

## Human Resources Strategy for Researchers (HRS4R) at the University of Bremen

based on the European Charter for Researchers and the  
Code of Conduct for the Recruitment of Researchers

### Report on Internal Analysis and Plan of Action

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## 1. Introduction

The EU awards the "HR Excellence in Research Award" (within the framework of the Human Resources Strategy for Researchers, HRS4R) to research institutions that offer scientists both good working conditions and an appropriate working environment. This award is based on the standards formulated in the "European Charter for Researchers" and the "Code of Conduct for the Recruitment of Researchers". These represent a catalog of 40 criteria in four thematic areas, which were processed in the course of this initial phase ([4. Strengths and Weaknesses/Results](#)).

By entering the multi-stage process to obtain this award, the University of Bremen commits itself as an institution that wants to offer scientists at all career levels a stimulating and positive working environment as well as excellent working conditions. At the same time, the University signals in international competition that it recognizes and applies the quality standards of the EU by fully endorsing the Charter and Code of Conduct.

The University of Bremen already offers scientists at all career levels numerous opportunities for support. With entering the initial phase towards the HR-Award, existing offers can be bundled and expanded - along the thematic fields formulated by the EU a) ethical and professional aspects, b) recruitment and selection, c) working conditions and social security as well as d) training and development.

In addition, by joining this process, the University of Bremen is setting an example for its own international visibility. Implementing these principles of the Charter and Code, the University of Bremen will contribute to further develop the European Research Area.

### **Mission Statement**

Interdisciplinarity, practical relevance, and social accountability characterize the university's mission statement in the areas of teaching and research. Over the years, gender equality, ecological accountability, and the internationalization of teaching and research have been added to these founding objectives of the University of Bremen. These main goals of the university were formulated in the year 2000 and are to be understood against this background. Today, some references may seem less prevailing, other important objectives have been included, and some of the above-mentioned principles are by now firmly anchored in the university's repertoire. At the end of 2017, the university defined its strategic development and concrete objectives for the coming ten years in its policy statement [Strategy 2018–2028](#).

### **Profile of the University of Bremen**

The University of Bremen is a medium-sized German university with around 20,000 students. Bremen offers a wide range of subjects and degrees for its committed and talented students: more than 100 master and bachelor's degrees as well as the state law exam. Moreover, with its commitment to research-based learning, the university has reinterpreted project-based courses, which is a defining feature originating from when the University of Bremen was founded. As part of the European university network YUFE–Young Universities for the Future of Europe it is developing a new model for European higher education together with nine other universities. In the context of YUFE, the University of Bremen's endorsement of the European Charter for Researchers and Code of Conduct for the Recruitment of Researchers and its application for the "HR Excellence in Research Award" signal its willingness to continue shaping the joint development within YUFE.

At the University of Bremen, 2,300 scientists (43% of which are female), among them 270 professors (32% of which are female), teach and carry out research in a wide range of disciplines. We have a long established tradition in interdisciplinary cooperation and excellent research in the natural sciences, engineering, the social sciences the humanities as well as teacher training.

The issues of today's and future societies are dealt with in five interdisciplinary, high profile areas focused on

- Marine, Polar, and Climate Research
- Social Change, Social Policy, and the State
- Material Sciences and Technologies
- Minds, Media, Machines
- Health Sciences

The university promotes diversity and has always encouraged innovative ideas and the independence of its early career researchers. Scientists at all levels find a stimulating environment here. The university was successful in the Program for Women Professors and the Tenure Track Program for the Promotion of Early Career Researchers and received the highest number of professorships from both federal programs.

The university has a long-standing successful cooperation with the non-university research institutes in its immediate vicinity – this includes eleven institutes jointly funded by the federal government and the federal states – and since 2016, within the U Bremen Research Alliance. More than 50 so-called cooperation professors can testify to these close ties.

The university takes its social responsibility seriously and fosters its activities with many groups and institutions in Bremen. We are not afraid to be the first to tread new territory: Founded as a reform university, we aim to breathe life into change. Our vision: to further anchor the University of Bremen as a leading European research university and an inspiring place of education. To achieve this, we rely on our strengths, on the potential of all university members, and on the trusting cooperation with our partners.

Staff and students of our university were involved in developing our vision, mission, and our objectives for the upcoming decade. Based on this, in December 2017, the Academic Senate of the University of Bremen adopted the Strategy 2018–2028.

## **2. Approach**

In December 2020, the University of Bremen started the process to acquire the HR Excellence in Research Award. For this purpose, the university sent a so-called "Letter of Commitment" to the EU, in which it acknowledges the Charter and Code of Conduct. The University's Executive Board supports the application of the University of Bremen for the "HR Excellence in Research Award" continuously throughout all phases of the application process (Executive Board decision of January 11, 2021).

In the initial phase, a so-called gap analysis, a checklist for open, transparent and merit-based recruitment (OTM-R checklist), and an action plan based on the gap analysis were developed in a cooperative process involving scientists, administrative staff, and interest groups.

The 40 criteria from the European Charter and the Code of Conduct provided the framework for the content-related work. The four thematic fields that structure the 40 criteria were worked on in four working groups:

- [Ethical and Professional Aspects \(working group 1\)](#)
- [Recruitment and Selection \(working group 2\)](#)
- [Working Conditions and Social Security \(working group 3\)](#)
- [Training and Development \(working group 4\)](#)

The overall working group for the implementation of the initial phase consisted of the steering group as well as these four working groups along the four thematic fields, a total of 48 persons. Each group consisted of scientists at all career levels (R1-R4), administrative staff according to their expertise in the respective field, and representatives of the interest groups (Staff Council, Central Women's Representatives, Representatives for Disabled Employees).

### **Steering Committee and Working Groups**

The steering group was established to control and monitor the overall process. The steering group consists of the Director of Finance and Administration of the University, the Vice President Research, the Head of the Administrative Department 1 Academic Affairs Department, the Head of the Administrative Department 2 Human Resources, a member of the Staff Council as well as the heads of the working groups. The Executive Boards of the University of Bremen and the Academic Senate were regularly informed about the overall process.

In order to fill the individual working groups, the Director of Finance and Administration and the Vice President Research specifically asked the following committees/groups for support and invited them by e-mail to participate in the initial phase:

- Deans
- Tenure-track professors
- (Senior) Researchers and Lecturers
- Faculty administrations
- Academic Senate as a whole, in particular
  - Research Commission
  - Early Career Research Commissions (Natural Sciences and Social Sciences/Humanities section)
  - Tenure Board
  - Ethics Commission
  - Commission for the clarification of scientific misconduct
  - Central Commission for Women's Issues
  - Early Career Researcher Development (BYRD) Advisory Board
- Academic Staff Council (KRAM) as well as other mid-level faculty representatives
- Graduate schools and colleges
- Staff Council
- Working Group Human Resources Development of the University of Bremen
- U Bremen Research Alliance

In addition, the people who represent specific expertise in one of the subject areas were approached (see table of participants). The HRS4R initiative was also specifically introduced in several committees of the Academic Senate, i.e. to representatives from science across all job categories (R1-R4).

The individual working groups, who began their work in May, created an exceptionally good and constructive working atmosphere and identified "what's working and what's not" and developed detailed actions for improvement. New working groups in which contributors would like to continue working on specific topics have already emerged. However, it proved difficult to recruit enough scientists in the qualification phase (R1 and R2). Continuing a PhD thesis and qualifying for a scientific career under pandemic conditions is an extraordinary burden. Nevertheless, we were able to ensure that scientists in the qualification phase (R1, R2) participated in all working groups. The perspectives of the "early career researchers" were also included by multipliers from interest groups, coordinators of graduate colleges/schools, from administrative staff, who offer advice/training especially for PhD candidates and postdocs and are responsible for conceptualizing personnel development for scientists.

In the initial phase, the management position of the Administrative Department 2 Human Resources and both heads of the department's subordinate units were vacant. Due to these vacancies, the steering group and the working groups 2 and 3 had to take place without the participation of this department. The work package resulting from these working groups, which falls into the responsibility of the Administrative Department 2 Human Resources, will be handed over to the new head by the Director of Finance and Administration as soon as the position is filled.

### **Qualitative Approach: Focus groups**

For the development of the gap analysis and the action plan, instead of conducting a survey, a methodical approach was chosen that leaves more room for exchange and discussion. The contents were worked on in moderated group discussions. To this end, extensive research was first conducted on the respective work packages so that the groups could begin on the basis of an initial status. This included clarifying a) what the EU understands and defines by the respective principle, b) which legal framework conditions apply, c) which position the German Rectors' Conference takes on this, and d) what an initial status at the university is.

### **R1 to R4 at University of Bremen**

At the University of Bremen these categories R1 to R4 are structured as follows:

R1="First stage researcher up to PhD": (Academic mid-level staff without PhD)

- Research assistants on university budget position for scientific qualification and third party financed positions for qualification and/or project positions (temporary positions, assignment to a professorship)
- Doctoral candidates (all candidates accepted by PhD Board): research assistants, scholarship holders, external PhD candidates)

R2 = "Recognized researchers (PhD holders or equivalent who are not yet fully independent)": (Academic staff with PhD)

- Lecturers, Researchers with tenure-track to Senior Lecturer/Researcher (initially temporary, assigned to subject)
- Postdoctoral researchers in (qualification) positions financed by external funding (with the aim of obtaining a habilitation or achievements equivalent to a habilitation) or qualification or project positions financed by external funding (fixed-term or permanent position, assignment to a professorship).

R3 = "Established researchers (who have developed a level of independence)".

- Temporary professorships
- Tenure-track professorships
- Visiting professorships (fixed-term)
- Senior Lecturers/Researchers (permanent position)
- Lecturers (permanent or temporary)
- Research assistants who have been assigned independent tasks in research and teaching (usually permanent position)
- Junior research group leaders (usually financed by third-party funds, fixed-term)

R4= "Leading researchers (leading their research area or field)".

- Professorships for life
- Incl. cooperative professorships with non-university research institutions

### **Focus group meetings, documentation and analysis of the results**

All four working groups met three to four times in video conferences. The results of each meeting were recorded and sent to the group members for comments/corrections/additions. Guiding questions for each individual principle were:

- What are we lacking at the University of Bremen?
- What do we want to change?
- How can the university implement this?

These questions were accompanied by the questions of feasibility:

- Implementability: (Until when) Can the gap be closed? If so, how?
- Responsibility: Is it within the means of the university to close the gap?
- Relevance: Is the gap a general or an individual problem?

This resulted in comprehensive documentation on the 40 individual principles from the EU Charter and Code of Conduct. During a joint workshop of all group members (steering group and working groups), results were exchanged across the four working groups, central actions condensed, and target group-specific timelines and contents specified. The results of the joint two-day workshop were also documented. We used this extensive material to generate the gap analysis and the action plan based as well as to develop the OTM-R working paper as a start to the university's OMT-R strategy. The so-called OTM-R checklist provided by the EU, which has to be completed for the application for the award proved a helpful tool for self-reflecting while working on/developing the OTM-R strategy.

All participants in this process are important multipliers in their respective areas. We specifically addressed and involved the organizational units that will also be entrusted with implementing the actions.

We also hope for continued involvement beyond this first year in order to reflect and discuss our progress with scientists, administrative staff, and interest groups and to ensure a continuous exchange on the implementation of the actions.

Unit 11 - University Development and Capacity Planning of the University of Bremen is responsible for the coordination of the overall project.

### 3. Participants (initial phase)

Name	Category (R1-R4, Administration (A), Interest Group (IG))	Function / Institutional Assignment	Steering group	Working group 1	Working group 2	Working group 3	Working group 4
Frauke Meyer	Executive Board	Director of Finance and Administration	x				
Prof. Dr. Jutta Günther	Executive Board	Vice President Research	x				
Dr. Julia Sievers	University management	Head of Administrative Department 1 Academic Affairs	x				x
Anna Janning	University management	Head of Administrative Department 2 Human Resources (as of February 2022)	x				
Prof. Dr. Rita Groß-Hardt	R4	Faculty 02: Biology/Chemistry	x	x			
Prof. Yasemin Karakasoglu	R4	Faculty 12: Pedagogy and Educational Sciences	x		x		
Prof. Katrin Huhn-Frehers	R4	Faculty 05: Geosciences	x			x	
Ralf Streibl	IG and R3	Staff Council / Faculty 03: Mathematics/Computer Science	x				x
Martina Stickan/ Kirstin Hoppe	IG	Representatives for Disabled Employees		x	x	x	
Julia Greulich	A	Administrative Unit 06: Legal Office		x			
Prof. Wiebke Schulz	R3	Faculty 08: Social Sciences		x			
Dr. Björn-Oliver Schmidt	A	Administrative Unit 12: Research Services		x			
Susanna Bolz	R1	Faculty 07: Business Studies and Economics		x			
Dr. Luzie Schnieders	IG	Staff Council / MARUM		x		x	
Ursel Gerdes	A	Administrative Unit 04: Equal Opportunities / Anti-Discrimination		x			
Veronika Oechtering/ Kathrin Sebastian	IG	Central Women's Representatives		x	x	x	x
Prof. Dr. Natascha Korff	R4	Faculty 12: Pedagogy and Educational Sciences			x		
NN	A	Administrative Department 2 Human Resources			x		
Bianca Nickel	A	Administrative Unit 11: University Development and Capacity Planning			x		
Christine Müller	A and R1	Administrative Unit 11: University Development and Capacity Planning / Faculty 10: Languages and Literary Studies			x		
Silke Reinold	A	Administrative Unit 12: Research Services			x		
Dr. Malte Hesse	IG	Staff Council / Faculty 02: Biology/Chemistry			x		
Birthe Bolte	A	Administrative Unit 08: Central Administrative Affairs / Organizational Development			x		

Name	Category (R1-R4, Administration (A), Interest Group (IG))	Function / Institutional Assignment	Steering group	Working group 1	Working group 2	Working group 3	Working group 4
Nadine Banse	A	Faculty 08: Social Sciences			x		
Prof. Dr. Birte Berger-Höger	R3	Faculty 11: Human and Health Sciences			x		
Dr. Ronald Stöver	R2/R3	Faculty 03: Mathematics/Computer Science			x		
Sabine Veit	A	Faculty 03: Mathematics/Computer Science			x		
Nele Kuhn	A	Administrative Department 1 Academic Affairs			x		x
Barbara Sylla	A	Administrative Unit 06: Legal Office				x	
NN	A	Administrative Department 2 Human Resources				x	
Prof. Dr. Tim Stauch	R3	Faculty 02: Biology/Chemistry				x	
Dr. Sylke Meyerhuber	R3	Faculty 08: Social Sciences				x	
Samira Abdel Wahed	A	Administrative Unit 08: Central Administrative Affairs / Organizational Development				x	
Dr. Joanna Pfingsthorn	R2	Faculty 10: Languages and Literary Studies				x	
Anneliese Niehoff	A	Administrative Unit 04: Equal Opportunities / Anti-Discrimination				x	
Dr. Maren Praß	A	Administrative Unit 11 University Development and Capacity Planning				x	
Christina Grabbe	R1	Faculty 08: Social Sciences				x	
Prof. Dierk Hebbeln	R4	Faculty 05: Geosciences					x
Dr. Lisa Schüler	R2	Faculty 10: Languages and Literary Studies					x
Dr. Uwe Spörl	R3	Faculty 10: Languages and Literary Studies					x
Dr. Imke Girßmann	A	Administrative Unit 12: Research Services					x
Claus Lewandowski	A	Administrative Unit 07: Human Resource Development					x
Dr. Matthias Knauer	R3	Faculty 03: Mathematics/Computer Science					x
Dr. Teena Hassan	R2	Faculty 03: Mathematics/Computer Science					x
Fiene Bredow	R1	Faculty 03: Mathematics/Computer Science					x
Charlotte Simmat	A	Administrative Unit 12: Research Services					x
Dr. Cathleen Grimsen	A	Administrative Unit 11: University Development and Capacity Planning		x	x	x	x
Dr. Britta Hamann	A	Administrative Unit 11: University Development and Capacity Planning		x	x	x	x



Group	Number of People	Relative share (%)
Scientists (R1-R4)	18	37,5
Administrative Staff (A)	21	43,8
Interest Groups (IG)	5	10,4
Executive Board and University Management	4	8,3
Total	48	100

## 4. Strengths and Weaknesses of our Current Practice – Results in the Thematic Fields

One quintessence of the initial phase is that much of what is demanded in the EU Charter and Code of Conduct is already put in practice at the University of Bremen. In many cases, it was criticized that information was too difficult to find and that the presentation or handling of information was unclear. Transparency and findability of information are therefore the guiding principles for the implementation phase. In the following chapters, we will summarize the results per principle structured along the four thematic areas/working groups, and amounting to 40 criteria in total (see also [overview](#) of the thematic fields).

### 4.1. Ethical and Professional Aspects

1. Research Freedom
2. Ethical Principles
3. Professional Responsibility

Freedom of science, research and teaching is a fundamental right in Germany (Article 5, Paragraph 3 of the National Constitution). Freedom of science, art and research, teaching and study and safeguarding the principles of good scientific practice is further regulated in the Bremen Higher Education Act (§ 7 and §7a BremHG) and is enshrined in the State Constitution of the Free Hanseatic City of Bremen (Article 11). All scientists working at a university are obliged to comply with the generally accepted principles of good scientific practice. They are obliged to scientific honesty. They must adhere to recognized ethical procedures and basic principles, avoid plagiarism of any kind and uphold the principle of intellectual property, ensure the social relevance of their research and obtain any necessary approvals. All scientists at a university are obliged to adhere to the principles of good academic teaching with regard to the content of teaching and examinations and are obliged to ensure regulated teaching and examinations as well as student counselling (§7a BremHG).

Ethical questions are regulated by the ethics procedure regulations of the University of Bremen. The university also has an ethics committee.

In addition, the University of Bremen is committed to recognizing and adhering to the code of conduct "Guidelines for Safeguarding Good Scientific Practice" of the German Research Foundation (DFG). The aim of the code is to enable scientists and the management of universities and non-university research institutions to align their internal structures, processes and actions with the guidelines for good scientific practice. A culture of scientific integrity is to be anchored in the scientific institutions. This focuses less on violations of good scientific practice and more on the ethics of the scientists. The university's Research Commission has taken up the issue

of good scientific practice. The goal is to create a program to implement good scientific practice at all career levels. Currently, a framework is being developed along the DFG guidelines for the faculties (for all career levels and students). (action 9, for all actions in total see [overview](#) and [schedule](#)). A website on "Research Integrity" is also being developed to provide comprehensive information on good scientific practice and ethical principles at the University of Bremen (action 10). The University of Bremen is currently revising the existing regulations to ensure good scientific practice (action 8).

#### **4. Professional attitude**

The Administrative Unit 70 (third-party and special funds) of the university supports scientists in all administrative questions regarding financing third-party funded projects and the project procedures. The third-party funding regulations of the University of Bremen govern the processing of third-party funding for the implementation of research projects. In addition, there is extensive support specifically for applying for research funding (EU and national research funding). There is already information available online and there are newsletters and regular information events in German and English. In general, however, scientists state a lack of transparency with regard to contact persons and the question of what offers of advice and information are available to them (action 21). In addition, best practice examples are being developed on research funding, the handling of externally funded projects, on information for employees on strategic (project) goals, funding and reporting modes (action 11).

#### **5. Contractual and Legal Obligations**

Employees receive comprehensive information packages on working conditions and contractual and legal obligations as soon as they are hired. Almost all scientists are involved in research and teaching, so they need to know their rights and obligations for both spheres (specifically for teaching, see principle 6. Accountability, 16. Judging Merit and 33. Teaching). Other offerings/information at the university include:

- UniTransfer, the transfer office of the University of Bremen, supports scientists and their partners in business, culture and society in their cooperation activities. This also includes the topics of business start-ups, patents, fundraising or personnel transfer.
- The Graduate School offers regular seminars on good scientific practice, addressing topics such as intellectual property rights. Doctoral agreements contain a separate paragraph on good scientific practice (for more transparency of existing offers see action 9).
- When submitting scientific work (including student work), the inclusion of a copyright declaration as well as consent to checking with plagiarism software are obligatory.

The request for more information on contractual and legal obligations will be met via two planned websites: Website "Research Integrity" (action 10) and website on "HR Development for Scientists" (see also principle 28. Career Development, action 42).

#### **6. Accountability**

The University of Bremen as an institution and the scientists completely fulfil their accountability obligations. This includes the annual accountability report of the University's Executive Board. The principles of resource management of the Academic Senate include procedural regulations, framework regulations and provisions for planning security. Aspects of third-party funding management are also comprehensively regulated in the university's third-party funding regulations. In this way, the University creates a basis for solid, transparent, efficient and responsible third-party funding project processing and management.

The internal audit unit of the University of Bremen is an internal auditing and consulting institution of the University of Bremen and reports directly to the Director of Finance and Administration. The head of the internal audit unit is also the anti-corruption officer of the university. In this function, he/she is the contact person for all questions and actions regarding the topic of corruption and its prevention.

Research and teaching are closely linked. The majority of the scientists working at the University of Bremen have an obligation to teach and are required to provide proof of this. The regulations on this can be found in the Ordinance on the Scope and Proof of Fulfilment of Teaching Obligations at State Universities of the Free Hanseatic City of Bremen and the University's Ordinance on Teaching Obligations and Advising and Supervision Duties of Faculty Teaching at the University.

Furthermore, the University of Bremen commits itself to recognizing and complying with the code "Guidelines for Safeguarding Good Scientific Practice" of the German Research Foundation (DFG) (see also criteria 1-3).

## **7. Good Practice in Research**

The University provides all employees with a comprehensive collection of legal information on data processing and freedom of information. In this legal collection, reference is made to the following laws, ordinances and statutes:

- Statutes of the University on the Collection and Processing of Personal Data including appendices
- Freedom of Access to Information Act for the State of Bremen (BremIG)
- Ordinance on fees and expenses according to the Freedom of Information Act for the State of Bremen (BremIG)
- National Data Protection Act
- EU Basic Data Protection Regulation
- Bremen Implementation Act for the EU Basic Data Protection Regulation (BremDSG-VOAG)

The head of the Legal Office of the University of Bremen also acts as the University's data protection officer. Further capacities on the topic of data protection are being built up in the Legal Office (action 13) and initial information on data protection and information security is being developed (action 12).

Occupational health and safety and environmental protection are the responsibility of a separate administrative unit at the university. Here, all information on protective actions for health and safety is bundled and made accessible, for example in the form of action aids for processes and procedures in the areas of operating instructions for hazardous substances, operating instructions for machines, hygiene plan action aids and for filling out accident reports. Occupational health and safety briefings are held annually in the faculties. The unit provides advice and support in all matters relating to occupational health and safety. In addition, a comprehensive management handbook on occupational safety and a glossary of all relevant terms are provided.

The University of Bremen's own environmental management system anchors social responsibility and environmentally compatible action as fixed components of university research, teaching and administration. The environmental manual contains comprehensive information about responsibilities, regulations and procedures, which also concern protective actions for health and safety, for example hazardous substance management, and thus represent an interface to occupational health and safety.

Increasing interdisciplinarity and internationality are a challenge with regard to occupational safety in laboratories (different standards and knowledge of the persons involved). Further information should be developed here. Initial information will be provided in English (action 14).

## **8. Dissemination, Exploitation of Results**

The university supports the idea that scientific findings should be made publicly accessible by offering information and support services on Open Access together with the State and University Library of Bremen (SuUB). This includes advice, partly the covering the costs of so-called "article processing fees" as well as quality assurance in the publication process (information on predatory publishing, persons of trust/ombudspersons in the various scientific areas of the university). The university recommends that all scientists create an "Open Researcher and Contributor ID" (ORCID).

The research data management of the University of Bremen offers comprehensive information and support services. Scientists of all career levels can inform themselves about suitable repositories, data management plans as well as possibilities for storage and the re-use of data. They can also take advantage of regularly offered training opportunities.

The university safeguards knowledge and technology transfer since its founding with an understanding of broad, research-based transfer that includes cooperation and dialogue with all societal stakeholders outside of academia. All disciplines, faculties, institutes and working groups are active in transfer. Transfer instruments and partners show a high diversity and reflect the disciplinary breadth and the respective subject cultures. However, a possible commercial use of research results must not restrict the fundamental right to freedom of research or have priority over freedom of research.

The University of Bremen is part of the YUFE Alliance and a partner institution in the project YUFERING (YUFE Transforming Research and Innovation through Europe-wide KNowledGe Transfer).

The University is also a project partner institution in the EU project DIOSI - Developing and Implementing hands-on training on Open Science and Open Innovation for Early Career Researchers. The aim of the project, which started in April 2021, is to develop a practical training program in the areas of Open Innovation, Entrepreneurship and Open Science. The training program is to serve as a basis for best-practice training at European level.

## **9. Public Engagement**

Establishing a connection between science and the public has always been a founding idea of the University of Bremen. The communication of research results and the dialogue with citizens, students, cultural institutions and civil society actors are integral parts of the strategy of the University of Bremen.

The University Communications and Marketing unit publishes information about university policy, research, teaching, campus life and events via various channels, such as press releases, online and print publications, and social media.

When tenure-track professorships are appointed, public engagement or knowledge transfer is explicitly considered as a principle to be met in the evaluation agreements.

Every two years, the university organizes an "Open Campus" in which scientists participate. Scientists organize the annual Children's University.

The university is one of the sponsors of the "House of Science" in Bremen, together with the universities and other research institutions of the State of Bremen. Scientists regularly participate in various formats for the public in the House of Science. In the series "Science goes Public", scientists from the University of Bremen present their research to a lay audience in a

generally understandable way. Especially in the anniversary year 2021, numerous events and different formats for the public were successfully realized with the participation of numerous scientists.

## **10. Non-Discrimination**

The university's diversity strategy serves as a guideline for a dynamically developing understanding of diversity at the University of Bremen and its anchoring in research, teaching and administration. The processes for implementation are intended to further develop the organizational culture towards a culture that is inclusive, i.e. participatory, diversity competent and critical of discrimination. Structures and responsibilities for implementation have been created:

- Vice President International and Diversity
- Officer for Diversity Management
- Diversity Steering Committee
- Diversity Advisory Group
- Inclusion Expert Circle
- Within YUFE: Diversity & Inclusivity Officer

In addition, diversity is as a research focus in several faculties

There are the following elected representatives on the discrimination categories "gender" and "disability":

- Women's representatives according to the Higher Education Act of the State of Bremen
- Central Commission for Women's Issues (ZKFF) of the Academic Senate
- Representative for severely disabled persons

The Administrative Unit 04 - Equal Opportunity/Anti-Discrimination consists of two specialized units: a) The Equal Opportunity Unit advises on issues of gender policy and family-friendly higher education. In projects, gender-appropriate offers are developed for different target groups, in which anti-discrimination is pro-actively addressed. (For the individual offers, see principle 27. Gender Equality). b) The Working Group against Discrimination and Violence - Expertise and Conflict Advice (ADE) offers information and advice on dealing with conflicts, discrimination and violence. It provides advice on the implementation of a conflict- and complaint management system, on how to deal with stalking and violence on campus, and on the implementation of legal requirements. In addition, the ADE is a service organization that provides counselling and qualification services for the public service sector and the universities in the State of Bremen.

Further offers/actions/actors at the university:

- Family service office with offers for university employees with care responsibilities.
- Program for (flexible) childcare (KLEX - Kinderbetreuung fLEXibel) for academics in the qualification phase.
- Establishment of a complaints office (concerning equal opportunities/anti-discrimination) for employees, which is located at the head of the university's Administrative Department Human Resources.
- Inclusion action plan to implement the UN Convention on the Protection of the Rights of Persons with Disabilities (UN CRPD).

An initial concept for a desired diversity monitoring (correlating with gender) is being developed (action 36). Furthermore, actions are planned to create more transparency and traceability of information with regard to the legal framework as well as consulting and information services (actions 15, 16). In the course of the revision, diversity-sensitive language and accessibility will also be included in central topics (action 6). In 2022, the second Inclusion action Plan will be approved by the Executive Board and the Academic Senate and, once adopted, will be put

into practice (action 17). Existing staff development offerings (R1-R4) are to be specifically reviewed for sensitivity to discrimination/diversity competence (see also principle 27, action 41).

## **11. Evaluation/Appraisal Systems**

The university's position is that research assessment should be thought of more broadly and not primarily refer to indicator-based scientific achievements. This means creating a process towards a different, more open understanding of science (see also principle 8. Dissemination and Exploitation of Results). Scientific performance is evaluated by the respective scientific community.

An evaluation system exists in that organizational units are evaluated on a regular basis. Here, the group performance at the level of the organizational unit is brought into focus in regular strategic meetings ("Perspektivgespräche"). These discussions take place every two years between the university management and the faculties.

The Bremen state pay scale for appointed professors and the university's performance pay regulations govern the structure of individual performance-related pay for professors. The performance pay regulations are reviewed together with the Bremen State Authorities (action 19). Evaluation agreements for tenure-track professorships and target agreements for (senior) researchers/lecturers contain individual agreements on the performance to be achieved in the tenure phase.

All scientists are asked to register with ORCID to making their publications visible and assign them to the University of Bremen.

The preparation of scientific reports is a regularly recurring task for scientists. The idea to develop best-practice examples for this arose from considerations on 1) how to reflect on what is part of scientific achievement and 2) how to bring about a change in culture that includes a more comprehensive understanding and appreciation of scientific achievement beyond publications. (action 20).

### **Major weakness**

- Information in English language for international scientists should be updated and extended.

### **High Priority Actions**

- new website on "Research Integrity" to provide comprehensive information about good scientific practice and ethical principles of the university (Action 10 in connection with 15)
- Review and update of information available on the university's website for international scientists.(overarching action 5, 14, 16)

## 4.2. Recruitment and Selection

### 12. Recruitment

The legal framework for hiring scientists is regulated by the German Academic Fixed-term Contract Act (WissZeitVG), the collective agreement for public service employees of the German federal states (TV-L), the Higher Education Act of the State of Bremen (BremHG) and the Bremen Civil Servants Act (BremBG). In 2014, the university was awarded the Fair and Transparent Appointment Negotiations Award by the German Association of University Professors and Lecturers (Deutscher Hochschulverband), with renewal pending for 2022 (action 22).

The basis for the employment of scientists in the qualification phase (R1/R2) is usually the German Academic Fixed-term Contract Act (WissZeitVG). Here, temporary regulations for employment contracts are drawn up, as well as the respective conditions for a fixed-term contract in the qualification phase. The purpose of these fixed-term contracts is to ensure a rotation that will allow future generations to get access to positions in science.

A special feature at the University of Bremen is the strong diversification of the job categories within the EU framework from R1 to R4, each of which has different procedures for selection, recruitment and contractual regulations. In addition, the dividing line between R2 and R3 is fluid. For the different formats (R1 to R4) the procedures are regulated, especially for R3 and R4. For scientists in the qualification phase (R1, R2), however, there is a need for improvement, and the complex initial situation should be more transparent. This addresses the university's and the faculties R1/R2-recruitment processes also and not only the need for better informing the stakeholders.

Also, we need to ensure better and timely communication. This includes, for example, offering an individual calculation of the fixed-term employment time in total, which is restricted by law to six years each up to PhD and after the PhD. This should be provided to every candidate before the start of the contract and thus making the university's decisions based on the "WissZeitVG" easier to follow.

Central actions have been developed to provide scientists with basic, procedural and application information in good time in the future (action 23). A guideline (for R1- and R2-recruitment) is being developed for the people in the faculties involved in the hiring processes (action 26). Regular exchanges between administrative faculty staff and the Administrative Department Human Resources will be re-established (action 25). One action is to take this differentiation in scientific career paths into account and to revise the university's website on scientific careers (action 34). In general, more transparency and more information is desired on the topics of hiring processes, support services, career paths, rights and obligations, academic self-governance, and complaint options (action 21). These actions described here also relate to principles 13-17.

### 13. Recruitment (Code)

The University of Bremen has developed a working paper on the development and implementation of open, transparent and merit-based recruitment (EU requirement for recruitment: OTM-R = open, transparent, merit-based recruitment) at the University of Bremen, which will be elaborated into an OTM-R strategy over the next two years (action 2).

For professorships (R3/R4), recruitment procedures have been defined that are open, transparent, efficient and internationally comparable. All professorship positions are advertised nationally and internationally in German and English.

For R1/R2 there is need for more transparency and clarification (without "over-bureaucratization") on recruitment processes (for Faculties and Faculties administration).

All positions in science are advertised and published on the university's online job board. Since September 2018, the University has also had a joint online job portal with the non-university research institutes in Bremen and Bremerhaven as part of the U Bremen Research Alliance. Both websites are offered in German and English.

Depending on the position, advertisements are published in national and international specialist portals, on EURAXESS and the YUFE portal, as well as in national newspapers such as DIE ZEIT. Professorships as well as advertisements for positions in defined career paths (tenure-track professorships, researcher/lecturer with tenure track) are usually advertised internationally. In addition, the University of Bremen participates in the annual GAIN (German Academic International Network) Conference.

Planned actions for improvement are the expansion and restructuring of the website on scientific careers (action 21), translation of forms (action 6), expansion of the existing recruitment guide (action 26) and the creation of templates for job advertisements (R1-R4) (action 24).

#### **14. Selection (Code)**

(see also 13. Recruitment (Code) on job advertisements).

Since 2012, The university has been able to increase the proportion of international professors from 6% to 10%. To this end, the university works closely with non-university research institutes within the framework of the U Bremen Research Alliance and develops joint international research marketing. In addition, the U Bremen Research Alliance Welcome Center is a contact point for international scientists, offering support, for example, in finding accommodation and a place at school or daycare. After arrival, the Welcome Center offers a wide range of social services for international scientists and their families.

With an appointment rate of 45% women since 2013, the University of Bremen has been exceptionally successful and has used a variety of ways to attract female scientists. Within the programs for female professors I to III and its currently formulated concept for the future of equal opportunities ("geschlechtergerecht 2028"), it continues to develop its concepts and backs them up with a variety of structural and personnel actions.

As part of its diversity strategy, gender- and diversity-competent standards are currently being integrated into advertisement texts as well as into the various phases of the review process. To this end, a new position has been created that is specifically dedicated to these issues.

When a professor position is advertised, the faculties have to conduct a search for potentially suitable national and international candidates and submit it in writing before it is approved (see Appointment Guidelines). The aim is to ensure that sufficient candidates are available for the planned denomination and career level. Special attention is given to the pool of female applicants.

Faculties are encouraged to identify suitable persons at international conferences prior to the planned call for applications and to draw attention to the upcoming call for applications.

Concerning quality assurance in the selection process for professorships: A professor from another faculty is consulted in each appointment process to provide advice from outside the faculty. In addition, the selection procedure for professorships includes procedure for the assessment of a candidate's management competencies. The procedure is evaluated on two levels, in particular with regard to questions of diversity competence: To what extent is diversity sensitivity included as a criterion for the respective candidates? How diversity-sensitive is the procedure itself? (action 28). It is also planned to investigate the possibilities of professionalizing the selection committees (action 27).

For doctoral candidates (R1) and post-doctoral candidates (R2/R3), the prerequisite for employment is always at least a successfully completed Master's degree (R1) or a successful



doctorate (R2/R3). For (Senior) Researcher and (Senior) Lecturer, a separate selection regulation governs the quality assurance procedure and actions (review, verification of pedagogical aptitude). Further criteria are defined on a subject-specific basis.

In the case of selection and appointment committees, attention is paid to gender parity in composition.

The university provides information and advice on questions of gender- and diversity-competent staff selection for all job categories. The university has guidelines for increasing the proportion of women among academic staff.

### **15. Transparency (Code)**

The selection criteria for professorships (R3/R4) are determined with the advertisement and defined in more detail during the first meeting of the appointment committee. Based on the selection criteria, the committee makes decisions that must be justified and recorded. The procedure is regulated in the appointment regulations and the appointment guidelines. Communication with applicants, with shortlisted candidates and those who have been appointed is characterized by fairness and appreciation. This includes prompt, comprehensive and transparent information on the procedure and specific contact persons. The shortlist position is communicated to candidates (R3/R4). A special homepage at the University of Bremen provides information on the current status for filling a professorship.

In 2014, the university was awarded the Fair and Transparent Appointment Negotiations Award by the German Association of University Professors and Lecturers (Deutscher Hochschulverband), with renewal pending for 2022 (action 22).

The selection criteria for researcher positions (R1/R2/R3) must also be precisely defined at the time of announcement. Information on the procedure is provided in the announcement and, in the case of preselection, in the letter inviting applicants to the interview.

For tenure-track professorships (R3, after successful evaluation R4) and (senior) researcher/lecturer positions (R2, after successful evaluation R3), evaluation criteria must be defined at the time of announcement. These will be specified in the course of the procedure.

All applicants receive a confirmation of receipt of their application, which also includes further details of the procedure. Applicants who are not selected receive a written information at the end of the procedure.

### **16. Judging Merit (Code)**

Within the framework of the collective agreement for public service employees of the German federal states (TV-L), the remuneration for scientific staff (R1-R2, partly R3) is regulated. Professional experience is weighted/credited upon hiring via the so called development levels specified in the collective agreement. The remuneration of professors is regulated by the Bremen Salary Act (for appointed professors). This is already determined when a professorship is approved.

For scientists (R1/R2), in contrast to the regulations for professorships (R3/R4), there is a need for improvement as follows: due to the complex requirements of the German Academic Fixed-term Contract Act (WissZeitVG), precise individual information is only possible once comprehensive information has been provided by the candidates on their previous employment. However, this information is sometimes provided very late and only after the contract has been signed. The so-called development levels, which are determined on the basis of this information, are not specified in the contract, because otherwise a contract amendment would have to be made for each automatic promotion (which is calculated on the basis of professional years after employment in an institution) to the next higher level. More transparency must be

created for applicants and, above all, information must be provided in good time before the contract is signed (actions 23 and 24). More orientation is also needed for the faculty administrative staff who deal with the topics of recruitment and personnel acquisition in order to avoid misunderstandings due to different communication by the recruiters and the Administrative Department for Human Resources (action 26).

The reliance on bibliometric data and the exclusive focus on publication and thus research performance to assess merit is not practiced at the University of Bremen. Research and teaching are closely linked, and performance is assessed more comprehensively in the areas of research, academic teaching, and academic self-governance.

For tenure-track professorships, evaluation agreements include criteria like independent research and publications, research projects, promotion of young scientists, cooperation, knowledge transfer, teaching obligations, independent teaching, examination activities, supervision/advising of students, higher education didactics, participation in the further development of study programs, participation in internal university commissions, active support of the strategic goals of the university, extracurricular competencies.

### **17. Variations in the Chronological Order of CVs (Code)**

Here, too, the University of Bremen is bound to the German Academic Fixed-term Contract Act (WissZeitVG), which provides for a maximum contract duration of six years before and after the doctorate for scientists in the qualification phase.

The scientists participating in this HRS4R process generally wish for a sensitization for the uniqueness of each curriculum vitae and emphasize the impossibility of rigid schemes. Accordingly, an assessment of scientific performance should be about scientific age and not about biological age.

The University's current interpretation of the WissZeitVG is perceived as very restrictive, communication as difficult and decisions as non-transparent (see also principle 12. Recruitment and principle 15. Transparency). This makes it difficult to deal with variations in the chronological order of CVs. The gaps concern communication, timely information, and traceability of decisions. The university takes this situation and this impression of the scientists seriously and will initiate concrete actions for improvement (see described package of actions at principle 12 and 13).

### **18. Recognition of Mobility Experiences (Code)**

(See also principle 29. Valuing Mobility).

International experience, which can be demonstrated, for example, by research and teaching experiences in other scientific systems and international publications, is a selection criterion in the recruitment of professors and plays an important role in appointment procedures. Internationality also plays an increasingly important role in the recruitment of scientists (R1-R3), depending on the discipline. In order to improve the recognition of mobility experiences, it is necessary to reflect more strongly on the recognition of mobility experiences, to identify and eliminate any obstacles to mobility, and to systematically incorporate mobility experiences into recruitment strategies for R1-R4 (actions 2 and 29).

The university offers numerous opportunities for individual internationalization and interdisciplinarity for scientists at all career levels and in this way takes into account the fact that internationality is becoming increasingly important in academic career planning in general.

Interdisciplinarity is a goal in the university strategy. Early on, the University of Bremen bundled collaborative research in major scientific foci. They shape the international research profile of the university in a special way.

The university also recognizes mobility by offering support to international scientists who come to the University of Bremen by means of the Welcome Center, for example.

The University is part of the cooperation network "Young European Research Universities" (YERUN) as well as a member of the YUFE Alliance "Young Universities for the Future of Europe" (YUFE). As part of this alliance, it is developing a new model of European higher education together with nine other universities.

In the course of developing the university's own OTM-R strategy, the recognition of mobility experiences will be more systematically incorporated into the recruitment of scientists (action 29).

### **19. Recognition of Qualifications (Code)**

(See also principle 17. Variations in the Chronological Order of CVs).

Prior to hiring, the University of Bremen conducts a review and evaluation of the individual qualifications by the Administrative Unit 2 Human Resources. This also includes the recognition of qualifications obtained abroad. The legal basis for the recognition of qualifications is the Professional Qualifications Assessment Act. Based on the Convention on the Recognition of Qualifications concerning Higher Education in the European Region (Lisbon Convention), the University of Bremen formulates clear and transparent regulations for the recognition of achievements acquired outside the higher education sector.

The collective agreement for public service employees (of the German federal states (TV-L) also determines the assignment to a certain development level/salary grade concerning qualification obtained abroad. The scientists would like to see more transparency and timely information at this point (see actions 21, 23, 29, 43).

### **20. Seniority (Code)**

(See also principle 16. Judging Merit and 17. Variations in the Chronological Order of CVs)

Within the framework of the collective agreement for public service employees, professional recognition and remuneration for academic staff is regulated. Professional experience is weighted/credited via developmental steps. The salary of professors is regulated by the Bremen Salary Act for appointed professors. Before a position is advertised, it is checked/ensured that the required qualification level meets the requirements of the position (carried out in Administrative Department 2: Human Resources). In general, the aim here is to achieve greater transparency and provide information in good time (esp. actions 2, 23-24, 29, 43).

### **21. Postdoctoral Appointments (Code)**

(See also principle 12. Recruitment and 28. Career Development).

The German Academic Fixed-term Contract Act (WissZeitVG) regulates the employment of scientists in the qualification phase before and after the PhD. The German Rectors' Conference (HRK) has developed an "Orientation Framework for the Promotion of Young Academics after the Doctorate and Academic Career Paths Beyond the Professorship", which the University of Bremen follows. The state universities in Bremen have also agreed on a framework that defines the contractual situation and conditions for the employment of scientists. This is regulated in the Bremen Higher Education Act (§14a BremHG). In 2023, this framework will be evaluated by the Senator for Science and Ports in Bremen (the responsible working group will be appointed by the Senator (action 32)).

The University of Bremen has also developed new career paths for postdocs. To this end, new job categories have been established: the tenure-track professorship and the positions of Senior Researcher and Senior Lecturer. All three aim to provide a more predictable academic career path at an earlier stage than before.

The career paths are regulated for the categories R1 to R4, but more information is to be given and more transparency created in order to provide timely orientation about career paths, especially for R1 and R2. This will be done, among other things, via the existing website on scientific careers, which is already being comprehensively redesigned (action 34). Information on the legal framework (WissZeitVG) will be made available online and the faculties will be informed (action 23). Information/calculation of individual previous employment periods/qualification periods before/after the PhD will be made possible on request. (action 33). The university will develop a quantity structure for the new categories in order to better classify and understand the diverse and, in part, new job categories (action 31 in conjunction with action 30). More transparency and timely information needs to be increased in this area as well (actions 21-28, 33, 42, 52-55).

#### **Major Weaknesses**

- Recruitment Processes (decentralized R1/R2-recruitment up to onboarding) not clear enough.
- OTM-R actions had to be development without the expertise from the HR department.
- Complex legal background needs clarification, more transparency and timely communication.
- Decision making too intransparent

#### **High Priority Actions:**

- Improved findability of information (action 21)
- Create information on hiring (R1 and R2 (action 23)
- Revised templates for job postings (R1-R4) (action 24)
- Regular exchange on R1/R2-recruitment between administrative unit HR and faculties' administrative management (action 25)
- R1/R2-Guidelines on recruitment and selection (action 26)
- Concept on scientific staff structure (strategic planning instrument). (action 30).
- Updated post-doctoral hiring/continuing employment information. (action 33)
- E-Tool for Recruitment (action 56).
- OTM-R strategy (overarching action 2) and implementation (action 29 and 37)
- Information for international scientists (overarching action 5)
- Survey (overarching action 4)
- University Monitoring (overarching action 3)

### 4.3. Working Conditions and Social Security

#### 22. Recognition of the Profession

The professional status of scientists is comprehensively regulated in the Bremen Higher Education Act (§16 BremHG, § 18 Brem HG, § 65 BremHG, § 66 BremHG, § 23 ff BremHG, § 24 BremHG). An achievement in the German higher education system is that doctoral candidates as scientists in the qualification phase (R1) generally have the status of scientific employee/research assistant, provided they have an employment contract. Formally, they are employees, but they are also perceived as scientists and not as students. They can also register as doctoral candidates. However, this is not obligatory.

In the recognition of the profession, research and teaching both belong to the profession of a scientist. This applies fundamentally to all scientists. In the four HRS4R working groups it was criticized throughout that the aspect of teaching finds clearly too little consideration as it is reduced to one criterion only.

The job categories R1 to R4, as defined by the EU and used here as a framework, are very diverse at the University of Bremen. This diversification, especially for R2/R3, has led to a desire on the part of scientists for more transparency, information about rights and obligations (e.g. supervision, teaching obligations), but also about opportunities for advancement. This also raises the question of the permeability of categories and possible academic career paths in general. This means clarifying and providing information on the individual job categories: Which categories exist with which conditions, which possibilities for advancement from where to where? Clear structures also enable clearer assignment and positioning and thus recognition of the profession including the respective qualification phase (if given) (actions 33 and 34).

#### 23. Research Environment

In the course of appointment negotiations for professorships, relevant questions of equipment for research and teaching are clarified based on a research, teaching and equipment concept to be submitted by the professor to be appointed. Every five years, professors negotiate the budget for research and teaching with the Executive Board (according to § 18 BremHG, budget commitments must be limited in time (maximum duration 5 years) and are subject to sufficient budgetary resources and university development planning).

Resources are already taken into account when applying for third party funding. The University of Bremen also has a funding advisory service (international/national) that all scientists can use when applying for research funding. In addition, the University of Bremen has its own research funding program, the Central Research Development Fund (ZF), to which scientists at all career levels can apply for funding for various research projects.

The ZF is rated very positively. The only concern was for better information on who is eligible to apply for which of the different funding format (action 35).

The existing guideline for budget negotiations will be revised and made available in German and English. The aim is not only to focus on the negotiation of resources but also to make this discussion a place of appreciation (action 18).

In the context of the design of the research environment, reference was made to the supervision agreement for PhD researchers (see also principle 28. Career Development and Principle 40. Supervision). A template is already available on the university homepage. One suggestion is to introduce a binding supervision agreement that contains more detailed information on rights and obligations of the parties involved, namely both supervisors and PhD candidates (action 52).

## **24. Working Conditions**

Since 2007, the University of Bremen has successfully participated in the “family-friendly university audit”. Every three years, the university’s Executive Board agrees with the contractual partner, berufundfamilie gGmbH, on the goals, timetable and concrete steps for implementation. Within the framework of the audit, there is a comprehensive catalog of actions that is being implemented but cannot be reproduced here in detail. The Equal Opportunity Office manages the project on behalf of the Director of Finance and Administration.

Every employee of the university has the possibility to apply for educational leave. This means a paid leave of absence from work for participation in recognized educational time events.

The university has its own "Diversity Portal". The portal provides a wide range of information on the topic of diversity in research, studying and teaching (see Principle 10. Non-discrimination and 27. Gender Balance). The university's various offerings should be reviewed more closely in terms of their implementation in practice (actions 15-17 and 41).

In the university alliance YUFE, Young Universities for the Future of Europe, the university is in the co-lead of the work package "Diversity & Inclusivity". In this context, the YUFE Diversity & Inclusivity Strategy has been created; lecture series, training offers and a virtual D&I portal are in preparation.

The university implements its own Inclusion action Plan with the goal of becoming an inclusive university. All students and employees should have equal access to the physical environment, information and communication including their technologies and systems, and to all facilities and services. The Inclusion action Plan is the local action plan for the implementation of legal foundations (UN Convention on the Rights of Persons with Disabilities, General Equal Treatment Act (AGG), Bremen Higher Education Act (BremHG), Bremen Equal Opportunities for Persons with Disabilities Act (BremBGG) (action 17). In 2022, the revised Second action Plan on Inclusion will be adopted and put into practice.

## **25. Stability and Permanence of Employment**

All universities in the State of Bremen have jointly developed the "Framework of Contractual Situations and Conditions of Employment at the State Universities of Bremen". The aim of this framework is precisely to improve employment conditions against the background of the legal foundations. This framework refers to the “Orientation Framework for the Promotion of Young Academics after the Doctorate and Academic Career Paths Beyond the Professorship” of the German Rectors' Conference (HRK). In 2023, the framework code will be evaluated (action 32).

Since 2018, new career paths alongside the tenured professorship have been established at the University of Bremen. Tenure-track professorships are always advertised with an offer of a lifetime professorship after a positive evaluation. The university’s Tenure Board develops general criteria for the evaluation agreement and makes recommendations for the design and improvement of the procedures in order to ensure quality standards throughout the university as well as transparency and procedural security of the evaluations. In addition to the professorship, the tenure track for (senior) researchers/lecturers has been developed at the university as academically independent and permanently employed, independent mid-level (R2 before evaluation, R3 after evaluation) scientists.

In the working groups, questions arise about the permanence of employment, which arise from the implementation and interpretation of the German Academic Fixed-term Contract Act (WissZeitVG). More information, transparency and accessibility of information is needed as well as the possibility of faster individual information. In addition, improvements are needed in the

timing of planned contract extensions to be checked for feasibility and implemented more quickly. (see also principles 12-14 and 25; actions 5, 21-28, 31 and 33).

## **26. Funding and Salaries**

Salaries for academics in Germany are regulated by the collective agreement for the public service of the federal states and by the Bremen Salary Act for appointed professors. Further regulations can be found in the university's regulations for the awarding of performance pay (for professorships) as well as in the framework conditions for the remuneration of university lecturers. Scientists (from R1) are hired at least in pay group E 13. This corresponds to a monthly gross salary (100% job share, development level 1, for 2021) of currently about 4070 euros.

Employees who are hired under the collective agreement receive a development level within their pay grade, which is higher the more experience/relevant qualifications they have in the specific area. See also the package of actions under principle 12: it is necessary to be able to provide a candidate with information about the exact development level even before hiring (actions 21 and 23).

## **27. Gender Balance**

According to the Bremen Higher Education Act (§ 4 BremHG), women are to be given preference in hiring if they have the same qualifications and suitability. Appointment regulations and guidelines of the university contain the specification of the implementation (R3/R4). Since 1992, the university has had its own guideline for increasing the proportion of women among academic staff. This results in the establishment of the Central Commission for Women's Issues (according to § 6 BremHG) as a body of the Academic Senate, women's representatives, the procedure for hiring, and equal opportunity actions. The university publishes its Gender Equality Plan (GEP) at the beginning of 2022 (action 38). The basis for this is the university's equality future concept. With the GEP, the university recognizes the EU initiative on Gender Equality under the Horizon Europe Framework Program.

In appointment procedures (R3/R4), there is an assessment center with a diversity competence component in leadership (see also principle 14. Selection (Code)).

The project "go d!verse gender- and diversity-competent personnel selection in science" is a temporary project to raise awareness and increase competence in selection procedures. Furthermore, there are various offers for gender-appropriate personnel development such as "plan m Mentoring in Science", "navigare Career Coaching", "perspektive promotion". One problem is the project nature of these initiatives and the question of how the knowledge can be retained in the organization after the project ends.

With regard to monitoring, improvement is necessary in order to be able to carry out analyses and develop strategies for action (for gender and diversity) (action 36).

In 2022, an evaluation of the gender policy work at the University of Bremen is planned (action 39). Further planned actions are: the concretization of the job/task description and remuneration of the central women's representative (action 40), the inclusion of gender equality in the OTM-R strategy and the development of quality standards (action 37), the evaluation of personnel development offers for sensitization to discrimination and diversity competence, and the development of further offers, if necessary (action 41).

## **28. Career Development<sup>1</sup>**

The University of Bremen has already adopted its own concept for the human resource development of scientific staff at the university in 2018. This concept is accompanied by a competence profile with qualification goals for scientists in the qualification phase, which discloses the various offers and facilities for each competence area and suggests suitable paths for the targeted individual development of certain competence areas. Both, concept and competence profile, must be made more widely known and linked with offers in the different competence areas (action 50).

The Administrative Unit Human Resources Development offers numerous training and development opportunities for scientists at all career levels. There are also offers for scientists who decide to pursue a career outside of science. Bremen Early Career Development (BYRD) offers various career development opportunities especially for scientists in the qualification phase (R1 and R2). The graduate schools BIGSSS and GLOMAR also offer further opportunities for early career researchers (R1, R2).

Through BYRD, there are also offers for postdocs and professors as well as for students interested in an academic career.

Especially for newly appointed professors, the University of Bremen offers its own human resources development and continuing education program, such as mentoring, collegial counseling, individual coaching and counseling (foreign languages, leadership, teaching counseling, acquisition of third party funding, as well as other specific offers in small groups).

At the university, scientists at all career levels have the opportunity to take advantage of continuing education opportunities in higher education didactics free of charge.

Since 2012, the university management has introduced annual appraisals as an instrument of human resources development. There is already a training program for newly appointed professors and a guide in German and English. Nevertheless, questions of delegation, binding nature and quality assurance of the instrument need to be clarified (actions 53-55).

There are a great many offers available, but greater efforts must be made to ensure that interested persons learn about the offers (actions 33, 42 and 50).

## **29. Value of Mobility**

The university offers numerous international exchange opportunities for scientists. Internationalization and interdisciplinarity are anchored in the university's strategy (Objective 1: Strengthen Interdisciplinary Profiles, Objective 7: Build Bridges to the World). The Welcome Center of the U Bremen Research Alliance supports international scientists and their families in planning and realizing their stay at the University of Bremen regardless of the duration and financing of the stay. As a central service point, the Welcome Center offers advice on all non-academic and practical questions in order to make the stay in Bremen as pleasant and easy as possible.

The university has numerous international research collaborations. Through the ERAMUS program, several exchange opportunities ("Teaching staff mobility") exist for scientists.

The university is part of the network YUFE- Young Universities for the Future of Europe.

Since 2015, the university has been expanding its international alumni work: the Research Ambassadors are research alumni who act as ambassadors worldwide to promote the university and the research work carried out here.

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<sup>1</sup> The principles 28. (Career Development), 29. (Value of Mobility) and 30. (Access to Career Advice) are part of the EU's thematic field "Working Conditions and Social Security, which corresponds to our working group 3. However we decided to work on these three principles in working group 4 "Training and Development".



There are a number of international degree programs at the university. Bi-national doctorates (co-tutelle de thèse) are made possible.

The University of Bremen has its own strategy for internationalization, which is currently being reviewed, including the aspect of language policy (action 44).

Internationalization is playing an increasing role at all career levels. Internationality is a criterion in the appointment process. The working language in the faculties is often English as well as German. The graduate schools GLOMAR and BIGSSS work entirely in English. Dissertations are possible cumulatively and international and English-language publications are already supported here.

The language center of the universities in the State of Bremen offers numerous continuing education opportunities and various language learning formats. Here, more transparency in the language learning offers is desired (action 45). In addition, it offers English-language writing advice for doctoral candidates and postdocs.

There is a lack of basic information, especially on working abroad and fellowships abroad, which can be compiled and posted online (actions 29, 43). Enabling and valuing mobility also includes offering English-language websites. This is already the case for many university websites. In the course of the implementation towards an own HR strategy, it will be reviewed which websites need to be added in English (action 5).

### **30. Access to Career Advice**

(see also principle 28. Career Development).

Scientists of all career stages have different possibilities for career counseling. For scientists in the qualification phase (R1/R2), BYRD is the first point of contact and provider of advice/workshops on career development.

There are special mentoring offers for scientists (Plan M for female scientists, ProMentes for students and early career scientists). Tenure-track professorships receive a mentor for the tenure phase.

Professors and postdocs receive further training opportunities to expand/reflect on their supervision and advising skills for doctoral candidates (via BYRD).

In general, it is also important to make information transparent and easy to find (actions 5-6, 21-28, 33, 34, 42).

Annual appraisals should also function as career development discussions. To this end, the demand for training courses will be clarified and offers developed. Moreover, the existing guidelines for conducting annual appraisals will be expanded to further implement annual reviews specifically in the field of science (actions 53 and 55).

### **31. Intellectual Property Rights**

For the university, inventions, patent applications and patents of its scientists form an important basis for the transfer of knowledge and technology. The legal basis for this in Germany is the Employee Invention Act (ArbEG). In principle, scientists are allowed to report/publish an invention but are not obliged to do so. Collaborations are established through suitable agreements and supported by licensing regulations. Spin-offs from the university can operate under patent protection with the help of the knowledge developed at the university. For this purpose, a separate patenting guideline has been developed, which regulates the following points: Responsibilities and accountabilities for knowledge and technology transfer including securing and exploiting intellectual property (IP), handling invention disclosures, principles of IP filing, exploitation of IP rights, handling of exploitation proceeds, IP in collaborative and contract research projects.

The university supports open access publications and offers support on quality assurance issues and information on predatory publishing (see also principle 8. Dissemination and Exploitation of Results). Here, too, it is necessary to increase transparency and provide more information (actions 10, 47).

In the course of revising the supervision agreement for doctoral candidates, the following points should be included: Intellectual property rights, handling of collected research data, publishing rights, co-authorship, intellectual property rights in teaching (action 53). The topic of intellectual property rights can also be included in the offerings on good scientific practice (action 9).

### **32. Co-Authorship**

The University of Bremen does agree with the position formulated in the DFG's Guidelines for Safeguarding Good Scientific Practice. In the subject cultures and the respective scientific communities, different practices apply. Here, too, the appropriate communication of information must be ensured, especially for scientists in the qualification phase (R1/R2).

The planned website and the actions on good scientific practice (see principle 3. Professional Responsibility, action 9) will include the point of co-authorship. This aspect will also be addressed in the supervision agreement for PhD candidates (action 53).

### **33. Teaching**

At the University of Bremen and in the German science system in general, research and teaching are closely linked. Scientists employed from the basic budget of a state university always have tasks in research AND teaching. This is one of the reasons why the university speaks here of scientists and not of researchers. The group of scientists involved in this HRS4R process considers teaching to be far too small in relation to the other criteria, as only one of 40 criteria in total.

Teaching Obligations are regulated on State and university level.

Supervision of bachelor's and master's theses is not credited in the individual teaching obligation. To date, this has not been provided for by law. The University will seek reconsideration here (action 46).

Scientists employed on third-party funding have no teaching obligations. There are third-party funders who explicitly exclude teaching during working hours. However, to get experience in teaching is essential for a scientific career. Here, scientists wish to gain more insight regarding their rights and obligations (action 24).

Since 1991, the University of Bremen and the "unifreunde - Freunde der Universität Bremen und der International University Bremen e.V." (Friends of the University of Bremen and the International University Bremen) have awarded an annual prize donated by the Berninghausen family to honor special achievements in university teaching. The prize is endowed with 6,000 euros and can be divided among several categories, for example: Diversity as Potential in Teaching, Participatory Teaching and Student Award.

The Center for Multimedia in Teaching (ZMML) is the e-learning institution of the University of Bremen. The center advises and qualifies teachers in the media-didactic design of their classroom and online teaching.

The Office for Higher Education Didactics bundles the higher education didactic offers of the University of Bremen, organizes central workshops for all teachers and is available for questions concerning higher education didactics. Scientists at the University of Bremen can use these services free of charge.

The university was system-accredited by the Swiss agency AAQ in 2016. One of the main features of quality management at the university is that it offers sufficient room for subject-specific characteristics. Quality objectives and actions derived from them are organized with decentralized responsibilities in the faculties. Quality management is characterized by the pursuit of continuous improvement of learning and study conditions.

### **34. Complaints/Appeals**

The university has regulated the procedures for complaints and appeals and makes the respective regulations available online as part of the Legal Office's legal collection.

There are persons of trust/ombudspersons at the university for the social sciences/humanities and natural sciences, to whom scientists can turn in cases of scientific misconduct. In addition, the university has its own commission for the clarification of scientific misconduct. The regulations for ensuring good scientific practice regulate the composition and tasks of the commission and procedures for clarifying scientific misconduct.

Further infrastructure with regard to complaints includes central and decentralized women's representatives, the Office against Discrimination and Violence - Expertise and Conflict Advice (ADE), Bremen Early Career Researcher Development (BYRD) as a contact point specifically for doctoral candidates and scientists in the qualification phase.

Especially for PhD candidates and scientists in the qualification phase, however, it is apparent that formal channels are not pursued because this is considered too risky. Procedures for complaints are regulated but are also very extensive. In general, however, more transparency and easier access to information is desired (see also principles 10 and 40, action 47).

### **35. Participation in Decision-Making Bodies**

In the State of Bremen, academic self-government is regulated as a right and duty in the Bremen Higher Education Act (§ 97 BremHG). University self-administration is also integrated in the basic regulations, the rules of procedure and the election regulations of the university.

The university addresses academic self-governance in the regular welcome workshop for all scientific employees. However, there is a desire to communicate "academic socialization" and the rights and duties of academic self-administration even better. This communication, but also the facilitation in general should be seen more as a management task.

The existing Executive Board's resolution on teaching load reductions, which also refers to teaching load reductions when participating in decision-making bodies, will be renewed in 2022 (action 48).

#### **Major Weaknesses**

- More transparency concerning legal bases for employment of scientists (R1/R2 especially) WissZeitVG and TV-L
- Many HR development offers – too little matchmaking with the stakeholders – concept behind too little known.

#### **High Priority Actions**

- Update "Academic Careers"-website to provide more information on career paths in general, job categories and their rights and obligations, opportunities for advancement, permeability of the categories, PhD statistics Action 34)
- Develop basic and procedural information on working abroad and scholarships: how to recognize the scientific qualification periods in connection with the salary (legal

basis: TV-L) and the time limits for scientific qualifications (legal base: WissZeitVG) (Action 43)

- Review/expand the information available on the university's website for international scientists. (overarching action 5)

#### 4.4. Training and Development

##### 36. Relation with Supervisors

Good supervision of a PhD includes mutually agreed planning of the work with a timetable and interim goals, regular scientific discussions and an appropriate scientific environment. The goal is a good relationship between PhD candidate and supervisor, characterized by trust and support for scientific independence.

The doctoral regulations provide the legal guidelines for the supervision of dissertations. PhD candidates and supervisors can actively plan and develop their cooperation beyond these regulations. PhD candidates can seek personal advice from the university's Early Career Researcher Development (BYRD) to discuss their supervision situation and get ideas for collaboration. Workshops offer assistance with challenges such as structuring work, unfamiliarity with the German academic environment, or communication with supervisors. For PhD supervisors, BYRD and the unit HR Development offer an annual training course on the topic of "PhD supervision" (in German and English language).

Doctoral candidates can conclude an individual supervision agreement with their supervisor in which the details of the cooperation are specified. For this purpose, BYRD provides a sample online. However, the supervision agreement has so far been a voluntary instrument to which doctoral candidates are entitled. At graduate schools, the supervision agreement is binding. For research projects of certain research funding institutions (e.g. DFG), the supervision agreements are also binding. As an action, it is desired to examine to what extent the supervision agreement can be further developed into a "lived document" that supports the doctoral candidates for the entire course up to the doctorate and indicates rights and obligations for both sides with regard to the doctorate (action 52).

Scientists in the qualification phase already need more information about their rights and obligations during recruitment, for example, whether they are hired for budget positions or third-party funded projects. In each case, there are differences that need to be communicated more transparently and at an earlier stage (see also principle 12. Recruitment, principle 25. Stability and Permanence of Employment, action 23).

The University of Bremen is a member of the University Association for the Qualification of Young Scientists in Germany (UniWiND), a network of 75 member institutions that have made the early career research a central task of their universities. UniWiND is committed to optimizing the training conditions of doctoral candidates and young scientists at the beginning of the postdoc phase in order to give them the best possible opportunities for future careers within and outside of universities.

### **37. Supervision and Managerial Duties**

The university offers a variety of programs to help scientists fulfill their roles as supervisors, mentors, project managers, leaders, and career advisors. This includes human resources development programs specifically for professors and a separate program for newly appointed professors. There are also programs for research assistants to prepare them for leadership on the academic career path. Mentoring is mandatory for tenure-track professorships.

The "Impulse für die Promotionsbetreuung (trends in PhD supervision)" series offered by BYRD together with "perspektive promotion" is explicitly aimed at professors and focuses on aspects of mentoring in two-hour workshops. Thus, a time feasible, low-threshold format was created, which has been very well received so far. Train-the-trainer meetings as opportunities to exchange best practices are frequently used by postdocs.

There is a large group of lecturers at the university (a separate job category at the university, R2/R3) who, as independent scientists, are not assigned to a professorship but to a subject. Thus, the deans are their superiors. There are faculties in which the lecturers represent the largest group of employees in the scientific mid-level staff.

With regard to management tasks, it will become increasingly important in the future to also consider the growing tasks of the dean's offices and the challenges associated with them (action 49).

The question of leadership roles and responsibilities was also discussed in this context in connection with possible conflicts of objectives: Supervisors are also project leaders and want to shape the qualification of doctoral candidates, but are also obliged to achieve the project goals. The supervision agreement is an instrument for doctoral candidates AND supervisors, which regulates the rights and obligations for both sides. (see also 36. Working Relationship with Supervisors). It will be explored how the agreement can be further developed into a suitable instrument for the supervisors as well (action 52).

### **38. Continuing Professional Development**

The University of Bremen offers all scientists continuous professional development opportunities. The university developed an own HR development concept which is connected to a competence profile. This profile contains the various qualification goals already connected with the diverse qualification options the university offers to scientists. Anyone planning an academic career can use the concept and competence profile for their own profiling, plan their own further development on this basis, and find concrete offers for qualification at the university. The Working Group HR Development of the University of Bremen is responsible for quality assurance.

It is planned to make the personnel development concept and the competence profile more present on the university's homepage (action 50) and to link the competence profile with providers of the respective further education/personnel development offers in order to make them easier to find (action 50). Further training offers for permanent academic staff in the mid-level faculty are also to be reviewed and further developed explicitly for this group (action 51). The planned website on personnel development will also cover this topic of continuous professional development (action 42).

### **39. Access to Research Training and Continuous Development**

The diverse and numerous continuing education programs for scientists (R1-R4) are open to the respective target groups and are mostly free of charge or only associated with low costs. Continuing education is part of a career path concept (new appointments program, evaluation

agreements for tenure-track professorships and target agreements for (senior) researchers/lecturers contain explicit agreements on this).

Provider institutions at the university have their own websites and provide information via newsletters. There is a desire here for more transparency and better findability (action 42).

So far, there is no systematic link between the annual appraisals and access to personal development/continuing education opportunities. The progress of qualification, especially of scientists in the qualification phase, should be monitored more systematically.

Further training/HR development should also be given equal priority in general - also by superiors - together with the "actual" tasks (actions 50 and 53).

#### **40. Supervision**

The PhD supervision (R1) is already discussed at the beginning of employment and is carried out at the latest with acceptance as a PhD candidate by the responsible PhD committee.

In institutionalized PhD programs, an individual supervision agreement is binding. This is not yet the case for all doctoral candidates, but this question is being examined together with the PhD committees (see also Principle 28 Career Development, 37 Supervision and Management Tasks). The existing template of a supervision agreement will also be revised to focus more on the agreement as a career development tool (action 52).

For scientists (R2/R3), the employment contract defines the assignment to a work group and thus also a supervisor who is responsible for supervision. In the case of independent academic staff (lecturers, (senior) researchers/lecturers), the respective dean is the supervisor.

In the event of conflict with supervisors, scientists can turn to persons of trust in cases of suspected scientific misconduct. More transparency is required regarding regulations in the event of conflict (action 47). Researchers working on externally funded projects are in a special situation. Formally, positions in externally funded projects do not include an individual qualification goal. However, in many cases - as a logical step - a PhD is sought and supported in these projects. Nevertheless, there is a lack of awareness and information about the different rights and obligations of positions in third-party funded projects compared to qualification positions financed from the university's budget (e.g. regarding teaching obligations) (see also principle 12. Recruitment). Project goals and individual qualification goals can also be in competition with each other. These aspects should be communicated more precisely in the future (action 21).

#### **Major Weaknesses**

- Many HR development offers – too little matchmaking with the stakeholders – concept behind is too little known.
- How to better reach the stakeholders beyond a new website?

#### **High Priority Actions**

- Raise awareness of the university's HR development concept and associated competence profile among scientists. (Improve overview, transparency, findability, revise the competence profile and link to providers of HR development, create English version of HR development concept with competence profile (Action 50)
- Establish a binding annual appraisal for scientists as a mutual feedback discussion (competence profile as basis for discussion) (action 53)
- Review/expand the information available on the university's website for international scientists.(overarching action 5)

## 5. The Next Phase: Implementation

In the period 2018-2028, several university strategies on research, teaching, transfer, internationalization, diversity and digitization will be further developed on the basis of the overall strategy 2018-2028. The implementation phase will focus on establishing HRS4R on working conditions for scientists of all career stages and in particular on establishing the OTM-R strategy, thus also making the University of Bremen's self-commitment explicit.

The aim will be to

- to further increase the awareness of HRS4R within the university,
- contextualize the change processes related to HRS4R,
- adopt transparency and discoverability as key issues, make improvements, and close identified gaps.

The University of Bremen enters into target agreements with the State of Bremen every four years. Here, the HRS4R initiative and the participation of the University of Bremen are anchored. The HRS4R initiative of the University of Bremen will be included in the current target agreements for 2022-2025.

### Implementation of Actions

The University of Bremen and the stakeholders and experts involved in the process so far recognize the enormous potential of HRS4R to improve the general conditions for scientists in terms of employee satisfaction and scientific strength of the university. Against this background, we expect a high level of acceptance in the implementation of the actions and a high level of intrinsic motivation.

The tasks and responsibilities resulting from the gap analysis and the plan of actions will be handed over to the responsible organizational unit (see also overview of actions and time schedule). In general, the actions were developed jointly. By involving the organizational units that are particularly involved in and responsible for implementation, we can ensure from the outset that the upcoming work packages are already widely known or have been developed by these organizational units. This means that the question of acceptance/implementability/feasibility including the timeline has been addressed from the outset of the two-year implementation phase. There are also now several new working groups on specific topics that would like to participate in the implementation of certain actions on a voluntary basis. The entire process has led to further networking and interfaces.

The steering group, which was established at the beginning of the initial phase, will continue to exist and take over the overall responsibility and control of the process. In addition, the working group leaders will continue to participate in the steering group meetings in order to best combine and reflect on strategic decisions and implementation of the HRS4R process for the scientists. Quarterly meetings with updates on the actions are planned.

### Monitoring

Monitoring will be part of the following overarching concept consisting of four guiding principles for implementation:

- Collaboration with stakeholders (scientists R1-R4, administrative staff, interest groups)
- Monitoring of implementation processes to ensure transparent/target-oriented implementation,
- Quality assurance and process support with working groups and self-governing bodies and commission of the university,
- Incorporation of HRS4R-actions into relevant processes.

The steering committees will regularly meet every three to four months, evaluate and discuss the outcome, interim results and if necessary revision or adjustment. The steering committee's meetings will be communicated from the very beginning and set the time-line to deliver an update on the actual state of action.

The implementation also takes place with continuous consultation of the scientists' community and other stakeholders at U Bremen via the existing self-governing bodies and commissions as well as the administrative units responsible for the target groups/ the respective action. We will continue to put our people-to-people-approach into practice. Representatives of the responsible units have been involved in the initial phase working groups. The actions will be handed over to the responsible unit by the Director of Finance and Administration (also member of the steering committee) to the units in charge. This includes a decentralized monitoring.

### **Communication and Awareness Raising**

Within the university, regular reports on the HRS4R actions will be made in various contexts in existing structures or committees, such as the Academic Senate as the central self-governing body of the university, in which all status groups R1-R4 are represented, as well as via the various committees of the Academic Senate, such as the Research Commission or Tenure Board. HRS4R-relevant actions and the status of implementation are also reported in existing regular meetings with deans and departmental administrators. The stakeholder groups are also regularly informed in a targeted manner via the website and via a bi-annual mailing (action 56).

In the initial phase, the four working groups along the topic areas contributed to the analysis of strengths and weaknesses and the development of actions in an exceptionally constructive manner that was conducive to the overall process. We would like to invite such a group of experts (scientists, administrators and stakeholders) again in the next phase to support the university in this change process and to give their feedback. At the same time, we would like to maintain the lively discussion culture from the previous working groups.

In particular, doctoral candidates and postdocs (R1 and R2) are a group that has not been present enough in the working groups during this first phase. It will be an important task to work with graduate schools to determine how to ensure that this group is 1) aware of the HRS4R process as a whole and 2) takes advantage of the opportunities to participate and shape it.

### **Quintessence of the Initial Phase**

A quintessence of the initial phase is also that numerous instruments, processes and structures for the implementation of HRS4R exist or are in the process of being put into practice at the University of Bremen. In the course of the first phase, strengths and weaknesses were identified and improvement actions were concretized. A main focus for the next two years will be the development of the OTM-R strategy. This will close a gap in the overall strategy of the university. At the same time, it is also clear that the value of the actions will only become apparent in their further application beyond the two years. In this respect, the university sees HRS4R as a valuable tool to start a process of change and to initiate a quality assurance process, which will be carried along as a permanent task, and in which it will be a matter of continuous reflection and further improvement of the working situation and conditions for scientists. This first action plan, based on the gap analysis, is the first essential step in this process.



## 6. Action Plan

No.	Action/Milestone	Gap Analysis	Responsible unit	Time-line	Thematic field	Principle (Charter and Code)
1.	Application for the HR Excellence in Research Award / Documents on HRS4R made available online		Executive Board (responsible) Administrative Unit 11: University Development and Capacity Planning (HRS4R Organisation Administrator) (contributing)	I/2022 (revision June 2022)	Overarching topic	Overarching topic
2.	<i>(high priority action)</i> OTM-R-working paper expanded to OTM-R-Strategy	No OTM-R Strategy Paper yet	Director of Finance and Administration (responsible) Administrative Department 2: Human Resources (contributing) Administrative Unit 08: Central Administrative Affairs / Organizational Development (contributing) Administrative Unit 11: University Development and Capacity Planning (contributing) Administrative Unit 12: Research Services (contributing)	II/2024	Overarching topic	Overarching topic
3.	<i>(high priority action)</i> Monitoring/data collection improved (personnel data collection software) (process together with the Federal State authorities for all Bremen universities)	Outdated personnel data collection software at Bremen universities	Director of Finance and Administration for the University of Bremen (responsible) Administrative Unit 05: Financial Controlling (contributing) Administrative Department 2: Human Resources (contributing) Performa Nord (operated as separate enterprise by State of Bremen, in charge of salary accounting (contributing))	I/2024	Overarching topic	Overarching topic
4.	<i>(high priority action)</i> Surveys' results analyzed for HRS4R		Administrative Department 1 Academic Affairs	II/2024	Overarching topic	Overarching topic
5.	<i>(high priority action)</i> Information on the U Bremen website for international scientists reviewed/expanded	Gaps in English-language websites identified	Director of Finance and Administration (responsible) Administrative Unit 03: University Communication and Marketing plus further units in charge of the content (contributing)	II/2024	Overarching topic	Overarching topic
6.	Websites/documents revised with regard to accessibility and diversity-sensitive language	Diversity-sensitive language and accessibility not on entire website, forms, guides etc.	Administrative Unit 04: Equal Opportunities / Anti-Discrimination	I/2024	Overarching topic	Overarching topic

No.	Action/Milestone	Gap Analysis	Responsible unit	Time-line	Thematic field	Principle (Charter and Code)
7.	Revised internal organization chart online (staff portal /internal website)	Organizational chart of the university's central administration not differentiated enough	Director of Finance and Administration	III/2022	Overarching topic	Overarching topic
8.	Existing regulations to ensure good scientific practice revised and online	Regulation to ensure good scientific practice have to be updated by July 2022	Administrative Unit 06: Legal Office (responsible) Research Commission (contributing)	III/2022	Ethical and Professional Aspects	3. Professional responsibility
9.	Program on good scientific practice is further developed	Program offers on good scientific practice should be presented systematically.	Administrative Unit 12: Research Services (responsible) Administrative Unit 01, University's Event Management Team, responsible for welcoming events	I/2024	Ethical and Professional Aspects	3. Professional responsibility, 5. Contractual and legal obligations, 31. Intellectual property rights, 32. Co-Authorship
10.	<i>(high priority action)</i> Website „Research Integrity“ online	Comprehensive information on research integrity, ethical principles and good scientific practice is missing online.	Vice President Research (responsible) Administrative Unit 12: Research Services (responsible) Administrative Unit 06: Legal Office (contributing)	I/2023	Ethical and Professional Aspects	3. Professional responsibility, 5. Contractual and legal obligations, 31. Intellectual property rights, 32. Co-Authorship
11.	Best-practice examples (research funding, processing of third-party funded projects) integrated into existing offers	More information on research funding, processing of third-party funded projects desired	Director of Finance and Administration (responsible) Administrative Department 7: Third-Party Funding and Personnel Budget (contributing) Administrative Unit 12: Research Services (contributing)	II/2024	Ethical and Professional Aspects	4. Professional attitude
12.	Initial information on data protection and information security prepared, suitable event formats designed	Initial information missing, no information events on these topics yet	Director of Finance and Administration (responsible) Administrative Unit 06: Legal Office (data protection(contributing) Chief Digital Officer (CDO) (Information security/contributing)	IV/2023	Ethical and Professional Aspects	7. Good practice in research
13.	Staff capacity expanded in the area of data protection	More capacity needed in the area of data protection	Administrative Unit 06: Legal Office	III/2022	Ethical and Professional Aspects	7. Good practice in research
14.	<i>(high priority action)</i> Occupational safety: initial information in English developed and online	Occupational safety information not/too little available in English language	Administrative Unit 02: Labor, Health and Environmental Protection/Bureau for Labor, Health and Environmental Protection	II/2023	Ethical and Professional Aspects	7. Good practice in research
15.	<i>(high priority action)</i> The need for advice/training/information on equal opportunities/anti-discrimination identified, services offered are structured accordingly.	The need for advice/training/information is there, but too little tangible. Unclear whether offers are sufficient	Administrative Unit 04: Equal Opportunities / Anti-Discrimination	I/2023	Ethical and Professional Aspects	10. Non-discrimination
16.	<i>(high priority action)</i> Legal regulations/orders and existing offers/procedures made (more) known	Existing legal regulations such as the university's complaints procedure too little known.	Director of Finance and Administration (responsible) Administrative Unit 04: Equal Opportunities / Anti-Discrimination (contributing)	IV/2022	Ethical and Professional Aspects	10. Non-discrimination

No.	Action/Milestone	Gap Analysis	Responsible unit	Time-line	Thematic field	Principle (Charter and Code)
			Administrative Unit 11: University Development and Capacity Planning (contributing) Administrative Unit 06: Legal Office (contributing)			
17.	Second Action Plan Inclusion approved and being implemented	Concretization/further development of the first action plan on inclusion necessary	Vice President International and Diversity (responsible) Administrative Unit 04: Equal Opportunities / Anti-Discrimination (contributing)	IV/2022	Ethical and Professional Aspects	10. Non-discrimination
18.	Guidelines for negotiations about resources and staff for professorships revised and online	Guidelines for negotiations about resources and staff for professorships need to be revised	Director of Finance and Administration (responsible) Administrative Unit 11: University Development and Capacity Planning (contributing) Administrative Unit 08: Central Administrative Affairs / Organizational Development (contributing)	III/2022	Ethical and Professional Aspects, Working Conditions and Social Security	11. Evaluation/Appraisal systems 23. Research environment
19.	Performance pay regulations updated (together with the Bremen State Authority)	Performance pay regulations needs to be reviewed/updated.	Administrative Unit 06: Legal Office (responsible) Administrative Department 2: Human Resources (contributing)	II/2023	Ethical and Professional Aspects	11. Evaluation/Appraisal systems
20.	Best practice examples for the preparation of scientific reports developed	To assist in the preparation of expert reports: Evaluating of scientific results towards a more comprehensive understanding of scientific performance	Research Committee (responsible)	III/2023	Ethical and Professional Aspects	11. Evaluation/Appraisal systems
21.	<i>(high priority action)</i> Findability of information online reviewed and improved for the following topics: - Hiring processes - Career paths - Support services - Rights and responsibilities - Academic self-administration - Options for Complaint - Research data management	Websites on these topics too intransparent	Administrative Department 2: Human Resources (responsible) Administrative Unit 03: University Communication and Marketing (contributing) Administrative Unit 04: Equal Opportunities / Anti-Discrimination (contributing) Administrative Department 1: Academic Affairs (contributing) Working group HR Development (contributing) Administrative Unit 07: Human Resource Development (contributing)	I/2024	Recruitment and Selection,  Training and Development	12. Recruitment, 13. Recruitment (Code), 10. Non-discrimination, 27. Gender balance, 28. Career development, 30 Access to career advice, 35. Participation in decision making bodies, 38. Continuing professional development
22.	Award for Fair and Transparent Appointment Negotiations renewed by the German Association of University Professors and Lecturers (DHV)	Renewal pending for 2022	Administrative Unit 11 University Development and Capacity Planning	III/2022	Recruitment and Selection	12. Recruitment
23.	<i>(high priority action)</i> For recruitment of scientists: Basic, application and procedure information completed and online.	Information on recruitment procedures missing from website, especially German Academic Fixed-term Contract Act (WissZeitVG), more transparency required.	Administrative Department 2: Human Resources	II/2023	Recruitment and Selection	12. Recruitment, 13. Recruitment (Code), 14. Selection (Code), 15. Transparency (Code), 16. Judging Merit (Code), 17. Variations in the chronological order of CV's

No.	Action/Milestone	Gap Analysis	Responsible unit	Time-line	Thematic field	Principle (Charter and Code)
						(Code), 19. Recognition of qualifications (Code), 20. Seniority (Code), 21. Postdoctoral appointments (Code), 22. Recognition of the profession, 25. Stability and permanence of employment, 26. Funding and salaries, 29. Value of mobility, 36. Relation with supervisors
24.	<i>(high priority action)</i> Templates for job postings online (staff portal (internal website))	Sample job descriptions are considered helpful	Administrative Unit 11: University Development and Capacity Planning (responsible) Administrative Unit 08: Central Administrative Affairs / Organizational Development (contributing)	IV/2022	Recruitment and Selection	12. Recruitment, 13. Recruitment (Code), OTM-R Strategy
25.	<i>(high priority action)</i> Regular exchange on "Recruitment and selection procedures in science" re-established.	Re-establishment of a regular exchange is very welcome	Administrative Department 2: Human Resources	III/2022	Recruitment and Selection, Working Conditions and Social Security	12. Recruitment, 13. Recruitment (Code), 14. Selection (Code), 15. Transparency (Code), 16. Judging Merit (Code), 17. Variations in the chronological order of CV's (Code), 19. Recognition of qualifications (Code), 20. Seniority (Code), 21. Postdoctoral appointments (Code), 22. Recognition of the profession, 25. Stability and permanence of employment, 26. Funding and salaries, 29. Value of mobility, 36. Relation with supervisors
26.	<i>(high priority action)</i> Guidelines on recruitment and selection procedures (for R1 and R2) prepared	Guidelines missing up to now. Goal: create transparency, provide orientation, without over-bureaucratization	Director of Finance and Administration (responsible) Administrative Unit 11: University Development and Capacity Planning (contributing) Administrative Department 2: Human Resources (contributing)	III/2023	Recruitment and Selection, Working Conditions and Social Security	12. Recruitment, 13. Recruitment (Code), 14. Selection (Code), 15. Transparency (Code), 16. Judging Merit (Code), 17. Variations in the chronological order of CV's (Code), 20. Seniority (Code), 21. Postdoctoral appointments (Code), 25. Stability and permanence of employment, 26. Funding and salaries, 29. Value of mobility, 33. Teaching
27.	First draft/concept for professionalizing appointment committees together with the faculties	Desire for engagement, reflection	Director of Finance and Administration (responsible) Working Group HR Development (contributing) Administrative Unit 11: University Development and Capacity Planning (contributing)	I/2023	Recruitment and Selection	14. Selection (Code)

No.	Action/Milestone	Gap Analysis	Responsible unit	Time-line	Thematic field	Principle (Charter and Code)
			Administrative Unit 07: Human Resource Development (contributing)			
28.	Procedure for the assessment of a candidate's management competencies (professorships) evaluated	Clarify on the topic diversity in assessing management competencies	Director of Finance and Administration, Vice President International and Diversity (responsible) Administrative Unit 11: University Development and Capacity Planning (contributing) Administrative Unit 04: Equal Opportunities / Anti-Discrimination (contributing)	II/2024	Recruitment and Selection	14. Selection (Code)
29.	<i>(high priority action)</i> Recognition of mobility experience linked to recruitment strategies (OTM-R)	Mobility recognized, but not sufficiently systematized, transparent	Director of Finance and Administration (responsible) Administrative Department 1: Academic Affairs (contributing) Administrative Department 2: Human Resources (contributing)	II/2024	Recruitment and Selection	18. Recognition of mobility experience (Code)
30.	<i>(high priority action)</i> Scientific staff structure concept established as a strategic instrument in the faculties	Need to make scientific personnel structure in the faculties more plannable and transparent	Administrative Unit 11: University Development and Capacity Planning	II/2024	Recruitment and Selection	21. Postdoctoral appointments (Code), 25. Stability and permanence of employment
31.	(Connected with action 30) Structure/scheme developed to better quantify scientific staff positions (R1-R4).	More clarity desired to clearly quantify scientific positions (R1-R4) in the various categories at the faculties.	Director of Finance and Administration (responsible) Administrative Unit 11: University Development and Capacity Planning (contributing) Budget Commission (contributing)	I/2023	Recruitment and Selection, Working Conditions and Social Security	21. Postdoctoral appointments (Code), 25. Stability and permanence of employment (also see action 12), 23. Research environment
32.	"Framework on Contractual Situations and Conditions of Employment at Bremen State Universities" evaluated	Review implementation of the framework to date	Bremen Senator for Science and Ports (the Senator will appoint the working group in charge)	III/2023	Recruitment and Selection, Working Conditions and Social Security	21. Postdoctoral appointments (Code), 25. Stability and permanence of employment, 28. Career development, 30. Access to career advice
33.	<i>(high priority action)</i> Post-doctoral hiring/continuing employment information online. Individual calculation of previous employment periods/qualification before/after PhD is possible on request	More information, more transparency required: Employment/continuing employment after the doctorate, in particular legal framework conditions, WisZeitVG, individual calculation of previous periods of employment.	Director of Finance and Administration (responsible) Faculties/individual supervisors (responsible for individual calculation information) Administrative Department 2: Human Resources (contributing)	I/2023	Recruitment and Selection, Working Conditions and Social Security	21. Postdoctoral appointments (Code), 12. Recruitment, 8. Career development
34.	<i>(high priority action)</i> The website on "Academic Careers", PhD statistics accessible online	More information needed on career paths in general: rights and responsibilities, opportunities for advancement, permeability of categories, PhD statistics not accessible	Administrative Department 1: Administrative Unit 11: University Development and Capacity Planning (responsible) and Administrative Unit 12: Research Services (contributing)	I/2023	Working Conditions and Social Security	22. Recognition of the profession
35.	Added overview with required information to the "Central Research Development Fund" website (R1-R4).	It is too little apparent who can apply for what	Administrative Unit 12: Research Services	III/2022	Working Conditions and Social Security	23 Research environment

No.	Action/Milestone	Gap Analysis	Responsible unit	Time-line	Thematic field	Principle (Charter and Code)
36.	Diversity monitoring concept is created, requirements and goals of diversity monitoring defined	Insufficient data for diversity monitoring to date	Administrative Unit 04: Equal Opportunities / Anti-Discrimination	I/2024	Working Conditions and Social Security, Ethical and professional aspects	27. Gender balance, 10. Non discrimination
37.	<i>(high priority action)</i> Gender equality embedded in OTM-R strategy.	Necessary to develop own quality standards	Administrative Unit 04: Equal Opportunities / Anti-Discrimination (responsible) Administrative Department 2: Human Resources (contributing)	II/2024	Working Conditions and Social Security	27. G Gender balance
38.	Gender Equality Plan of the University of Bremen online.	Gender Equality Plan (GEP) central to EU eligibility	Administrative Unit 04: Equal Opportunities / Anti-Discrimination	I/2022	Working Conditions and Social Security	27. Gender balance
39.	Evaluation report on gender policy work at the University of Bremen available.	Evaluation of gender policy work desired as basis for further measures	Director of Finance and Administration (responsible) Administrative Unit 04: Equal Opportunities / Anti-Discrimination (contributing)	I/2023	Working Conditions and Social Security	27. Gender balance 10. Non discrimination
40.	Position, task description and remuneration of the central women's representative clarified	Position and task description and remuneration of the central women's representative are too vague, making succession difficult.	Director of Finance and Administration	III/2023	Working Conditions and Social Security	27. Gender balance
41.	Matched demand and supply for personnel development measures specifically related to diversity competence	Unclear if diversity competencies adequately covered in staff development offerings (R1-R4), demand also unclear	Administrative Unit 04: Equal Opportunities / Anti-Discrimination (responsible) Administrative Unit 07: Human Resource Development (contributing) Working group HR Development (contributing)	I/2023	Working Conditions and Social Security, Ethical and Professional Aspects	27. Gender balance 10. Non discrimination
42.	New website "HR development" online	Lack of information on HR development measures (R1-R4)	Working group HR Development (responsible) Administrative Unit 12: Research Services (contributing) Administrative Unit 07: Human Resource Development (contributing)	III/2023	Working Conditions and Social Security, Training and Development	28. Career development, 30. Access to career advice, 38. Continuing professional development, 39. Access to research training and continuous development
43.	<i>(high priority action)</i> Basic and procedural information on working abroad and scholarships developed and online	Lack of information on working abroad and on scholarships, especially concerning questions of how to remunerate working experience	Administrative Department 2 Human Resources	IV/2022	Working Conditions and Social Security	29. Value of mobility
44.	Strategy for Internationalization updated (incl. language policy)	Strategy for Internationalization outdated, not linked to language policy	Vice President International and Diversity (responsible) Administrative Unit 14: International Office (contributing)	IV2023	Working Conditions and Social Security	29. Value of mobility

No.	Action/Milestone	Gap Analysis	Responsible unit	Time-line	Thematic field	Principle (Charter and Code)
45.	After updating the internationalization strategy and language policy: More transparency in the language learning offer established (website)	Language learning offers too intransparent	Administrative Department 1: Academic Affairs Language Center (SZHB) (contributing) Administrative Unit 14: International Office (contributing) Working group HR Development (contributing)	II/2023	Working Conditions and Social Security	29. Value of mobility
46.	Evaluation completed on the question whether supervision of theses (BA/MA) may be included in curricular standards calculation (CW).	So far not possible but desired to include supervision of theses work in curricular standards calculation / change in law necessary	Administrative Unit 11: University Development and Capacity Planning	II/2023	Working Conditions and Social Security	33. Teaching
47.	Complaints and appeals processes more transparent (Website Research Integrity), updated information online	Lack of information on complaints and appeals procedures, legal regulations in place, but implementation unclear	Director of Finance and Administration (responsible) Administrative Unit 12: Research Services (contributing) Administrative Unit 06: Legal Office (contributing) <i>PhD Boards (contributing)</i>	II/2023	Ethical and Professional Aspects, Working Conditions and Social Security Training and Development	31. Intellectual property rights, 34. Complaints/appeals, 40. Supervision, 10. Non discrimination
48.	Executive Board's decision on teaching load reductions renewed.	Teaching load reductions unclear, review necessary: Possibilities, impacts, trade-off decisions.	Vice President Academic Administrative Unit 11: University Development and Capacity Planning	III/2022	Working Conditions and Social Security	35. Participation in decision making bodies
49.	Support in management tasks and securing knowledge in faculties or dean's offices explored (e.g. on annual reviews for independent scientific staff)	Explore how deaneries can be supported in their management tasks. This is primarily a matter of responsibility towards independent academic staff.	Director of Finance and Administration (responsible) Administrative Unit 08: Central Administrative Affairs / Organizational Development (contributing)	IV/2023	Training and Development	37. Supervision and managerial tasks
50.	<i>(high priority action)</i> HR development concept and competence profile online in German and English. The competence profile linked to further training/personnel development offers.	Personnel development concept and associated competence profile not sufficiently known by scientists	Working group HR Development (responsible) Administrative Department 1: Academic Affairs (contributing) Administrative Unit 07: Human Resource Development (contributing)	IV/2022	Training and Development	38. Continuing professional development
51.	Continuing education opportunities for tenured mid-level scientists reviewed/further developed.	Lack of information on continuing education for scientists in permanent positions	Working group HR Development (responsible) Administrative Unit 07: Human Resource Development (contributing)	I/2024	Training and Development	38. Continuing professional development
52.	Supervision agreement for doctoral researchers updated and online	Supervision agreement not used systematically enough as a career development tool	Vice President Research(responsible) PhD Boards (contributing) Administrative Unit 12: Research Services (contributing)	III/2023	Training and Development	40. Supervision, 28. Career development, 31. Intellectual property rights, 36. Relation with supervisors
53.	<i>(high priority action)</i> The competence profile is established as the basis for annual appraisals, a concept for annual appraisal in science developed	Annual appraisal for scientists not yet obligatory, (re-)establish as mutual feedback meeting Use competence profile as basis for discussion	Vice President Research (responsible) Working group HR Development (contributing) Administrative Unit 07: Human Resource Development (contributing)	II/2024	Working Conditions and Social Security, Training and Development	28. Career development, 36. Relation with supervisors 37. Supervision and managerial tasks 39. Access to research

No.	Action/Milestone	Gap Analysis	Responsible unit	Time-line	Thematic field	Principle (Charter and Code)
			Administrative Department 1 Academic Affairs (contributing)			training and continuous development, 40 .Supervision
54.	Training for annual appraisal: Demand clarified and offers developed	Training on annual appraisals desired, knowledge transfer on WissZeitVG necessary	Administrative Unit 07: Human Resource Development	III/2023	Ethical and Professional Aspects, Working Conditions and Social Security, Training and Development	3. Professional responsibility, 28. Career development, 36. Relation with supervisors 37. Supervision and managerial tasks, 39. Access to research training and continuous development, 40 Supervision
55.	Expand existing guide on annual reviews specifically on annual reviews in science.	General guidelines exist but not specified to science	Administrative Unit 07: Human Resource Development	IV/2022	Training and Development	3. Professional responsibility, 28. Career development, 30 Access to career advice, 36. Relation with supervisors 37. Supervision and managerial tasks, 39. Access to research training and continuous development, 40 Supervision
56.	<i>(high priority action)</i> Development of an e-tool for recruitment	We do not have an e-tool for recruitment yet (see OTM-R checklist)	Director of Finance and Administration (responsible) Administrative Unit 08: Central Administrative Affairs / Organizational Development (contributing) Department 2: Human Resources (contributing) Chief Digital Officer (contributing) Administrative Unit 06: Legal Office (contributing)	III/2024	Recruitment and Selection	12. Recruitment, 13. Recruitment (Code), 14. Selection (Code), 15. Transparency (Code)
57.	<i>(high priority action)</i> HRS4R communication and awareness raising (continuously)	We seek to inform all scientists regularly. Also we strive for embedding HRS4R and OTM-R into university structures and working culture.	Director of Finance and Administration (responsible) Administrative Unit 03 University Communication and Marketing (contributing) Administrative Unit 11 University Development and Capacity Planning (contributing)	Continuously	Overarching topic	Overarching topic

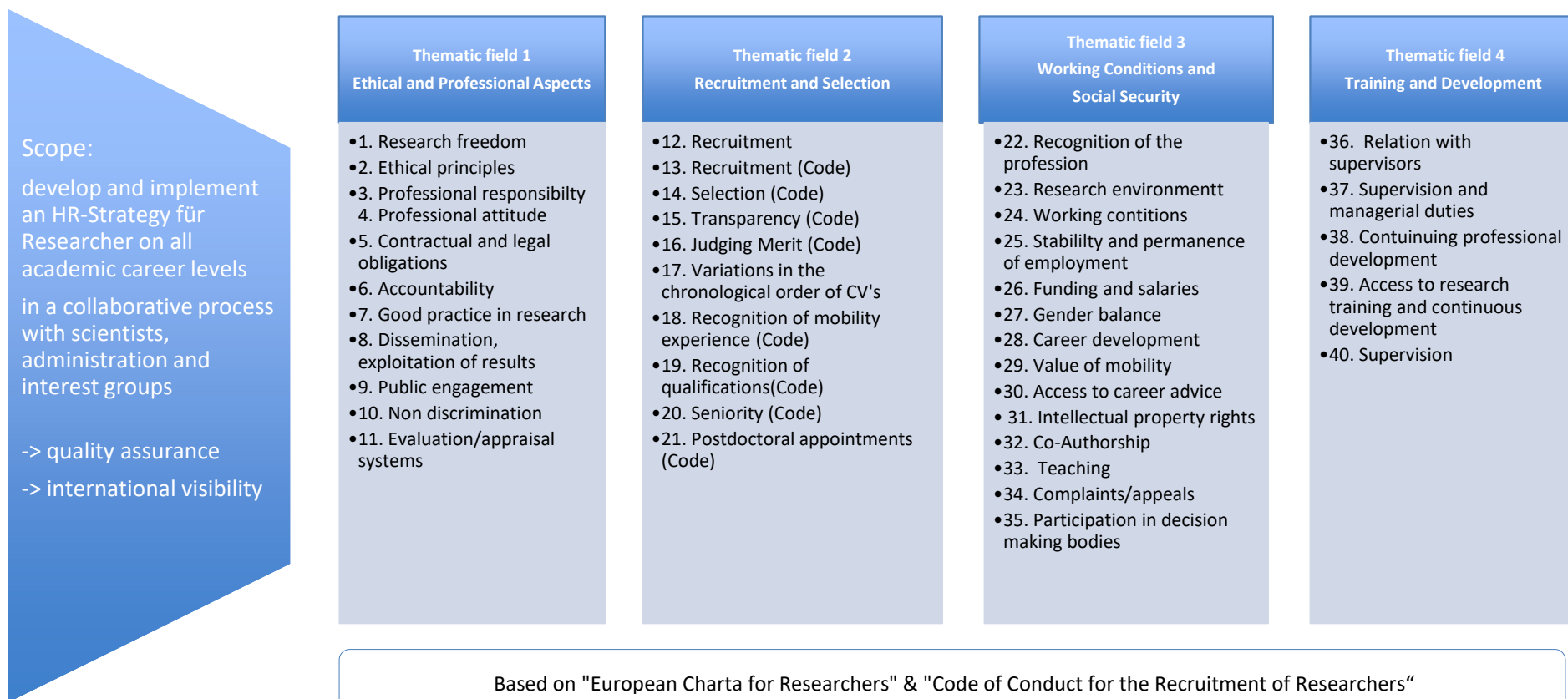


## 7. Implementation Phase Schedule

No.	Action/Milestone	II/2022	III/2022	IV/2022	I/2023	II/2023	III/2023	IV/2023	I/2024	II/2024
1.	Application for the HR Excellence in Research Award / Documents on HRS4R made available online									
2.	<i>(high priority action)</i> OTM-R-working paper expanded to OTM-R-Strategy									
3.	<i>(high priority action)</i> Monitoring/data situation improved (personnel data collection software)									
4.	<i>(high priority action)</i> Surveys results analyzed for HRS4R									
5.	<i>(high priority action)</i> Information on the U Bremen website for international scientists reviewed/expanded									
6.	Websites/documents revised with regard to accessibility and diversity-sensitive language									
7.	Revised internal organization chart online (staff portal /internal website)									
8.	Existing regulations to ensure good scientific practice revised and online									
9.	Program on good scientific practice is further developed									
10.	<i>(high priority action)</i> Website „Research Integrity“ is online									
11.	Best-practice examples (research funding, processing of third-party funded projects) integrated into existing offers									
12.	Initial information on data protection and information security prepared, suitable event formats designed									
13.	Staff capacity expanded in the area of data protection									
14.	<i>(high priority action)</i> Occupational safety: initial information in English language developed and online									
15.	<i>(high priority action)</i> Need for advice/training/information on equal opportunities/anti-discrimination identified, services offered accordingly									
16.	<i>(high priority action)</i> Legal regulations/orders and existing offers/procedures made (more) known									
17.	Second Action Plan Inclusion approved									
18.	Guidelines for negotiations about resources and staff for professorships revised and online									
19.	Performance pay regulations updated (together with the Bremen State Authority)									
20.	Best practice examples for the preparation of scientific reports developed									
21.	<i>(high priority action)</i> Findability of information online reviewed and improved for the following topics: Hiring processes, career paths, support services, rights and responsibilities, academic self-administration, options for complaint, research data management									
22.	Award for Fair and Transparent Appointment Negotiations by the German Association of University Professors and Lecturers (DHV) renewed									
23.	<i>(high priority action)</i> For recruitment of scientists: Basic, application and procedure information completed and online									
24.	<i>(high priority action)</i> Templates for job postings online (staff portal (internal website)									
25.	<i>(high priority action)</i> Regular exchange on "Recruitment and selection procedures in science" re-established.									
26.	<i>(high priority action)</i> Guidelines on recruitment and selection procedures (for R1and R2 recruitment) prepared									
27.	First draft/concept for the possibilities for professionalizing appointment committees together with the faculties									
28.	Procedure for the assessment of a candidate's (R3/R4) management competencies evaluated									

No.	Action/Milestone	II/2022	III/2022	IV/2022	I/2023	II/2023	III/2023	IV/2023	I/2024	II/2024
29.	<i>(high priority action)</i> Recognition of mobility experience linked to recruitment strategy (OTM-R)									
30.	<i>(high priority action)</i> Scientific staff structure concept established as a strategic instrument for faculties									
31.	Quantity structure/scheme developed to better quantify scientific staff positions (R1-R4).									
32.	"Framework on Contractual Situations and Conditions of Employment at Bremen State Universities" evaluated									
33.	<i>(high priority action)</i> Post-doctoral hiring/continuing employment information online. Individual calculation on request									
34.	<i>(high priority action)</i> Website "Academic Careers" revised. PhD statistics accessible online									
35.	Added overview with required information to the "Central Research Funding" website (R1-R4).									
36.	Diversity monitoring concept is created, requirements and goals of diversity monitoring defined									
37.	<i>(high priority action)</i> Gender equality embedded in OTM-R strategy.									
38.	Gender Equality Plan online									
39.	Evaluation report on gender policy work at the University of Bremen available									
40.	Position, task description and remuneration of the central women's representative concretized									
41.	Matched demand and supply for personnel development measures specifically related to diversity competence									
42.	New website "HR Development" online (R1-R4)									
43.	<i>(high priority action)</i> Basic and procedural information on working abroad and scholarships online									
44.	Strategy for Internationalization updated (incl. language policy)									
45.	After updating the Strategy for Internationalization and language policy: More transparency in the language learning offer established (website)									
46.	Evaluation completed (supervision of theses (BA/MA) to be included in curricular standards (CW) calculation?)									
47.	Complaints and appeals processes updated and online (Website Research Integrity)									
48.	Executive Board's decision on teaching load reductions renewed.									
49.	Support in management tasks and securing knowledge in faculties or dean's offices explored (e.g. on annual reviews for independent scientific staff)									
50.	<i>(high priority action)</i> HR development concept and competence profile online in German and English. Profile linked to further training/personnel development offers.									
51.	Continuing education opportunities for tenured mid-level scientists reviewed/further developed.									
52.	Supervision agreement for doctoral researchers updated and online									
53.	<i>(high priority action)</i> Competence profile established as the basis for annual appraisals, concept for annual appraisals in science developed									
54.	Training for annual appraisal: Demand clarified and offers developed									
55.	Existing guidelines for annual appraisals expanded on annual appraisal in science									
56.	<i>(high priority action)</i> E-tool for recruitment									
57.	<i>(high priority action)</i> HRS4R communication and awareness raising									

## 8. At a Glance: HRS4R Thematic Fields, Scope and Process



### Process

