

Gender Equality Plan

09/05/2022

This is a translation from German. In the event of any discrepancies between the English translation and the original text, the German version shall prevail.

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A General objectives, content and effective period of the Gender Equality Plan

The Saarland University of Applied Sciences for Technology and Economics (official name: Hochschule für Technik und Wirtschaft des Saarlandes – htw saar) is committed to the development and assessment of the quality of life for women and men in all aspects of the institution's educational activities, as well as to the development of sound judgement, opportunities and equality – criteria that are essential for higher education.

To achieve these objectives, htw saar has revised its existing Gender Equality Plan so that it highlights existing structures and current circumstances, sets out measures and targets that have already been established, and presents new ideas and concepts yet to be implemented.

Through the Gender Equality Plan, the university undertakes to take measures to eliminate existing disadvantages faced by its female members, to remove structural disadvantages affecting women at this university, to reduce the current under-representation of women, to actively support women, and to provide them with the same educational, career and development opportunities as men. This includes increasing the proportion of women in academia, as well as striving to ensure that women and men are equally represented in university bodies and committees (Saarländisches Hochschulgesetz; SHSG § 6).

Under-representation within the scope of this Gender Equality Plan exists where the proportion of women within a salary, remuneration or wage group – that is, in roles involving supervisory or managerial responsibilities – is lower than the proportion of men (Landesgleichstellungsgesetz, LGG § 3(4)).

Indirect discrimination, which, whilst present for both genders, in fact has a more adverse effect on women than on men, is unacceptable. For this reason, all decision-making processes and measures are analysed in terms of their contribution to the realisation of equal opportunities for women and men. Equal opportunities for women and men and the elimination of existing disadvantages faced by women are the primary objectives here.

The provisions set out in this plan must be observed and implemented in all human resources and organisational decisions taken by the university.

1 Legal basis for the Gender Equality Plan

Extract from the Saarland Higher Education Act (Saarländisches Hochschulgesetz) of 30 November 2016, as last amended by Article 1 of the Act of 8 March 2021:

“Section 3 Duties

(8) Higher education institutions shall ensure that their members are able to pursue their studies and carry out their professional and academic activities free from discrimination. They shall, within the limits of their capabilities, work towards eliminating existing disadvantages. For members and affiliates of higher education institutions who are not employees, § 3(4), Section 7(1), Section 12(1) to (4) and Section 13(1) of the General Equal Treatment Act (Allgemeines Gleichbehandlungsgesetz, AGG) of 14 August 2006 (Bundesgesetzblatt, BGBl. p. 1897), as last amended by Article 8 of the Act of 3 April 2013 (BGBl., p. 610), apply mutatis mutandis. Higher education institutions shall take account of the diversity of their members and ensure good conditions of employment.”

“(7) Higher education institutions shall promote the compatibility of family life with studies, academic qualifications and a career. They shall contribute to the social support of students and take into account the special needs of students with children and family members requiring care. [...] They shall ensure that students with disabilities or chronic illnesses are not disadvantaged in their studies and can make use of the university’s services as far as possible without external assistance. [...]”

“§ 6 Advancement of Women

(1) Higher education institutions are tasked with promoting genuine equality between women and men and with taking measures to eliminate existing disadvantages faced by their female members. They shall work towards increasing the proportion of women in academia and ensuring that women and men are equally represented in higher education bodies and committees. [...]”

“Section 8 Quality assurance

(1) Each higher education institution shall establish its own system for ensuring the quality of its work. It shall ensure that its performance in research, study and teaching, in the promotion of early-career researchers and in the fulfilment of its equality mandate is evaluated – inter alia by consulting internal and external experts. Sentence 2 shall apply mutatis mutandis to the organisation of its administration.”

2 Scope of the Gender Equality Plan in accordance with the Saarland State Equality Act

The basis for drawing up the Gender Equality Plan for employees is the statistical survey covering pay and salary bands, as well as supervisory and management levels. In addition, the Saarland State Equality Act principle applies that ‘in areas where women are under-represented, they shall be given preference where they have the same aptitude, qualifications and professional performance, unless reasons relating to a male competitor take precedence.’ (Landesgleichstellungsgesetz, LGG)

Targets in accordance with the Saarland State Equality Act (LGG)

In order to reduce the under-representation of women in the relevant areas, the Gender Equality Plan must include the following measures:

1. The personnel, organisational and training measures required to achieve the targets must be specified.
2. The necessary qualifications that employees must possess to fill posts must be specified.
3. Gender-equitable staff development must be facilitated so that the necessary qualifications can be acquired.
4. In the event of reorganisation or the abolition of posts, care must be taken to ensure that the proportion of women in areas where they are under-represented is not reduced.
5. Measures to improve working conditions
6. Fixed-term posts in the academic sector must be filled by women to an extent that corresponds to the proportion of women amongst graduates of the degree programme.
7. Funding for junior researchers must be allocated to female students in a proportion at least equal to the percentage of female students in the degree programme.

3 Scope and effective period

The Gender Equality Plan is drawn up for a period of four years and sets out the staffing, organisational and training measures intended to increase the proportion of women amongst staff and students in those areas where women are under-represented. It must be based on an analysis of the membership structure and expected trends in staff and student numbers, and the necessary data must be collected for this purpose. Before it expires, it shall be reviewed, evaluated and updated. It shall be adopted by the Senate.

As the Gender Equality Plan affects both staff and students within the remit of htw saar, both groups must be taken into account.

After two years, the Gender Equality Plan shall be reviewed and, if necessary, amended.

B Figures at htw saar

At htw saar, 46.5 per cent of staff are women and 41 per cent of students are women.¹

As at 1 December 2020, 270 women and 309 men were employed as civil servants or staff members. Of the 270 women, 118 were in full-time employment and 117 (49.8 per cent) in part-time employment. However, the distribution of staff across the different status, salary and wage groups varies considerably.

As at 1 December 2020, 2,555 female students (41.1 per cent) and 3,664 male students were enrolled at htw saar. The proportion of women varies considerably across the individual faculties.

1 civil servants

C-grade employment

Payroll	Total number	of which -women	Percent
C 2	19		5.2
C 3			20
Total	524	112	8.3

W-Pay scale

Payroll	Total number	of which -women	Percent
W2	87	27	31
W3	20	1	5
Total	107	128	26.1

Total C + W	of which 's Women	Percent
1 31	30	22.9

A-Salary (planned posts)

	Total positions	percent

¹ See Tables: Total C + W, 3.4. All staff, Students 5.1 to 5.4

Total	7	100
of these women	5	71
Women working part-time	2	40

Research activities of professors

htw saar	Total	Professors	Female professors	Proportion of female professors in %
Professional hours (as at 1 December 2020)	131	101	30	22.9
Publications (2017–2020)	281 ²	185	96	34.2
Third-party support				

Figures on third-party funding by gender are not yet available at htw saar.

Overview of “Initialförderung” (initial funding) proposals at htw saar:

Year	2016	2017	2018	2019	2020
Number of proposals received	17	21	22	30	34
By women	3	5	8	6	8
Number of successful proposals	17	15	19	24	26
By women	3	2	5	3	7

2 Employees (non civil-servants)

2.1 Classification according to TV-L

TV-L	Total	Men, full-time	Men, part-time	Women, full-time	Women, part-time		Women, part-time %
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² In total, there were 281 publications by 13 female professors and 18 male professors, meaning that women accounted for 42 per cent of the authors.

						Total percentage of women	
E 1 5							
E 1 4	11	3	1	4	3	63.6	42.9
E 1 3Ü							
E 1 3	175.5*	73	18.5*	42.5*	41.5*	47.9	49.4
E 1 2	37.5*	26	2.5*	6	3	24	33.3
E 1 1	47.5*	19	3	11.5*	14	54.7	54.9
E 1 0	36.5*	4	12	10	10.5	56.2	51.2
E 9	32	12	4	9	7	50	43.8
E 8	22	2	1	11	8	86.4	42.1
E 7	8	7		1		12.5	
E 6	18	4		8	6	77.8	42.9
E 5	36	8	1	13	14	75	51.9
E 4							
E 3	9	4		2	3	55.6	60
E 2Ü	3				3	100	100
E 2	5	1			4	80	100
E 1							
Total	441	163	43	118	117	53.3	49.8

* Odd figures arise because employees may be placed in two different pay bands.

In the percentage comparison, the calculation was based not on the total number of jobs, but on a breakdown into full-time and part-time positions. The table includes all employees paid in accordance with the TV-L collective agreement.

2.2 Employment Contract

	Total	Men	Women	Women in %
Total, permanent	246	107	139	56.5
Permanent, full-time	181	103	78	43.1
Permanent, part-time	75	14	61	81.3

	Total	Men	Women	Women in %
Total, fixed-term	175	88	87	49.7
Full-time, fixed-	105	62	43	40.9

term*				
Part-time, fixed-term	70	26	44	62.9

*including trainees

2.3 *Employees – scientific staff*

Teachers with special responsibilities and teaching assistants

TV-L	Total	Men	Women	Women in %
E 14	6	2	4	66.7
E 13	140	81	59	42.1
E12	33	24	9	27.3
E 11	18	8	10	55.6
Total	197	115	82	41.6

2.4 *Employees – third-party funded posts*

	Total	Men	Women	Women in %
Total Staff	101	54	47	46.5
„Diplom“ degree	7	5	2	28.6
Master	63	33	30	47.6
Bachelor	31	16	15	48.4

3 *Lecturers*

Faculty	Total	Women	In %
Aviation Business – Aviation Technology and Economics	2	0	0
Architecture	20	7	35
Civil Engineering	19	4	21
Business Administration	58	21	36.2
Biomedical Engineering	10	2	20
German as a Foreign Language and Studium Plus	2	1	50
Electronics	10	0	0
Renewable Energies	1	0	0

Automotive Engineering	14	1	7.1
Computer Science	18	5	27.8
Mechanical Engineering	11	4	36.4
Healthcare	12	4	33.3
Sensor Engineering			
Social Sciences	52	15	28.8
Economic Engineering	8	1	12.5
German-French Institute of Higher Education (DFHI)	37	13	35.1
CEC (formerly IWW)	106	33	31.1
Total	380	101	26.6

*Individuals may be listed more than once.

4 Students

4.1 Bachelor's degree programmes

Programme	Total	Women	In %
Architecture	252	136	54
Aviation Business – Aviation Technology and Economics	117	15	12.8
Civil Engineering	310	90	29
Business Administration	621	295	47.5
Biomedical Engineering	204	89	43.6
Electronics	135	15	11.1
Renewable Energies /Energy Systems	89	18	20.2
Management			
Automotive Engineering	162	8	4.9
International Business (formerly International Business Administration)	161	93	57.8
International Tourism Management	123	100	81.3
Communication Systems	162	18	11.1
Management			
Management and Expertise in	68	50	73.5

Healthcare			
Mechanical	266	27	10.6
Engineering and Process Engineering			
Mechatronics/Sensor	124	13	10.5
Engineering			
Childhood Education	151	129	85.4
Healthcare	41	35	85.4
(vocational)			
Applied Computer	278	38	13.7
Science			
Social Sciences and	579	437	75.5
Childhood Education			
Business Engineering	411	88	21.4
Total	4864	1989	40.9

4.2 *Master's degree programmes*

Programme	Total	Women	In %
Architecture	72	34	47.2
Civil Engineering	26	8	30.8
Biomedical	30	12	40
Engineering + Medical			
Physics + Neural			
Engineering			
Electronics and	57	10	17.5
Information Systems			
Engineering			
Engineering and	148	14	9.5
Management			
Entertainment, Sports	60	40	66.7
and Tourism			
Management			
International	60	38	66.3
Management			
Communication	20	1	5
Systems Engineering			
Cultural Management	25	17	68
Cultural Management	38	26	68.4
(Introductory Cours)			
Marketing Science	47	74.5	71.8
Mechatronics/Sensor	28	4	14.3
Engineering			
Applied Computer	71	6	8.5
Science			
Accounting, Auditing	65	31	47.7
and Finance			
Social Sciences	13	12	92.3
Supply Chain	53	21	39.6
Management			
Business Engineering	53	20	34.5
Total	876	329	37.6

4.3 *Bachelor's degree programmes (DFHI)*

Programme	Total	Women	In %
German-French and	109	67	61.5
International			
Business			
Management			

Electronics – Renewable Energies and Systems Management	26	6	23.1
European Civil Engineering	44	21	47.7
Computer Science and Web Engineering	55	17	30.9
International Tourism Management	51	45	88.2
International Logistics Management	53	31	58.5
Mechanical Engineering	37	4	10.8
Total	375	191	50.9

4.4 Master's degree programmes (DFHI)

Programme	Total	Women	In %
Electronics – Renewable Energies and Systems Management	20	6	30
European Civil Engineering	15	11	73.3
Computer Science	6	1	16.7
Management Sciences	42	26	61.9
Mechanical Engineering	21	2	9.5
Total	104	46	44.2

4.5 Bachelor's degree programmes (CEC Saar)

Programme	Total	Women	In %
Aviation and Piloting – Aviation	99	3	3
Technology and Administration – vocational	99	48	48.5
Business Administration - vocational	1	1	100
Energy Management - vocational*	49	2	4.1
Business Engineering - vocational	2	0	0
Mechanical Engineering - vocational			
Total	250	54	21.6

4.6 Master's degrees programmes (CEC Saar)

Programme	Total	Women	In %
Laboratory and	17	8	47.1

Quality Management			
- vocational			
Management and Leadership -	53	18	34
vocational			
Security	44	7	15.9
Management -			
vocational			
Business	25	1	4
Engineering -			
vocational*			
vocational	26	9	34.6
Design Bionics			
- vocational			
Total	165	43	26.1

4.7 Other

In addition, there are 52 students, 25 of whom are women, who cannot be attributed to any of the programmes mentioned above.

C Evaluation

1 Professors

As at the reference date of 1 December 2020, a total of 131 posts in the C and W salary grades were filled at htw saar. Of these posts, 24 are in salary grades C 2 and C 3, and 107 are in the W salary grade.

30 of these posts are held by women (22.9 per cent), namely 4 female professors in the Faculty of Architecture and Civil Engineering, 4 in the Faculty of Engineering, 13 in the Faculty of Social Sciences and 9 in the Faculty of Economics.

Between 2007 and 2009, the proportion of female professors rose from 12.1 per cent to 20.0 per cent. From 2009 to 2012, the proportion fell from 20.0 per cent to 18.6 per cent, before rising again to 22.6 per cent by the end of 2016. In 2020, the proportion remained virtually constant at 22.9 per cent.

Women therefore remain significantly under-represented.

2 Civil servants in the A pay scale

Of the 7 civil service posts, 5 (71 per cent) are held by women. No action is required.

3 Employees (non-civil servants)

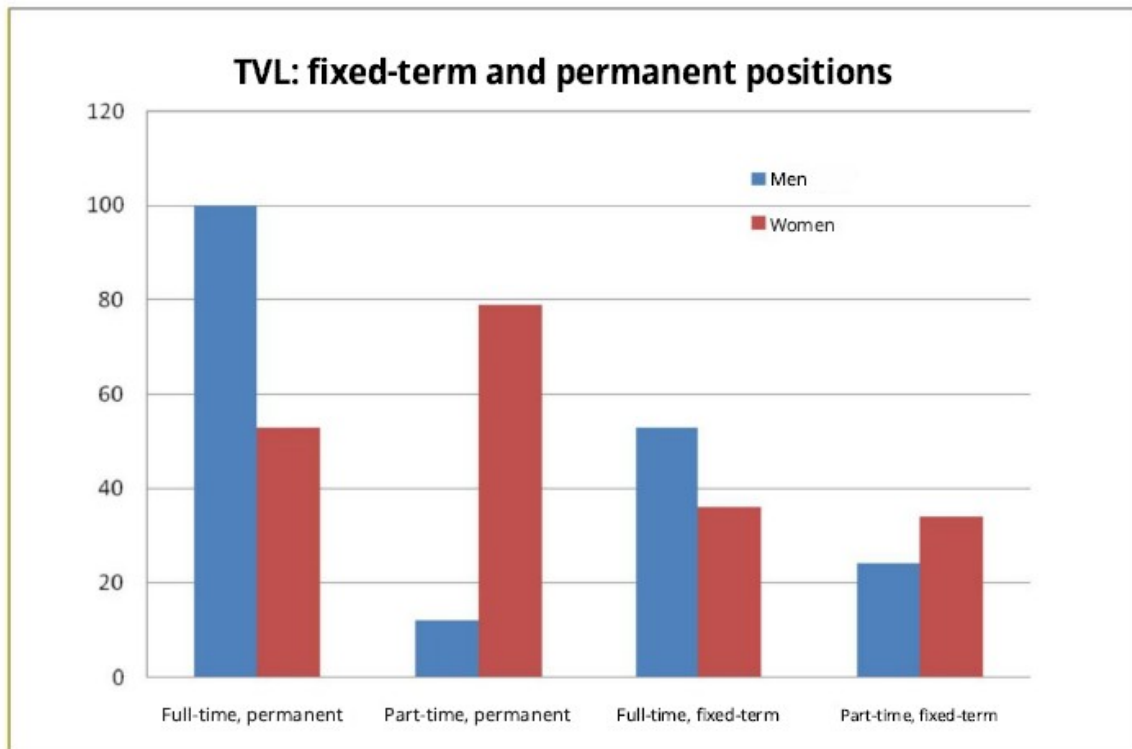
As at 1 December 2020, 441 non-civil servant staff members at htw saar were covered by the TV-L collective agreement, i.e. 77 more than as at 1 December 2016. The proportion of women has risen from 132 women (54.5 per cent) in 2009, to 165 women (53 per cent) in 2012, to 186 (51.1 per cent) in 2016, and to 235 (53.3 per cent) in 2020. Of these 235 women, 117 (49.8 per cent) are employed part-time; of the 178 men, 43 work part-time.

However, whilst the structure in the TV-L pay grade may appear balanced at first glance, closer examination reveals – as in previous years – an imbalance caused, amongst other things, by the high proportion of women in part-time employment (49.8 per cent).

The high proportion of women in pay grades TV-L E 5 to E 8 indicates that administrative roles in the middle civil service are a traditionally female-dominated sector. In order to provide these female staff with opportunities for career progression and to enable them to adapt to new technologies, appropriate further education and training programmes must be developed to enable women to qualify for administrative posts as they become vacant.

Among teachers with special responsibilities and teaching assistants (E 11 to E 14), the proportion of women has stabilised. After falling from 46.1 per cent in 2009 to 41.8 per cent in 2012 and 38.5 per cent in 2016, the figure has risen again to 41.6 per cent. A look at the overall figures for grades E9 to E14 shows that the decline in the proportion of women – from 43.9 per cent in 2009 to 46.7 per cent in 2012, then to 44.7 per cent in 2016 – has been halted, with the figure standing at 47.6 per cent as at 1 December 2020.

The situation is particularly problematic in the areas of part-time work and fixed-term contracts. Here, it is clear that the initially positive figures for the proportion of women need to be revised, as around 50 per cent of women are in part-time employment and the proportion of women in part-time roles amongst fixed-term positions stands at 62.9 per cent.



4 Lecturers

The proportion of female lecturers currently stands at 26.6 per cent and has fluctuated between 25 per cent and 27 per cent since 2009. Women remain significantly under-represented. Accordingly, the aim should be to steadily increase this proportion to 40.0 per cent. In particular, the number of women in engineering degree programmes should be increased so that they can serve as role models for female students.

5 Women in positions of authority with supervisory and managerial responsibilities

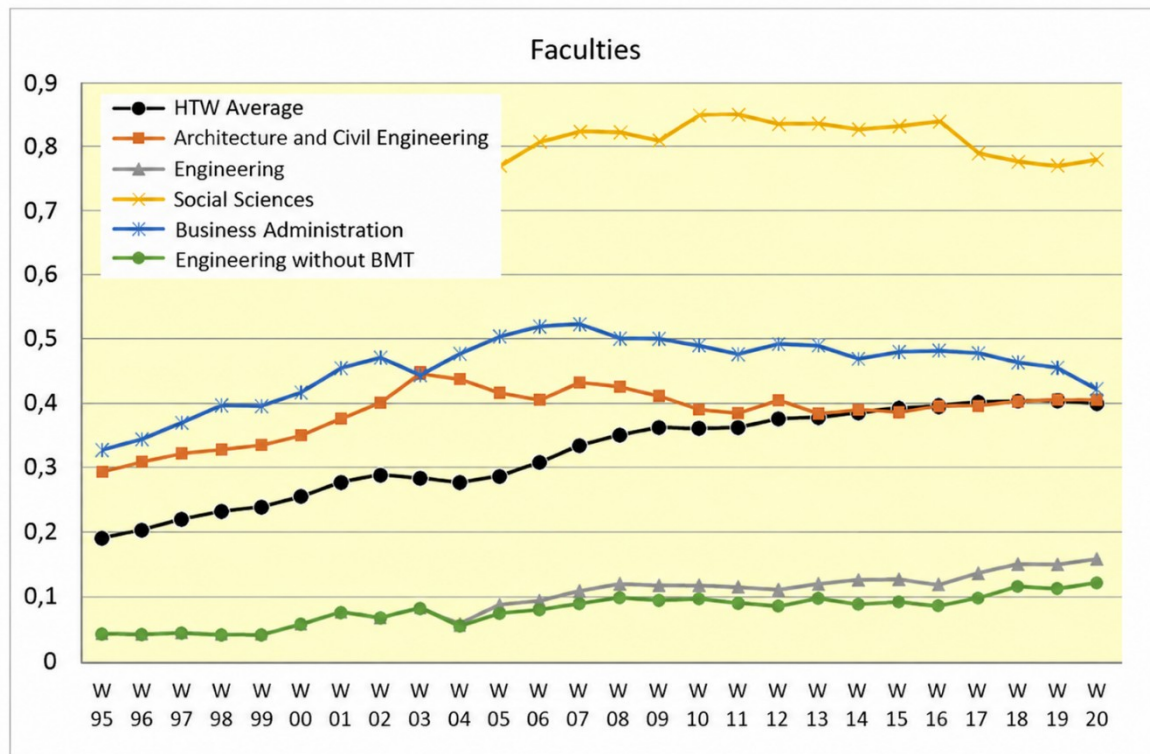
The following observations can be made here:

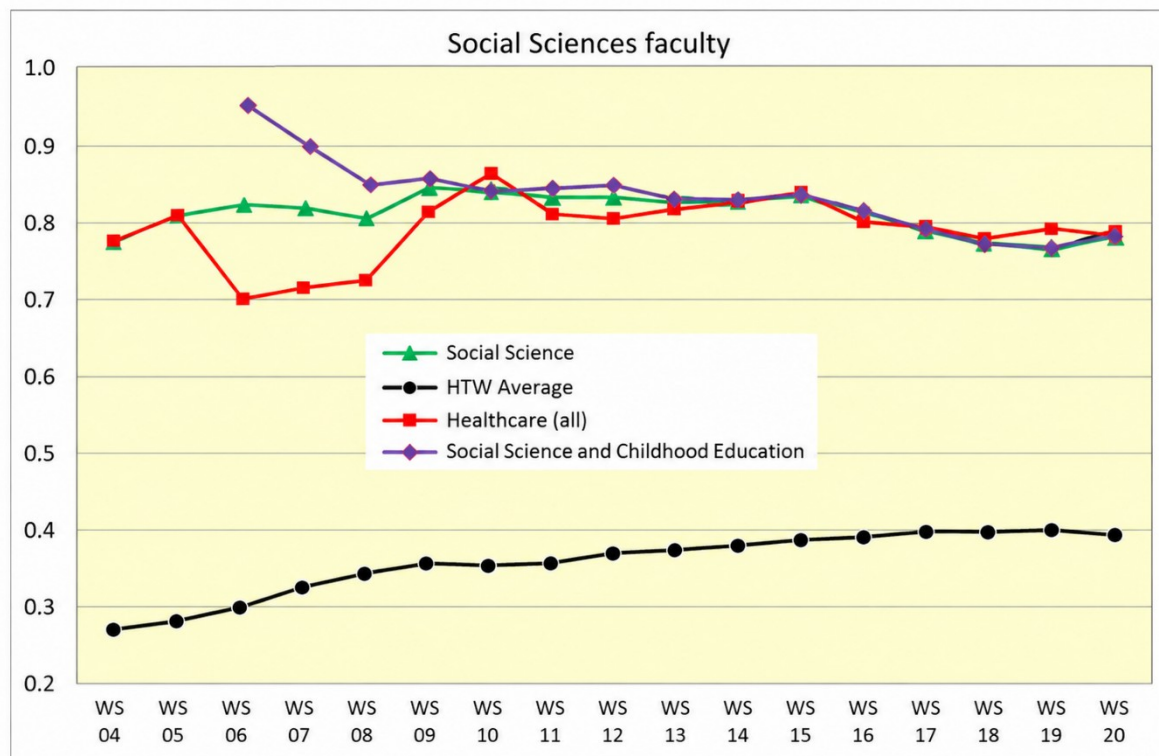
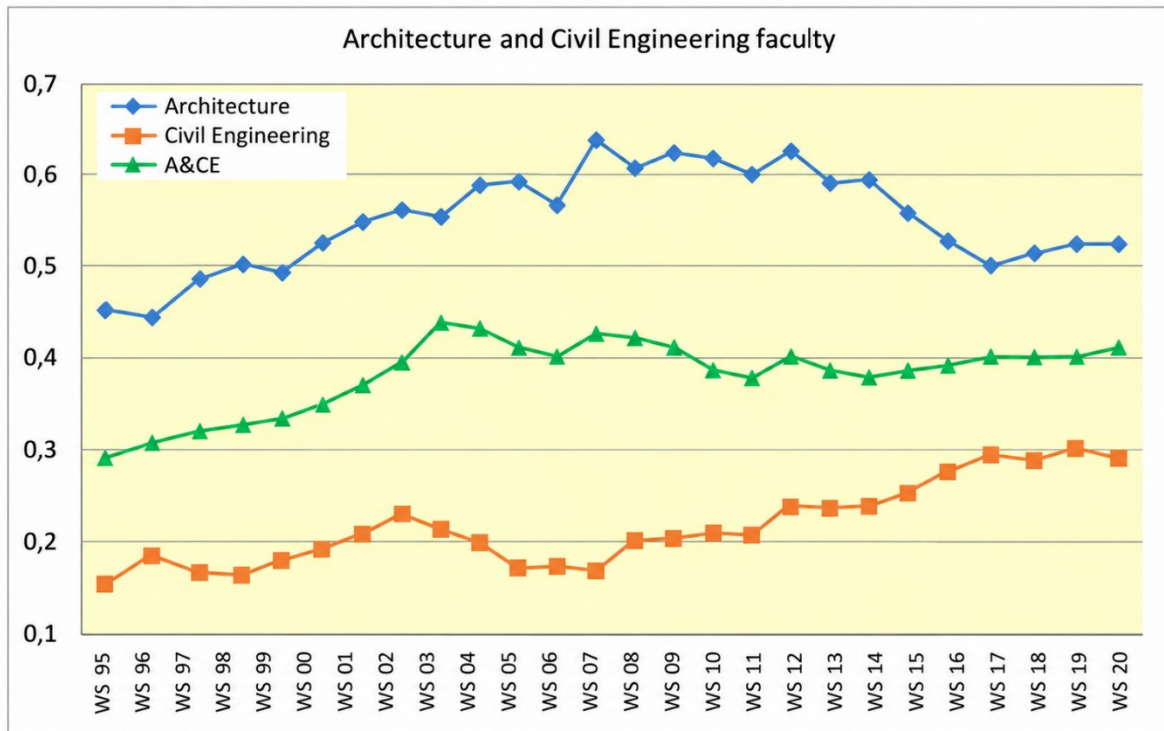
- Women are not represented in the university management (elected positions).
- There are 5 women in departmental management.
- In the faculty management and deputy faculty management, only 4 out of a possible 12 positions are held by women (elected posts).

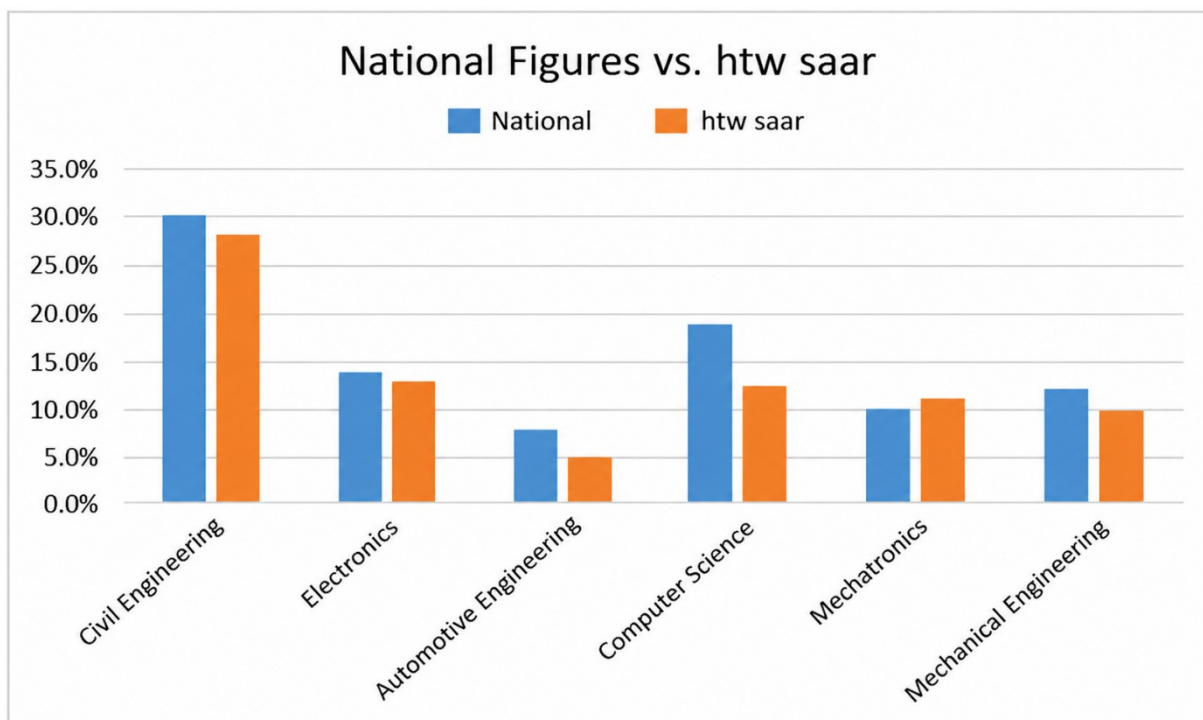
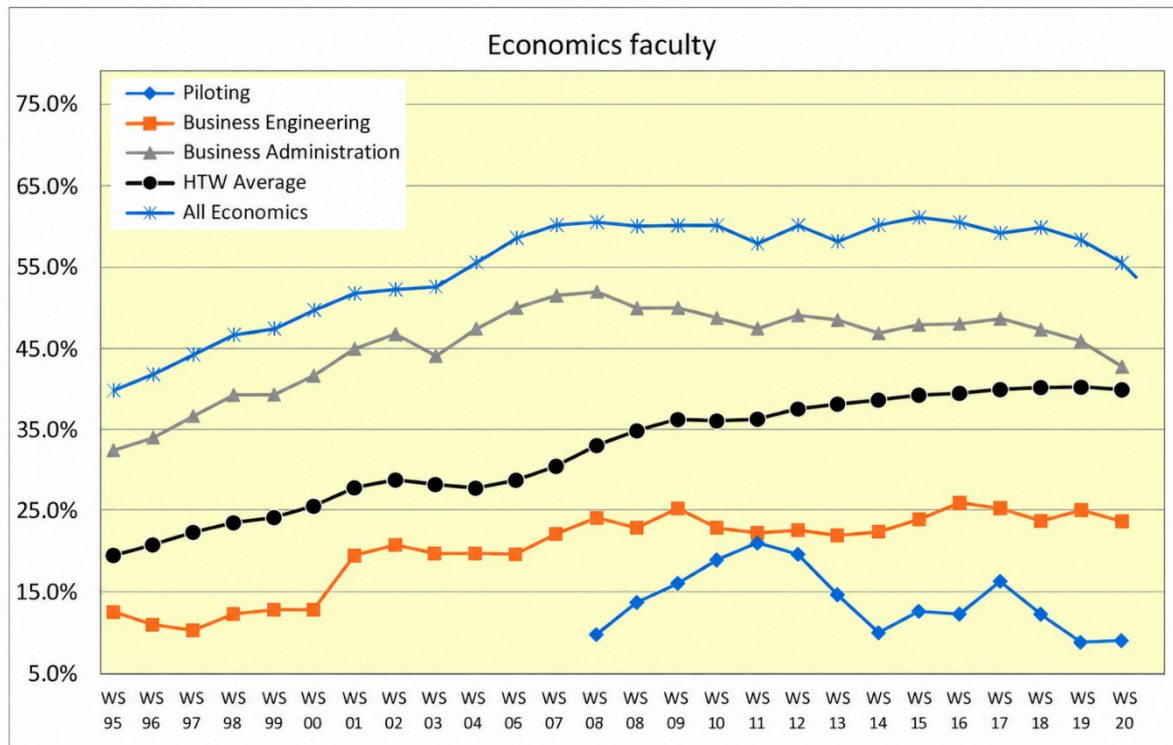
In order to address the under-representation of women in positions involving supervisory and managerial responsibilities, efforts should be made to appoint women to these roles. As change in the area of elected positions can only occur once there is a greater number of women amongst the body of professors, female professors in the Faculty of Economics should also be encouraged to stand as candidates for these roles.

6 Student demographics at htw saar

What is striking is the consistently low proportion of women (5.0% to 14.0%) in technical study programmes such as Electrical Engineering, Mechanical Engineering, Mechatronics and Computer Science, compared with the high proportion of women – 50.0% and above – in almost all degree programmes within the Architecture, Social Sciences and Economics faculties. Engineering degree programmes where the names suggest a different subject focus have higher proportions of female students: between 22 per cent and 44 per cent. These programmes include Biomedical Engineering, Civil Engineering and Business Engineering.

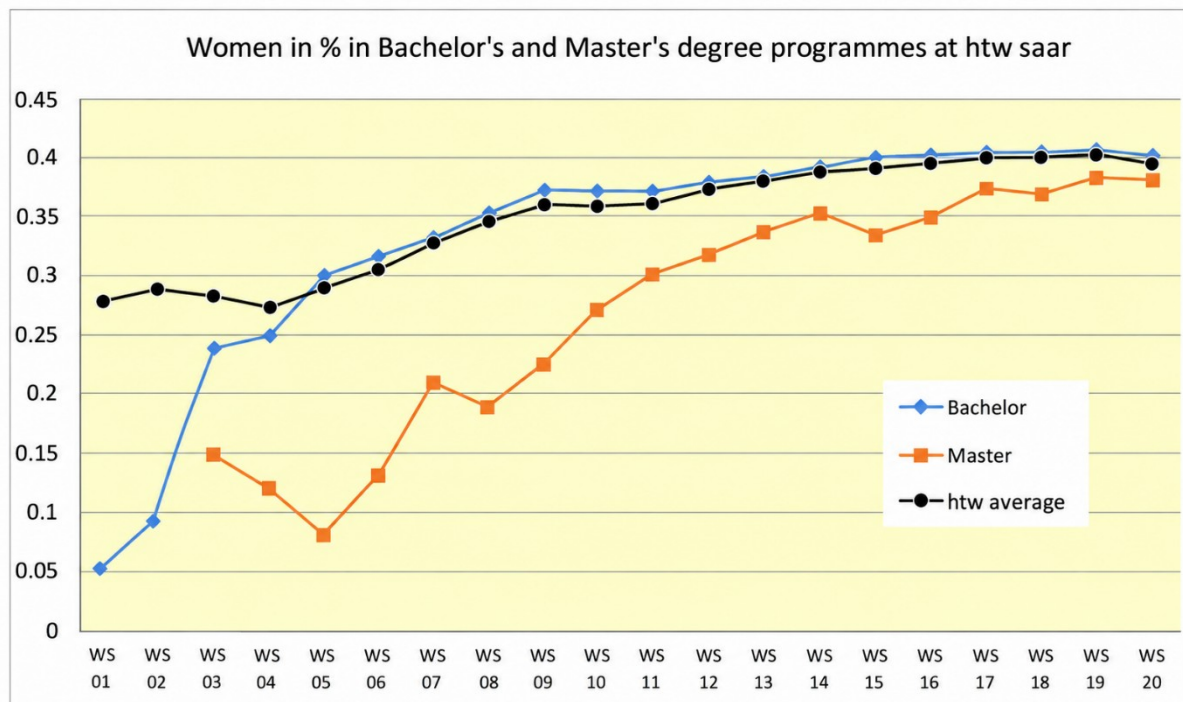






It is interesting to compare these figures with the nationwide student numbers for these degree programmes. The figures analysed for 2020 were for civil engineering, electronics, mechanical engineering, applied computer science and mechatronics. The overall proportion of female students at German universities was compared with the figures from htw saar. Generally speaking, the proportion of female students at htw saar is consistently below the national average.

The trend in the proportion of female students on Master's programmes is encouraging. Here, the proportion has levelled off at 37 per cent in recent years and is therefore not far behind the Bachelor's programmes, where the proportion of female students stands at just under 40 per cent.



7 Conclusion

Over the next three years, htw saar will only be able to significantly increase the proportion of women if it consistently endeavours to fill vacant posts – in particular professorships – with qualified women.

The aim should be to increase the proportion of female professors to 31 per cent in the W pay scale by 2026. At the end of 2020, this proportion stood at 26.1 per cent.

For degree programmes in the Engineering faculty, the aim must be to bring the proportion of women in line with the national average for these programmes. In the other faculties, care must be taken to ensure that the number of female students does not decline significantly.

In Master's programmes, the aim should be to achieve a proportion of women that corresponds to the overall proportion of female students at htw saar.

D Objectives

1 General Objectives

To ensure equality, htw saar pursues the following general objectives:

- Ensuring equal opportunities for women across all categories within the university
- Promoting gender and diversity to improve working and studying conditions
- Increasing the proportion of women in groups where they are under-represented
- Providing support in balancing family, work and studies
- Eliminating gender-based discrimination

Based on these general objectives and an analysis of the current situation, the following key areas of action have been identified for htw saar:

- Increasing the proportion of female professors to 31 per cent in W-professorships
- Maintaining the proportion of female academics in the faculties
- Increasing the proportion of female academics from the current 36.3 per cent to 45.0 per cent in externally funded projects
- Increasing the proportion of women amongst lecturers to 37.0 per cent
- Attracting female students to engineering degree programmes
- Maintaining the proportion of female students in Biomedical Engineering and the Renewable Energy and Automotive Engineering degree programmes

2 Development planning and target agreements

Based on the current staff and student figures, each faculty shall draw up a structural and action plan for the areas in which women are under-represented, which must be broken down by staff category. This plan sets out binding and realistic targets and regulates reporting obligations, accountability and monitoring, as well as compensatory measures, sanctions and incentives.

Proposals for measures can be found in Part E below.

3 Funding

A proportion of the flexibly deployable performance-related funds, to be determined, is earmarked for the financing of these measures. These funds are governed by the provisions of the university's targets and performance agreement to be concluded with the Ministry of Economic Affairs and Science.

In a procurement procedure yet to be defined, the allocation of funds must be regulated with regard to, amongst other things:

- compliance with the target agreements,
- exceeding targets and
- falling short of targets.

E Measures

1 Measures for all employee groups at htw saar

1.1 Structural planning

Measures to promote equality and support women must be incorporated into structural planning and staff development. The Equal Opportunities Officer must be involved in this from the outset.

1.2 Selection Procedures

In all selection procedures (recruitment, appointments, promotions, reclassifications and progression to the next higher career path), women with equivalent suitability, competence and professional performance shall be given preferential consideration until the under-representation in the respective pay and remuneration groups has been eliminated (Section 13 of the LGG).

As a general rule, all applications from women shall be included in the shortlisting process provided they can demonstrate the required qualifications as specified in the vacancy notice. If this is not possible due to the large number of applications from women, the selection process shall be organised in such a way that women are invited to interviews at least in proportion to their share of the applications.

The Equal Opportunities Officer must be involved in all stages of appointment and recruitment procedures. She must be kept informed of the current status at every stage of the procedure (e.g. through meeting minutes) and may submit a statement, which must be included in the records. She may attend all meetings of the appointment or recruitment committee and has the right to speak, to table motions and to lodge a suspensive objection in all appointment committees. To enable her to exercise these rights, she must be invited to the meetings. The rules governing the representation of the Equal Opportunities Officer are set out in the Saarland Higher Education Act.

Once the application deadline has passed, the Equal Opportunities Officer receives a list of applicants. Upon request, the application documents are made available to her for inspection.

1.3 Qualifications

Qualifications must be assessed exclusively on the basis of criteria relating to suitability, competence and professional performance required for the post to be filled or the office to be appointed to. These are set out in the job advertisement. See also section 1.5.

1.4 Further education and training

Employees and those on leave of absence must be informed by the department of the legal basis for participation. In the case of internal and external training events, efforts must be made to ensure that participation is facilitated for employees with family responsibilities through organisational arrangements and flexible scheduling. This means that more in-house and part-time training courses should be offered.

Employees are granted time off to attend an approved in-house or external training course. Training and further education programmes should be offered that are specifically designed to enhance women's qualifications and prepare them for higher-level roles, including those across different disciplines.

Applications to participate in work-related further training should, as a general rule, be approved unless there are compelling operational or budgetary reasons to the contrary. In this context, women should be particularly encouraged to participate. Reasons must be given for the rejection of an application. This must be communicated to the employees by the Human Resources department.

The Equal Opportunities Officer may design specific training programmes for women and incorporate them into htw saar's training programme.

Where possible, suitably qualified female course leaders and speakers should be appointed to deliver training and further education programmes.

1.5 Additional Qualifications / Staff Development

Additional qualification opportunities in the area of staff development include, for example:

- Part-time Bachelor's or Master's degree programmes (courses offered by CEC and ASW free of charge for staff)
- Doctorate
- Administrative Training Programme 1 or 2

To this end, htw saar must develop a corresponding information programme so that, when new vacancies are advertised or existing posts are filled, the above-mentioned additional qualification opportunities can be incorporated into the job advertisements in a transparent and comprehensible manner as career prospects for the university's staff.

1.6 *Organisational changes*

The Equal Opportunities Officer must be involved at an early stage and comprehensively in the process of modernising the administration and faculties.

Steering groups should be composed of equal numbers of women and men.

Job descriptions and job evaluations must be adapted to new requirements and updated. New requirements may include, for example, the digitalisation of administrative processes or foreign language skills.

2 Measures for different groups of people

2.1 *Female professors*

2.1.1 Appointments

With regard to W and C salary grades, the figures changed as follows between October 2020 and December 2021.

	01.10.2020	31.12.2021
Total Professorships	131	125
Female Professors	30	31
Female Professors in %	22.9%	24.8%

By 30 September 2026, approximately 24 of the current 125 filled professorships will need to be refilled due to retirement. The proportion of women stands at 12.5 per cent. To achieve the target, 33 per cent of the professorships to be filled must be filled by women.

Of these 24 professorships, 3 are currently held by female professors. To meet the requirements of the Equality Act and the Gender Equality Plan, one-third of the posts to be filled should be filled by women.

In fields where women are under-represented, women with the same or equivalent qualifications will be given preference in recruitment and appointments until such time as under-representation no longer exists (LGG).

Gender parity in the composition of the appointments committee should be aimed for. If this is not achieved, the provisions of the Saarland Higher Education Act shall apply.

2.1.2 Performance Assessment W2/W3

The Equal Opportunities Officer shall be involved in drawing up the regulations governing the assessment procedure, in developing the assessment criteria and in the assessment procedure itself.

Committees dealing with performance assessment within the professorial pay scale should, where possible, have gender-balanced membership.

Furthermore, a transparent performance assessment system should be used.

2.1.3 Potential female candidates

In order to increase the proportion of women among professors, job vacancies should be forwarded to databases specifically targeting women. Targeted recruitment of female professors can also take place, for example, through recruitment workshops for female PhD students, headhunting in industry and other areas of professional practice.

Furthermore, female visiting lecturers and professors from Germany and abroad, as well as honorary female professors, should be recruited. It is also advisable to advertise temporary professorial posts.

2.1.4 Further measures

- Review and, where necessary, reclassification of departments and sub-departments when re-advertising posts.
- Integration of gender into (sub-)titles
- Integration/review of gender competence
- Support for the exchange of experiences between female professors from different faculties
- Active participation in funding programmes financed by the federal and state governments
- Targeted funding of research projects led by women and projects on women's studies

2.2 *Female administrative, technical and academic staff*

2.2.1 Job advertisements

All posts to be filled for a period of at least six months must be advertised; where possible, initially only internally. Advertisements must comply with the General Equal Treatment Act (AGG).

The vacancy notice must include a clearly defined job description and qualifications profile, which sets out, in particular, the recruitment requirements and may not be altered or supplemented during the recruitment process. Before vacancy notices are published, the texts must be submitted to the Equal Opportunities Officer. She shall review them to ensure they comply with the requirements of the LGG

and the Gender Equality Plan. If the Equal Opportunities Officer does not issue a statement within 3 working days, the job advertisement or notice shall be deemed to have been approved by her.

Unless there are compelling operational reasons to the contrary, all vacant or soon-to-be-vacant posts for employees, including those involving supervisory or managerial duties, must also be advertised on a part-time basis (Section 10 LGG).

The Human Resources Department ensures, through the usual channels of communication and by publishing job vacancy notices on the htw saar website, that all employees and civil servants at the university are made aware of job vacancies in good time before the application deadline. As part of its staff planning, the Human Resources Department also informs staff on leave by sending the vacancy notice to their home address.

When filling vacancies, priority is given to women who currently hold only a fixed-term post. The same applies to women in part-time roles who apply to increase their working hours.

The following text is included in job advertisements:

“In accordance with the LGG, htw saar aims to further increase the proportion of women, particularly in academia. htw saar is therefore particularly interested in applications from qualified women.”

Job vacancies in university secretariats should be advertised in a contemporary manner. The role has evolved into an interface function at a wide variety of levels. This must be reflected in the job title. Furthermore, gendered titles such as ‘Sekräterin/Assistentin’ are not recognised as apprenticeship occupations under the Vocational Training Act (Berufsbildungsgesetz). Therefore, recognised titles under the Vocational Training Act should be chosen, such as ‘Office Management Clerk’ – or ‘Office Manager’ for short – or ‘Administrative Clerk’. As the role often involves administrative tasks, a job title could also be ‘Administrative Officer’. Other possible titles would include ‘administrative staff member’ (e.g. in student administration or faculty administration).

2.2.2 Promotions, reclassifications and the assignment of higher-level duties

Where women have the same or equivalent qualifications, they are to be given preference in promotions and reclassifications in areas and qualification levels where they are under-represented, until such under-representation no longer exists. This also applies to the assignment of higher-level duties.

The university management encourages women to prepare for and apply for higher-level posts.

Staff appraisal interviews and individual staff development discussions may be conducted regularly as a means of motivating staff and improving their career prospects. The Equal Opportunities Officer must be involved in all such procedures, provided that the staff members concerned so wish.

2.2.3 Establishment of mixed-role workplaces

To improve working conditions and enhance the status of roles in workplaces predominantly staffed by women, so-called mixed-role workplaces should be introduced, where possible, so that administrative tasks involving the handling of case files can be carried out alongside clerical work.

2.2.4 Flexible working hours

Part-time work is, in principle, possible in various forms and to varying extents. Part-time employment shall not adversely affect opportunities for career development (Section 17 of the LGG). Part-time employees shall be afforded the same opportunities for career progression and further training as full-time employees. This applies both to assessments of qualifications and suitability and to the filling of management positions.

htw saar makes full use of all options for flexible working hours in order to better facilitate the reconciliation of family life and work.

Employees are advised that part-time work may also be possible in occupational areas involving supervisory and managerial duties. As a general rule, the administration makes managerial positions available on a part-time basis, provided that there are no compelling operational reasons to the contrary.

Applications from staff for part-time work shall, as a general rule, be granted in accordance with statutory and collective agreement provisions. Should compelling operational requirements preclude this in individual cases, the Human Resources Department must inform the applicant of this. In the case of female employees, the Equal Opportunities Officer must be informed. Applicants for a part-time post are advised by the Human Resources Department of the consequences of part-time work in terms of employment law, pension entitlements and financial matters.

In the case of a fixed-term reduction in working hours, an equivalent full-time post at htw saar must be offered upon expiry of the term. Employees with a permanent reduction in working hours are to be given priority when equivalent, suitable full-time posts are filled. If, in the case of a fixed-term reduction in working hours, the employee wishes to return to a full-time post before the end of the period, the second sentence shall apply *mutatis mutandis*.

Part-time posts must be specified with a weekly working time that ensures entitlement to all social security and supplementary pension benefits (exception: students, pensioners, employees on parental leave). Permanent posts should not be filled by employees working a marginal number of hours (up to 15 hours per week).

Part-time employees are to be offered priority for cover during holidays and sick leave, as well as other fixed-term employment arrangements, provided they do not themselves rule this out.

2.2.5 Leave of absence

The Human Resources Department shall inform employees about the statutory and collective agreement provisions and implications of leave of absence, as well as its impact on pension entitlements.

Applications for leave of absence should, in principle, be granted in accordance with statutory and collective agreement provisions and in the interests of the organisation. Should compelling operational requirements preclude this in individual cases, the Human Resources Department must set these out. The Equality Officer must be informed of this.

In the case of leave to fulfil family obligations and during maternity leave periods, replacement staff must be made available without delay. Ensuring that replacements are provided or that the posts or part-time positions vacated as a result are filled promptly are measures designed to foster a positive attitude towards the employment of mothers and fathers amongst colleagues and line managers.

Employees on leave are offered the opportunity to maintain and improve their professional qualifications. They may take part in further training courses during their leave and will be informed about these opportunities in the same way as they are about dates for social events.

Upon expiry of such a leave of absence, htw saar guarantees employment in an equivalent post, even if working hours are reduced at the employee's request. The return to work following a family leave period is to be facilitated through targeted support and, where necessary, training measures.

2.2.6 Scheduling of staff events and departmental meetings

The scheduling of joint events must be organised in such a way that as many part-time employees from the target group as possible can attend them during their working hours. The same applies to staff meetings. Appropriate scheduling tools must be used for planning.

2.2.7 Further measures

- Recruiting female graduates as research assistants
- Specific opportunities for continuing professional development in teaching
- Half of all posts in research and teaching must be filled by women
- Male staff at htw saar must be better informed about the possibility of part-time work and leave of absence in order to fulfil family responsibilities.

2.3 *Female students*

2.3.1 *Attracting more female students to technical degree programmes*

In order to increase the proportion of women in engineering and computer science, htw saar will examine and, where appropriate, introduce the following measures:

- Support measures throughout the course of study, such as preparatory and support courses for women on technical degree programmes, which offer students additional support.
- Specialised academic guidance for women provided by the relevant equal opportunities officer and the Equality Office.
- We aim to further develop the htw saar-specific mentoring programme and extend it to schools. As part of this development phase, female students on engineering degree programmes will be trained as mentors to establish and maintain links with schools. There, they will inform schoolgirls in small groups about their chosen degree programmes. Furthermore, they will help to organise and run project days for schoolgirls within their degree programmes. They will also support schoolgirls when they attend information events.
- Targeted public relations work is intended to increase young women's interest in engineering subjects.

Faculties in which the proportion of women on individual degree programmes is less than 40 per cent should develop and offer specific information and advice for prospective female students in collaboration with schools, employment services, professional associations, employers, etc., such as

- Project days or weeks in engineering degree programmes for schoolgirls, run by female lecturers and female students from the relevant degree programmes
- Surveys of schoolgirls in upper secondary classes regarding engineering degree programmes. The results can be used to develop measures, where necessary, to address any potential prejudices.
- At events such as the 'Open Lecture Theatre Day', every degree programme in which the proportion of female students is below 40 per cent should organise at least one event specifically for schoolgirls
- Student marketing system
- Increased involvement of female students in bridging courses
- Information leaflets for schoolgirls
- Participation in Girls' Day

To promote engineering and STEM degree programmes, advisory sessions and information events should be organised with the participation of women from these programmes, in order to showcase female role models in engineering.

2.3.2 Improving study opportunities

In oral examinations, at the candidate's request, a woman belonging to the faculty or a related faculty should be appointed as an additional examiner.

For female students in the main phase of their studies, regular interdisciplinary sessions may be offered on academic and career planning, questions regarding professional qualifications, problems relating to starting a career and

day-to-day working life, etc., led by female lecturers or guest speakers.

When recruiting student assistants and tutors, women shall be given preferential consideration in accordance with the LGG until they are no longer under-represented.

To assess whether drop-out rates differ by gender or subject, htw saar collects data on the number of students in their first semester and the number of graduates, broken down by degree programme. If there is a higher drop-out rate among women in certain degree programmes, the relevant departments are required to identify the causes and take appropriate countermeasures, as well as specific measures to improve the study environment for female students.

Subject-specific gender and diversity aspects are to be progressively incorporated into the individual course contents.

2.3.3 Admission to Master's programmes

The aim is to achieve a proportion of female students that is at least equal to the proportion of female students in the Bachelor's degree programme.

2.3.4 Studying and parenthood or caregiving

htw saar works to ensure that pregnancy, parenthood and the care of relatives in need of care do not have a negative impact on studies or the completion of a degree. This is taken into account in the study and examination regulations, insofar as the legal framework permits, and applies in particular to the recognition of examination-relevant academic achievements upon resuming studies following a family-related break, the scheduling of examination dates for pregnant students, and similar circumstances.

The timetable for examination-relevant courses should be organised in such a way that attendance is compatible with the fulfilment of family responsibilities. When admitting students to courses with limited participant numbers, the interests of student parents should be given priority. The provisions of the Maternity Protection Act also apply to female students and must be observed.

An information leaflet for pregnant students is to be produced, setting out contact persons, examination conditions and support services

Should tuition fees be charged, the cost of bringing up and caring for a child for whom child benefit is received must be taken into account.

Students with children or relatives in need of care may, upon application, receive support from the university's care fund if exceptional and serious circumstances necessitate additional care.

These measures are managed by the Family Office.

2.3.5 Further measures

- Career guidance, career planning
- Workshops, factory tours
- Taking gender and diversity into account when designing teaching materials (language choices, topics, examples)
- Individual counselling
- Naming degree programmes in such a way that women feel they are addressed by them
- Mentoring programmes for first-year students and the 'BereiT?! – Berufseinstieg in Tandem' (Ready? Career start in tandem) mentoring programme will be geared more towards female students.
- Email distribution lists for female students to provide targeted information on measures and events

3. Cross-cutting measures

3.1 *Balancing studies, work and family life – a family-friendly university*

- When setting up new childcare centres, particular attention must be paid to the specific requirements of the university. Due to high demand, it is absolutely essential to increase the number of nursery places on the Alt-Saarbrücken campus and to establish childcare places on the Rotenbühl campus.
- Childcare, including emergency care, should be guaranteed between 6.45 am and 8.00 pm.
- A temporary solution should be found for those sites where no childcare centre is yet available.
- The need for childcare amongst students should be assessed during each enrolment period.
- The university will further expand holiday childcare for the children of staff and students.
- Where possible, parent-and-child rooms should be created at every site.
- Every campus must have adequate facilities to enable staff and female students to breastfeed and change their children's nappies in privacy.
- Family-oriented work organisation (e.g. family-friendly meeting times, working from home, etc.).
- To further develop the university as a family-friendly institution, the aim is to undergo the dialogue procedure for the permanent certificate as part of the audit process from 2024 onwards.

3.2 *Behaviour based on partnership*

The htw saar also regards students, for the purposes of all the following measures, who are not simultaneously in an employment relationship with the htw saar as employees within the meaning of Section 6 of the General Equal Treatment Act (Allgemeines Gleichstellungsgesetz, AGG).

3.2.1 Sexual Harassment

Employers and line managers must protect staff and students from sexual harassment in the workplace or on campus. This protection also includes preventative measures. htw saar is drawing up a specific policy on this matter.

In cases of sexual harassment, Section 3(4) of the AGG applies. The provisions of this Act are applied *mutatis mutandis* by htw saar to the student body as well.

“(4) Sexual harassment constitutes discrimination within the meaning of Section 2(1)(1) to (4) if any unwanted behaviour of a sexual nature – including unwanted sexual acts and requests for such acts, physical contact of a sexual nature, comments of a sexual nature, as well as the unsolicited display or visible posting of pornographic material, is intended or results in the violation of the dignity of the person concerned, in particular where an environment characterised by intimidation, hostility, humiliation, degradation or insults is created.”

The university management reviews such cases and, where appropriate, takes the necessary measures.

Users of computer centres and electronic data transmission facilities must be informed in the relevant regulations that accessing or transmitting misogynistic material will be sanctioned by the university.

The Equal Opportunities Office serves as the complaints office for all members of the university.

Affected staff and students may be accompanied by a trusted person.

It must be ensured that the person who has been harassed does not suffer any personal disadvantages as a result of the measures taken. This also includes any impact on their work or studies.

3.2.2 Bullying and Stalking

htw saar combats all forms of harassment, whether in academic or professional contexts, within its sphere of influence. The same points of contact as those listed in section 3.2.1 are available to all students and staff.

3.2.3 Preventative Measures

A 'Women's Safety' working group is to be established to identify potential sources of danger and propose appropriate countermeasures to eliminate them. All areas of the university (both on and off campus) should be designed in such a way that members of the university community can move about safely and without fear.

The university offers self-defence courses for all interested women as part of its university sports programme.

3.3 *Gender-sensitive external communication on the internet and in information leaflets*

A 'gender-specific online service' should be made available on the university's website. This should include, for example, information on sitting examinations whilst pregnant, maternity leave, the Gender Equality Plan, etc. When selecting images, care must be taken to ensure that they appeal positively to women. This applies in particular to engineering degree programmes.

3.4 *Events for women*

Events focusing on social skills should be offered at regular intervals. These aim to boost women's self-confidence by providing training in strategies for self-assessment and decision-making. These events are open to both staff and female students.

3.5 *Events on gender and diversity*

As social change can only be achieved if all genders are included, events and further training programmes designed to enhance gender and diversity awareness are offered to everyone.

4 Statistics

The statistics produced by htw saar are broken down by gender. At the request of the Equal Opportunities Officer, additional gender-specific analyses are carried out. The compilation of statistics is also to be extended to the field of research, in particular to publications, research projects, the acquisition of third-party funding, etc.

5 Official language

htw saar uses gender-neutral terms when drafting legal provisions and regulations, designing forms, in official correspondence, in job advertisements and in its public relations work. Where this is not possible, the gender star (*) must be used.

To support this, the university is developing a language guide on gender-inclusive language. Academic degrees are awarded in the language form requested. This applies accordingly to the issuing of certificates, attestations, etc.

6 Bodies and committees

htw saar is committed to encouraging and recruiting more women to participate in committee work in order to achieve gender parity in these bodies. This applies in particular to advisory working groups whose findings form the basis for further decisions.

7 Consequences of Misconduct

Following a formal written finding of misconduct in breach of the Gender Equality Plan, the university management has the right and the duty to initiate disciplinary action against the accused. The Advisory Board for Gender Equality Issues may be consulted on the matter.

8 Monitoring/Evaluation/Reporting Requirements

This Gender Equality Plan is designed to offer all women across all member groups of the university equal opportunities in their careers and studies. At the same time, it provides incentives to improve the balance between work, family and study, and to take account of the realities of women's lives.

In order to monitor progress in improving gender equality and assess the effectiveness of the measures, the measures are evaluated in relation to their objectives.

All members of the university are called upon to play an active role in achieving these objectives.

Once a year, the relevant members of the university management, the faculties and the central administrative bodies report on the progress made. The Equal Opportunities Officer, the Advisory Board for Gender Equality Issues, the Senate, staff representatives and the student body comment on these reports. The reports are published.

If the agreed targets are not met, the departments concerned investigate the causes and develop measures to counteract any negative trends.

9 Final Provision

This Gender Equality Plan shall apply for a period of four years following its publication. It is to be reviewed after two years and, if necessary, amended, as provided for in Section 7(4) of the LGG.

Saarbrücken, 09/05/2022

Charis Förster
08.10.2026 10:31 Uhr

Prof. Dr. Charis Förster

Vice President of Research and Knowledge Transfer