

## GENDER EQUITY

# 2028

### Concept for the Future of Gender Equality

Presented within the scope of the Federal and State  
Programme for Female Professors III of May 2018

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*“We value the diversity of people and their opinions as well as the contribution of all employees to shared success and realise equal participation at the university.”*

(University Strategy, 9)

## 1.1 University Strategy 2018–2028

In January of this year, the Academic Senate of the University of Bremen adopted ‘Strategy 2018–2028’ as the result of an extensive consultation process with all university members. This strategy encompasses all central fields of action, from research to teaching, transfer, personnel development, internationalisation, diversity and digitalisation. Gender equality is anchored in this strategy as a value of university action, linked to concrete objectives and described as a cross-cutting dimension in the implementation of the strategy as a whole.

From the perspective of ‘Gender Equity 2028’, this Concept for the Future of Gender Equality further formulates these objectives in the sense of a sub-strategy. The university executive board and the university as a whole are thus facing up to the necessary and equally great task of implementing gender-equitable quality criteria in the organisational actions of teaching and research as well as in human resources policy in a binding way.

With this Concept for the Future of Gender Equality, the University of Bremen is applying for funding from the Federal and State Programme for Female Professors III and is planning to fund three regular professorships. In addition to the financial resources of up to 82,500 euros, which are made available in each case, it intends to contribute the same amount per funded professorship to the further development of the ‘Gender Equity 2028’ sub-strategy within the scope of ‘University Strategy 2018–2028’. The University of Bremen is also striving for the ‘Equality: Excellent!’ rating and the associated funding of a fourth professorship.

## 1.2 Gender political profile of the University of Bremen

***Sustainable and successful*** The University of Bremen has been pursuing its active equal opportunities policy for almost three decades: it geared its service and advisory structures to this at an early stage, established exemplary support services for various career stages even before the Programme for Female Professors, set up professorships for gender research<sup>1</sup> and accepted equality as a constant challenge for the entire institution.

Within this context, the university twice received a special award for its equal opportunities concept and six funded professorships within the scope of the Programme for Female Professors I and II. In the 2017 university ranking based on equality, it is the second-best ranking group<sup>2</sup> of all universities, and within the scope of the German Research Foundation (Deutsche Forschungsgemeinschaft, DFG)’s research-oriented equality standards, it has consistently been classified as the highest stage of four. It has also been certified as a family-friendly university since 2007 (Annexes).

***Leadership responsibility and broad anchoring*** In accordance with the Bremen Higher Education Act (Bremisches Hochschulgesetz, BremHG), it is the responsibility of the President and the deans of the twelve faculties to work towards gender equality.<sup>3</sup> The women’s promotion guidelines and the basic

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<sup>1</sup> In production engineering, IT, computer science, sociology, art science, health sciences, education

<sup>2</sup> <https://www.ssoar.info/ssoar/handle/document/52104> (Zugriff: 25/05/2018)

<sup>3</sup> The BremHG does not provide for university councils.

regulations of the University of Bremen form the framework for this gender policy action. Two complaint regulations for all university members and guests set out responsibilities and procedures for protecting against discrimination (Annex).

Equality policy stakeholders contribute on the basis of the BremHG: the Central Commission for Women's Issues (Zentrale Kommission für Frauenfragen, ZKFF)<sup>4</sup> works as a permanent commission of the Academic Senate, central as well as decentralised women's representatives have an advisory vote and the right to propose motions in all committees, and the Central Women's Representative is a permanent guest in the university executive board. There, in addition to the President, the topic particularly anchored in the Vice-President for 'Internationality and Diversity' and the Chancellor.

**Decentralised and coordinated** The faculties have extensive decision-making powers with respect to studies and teaching design as well as academics selection. Coordination and objective orientation are therefore ensured in the biennial perspective discussions between the university executive board and the dean's offices. Here, the gender relations in the respective faculty are jointly evaluated, gender equality activities and the impact of those activities reflected upon and agreements made for setting priorities for the following years.

In addition to the faculties, the research priorities (profile areas) and DFG Research Units are of great importance for effective gender policy action by the university as a whole—not least because of the high volume of third-party funding in relation to the basic budget.<sup>5</sup> The associations have each developed specific structures for dealing with the topic.

**Professional and experienced** The Office of Equal Opportunities/Anti-Discrimination was established as a staff department under the Chancellor in 1993. Part of the department, the Office of Equal Opportunities has many years of experience in gender policy. On the faculty side, the Centre of Excellence for Women in Science and Technology strengthens the participation of women in scientific and technical courses of study. It offers professional expertise at the university, in the state of Bremen and in supra-regional gender equality policy and ensures the innovative character of Bremen's gender policy with its drive. A core element is the linking of structural analyses of gender bias in studies and research with concrete personal support offerings. Both institutions offer counselling and qualification programmes for managers, employees and students. The Advisory and Information Centre against Discrimination & Violence—Expertise and Conflict Counselling ('ADE' for short), which also falls under the umbrella of the Office of Equal Opportunities/Anti-Discrimination department, should also be highlighted. It is a unique counselling and specialist centre in Germany in terms of its form, anchoring and many years of experience.

**Cooperative and integrated** On its way towards becoming a gender-equitable organisation, the university has developed a culture of cooperation across disciplines and hierarchies. In this way, gender equality aspects are systematically integrated into a wide variety of topics, in each case under the responsibility of a member of the university executive board and for management by the responsible administrative department:

- Steering Group on Gender Mainstreaming/'Audit Familiengerechte Hochschule', an audit aimed at assessing the family-friendliness of universities (Chancellor)
- Steering Group on Diversity and Advisory Committee (Vice-President for Internationality and Diversity)
- Working Group on Equal Opportunities in Research Networks and Gender Consulting (Vice-President for Research, Young Academics and Transfer)
- Working Group on Personnel Development and the Provider Network for Academic Personnel Development (Vice-President for Research, Young Academics and Transfer)

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<sup>4</sup> in which all status groups as well as the Women's Representative according to the State Equal Opportunities Act (Landesgleichstellungsgesetz) are represented

<sup>5</sup> As of 31/12/2017, the University of Bremen had 145 million euros in basic funds minus 25 million in grants for pension and allowance benefits. This is offset by a further 85 million euros of programme-oriented funds and 110 million euros of third-party funds.

- ForstAintegriert Expert Group—University of Research-Based Learning—in the Teaching Quality Pact (Vice-President for Academic Affairs)
- Working Group on Conflict Management (Chancellor)
- Jour Fixe of the Central and Decentralised Women’s Representatives

### 1.3 ‘Gender Equity 2028’ perspective

The university embeds its Concept for the Future of Gender Equality in the university strategy through the ‘Gender Equity 2028’ objectives and measures. It thus sets its own standards for promoting gender equality. The university executive board is aware of this:

- active scouting, swift and transparent procedures as well as appreciative respectful negotiations are required in order to successfully appoint three or four excellent female academics to regular professorships within the framework of the Programme for Female Professors III.
- This Concept for the Future of Gender Equality as a prelude to ‘Gender Equity 2028’ deals with the fields of action focused on in the Programme for Female Professors III. In addition, university management and faculties also commit themselves in the long term to taking on all other gender policy challenges that condition gender bias in science, such as the demanding task of anchoring gender research and gender dimensions in internal research funding policy.
- The term of the Programme for Female Professors III is the duration of the first stage in the ‘Gender Equity 2028’ strategy. For this reason, the university executive board will evaluate the newly initiated measures with regard to the degree of mobilisation and effectiveness and ensure sustainability at the end of the term of the Programme for Female Professors III.

The following guidelines indicate where the university has learned from the experiences of past years and where it sees opportunities for further gender policy profiling. These fundamental perspectives form the framework for the three target areas, which are addressed with concrete measures in chapters 2 to 4.

In order to be successful in a sustainable way, the university executive board will implement ‘Gender Equity 2028’ in the two steering lines ‘Setting standards’ and ‘Changing cultures’. It sees setting standards as the continuous implementation and further development of legal requirements, the structural anchoring of expertise and processes, and the creation of a differentiated database.

Standards have an impact at the level of university culture if they are ‘cleverly mobilised’<sup>6</sup>. This is where the second strategic line—‘Changing cultures’—comes into play. This includes the motivations and function-specific gender competences of the stakeholders, the cooperation structures as well as the continuous, discursive and publicly effective understanding of the guiding concept of ‘gender equity’ and the associated objectives. It is precisely in long-term and multi-layered implementation processes that changing culture is so significant, as this is where the power to cover fields of action that are not prioritised in the concept presented lies.

In order to further strengthen leadership responsibility and broad anchoring, the university executive board will also seek more extensive process and professional advice from external experts than in the past. The university executive board will involve the deans so that the faculties also benefit from external expertise. The Central Women’s Representatives will actively shape the process.

To focus coordination with decentralised units—especially faculties—on gender equality issues, the university executive board draws on teachings from previous years. It is true that in 2015 the regular gender policy objective-setting talks between the university executive board and the dean’s offices were integrated into the more comprehensive two-year perspective talks by mutual agreement (Annex). The results of the first round show the possibilities of a sustained conversation, but also the limits of the exclusively dialogue-based steering instrument: the topic has been explicitly addressed, but it has not yet

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<sup>6</sup> Baer, Susanne: Rhetorik – Recht – Realität. Was bedeutet Gleichheit in der Wissenschaft heute? (‘Rhetoric – Law – Reality. What does equality mean in science today?’) In: Gender 2020. Auf dem

Weg zu einer geschlechtergerechten Hochschulkultur. (‘Gender 2020. On the path to a gender-equitable university culture.’) Berlin 2018, p. 14

been possible to consistently integrate gender-equitable aspects into all central fields of action of studies and teaching as well as research. In the Concept for the Future of Gender Equality, the university administration will therefore reflect on the status of the implementation of 'Gender Equity 2028' in annual retreats, will adjust measures and set out objectives in detail, and will also set out incentive systems for perspective discussions with faculties in detail.

To secure professional experience in gender equality policy, permanent human resources anchoring will be continued. This applies to all fields of action that have been established and expanded in the context of the previous programmes for female professors.

The university executive board will provide a great deal of momentum to anchor gender equality aspects in a cooperative and integrated manner in ever new organisational and thematic constellations: in the U Bremen Research Alliance—the association with non-university institutes in Bremen—it uses its leading role to formulate the specific gender policy for this research alliance. In the Young European Research Universities (YERUN) network, the Vice-President for Internationality and Diversity in particular will actively promote the discourse with gender and diversity and thus strengthen mutual learning in a European context. In addition, the strategic partners University of Guelph (Canada) and University of Bremen started a joint research project on structural gender and diversity issues in 2018.

One of the university executive board's main concerns is the intelligent combination and coordination of various university sub-strategies in the light of Strategy 2018–2028. For example, equal gender opportunities already form one of three pillars of the Diversity Strategy adopted by the Academic Senate in 2016 (Annex). In future, the revised internationalisation strategy in particular will be systematically linked to gender equality concerns.

**'Equality: excellent!' rating** In order to intensively and sustainably dovetail internationalisation and equality, the University of Bremen is applying for the 'Equality: Excellent!' rating. Using the funds available with a fourth regular professorship, it will initiate the model project BIG (Bridge—Internationalisation and Gender). It builds the bridge between 'Gender Equity 2028' and the university's internationalisation strategy.

BIG's objectives are:

- Strategy and competence development for a gender-equitable internationalisation policy and an internationally oriented gender policy
- Development and testing of strategies to attract international female students and academics—especially from STEM subjects
- Development and testing of new support formats in gender-equitable personnel development—geared to the needs of international female students and academics
- Development and testing of strategies to attract international gender researchers

# Increase the proportion of women in top academic positions

# 2

*“We continue to dismantle existing discrimination and anchor gender equality and diversity promotion as a managerial task in all areas. We are increasing the proportion of women in top academic positions.”*

(University Strategy, 25)

## 2.1 Objectives for 2018–2023

- At least stabilise the proportion of women in new appointments and increase the proportion of female applicants
- Implement gender and diversity-specific quality in the new tenure-track appointment processes
- Increase the proportion of women in management positions and in academic self-administration
- Promote gender-competent and diversity-competent personnel selection in academia
- Deepen leaders’ gender competence

## 2.2 Setting standards

### 2.2.1 Recruiting female professors

Over the past five years, the university has been extremely successful in recruiting female professors. For example, while the proportion of female applicants in 2013–2017 was only 31%, the appointment rate in the same period was 45% (35% in STEM subjects, 54% in humanities and social sciences) (Annex). While the proportion of women at pay grade W2 has been stable at 32% for 10 years, the proportion of female professors at pay grade W3 has risen steadily from 17% in 2008 to 26% in 2017 (Annex).<sup>7</sup> The University of Bremen successfully used its future concept in the Excellence Initiative—which is coming to an end—to recruit female professors, building on its experience in its own Grete Henry Programme to recruit female academics<sup>8</sup>. It has broken new ground in researching, scouting and recruiting female academics and has thus filled eight particularly attractive professorships with female academics in early appointments—seven of which were in STEM subjects.<sup>9</sup>

University administration regularly collects data on the appointment process, differentiated by gender. The data provides information on the composition of the commission as well as the applications received, places on the list, calls made and appointments to professorships, which is all broken down by subject group (Annex). Early on, the University of Bremen formulated four standards for gender-equitable procedures in the recruitment of female professors:

- Gender equality as an overriding quality criterion in selection procedures
- Gender parity in the composition of the selection committees
- Extensive women’s representative participation rights
- Definition of ‘Gender and diversity competence as a cross-disciplinary leadership skill’

<sup>7</sup> W1 share currently at 40% of a total of just 10 professorships

<sup>8</sup> Cf. Gender Equality Concept 2008.

<sup>9</sup> <https://www.uni-bremen.de/universitaet/profil/exzellenz.html>;

[https://www.uni-bremen.de/fileadmin/user\\_upload/universitaet/Exzellenzinitiative/UBremen\\_Excellence\\_Initiative\\_institutional\\_strategy.pdf](https://www.uni-bremen.de/fileadmin/user_upload/universitaet/Exzellenzinitiative/UBremen_Excellence_Initiative_institutional_strategy.pdf) (Accessed: 25/05/2018)

These are structurally found in the appointment regulations, the selection and evaluation regulations for tenure-track positions as well as the appointment guidelines (Annexes). Further standards were set by the German University Association twice with the 'Fair appointment negotiations' certification.

In the coming years, the university executive board will ensure that gender-equitable quality standards are consistently applied in all selection procedures at the university, so that good appointment rates of at least 45% are stabilised across all subject groups and the proportion of female applicants increases.

Since 2018, special attention has been paid to the process for filling tenure-track professorships. This new category of personnel was introduced with a recent amendment to the law<sup>10</sup> and further develops the Bremen junior professorship. Each tenure-track professorship is backed by a lifetime appointment. These offer the best opportunities for female academics with excellent potential and the desire for early independence precisely because they are first-time appointments. The university executive board will take care to ensure the gender-specific and diversity-specific quality of the new tenure-track appointment process.

Another important building block for attracting female academics is the fund for the 'Promotion of female academics with care responsibilities', which uses funds from the Programme for Female Professors II. This will be continued. Firmly established offerings in the area of childcare and dual career issues continue to flank the university's efforts to position itself as an attractive employer for female academics.<sup>11</sup>

### 2.2.2 Female academics in top positions

With a high appointment rate of women to professorships, the university has laid the foundation for a medium-term increase in the proportion of women in top academic positions, especially in research and university self-administration. This can be exemplified by the female academics appointed through the Programme for Female Professors I and the Programme for Female Professors II: vice deans, long-standing members of the Academic Senate, board members of a special research area or advisory board members in the programme for gender-competent and diversity-competent personnel selection in academia.

Sixteen of eighteen DFG Research Units are located in natural and technical sciences. This subject focus has a negative impact on the proportion of women among the spokespersons of the units. Nevertheless, the proportion increased from 12% in 2013 to 23% in 2017. Through bridge professorships from the Institutional Strategy and through cooperation professorships in the U Bremen Research Alliance, the University has played a significant role in the fact that 40% of non-university research institutions in the state of Bremen are now headed by female institute directors (Annex).

In recent years, the university has also attracted and retained outstanding female academics with an Emmy Noether grant or an ERC Starting grant, who are available for top positions in the medium term. Since 2008, four Bremen academics have received the Gottfried Wilhelm Leibniz Prize<sup>12</sup> and two the Heinz Maier Leibnitz Prize<sup>13</sup>. Half of each prize went to women.

The proportion of female academics in self-administration bodies and councils varies greatly. For example, the university executive board is 20% female, the dean's offices 31%, the Academic Senate 30% and the appointment committees 40% on average since 2013.<sup>14</sup> The Bremen Higher Education Act and the university's basic regulations provide for gender parity quotas. Similar regulations apply to appointment and selection committees for all tenure-track positions as well as for the central Tenure Board, a new permanent committee of the Academic Senate.

Gaining female academics in leadership positions at central level or in faculties is an elementary component of the discussions on perspectives between university administration and the dean's offices. Female professors in Bremen were surveyed in 2010 regarding the assumption of top positions (Annex). More committee work is therefore out of the question for most female professors. They expressed a

<sup>10</sup> <https://www.uni-bremen.de/universitaet/wissenschaftliche-karriere/tenure-track-juniorprofessuren.html>  
(Accessed: 25/05/2018)

<sup>11</sup> Cf. chapter 3 for further details.

<sup>12</sup> Prof. Antje Boetius, Prof. Kai-Uwe Hinrichs, Prof. Nicole Dubilier, Prof. Lutz Mädler

<sup>13</sup> Dr. Celine Teney, Dr. Daniel Meyer

<sup>14</sup> This is the overall proportion of women; the average proportion of female professors for the same period is 33%.

desire for concrete financial and day-to-day practical support in coping with the heavy workload. As a result, university management set up a fund for the 'Promotion of female leaders in academia' in order to flexibly facilitate the day-to-day work of female professors in line with their needs and also to sensitise the university's public to the topic.<sup>15</sup> This fund has proven its worth and will be continued in the Programme for Female Professors III.

## 2.3 Changing cultures

### 2.3.1 Gender competence as a management task

The University has set up the 'go d!verse—gender-competent and diversity-competent personnel selection in academia' programme using funds from the Programme for Female Professors II (Annex). The focus is on raising awareness and imparting skills, especially with regard to evaluation patterns guided by stereotypes. go d!verse addresses HR managers as well as young academics. An advisory board led by the Vice-President for Internationality and Diversity accompanies implementation. This initially included best-practice presentations and introductory lectures in the faculties and now also includes a university-wide campaign to inform managers about training and advisory services.

Gender competence is reflected in two other ways in the Bremen appointment process: on the one hand, the non-disciplinary rapporteurs anchored in each appointment committee<sup>16</sup> work towards compliance with the procedural rules and orientation towards the strategic university objectives—gender equality in particular. A specific 'go d!verse' offering for this group is currently being designed. On the other hand, the personnel consultancy Kienbaum GmbH has been supporting the assessment of interdisciplinary leadership skills for many years and runs an assessment centre.<sup>17</sup> Quality standards for identifying and assessing gender-specific leadership competences were developed for this purpose and are currently being revised and set out in detail on the basis of the experience gained.

In the Programme for Female Professors III, go d!verse is to be specifically readjusted with a view to the new tenure-track processes and integrated into the 'Gender Consulting for DFG Research Units'. In addition, the target group of go d!verse will be expanded in the future to include research funding committees as well as newly appointed and international professors.

In 2011, the university introduced an annual staff appraisal as a binding management tool in academia. Academics who already hold leadership positions are trained in gender-balanced training courses accordingly. Professional personnel development managers systematically talk to all newly appointed professors in order to support them when they take on leadership tasks. All academics also have access to ongoing counselling on gender-competent leadership and how to handle conflicts. Professors consider confidential, individual counselling, precisely tailored formats and the willingness to find quick, unbureaucratic solutions to be typical for the University of Bremen and these measures are well received accordingly.

In order to competently network female academics in leadership positions, annual networking events as well as peer-to-peer mentoring geared towards thematic focal points will be introduced within the framework of the Programme for Female Professors III under the patronage of the Vice-President for Internationality and Diversity: female academics who take on major leadership tasks for the first time are thus competently and collegially supported by experienced women in leadership roles. Funding is provided by the fund for the 'Promotion of female leaders in academia'.

### 2.3.2 Family-friendly working conditions

A more family-friendly management culture is a particular concern of the university, especially as it can make it easier to recruit excellent female academics for professorships and management positions. The

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<sup>15</sup> Among other things, this was used to finance personnel relief funds for a former dean. In addition, the fund was used to finance UNISPITZEN for Bremen female academics in leadership positions.

<sup>16</sup> § 4 Appointment Regulations of the University of Bremen

<sup>17</sup> § 9 Appointment Regulations of the University of Bremen



'Dual Career' service has been offering professors individual support here since 2005<sup>18</sup> and the International Welcome Centre since 2012<sup>19</sup>. User-oriented information services such as the family portal<sup>20</sup> and the 'Gut führen - für eine familiengerechte Universität' brochure ('Lead well—for a family-friendly university') (Annex) complete the portfolio.

## 2.4 Measures planned using funds from the Programme for Female Professors III

<b>Measure</b>
'Gender Equity 2028'—the university administration's strategy process with dean involvement
Fund for the 'Promotion of female leaders in academia' (including networking events)
Further development of 'go d!verse - gender-competent and diversity-competent personnel selection'
Management of project proposals from PP III
<b>Total planned use of funds</b>

<sup>18</sup> <https://www.uni-bremen.de/kanzlerreferat/dual-career.html> (Zugriff: 25/05/2018)

<sup>19</sup> <https://www.uni-bremen.de/research-alliance/welcome-center.html> (Zugriff: 25/05/2018)

<sup>20</sup> <https://www.uni-bremen.de/familie.html> (Zugriff: 25/05/2018)

## Career and personnel development particularly for female early career researchers

# 3

*“We are creating new career paths alongside professorships, designing them to be responsive to gender and diversity issues, establishing transparent access paths and qualification expectations, and providing appropriate qualification opportunities.”*

(University Strategy, 25)

### 3.1 Objectives for 2018–2023

- Increase the proportion of women as mid-level academic staff by 1% per calendar year
- Implement gender equality as a quality criterion in the decentralised personnel concepts
- Realise a 50% target quota for appointing women in researcher and lecturer positions
- Introduce a compensation model for working hours in third-party funded projects after maternity and parental leave
- Anchor gender consulting for research networks in a structurally sustainable way
- Differentiate and anchor gender-equitable personnel development with regard to professional cultures, status groups and diversity aspects

### 3.2 Setting standards

#### 3.2.1 Recruiting female academics

The proportion of women in doctorates increased to 44% from 2008 to 2017. Promotional activities in humanities and social sciences were the focus of the Gender Equality Concept in 2008, as the university achieved a significant drop in the cascade here. The resulting objective of increasing the proportion of women by 10% has been achieved with a current figure of 54%. In the same period, the proportion of women out of all mid-level academic staff increased by 5% to 40% (58% in humanities and social sciences, 26% in STEM fields).<sup>21</sup>

After evaluating the 2017 outlook discussions<sup>22</sup> with the faculties, university administration determined that additional university instruments are needed to formulate concrete target figures for mid-level academic staff and, within this context, decided on two central measures. The aim is to continuously increase the proportion of women as mid-level academic staff by 1% per calendar year.

- All faculties will develop their own personnel concepts in the future. The dean’s office and the university executive board will coordinate these with the participation of the Central Women’s Representative. Gender equality and diversity orientation are integrated into the respective concepts as quality standards in order to then agree on concrete target figures for increasing the proportion of women working as mid-level academic staff for two-year periods. The starting point for the agreed target figures are the faculty-specific indicators.

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<sup>21</sup> Cf. p. 18.

<sup>22</sup> Cf. chapter 1.

- Starting in 2019, the university administration will offer biennial in-depth data evaluations for selected faculties in the categories of the doctoral/postdoctoral phase, researcher/lecturer, fixed term/removed term, fixed term period and scope of employment.<sup>23</sup> This also includes a comparison with relevant subject groups at a federal level. On this basis, discussions are held between the university executive board and the respective faculty with the participation of the Central Women's Representative, which take place in addition to the perspective discussions.

University administration hopes that these measures will lead to a more comprehensive understanding of the mechanisms of action for faculty culture-specific gender bias on the career path. In addition, they serve as a lever for reaching agreements on concrete personnel development measures.

### 3.2.2 Academic career paths

The findings about the lack of predictability of career paths in academia and the discrepancy between the majority of temporary and small number of permanent positions for academics have prompted the University of Bremen to expand its concept of academic career paths. In 2017, it introduced the new staff categories of (Senior) Lecturer and Researcher with a tenure track (§ 24 BremHG) (Annexes). These positions are characterised by their early academic independence as well as predictable career paths with a permanent academic position as mid-level academic staff.<sup>24</sup> They are a central component of personnel concepts in the faculties. The university executive board aims for a 50% proportion of women when filling Researcher/Lecturer positions. This objective is strengthened by the corresponding selection and evaluation regulations. Guidelines<sup>25</sup> convey the overarching strategic objectives such as the recruitment of female and international academics. At the same time, university administration is continuing the quota-based funding lines of the Central Research Funding for doctoral entrants and postdocs. Since 2011, it has funded 62% of women in the context of doctoral entry and 61% of women in relation to a dedicated postdoctoral position (Annex).

In 2018, the Working Group on Academic Personnel Development began its work under the leadership of the Chancellor and the Vice-President for Research, Young Academics and Transfer<sup>26</sup>. It analyses the effects of the measures in the overall structure of personnel development and personnel structure and makes recommendations for further development.

### 3.2.3 Good working conditions

In 2016, the state-wide framework code 'Contractual situations and framework conditions for employees at Bremen's state universities' was adopted with the participation of all university administrations, the Scientific Authority, staff representatives and the National Conference of Women's University Representatives (Annex) and anchored in § 14a BremHG. Gender equality is integrated into the code as a cross-sector task. The provisions on the duration of fixed-term contracts<sup>27</sup> and the scope of employment<sup>28</sup> provide a framework for good working conditions for academic staff. They can counteract gender bias, especially when designing career paths.

One of the challenges formulated in the framework code is the implementation of the family policy component. The university aims to enable all employees with children who are working on third-party funded projects to make up for the time they have not worked due to maternity and parental leave. In accordance with the framework code, the Human Resources department therefore systematically issues

<sup>23</sup> The university can only produce such gender-sensitive analyses selectively. It cannot yet provide an integrated modern personnel management system, as they are linked to the corresponding data processing systems of the State of Bremen's senatorial authorities.

<sup>24</sup> <https://www.uni-bremen.de/universitaet/wissenschaftliche-karriere/tenure-track-juniorprofessuren.html>  
(Accessed: 25/05/2018)

<sup>25</sup> currently being processed by the Academic Affairs Department

<sup>26</sup> Members: Personnel Development, Research and Young Academics department including BYRD, administrative offices University Didactics, International Office, Office of Equal Opportunities, Staff Council, Central Women's Representative

<sup>27</sup> along the approved project period and, in the case of postdocs, generally for a period of 3–4 years

<sup>28</sup> in principle, at least 50% of the regular working time in the doc phase and 100% in the postdoc phase

fixed-term contracts wherever possible, based on the corresponding legal basis—the ‘qualification’, in accordance with § 2 (1) of the Academic Fixed-Term Contracts Act (Wissenschaftliche Zeitarbeitsverträge-Gesetz, WissZeitVG). For cases not covered by this, the Chancellor shall endeavour to find individual solutions in consultation with the respective professors. A concept is currently being developed for how internal university planning reserves set out in the framework code can be realised.

### 3.2.4 Family-friendly day-to-day working life

Since 2007, the University of Bremen has participated in the ‘Audit Familiengerechte Hochschule’ certification procedure and has established differentiated structures and measures.<sup>29</sup> The university is steadily expanding its childcare facilities on campus. There are currently two new buildings with day care centres for students and employees. In addition, there will be a day care centre for grandchildren, primarily for students and doctoral candidates, as well as places for children of employees from academia and administration in an adjacent facility. Specific offerings of free childcare at lecture events and conferences as well as the assumption of costs for childcare when participating in workshops are enjoying increasing demand. Special leisure activities are also available during holiday periods (Annexes).

Flexible childcare services in particular will be systematically expanded in the years to come. Important elements will be a care pool for in-house babysitting and emergency care. University management is currently developing a permanent infrastructure in consultation with academics and students from STEM subjects in order to guarantee laboratory assistance when maternity and parental leave is taken. In the next step, counselling competences—especially relating to contractual relationships during pregnancy and parental leave—will be bundled with mid-level academic staff and corresponding offerings will be expanded if necessary. The above-mentioned fund for the ‘Promotion of academics with care tasks’ creates financial leeway to support these projects: external expertise can be brought in, temporary personnel resources can be provided and the measures can be communicated to specific target groups.

### 3.2.5 Gender consulting for research networks

In 2016, the university executive board ensured the consistent integration of the topic of gender equality in the application and implementation of DFG Research Units (Annex). The aim of the process is to increase quality and transparency in the use of equal opportunities funds. In 2017, university management created an additional advisory service—co-funded by four DFG Research Units—which particularly focussed on the establishment of structures, the comprehensive approach to all alliances and the consolidation of various existing services. In close coordination with gender-equitable personnel development, gender consulting designs and facilitates career development measures ‘in-house’ or across the board. The response has been extremely positive: twelve of the ongoing research collaborations and many individual applicants are taking advantage of the offerings. In the same year, under the leadership of the Vice-President for Research, Young Academics and Transfer, the Working Group on Equal Opportunities in Research Networks was established as a strategic advisory body as well as a network of equal opportunities stakeholders within research units as a collegial forum. Through intensified consultation and networking, the range of services, levels of impact and target groups will be gradually expanded from 2019 onwards. To anchor gender consulting in a structural way, the Working Group on Equal Opportunities in Research Networks developed a pooling process. It will be implemented during the term of the Programme for Female Professors III through DFG Research Unit cooperation agreements (Annex).

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<sup>29</sup> Cf. chapter 1, Annexes.

## 3.3 Changing cultures

### 3.3.1 Gender-equitable personnel development

Gender-equitable personnel development has its place in the ‘Provider Network for Academic Personnel Development’ under the leadership of the Research and Young Academics department. These include: BYRD—Bremen Early Career Researcher Development, Academic Personnel Development, the International Office, the International Welcome Centre and the Office of Equal Opportunities.

The University of Bremen offers gender-equitable personnel development programmes at all levels of academic qualification and in a variety of formats, which are developed, mediated or implemented by these stakeholders (Annex). The involvement of external experts means that female academics at the university are supported in successfully managing their career steps. They support the development of competences with regard to structural gender-specific conditions, their connection with the individual situation and the expansion of one’s own creative possibilities.

In addition, the Advisory and Information Centre against Discrimination & Violence—Expertise and Conflict Counselling (‘ADE’) provides counselling on how to deal with conflicts, discrimination and violence in the workplace. Supervisors and staff can find competent advice here to reflect on their options for how to proceed and to classify them personally and structurally in the academic system. With their organisational and analytical expertise, ADE advisors also form an outstanding quality feature of gender-equitable personnel development programmes.

The programme portfolio includes the following successfully established measures:

- ***enter science*** starts to open up the perspective for a career in academia at a student level at an early stage—through elements of research-based learning, for example. There is a special focus on female students with migration experiences or from educationally disadvantaged backgrounds (Annex). STEM coaching also starts at a female student level (see 4.3).
- ***perspective promotion*** develops needs-oriented offerings to support female doctoral candidates and doctoral candidates in humanities and social sciences (Annex). Services include counselling, workshops, collegial groups and individual writing support. The demand for the offerings is continuously high. Even during the term of the Programme for Female Professors II, targeted offerings were created for women in law and economic with their respective special faculty cultures. Individual offerings are also available in STEM subjects. International female doctoral candidates are offered counselling and workshops in English.
- ***plan m*** – Mentoring in Science addresses outstanding female doctoral candidates and post-doctoral researchers who aspire to hold a leadership position in science (Annex). The focus is on gender-specific career management; this particularly includes the development of competences in dealing with structural exclusion mechanisms. *plan m* has been a reliable factor in gender-equitable personnel development since 2005, with twelve individual programmes. Measures in research networks also operate under the umbrella brand of *plan m*. This enables the institutions to implement the gender-equitable promotion of young people continuously and in a professional manner. The objective of using *plan m* to increase the proportion of women in leadership positions is successful: 96% of former mentees have remained in academia.
- ***navigare*** coaching programmes were developed with the same objective, but as a shorter alternative to *plan m*—developed for externally funded research networks at the university (Annex). Of the four coaching programmes for national and international female academics so far, two have already been successfully completed and two others are still ongoing at the time of application. The programme for international female academics teaches skills in dealing with the demands of an international career in academia and particularly focuses on differences in working culture, country-specific forms of gender bias and reflection on feelings of foreignness—aspects that were neglected in the national programme line, as the accompanying evaluation results showed.

The ***perspective promotion*** and ***plan m*** measures have been adopted by the German Research Foundation as ‘good practices’ for the toolbox. This is evidence of the great level of recognition given to the programme lines developed so far by the University of Bremen within the framework of the female professors programme.

During the term of the Programme for Female Professors III, the university will differentiate and further anchor the above-mentioned measures for gender-equitable personnel development for subject cultures, status groups and diversity aspects:

- In *enter science* demand-oriented offerings for the final phase of studies will also be expanded in the future. The measure will be made permanent and transferred to the university's basic budget.
- In *perspective promotion*, the university is further expanding the subject-specific pillar and is also targeting female STEM doctoral candidates. It is also developing a 'peer to peer' branch that facilitates collegial faculty-specific consultations.
- *plan m* continues in a modified form. *navigare* continues in a modified form. Both lines are supplemented by a substantive focus on micro-political strategies in the academic system.

### 3.3.2 Communication and raising awareness

The University of Bremen sees itself as a place for creative food for thought on gender-political issues with impulses that help to shape the public space and arouse curiosity. This is evidenced by a wide range of activities that are continued in a similar quality and orientation with a small fund 'for the promotion of creative communication strategies' on an event-related basis:

- with an interplay between words and images, the exhibition 'right here' (runtime: 2014–2015) conveyed impressions of the academic careers and motivations of thirty female academics from the University of Bremen. This was portrayed in large format. They illustrate the working conditions and perspectives on the academic world. 'right here' follows in the footsteps of 'Unispitzen', a nationally acclaimed exhibition about female academics in leading positions in Bremen (Annex).
- The university takes a constructive approach to dealing with anti-feminist currents in the academic world. It organised the lecture series 'Salonfähig – Antifeminismus an Hochschulen' ('Socially acceptable – Anti-Feminism at Universities') as an invitation to open up discussions and as an offering to teach gender awareness. A one-day practical workshop 'Argumentationstraining Geschlechterdemokratie' ('Gender Democracy Argumentation Training') complemented the offering (Annex).
- The cartoon series 'aufgezeichnet: Genderdynamiken in MINT' ('Recorded: Gender Dynamics in STEM') is also about to be released. It emerges from DFG-funded research networks and opens up an innovative approach to gender-specific reflection on day-to-day working life. This creatively promoted identification not only with the specific project, but also with the cross-cutting area of equal opportunities as a whole. The paper postcards and e-postcards can now be used for the networks' gender policy work (Annex).

## 3.4 Measures planned using funds from the Programme for Female Professors III

<b>Measure</b>
Fund for the 'Promotion of female leaders in academia' (supportive measures to introduce a care pool and laboratory assistance)
Gender consulting for research networks, pooling process implementation, deficiency guarantee
Further development of perspektive promotion (personnel, training, public relations)
plan m—additional 'Micropolitical Strategies' workshop programme
Processing of PP III personnel development offerings
Fund for the 'Promotion of creative communication strategies'
<b>Total planned use of funds</b>

## Acquisition of female students for subjects in which women are underrepresented

# 4

*“We ensure equal opportunities and permeability, make suitable and potential-oriented offerings for the entry phase for studies and attract female students for subjects in which they are underrepresented in each case.”*

(University Strategy, 23)

### 4.1 Objectives for 2018–2023

- Ensure gender mainstreaming in internal quality assurance for studies and teaching
- Expand monitoring of study progress for gender-sensitive analysis of student cohorts
- Reactivate gender-equitable study orientation in the STEM field
- Anchor STEM coaching in a structurally sustainable way
- Anchor the International Summer University for Female Engineers in a structurally sustainable way

### 4.2 Setting standards

The University of Bremen has been system-accredited since 2016. One of the main features of quality management for studies and teaching at the University of Bremen is that it offers sufficient space for subject-specific features. Quality objectives and measures derived from them are organised as decentralised responsibility where teaching and learning takes place, in the subjects and faculties. All faculties have developed quality cycles, which served as a starting point for developing the university-wide quality assurance system. For overarching university quality objectives, the focus was initially placed on diversity in general, combined with corresponding derived measures. It has since become clear that, especially in the STEM field, the specific view of gender criteria is still necessary for the university's guiding objective of gender equality.

#### 4.2.1 Gender mainstreaming in internal quality assurance for studies and teaching

Quality management (QM) will be further developed by university management together with the faculties according to gender mainstreaming rules:

- gender-equitable quality standards will be integrated into annual QM discussions from 2018 and will also be continued in perspective discussions<sup>30</sup> with all faculties. Gender-related target figures are agreed, continuously updated and evaluated, and gender equality-related fields of action are defined.
- The University of Bremen has made ‘gender competence in teaching’ one of the quality objectives in the quality cycles. To this end, those involved in planning study programmes and degree courses are trained in a specific development process on the equality-related fields of action. In addition, further training in higher education didactics will contribute with offerings for gender competence in teaching.
- Gender-related results of higher education research are taken as a basis for the further development and new development of study programmes and courses.
- The improvement of target numbers at the start of studies will continue to be pursued for all STEM subjects and the retention of women in studies will be particularly supported.

<sup>30</sup> Cf. chapter 1.

## 4.2.2 Further development of gender-sensitive monitoring of study courses

Since 2009, the annual Rector's report 'Uni in Zahlen' ('University in Figures') has published gender-sensitive monitoring of person-related developments in study and employment relationships at the University of Bremen (Annex). In addition, from 2009–2013, the University of Bremen's Centre of Excellence for Women in Science and Technology carried out further analyses in STEM study programmes. The results were sent to the STEM faculties on an annual basis. As part of developing a quality management system for studies and teaching, the University Development and Capacity Planning department has been developing university-wide study progress statistics<sup>31</sup> since 2016, which also looks at examinations and how credit points are acquired. Student and examination data is evaluated in the context of longitudinal analysis over time in order to identify corresponding needs for action and intervention at a study programme level. Gender criteria are currently being added to the instruments. Monitoring is prepared semester by semester and sent to the faculties. This allows central and decentralised levels to simultaneously identify gender-specific needs for action and to review the effectiveness of gender equality measures, especially in the STEM sector.

## 4.3 Changing cultures

Starting in 2008, the University of Bremen used funds from the Programme for Female Professors to set up a concept with interrelated measures for schoolgirls, female students, female graduates and female specialists in the STEM field. The intention of the measures is to attract special groups of prospective female students and to strengthen female students at known critical study points. The University of Bremen has extensive experience with mono-educational teaching/learning arrangements in the context of career and study orientation and as part of regular studies.

### 4.3.1 Gender-equitable school activities and recruitment of STEM students

The University of Bremen has a very wide range of activities for interested students, which are offered by research groups.<sup>32</sup> For example, the open programme on Girls' Day has offered about 150 places for schoolgirls in grades 5 to 10 from Bremen and Lower Saxony every year since 2001. In order to advance the systematic expansion of special cross-sectional offerings for study orientation for schoolgirls on the one hand and the counselling of STEM study programmes with regard to a gender-critical design of school activities on the other hand, the University of Bremen developed the 'MINTIA – Uni-Klub für Schülerinnen' ('STEM University Club for Schoolgirls') from 2008 onwards with funds from the Programme for Female Professors I. Open until 2013 and successfully accepted by schoolgirls, it was adapted as good practice by the Bremen City University of Applied Sciences. Through the BMBF-funded joint project SMILE, led by the University of Bremen, northern German universities and research institutions from the field of computer science are currently developing motivating teaching offerings for schoolgirls in extracurricular settings on the topic of 'intelligent environments'.<sup>33</sup> In the future, the University of Bremen will work to incorporate its expertise into an overarching structure in the state of Bremen.

### 4.3.2 STEM coaching for female bachelor students

The 'Career Advancement' STEM coaching programme has been implemented continuously since 2008 to promote young female leaders in scientific and technical courses of study and particularly for the transition from bachelor's to master's degree ('Annex'). The concept was developed in coordination with existing career development programmes at the University of Bremen. It consists of a 'Professional entry and career design' teaching module for female STEM students in the second half of the bachelor's degree. The one-year 'Career promotion' programme, which starts each winter semester, extends over 10 blocks. A fixed group of students actively works to set out individual development plans in detail

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<sup>31</sup> <https://www.uni-bremen.de/qm-portal/studienverlaufsstatistik.html> (Zugriff: 25/05/2018)

<sup>32</sup> <https://www.uni-bremen.de/schule> (Zugriff: 25/05/2018)

<sup>33</sup> <https://www.smile-smart-it.de/index.php/projekt/> (Zugriff: 25/05/2018)



throughout the entire programme—in face-to-face seminars, online modules and individual coaching sessions.

In parallel to the annual programme, individual STEM coaching impulses, especially in the areas of communication and self-management, are available to all female STEM students as interdisciplinary counselling and training opportunities. Like the annual programme above, they are recognised in the General Studies section of the degree programmes. STEM students consistently take up the programmes very well; there are often waiting lists. STEM coaching, which is based on the promotion and guidance of a self-learning process through a blended learning system, also has a positive impact on career-relevant further education behaviour later on. The sustainability of the offering decided by university management is supported by broad acceptance in all STEM faculties. In 2019, both parts of the programme will be substantially secured and staff resources permanently anchored.

#### **4.3.3 International summer universities for women in computer science and engineering**

The two summer universities Informatica Feminale and Ingenieurinnen-Sommeruni represent other University of Bremen flagship projects. These are measures for female first-year students, female students, female graduates and female professionals (Annex). Informatica Feminale, which was developed at the University of Bremen and has already been transferred several times nationally and internationally, has been held annually since 1998. In line with the IT concept, the Gender Equality Concept 2008 launched the continuous expansion of the Summer University for Female Engineers as a nationwide subject offering for gender-equitable teaching in mechanical engineering, process engineering and electrical engineering. Responsibility for teaching lies with the faculties of Production Engineering and Physics/Electrical Engineering. With around 60 half-week and full-week courses on teaching assignments and credit allocation, both summer universities form part of the interdisciplinary teaching offering at the University of Bremen. Since 2013, both summer universities have been internationalised with English-language courses and international lecturers and participants. The annual demand has increased to 230 participants.

The curricular profile of the summer universities and international contacts are to be further expanded in the future. The university will actively use its YERUN network for this purpose. In addition to Informatica Feminale, the Summer University for Female Engineers will therefore also be sustainably secured with personnel resources.

#### **4.3.4 Gender-competent further development of study programmes**

Since 2008, the university has been pursuing a variety of implementation strategies to attract female STEM students at both central and decentralised levels.

As part of the Teaching Quality Pact, the University of Bremen is implementing numerous measures for the STEM degree programmes, which particularly focus on anchoring research-based learning as well as on the study entry phase. The primary objective is to take into account the heterogeneity of students, including gender bias.

In the BMBF-funded joint project Transfer Laboratory Technical Competencies<sup>34</sup> of the Universities of Bremen and Hamburg, female students of non-technical subjects who are interested in a second/supplementary technical course of study or a change of subject to computer science or engineering are currently being advised and supported through orientation and specialist events as a pilot measure. The project is based on summer university experiences, and is managed by the University of Bremen's Centre of Excellence for Women in Science and Technology. Another starting point is the analysis of interdisciplinary courses for teaching technology skills at German universities. On this basis, institutional ways are to be shown to attract women as skilled workers for high-tech occupational fields.

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<sup>34</sup> <https://technikkompetenzen.de> (Zugriff: 25/05/2018)

### 4.3.5 Centre of Excellence for Women in Science and Technology

As a joint institution of five scientific and technical faculties at the University of Bremen, the Centre of Excellence for Women in Science and Technology, founded in 2003, continuously runs programmes for schoolgirls, female students, female graduates and female specialists in the STEM field and provides advisory services for the development of course-specific instruments to increase the proportion of women in STEM<sup>35</sup>. To this end, individual Centre of Excellence measures are funded by the Programme for Female Professors. Communication platforms have also been established to further bundle measures in the Centre of Excellence. They ensure target group-specific presentations of activities and continuous communication with participants of the individual offerings. They also promote the exchange with activists from the faculties, multipliers or interested parties among the general public.

Teaching gender competences to female STEM students has now become an integral part of the Centre of Excellence's interdisciplinary teaching programmes in order to reflect on gender relations at both meso and micro levels and to offer forms of action to defend against and change discriminatory structures. University management therefore continues to rely on the expertise of the Centre of Excellence to continue with the recognised and successful gender equality measures.

## 4.4 Measures planned using funds from the Programme for Female Professors III

<b>Measure</b>
Career design and career entry for female STEM bachelor students (personnel, training, support staff)
Further development of the mono-educational summer universities (personnel, teaching posts, support staff)
Expansion of communication platforms
<b>Total planned use of funds</b>

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<sup>35</sup> <https://www.meta.uni-bremen.de> (Zugriff: 25/05/2018)

## Sustainable structural anchoring

# 5

From the perspective of 'Gender Equity 2028', university management has decided to secure personnel resources and thus gender policy expertise for the thematic focal points and measures specified in the 'Concept for the Future of Gender Equality' in the long term beyond the term of the Programme for Female Professors III. In detail, this relates to:

- Gender-competent and diversity-competent personnel selection in academia
- Gender consulting for research networks
- Gender-equitable personnel development with differentiated programme lines for the different academic career stages
- Offerings for female students with migration experience and/or from educationally disadvantaged backgrounds
- Coaching for female students in STEM fields
- International summer universities for women in STEM fields
- Measures to promote a family-friendly university
- The professional organisational units and steering groups will thus continue their established work in a well-coordinated manner. In this way, the entire university can permanently align itself with gender-equitable quality criteria.

## Quality management

# 6

An essential basis for quality management is provided by the gender-sensitive data monitoring 'Uni in Zahlen' ('University in Figures') established in 2008 in the university executive board's accountability report. In addition, gender ratios are monitored through university-wide study progress statistics. In addition, Financial Controlling and the Research and Young Academics department collect and analyse separate data for specific questions.

The implementation of gender equality policy objectives in the faculties is ensured in perspective discussions, target agreements in the context of personnel concepts as well as in-depth discussions in selected faculties. Further information is generated in the above-mentioned internal university working groups, from which multi-perspective feedback goes to the university administration.

In addition, there are established quality assurance systems in place in the individual fields of action:

- 'Audit Familiengerechte Hochschule' and 'Audit Diversity', each with their own quality assurance systems
- DFG review process for the research networks' Gender Equality Concept
- Biennial quality management meetings between the Vice-President for Academic Affairs and the twelve dean's offices
- Integration of interdisciplinary teaching into the quality circuits

Quality assurance for the measures funded by the Programme for Female Professors is carried out within the scope of the respective projects. There, the quality and effects of the measures implemented are evaluated. Staff members carry out professional training and network throughout the country.

The university executive board, together with the Central Women's Representative, evaluates progress in annual retreats under external supervision and makes adjustments as necessary. An interim evaluation in alignment with the university strategy will take place in 2024 and will form the basis for the sustainable continuation of 'Gender Equity 2028'.

## Statistically significant data

# 7

Students over time	Female proportion in %									
	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Fac. 01 Physics/Electrical Engineering	16%	20%	22%	22%	20%	17%	18%	19%	20%	21%
Fac. 02 Biology/Chemistry	62%	61%	61%	59%	57%	57%	57%	57%	59%	59%
Fac. 03 Mathematics/Computer Science	32%	32%	34%	33%	33%	32%	31%	31%	30%	29%
Fac. 04 Production Engineering	18%	18%	18%	18%	19%	18%	19%	19%	18%	20%
Fac. 05 Geosciences	43%	45%	44%	43%	41%	40%	38%	37%	35%	36%
<b>Uni Bremen STEM</b>	<b>32%</b>	<b>32%</b>	<b>33%</b>	<b>32%</b>	<b>32%</b>	<b>30%</b>	<b>30%</b>	<b>30%</b>	<b>30%</b>	<b>31%</b>
Fac. 06 Law	59%	58%	60%	58%	57%	58%	57%	58%	58%	59%
Fac. 07 Business Studies and Economics	46%	44%	45%	46%	45%	45%	45%	44%	44%	43%
Fac. 08 Social Sciences	51%	50%	50%	50%	49%	49%	51%	50%	52%	53%
Fac. 09 Cultural Studies	68%	69%	70%	71%	71%	72%	72%	73%	72%	70%
Fac. 10 Linguistics and Literary Studies	78%	79%	78%	78%	76%	77%	77%	77%	77%	77%
Fac. 11 Human and Health Sciences	79%	78%	78%	78%	77%	79%	79%	80%	80%	81%
Fac. 12 Pedagogy and Educational Sciences	75%	74%	62%	73%	80%	82%	76%	76%	75%	74%
<b>Uni Bremen Equal Opportunity and Anti-Discrimination</b>	<b>65%</b>	<b>65%</b>	<b>64%</b>	<b>64%</b>	<b>63%</b>	<b>64%</b>	<b>64%</b>	<b>64%</b>	<b>64%</b>	<b>64%</b>
<b>Students</b>	<b>53%</b>	<b>53%</b>	<b>53%</b>	<b>52%</b>	<b>51%</b>	<b>51%</b>	<b>51%</b>	<b>51%</b>	<b>51%</b>	<b>52%</b>

Mid-level staff over time	Female proportion in %									
	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Fac. 01 Physics/Electrical Engineering	22%	21%	18%	17%	19%	18%	17%	19%	18%	18%
Fac. 02 Biology/Chemistry	48%	49%	46%	49%	49%	48%	49%	50%	43%	42%
Fac. 03 Mathematics/Computer Science	28%	23%	23%	25%	24%	26%	25%	22%	26%	29%
Fac. 04 Production Engineering	23%	24%	23%	25%	26%	22%	19%	22%	19%	22%
Fac. 05 Geosciences	30%	30%	24%	25%	26%	26%	29%	29%	27%	31%
<b>Uni Bremen STEM</b>	<b>28%</b>	<b>26%</b>	<b>24%</b>	<b>25%</b>	<b>26%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>24%</b>	<b>26%</b>
Fac. 06 Law	44%	46%	47%	42%	45%	44%	44%	41%	41%	40%
Fac. 07 Business Studies and Economics	31%	29%	28%	32%	32%	32%	32%	33%	36%	36%
Fac. 08 Social Sciences	47%	51%	49%	48%	40%	46%	54%	46%	50%	49%
Fac. 09 Cultural Studies	50%	56%	53%	51%	50%	51%	51%	54%	52%	56%
Fac. 10 Linguistics and Literary Studies	66%	69%	70%	68%	71%	68%	71%	72%	75%	72%
Fac. 11 Human and Health Sciences	55%	57%	58%	59%	56%	61%	58%	59%	63%	69%
Fac. 12 Pedagogy and Educational Sciences	63%	68%	66%	67%	64%	66%	69%	73%	74%	74%
<b>Uni Bremen Equal Opportunity and Anti-Discrimination</b>	<b>52%</b>	<b>56%</b>	<b>56%</b>	<b>54%</b>	<b>52%</b>	<b>53%</b>	<b>55%</b>	<b>55%</b>	<b>57%</b>	<b>58%</b>
<b>Units outside the faculty</b>	<b>34%</b>	<b>39%</b>	<b>40%</b>	<b>42%</b>	<b>44%</b>	<b>44%</b>	<b>44%</b>	<b>44%</b>	<b>45%</b>	<b>48%</b>
<b>Mid-level</b>	<b>35%</b>	<b>37%</b>	<b>36%</b>	<b>37%</b>	<b>37%</b>	<b>37%</b>	<b>38%</b>	<b>38%</b>	<b>38%</b>	<b>40%</b>

Doctorates over time	Female proportion in %									
	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Fac. 01 Physics/Electrical Engineering	17%	22%	24%	26%	24%	24%	23%	22%	22%	23%
Fac. 02 Biology/Chemistry	53%	49%	54%	57%	62%	59%	61%	61%	63%	63%
Fac. 03 Mathematics/Computer Science	19%	25%	28%	18%	25%	31%	31%	24%	21%	24%
Fac. 04 Production Engineering	16%	14%	17%	17%	14%	10%	11%	12%	21%	23%
Fac. 05 Geosciences	46%	47%	47%	49%	53%	47%	45%	37%	43%	47%
<b>Uni Bremen STEM</b>	<b>35%</b>	<b>36%</b>	<b>40%</b>	<b>41%</b>	<b>41%</b>	<b>38%</b>	<b>37%</b>	<b>35%</b>	<b>37%</b>	<b>37%</b>
Fac. 06 Law	47%	40%	46%	41%	47%	38%	41%	49%	55%	57%
Fac. 07 Business Studies and Economics	35%	36%	35%	28%	25%	26%	33%	34%	28%	24%
Fac. 08 Social Sciences	49%	51%	53%	62%	63%	60%	54%	51%	52%	54%
Fac. 09 Cultural Studies	51%	49%	54%	63%	56%	59%	62%	79%	74%	68%
Fac. 10 Linguistics and Literary Studies	43%	38%	57%	52%	52%	58%	76%	88%	90%	83%
Fac. 11 Human and Health Sciences	57%	57%	58%	62%	67%	70%	71%	63%	61%	59%
Fac. 12 Pedagogy and Educational Sciences	57%	70%	36%	31%	38%	48%	42%	46%	53%	67%
<b>Uni Bremen Equal Opportunity and Anti-Discrimination</b>	<b>46%</b>	<b>45%</b>	<b>48%</b>	<b>49%</b>	<b>51%</b>	<b>51%</b>	<b>52%</b>	<b>54%</b>	<b>54%</b>	<b>54%</b>
<b>Doctorates</b>	<b>40%</b>	<b>40%</b>	<b>44%</b>	<b>45%</b>	<b>46%</b>	<b>43%</b>	<b>43%</b>	<b>42%</b>	<b>43%</b>	<b>44%</b>

Uni Bremen doctorates and postdoctoral qualifications: 3-year average in each case

Professors over time	Female proportion in %									
	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Fac. 01 Physics/Electrical Engineering	9%	8%	6%	6%	6%	6%	6%	9%	6%	6%
Fac. 02 Biology/Chemistry	25%	19%	17%	17%	16%	18%	18%	20%	20%	19%
Fac. 03 Mathematics/Computer Science	23%	24%	24%	27%	25%	25%	30%	28%	33%	31%
Fac. 04 Production Engineering	5%	5%	5%	5%	5%	5%	4%	9%	9%	9%
Fac. 05 Geosciences	7%	15%	15%	19%	22%	20%	22%	22%	23%	18%
<b>Uni Bremen STEM</b>	<b>16%</b>	<b>15%</b>	<b>14%</b>	<b>15%</b>	<b>15%</b>	<b>15%</b>	<b>17%</b>	<b>18%</b>	<b>19%</b>	<b>18%</b>
Fac. 06 Law	33%	21%	36%	43%	31%	25%	14%	13%	18%	13%
Fac. 07 Business Studies and Economics	0%	0%	6%	7%	6%	6%	16%	17%	15%	10%
Fac. 08 Social Sciences	45%	35%	35%	37%	41%	44%	47%	49%	47%	48%
Fac. 09 Cultural Studies	45%	45%	35%	47%	55%	55%	52%	60%	64%	63%
Fac. 10 Linguistics and Literary Studies	40%	37%	39%	44%	44%	39%	39%	52%	50%	52%
Fac. 11 Human and Health Sciences	38%	43%	43%	43%	46%	45%	53%	53%	41%	41%
Fac. 12 Pedagogy and Educational Sciences	56%	64%	64%	56%	50%	47%	50%	50%	41%	40%
<b>Uni Bremen Equal Opportunity and Anti-Discrimination</b>	<b>38%</b>	<b>36%</b>	<b>36%</b>	<b>40%</b>	<b>40%</b>	<b>39%</b>	<b>40%</b>	<b>43%</b>	<b>40%</b>	<b>40%</b>
<b>Units outside the faculty</b>	<b>7%</b>	<b>16%</b>	<b>17%</b>	<b>15%</b>	<b>20%</b>	<b>16%</b>	<b>26%</b>	<b>33%</b>	<b>33%</b>	<b>48%</b>
<b>Professors</b>	<b>25%</b>	<b>24%</b>	<b>24%</b>	<b>26%</b>	<b>26%</b>	<b>26%</b>	<b>28%</b>	<b>30%</b>	<b>29%</b>	<b>29%</b>



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Prof. Dr.Ing. Bernd Scholz-Reiter  
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