

**Academic Senate Policy on the Implementation of the Gender Equality
Mandate in Accordance with Section 3 Paragraph 3 of the Lower Saxony
Higher Education Act [*Niedersächsisches Hochschulgesetz – NHG*] at
Osnabrück University of Applied Sciences**

Table of contents

0	Preamble	1
1	Structure of gender equality work	2
2	Dismantling structural discrimination	6
2.1	Gender-sensitive language	7
2.2	Composition of university bodies	7
2.3	Gender equality plans	8
2.4	Personnel procedures from an equal opportunities perspective	9
2.5	Professional development and training	13
2.6	Quality assurance and evaluation	13
2.7	Promoting and enabling equality	13
3	Integration of gender research into study, teaching, and research (section 3 paragraph 3 NHG)	14
4	Reconciliation of work/study, family, and private, civic, and cultural activities	15
5	Sexual discrimination and violence	15
6	Final provision	16

List of abbreviations

AGG	General Act on Equal Treatment [<i>Allgemeines Gleichbehandlungsgesetz</i>]
BA/MA	Bachelor/Master
BGleiG	Federal Equality Act [<i>Bundesgleichstellungsgesetz</i>]
BK	appointment committee
CEEO	Central Equal Opportunities Officer
CEWS	Center of Excellence Women and Science
DFG	German Research Foundation (<i>Deutsche Forschungsgemeinschaft</i>)
GG	Basic Law [<i>Grundgesetz</i>]
IfM	Institute of Music
IGDI	Gender, Diversity and Interculturality Innovation Center
KfG	Equality Committee
LNHF	Conference of Women's Representatives at Higher Education Institutions in Lower Saxony
MTV	technical and administrative staff
MWK	Ministry for Science and Culture of Lower Saxony
NGG	Lower Saxony Equal Rights Act [<i>Niedersächsisches Gleichstellungsgesetz</i>]
NHG	Lower Saxony Higher Education Act [<i>Niedersächsisches Hochschulgesetz</i>]
STEM	Science, Technology, Engineering, and Mathematics
SVP	Senior Vice President
WiMi	academic staff

In its session on May 21, 2014, the Academic Senate of Osnabrück University of Applied Sciences passed the following Policy for the Implementation of the Gender Equality Mandate in Accordance with Section 3 Paragraph 3 of the Lower Saxony Higher Education Act [*Niedersächsisches Hochschulgesetz – NHG*].

0 Preamble

Osnabrück University of Applied Sciences is aware of its social responsibility as an educational institution and employer. It is committed to valuing the individual needs, resources, and developmental interests of its staff and students, of reducing existing structural discrimination¹, and of counteracting discrimination. This applies regardless of gender, ethnicity, age, disability, sexual orientation, religion, or linguistic and social background. The productive use of diversity (diversity management) as an element of quality assurance, interdisciplinarity, and educational equity are important building blocks for the future.

This Policy is an important step on the challenging path towards a university culture that embraces equity and diversity.

As a value-driven organization, the university embraces a comprehensive understanding of equality, which includes social commitment to supportive and family-oriented² study, work, and living conditions. Consistent gender equality policies are therefore a strategic management task, and gender equality, equal opportunities, the advancement of women, and (social) sustainability are key issues in the development of the university. With the adoption of this Policy by the Academic Senate, Osnabrück University of Applied Sciences fulfills its mandate of gender equality, enshrined in law, in accordance with the principles of gender mainstreaming.

Gender mainstreaming means taking into account the different life situations and interests of women and men from the outset and on a regular basis in all decision-making processes in all areas and at all levels, since there is no such thing as a gender-neutral reality. Women and men are shaped differently by culture and society. The course of their lives, their opportunities, and their prospects differ according to gender.

Gender refers to gender roles, i.e., social ideas and expectations about how women and men are or should be. This social understanding of roles can affect opportunities and prospects.

¹ Structural discrimination means that discrimination occurs because of societal notions of normality and stereotypes. An example: In their resumes, both female and male applicants indicated that they had two children. During the interview, only the female candidate was asked about her childcare arrangements. Discrimination also occurs when people with different circumstances are treated the same. For example, female students have no legal entitlement to maternity leave and have to find individual solutions if the delivery date falls during the examination period (see Antidiskriminierungsstelle des Bundes (2012): Leitfaden Beratung bei Diskriminierung: erste Schritte und Weitervermittlung. Berlin. P. 9.).

² Osnabrück University of Applied Sciences defines the family as “all social networks in which active responsibility is taken for other people, especially for raising and educating children and caregiving” (see <http://www.gleichstellungsbuero.hs-osnabrueck.de/43298.html>).

Gender mainstreaming therefore consists of (re)organizing, improving, developing, and evaluating decision-making processes in such a way that those involved adopt the perspective of equality between women and men in all areas and at all levels.

On the basis of the Basic Law [GG], the Federal Equality Act [BGleiG], the General Act on Equal Treatment [AGG], the Lower Saxony Equal Rights Act [NGG], the Lower Saxony Higher Education Act [NHG], relevant decrees, the recommendations of the German Science and Humanities Council (WR) on equal opportunities for women and men scientists³ and taking into account the recommendations of the German Research Foundation⁴ (DFG) as well as the findings of women's and gender research, the Academic Senate has adopted this Policy as a framework for sustainable equal opportunities policies at Osnabrück University of Applied Sciences.

Goals to be achieved:

- A gender-sensitive university through the balanced participation of all genders in all decision-making structures in teaching, research, and administration, as well as the integration of the results and issues of gender research in teaching, research, and transfer;
- A family-friendly university by balancing the interests of study, work, family, and private life as a fair distribution of responsibilities between men and women;
- A non-discriminatory university by recognizing unequal treatment and discrimination mechanisms, developing strategies for non-discriminatory interaction, and experiencing diversity as an asset in everyday university life.

1 Structure of gender equality work

The implementation of the gender equality mandate to achieve true equality between women and men is a cross-cutting task at Osnabrück University of Applied Sciences and is based on the DFG Research-Oriented Equity and Diversity Standards. The university management, the faculty/institute management, the central university bodies, and all executives are responsible for its implementation. The following institutions are primarily involved in the implementation of equal opportunities:

The University Steering Committee

decides on central gender equality measures and provides the necessary resources. The Equal Opportunity Office, headed by the Central Equal Opportunities Officer (CEO) and reporting directly to the President, is an independent staff unit.

³ Wissenschaftsrat (2007): Empfehlungen zur Chancengleichheit von Wissenschaftlerinnen und Wissenschaftlern. Drs. 8036-07. Berlin./Wissenschaftsrat (2012): Fünf Jahre Offensive für Chancengleichheit von Wissenschaftlerinnen und Wissenschaftlern – Bestandsaufnahme und Empfehlungen. Drs. 2218-12. Bremen.

⁴ Deutsche Forschungsgemeinschaft (2008): The DFG Research-Oriented Equity and Diversity Standards. Bonn.

The Foundation Board

participates in the discussion of creating equal opportunities for women and men as part of the University Development Plan.

The Academic Senate

decides on equality goals and measures, and reviews and evaluates gender equality plans. It elects the CEOO.

The Senate Equality Committee

1. The Academic Senate, in consultation with the CEOO, shall elect the Equality Committee.
2. The members of the Equality Committee are elected by the voting members of the Academic Senate on the proposal of their member groups.
3. A prerequisite for participation is a commitment to the implementation of the gender equality mandate according to section 3 paragraph 3 NHG.
4. The committee consists of three members from each status group, ideally distributed across all organizational units, and represented by a majority of women.
5. The committee is chaired by the President.
6. The term of office of the student members is one year, and that of the other members is two years. Re-election is possible.
7. The committee shall meet at least twice each semester.
8. The tasks of the Equality Committee include:
 - Advising and supporting the work of the Central Equal Opportunities Officer
 - Discussing and making recommendations on initiatives to implement the equal opportunities mandate
 - Advising the university and the organizational units in the preparation of gender equality plans; receiving reports and preparing a statement for the Academic Senate
 - Preparing a list of candidates for the office of CEOO
 - Monitoring the implementation of the Academic Senate Policy on the Implementation of the Gender Equality Mandate

The Faculty Council / Institute Council

elects the decentralized Equal Opportunities Officers at the proposal of the equal opportunities conferences and in agreement with the Central Equal Opportunities Officer. It discusses the biennial strengths and weaknesses analysis prepared by the faculty/institute management and adopts the resulting gender equality plan for the faculty/institute.

The faculty/institute management

holds equal opportunities conferences in collaboration with the Equal Opportunities Officers every two years. Based on the results of these conferences, the faculty/institute management draws up the gender equality plan.

The Equal Opportunity Office

assists the Central Equal Opportunities Officer in the performance of her tasks. Central tasks include the implementation of gender equality measures and the provision of specialist advice and support to all members and affiliates of the university. Family friendliness and the overcoming of traditional role models are seen as a necessary basis for true equality between women and men and as a win-win situation for all.

The Central Equal Opportunities Officer (section 42 NHG and section 9 of the Charter)

1. The CEOO advises the university on the implementation of the gender equality mandate (section 3 paragraph 3 NHG). In particular, she participates in development planning, in the preparation of the gender equality plan, and in structural and personnel decisions. She may convene meetings. She is required to report to the Academic Senate and to inform the public about the performance of her duties. In the performance of her duties, she is not bound by specific orders or instructions. The CEOO manages the Equal Opportunity Office and supervises its staff.
2. The CEOO has the right to address the University Steering Committee and participates in its meetings at regular intervals. In order to carry out her duties, she may attend meetings of other organs, university bodies, and committees, with the right to propose motions and to speak freely. She is to be invited as a member and to be notified and fully involved in good time, especially with regard to personnel measures. The CEOO may access application documents. She is bound to secrecy.
3. If a decision concerning the gender equality mandate is made by a university body against the vote of the CEOO, she may request a new decision (appeal) within two weeks. The new decision can be taken at the earliest one week after the appeal has been lodged and only after a special attempt to reach an agreement.

The decentralized Equal Opportunities Officers

1. The faculties, the Institute of Music (IfM), and the central service units each have their own decentralized Equal Opportunities Officer. They support the university in fulfilling its gender equality mandate at a decentralized level and advise their organizational unit in developing appropriate measures to implement overarching equality objectives. They participate in development planning, in the preparation of the gender equality plan, and in structural and personnel decisions. They also serve as low-threshold local contacts and stakeholders.
2. They have the right to participate in all meetings of faculty councils and committees, institute councils, or departmental meetings, and are to be invited and informed as members. The decentralized Equal Opportunities Officers have the right to address the Dean, the Institute Director, or the Senior Vice President (SVP) and must be informed in a timely and comprehensive manner about the content and decisions of the faculty or organizational unit that relate to their area of responsibility.
3. The decentralized Equal Opportunities Officers coordinate their work with the CEOO in regular staff meetings (Council of Equal Opportunities Officers), to which the CEOO invites and which she chairs. Equal Opportunities Officers may represent each other.
4. The decentralized Equal Opportunities Officer is nominated by the members and affiliates of their faculty or organizational unit at the equal opportunities conference and

then elected by the faculty council/institute council or, in the case of other organizational units, appointed by the university management. The term of office is two years, for students one year. Re-election is possible.

5. The decentralized Equal Opportunities Officers are entitled to professional development and training in order to carry out their duties.
6. Depending on their status group, decentralized Equal Opportunities Officers may be released from their official duties or given support to carry out their duties (see point 2.7).

Equal opportunities conferences

1. In order to implement and establish the gender equality mandate in a participatory and potential-oriented manner, equal opportunities conferences are held every two years in the faculties, the IfM, and the central service units for all members and affiliates.
2. The goals are to regularly create and review the implementation of gender equality plan, to conduct a strengths and weaknesses analysis, to enable feedback loops, to initiate measures tailored to the organizational unit, to identify the need for action, to secure stakeholders, to develop a nomination proposal for the position of decentralized Equal Opportunities Officer, to ensure good communication and professional exchange, and to integrate and motivate the grassroots for gender equality at the university.
3. The faculty/institute management is responsible for organizing and conducting the conferences; in the case of central service units, the SVP in collaboration with the Equal Opportunity Office.

The Professorship in Gender and Diversity

acting as a cross-faculty professorship, has the goal of integrating gender and diversity competence into teaching and research and of providing advisory support to all teaching staff in this thematic area (section 3 paragraph 3 NHG). In addition, it develops projects and measures to increase the proportion of female students in subjects in which they are severely underrepresented.

Parties involved in the implementation of the gender equality mandate in accordance with section 3 paragraph 3 NHG



* for the central service units, this function is undertaken by the Senior Vice President or the university management

2 Dismantling structural discrimination

The underrepresentation of women in certain areas, such as university bodies, leadership positions, or STEM fields, may be due to structural discrimination.

Structural discrimination means that disadvantages occur because of societal notions of normality and stereotypes. Discrimination is any form of less favorable treatment. Discrimination occurs when the same thing is treated differently. An example: In their resumes, both female and male applicants indicated that they had two children. During the interview, only the female candidate was asked about her childcare arrangements.

Discrimination also occurs when people with different circumstances are treated the same. For example, female students have no legal entitlement to maternity leave and have to find individual solutions if the delivery date falls during the examination period⁵.

Osnabrück University of Applied Sciences therefore assumes that the underrepresentation of women and men has different causes and manifestations, and that different strategies are therefore required to counteract it.

2.1 Gender-sensitive language

Gender equality also plays a central role in language: language is an important means of expression that reflects social reality and conveys values and gender roles. The goal of gender-sensitive language is to make women and men equally visible in their roles, competencies, and life situations. Language that refers to female and male persons equally or in a differentiated way is a clear expression of this. Using only the masculine form discriminates against women, both symbolically and factually.

In Lower Saxony, Article 1 of the “Decision of the State Ministry on the Principles of Equal Treatment of Women and Men in Legal Language” of 1991 requires the use of gender-sensitive language.⁶

Policies, forms, identity cards, exam certificates, documents, and the intranet shall be written using gender-neutral terms or both the female and male forms. This also applies to texts intended for the public (including the internet, flyers, posters, brochures). Official, service, and job titles shall be listed in both the female and male forms. Gender-sensitive language is included as a quality criterion in academic writing guides for students. The visual language should reflect the goals of the university’s gender equality mandate.

2.2 Composition of university bodies

Equality in committee work means having as balanced a participation of women and men as possible. This ensures that their views are adequately represented and that a diversity of perspectives contributes to quality assurance. According to section 16 paragraph 5 NHG, at least 50% of the candidates for election should be women. Women should also be given appropriate consideration when filling non-elected positions in organs, university bodies, and committees. Based on section 16 paragraph 6 NHG and in order to ensure a diversity of perspectives in committees, at least 40% of the voting members at Osnabrück University of Applied Sciences should also be women. Exceptions require the approval of the CEOO.

⁵ See Antidiskriminierungsstelle des Bundes (2012): Leitfaden Beratung bei Diskriminierung: erste Schritte und Weitervermittlung. Berlin. P. 9.

⁶ Information on the implementation of this decision can be found on the Equal Opportunity Office website at <http://www.gleichstellungsbuero.hs-osnabrueck.de/32819.html>.

2.3 Gender equality plans⁷

1. The faculties and organizational units (IfM; central service units) draw up and evaluate their gender equality plans every two years in consultation with the Equal Opportunities Officers, the Equality Committee, and the Academic Senate. For better comparability and quality assurance, the Equal Opportunity Office provides the heads of the organizational units with a template based on the DFG Research-Oriented Equity and Diversity Standards⁸.
2. The Academic Senate decides on the gender equality plans on the recommendation of the Equality Committee according to section 41 paragraph 2 NHG in consultation with the University Steering Committee.
3. As a voluntary commitment, gender equality plans clarify the responsibility and the efforts of the respective organizational unit to create real structural equality of opportunity between the genders (section 3 paragraph 3 NHG, Gender Equality Mandate). The implementation of the commitments is the responsibility of all members of the organizational unit. In the faculties, the Dean is responsible for overseeing this; in the IfM, the Head of the Institute; in the central service units, the responsible member of the University Steering Committee, who works together with the Equal Opportunities Officers, especially the decentralized officers of the organizational unit, for this purpose.
4. The gender equality plans are based on an inventory of the student and staff structure. For this purpose, all student data (study progress figures) and staff data, as well as other informative data (scholarships, doctorates, special funding projects) are collected, presented, and evaluated by the responsible organizational units in a gender-sensitive manner.
5. The gender equality plans include:
 - Structural qualitative goals and appropriate measures and measurement criteria for reducing gender stereotypes, improving the compatibility of study and work with family responsibilities, teaching gender and diversity competence, and integrating gender aspects into teaching, research, and transfer.
 - personnel-related, quantitative targets and measurement criteria for increasing the proportion of women in the various groups of staff and members, as well as for doctorates and scholarships in fields where women are underrepresented. Conversely, the need for action to increase the proportion of men should be demonstrated in order to reduce underrepresentation and counteract stereotyping.
6. Every two years (following the equal opportunities conferences), the faculties, the IfM, and the central administration report to the Academic Senate through the Equality Committee on the progress made in implementing the agreed upon voluntary commitments and actions and define future actions and voluntary commitments.

⁷ Definitions: The Academic Senate Policy on the Implementation of the Gender Equality Mandate regulates the goals, resources, instruments, and measures that affect the implementation of the gender equality mandate of Osnabrück University of Applied Sciences at the structural level. A Gender Equality Concept formulates the content of the gender equality work at Osnabrück University of Applied Sciences for a defined period of time. The gender equality plans, differentiated according to faculty/IfM and central organizational units, define specific goals and measures for the respective organizational unit, with which the organizational unit "breaks down" the university-wide goals defined in the Academic Senate Policy for its unit, or adapts and specifies them.

⁸ The corresponding orientation toolkit can be found at <http://www.instrumentenkasten.dfg.de/>.

2.4 Personnel procedures from an equal opportunities perspective

Osnabrück University of Applied Sciences strives for consistent and sustainable quality assurance in all personnel procedures through the transparent, performance-oriented, and fair allocation of jobs and positions. The express goal is to work in diverse teams with equal representation across all organizational units and status groups in the long term. To achieve this goal, it is necessary to systematically increase the proportion of women in all areas where they are underrepresented at the university. This is especially true for leadership positions and positions in academic and STEM fields⁹. In order to achieve these goals, Osnabrück University of Applied Sciences has set itself the medium-term goal of creating professorial appointment guidelines/regulations for the implementation of professorial appointment procedures, which, once created, will integrate the following quality-assuring and gender-sensitive aspects¹⁰:

Formally ensuring equal opportunities in personnel procedures

1. As part of the university's structural and development planning, every vacant position¹¹ is to be examined to determine whether it can be used to implement the gender equality mandate.
2. The causes of underrepresentation are to be investigated and, if necessary, reduced by means of personnel and organizational development and by promoting the underrepresented gender in training, recruitment, promotion, and the assignment of higher-level tasks (see section 10 and section 13 paragraph 5 NGG).
3. Members of both genders are to serve on personnel selection committees (see section 8 paragraph 1 NGG).
4. Members of personnel selection committees are to receive regular training on gender equality in personnel procedures
5. If no women who meet the formal recruitment criteria have applied in response to a public advertisement, the committee consults with the CEOO to determine whether a second advertisement should be issued.
6. When hiring, promoting, and assigning higher-level tasks, women with equal qualifications are to be given priority until they are equally represented in the relevant wage, compensation, and salary groups (section 21 paragraph 3 sentence 2 NHG; see also section 13 paragraph 5 sentence 1 NGG).
7. All criteria on which the evaluation is based are to be disclosed and prioritized prior to the interviews, and are generally to be reviewed for their gender impact (gender

⁹ The university has formulated a corresponding target (No. 22) for the Ministry for Science and Culture of Lower Saxony (MWK): "The university promotes the career opportunities of young female academic talent, especially in the area of professorships" (see Target Agreement 2013 between the University of Osnabrück and the Ministry for Science and Culture of Lower Saxony, p. 11, download at http://www.mwk.niedersachsen.de/portal/live.php?navigation_id=27534&article_id=93904&psmand=19).

¹⁰ These aspects are based on the results of the Benchmarking Network at Universities in Lower Saxony "Gleichstellung als Qualitätskriterium in Berufungsverfahren", which contains ten hypotheses for quality assurance in professorial appointment procedures. Download at http://lnhf.gwdg.de/upload/dokumente_extern/LNHF_Gleichstellung_Berufungsverfahren.pdf. The UAS7 universities, of which Osnabrück University of Applied Sciences is a member, have also agreed on quality standards for professorial appointment procedures; download at http://uas7.de/fileadmin/Dateien/uas7_berufungsverfahren.pdf.

¹¹ also those financed by external funding

mainstreaming). In this context, performance should be assessed on the basis of quality rather than quantity¹².

8. When assessing suitability and qualifications, experience and skills acquired in family or social work, such as flexibility, communication and teamwork skills, drive, and organizational skills, are to be taken into account to the extent that such qualifications are relevant to the duties to be performed (section 13 paragraph 3 NGG).
9. Previous part-time work and breaks in employment to care for children or other relatives in need of care must not be taken into account to the detriment of the person concerned (see section 13 paragraph 4 NGG).
10. When filling vacancies in areas where one gender is underrepresented, at least half of the persons of that gender who meet the minimum requirements specified in the vacancy notice are to be shortlisted and invited for interview (see section 12 NGG).

Gender-sensitive job announcements

1. Job advertisements are worded in such a way as to address all genders equally.
2. If women are underrepresented in a status group, they should be explicitly addressed in the job advertisement (see section 11 paragraph 1 NGG).
3. The contact details of the Equal Opportunity Office shall be included in all job advertisements in areas where women are seriously underrepresented.
4. The possibility of part-time employment shall be indicated (section 11 paragraph 1 NGG).
5. All vacancies must be advertised at least to the general university community.
6. The mandatory qualifications required for the advertised position are specified in the job advertisement.
7. A job advertisement may be waived if the Staff Council and the CEOO agree.
8. The Equal Opportunities Officer shall be involved early and fully in denominations and job advertisements (see section 42 paragraph 3 NHG).

Involvement of the Equal Opportunities Officers

1. The Equal Opportunities Officers are to be fully informed and involved in all upcoming personnel measures at an early stage, i.e., at least two weeks before the first meeting of the selection committee. This also applies to the appointment of female and male professors for which no advertisement is required according to section 26 paragraph 1 NHG. The Equal Opportunities Officers shall decide whether the procedure is to be accompanied and shall inform the appointments or recruitment committee accordingly (see section 42 NHG).
2. The faculty/institute management or SVP shall ensure that an Equal Opportunities Officer is involved in all appointment and personnel procedures.
3. The decentralized Equal Opportunities Officers shall be informed and involved in a timely manner, i.e., at least two weeks in advance, and in a comprehensive manner in

¹² See the recommendations of the German Research Foundation (DFG) "Qualität statt Quantität – Neue Regeln für Publikationsangaben in Förderanträgen und Abschlussberichten", available for download at http://www.dfg.de/download/pdf/dfg_im_profil/reden_stellungnahmen/2010/statement_qualitaetstattquantitaet_mk_100223.pdf, as well as the recommendations of the German Science and Humanities Council (WR) "Empfehlungen zur Bewertung und Steuerung von Forschungsleistung" (especially p. 39), download at <http://www.wissenschaftsrat.de/download/archiv/1656-11.pdf>.

writing, in all upcoming personnel measures and decisions in their area, beginning with job planning and the preparation of profile papers and denominations. They coordinate with the CEOO regarding content and procedure.

4. If no decentralized Equal Opportunities Officer has been appointed in a particular area, the CEOO is to be involved.

Professorial appointment procedures

1. When denominating professorship positions, it is important to consider whether the likelihood of receiving more applications from women can be increased by creating a specific job profile and setting professional qualification requirements¹³. In addition, in consultation with the Equal Opportunities Officer, consideration should be given to subject-specific ways of incorporating aspects of women's and gender research.
2. In order to increase the proportion of female professors, more professorships are to be temporarily converted into qualification positions for women. Before the third call for applications at the latest, the feasibility and desirability of such a conversion must be examined in consultation with the Equal Opportunities Officer. These conversions are to be included in the gender equality plans of the faculties/institutes.
3. When appointing professors, Deans or institute directors actively recruit women even before the position is advertised.
 - Potential female candidates, especially from within the university, are specifically encouraged to apply (e.g., by personal approach).
 - It is mandatory to search databases (such as www.femconsult.de or www.academianet.de) for suitable female candidates and to use relevant internet portals. For further internet searches, a list of databases and networks of the Center of Excellence Women and Science (CEWS) can be found at <http://www.gesis.org/cews/femconsult/aktive-personalrekrutierung/>.

The academic management provides resources for this.

4. If no women apply for a professorship that is being advertised for the first time, the appointment committee must take special measures to recruit¹⁴ women. These measures are described in the professorial appointment report.
5. Advertisements for professorships and lectureships include the following additions:
 - Osnabrück University of Applied Sciences advocates gender equality and a diverse workforce in science, and has set itself the strategic goal of significantly increasing the proportion of women in research and teaching. We therefore welcome applications from qualified women. For further information, you may contact our Equal Opportunity Office, phone +49 541 969 2955.
 - Osnabrück University of Applied Sciences is keen to attract staff with expertise in the areas of gender, diversity, and family friendliness.

¹³ This means that even before the job advertisement is published, it should be checked whether qualified female applicants can be expected. This practice is used at Freie Universität (FU) Berlin (described in the keynote speech by Ursula Lehmkuhl, "Qualitätssicherung und -entwicklung in Berufungsverfahren", download at http://www.mwk.niedersachsen.de/portal/live.php?navigation_id=6341&article_id=18753&psmand=19) and at the University of Gießen (download at <http://fss.plone.uni-giessen.de/fss/org/beauftragte/frb/dateien/leitfaden/file/LeitfadenBerufungsverfahren.pdf>).

¹⁴ These include, for example, advertising the professorship in relevant networks of women academics, reviewing the (planned) denomination with regard to potential applications from women academics, using databases of women academics, and using external recruitment consultants to recruit qualified women academics.

6. At least 40% of the voting members of the appointments committees are women, at least half of whom are professors. Exceptions are possible only with the approval of the CEOO (section 26 paragraph 2 NHG).
7. In areas where the number of female professors is low, compensatory measures (e.g., a reduction in teaching hours) need to be put in place to avoid overburdening these professors with committee work. Faculty-related concepts are to be included in the gender equality plans.
8. In order to ensure equal participation of technical and administrative staff (MTV) in appointment committees, the faculties and the Institute of Music shall take appropriate measures to relieve the person concerned of their duties in order to ensure qualified participation¹⁵.
9. Faculties/institutes with a low proportion of women in the MTV group may include women from other organizational units to ensure equal representation on the appointment committees.
10. The increasing practice of appointing three external members to the appointment committee in an advisory capacity, in order to be able to dispense with comparative reports, jeopardizes the equal representation of committees. This possibility should remain an exception in line with the legal regulations. In the case of additional external members, at least one external member with an advisory vote must be a woman.
11. Training for members of appointment committees on issues relevant to gender equality: To ensure the quality of the appointment process, regular training is provided, including on gender issues. At least half of all internal appointment committee members, including the chair of the appointment committee, must have attended the training.¹⁶
12. In order to ensure the quality of the professorial appointment procedure, the job interviews and trial lectures should take place at intervals of a few weeks if possible (the proven "Osnabrück procedure").
13. In line with section 12 paragraph 1 NGG¹⁷, active positive action in favor of women is to be practiced when filling professorships until the underrepresentation of women is compensated. To this end, all women who approximately meet the criteria specified in the job advertisement are generally invited to job interviews in order to clarify their suitability for the process in the interview ("positive action"¹⁸).
14. The activities of the faculty/IfM in attracting female applicants for the advertised position are documented in the professorial appointment report.

¹⁵ For example, by covering childcare costs, offering the possibility of financing overtime, providing student assistants, etc.

¹⁶ An interim arrangement for the period until a sufficient number of trained members are available will be discussed with the appropriate member of the University Steering Committee.

¹⁷ "When filling vacancies in areas where one gender is underrepresented, at least half of the persons of that gender who meet the minimum requirements specified in the vacancy notice are to be shortlisted and invited for interview. Sentence 1 shall apply mutatis mutandis to the assignment of higher-level tasks and to the filling of a post without a position" (section 12 paragraph 1 NGG).

¹⁸ "Positive action encompasses all activities designed to ensure full and effective equal opportunities for members of society who are disadvantaged or who otherwise suffer the consequences of past or present discrimination" (see Antidiskriminierungsstelle des Bundes (no date): Forschung der ADS auf einen Blick: Positive Maßnahmen. Berlin.)

2.5 Professional development and training

1. The topics of gender, diversity, interculturality, and gender equality are to be appropriately integrated into the content of the university's internal professional development and training programs. In line with gender mainstreaming, gender-specific interdisciplinary qualification measures are also offered (e.g., rhetoric for women, application training, introduction to committee work for women, parental leave for fathers).
2. To increase gender competence¹⁹, regular training is provided for all status groups.

2.6 Quality assurance and evaluation

1. The implementation of the gender equality mandate in terms of gender mainstreaming is integrated into the existing and future management tools of the university.
2. Gender-sensitive data analysis: As a matter of principle, all data at Osnabrück University of Applied Sciences is collected according to gender.
3. An annual report by the CEOO and the Equality Committee on the structure of staff and students is presented and commented on in the Academic Senate.
4. A differentiated statistical analysis is regularly conducted to determine whether there is a gender pay gap or other gender-specific differences in the employment structures at the university.²⁰ This is initiated by the president.
5. Evaluation of study and teaching:
 - Gender, diversity, and family friendliness are integrated into the evaluation of study and teaching.
6. Accreditation²¹:
 - Osnabrück University of Applied Sciences selects accreditation agencies with gender competence for quality assurance under gender aspects in the accreditation procedure. The agencies ensure the integration of gender experts in the group of external experts. Indicators for the gender competence of agencies are, for example, the integration of gender aspects in the key questions and the participation of gender experts in the procedures.
 - Gender experts are involved in the accreditation process as representatives of the university.

2.7 Promoting and enabling equality

1. Osnabrück University of Applied Sciences, in consultation with the Senate Equality Committee, develops a concept to recognize faculties and organizational units that have achieved particular success in the area of gender equality.

¹⁹ "Gender competence is the ability to understand how the social category of gender organizes social conditions – bodies, subjectivity, and forms of relationships, but also knowledge, institutions, as well as forms of organization and processes" (source: <http://www.genderkompetenz.info/genderkompetenz-2003-2010/genderkompetenz-und-queerversity>, accessed on October 31, 2013). In terms of teaching, this includes the relevant technical and methodological expertise, social competence, and self-competence based on gender research.

²⁰ Concerning this, see Hellemacher (2011): Gender Pay Gaps an Hochschulen. Bad Honnef.

²¹ Concerning this, see the handout "Geschlechtergerechte Akkreditierung und Qualitätssicherung" issued by the Netzwerk Frauen- und Geschlechterforschung NRW (2012), download at www.gender-curricula.com/fileadmin/media/media-curricula/Gender_in_Studium_und_Lehre/Geschlechtergerechte_Akkreditierung_Studie_14_Druckfassung-1.pdf.

2. Decentralized Equal Opportunities Officers, depending on their status group, will receive the following relief from official duties or support:

Status group	Relief/support
Professor	4 hours per week per semester
Senior lecturer	4 hours per week per semester
Technical and administrative staff / academic staff members	12 hours per week for a 100% position
Student	Opportunity to be employed as a student assistant at a level commensurate with the size of the organizational unit, with a minimum of 40 hours per month

3 Integration of gender research into study, teaching, and research (section 3 paragraph 3 NHG)

The topics and results of gender research are part of the international scientific standard. Research that does not reflect on the respective significance of gender in interaction with other social categories ignores an existential perspective and is therefore deficient. Gender and diversity aspects should become an integral part of study, teaching, and research at Osnabrück University of Applied Sciences.

3.1 Study and teaching

The university is committed to making its degree programs equally attractive and accessible to female and male students and to guiding them to successful completion (gender aspects). In accordance with the gender mainstreaming strategy, the faculties align their study counseling, support, and mentoring programs with the entry requirements and needs of female and male students. They ensure that the findings of relevant women's and gender research are appropriately integrated into selected compulsory and elective courses²². In addition, they ensure that study is free from discrimination, including the consideration and implementation of a non-discriminatory approach to teaching. They ensure that female and male students have equal opportunities to transfer to postgraduate degree programs and provide equal financial support to students in master's programs.

The aim is to implement the results of the benchmarking process at the universities in Lower Saxony in order to ensure the quality of teaching from a gender equality perspective²³.

²² This includes, for example, the historical development of the discipline, taking into account relevant female and male researchers; reasons for gender-specific barriers in academic and professional settings; different salaries and careers for women and men / for people from other cultures; target-group-sensitive consideration of the services and products of the discipline; culture-dependent development of technologies and social systems and services, taking into account gender aspects.

²³ The guidelines "Qualitätssicherung in der Lehre unter Gleichstellungsaspekten" can be downloaded from http://nhf.gwdg.de/upload/dokumente_extern/LNHfQualitaetssicherungLehreGleichstellung2013.pdf. Examples of the integration of gender aspects in curricula can be found at <http://www.gender-curricula.com/> and <http://www.leuphana.de/gender-diversity-portal/gender-lehre/genderpackages.html>.

3.2 Research

The consideration of gender issues in applied research means taking into account the diverse life realities and needs of women and men in the development of the research approach²⁴ and in the composition of the research team. The proportion of women in research is to be systematically increased. Osnabrück University of Applied Sciences offers targeted advice and events on these topics for researchers and other interested parties. In addition, the university continues to provide advice on funding from a gender perspective through the Technology Transfer Center.

4 Reconciliation of work/study, family, and private, civic, and cultural activities

Family friendliness²⁵ is an important prerequisite for more equal opportunities between the genders. For this reason, Osnabrück University of Applied Sciences will continue to work towards a culture of appreciation and supportive organizational conditions in the future, even beyond the measures agreed upon as part of the audit family-friendly university (*audit familiengerechte hochschule*)²⁶.

The goal is to make family friendliness a natural part of the university culture. To this end, the university management provides the necessary framework for women and men to actively assume responsibility for family members and social networks.

Taking on responsibility for children or relatives in need of care should not have a negative impact on the daily work or study routine.

5 Sexual discrimination and violence

Osnabrück University of Applied Sciences is committed to protecting the dignity of women and men at all levels and values a relationship of trust between female and male employees and students. Sexual discrimination and violence are violations of obligations under employment, service, and higher education laws and will be prosecuted as such (see section 3 paragraph 4 and section 12 paragraph 3 AGG). Staff and students who are victims of sexual discrimination are strongly encouraged not to accept their situation, but to defend themselves and to seek help from others to stop the misconduct. All members and affiliates of the university are called upon not to turn a blind eye when such incidents occur, but to offer help and support to those affected with moral courage and a sense of responsibility and solidarity. Line managers and faculty are responsible for ensuring that the personal integrity and dignity of all staff and students are

²⁴ Suggestions and examples can be found at www.geschlecht-und-innovation.at.

²⁵ Osnabrück University of Applied Sciences defines the family as “all social networks in which active responsibility is taken for other people, especially for raising and educating children and caregiving” (see <http://www.gleichstellungsbuero.hs-osnabrueck.de/43298.html>)

²⁶ The *audit familiengerechte hochschule* is a management tool for creating family-friendly working, research, and study conditions at universities (of applied sciences). Further information can be found on the berufundfamilie gGmbH website at <http://berufundfamilie.de/audit/hochschule.html>. Information on the measures agreed upon at Osnabrück University of Applied Sciences can be found at <http://www.gleichstellungsbuero.hs-osnabrueck.de/familie>.

respected in their area of work. Further details on the principles, forms of sexual discrimination and violence, contact persons, and procedures are set out in the “Guidelines for the Prevention of Sexual Discrimination and Violence”²⁷.

6 Final provision

This Policy shall become effective upon approval by the Academic Senate on the day following its publication in the Official Journal. The university management is responsible for its implementation. The university recommends that Science to business GmbH and, if applicable, other subsidiaries of the university also apply and implement this Policy.

²⁷ At the time of the adoption of this Equal Opportunities Policy, the “Guidelines for the Prevention of Sexual Discrimination and Violence” were still being drafted.

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Annex

Cited acts and section (excerpts)

Charter of Osnabrück University of Applied Sciences

§ 9 Equality Committee and Equal Opportunities Officers

(1) The Academic Senate shall form a Committee for Intersectional Gender Equality Work consisting of three members from each of group, the majority of whom shall be women, which shall develop proposals for gender equality measures and advise the Academic Senate, the University Steering Committee, and the Equal Opportunities Officer. In particular, the Academic Senate, upon the proposal of the Equal Opportunities Officer, shall determine the duties of the committee.

(2) Following a public call for applications, the Academic Senate elects, on the recommendation of the Equality Committee, a full-time Equal Opportunities Officer, whose rights and duties are set forth in section 42 NHG, for a term of six years, or eight years in the case of re-election. According to section 42 paragraph 1 sentence 3, the appointment can, with the approval of the Academic Senate, be made for a further term of office without a call for applications. The Equal Opportunities Officer heads the Women's and Equal Opportunity Office and may convene meetings.

(3) The faculty council may elect a Faculty Equal Opportunities Officer for a period of two years on the recommendation of a meeting of female members of the faculty. Faculty Equal Opportunities Officers represent the University Equal Opportunities Officer in matters pertaining to their faculty.

Lower Saxony Higher Education Act [*Niedersächsisches Hochschulgesetz – NHG*]

Section 3 Functions of the Universities

(3) ¹When performing their functions, the universities shall promote the effective implementation of equal opportunities for women and men and shall work towards removing any existing disadvantages (gender equality mandate). ²They shall contribute to the promotion of women's and gender research.

Section 16 Membership and Participation

(5) ²When listing candidates, women should have a share of at least 50 out of 100.

(6) ¹In the case of appointments to organs, university bodies, and committees that are not made as a result of an election, women should be given due consideration. ²At least 40 out of 100 of the voting members should be women.

Section 21 Personnel (Scientific and Artistic)

(3) ²In appointments and promotions, women with equivalent qualifications shall be given preferential consideration if the percentage of women in the respective professional group at the university has not reached 50 out of 100.

Section 26 Appointment of Professors

(2) ¹The faculty council shall be responsible for drawing up the proposal for professorial appointments. ²It shall, in consultation with the University Steering Committee, appoint an appointment committee for the preparation of such appointments; the appointment committee shall be formed according to groups (section 16 paragraph 2 sentence 4). ³The participation of external professors shall be ensured. ⁴Non-academic staff members have no vote in the appointment committee. ⁵At least 40 out of 100 of the voting members should be women and half of them should be professors; exceptions require the approval of the Equal Opportunities Officer. ⁶The appointment committee shall submit a recommendation to the faculty council. ⁷The faculty council shall decide on the proposal for professorial appointments and shall

submit it, together with the opinion of the Equal Opportunities Officer to the University Steering Committee through the Academic Senate, which shall give its opinion on it and may remit it once. ⁸The University Steering Committee shall refer the proposal for professorial appointment proposal back if the Equal Opportunities Officer asserts a violation of the gender equality mandate; article 42 paragraph 4 sentence 3 shall apply accordingly. ⁹The University Steering Committee shall decide on the proposal for professorial appointment and submit it, together with the opinion of the Academic Senate, to the responsible ministry or the Foundation Board for decision.

Section 41 Academic Senate

(2) ¹The Academic Senate shall decide on the development plan in accordance with article 1 paragraph 3 sentence 2 as well as the gender equality plan in agreement with the University Steering Committee.

Section 42 Equal Opportunities Officer

(1) ¹The Academic Senate elects, on the recommendation of the Equality Committee, an Equal Opportunities Officer. ²The term of office of the Equal Opportunities Officer shall be up to six years, or up to eight years in the case of re-election. ³The appointment can, with the approval of the Academic Senate, be made for a further term of office without a call for applications. ⁴As a rule, the Equal Opportunities Officer shall be employed full-time; exceptions to this require the approval of the responsible ministry. ⁵The Charter shall govern the further details of the establishment and appointment of the committee, as well as the term of office and procedure for the election of the Equal Opportunities Officer.

(2) ¹The Equal Opportunities Officer seeks to ensure that the gender equality mandate is fulfilled. ²She shall, in particular, participate in development planning, in drawing up the Equality Plan, and in structural and personnel decisions. ³She can convene meetings. ⁴She is required to report to the Academic Senate and to inform the public about the performance of her duties. ⁵In the performance of her duties, she is not bound by specific orders or instructions.

(3) ¹The Equal Opportunities Officer shall have the right to address the University Steering Committee. ²In order to carry out her duties, the Equal Opportunities Officer may attend meetings of other organs, university bodies, and committees to which she is invited as a member, with the right to propose motions and to speak freely; in particular, she shall be fully involved in good time, especially with regard to pending personnel measures. ³The Equal Opportunities Officer may access the application documents. ⁴She is bound to secrecy.

(4) ¹If a decision concerning the gender equality mandate is made by a university body against the vote of the Equal Opportunities Officer, she may request a new decision (appeal) within two weeks, unless otherwise provided by this Act. ²The new decision can be taken at the earliest one week after the appeal has been lodged and only after a special attempt to reach an agreement. ³An appeal may be lodged only once on the same matter. ⁴A decision may not be implemented until the period for appeal has expired or the decision has been confirmed.

(5) ¹Equal Opportunities Officers may be elected by the faculty council for the faculties. ²An Equal Opportunities Officer shall be elected for the University Medical Center Göttingen (UMG). ³Equal Opportunities Officers may be appointed to other organizational units specified in the Charter. ⁴The Charter shall regulate the election or appointment procedure, the term of office, and the duties and powers of the Equal Opportunities Officers in accordance with sentences 1 to 3.

(6) Section 3 paragraph 4 and sections 7, 12, and 13 of the General Act on Equal Treatment [AGG] of August 14, 2006 (BGBI. (Federal Law Gazette) I p. 1897) shall apply mutatis mutandis to all members and affiliates of the university who are not employees of the university.

Decision of the State Ministry on the Principles of Equal Treatment of Women and Men in Legal Language, Decision of the State Ministry of July 9, 1991 – MJ – 1030 – 203.50 (Nds.MBl. [Lower Saxony Ministerial Gazette] No. 25/1991, p. 911)

1. Use of both genders, linguistic form

As a rule, both genders should be used in legal language. This applies to both statutory and administrative provisions.

The female form is used before the male form.

Example: *die Studentin oder der Student*

Lower Saxony Equal Rights Act [Niedersächsisches Gleichberechtigungsgesetz – NGG]
Section 8 Committees

(1) When filling positions on committees, working groups, boards, advisory councils, and similar bodies, including personnel selection committees, half of the members should be women and half should be men.

Section 10 Support Measures

(1) Underrepresentation shall be eliminated by means of personnel and organizational development and, in accordance with the following provisions, by promoting the underrepresented gender in training, recruitment, promotion, and the assignment of higher-level tasks.

(2) In the event of staff reductions, care shall be taken to ensure that the underrepresentation of one gender is not exacerbated.

Section 11 Job Advertisements

(1) ¹Jobs must always be advertised in areas where one gender is underrepresented. ²The job advertisement shall explicitly address the underrepresented gender. ³It shall also refer to the possibility of part-time work. ⁴Sentences 1 to 3 shall apply mutatis mutandis to the assignment of higher-level tasks and to the filling of a post without a position.

(2) The Equal Opportunities Officer may request a second advertisement if no person of the underrepresented gender has applied.

Section 12 Selection Process

(1) ¹When filling vacancies in areas where one gender is underrepresented, at least half of the persons of that gender who meet the minimum requirements specified in the job advertisement shall be shortlisted and invited for interview. ²Sentence 1 shall apply mutatis mutandis to the assignment of higher-level tasks and to the filling of a post without a position.

(2) It is not allowed to ask questions about family planning and how child care will be ensured during employment.

Section 13 Selection Criteria

(3) When assessing suitability and aptitude, experience and skills acquired in family or social work, such as flexibility, communication and teamwork skills, drive, and organizational skills, shall be taken into account to the extent that such qualifications are relevant to the duties to be performed.

(4) ¹Previous part-time employment and breaks in employment to care for children or other relatives in need of care must not be taken into account to the detriment of the person concerned. ²If no second part-time employee has applied for a part-time position, the application of the one part-time employee may be rejected for this reason only if there are compelling personnel management reasons for doing so.

(5) ¹In an area in which one gender is underrepresented, preference may be given to a person of the underrepresented gender over a person of the other gender in the case of equal suitability, aptitude, and professional performance in hiring, promotion, and the assignment of higher-level tasks in order to achieve the objective stated in section 1 paragraph 1 no. 2.

²Preferential treatment pursuant to sentence 1 shall not be permissible if there are serious personal reasons for selecting the person of the other gender which take precedence over the objective stated in sentence 1 and which are not outweighed by personal reasons relating to the person of the underrepresented gender.

General Act on Equal Treatment [AGG]

Section 3 Definitions

(4) Sexual harassment is deemed to be discrimination in relation to section 2 paragraph 1 nos. 1 to 4, when unwanted conduct of a sexual nature, including unwanted sexual acts and requests to carry out sexual acts, physical contact of a sexual nature, comments of a sexual nature, as well as the unwanted showing or public exhibition of pornographic images, takes place with the purpose or effect of violating the dignity of the person concerned, in particular where it creates an intimidating, hostile, degrading, humiliating or offensive environment.

Section 12 Employer Action and Duties

(3) Where employees violate the prohibition of discrimination under section 7 paragraph 1, their employer is required to take suitable, necessary, and appropriate measures, chosen in a given case, to put a stop to the discrimination, including cautioning, moving, relocating, or dismissing the employee in question.