Creation of relief measures for female academics in the event of disproportionate stress in appointment committees ( <i>in progress</i> )
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Establish family-friendly meeting times and long-term scheduling, especially to facilitate the participation of employees with care responsibilities.
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## 2.9 Promotion of gender-sensitive teaching

In line with the HNEE's **teaching mission statement**, inclusive and gender-sensitive teaching should be pursued and promoted more consistently in the future. Continuous sensitisation of newly appointed and existing professors is necessary for this.

Exemplary measures for implementation
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Creation of (compulsory) further training courses and online learning tools on the topic of gender- and diversity-sensitive teaching.
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Addition of a question on gender- and diversity-sensitive teaching in the teaching evaluations
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## 2.10 Making gender-sensitive research visible, especially in the context of sustainable development

Exemplary measures for implementation
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Development of lecture/exhibition formats or contributions, e.g. on best practice examples, accompanied by opportunities for exchange and discussion.
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Publicising suitable funding programmes and advising on possibilities for supplementing one's own research with gender-specific aspects and opportunities for cooperation
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## 2.11 Continuation and further improvement of the compatibility of career and family

Particularly with regard to working hours, childcare and the care of relatives in need of care, work should continue to be done for all university members to enable the best possible reconciliation of family and studies or career.

Exemplary measures for implementation
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Offer flexible childcare for university employees
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Offer further training and awareness-raising measures on family-friendly leadership
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Offer regular events and exchange formats on the topic of caregiving
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More family-friendly organisation of meeting times (committee work) through long-term appointment arrangements for better planning (cf. 2.11)

## **2.12 Creating greater visibility for gender equality work**

In order to achieve a cultural change at the HNEE, gender equality and thus gender equality work must be understood more strongly as part of sustainability. To achieve this, the visibility of gender equality work should be improved and appropriate support services created.

Exemplary measures for implementation
Targeted approach of potential female candidates for the office of central, decentralised and, if applicable, student Equal Opportunities Officer (Cf. 2.2)
Development of offers on the topic of gender equality and sustainability
Development of a guideline for inclusive language and appreciative communication
Creation of a regular offer to use the online learning tool

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