

CENTRAL  
**GENDER EQUALITY  
CONCEPT**



HOCHSCHULE MITTWEIDA  
2021 — 2023

**Mittweida University of Applied Sciences**

Rector of Mittweida University of Applied Sciences

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# 1. Framework

## 1.1 Profile of the University

The University of Applied Sciences Mittweida (HSMW) is the largest university of applied sciences (HAW) in Saxony with around 7000 students. In the course of the digital transformation, HSMW has developed a profile-forming range of subjects characterized by interdisciplinary computer science and media. Together with classic engineering and industrial engineering focal points as well as social work, it is fundamentally oriented towards the needs of the economy and social structure in Saxony and positions itself supra-regionally and internationally in selected topics. In five faculties and the Institute for Knowledge Transfer and Digital Transformation (IWD), the university offers study programs with Bachelor's, Master's and diploma degrees. The range of courses is influenced by constant interdisciplinary development in teaching and research. This ensures the quality and topicality of the educational offerings and is what distinguishes the university type of Applied Sciences.

The group of students at HSMW is heterogeneous in terms of entrance requirements, educational biography, age and phase of life of the students. In order to do justice to the diversity of lifestyles and the widely differing levels of entry, HSMW offers, among other things, practice-oriented, cooperative study programs, part-time and part-occupational models, as well as distance learning options. The internationalization of the university is an essential prerequisite for success in national and international competition. Internationalization and digitalization are a focal point in the development of the university and are understood as a holistic task that is the joint responsibility of all university members.

Since spring 2020, social life and everyday working life have been significantly affected by the Corona pandemic. Academic life has not remained unaffected either. The pandemic has contributed to the fact that, within a very short time, already existing digital teaching and learning formats have gained in importance at HSMW and additional purely digital offerings have been developed. These will be further expanded and consolidated in the coming years, in part as hybrid formats. The flexibility for students and teachers resulting from the delocalization opens up new forms of participation and the compatibility of work and family.

In addition, HSMW has an impact on society with its "third mission" and reaches all age groups with a variety of events. Employees and students benefit from family-friendliness, practiced inclusion and a wide range of sports and health-oriented offers. These range from offers in early education facilities, for example, to the Children's University, summer

campus, participation in Olympiads in cooperation with school facilities, to formats such as the public lecture series for the population and students. With its certification as a family-friendly university, HSMW also communicates its values and attitude of promoting the compatibility of studies and family or work and family to society. HSMW strives to create framework conditions and offers that serve to reconcile the operational interests of the university and the family interests of employees and students.

## 1.2 Female Professors Program III of the Federal Government and the States

In 2018/2019, HSMW successfully participated in the Female Professors Program III of the Federal Government and the Federal States. It is the only HAW in Saxony, along with the University of Leipzig, to have been selected for funding in the first call on the basis of its equal opportunities concept. The focus in the third program phase is on personnel development and recruitment on the path to professorship. The aim is to increase the number of female professors at universities and to strengthen structural gender equality effects. The latter refers above all to the recruitment and integration of young female academics. Within the scope of this funding, HSMW was able to realize one regular professorship and two anticipatory professorships. The funds released through the funding of the regular professorship are used for measures to promote gender equality. In this context, an advisor position for gender equality was created in 2019 and scholarship programs were realized. Furthermore, nine female BA students from all disciplines and four female Master's students have received a two-semester research scholarship. Currently, three women are doing their doctorates in cooperative procedures within the framework of the Female Professors Program III. The female doctoral students meet monthly for exchange, networking and to expand their skills in scientific work, presenting and publishing.

## 1.3 Work on Gender Equality at HSMW

HSMW can look back on a decade of institutionalized gender equality work. Equality is both a cross-cutting issue and a quality feature. Ensuring equal opportunities with regard to the different life situations of women and men in study and work is an essential element in HSMW's profile-building process. HSMW is expressly committed to a climate of equal opportunities for women and men and to the promotion of corresponding gender-equitable study and working conditions. Equal opportunities, i.e. equal rights and development perspectives for women and men in all areas of the university, is a strategic concern of HSMW. This philosophy is included in the mission statement and all thematically relevant framework plans:

- in the target agreement between the Saxon State Ministry of Science, Culture and Tourism (SMWKT) and the HSMW<sup>1</sup>,
- in the target agreements between the university management and the faculties<sup>2</sup>,
- in the Higher Education Development Plan of the Free State of Saxony until 2025<sup>3</sup>,
- in the Higher Education Development Plan of the HSM until 2025<sup>4</sup>,
- since 2009 in the target agreement for the „audit familiengerechte hochschule“<sup>5</sup>,
- in the university's gender equality concept<sup>6</sup>,
- in the equal opportunities concepts of the faculties<sup>7</sup> and
- in the accreditation and system accreditation processes of all study programs.<sup>8</sup>

At the same time, a continuous expansion of tasks in the context of gender equality, diversity and inclusion can be observed. In addition, the diversity of students with regard to their respective cultural and social background or their educational path has increased significantly in the past decade.

At HSMW, a total of eight Gender Equality Officers (Gleichstellungsbeauftragte - GBA), including their representatives, currently carry out the tasks of gender equality work: one central GBA and seven decentralized GBAs of the faculties, institutes and central facilities. The Equal Opportunities Office for institutes and central facilities was split in the current election period. As a result, there is one more JCC for the Institute for Knowledge Transfer and Digital Transformation (IWD)<sup>9</sup>. The central GBA is also the state spokesperson in the state conference of equal opportunities commissioners at universities in Saxony in her second term of office and represents the interests of HAW there. At the same time, she also holds the office of Women's Representative.

The distribution of the GBA at HSMW from 2021 to 2024 can currently be seen as follows:

<b>Central GBA:</b>	female Professor
Substitute central GBA:	female doctoral research assistant
<b>Faculty of Media:</b>	Student
Substitute:	female Professor
Substitute:	female Professor
<b>Faculty of Social Sciences:</b>	female research assistant

<sup>1</sup> Cf. [https://www.studieren.sachsen.de/download/HSM\\_ZV\\_2021-2024\\_final.pdf](https://www.studieren.sachsen.de/download/HSM_ZV_2021-2024_final.pdf) (24.09.2021).

<sup>2</sup> Cf. target agreements between the university management and the faculties, are available as a PDF in the central information portal of HSMW..

<sup>3</sup> Cf. <https://www.studieren.sachsen.de/download/Hochschulentwicklungsplanung.pdf> (24.09.2021).

<sup>4</sup> Cf. University Development Planning 2025, available as a PDF in the central information portal.

<sup>5</sup> Cf. target agreement for obtaining the certificate for the family-friendly university audit, available as a PDF in the central information portal of the HSMW.

<sup>6</sup> Cf. equality concept of Mittweida University of Applied Sciences, the current version is available as a PDF in the central information portal of the HSMW.

<sup>7</sup> Cf. equality concepts of the faculties, available as PDF in the central information portal of the HSMW.

<sup>8</sup> Cf. documents on accreditation, available as PDF in HSMW's central information portal.

<sup>9</sup> <https://www.institute.hs-mittweida.de/webs/iwd/>

<b>Faculty CB<sup>10</sup>:</b>	female PhD research assistant
Substitute:	Professor (habil.)
<b>Faculty INW<sup>11</sup>:</b>	female PhD research assistant
Substitute:	research assistant
<b>Faculty WI<sup>12</sup>:</b>	female Professor
<b>IWD<sup>13</sup>:</b>	female PhD research assistant
<b>Central Facilities:</b>	female PhD research assistant
Substitute:	female administrative assistant

In addition, an advisor funded by the Federal and State Program for Women Professors III supports the work of the GBA, for example, the development of a diversity concept for the HSM. In November 2020, she was appointed to the Equal Opportunities Advisory Board of the Free State of Saxony.

The GBA's primary task is to raise awareness of the issues of equal rights and equal opportunities in all aspects of everyday university life, both on the part of students as well as employees and teachers. This means, for example, participation and representation of interests in appointment and other recruitment procedures as well as in the awarding of the "Deutschlandstipendium".

The GBA also develop and coordinate measures to promote equal opportunities in all areas of HSMW. These measures are summarized in HSMW's central equal opportunities concept. The monthly exchange in a working group is particularly purposeful in order to discuss equality-relevant topics in the university's internal communication processes (such as university development, personnel development, quality management/quality assurance) and to discuss individual requests. In 2019, the JCCs, together with the Saxony Coordination Office, organized a specialist conference "I, you, he, she, it, \*, we - A Day for All!", which focused on the concept of cross-university diversity management..<sup>14</sup>

Within HSMW, the position of the GBA is recognized and valued by those responsible for personnel, in university committees and in the staff council. In accordance with the legal possibilities, structural relief and reductions are implemented in consultation with the supervisor.

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<sup>10</sup> Applied Computer Sciences & Biosciences

<sup>11</sup> Engineering

<sup>12</sup> Industrial Engineering

<sup>13</sup> Institute for Knowledge Transfer and Digital Transformation

<sup>14</sup> Fachtag der Gleichstellungsbeauftragten „ich, du, er, sie, es, \*, wir – Ein Tag für Alle!“ on 22.05.2019.

## 1.4 Structural and legal Framework

At the federal level, the rights and duties of the GBA are defined in the General Equal Treatment Act (Allgemeines Gleichbehandlungsgesetz, AGG) with a) participation in appointment procedures without voting rights, b) participation in job announcements without voting rights, as well as c) as a voting member in the faculty council.<sup>15</sup> In addition, the Federal Act on the Enforcement of Equality between Women and Men (Bundesgesetz zur Durchsetzung der Gleichstellung von Frauen und Männern, BGleIG) has the goal of "achieving an equal share of the genders among employees at all levels of the hierarchy."<sup>16</sup>

In the Free State of Saxony, equality and equal opportunities are regulated 1) in the Act on the Promotion of Women and the Compatibility of Family and Career in the Public Service in the Free State of Saxony (Sächsisches Frauenförderungsgesetz, SächsFFG)<sup>17</sup>, 2) in the Constitution of the Free State of Saxony<sup>18</sup> as well as 3) in the Saxon Higher Education Freedom Act (SächsHSFG)<sup>19</sup>.

In addition to the legal framework conditions, the HSMW's equality goals are also derived from the university's target agreement with the SMWKT.<sup>20</sup> In the current target agreement period 2021 to 2024, the university is aiming for a proportion of female professors of 21 per cent and is committed to updating the equal opportunities concept and the action plan for implementing the UN Convention on the Rights of Persons with Disabilities. The Coordination Unit for Equal Opportunities provides advice to the universities.

## 1.5 Social Contact Office

Considering the activities of the GBA in a part-time capacity, the establishment of the Campus Office for Family and Equal Opportunities - now the Social Contact Office (Sozialkontaktstelle, SKS) - has proven to be reasonable and effective. Now the structural

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<sup>15</sup> Cf. <https://www.gesetze-im-internet.de/agg/> (07.09.2021).

<sup>16</sup> Cf. [https://www.gesetze-im-internet.de/bgleig\\_2015/BJNR064300015.html](https://www.gesetze-im-internet.de/bgleig_2015/BJNR064300015.html) Gleichstellung / 3.5.4 Beteiligung der Gleichstellungsbeauftragten (§§ 27 Abs. 2 und 3, 30, 32 BGleIG) (07.09.2021).

<sup>17</sup> Cf. <https://www.revosax.sachsen.de/vorschrift/3637-Saechsisches-Frauenfoerderungsgesetz> (07.09.2021)

<sup>18</sup> Cf. [http://www.lexsoft.de/cgi-bin/lexsoft/justizportal\\_nrw.cgi?xid=3486996,57](http://www.lexsoft.de/cgi-bin/lexsoft/justizportal_nrw.cgi?xid=3486996,57) §§ 5 und 55 SächsHSFG) (07.09.2021).

<sup>19</sup> Cf. <https://www.revosax.sachsen.de/vorschrift/3975-Verfassung,Verfassung-des-Freistaates-Sachsen:Artikel-8,18> (07.09.2021).

<sup>20</sup> Target and performance agreements between Saxon higher education institutions and the SMWKT are a central instrument of higher education management. The term is four years, retroactive from 01.01.2021 to the end of 2024. The target agreements form the specific framework for each individual state higher education institution for setting priorities in study, teaching and research and are used to promote an equal-opportunity and inclusive higher education institution. [Cf. Staatsministerium für Wissenschaft, Kultur und Tourismus (SMWKT) (2021b): Zielvereinbarung gemäß § 10 Abs. 2 SächsHSFG zwischen der Hochschule Mittweida und dem Sächsischen Staatsministerium für Wissenschaft, Kultur und Tourismus. ([https://www.studieren.sachsen.de/download/HSM\\_ZV\\_2021-2024\\_final.pdf](https://www.studieren.sachsen.de/download/HSM_ZV_2021-2024_final.pdf) 24.09.2021)



and content-related objectives of the SKS are no longer focused exclusively on equality but rather on diversity issues. It is a contact and service point for both students and employees of HSMW. The topics of the SKS are reflected in the following fields of work:

- People with disabilities/chronic illness,
- Inclusion,
- Families,
- People with care-giving obligations,
- Supporting the Gender Equality Working Group (AG Gleichstellung),
- MINT-promotion,
- Coordination and implementation of the "audit family-friendly university" („audit familiengerechte Hochschule“),
- Event and project management within the framework of the 'audit family-friendly university' and to promote the STEM interest of girls and young women,
- conflict solution management.

The SKS advises and mediates in personal or family-related changes in life situations in order to combine studies/work and family or personal requirements. It supports students in applying for disadvantage compensation and maternity/parental leave and is a service point for families and carers.

The above-arching goal is to create a healthy environment for student families, disadvantaged students, as well as employees through the creation of suitable structures at the HSMW. The personal cooperation and lively exchange between the various structural units, the gender equality committees and the SKS, which has been developed over the years, is well established. The SKS is also represented in several committees, e.g. in the Gender Equality Working Group (AG Gleichstellung), the commission for the German Scholarship (Deutschlandstipendium) and the Occupational Health Management.

## 1.6 Regional and supraregional Networking

Opportunities for exchange and networking are essential for the continuous professionalization of gender equality work, both internally and externally. The GBAs are also very well networked in supra-regional boards for the promotion of gender equality at the state and national level. These boards are:

- the Coordination Unit for Equal Opportunities Saxony,
- the State Conference of Gender Equality Officers at Universities in Saxony (LaKoG),
- the Gender Equality Advisory Council of the Free State of Saxony,
- the State Rectors' Conference,
- the Gender Competence Centre Saxony and
- the Federal Conference of Women's and Gender Equality Officers (bukof).

The form of cooperation with the four most closely networked bodies is briefly explained below.

*a) Coordination Unit for Equal Opportunities Saxony*

The CBAs work closely with the Coordination Office for Equal Opportunities in Saxony. Starter-Kit-Workshops are regularly held for the new GBAs, in which the basics of gender equality work are taught. Since there is a lively exchange between the state spokesperson and the coordination office anyway, the GBAs of the university are informed about all university policy news as well as gender equality and inclusion.

*b) State Conference of Gender Equality Officers at Universities in Saxony (LaKoG)*

According to § 55 (5) of the Saxon Higher Education Freedom Act (SächsHSFG), it is possible for the GBAs of the universities to merge into a state conference. Against this background, HSMW also participates at the state level via the central GBA. The LaKoG meets semi-annually and works together on relevant and current gender equality issues.<sup>21</sup>

*c) Gender Equality Advisory Council of the Free State of Saxony*

The Gender Equality Advisory Council of the Free State of Saxony is a non-party, professionally oriented and advisory board.<sup>22</sup> As mentioned, the professional exchange is supported and promoted by the Gender Equality Officer.

*d) State Rectors' Conference*

The State Rectors' Conference has a newly formed working group dedicated to the topic of "Equality and Recruiting of Women Scientists". The Gender Equality Officer is represented in this working group through the Equal Opportunities Advisory Council.

## **2. Target group-specific situation analysis with derived measures**

With its gender equality concept, HSMW successfully participated for a second time in the call for applications for the Female Professors Program. As a result, three women were appointed in 2019 and 2020, one regular professorship and two preferential professorships (Vorzugsprofessur). The funds released from the financing of the regular professorship will be used for gender equality measures until 2024.<sup>23</sup>

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<sup>21</sup> [www.lakog-sachsen.de](http://www.lakog-sachsen.de)

<sup>22</sup> <https://www.gleichstellung.sachsen.de/gleichstellungbeirat-4297.html>

<sup>23</sup> See point 1.2 Female Professors Program III of the Federal Government and the Federal States.

The years 2020 and 2021 are also marked by the Corona pandemic at the HSMW. Top priority was given to measures to limit the spread of the virus, such as avoiding contact, mobility, and compliance with hygiene requirements. This required enormous efforts from all employees in all areas. Almost overnight, solutions had to be found in March 2020 to replace the extensive suspension of face-to-face teaching with the help of digital online distance teaching. The same applied to the switch to mobile work in faculty and university management. Measures to promote equality were also carried out online or hybrid wherever possible, e.g. the children's university or the doctoral students' meeting.

The emphasis was on supporting lecturers and students in all life situations during the digitalization process. In order to achieve this, the Prorectorate for Education, the IWD and the Network and Communication Centre (NCC) of HSMW have developed a comprehensive range of help and support services under the name "Campus Mundus University"<sup>24</sup> in cooperation with the faculties and central institutions, which is continuously updated. Students in special life situations were enabled to participate in their studies in an equal-opportunity manner, for example, by means of disadvantage compensation in examinations.

With the University Ranking according to Gender Equality Aspects 2021, the Center of Excellence Women and Science (CEWS) now presents a new comparative statistic. The ranking is based on data from the official higher education statistics from 2019. This ranking aims to compare the performance of higher education institutions in terms of gender equality on a continuous and nationwide basis with the help of quantitative indicators.<sup>25</sup> HSMW performs very well in the area of "full-time academic and artistic staff" as well as in the area of "increase in the proportion of professorships held by women compared to 2014."<sup>26</sup>

The detailed analysis and balancing of the current status at HSMW is proceeded according to the following target groups 1) professorships, 2) academic and nonacademic mid-level staff, 3) students, 4) faculties, institutes, central facilities and administration, 5) doctoral students and 6) pupils. The statistics of the CEWS as well as key figures from university management are used.

## 2.1 Professorships

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<sup>24</sup> <https://www.campus-m-university.de/>

<sup>25</sup> The CEWS University Ranking by Gender Aspects 2021 has been published online and is available as PDF., cf. Löther, Andrea (2021): Hochschulranking nach Gleichstellungsaspekten 2021, S. 67, GESIS - Leibniz-Institut für Sozialwissenschaften.

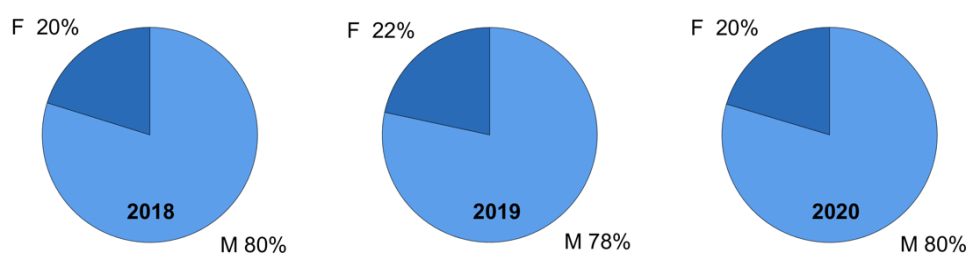
<sup>26</sup> cf. Löther, Andrea (2021): Hochschulranking nach Gleichstellungsaspekten 2021. Ranking of higher education institutions by gender aspects 2021. GESIS – Leibniz Institut für Sozialwissenschaften. Accessible via: <https://www.ssoar.info/ssoar/handle/document/74765> (24.09.2021).

Die The participation of women in leadership positions as professors is an essential indicator of the status of equality at a university. National programs such as the Female Professors Program or voluntary commitments by the scientific community such as the "Offensive for Equal Opportunities for Women Scientists and Scholars" essentially aim to increase the proportion of women in these leadership positions.<sup>27</sup>

At HSMW, appeal procedures are uniformly regulated in the appeal regulations and have been accompanied by a central appeals officer since 2019. In the area of recruitment, the faculties ensure that equal consideration is given to both genders. Women are specifically addressed in job advertisements and the positions are published in special databases for female academics.

It is still difficult for universities of applied sciences (HAW) to recruit female professors in the natural sciences and engineering. One reason for this is the specific career path to a HAW professorship, which requires a combination of scientific and practical/application-oriented qualifications. The fact that the faculties nevertheless succeed is proven by the current appointment of a woman in September 2021 in the Faculty of Engineering Sciences to the professorship of Automated Joining Processes and Simulations. In addition, the stipulated proportion of female professors of 17.7 % was successfully met in the past target agreement period between the HSM and the SMWK.

#### Comparison of the percentage of female professors at HSMW between 2018 and 2020



The graph shows that the proportion of women in professorships is expandable. The goal is to continue the positive trend from 2020. Since young academics are affected by fluctuations, this group of people is not yet a reliable starting point in the sense of the cascade model. The existing measures are therefore not yet having the desired effect. Increasing the recruitment of women for professorships should therefore continue to be at the forefront of gender equality work in the coming years. To further increase the proportion of women in the application process, the topic of "targeting women" will be

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<sup>27</sup> Ibid.

addressed more strongly in the appointment process in the future. An appointment guideline is to be developed by 2023. Starting with the advertisement of a professorship up to the appointment, these guidelines will recommend the steps of an equal opportunity approach as well as the type of involvement of the GBA in all processes of a procedure.

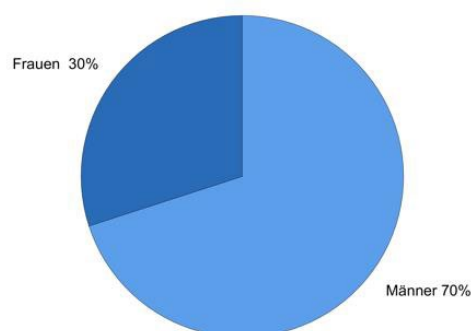
In order to increase the proportion of women in professorships, the issue of combining work and private care, and thus above all the ability to plan careers, is of great importance. A part-time professorship can be an attractive solution here. However, its exercise must not be associated with disadvantages. It should be examined, for example, whether part-time appointment as a civil servant can be made possible, as is already the case in Saxony-Anhalt. The change from a part-time professorship to a full-time professorship should also be open as a regular option.

Previous measures to increase the percentage of female professors will be continued and further expanded. These include:

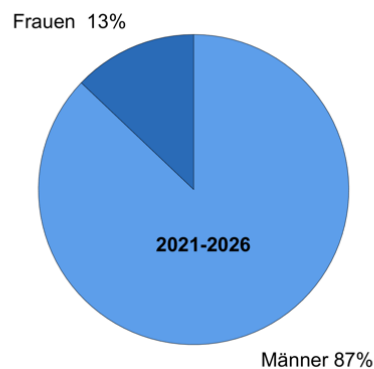
- the targeted encouragement of women to apply for professorships, as well as publication in special databases for female academics;
- taking into account the special needs of female professors with families through the university's social contact office, e.g. by providing support in the search for childcare facilities or in the provision of daycare places at the university;
- the acceleration of appointment procedures to give the first-placed candidate planning security more quickly.

The representation of women in other academic and science-supporting leadership positions was not yet evaluated in the last gender equality concept. The following charts show the proportion of women in leadership positions in the faculties as dean, vice dean or dean of studies. It can be seen that women are still underrepresented in the positions that determine the public image of science. Additional efforts and equality-related measures are needed here.

#### **Proportion of women in leadership positions in the faculties - Dean/Prodean**



## Women in leadership positions in the faculties – Dean of Studies



The HSMW has been awarding the Ingrid-von-Reyher-Award since 2012. Ingrid von Reyher was the first female teacher at the former engineering school. She came to Mittweida in 1945 and taught chemistry, physics and materials science, among other subjects, until 1968. In her honor, the prize is awarded to current or planned projects, plans or concepts that focus on the promotion of equal opportunities for women and men at the HSMW. In these categories, for example, final theses, student projects, innovative teaching, learning or research concepts, supervision concepts, projects for targeted career promotion and research projects are rewarded.

HSMW wants to further develop the award criteria of the Ingrid-von-Reyher-Award: In addition to projects, good examples and role models of women in leadership positions are to be made visible in the future: Full-time and part-time employees, those who have made or are making a career for themselves and those who support other careers in an exemplary manner, as well as women who lead particularly innovative and successful teams, pursue new approaches to personnel management or courageously tread new paths that were previously considered impossible..



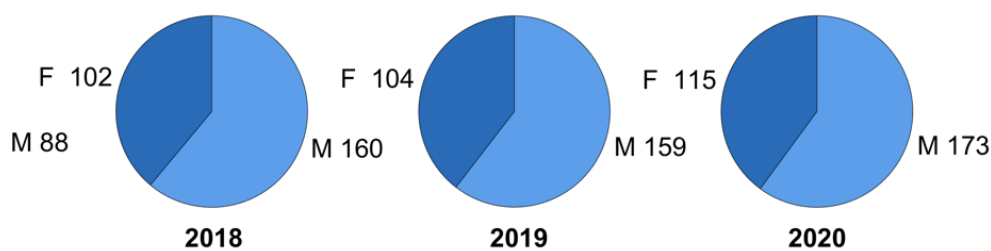
from left: the then Rector Ludwig Hilmer, Gender Equality Officer Rika Fleck, Mayor Ralf Schreiber and Chancellor Sylvia Bäßler unveil the first building named after a woman at Mittweida University of Applied Sciences.12.11.2019<sup>28</sup>

<sup>28</sup> cf. <https://www.hs-mittweida.de/newsampservice/hsmw-news/pressearchiv/detailansicht-pressearchiv/aktuell/6437/>, Foto: Helmut Hammer (24.09.2021)

## 2.2 Staff in the academic and nonacademic mid-level sector

In the 2021 university ranking according to gender equality aspects, the HSMW is in the top group of German universities of applied sciences with its proportion of women in academic and artistic staff below the level of tenured professors.<sup>29</sup>

**Proportion of women in the scientific/non-scientific mid-level sector**



The proportion of female staff in the academic/nonacademic mid-level sector is significantly higher than that of female professors. The number of third-party funded employment of women and men in the scientific mid-level staff at the HSMW has risen steadily in recent years from 262 (2018) to 288 (2020). Third-party funded employment relationships can be found in research and teaching as well as in the service areas. These are always fixed-term employment relationships, which have been subject to a joint agreement on the framework code on dealing with fixed-term employment and promoting career prospects at universities in the Free State of Saxony since mid-2016 and were laid down in HSMW's own service agreement at the end of 2017. This framework code determines, among other things, that the duration of employment is generally based on the duration of the qualification pursued or the duration of the approval of the associated third-party funded project. This gives researchers with families or who are planning a family a more secure perspective.

## 2.3 Students

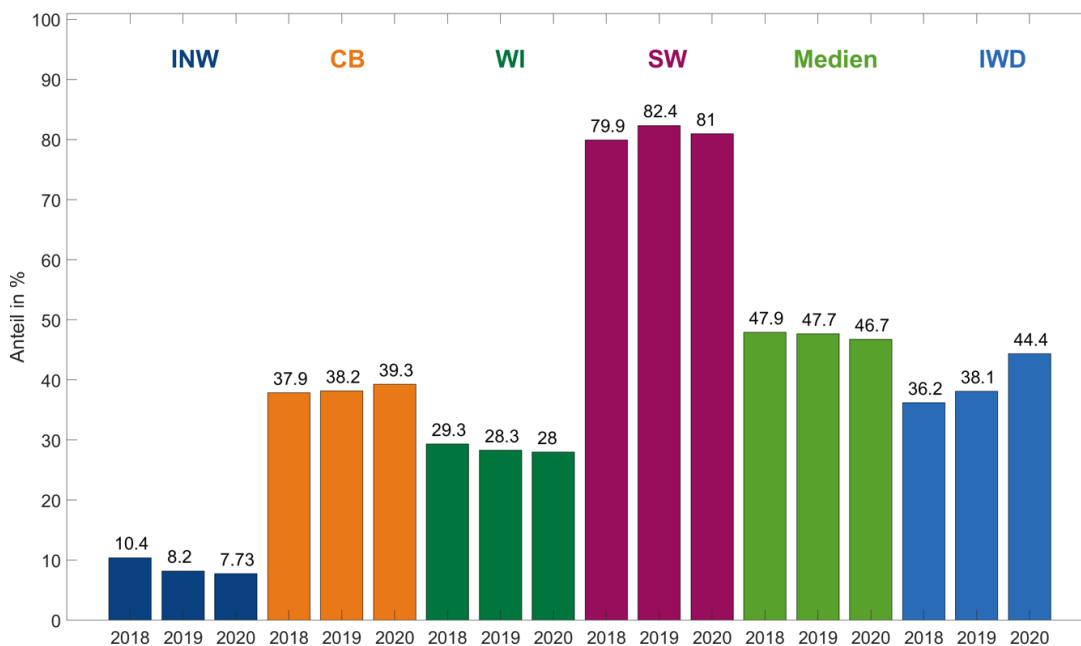
In the annual quality report "Studies and Teaching", the university management and the faculties are provided with extensive gender-sensitive data material regarding student numbers for evaluation. The following overviews show the proportion of students in the faculties from 2018 to 2020.

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<sup>29</sup> cf. Löther, Andrea (2021): Hochschulranking nach Gleichstellungsaspekten 2021. Ranking of higher education institutions by gender aspects 2021. GESIS – Leibnitz Institut für Sozialwissenschaften. Verfügbar unter: <https://www.ssoar.info/ssoar/handle/document/74765>. (24.09.2021)

The number of female first-year students in the faculties is relatively stable in relation to the overall figures. As expected, the proportion of female first-year students is highest in the Faculty of Social Sciences, with an average of around 80 percent. The number of female first-year students in the faculties of Engineering (INW) and Industrial Engineering (WI) is clearly too low).

**Female first-year students in the individual faculties between 2018 and 2020**



Ensuring and increasing academic success at the HSMW is understood as a comprehensive and holistic concept and is the clear goal of quality management. In line with the current state of research, academic success is understood as a complex multidimensional construct. On this basis, study success projects such as MINT-Kompass, "Komm, mach MINT" or study program monitoring and knowledge management have been implemented at the HSMW since 2016.

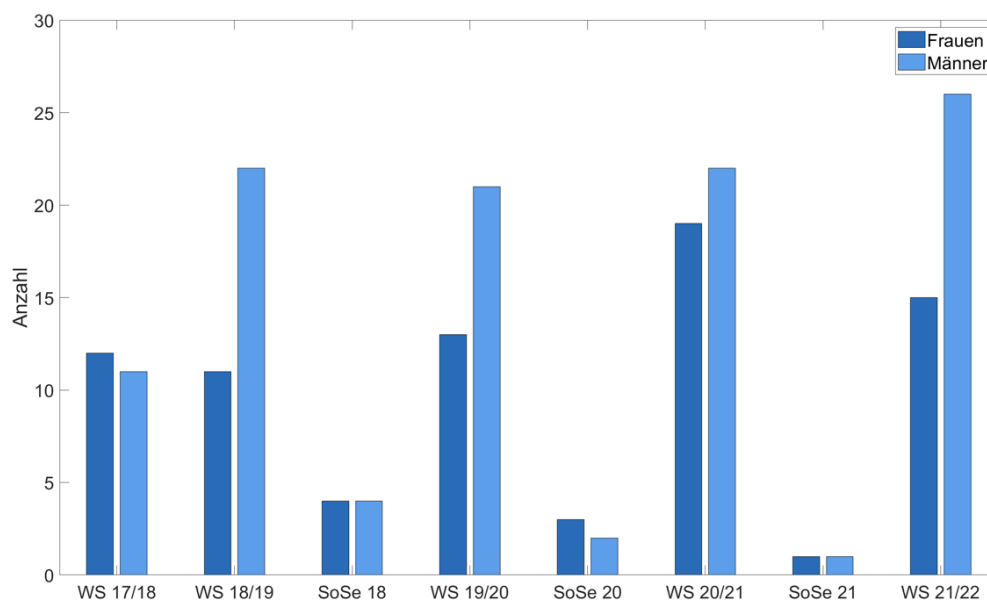
HSMW has participated in the "Deutschlandstipendium" (Germany Scholarship) since 2011. With the "Deutschlandstipendium", the German Federal Ministry of Education and Research (BMBF) has set up a scholarship program for particularly high-achieving and committed students and first-year students. The close cooperation with the business community in the region benefits students and companies alike. The HSMW currently cooperates with 28 sponsors.

Overall, it is obvious that a more gender-sensitive view is necessary in the above-mentioned projects and in the "Deutschlandstipendium" in order to be able to support young women in a more targeted way.



Young women still choose their fields of study in a gender-typical way. HSMW wants to open the way to technical subjects for young women and thus increase the proportion of female students in technical subjects. This also appears to make sense from the perspective of the impending shortage of skilled workers, especially in the technical disciplines, since existing potential must be used to meet the future demand for highly qualified employees. For this purpose, the projects listed above are to be evaluated with regard to the proportion of women and concrete measures to promote gender equality are to be derived. The figures for the "Deutschlandstipendium" are already being recorded.

**Proportion of women among the funded scholarship holders in the Deutschlandstipendium 2017 - 2021**



The proportion of funded female students could be increased by targeting high-achieving female students and inviting them to apply for a scholarship.

Young men also choose their fields of study in a gender-typical way. Due to the structural change in the economy, the need for skilled workers is not only increasing in the technical sector, but also in the service sector. Above all, the social and healthcare professions, which are still considered rather typically female, are gaining in importance. The HSMW therefore not only wants to open up new perspectives for women beyond the gender-typical choice of studies, but also to specifically encourage men, for example in the Faculty of Social Sciences, to become aware of new opportunities and to initiate a systematic approach to this.

## 2.4 Diversity of Faculties, Institutes, Central Facilities and Administration

The gender distribution could not be more different or heterogeneous in the five differently oriented faculties. Overall overviews would distort the view. Therefore, it makes sense to look in more detail at the diversity of the faculties in terms of professorships, women in leadership positions and students.

### 2.4.1 Faculty of Engineering

Statistically, an unequal gender distribution is recognizable in the Faculty of Engineering. For example, fewer women apply for professorships that need to be filled and there are fewer female than male students.

This circumstance is taken into account when filling positions and additional measures are taken to compensate for it (e.g. personal tours of the faculty buildings during the recruitment process; granting additional personal interview opportunities for female applicants during appointment procedures; avoiding unnecessary gender-specific addresses). This should also be emphasized in the area of acquiring new students.

Socially, the tendency can be seen that young women often follow non-technical focal points of interest when it comes to their career choice. Targeted measures are intended to counteract this. For example, successful female students and scientists in the INW Faculty take on public relations work and pass on their experiences.

In addition to the realization of gender-independent study practices (avoidance of preferential treatment of individuals in the study process because of their gender), superficial measures initially aim at the general use of language and expressions, e.g. in forms and documents. At the same time, personal presence for the idea of equality in the relevant bodies and procedures is necessary and should be perceived in an authentic way. To this end, knowledge of and participation in faculty-relevant decision-making processes is important and must be implemented.

### 2.4.2 Faculty Applied Computer Sciences & Biosciences

The Faculty CB is a STEM faculty where women are generally underrepresented, which is particularly evident in the case of female professors. There are only three female professors in the faculty. However, the proportion of female students in the faculty is comparatively high. Likewise, the proportion of female applicants is in some cases well over 40%. The study programs in biotechnology and general and digital forensics are particularly noteworthy.

In order to maintain and increase the proportion of women, the faculty starts with the youngest and tries to inspire enthusiasm for STEM fields with the school lab, MINT-Compass, support for mathematics Olympiads, but also through the commitment of individual professors and staff in schools. In order to promote scientific careers among women more strongly, the Faculty of Computer and Life Sciences wants to develop further measures to improve the reconciliation of career and family.

#### 2.4.3 Faculty Industrial Engineering

In the group of students, the gender distribution in the degree programs (except for industrial engineering) appears to be quite balanced. This also applies to the group of female employees in the scientific and administrative mid-level staff of the faculty. When it comes to professorships, women are still underrepresented with a share of about 20 percent. A total of four professorships are held by women, one of which is also the vice dean.

In the future, one focus of equality for the Faculty of Industrial Engineering and Management will therefore be on attracting female first-year students to the Industrial Engineering and Management program. The faculty has already begun to specifically advertise this degree program in high schools. Within the framework of the digital study information day, young women are specifically informed about the content and perspectives of this degree program with detailed information sequences in online format.

The faculty has already taken measures in the past to attract and promote female students and young female academics, as well as to reconcile work and family life, and these measures will be continued in the future.

#### 2.4.4 Faculty of Social Sciences

The diversity of entry requirements and biographies has always been considered by the Faculty of Social Work. Thus, for over 25 years, in addition to the offer of an undergraduate direct study program, there has also been the possibility of part-time (Bachelor's) and part-time (Master's) studies. In the area of professorships, the proportion of women is roughly equal, there are significantly more women among the staff, and among the students, the proportion of female students is very high. Since September 2021, the Dean's Office has had a female quota of 3:1 in the faculty.

The aim is to broaden competences and impart subject-specific knowledge and methodological tools to inspire, qualify and strengthen women for leadership positions.

Possible formats include the implementation of electives during studies, specialist days and events at the Institute for Competence, Communication and Languages ("Institut für Kompetenz, Kommunikation und Sprachen", IKKS). Voice training, support to strengthen self-esteem and networking activities are also conceivable.

The Faculty of Social Work wants to support gender research through the acquisition of third-party funding in order to scientifically investigate areas such as the selection of studies, studies, careers, etc. for the HSMW and the location Mittweida and to be able to give forward-looking recommendations for action. The existing networks and numerous research projects that deal with gender relations and inequalities provide a good basis for this.

#### 2.4.5 Faculty of Media

Among students, the weighting between women and men is almost equal. The chairs are mainly represented by professors. Of 18 professorships, six are held by women. It is all the more remarkable that two women were appointed in 2020, one of them in the field of media technology.

At the level of management positions, only the position of Dean of Studies for the DHS degree programs that are being phased out is held by women. One focus of the equal opportunities work for the Faculty of Media in the future will therefore be to increase the proportion of women in professorships. This is to be achieved by addressing women more specifically in announcements and by paying more attention to the compatibility of work and care work in the entire selection process and thus, above all, to the ability to plan careers. Here the responsibility lies with the equal opportunities officer, who must draw attention to the issues and increase the awareness of the appointment committee.

#### 2.4.6 IWD

At the IWD, two professorships were filled for the first time, with two women. Also the majority of employees are also women. Regarding the quota of women among students, there has been a positive development in recent years. In 2020, there were more female than male applications/online registrations for the first time. The deputy director of the institute and the position of dean of studies are both held by a woman.

#### 2.4.7 Central facilities/university management

The central institutions of the university include the Institute for Competence Communication and Languages (IKKS), the university library, the university archive, the Network and Communication Centre (NCC), the Centre for Information Management, the

Laser Institute Mittweida University of Applied Sciences (LHM) and the Studienkolleg. The institutions differ in their organization, staff structure and self-image.

The Laser Institute has an engineering orientation and embodies typical MINT relationships in the composition of its professors, academic staff and students. There is a clear majority of men in all three of these groups. The professorships are all male. At the Laser Institute, there is a very low proportion of women among both staff and students. For the NCC (almost all male), the university archive (all female) and the university library (almost all female) there is very little to no gender mix in the composition of staff and in management positions.

At the IKKS, men and women are represented in almost equal proportions. For university management, there is very little to no gender mix in the composition of employees and in management positions. On the other hand, the proportion of women in management positions is comparatively high.

In the next electoral period of the GBA, it is sensible and desirable to establish a separate Gender Equality Officer for the university management, for institutes and for the central institutions. This has already been implemented for the IWD. Nevertheless, equality in the administrative area is a central concern of the HSMW. Of the four departments, Human Resources, Budget, Facility Management and Student Services, three are headed by women. The Chancellor's Office is headed by a woman. Her personal advisor, the controller and the advisor for general legal affairs are also women.

Efforts are being made to attract students, especially in the STEM field. For example, the Institute for Energy Management at Mittweida University of Applied Sciences (ifem) and the LHM participate in the Night of the Sciences, organize study information days at grammar schools and take part in Boys' & Girls' Day or, for example, offer a summer camp for pupils interested in science. Within the framework of the "Third Mission", the IKKS offers the Children's University, which conveys scientific and social topics in a target group-oriented manner and is intended to inspire children for these topics as well as for the university. Furthermore, current social and scientific topics are dealt with in public events. For example, the topic of "gender" is discussed publicly with experts in an event in the 'Dialog Kontrovers' series.

Due to the large number of central institutions and their significant differences, it is a great challenge to develop a uniform (guiding-) line on the topic of gender equality. As a measure to make the topic more visible in the individual areas, a round of representatives for gender equality at the central institutions is to be installed, which will meet every six months to exchange ideas in person.

## 2.5 PhD candidates

In the 2021 university ranking according to equality aspects, the group of doctoral candidates occupies a middle position in comparison with the other University of Applied Sciences in Germany, with a female share of 32.2 percent.<sup>30</sup>

With the modification of the Saxon Higher Education Freedom Act in 2012, access for graduates of universities of applied sciences to doctoral procedures was made easier and degrees from universities and universities of applied sciences were formally placed on an equal footing. However, the right to award doctorates remains reserved for universities, and doctorates can be awarded in a cooperative procedure at universities of applied sciences in Saxony. In this model, doctoral candidates are supervised by a university professor (doctoral supervisor, first examiner) and a university of applied sciences (second examiner).

Between 2017 and 2020, an average of 75 people completed doctorates in cooperative doctoral programs under this model. Most of these were on topics in the STEM fields. The proportion of female doctoral researchers was around 40 percent. In the same period (2017 to 2020), 21 people successfully completed the doctoral program. The majority of the female doctoral candidates are employed as research assistants.

The BMBF project SEM<sup>31</sup> (funded through the Teaching Quality Pact) supported six young researchers in the second funding period from 01/2017-02/2021. The aim of the project was to strengthen the academic mid-level faculty at the HSMW. Within the framework of SEM, a qualification program for the academic mid-level staff was developed in order to improve the quality of teaching. The project had a distinctly interdisciplinary orientation. The male participants in the program were in the fields of laser technology, start-up and quality management, new forms of teaching/learning and digital communication. Women qualified in the areas of energy management and key competences.

Since 04/2021 and until 03/2027, the BMBF project NextGen<sup>32</sup> has been running – an HSMW-owned qualification program that ties in with SEM and supports scientists on their academic career path towards an HAW professorship. The project is based at the IWD. Four young female and four young male academics at the career levels: Research Associate, Academic Assistant and Assistant Professor are currently receiving targeted support. The heterogeneity of the participants in terms of gender, previous career paths and academic disciplines is part of the NextGen concept. The project is led by a female

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<sup>30</sup> cf. Löther, Andrea (2021): Hochschulranking nach Gleichstellungsaspekten 2021. Ranking of higher education institutions by gender aspects 2021. GESIS – Leibniz Institut für Sozialwissenschaften. Verfügbar unter: <https://www.ssoar.info/ssoar/handle/document/74765>. (24.09.2021).

<sup>31</sup> <https://www.hs-mittweida.de/sem/>

<sup>32</sup> <https://nextgen.hs-mittweida.de/>

professor and project management by a female researcher with a doctorate. After the project funding ends, the entire qualification program is to be integrated into the regular operations of the HSMW.

2.6 School pupils

The lack of young talent in STEM fields continues to be an issue in many professional sectors. Universities are challenged to promote STEM talent among young people. The STEM school laboratory set up in 2016, where pupils can not only get a taste of university life but also carry out scientific experiments in the laboratory, has been established. The young researchers can get to grips with applied science in a much more authentic way than at school. The offer is tailored to different class levels. The organization and coordination of such experimental projects and other offers converge in the university communication and the social contact office.

The intergenerational concept for the offers to children and young people has proven itself and is firmly established at the HSM. The acquisition and support of students and, above all, young people interested in technology is based on this concept. The following shows the overarching gradation of offers for the individual age groups.

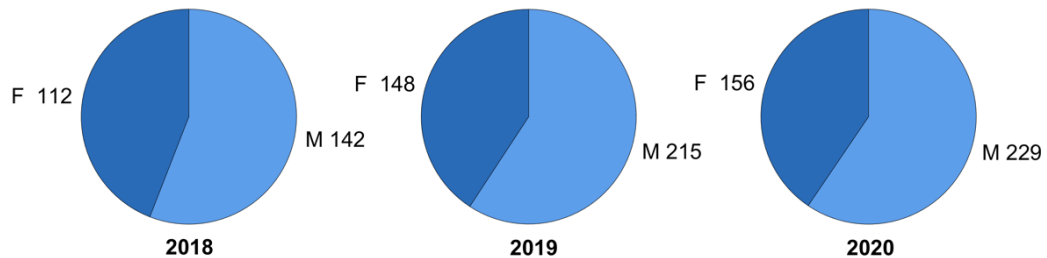
**Target group-specific offers in the STEM field to attract students**

1. - 4. Klasse	5. - 7. Klasse	8. - 9. Klasse	10.-12. Klasse
KinderUni	Sommercamp Exerimentier- tag	Tag der offenen Tür	BELL Betreuung
		Mint Collage	
		Ganztagsangebote	
		Girls & Boys Day	
		Nacht der Wissenschaften	
		Schulprojekte	

Das The longest-standing and most tried-and-tested junior development program for children between the ages of 8 and 12 is the Children's University, in which scientific topics are presented in a way that is suitable for children. The HSMW as a place of study can be experienced by the young target group, and at the same time interest in the topics is awakened and strengthened. The four events of a lecture year, at least two of which have a STEM topic, are presented in the lecture hall by a lecturer (usually a professor or research assistant) in a manner appropriate for the target group, just like a student lecture. On average, 537 girls and boys attend the lectures per year. In 2020 and 2021,

due to the Covid 19 lockdown, the Kinderuni lectures were made available as video conferences. This change significantly increased the reach and preserved the possibility of interactive participation. The proportion of girls is 40 percent on average.

### Percentage of pupils attending the Children's University between 2018 and 2020



The following university-wide events provide an overview of the current projects that specifically address female students for technical and science-oriented degree programs:

- Experiment Day for pupils between the ages of 10 and 14,
- Night of Science,
- Girls' & Boys' Day,
- Project days (for pupils aged 8 to 12, offered by the faculties, with tours, specialist lectures, "taster internships" and counselling talks)
- All-day activities (in cooperation with the Mittweida Municipal Grammar School).

In addition to the continuation of the above-mentioned projects, future measures should focus even more intensively on getting girls interested in studying in Mittweida. For this purpose, tandem cooperations should be established with grammar schools. Professors or staff members could act as mentors for a year to advise schoolgirls on finding their own individual career paths. In addition, female talents could be identified in scientific competitions (Olympiads) within the framework of such cooperation with grammar schools and then individually supported with trial lessons and advice.



### 3. Gender Equality Goals 2021 to 2023

In addition to the objectives already mentioned

- 1) Development of a gender guide for appointment procedures,
- 2) Attracting women to leadership positions and making them visible, e.g. through the Ingrid-von-Reyher-Award, as well as
- 3) Increasing the focus of study success concepts on female students,

three further gender equality goals are set for the period 2021 to 2023, which are based on gender-appropriate language, gender competence and gender diversity.

3.1 Development of an "Orientation framework for the practice of gender-appropriate communication"

⇒ **The HSMW has set itself the goal of developing an "Orientation Framework for Practice Gender Equitable Communication" through a broad-based discourse.**

Gender-appropriate language plays a significant role in everyday university life. The new language practice is an individual and organizational task, needs balancing between the available alternatives and can only be implemented sustainably in the long term.

Already established changes deserve recognition and support. For example, in the area of written form in theses, the need to learn gendering is emerging. Brief further training courses should be offered for teachers and interested parties.

For appointment and recruitment procedures, the university-wide practice is to recruit a balanced number of interested persons in order to fill these positions, if professionally possible, with persons of the respective structurally underrepresented gender. For this strategy, gender-sensitive language in writing, digital presentation of the advertisement and personal application, for example during interviews for a position or professorship, is fundamentally very important. Accordingly, the consistent implementation of gender-equitable expression and procedures should also be applied in the above-mentioned appointment guidelines.

All these activities are to be expanded, adapted to the respective circumstances, also independently of the present time frame of the gender equality concept.

### 3.2 Offers for further training opportunities - supporting gender competence

- ⇒ **HSMW aims to further expand the range of gender-specific information for all those interested (students, lecturers, employees and, where applicable, the general public).**

In cooperation with the Faculty of Social Sciences, the IKKS, the Saxony Coordination Office for Equal Opportunities and the Saxony Centre for Higher Education Didactics, various formats (lectures, seminars, online courses, workshops, events or further training) on the topic of gender competence (methodological, subject-specific, individual and social competence) are to be organized. This should enable all university members to have access to and deal with gender-specific knowledge. For example, all newly appointed professors could be offered gender training.

### 3.3 Developing and implementing a common gender diversity approach

- ⇒ **Regarding the diversity approach of extending the idea of equality to all genders, HSMW has set itself the goal of networking the areas of equality, inclusion, occupational health management and family-friendly university more closely, linking the topics of equal opportunities and developing a joint gender diversity concept with consolidated measures.**

In doing so, the topics of gender equality and diversity should complement each other. HSMW consciously decides in favor of a coexistence of both terms in order to continue to work on the topic of gender as a strategic focus.

# **ANNEX to the Gender Equality Plan (GEP) of Mittweida University of Applied Sciences regarding the improved fulfilment of EU horizontal objectives**

Gender equality is a fundamental value of the European Union. It benefits research and innovation by improving the quality and relevance of R&I, recruiting and retaining more talent, and ensuring that everyone can reach their full potential. Organizations applying for Horizon Europe funding, including public and private higher education institutions, will be required to have a Gender Equality Plan (GEP) from 2022. When developing a GEP, there are essential elements that must be included according to EU requirements. These are mapped in the equality concept of Mittweida University of Applied Sciences (HSM) and specified with further binding requirements (Annex Part A) and thematic highlights (Annex Part B).

## **A) Binding Requirements**

### **1. Public Document**

The Gender Equality Concept of HSMW was adopted by the Senate on 13.10.2021 and is published on the university's website<sup>1</sup>. This annex was adopted by the rectorate of Mittweida University of Applied Sciences on 01.02.2022 as a supplement to the equality concept and explains the fulfilment of all EU criteria of HSMW's gender equality concept for the Horizon Europe framework program.

In addition, the transversal topic of gender equality is included in the guidelines of the HSM and all thematically relevant framework plans (e.g. Higher Education Development Plan of the Free State of Saxony until 2025, target agreement between the Saxon State Ministry of Science, Culture and Tourism (SMWKT) and HSMW, in the Higher Education Development Plan of HSMW until 2025, in the target agreements between university management and faculties as well as in the accreditation or system accreditation processes of all study programs).

### **2. Resources**

Work on gender equality at the HSM is the responsibility of the University's Equal Opportunities Officer, who is supported by the Equal Opportunities Officers of the faculties, central facilities, and institutes of the HSM. The functional location is described on the university website<sup>2</sup>, as well as in the equal opportunities concept.

The position of an Equal Opportunities Officer (0.75 FTE) was created with funds from the Female Professors Program III. This position supports the central and decentralized Equal Opportunities Officers in terms of content and organization. The "AG Gleichstellung" (Gender Equality Working Group) serves as an exchange platform for the individual actors active in the field of equality. The cross-sectional topic of equality is bundled at HSMW

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<sup>1</sup> <https://www.hs-mittweida.de/webs/diversity-management/gleichstellung/>

<sup>2</sup> Ibid.

under the umbrella of diversity management, which also includes the areas of health management, inclusion, family-friendly university, and internationalization.

### 3. Data Collection and Monitoring

In order to be able to react in a targeted manner to special features of HSMW in the area of equality, a large amount of data from employees and students disaggregated by gender is evaluated. The data sets for this are provided by the Human Resources Department and the Department of Academic Organization. For example, statements on students, applicants for study places, first-year students, graduates, academic/non-academic staff, professors, and much more are collected on a semester-by-semester basis. The key figures on the group of students are made available on the intranet in relation to faculties and institutes in compliance with the DSGVO (General Data Protection Regulation).

Through HSMW's gender equality concept, important indicators illustrating central developments relevant to gender equality are also made public. The compiled data sets are discussed in the Gender Equality Working Group in order to derive the need for concrete measures to promote gender equality. Should the monitoring point to discrepancies in certain areas, a strategy to remedy them is developed together with the university management. The University's Equal Opportunities Officer reports to the Senate at least once a year on developments in the area of equal opportunities at the HSM.

### 4. Training

Further training on gender equality content was presented as a goal and task in the HSM's gender equality concept (p. 26). HSMW has set itself the goal of further expanding the range of gender-specific information for interested parties (students, lecturers, employees and, where appropriate, the general public). The aim is to enable all members of the university to access or engage with gender-specific knowledge.

Objectives	Measures
Raise awareness for gender equality aspects	e.g. workshops for professors and employees
Increasing the visibility of gender equality topics	e.g. awarding the Ingrid-von-Reyher-Award
Improve support for those who have experienced discrimination	e.g. targeted training for equal opportunities officers and implementation of targeted measures in the decentralised areas
Tailored offers in case of need (determined through monitoring of equality-relevant data records)	e.g. training for special target groups such as decision-makers, employees or students

## B) Thematic Highlights

### 1. Work-life balance / Organisational Culture

HSMW sees itself as a cosmopolitan, equal-opportunity university. Since 2009, it has continuously carried the "family-friendly university" certificate. The aim is to communicate family-friendliness internally and externally and to establish it as a permanent and actively practiced component of the university culture. One expression of this is the establishment of the social contact office. The occupational health management expands the offers for students and employees. Employees are given the opportunity to organize their working hours in a mobile and flexible way. In addition, the university strives to further increase the visibility of women in research and teaching.

Objectives	Measures
Media presentation of the diversity regarding career paths and life plans, taking into account under representative genders	Evaluation of public relations work, raising awareness of the respective actors in cooperation with among others the faculties and the university communication department
Adaptation of meeting times in committees to family-related needs of members	Erarbeitung von Empfehlungen und Sensibilisierung der Führungskräfte
Strengthening the communication culture regarding diversity and equal opportunities	Raising awareness among all university members, e.g. through events and information websites

### 2. Gender balance in leadership and decision-making

The HSM strives to take gender-specific conditions into account in processes of leadership and decision-making. A balanced gender distribution, the identification of barriers and the dismantling of these will be in the focus of attention.

Objectives	Measures
Consideration of gender equality aspects when filling management positions and committees	Preparation of handouts, checklists and guidelines to take gender aspects into account in selection procedures and to create transparency
Training of decision-makers with regard to gender equality aspects	Workshops and seminars are to be continuously expanded

### 3. Gender Equality in recruitment and career development

Work on gender equality at HSMW is given a high level of attention. The participation of the Equal Opportunities Officer in staffing and appointment procedures ensures that gender-equitable perspectives are considered. The university's Equal Opportunities Officer also supports the working group established in January 2022 to professionalize recruitment and onboarding processes from a gender perspective. Particularly in the engineering disciplines, it is important to expand efforts to recruit female scientists.

Objectives	Measures
Further development of job filling and appointment procedures under consideration of gender aspects	Provision of checklists and guidelines, evaluation
Active recruiting in order to address women in a more targeted manner, especially in the engineering disciplines	Expand overview of and access to discipline-specific platforms
Support offers for young female academics (especially from the STEM fields) for a successful promotion to a HAW professorship	Implementation of individualized work-shops for prospective HAW professors on the topic of the appointment procedure (in cooperation with the Saxony Coordination Office for Equal Opportunities)
Discourse on gender-appropriate language	Advanced training opportunities for all university members
Recognition of the accomplishments of female academics and increasing their visibility	Continued announcement of the Ingrid-von-Reyher-Award and expansion of public relations work

#### 4. Integration of the gender dimension in research and teaching programs

It is increasingly important to consider the gender dimension in detail in all teaching and research topics, i.e. to find out whether the respective topic affects the genders differently. The awareness of academics for this consideration must be strengthened. Furthermore, all scientists are called upon to take gender distribution into account in the composition of their teams.

Objectives	Measures
Raising the awareness of researchers and teachers for gender dimensions in the respective teaching and research contexts	e.g. providing information on the requirements of Horizon Europe on the university website <sup>3</sup> , <i>equal opportunities and health</i> , counselling services
Implementation of gender perspectives in research contexts and in teaching	Information events (lectures, workshops, seminars), advice from and cooperation with the respective structural units and the representatives of quality management
Promotion of research	Awarding of scholarships for research topics and open-source publication of the results, Prizes for outstanding theses
Acquisition of third-party funding	Proposals for research funding in cooperation with the respective disciplines

<sup>3</sup> <https://www.hs-mittweida.de/webs/diversity-management/gleichstellung>

## 5. Measures against gender-based violence including sexual harassment

HSMW sees the guarantee of equal opportunities as a basic prerequisite to enable students, teachers, and staff to live together in a value-oriented environment and on the basis of democratic norms and values. All forms of harassment, discrimination and violence are categorically rejected, and appropriate measures are taken. The university also carries this attitude into society through its third mission.

<b>Objectives</b>	<b>Measures</b>
Addressing the issue of discrimination and violence	Organisation of events (specialist days, specialist lectures, workshops, seminars), development of a guideline against violence and discrimination
Transparency with regard to the complaints system at the university, support and advice for those experiencing discrimination	Information via various communication channels, Establishment of contact points for those who have been exposed to discrimination
Regular recording of experiences of discrimination and raising their visibility	Documentation of incidents of discrimination and evaluation of the documentation in order to derive targeted measures