

Annual Report 2025

H'S'B'

Hochschule
Bielefeld
University of
Applied Sciences
and Arts

Partners

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Dear Readers,

Through systematic work in teaching, research and knowledge transfer, Hochschule Bielefeld—University of Applied Sciences and Arts (HSBI) has further enhanced its reputation regionally, nationally and internationally in recent years. Bucking the demographic trend, we were able to increase our student numbers in the 2025/26 winter semester. According to the StudyCheck University Ranking, HSBI is one of the most popular universities in Germany: 14th in the overall ranking, 7th in the 5,000-15,000 students size category and 2nd in North Rhine-Westphalia, with a recommendation rate of 99 per cent. There have also been many successes in research and knowledge transfer. As always, our annual report focuses on a key theme—this year it is learning and teaching.

It has always been the task of universities to create the best possible conditions for education, research and knowledge transfer while also being forward-thinking and breaking new ground. The challenges are changing: technological, economic and geopolitical changes today call for a far-reaching reorientation, both in terms of content and structure, to ensure that universities remain fit for the future.

In “Science in Germany—Perspectives until 2040,” the German Science and Humanities Council (Wissenschaftsrat) outlines possible “futures” and, in light of profound social and technological transformation, calls for priority to be given to innovative educational programmes. Students should engage in interdisciplinary and transdisciplinary work at an early stage and develop an awareness of the social impact. Innovative formats that prepare people for transformation should receive greater recognition. The aims are to strengthen Germany’s position as an attractive place to study, ensure social mobility and promote professional and personal development in equal measure. Universities make a key contribution to the common good by strengthening people’s capacity for making judgements and for critical thinking. At HSBI, we aim to prepare students as effectively as possible for the changing worlds of work and life: by flexibly combining face-to-face and digital learning environments, offering personalised programmes and exploring new, collaborative avenues beyond North Rhine-Westphalia and Germany. In one of the most recent funding rounds organised by the Foundation for Innovation in Higher Education (Stiftung Innovation in der Hochschullehre), we were one of the few universities nationwide to secure funding for two projects. This helps us immensely in pursuing our goals. FlexKom enhances curricular flexibility and supported learning pathways, while DualHoch3 is developing innovative models for practice-integrated study programmes in collaboration with three other universities. You can find out more on the following pages.

This year’s layout, produced under the aegis of our alumna Katerina Trakakis and her Berlin-based company Any Studio, brings the diversity and flexibility of academic education to life, including visually, while deliberately breaking with certain reading habits.

I hope you find it an inspiring read!

Yours sincerely,



Prof. Dr. Ingeborg Schramm-Wölk, President of Hochschule Bielefeld—University of Applied Sciences and Arts (HSBI)

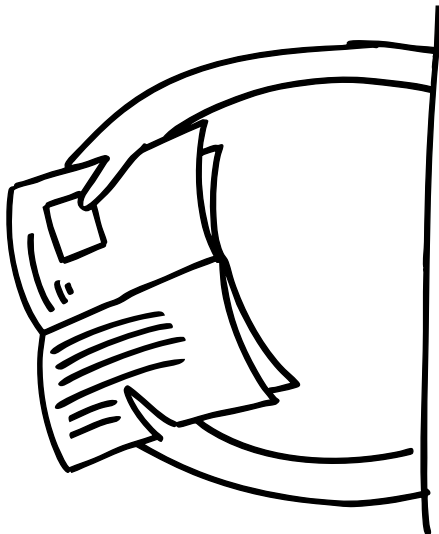
The main theme of this year’s annual report is *learning and teaching at HSBI*. Taking this as a starting point, we at Any Studio asked ourselves what it actually means to learn. For us, learning is a process. It means continually critically examining one’s own perspective, engaging in dialogue—both internally and externally—and remaining open to whatever emerges. Repeated questioning and revising are an integral part of our creative practice—often, at the start of a project, we don’t know where we’ll end up. The design of this publication has also gone through various iterations. It did not come about in a linear fashion—it evolved through small steps, failed attempts and leaps.

Let’s start in the traditional way:
the first few pages can
still be read in the usual manner



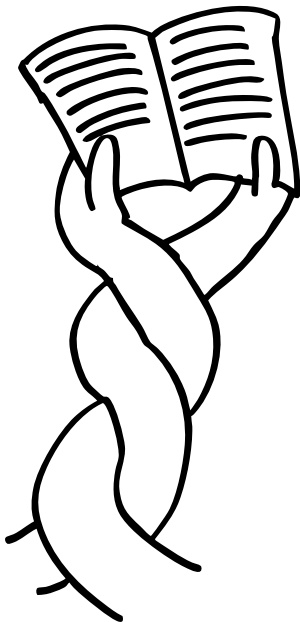
For us, learning is not simply about gathering information. Rather, learning is a process of engagement—including with oneself—that triggers something. Thoughts are not simply picked up and put down—they are actively pursued further. They set something in motion. Questions arise. Perspectives change. So it’s not just about taking in information, but how we do so. After all, not every thought is necessarily thinking. In an age in which we move within the echo chambers of social media, we are mainly confronted with what we already believe. The information we receive is filtered and serves to confirm our existing beliefs. This gives rise to a way of thinking that reinforces itself rather than questioning itself. It appears stable but remains unreflective.

Turn it round:
rotate the page by 90°
for some sections



Thinking only begins when we are prepared to examine our own thoughts and change our perspective. Thinking our thoughts consciously: turning them over, examining them from every angle, standing them on their head, challenging their assumptions and exploring them to the full—even when they feel right. This requires us to tolerate the unfamiliar and acknowledge that a thought has not yet taken shape.

Please continue reading here:
this annual report occasion-
ally takes the long way round as
the better route



This approach is reflected in the layout of this annual report. Texts are interwoven and continue in other places. To read them, you have to be willing to delve into the content and change your perspective—tilt your head or turn the booklet. Your usual reading patterns are deliberately interrupted. Individual elements of the typography also follow this principle: words do not always fit neatly in the lines. They shift and appear unstable—in motion, searching. All this can be a bit awkward at times. But it is precisely this that constitutes an experience that comes close to learning itself: understanding does not arise in a linear fashion, nor from a smooth process. It arises through breaking out, searching, going the wrong way, making mistakes and thinking things through. It arises where we make a fresh start. And contradict ourselves.

Turn it upside down:
carry on reading from the back
—the beginning comes later





Rethinking Teaching

President Prof. Dr. Ingeborg Schramm-Wölk on the upcoming reforms to teaching at HSBI and the consolidation of various activities in this field under the umbrella of an overarching project

and Learning



Through the Studienfonds OWL Foundation, state universities and companies from the OWL region are working together to support young talents—the president of the HSBI currently holds the chairmanship

Alfred North Whitehead summed up the *raison d'être* of a university in a single thought: “The justification for a university is that it preserves the connection between knowledge and the zest for life”—through imaginative consideration of learning that transforms knowledge. In this sense, a fact is never merely a bare fact. It is “invested with all its possibilities” and “energising as the poet of our dreams, and as the architect of our purposes.”

This claim is an old one. And it is more relevant than ever.

For what does it mean to impart knowledge when knowledge itself is being generated, condensed and made available by machines at a pace that seemed unthinkable just a few years ago? What does it mean to teach when large language models are capable of programming, summarising, arguing and developing new ideas independently? And what does it mean to learn when the generation that fills our lecture theatres today has grown up with ChatGPT and the like, and always has seemingly perfect tools at their fingertips? These aren't questions for some point in the future—they need attention now. And they demand an honest, courageous answer.

Thinking without a banister

Immanuel Kant wrote in 1784: “Enlightenment is man's emergence from his self-imposed immaturity.” With this statement, he was speaking out against any form of interpretative authority that supplants independent thinking. He appealed to his readers to form their own independent judgement, even in the face of opposition from established authorities.

Hannah Arendt formulated this imperative in even more radical terms. Her concept of “thinking without a banister” describes an approach that does not submit to any prescribed dogmas, ideologies or schools of thought. It means letting go of familiar certainties in order to assess the world critically and independently—especially in times of crisis. For Arendt, thinking is not the privilege of an elite but a fundamental need of human reason. And for her, learning always means a fresh start: looking at the world from a new perspective as if no one had ever thought about it before. Criticism rather than mere acceptance. Understanding rather than rote learning.

In this sense, teaching and learning are inextricably linked to thinking. Teaching is a methodological stimulus for setting cognitive processes in motion. Learning is the actual work of learners—from perceiving and linking information to understanding, remembering and applying it. This fundamental truth has not changed. What has changed is the environment in which it applies.

The challenges of our time

The world in which we teach and learn today is fundamentally different from what it was just a decade ago. Economy, society and the environment are in the midst of a process of rapid change. Technological development is being accelerated by the advance of large language models at an unprecedented pace. The half-life of knowledge is getting shorter. What is regarded as an indispensable skill today—prompt engineering being a current example—may well be obsolete tomorrow.

At the same time, the student body itself is changing. The findings of the Shell Youth Study 2024 and similar surveys show that the generation entering our universities today is more diverse, more international, more influenced by social media and has developed different learning habits as a result of gaming and digital media. Social engagement, health awareness and work-life balance are core values for many of these young people. Their educational backgrounds are more diverse than ever before, as are their cultural backgrounds and life experiences.

This reality presents us with a challenge. Some of the things we used to teach seem outdated today. The ability to calculate Fourier transforms by hand was once a core skill in electrical engineering—today, any generative AI can do it in a matter of seconds. The crucial question is therefore no longer: how do we convey this or that piece of knowledge? But rather: what skills do our graduates really need to help shape the transformation processes of tomorrow as responsible stakeholders?

The answer lies in understanding the bigger picture, in robust problem-solving strategies and in the skilful use of constantly evolving digital tools. It lies in the ability to question results, including—and especially—those produced by AI systems that operate as black boxes. A genuine understanding of the subject remains essential. Project-based, practical teaching, oral examinations and self-generated empirical data are becoming increasingly important. After all, these days it's possible to collaboratively prompt the production of a bachelor's thesis of passable quality, but the oral examination reveals who is really thinking for themselves.



Stock market experts from Deutsche Bank in London give Business Administration students at HSBI insights into the functioning, opportunities and risks of AI in the financial sector

Flexible curricula, dual pathways, new connections

At HSBI, we are already working to translate this vision into concrete structures. Two projects funded as part of the Foundation for Innovation in Higher Education's *The World is My Campus* funding line mark important milestones.

With FlexKom—“flexible, competent, supported—taking new paths”—we are developing flexible curricula and diverse learning pathways by 2029 that will enable students to tailor their studies more closely to their individual interests. The aim is for students to be able to combine various components of the degree programme; micro-credentials enable adjustments and targeted specialisation. The initiative is being developed across universities and, where necessary, internationally; examples from the Netherlands and Finland show that this can be done successfully. All of this is complemented by personalised advisory services designed to help students find their own learning path. We were able to raise nearly 4.5 million euros for FlexKom.

With DualHoch3—a joint project with Duale Hochschule Baden-Württemberg, Duale Hochschule Sachsen and OWL University of Applied Sciences and Arts as well as the cooperating companies Hörmann KG Verkaufsgesellschaft (Steinhagen), Lenze SE (Aerzen), Schüco International KG (Bielefeld) and Dr. August Oetker Nahrungsmittel KG (Bielefeld) with a total budget of 11 million euros—we are exploring new approaches to dual and practice-integrated degree programmes. The focus is on how the framework of time constraints and content restrictions—which is still relatively rigid—can be broken down: through cross-module mobility, flexible work placements at various companies and greater involvement of industry partners who can set their own priorities, ensuring that the programme remains relevant as sectors change rapidly.

These two initiatives build on the positive experiences gained by HSBI in projects such as DigikoS, “We CAN virtuOWL”, #SeLL and the InnoLL network. Rather than being isolated initiatives, they form part of a broader framework that is coming together under the leadership of the Executive Board within a streamlined governance structure. After all, duplicate structures and a lack of transparency would be the very opposite of what we need: a shared agenda, clear objectives and continuous learning from one another.



Prof. Dr. Michaela Hoke, Vice President Business and Human Resources

Technical and administrative staff at HSBI consider the students at all times. At all three campuses—in Bielefeld, Minden and Gütersloh—they work to create spaces where students feel welcome and enjoy spending time, be this through inviting communal areas, modern technical facilities or a campus that encourages people to linger. After all, if you feel good at your university, you'll study and work better!



Prof. Dr. Ulrich Schäfermeier, Vice President Study and Teaching

With its diverse range of over 70 degree programmes, HSBI will continue to make a responsible contribution to social development. Our teaching provides an academic education, equips students for specialist and managerial roles, fosters entrepreneurship and inspires a passion for lifelong learning. For us, sound specialist knowledge and methodological skills are just as important as the students' personal development. At HSBI, they learn to work and act independently, thoughtfully and with good social skills so that after they graduate they can make their own contribution in an era of increasingly complex social,

economic and technical developments. In terms of design, we aim to make programmes more flexible and tailored to current developments. Here, the two generously funded research projects, FlexKom and DualHoch3—for which we were successful in the latest call for proposals from the Foundation for Innovation in Higher Education—give us the necessary scope to shape our work. This was a wonderful achievement by the teams at HSBI who prepared the applications. But that's not all: we intend to bring all teaching-related activities at HSBI within a single strategic framework in order to manage the further development of teaching as effectively as possible in the coming years.



Prof. Dr. Anant Patel, Vice President Research and Development

The interplay between research and teaching is a key hallmark of quality at HSBI. Research is not merely the production of knowledge; it also shapes the content, methods and approach of teaching. Conversely, involving students in research brings new perspectives and stimulates critical thinking. Key principles for this were already established during the development of our teaching and learning strategy. This illustrates how inquiry-based learning, current scientific issues and methodological reflection are systematically integrated into the degree programmes. In doing so, we are building on an understanding of education that regards the pursuit of knowledge and academic education as an inseparable whole. Students are introduced to academic thinking at an early stage; lecturers do not merely communicate established knowledge but create opportunities for the process of discovery. Research and teaching are therefore not separate tasks but two sides of the same coin: pursuing academic excellence with a sense of responsibility for the next generation.



Judith Peltz, Vice President International Affairs

Since 2020, learning and teaching at HSBI have been shaped by its international strategy. This makes it clear that, at HSBI, we do more than just pay lip service to internationalisation—it is a cornerstone of our activities, a promise. All students at the university should gain international experience, either abroad or in the lecture theatre. The teaching at HSBI opens windows onto the world: a network of over 170 partner universities and a range of mobility programmes make it possible for everyone to gain experience abroad. Anyone who goes away comes back a changed person—more independent, braver and with a new outlook. At the same time, the world is coming to East Westphalia-Lippe: international students, lecturers and researchers bring new questions, methods and ideas to HSBI. And in online seminars and corporate partnerships, students work together in international teams. Internationalisation starts on a small scale, and every encounter counts. Particularly in times of geopolitical crisis, it would be easier to withdraw, but HSBI deliberately focuses on networking and exchange: in teaching and learning and beyond. After all, mutual understanding paves the way for a better future—for our students, for the university and for society.



Prof. Dr. Natalie Bartholomäus, Vice President Transfer and Societal Impact

At HSBI, teaching and knowledge transfer form a reciprocal relationship that is essential for fulfilling the university's mission. The teaching, which is based on the latest scientific findings and practical challenges, benefits from HSBI's wide range of knowledge transfer activities. The practical relevance of course content is ensured through projects and partnerships with businesses, social organisations and civil society in the East Westphalia-Lippe (OWL) region and beyond. In these transfer formats, students directly apply the knowledge they have acquired, whether in applied research projects or final-year projects carried out in collaboration with companies and organisations. This not only enhances graduates' problem-solving skills and employability but also provides HSBI with valuable feedback from the workplace. At the same time, teaching serves as the foundation for knowledge transfer. The new academic methods and specialist knowledge taught on the degree programmes form the foundation that HSBI brings to the region through its professors and academic staff. This transfer of knowledge strengthens the innovative capacity of the regional economy and promotes social development.

What remains: a zest for life

In his poem *Socrates and Alcibiades*, Friedrich Hölderlin put into verse an observation that has lost none of its truth:

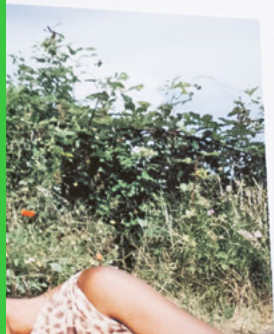
He who has pondered the deepest, loves what is most alive,
He who has seen the world understands true virtue,
And in the end the wise
Will often yield to Beauty.

Whoever has really thought deeply turns towards life. Those who know the world understand young people. This is not romantic sentimentality; it is a fundamental paedagogical truth. Good teaching happens where teachers and learners move ahead together, where knowledge is experienced not as a burden on the memory but as energy.

Whitehead called this the “atmosphere of excitement”, that state in which a fact ceases to be a bare fact and begins to shine with all its possibilities. It is precisely this atmosphere that we aim to foster at HSBI. Making our “core business” of teaching fit for the future is not an abstract goal. Future-proofing speaks for itself and always takes the form of a concrete programme for the next four to five years: currently, this involves flexible curricula, transdisciplinarity, interactive and personalised learning—including digital learning—and genuine internationality that prepares our students for an interconnected world. At the same time, we are strengthening research-led teaching and facilitating the transfer of experience gained here to the business world, and vice versa. A university that teaches in only one direction is squandering half its potential.

HSBI has a broad academic remit—and that is a strength we consciously make a point of utilising. Studying here offers an exciting, forward-looking education for almost anyone interested, equipping students with the skills needed to meet the demands of the modern world—and it's designed to be fun too. Our students are not merely objects of this development but its key co-creators. We involve them in our activities, work to foster a genuine culture of welcome and develop our locations into vibrant places where people can come together: places where campus life and the exploration of new teaching and learning formats are not at odds with one another but rather are mutually dependent.

Rethinking teaching and learning does not mean discarding tried-and-tested methods. It means placing thinking itself at the centre—critical, curious, without any constraints. Everything we will be doing in the coming years with FlexKom, DualHoch3 and our other initiatives is aimed at fulfilling this one promise: sustainable, forward-looking teaching at HSBI for our students, for our society and for a university that does not lag behind the times but plays an active role in shaping them. That's what we're working on today, tomorrow and the day after tomorrow.





Looking BACK Looking AHEAD

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The members of the HSBi Executive Board with their review of 2025 and their outlook for 2026 and the years ahead



Prof. Dr.
Ingeborg Schramm-
Wölk, President

Review

In 2025, everyone at HSBi once again ensured through their dedicated work that our university is in a comparatively strong position at a time of rapidly changing circumstances. Given the increasing constraints on our budgetary resources, we are now reaping the benefits of having always managed our finances prudently in recent years. HSBi is in a strong position because we planned for various scenarios at an early stage and have always worked systematically towards achieving our strategic objectives. I am constantly impressed by the numerous successes achieved at HSBi, be these in teaching, research or knowledge transfer. The systematic work on the cross-cutting themes of digitalisation, sustainability and internationalisation has also been outstanding. And so it is a sign of well-deserved success that our student numbers have recently increased — bucking the demographic trend — and our institution's reputation is growing in the region, across Germany and internationally.

Outlook

The future direction of HSBi in teaching, research and knowledge transfer, as well as in strategic cross-cutting themes, is set out in the University Development Plan 2023–27. In terms of both study and teaching, degree programmes are continuously being developed to ensure that they meet the requirements of professional practice, incorporate the latest academic findings and methods and maintain a strong focus on practical application. With competition on the rise and a huge demand for skilled workers, we are committed to continuous improvement in order to remain an attractive destination for students from both home and abroad. In the field of research, HSBi will broaden its range of research topics and continue to contribute to the development of the Doctoral School NRW. We will continue to regard the “Third Mission” — i. e. the transfer of ideas, knowledge and technology — as our third key task in order to exchange ideas, experiences, knowledge and technologies with the region's universities, businesses, institutions and civil society, and to put scientific findings to the test in practice.

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Prof. Dr. Michaela Hoke, Vice President Business and Human Resources

Review

The year 2025 was marked by a wide range of challenges and important decisions for the University Administration. The budget cuts approved by the state of North Rhine-Westphalia—amounting to 2.1 million euros for Hochschule Bielefeld University of Applied Sciences and Arts—required an ongoing analysis of their impact. The fact that the announced cuts to reserves were not implemented had a stabilising effect. At the same time, key projects for the future were taken forward: work has begun on the master plan for the replacement building on the North Campus, and major construction work has been carried out at the Minden site. In the area of digitalisation, the HSBI process navigator was launched in September to ease the administrative load on staff. In addition, progress has been made on digitalisation in the finance area and in export controls.

Outlook

The activities mentioned in the review will continue in 2026 and will be supplemented by key projects. A new steering committee for digitalisation projects is being set up, and the potential for using artificial intelligence in university administration is being systematically explored. In addition, further digitalisation within the HR department and the continued development of the Gütersloh site are on the agenda.

of degree programmes but also from its campus life at its three sites in Bielefeld, Minden and Gütersloh. The Executive Board is in constant contact with students and technical and administrative staff where this is concerned. And so we can be proud that HSBI came seventh among medium-sized universities in StudyCheck's latest nationwide survey of students. In North Rhine-Westphalia, we actually came second.

Outlook

The impact generated by our multi-million euro funding for the two teaching projects FlexKom and DualHoch3 must be leveraged in the coming years for the benefit of HSBI and higher education in Germany as a whole. We must uphold our commitment to providing students—with their diverse life and educational backgrounds—the best possible conditions for their studies, a successful degree and promising career paths, even amidst rapidly changing social, economic and technological developments.



Prof. Dr. Ulrich Schäfermeier, Vice President Study and Teaching

Review

In 2025, there were numerous, and in some cases far-reaching, initiatives in all faculties aimed at further developing the content of their courses. By way of example, we could mention here the introduction of the 14 key areas of specialisation in the Faculty of Engineering and Mathematics, as well as the launch of the new master's programme in Business Innovation & Technology in Bielefeld School of Business. However, the appeal of HSBI stems not only from its modern and diverse range



Prof. Dr. Anant Patel, Vice President Research and Development

Review

2025 was entirely devoted to implementing the research strategy. Initial successes in the field of research administration include, for example, the digitalisation of processes, internal communication and an overview of internal networking using the new research map. Research funding also progressed. The first round of applications for the new fund for artistic research went extremely well and received excellent feedback. Doctoral studies have become well established; we have even managed to secure two of the highly sought-after PhD funding positions from the PK NRW. We were also able to further refine our research profile and launch the new bonus system for our research institutes. As the year drew to a close, a new central research institution was established. In the future, CareTech OWL will become an independent organisational unit within HSBI, receiving the attention it deserves and helping to raise the university's profile.



Judith Peltz, Vice President International Affairs

Review

Over the past year, HSBI has once again made significant progress in enhancing its international profile, thereby strengthening quality, diversity and sustainability. A key milestone was the recognition of EduCare 5.0 as a European university—one of 73 European university alliances—which positions HSBI as a strategic partner at the heart of Europe and fosters long-term collaboration in teaching and research. The university's global profile was boosted by International Week with over 100 guests, a wider range of English-taught degree programmes and the resulting sharp rise in the number of international applications. At the same time, HSBI expanded its partnerships in the Global South to strengthen student mobility, student recruitment and joint research. Blended intensive programmes combining physical and virtual mobility across Europe, the Bielefeld School of Business's innovative PhD winter school in partnership with the Turkish-German University, the start of the translation of the university website into English and the connect[train]transform OWL careers fair, which attracted over 750 participants, also promoted the exchange and integration of international talent.

Outlook

In the coming years, HSBI will continue to pursue its internationalisation path and strategically expand it. We will need to take into account geopolitical changes, security issues and the need to strengthen Europe's competitiveness. A key focus for us will be the expansion of the European higher education network EduCare 5.0. We will also concentrate on partnerships in the Global South, particularly in sub-Saharan Africa and India, with a view to establishing new networks in the long term. At the same time, strategic recruitment of international full-time students is being stepped up, complemented by an expanded range of support and services for all international students with a view to promoting academic success and integration in the long term. The new content partnership with *Research in Germany* boosts HSBI's global visibility as one of six universities of applied sciences in Germany and brings its research perspectives to the fore on the global stage. In addition, the university continues to participate in calls for applications from the Philipp Schwartz Initiative for academics at risk, with a view to strengthening academic freedom and diversity. Finally, the next step is the systematic expansion of HSBI's bilingual website, another key component for enhancing visibility, networking and international excellence.



Prof. Dr. Natalie Bartholomäus, Vice President Transfer and Societal Impact

Review

In 2025, sustainability-related activities focused on finalising and adopting the climate action plan and the integrated sustainability and climate action strategy. Another important milestone was the completion of a materiality analysis to serve as a basis for a targeted focus on future sustainability activities. One of the highlights of the year was the first NRW Future Conference in November 2025. HSBI was represented on seven different thematic panels by a 16-strong delegation comprising professors and staff from the technical and administrative departments. Through my involvement, the HSBI took on a themed sponsorship and played a leading role in developing indicators for sustainability in research, teaching and knowledge transfer at state level. As a concrete proposal for the way forward in the coming year, a plan was drawn up to develop a set of indicators comprising structural and impact indicators. In addition to the strategic measures, the Act2Sustain groups organised practical initiatives such as car boot sales and swap meets.

Outlook

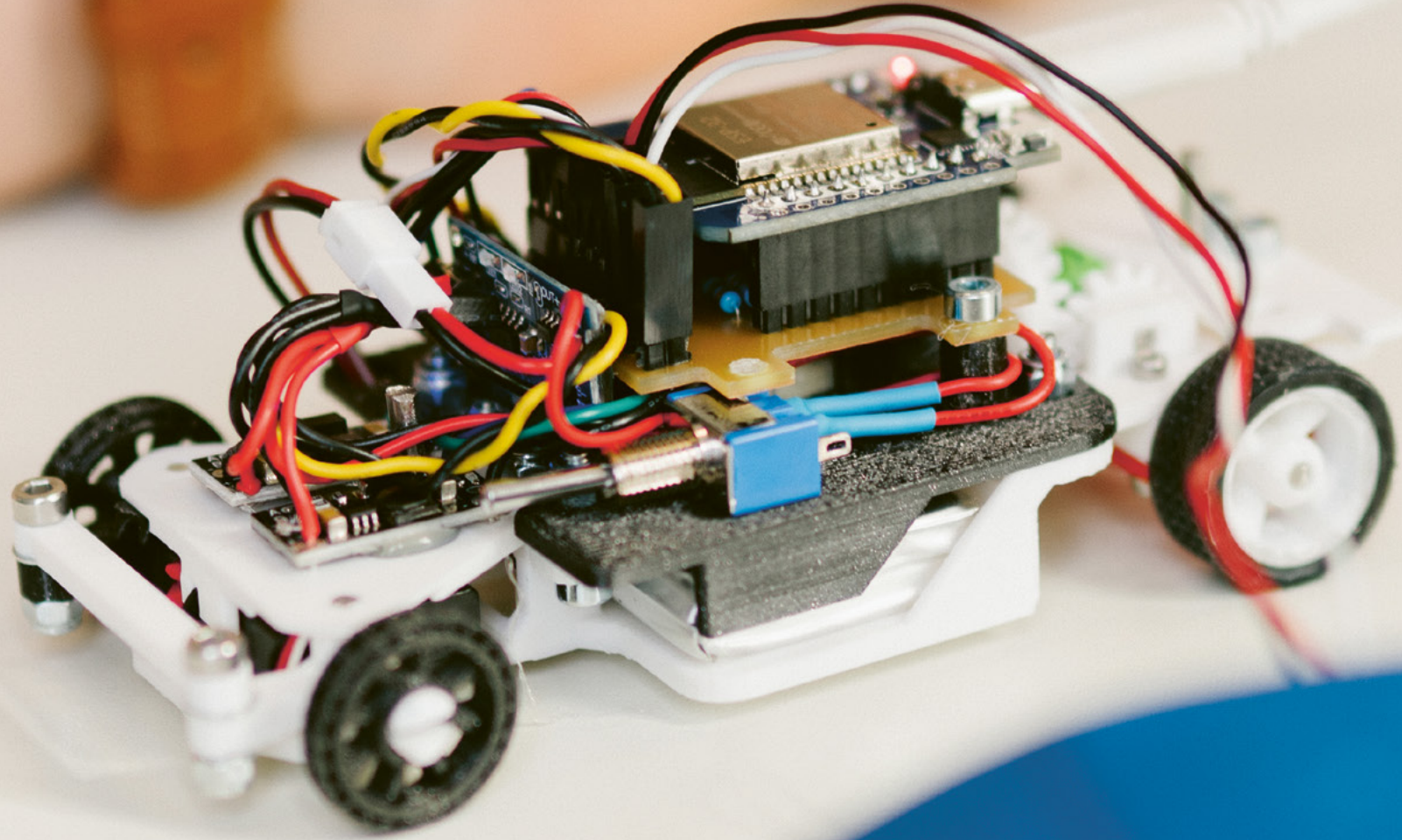
The strategic priorities for the area of social impact are establishing and developing a set of indicators. The project is directly linked to the follow-up events of the NRW Future Conference 2025. In addition to developing a set of indicators, this also includes organising dialogue forums with the state government. These measures are designed to foster dialogue with the political sphere and to make the university's impact on society more tangible. In the area of knowledge transfer, a particular focus will be on raising awareness as the third pillar within the university as a whole. Training staff for transfer work is also a key focus, as is the further expansion of service structures. This will be preceded by the development of a strapline for HSBI's transfer activities. Last but not least, the focus will also be on new transfer formats and the expansion of strategic partnerships with the professional world.

Two Industrial Engineering students from HSBI talk about their DAAD-funded semester abroad at UDLAP in Mexico

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Teaching Award for Innovative Teaching

In 2025, the university began awarding the annual HSBI Teaching Award, worth 5,000 euros. The award recognises courses that particularly meet the HSBI's high standards of teaching excellence. The first recipient of the award is Prof. Dr. jur. Susanne Nienaber, Professor of Business Law at Bielefeld School of Business

Award winner Prof. Dr. Susanne Nienaber:
"The Teaching Award is a wonderful acknowledgement and highlights the importance of teaching even outside the lecture theatre."



Outstanding teaching is a key factor in a successful degree programme and a core brand value of HSBI. That is why the university began awarding the annual HSBI Teaching Award, worth 5,000 euros, in 2025. The award recognises courses that, among other things, stand out for their innovative teaching approach, are particularly effective at motivating students and score highly for their practical relevance. The innovative use of media and the development of students' skills may also be deciding factors for the award.

From a total of 12 courses nominated by students, a jury selected the course *Private Law I* taught by Prof. Dr. jur. Susanne Nienaber, Professor of Business Law at Bielefeld School of Business. "The jury found it very difficult to reach a decision," explains Prof. Dr. Michaela Hoke, who recently took up the post of Vice President for Finance and Personnel Management. In her previous role as Vice President for Study and Teaching, she was a member of the jury. "Ultimately, however, we agreed that Prof. Dr. Susanne Nienaber's event met our selection criteria particularly well. She impressively manages to tackle challenging starting conditions with a unique teaching approach."

Prof. Dr. Susanne Nienaber describes the starting conditions as follows: "This is a first-semester course. Students have to be guided towards the personal responsibility that they have for their studies. In addition, the course covers the basic theoretical and methodological knowledge that is important for subsequent law modules. So they need to make sure they've got that properly under their belt. And it involves teaching a large group. That makes it easier for

students to hide behind others and simply absorb the teaching passively."

In its statement, the jury commends the combination of meticulously prepared teaching materials and interactive face-to-face sessions. With *Private Law I*, Prof. Dr. Nienaber has set new standards in digital teaching. The combination of the textbook, concise supplementary study guides and clearly structured instructional videos provides an excellent introduction to civil law—even for self-study. The face-to-face sessions focus on comprehension questions and discussion, which further enhances the depth of the learning process. Prof. Dr. Michaela Hoke summarises: "The flipped classroom with legal flashcards, live polls and case studies is a focused, engaging format for the first semester with a strong self-study component."

All HSBI students were sent an online survey during the 2024/2025 winter semester and had two months in which to nominate courses. Lecturers whose course received at least three nominations submitted their teaching concept as an application. A panel comprising students, teaching staff and an external member decided on the recipient of the prize based on the students' statements of reason and predefined criteria. The Teaching Award is worth 5,000 euros and is intended to support the further development of teaching initiatives.

Photo exhibition by students and teaching staff from HSBI at the renowned festival *35th Mesiace Fotografie Bratislava*

Out
of
Bielefeld

Students from the Faculty of Design and Art exhibited their work at the renowned festival 35th Mesiace Fotografie Bratislava



“Wow!” is all you hear from the students when they see the venue for the first time: high ceilings, large, magnificent chandeliers and old, ornate windows. “It looks just like a palace in here,” says Dina Brauner. “The exhibition is bound to be fantastic!” Brauner is one of six students from the Faculty of Design and Art at Hochschule Bielefeld University of Applied Sciences and Arts (HSBI) who, under the supervision of Prof. Roman Bezjak, travelled to Slovakia in early November to take part in the *35th Mesiace Fotografie Bratislava* with the exhibition *Out of Bielefeld*. “Mesiace Fotografie” simply translates as “Month of Photography”. The annual exhibition has now made a name for itself internationally and attracts works by leading photographers such as Man Ray, Nan Goldin, Irving Penn and Dorothea Lange. They are on display at various locations throughout the Slovak capital—as is *Out of Bielefeld*. The exhibition features works by 24 students and lecturers from HSBI. They are being showcased at the historic Piszatory Palace, a cultural centre in Bratislava’s Old Town, which does indeed resemble a palace and is housed in a historic city mansion. The works of *Out of Bielefeld* span various photographic genres and explore a range of themes—from gender and identity, nature and the environment through to fashion, as well as generative and documentary photography. “The festival as a

whole offers a fascinating overview of contemporary photography,” says Dina Brauner. “Visitors to the exhibition can discover new perspectives. An exciting dialogue between the cultures emerges.” The invitation to the Bielefeld students to exhibit their work at the festival came from a former Slovakian Erasmus student who had herself studied for a semester at the Faculty of Design and Art at HSBI. “The exhibition is a great opportunity for us as aspiring photographers and designers,” says Dina Brauner. “This platform on the international stage raises the profile of our work. It’s a very important experience.” The works for *Out of Bielefeld* were selected in advance by HSBI teaching staff from the Photography and Visual Media course. A team of six students from different semesters then got together to plan and organise the exhibition. The prints, installations and books for *Out of Bielefeld* had to be gathered, packed and transported to Slovakia. Once on site, the group had four days to set up the exhibition and organise the opening. Great care and precision were required when installing the works: “The distances between the picture frames were measured precisely, all the hangings were checked using spirit levels, each spotlight was aligned with precision and every pane of glass was polished. Ultimately, everything needed to be as perfect as pos-



The exhibition features works by 24 students and teaching staff from HSBI

farming, agriculture, zoos, circuses, animal shelters and private ownership—that often bear the physical and psychological traces of their past. He visited various sanctuaries where animals are kept for non-commercial purposes, in contrast to profit-driven factory farming. The relationship between humans and animals, between closeness and responsibility, and between exploitation and care is explored. The work is therefore a plea for a new way of thinking, for an ethic of coexistence between humans and animals.

MetaShift by Jonas Glanz was created this year and last year and explores the portrayal of gender, sexualisation and power within the worlds of gaming and fashion. The photo series presents male bodies in provocative poses typically associated with hypersexualised female video game characters in digital fantasy worlds. By reversing the roles, the male gaze is directed at men, inviting viewers to question the representation of the body and identity in both physical and digital spaces.

For Prof. Bezjak and the faculty, *Out of Bielefeld* is not their first exhibition in the Slovak capital. Twenty-five years ago, he took a group of students on a trip to Bratislava to coincide with his exhibition at the Goethe-Institut there. This was followed by further shows featuring students, some of which were organised in collaboration with the local Academy of Arts and Design.

sible,” says Dina Brauner. “It was hard work, but it was worth it because on the day of the opening the spaces looked exactly as we’d wanted them to. The many visitors viewed our exhibition with a glass of wine in hand. Some inspiring conversations took place in this pleasant atmosphere.”

Out of Bielefeld includes student work by Jule Ehlenz, Leon Adam Haas and Jonas Glanz. Jule Ehlenz’s work *at grandma’s. without grandma.* is a series of photographs from 2023 that tells a personal family story and explores identity, generational change and the transition from the past to the present. The artist works with archive material of her grandparents, which she alters by superimposing new photographs on top so that Ehlenz herself appears as a subject alongside her grandparents in the images. This is how the perception of time is manipulated, and the images take on a new meaning. Jule Ehlenz tries to capture the pain of loss, and asks herself: who am I really? What remains of a person after their death? And what do I carry within me that connects us?

In his work *On Animal Life—Beyond Economic Exploitation* from this year, Leon Adam Haas depicts animals from various contexts—such as livestock



Inter- disciplinary and CUTTING EDGE

The newly designed master's programme *Business Innovation & Technology* (BIT) at Bielefeld School of Business provides students with business management knowledge as well as a genuine understanding of transformation processes and relevant technologies, such as those in the field of artificial intelligence. Three questions for students Pauline Ulbrich and Fabian Saeger

Why did you choose the BIT master's programme?

Pauline Ulbrich

After completing my technical bachelor's degree, I wanted to develop more business expertise so that I could later bridge the gap between these two fields in my career. In addition to my commitment to greater sustainability, I can acquire further knowledge that is relevant for the future in this master's programme. I'm particularly looking forward to the modules on sustainability management, agile project management and sustainable product development. I'm also keen to find out more about the Industrial Internet of Things and data science. I also hope to further develop my skills in human resources and project management.

Fabian Saeger

is on entrepreneurship and the opportunity to gain an understanding of innovation processes and new technologies. Given my bachelor's degree and my experience as a self-employed person, the business side is probably where I'm strongest, but I definitely want to improve my technical skills and take my expertise to the next level so that I can learn how companies can systematically use new technologies to develop sustainable business models.

What do you like about HSBI?

Pauline Ulbrich

What I like about it are the many practical elements, the small study groups and the opportunity to get to know industry partners while studying. HSBI is simply very well connected in East Westphalia-Lippe. I also appreciate the excellent facilities at the main building in Bielefeld. There are lots of people here who are full of energy.

Fabian Saeger

It's good because all the lecturers have practical experience in their specific fields and are happy to share their insider tips. It makes studying much more instructive. Close collaboration with fellow students on specific projects is a top priority here. We're constantly being asked to adopt new perspectives and take on new roles—and that's a learning experience.

Do you have a career dream?

Pauline Ulbrich

I want to promote sustainability and the circular economy and ensure that they aren't just buzzwords used by companies to keep stakeholders happy. With my combined knowledge of technology and business, I hope to be better able to carry out such projects myself in the future.

Fabian Saeger

Basically, to be an entrepreneur!



Fabian Saeger is 25 years old, comes from Werther (Westphalia) and completed his bachelor's degree in Business Administration at HSBI, specialising in human resources and entrepreneurship. Alongside his studies, he works as a self-employed financial adviser in the investment and real estate sectors. Prior to this, he completed an apprenticeship as an industrial clerk at Bertelsmann.



Pauline Ulbrich is 25 years old, comes from Paderborn and graduated from HSBI with a B.Eng in Renewable Energies. She is a research assistant at the Institute for Technical Energy Systems (ITES) and works on the InCamS@BI project supported by the Innovative University funding programme. She also worked as a student trainee at Parker Hannifin and Wago.

First Exchange Student from JAPAN

Takaaki Hagiwara from Niigata University is studying at HSBI for a year. His focus: sports economics. His passion: football.

Bielefeld? “I immediately thought of the Arminia Bielefeld football club,” says Takaaki Hagiwara, beaming. “My idol played there: the Japanese national team player Ritsu Dōan.” When his lecturer in Japan then also raved to him about Hochschule Bielefeld University of Applied Sciences and Arts (HSBI), the student knew where he wanted to spend his year abroad: “In Bielefeld!”

Takaaki Hagiwara arrived in East Westphalia in September and began the semester at Bielefeld School of Business. This was made possible by a new partnership. “Interest in Japan has been growing among our students, both in our degree programmes and at the language centre,” Nermin Karaoglu has observed. The lawyer is responsible for coordinating Bielefeld School of Business’s international activities and programmes. “So we set out to look for a partner in Japan.” And found it with Niigata University. The state university founded in 1949 has a total of just under 13,000 students at nine faculties, spread over two locations in Niigata. The city is located on the main island of Honshū and is one of the largest port cities on the Sea of Japan.

“At the Faculty of Economic Sciences, our request was met with open arms and we found the staff to be particularly receptive,” says Karaoglu. It wasn’t long before the cooperation agreement was signed. “For HSBI this is the first with a Japanese university.” The partnership focuses on exchange at an academic level and, above all, at student level. The first HSBI student went to Niigata University in the summer semester. Takaaki Hagiwara has now achieved another milestone as the first Japanese exchange student at HSBI.

For the student, however, Europe is not new. Hagiwara accompanied his mother on business trips to various European countries in the past and also spent a year living in Barcelona. “I’m already quite familiar with European culture and way of life,” he says. But that doesn’t mean there aren’t any surprises for him. “At my first seminar, I thought I was in the wrong room. Just before it started, there was hardly anyone there.” Hagiwara can’t help but smile at the memory. “In Japan, all students are in their seats at least five minutes before the start.” The German language is also a challenge: “Above all, the pronunciation!” says Hagiwara with feigned despair, attempting the “letters with two dots”.

However, he doesn’t necessarily need Äs, Ös and Üs for his studies. “At Bielefeld School of Business, we offer many courses in English and also have a programme taught entirely in English: the master’s in International Business Management,” explains Nermin Karaoglu. This is a solid basis for Takaaki Hagiwara’s



Takaaki Hagiwara is studying at HSBI's Bielefeld School of Business at HSBI and would love to become a "Professor of Football Studies"

international area of expertise: sports economics. “I’m particularly interested in the economic structures behind professional football and their links to local communities. Studying this and also experiencing the football culture is my main aim for my exchange year.” With this, he sets off for a photo shoot at the Schüco Arena.

Arriving at Melanchthonstraße, Hagiwara’s first stop is the fan shop. He comes back out sporting a cup hoodie and a broad grin—he’s definitely keen to experience football culture first-hand. “German football is very different from Japanese football, not only in terms of playing style but also in its spirit,” explains Hagiwara, climbing the steps to the south stand and pausing almost in awe as he looks out over the empty arena and vast pitch. “What makes a stadium such a special place?” he asks, running his hand over the Lokal Crew Ultras stickers that plaster the standing terraces. “Why do people devote themselves to a club? I find fan culture fascinating, and it’s special in Germany. Like here in Bielefeld, the clubs are deeply rooted

When Takaaki Hagiwara heard that his university had established a partnership with Hochschule Bielefeld University of Applied Sciences and Arts, he immediately thought of Arminia Bielefeld: his idol, Japanese international Ritsu Dōan, has played here



in the city and the region, which I like.” It is clearly not just the business side of football that interests Hagiwara. “My business degree programme in Japan has an interdisciplinary focus, and cultural and social factors also play a part.” He thinks for a moment, then laughs. “I’d love to become a professor of football studies and research every aspect of the sport.”

This also includes the coach’s perspective. Takaaki Hagiwara takes a seat on the comfortable substitutes’ bench, almost at eye level with the pitch. “I’m a passionate footballer myself,” he admits, shifting his perspective. The lift takes us up to the stadium roof. As we look out over the city, the weather is pleasant by Bielefeld and East Westphalia standards. “The climate here reminds me of home,” says Hagiwara, sighing. “All that’s missing is a bowl of hot ramen. But it’s really hard to find a good one outside Japan.” However, the noodles are quickly forgotten when Mitch Kniat turns the corner on the skywalk high above the pitch. “The head coach!” Hagiwara’s eyes begin to sparkle. When Kniat then starts chatting to him in a cheerful and engaged manner, the fan in him comes to the fore, despite all his academic interest in football. Hagiwara knows all there is to know about Arminia, provides match analyses and also scores with his in-depth knowledge of German football. Kniat is delighted: “Wow, he’s got it all covered right down to the fourth division!” And

with a few more transfer tips about Japanese players who would be a “good fit for Arminia”. As Kniat looks sceptical, Hagiwara adds: “Maybe unknown, but good value for money.” He cannot completely ignore the economic aspect.

The head coach is called away to his next appointment and Takaaki Hagiwara sets off back to the university. His next seminar is about to start and the Japanese student wants to be on time. “Be there five minutes early,” he says, with a wink.

“Inclusion Is Democracy”

3 Questions for ...



Heike Blöck, Commissioner for Students with Disabilities and Chronic Illnesses at HSBI

Why is your work so important?

The short answer: because it is required by law and makes practical sense. HSBI is a complex organisation. A commissioner acts as a liaison between the various departments. She brings together knowledge, experience and resources and fosters mutual understanding. This provides students, teaching staff and administrative staff with a single point of contact for any queries relating to studying and disability. Inclusion should not merely be a theoretical issue at universities, but should be put into practice in their structures, teaching and building plans. Education is a fundamental right. Educational equity does not, however, mean levelling down. It is simply a matter of ensuring that all students at HSBI have equal access to the conditions necessary for equal participation. This is important because inclusion is democracy in action.

What issues do students at come to you with?

Students often come to me with very specific questions about how they can successfully manage their day-to-day student life despite a disability or chronic illness. Equal participation is rarely hindered by a lack of ramps but more often by structural factors such as rigid study regulations, inflexible examination formats or strict deadlines. A key concern is ensuring that students with disabilities are given reasonable adjustments for examinations, for example through the provision of a separate examination room, extra time or the use of assistive technologies. I also offer advice on tools and aids, learning strategies and organisational adjustments to ensure that a person's studies are as accessible and self-directed as possible. The discussions also often focus on tendencies towards social withdrawal. It is important for me to emphasise that many concerns are never even voiced, whether due to a lack of knowledge, shame, exhaustion or personal barriers to reaching out. Changing this is a joint effort.

In your view, what makes HSBI special?

The special thing about HSBI is that there is a genuine desire to bring about positive change, and we see ourselves as a learning organisation. That might not sound like much but it's very valuable particularly when it comes to studying and disability. Historically and structurally, universities often have barriers to entry, and to gloss over these areas of tension would be neither right nor fair. So are there any barriers at HSBI? Yes, but we are actively using the space we have to drive further development. It is about actually putting inclusion into practice, not just talking about equal opportunities in an abstract way. Opportunities alone are not enough if barriers are not consistently addressed. At HSBI, it's about access and genuine participation – and that is precisely what we stand for. Teachers and staff of HSBI are welcome to identify existing barriers of any kind and report them. Thus we can create a university environment together that is as inclusive and accessible as possible.

HSBI doctoral student Christoph Beineke is writing his doctoral thesis at the Doctoral School NRW on fathers with substance use disorders

Blind Spot in Addiction Support



Christoph Beineke completed his master's degree in social work at the Catholic University of Applied Sciences in Cologne and is now a PhD student at HSBI

Around 40 per cent of men receiving outpatient treatment and 61 per cent of those receiving inpatient treatment are fathers. "Although the group of fathers among people with substance use disorders is very large, fatherhood plays no significant role either in the care structure for those affected or in research," says Christoph Beineke. "The issue is largely overlooked within the context of addiction support, and there is a general lack of services tailored to specific target groups." And so Beineke, who studied for a master's degree in social work at the Catholic University of Applied Sciences in Cologne, found the topic for his doctoral thesis. He has been writing this since the 2023/24 winter semester as a PhD student at Hochschule Bielefeld University of Applied Sciences and Arts (HSBI) and recently obtained a doctoral position at the Doctoral School for Applied Research in North Rhine-Westphalia (PK NRW).

Initial attempts to involve fathers more closely in support services have provided clear evidence that addressing this issue has the potential to reduce substance use among those affected and strengthen their role as fathers. "What is new and distinctive about Christoph Beineke's doctoral thesis is the shift in perspective," emphasises Prof. Dr. Thomas Altenhöner, an expert in prevention and health promotion at HSBI. Altenhöner is Beineke's primary supervisor, accredited

by the PK NRW. "It's obvious," says the professor, "that a father's addiction poses challenges for the child's developmental environment and causes difficulties for the family. However, the argument goes, fatherhood also offers opportunities. Anyone who wants to fulfil their role as a father more effectively in future may well have a lasting motivation to break away from substance use. And presumably the children and partners will also be able to benefit from this," says Altenhöner.

To be able to provide recommendations for action to addiction support services in the medium term, Christoph Beineke is currently analysing 15 guided one-to-one interviews and 94 written questionnaires. The questionnaires were completed by fathers who are currently receiving professional addiction support due to their problematic substance use. The data collection took place as part of the externally funded *Papa auch!* project at the Catholic University of Applied Sciences in Cologne, which was funded by the Federal Ministry of Health and implemented there. In this way, Beineke obtained, for example, information and data on family circumstances, perceptions of the role of the father, the interplay between fatherhood and dependency, and support needs. The group of participants in the project was quite diverse: more than half are users of illegal substances, while another large group exhibits problematic alcohol consumption.

Fathers who have developed problematic gambling or video gaming behaviour are also included in the study.

"First of all, fathers experience the typical aspects of addiction as a result of their illness," says Christoph Beineke. "These include a loss of control over consumption, increasing prioritisation of consumption and, in the case of substance-related dependence, negative physical effects in the form of tolerance development and withdrawal symptoms." However, fatherhood is also influenced in a specific way by consumption and dependence, as Beineke goes on to say: "Substance use often leads to erratic and inconsistent behaviour towards children. There are difficulties in maintaining a regular daily routine. Many fathers are absent or, when they are present, life together is often characterised by uncertainty and conflict." However, Beineke is convinced that this does not necessarily have to be case: "When supporting fathers, it is therefore also important not to overlook those aspects that are being implemented successfully."

Some of the fathers taking part in the study do not live with their children. "Many of those surveyed feel ashamed that their dependence prevents them from fulfilling their role as a father adequately," reports Beineke. "The surveys revealed that those affected set high standards for themselves, but that meeting those standards is fraught with difficulties. This creates a risk of feeling overwhelmed, which some fathers counter by increasing their consumption."

Another finding from the surveys is that many of the fathers concerned did not have any role models for successful fatherhood. "Their own fathers often didn't play a positive role either; they were absent and frequently addicted themselves," says Christoph Beineke. "So they often haven't learnt how to deal with their own mistakes and difficulties when it comes to their children. This is where a therapeutic approach could be taken, meaning that the fathers benefit but ultimately their children and the family as a whole do so too."

Surveys carried out to date indicate that many of the fathers concerned have a positive attitude towards fatherhood and therefore report a high level of motivation to be successful fathers and to make the necessary changes. Christoph Beineke says: "It is precisely this personal motivation that can be harnessed or encouraged within the context of addiction support to help fathers successfully make changes."

When asked whether encouraging fathers with addiction problems to take a more active role as fathers might not also have serious consequences for the children, Christoph Beineke replies: "Of course! As well as looking at the opportunities that exist, my

work therefore also considers the risks, and it goes without saying that the children's well-being and development are the top priority. It may well be that, at certain stages of addiction, it is in the children's best interests not to have any contact with their father. That depends on the individual case. However, the respondents in my study are generally a step further along. Most of them have already achieved freedom from substance use and are now undergoing therapy to consolidate their abstinence for as long as possible."

Nevertheless, the researcher also takes into account the potential impact of addiction on children: one risk is the specific stress that affected children may experience, such as distress caused by the dependency symptoms described. "Children from families affected by addiction are at increased risk of developing behavioural problems, mental health conditions or an addiction of their own," says Christoph Beineke. One problem here, according to Beineke, is the taboo surrounding the issue and the resulting social isolation of children whose fathers suffer from addiction. "Children pick up on far more than parents generally realise," says Christoph Beineke. "However, children often lack the opportunity to talk about their experiences and feelings. This is where appropriate support services are listed that are designed to reach children from families affected by addiction."



Problematic drug use affects fatherhood and children in specific ways, says Christoph Beineke.

Beineke has come across further gaps in the research: “There has been no discussion so far of a father’s non-substance-related dependency. Examples over past decades have shown, for instance, that gambling can lead to an addiction that has adverse consequences for the whole family. Nevertheless, there has so far been no scientific examination of the role of fatherhood in the context of this form of addiction.” The same applies to sports betting, which is heavily promoted in our society, and, says Beineke, academic research into video game addiction in the context of fatherhood is still in its infancy. “Existing research shows that children of fathers with non-substance-related addiction suffer greatly not only from the negative financial consequences but also from their fathers’ inattention caused by gambling.” Fathers with non-substance-related problems have now also been specifically included in the current survey with a view to gaining insights and identifying opportunities for improvement in the care system for this area, which has received less attention to date.

Until recently, Christoph Beineke was employed as a research assistant at the Catholic University of Applied Sciences in Cologne as part of the now-completed research project “Papa auch!”. At the same time, he had already been enrolled as a PhD student at the HSBI since the 2023/24 winter semester and was supervised by Prof. Altenhöner. He has now secured a PK NRW doctoral position and can concentrate fully on his doctoral thesis. Beineke hopes that his research will provide as comprehensive a picture as possible of both the positive and negative interactions between fatherhood and consumption disorders, as well as the associated support needs, in order to bridge the gap in care provision in this field.

PK NRW doctoral positions

The Doctoral School for Applied Research in North Rhine-Westphalia (PK NRW) began awarding doctoral places for the first time in 2025. The call for applications states that the positions are intended to enable PhD students to concentrate fully on their research and make “a significant contribution to the scientific community”. On the HSBI side, Christoph Beineke is receiving funding through one of these positions with his PhD research on fatherhood and consumption disorders.

All PhD students accepted into one of the eight departments of the PK NRW were eligible to apply; they were required to submit their application jointly with their supervisor from one of the 20 partner universities of the PK NRW. In the case of Christoph Beineke, Prof. Dr. Thomas Altenhöner is his supervisor. To carry out the doctoral research project, the host university must provide the necessary premises and infrastructure (computer workstation, access to the library, an email address and the necessary equipment and consumables) for the research project. When it comes to remuneration, the PK NRW adheres to the DFG’s guidelines, meaning that between 65 and 100 per cent of a TVL E13 position is funded, depending on the discipline. There are currently no PhD positions being advertised. The PK NRW provides information on new calls for applications.

The funding period is up to three years and may be extended by up to 12 months for specific professional or personal reasons.

Autonomous Match Box

Car

Students on the work-integrated degree programmes at the Minden Campus have developed autonomous vehicles, complete with a portable race track



The team is exploring the limits and possibilities of 3D printing

The students stand eagerly around a kind of tabletop. A wide, grey strip winds its way around in a circle amidst the green felt: a race track. On it is a small, bright orange car. Mattis Schrade types something into the computer and the car starts moving. It picks up speed, lurches a bit from side to side but eventually completes a full lap. The students are delighted. “It’s never gone so well before,” says Schrade happily.

A week before the final presentation, the final touches are being put to the applied science project (PAW) “Development of an autonomous racing car” at the Minden Campus of Hochschule Bielefeld University of Applied Sciences and Arts (HSBI). PAWs are a compulsory component of the three work-integrated bachelor’s degree programmes Electrical Engineering, Mechanical Engineering and Industrial Engineering, in which students are also employed by partner companies. The close integration of theory and practice is central to these programmes: practical placements in the workplace alternate with theoretical modules at the university. In the PAWs in the 6th semester, the two elements are linked in a special way: “Students work independently on a practical task, applying their newly acquired theoretical knowledge and linking it with their practical experience,” says Prof. Dr. Philip Wette, describing the concept. The professor of Engineering Computer Sciences at the Minden Campus is a recognised expert in autonomous driving; he designed the PAW.

With this project, Wette has tackled a topical issue: the development of autonomous vehicles. In the PAW, however, this is on a university-compatible scale of 1:28. “It’s like a Carrera racetrack,” says Wette, referring to the possibilities offered by the laboratories on campus. Once the project is complete, the racing cars won’t simply disappear into the garage—they will go on to fulfil another role. “We want to showcase the cars as live demonstrations at events such as student fairs and use them as a learning platform in classes.” For that reason alone, a compact scale is required, as designing a suitable race track is also part of the task. “The whole thing should be portable, easy to transport and able to be set up anywhere,” explains Wette. Taken as a whole, it is above all a sophisticated mechatronic system, the implementation of which requires expertise in design, the specification and development of electronics, and programming. No problem for the project team, which is made up of 15 students from all three degree programmes. Philip Wette says: “It also enables the students to practise interdisciplinary teamwork that is common in professional life. Each discipline brings its own expertise to the table and coordinates with the others.”

Right at the start, the students split into working groups to tackle the various aspects of the project: design, localisation, control, path planning and circuit construction. And the first thing they learnt was an important virtue in interdisciplinary work: patience. “First of all, we had to wait and see how much space the mechanical engineers could make available for the

control system,” explains Christoph Luhmeyer, himself an aspiring electrical engineer. The small scale was at the same time a major challenge. “It means there’s very little space to accommodate all the necessary parts,” explains Luhmeyer, carefully removing the orange bodywork from the small racing car. What is revealed is a concentration of (electrical) technology. “We absolutely need steering, a drive system, controls and lights.” Luhmeyer grins. “And of course, under-body lighting.” What’s that for? “Well, it’s got to look the part!” An optional extra then. That’s exactly what makes a PAW what it is: “The opportunity to try out and implement something that isn’t part of the standard tasks or the norm in industrial manufacturing,” says Philip Wette. For students, the optional extras they have chosen for themselves are clearly more of a source of motivation than a burden. “It’s great fun too,” confirms Christoph Luhmeyer. “Otherwise, we wouldn’t have stayed in the lab until 11 p.m. of our own accord.”

There wasn’t much space left for the control system once the design team had opted for a conventional Ackermann steering system with rear-wheel drive. “The alternative differential drive system with up to four individual motors would have had to be so intricate on that scale that we were unable to produce it using our relatively crude manufacturing methods of 3D printing,” explains Philip Wette. Due to space constraints, the students also decided to design the control board themselves. Hendrik von Döllen switches on the milling machine in the laboratory. “This allows us to make them more compact than the prefabricated circuit boards,” he says, watching closely as the machine mills the required circuit board from the fibreglass sheet. He takes the blank to the soldering station and carefully hand-solders the necessary contacts. “It’s much more difficult to solder than standard copper plates. That means we can carry out the work in our own laboratory at any time and aren’t dependent on delivery times,” says von Döllen, explaining the effort involved. This is also an important consideration when it comes to the vehicles’ future use. “The components must also be easy for future students to obtain and replace.”

An ESP32-Wroom microcontroller is used as the controller. It controls the electrical systems of the racing car’s actuators, namely the drive and steering systems. “The controller acts as the radio interface to the vehicle; it transmits the control program’s instructions to the actuators and ensures that the vehicle moves efficiently and precisely along the calculated path,” explains Philip Wette. No matter where the car is started: a fisheye camera positioned above the race

track detects the car and its movements; this information is used to calculate the optimum racing line in real time. “This requires a mathematical model of the vehicle. Where is it located? Where is it heading?”, says Wette, outlining the task of route planning. The students simulate the driver’s view. “It’s as if they were sitting in the vehicle themselves and driving very carefully. If you see a bend, steer accordingly.” On the race track, the vehicle has just shot over the edge of the panel—and is caught in a flash by the students. “Phew.” Mattis Schrade’s computer diagnosis: “The target point hasn’t been accurately detected yet; the algorithm is having trouble with it.” He changes a few settings and now the racing car skitters across the grass verge between the track. “Still a bit tipsy.” The software development team was particularly affected by the time constraints within the interdisciplinary project. “We can’t test the program until a roadworthy vehicle is ready,” says Schrade, explaining the problem. “Right then.”

For the programming team, this means the following routine for the rest of the week leading up to the final presentation in the main lecture hall: test, tweak, test, optimise, test again, optimise again, and so on. “It was a real nail-biter,” Prof. Dr. Philip Wette later recounted. Until, at last, everything actually fell into place and the students presented racing cars that whizzed round the track with impressive precision, staying perfectly on course. Lap after lap. Including underbody lighting.



Travel Broadens the MIND



Two industrial engineering students from HSBI talk about their DAAD-funded semester abroad at UDLAP in Mexico

Why did you decide to spend a semester abroad?

Fynn Gottschalk

I wanted to gain new experiences abroad, get to know a different culture and develop myself personally. A semester abroad was an opportunity for me to look beyond my own horizons.

Finlay Werding

I feel the same way. I wanted to gain new experiences and step out of my comfort zone. Mexico particularly appealed to me because of its culture, language and the opportunity to travel.

How have HSBI and DAAD supported you?

Werding

Very well. The financial support from the DAAD was particularly helpful, as was the excellent guidance provided by Prof. Dopslaf from the HSBI, who was always quick to help with any queries.

Gottschalk

That's right. The DAAD also helped us prepare well for our stay by providing information.

What have you focused on at UDLAP?

Werding

Primarily on business modules, particularly in the areas of brand management and sales. I also wanted to improve my Spanish and become more confident in English.

Gottschalk

As well as the business subjects, I've taken a Spanish course so that I can use the language with greater confidence in everyday situations.

What has been your impression so far of studying at UDLAP compared to HSBI?

Gottschalk

The UDLAP campus is impressive – almost like a small town in its own right with a gym, restaurants and large green spaces. The course is practice-focused and there's a very lively atmosphere on campus.

Werding

The programme itself is organised in a very nice way; it's a bit more relaxed than in Germany, so overall a bit easier – with more lectures and several smaller exams instead of one big one at the end. I liked the fact that there are loads of sports facilities on campus.

What has been your most memorable experience in Mexico so far?

Gottschalk

I've been particularly impressed by the trips around the country and the varied food. The landscape and the hospitality of the people have really left a lasting impression.

Werding

My travels have also made the biggest impression on me so far, particularly my trips to Cancún, Puerto Escondido and Acapulco – the beaches there are incredibly beautiful. Climbing La Malinche was also a brilliant experience. I've met lots of friendly people and my Spanish has improved a lot.

Have you found your semester abroad worthwhile?

Werding

Absolutely! I can only recommend that everyone spend a semester abroad at UDLAP, especially with the support of the DAAD. It's a great opportunity to develop yourself, learn new things and have lots of unforgettable experiences.

Gottschalk

I'm also very happy with my decision to spend a semester abroad. The location and the university have absolutely exceeded my expectations!

How an HSBi student looks after her brother—
and still manages to study successfully







Timeline Part 1

January

7 January 2025

The *Denkfabrik Digitalisierte Arbeitswelt* at HSBI has helped the GARANT Group from Rheda-Wiedenbrück tackle digital challenges more effectively

10 January 2025

“In search of Plan B”: The Student Advising and Counselling teams at the four OWL universities offer talks and workshops on the topic of doubts about studying at university

13 January 2025

Further funding for the project *ADRIAN*: HSBI and the University of the Bundeswehr Munich research how to protect people from doxxing — e.g. running apps used by soldiers can pose a security risk

17 January 2025

What do mathematics and music have to do with gender studies? — Funding successes for HSBI and HfM Detmold

22 January 2025

The QualifyING initiative: HSBI helps skilled migrant workers gain qualifications for the local labour market

24 January 2025

Solarlux, based in Melle, combines the advantages of bespoke manufacturing and mass production using AI software developed by a HSBI research team

Caregiver AND Student

How an HSBI student looks after her brother
— and still manages to study successfully

31 January 2025

Shaping the future: Transformation is the central theme of the current exhibition by the Faculty of Design and Art at HSBI — including a fashion show



February

11 February 2025

RailCampus OWL: Members of the public can play an active part in HSBI research at the German Centre for Future Mobility project site in Minden

17 February 2025

DHd 2025: Major conference on the humanities and AI at HSBI and the University of Bielefeld

19 February 2025

Successful completion of the BEA pilot project: Peer support helps people who are struggling with addiction or mental health issues

24 February 2025

Diversity as an asset: HSBI receives Shaping Diversity certificate from the Stifterverband

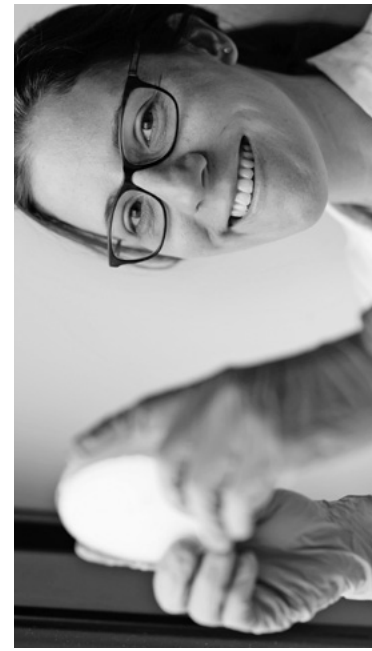


27 February 2025

A further 12 Deutschlandstipendium scholarships awarded: successful fundraising campaign by the Studientfonds OWL Foundation makes additional funding available for students

28 February 2025

Brazilian visiting researcher Dr Natasha Sant Anna Iwanicki is developing an innovative process to create a biological plant protection product in a HSBI laboratory



When Gjuljeta Tarllamishaj's alarm clock goes off, the 21-year-old student gets up straight away and heads into the next room. This is where her somewhat different daily routine begins because it's where her brother Tahir lies in his sickroom, which resembles a room in a hospital. The 20-year-old suffered a serious workplace injury in 2023. Diagnosis: traumatic brain injury. The injury was so severe that Tahir remains in a persistent vegetative state to this day and requires round-the-clock care. While other students of Tarllamishaj's age only have to worry about their timetables and how to spend their free time, this young woman has to cope with an enormous double burden. She is currently studying Childhood Education full-time at Hochschule Bielefeld University of Applied Sciences and Arts (HSBI). How does she manage it?

6 September 2023 was the day that changed everything. It was Tahir Tarllamishaj's first day of work in his apprenticeship as a plant mechanic specialising in plumbing, heating and air-conditioning. But there was never to be a second one. The young man was due to help unload 1,000 kilos of solar panels from a lorry that day. But that sealed his fate: the goods had not been properly secured and fell on the 18-year-old. He suffered a broken neck and his heart stopped for 19 minutes before he was resuscitated by paramedics. He has been in a persistent vegetative state ever since.

Balancing university studies with caring for a relative is not easy. The constant double burden takes its toll on the young student. She doesn't always have the headspace for lectures and the course material. In addition, time management between caring responsibilities, university, work and personal life must always

be well organised. Fatigue caused by a lack of rest is a constant companion.

The student has realised that true strength does not lie in doing everything on her own but also in accepting support. She receives support from the HSBI, among others. "At HSBI, students who are caring for another person can submit an application to the Examinations Board for reasonable adjustments for disadvantages," explains Prof. Dr. Katja Makowsky, HSBI's Equal Opportunity Officer. "If the application is approved, they may withdraw from an examination before it begins, register after the registration deadline has passed or be granted separate examination dates. It is also possible to undertake a practical project, a work placement or a semester abroad on a part-time basis," Makowsky continues.

"The lecturers are always very understanding. I was also allowed to look for an internship later on, to take some of the pressure off," says Gjuljeta Tarllamishaj. The Childhood Education degree programme in the Faculty of Social Work includes two work placements. Tarllamishaj worked for KidsCare, an intensive care service for children and young people in Osnabrück. "Working there really helped me to cope better with my brother's situation. I think it's great that HSBI gives you this kind of access to real-world practice."

However, Tarllamishaj considers the support available to family carers in Germany to be insufficient. "It was only through other carer families and my work placement that I found out what support I was entitled to." The associated red tape is problematic, she says. The provision of support and therapies is good, but family caregivers need more support be-



March

7 March 2025

Introversiön as a strength: HSBI student Carina Thomas from the Faculty of Design and Art explains with a non-fiction comic book why it's good to be an introvert

11 March 2025

Education Day at HSBI: around 2,000 school students from across the East Westphalia-Lippe (OWL) region discuss in person and online the impact of the fashion industry on the climate and human rights



14 March 2025

Schinkel Prize awarded: two HSBI architecture students receive a special prize from the Stiftung Berliner Leben foundation for their work *Schichtwechsel*

18 March 2025

First connect|train|transform OWL at HSBI: working together to forge new ways to integrate international skilled workers into the labour market

21 March 2025

Gründungsradar 2025: HSBI ranks 9th nationwide — “start-up culture is an integral part of HSBI's DNA”

April

2 April 2025

Inclusive specialist conference at HSBI on communicating with people with cognitive and speech impairments



3 April 2025

60 female school students tinker with solutions, build things and do maths on Girls' Day at HSBI.



For Gjøljeta Tarllamishaj and her parents, aged 49 and 51, it was clear from the outset that they wanted to take on the caring responsibilities themselves. The student's two other siblings are still too young. After seven months in hospital and three months in a care facility, Tahir Tarllamishaj returned home. The family's home has been fitted out to be accessible. In the early days, a care service taught the family everything they needed to know.

Gjøljeta Tarllamishaj checks whether her brother has a temperature and how his night was. Were there any signs of restlessness, muscle spasms or seizures? Is there anything that stands out as unusual? She can see his oxygen saturation levels and pulse on a monitor. Then she moves on to his personal care: she washes her brother and brushes his teeth. Using a suction device, Gjøljeta Tarllamishaj removes any secretions, after which she moves on to the inhalation treatment. Tahir has to be moved every three hours, from his bed to his wheelchair and back again. This change is intended to prevent pressure sores, improve lung ventilation and prevent joint stiffness. Using special grips and a non-slip mat, the young woman is now able to manage the move on her own.

The 20-year-old has a tracheostomy in his neck — a surgically created opening in his windpipe to assist with breathing. The tracheostomy tube has to be changed every four weeks, and a doctor comes to the house to do this. There is another opening in Tahir's abdomen for his feeding tube, a percutaneous endoscopic gastrostomy (PEG) tube. It goes directly into the stomach and is used for food intake and administering medication. After the personal care, Tarllamishaj

administers the medication via the PEG tube and connects the tube feeding. She talks to her brother a lot or puts on one of his favourite films to make looking after him as pleasant as possible for him. “He loves Bollywood films,” says the student, laughing. Several times a week, specialist physiotherapists, occupational therapists and speech and language therapists visit the family at home.

“Before his accident, Tahir was an incredibly cheerful, loving and helpful man. We know that this person is still there, even if he can't speak for himself,” says his sister. Through the intense experiences of the past two years, Gjøljeta Tarllamishaj and her family have learnt to interpret Tahir's gestures, breathing and restlessness. “That way, even without words, we can understand how he's doing.”

Caring for someone, especially someone so close, is a challenge. “Every day brings different emotions and challenges. However, having a set routine helps,” says Tarllamishaj. Her father takes the night shifts, while Gjøljeta looks after things during the day. Her mother looks after Tahir whenever Gjøljeta has to go to university. The emotional challenge is the greatest. There are also days when emergencies can happen. Her brother might have breathing difficulties or develop a fever and have to go to hospital. “Those days are particularly difficult, but they are part of our everyday life.” The task has helped the young woman to grow. “Not only have I become more patient, I've also become more mindful in dealing with setbacks.” Gjøljeta Tarllamishaj is currently writing her bachelor's thesis. Afterwards, she definitely wants to work with children. “I find great fulfilment in supporting and encouraging

children.” Caring for her brother has only reinforced her career aspirations. She would like to work with children with special needs, to help them and empower them. Her advice to other family caregivers is: “No matter how dark some days may seem, brighter ones will come again. There is more strength within us than we realise.”

Amiravita

Amiravita provides advice on all aspects of care and illness. The advisory services include:

- Questions regarding applications for a care grade and other benefits from care insurance funds
- Psychosocial counselling
- Care advice and training on the topics of care, health and prevention, as well as on coping with psychological stress

Fan, Blender, Umbrella

At an HSBI summer school, 14 students are developing sustainable everyday products

4 April 2025
Prof. Dr. Michaela Hoke appointed as new HSBI Vice President for Finance and Personnel Management with effect from 1 September 2025



8 April 2025
A historic first: The first 36 female graduates of the new midwifery degree programme leave HSBI with a Bachelor of Science degree

14 April 2025
HSBI Startup Award presented for the first time: the winners are an AI tool for the pharmaceutical industry, a smart tool exchange and ... a packet soup

24 April 2025
AI and photography exhibition at the *Nachtsichten* late-night event: HSBI students and graduates present their work at the WDR studio in Bielefeld

29 April 2025
Making the finest structures visible: a new Raman microscope at HSBI opens up entirely new possibilities for materials research

May

6 May 2025

Another milestone in a close partnership: HSBI is the coordinator of the Business Administration doctoral programme at the Turkish-German University of Istanbul. The long-term aim is to offer a double degree



8 May 2025

HSBI professor Grit Behrens teaches AI to interpret cloud patterns in order to improve the efficiency of photovoltaic fields

9 May 2025

ZEIT study guide: in the latest CHE University Ranking, nine degree programmes in Bielefeld, Minden and Gütersloh receive top ratings

13 May 2025

The world visits HSBI: 7th International Week with more than 100 guests from 35 countries

“We’re trying to keep the whole thing self-contained rather than linear. That means we have to redesign the thing first,” says Fabian Umhang. The thing is a standing fan—a cheapish product, available online from as little as 13 euros. Umhang is studying renewable energy as part of his bachelor’s degree. Sustainability is important to him. That is why he was keen to take part in the summer school on circular value creation during the semester break. This year, the week-long series of workshops took place at HSBI for the first time. Fourteen students took part, including some from TH OWL and Bielefeld University.

Fabian Umhang has been working intensively on the fan together with four other students. The team dismantled it, cleaned it, examined its material and connections, checked the motor and took a close look at the ventilators. Result: the device is prone to faults. There is no standardised screw connection; inside, there is a tangle of cables. The outer casing, motor housing and rotors are made of various plastics. So, off to the tip if the appliance stops working? Not at all. The group was convinced that if certain principles were taken into account from the outset when redesigning the fan, its service life could be significantly extended.

Instead of throwing things away, customers repair them themselves or have them repaired

In this case, the principles are repair, reduce and recycle, explains Ronja-Sophie Jedlicka, one of Umlauf’s colleagues in the working group. “People talk about the R principles. Repair is clear—the product can be repaired. Recycling means that you can put the materials you’ve used back into circulation rather than having to dispose of them. Reduce derives from reparability—we want our customers to be able to repair the product themselves, or have it repaired in the event of a fault, rather than throwing it away and buying a new one. This reduces the use of new plastics in the long term.” Only a few modifications are needed to enable customers to repair any damage to the device themselves. This includes the use of Torx screws, which do not wear out as quickly, as well as the fitting of better cables and modern terminals. “We’re thinking primarily of WAGO Green Range terminals,” says Nils Jasper, who is also a member of the fan group. “And we’ve been thinking about having the rotor made from aluminium rather than plastic.” Admittedly it is more expensive, he says, but ultimately it is clearly more durable.

15 May 2025
The SpeakSmart@HSBI project develops VR language training: The application submitted by Prof. Dr. Eika Auschner (Bielefeld School of Business) and Dr Juana Salas Poblete (International Office) is successful in the third funding round of the university's internal funding programme *Innovative Curriculum and Teaching Development (ICL)*

20 May 2025
A boost for teaching at HSBI: two innovative proposals secure major funding — a project aimed at making the range of courses more flexible and a project to strengthen practice-integrated programmes are selected for support by the *Foundation for Innovation in Higher Education (Stiftung Innovation in der Hochschullehre)*

23 May 2025
Architecture, Computer Science, Integral Construction and more: around 150 visitors attend the information day at HSBI's Minden Campus

24 May 2025
Around 3,000 guests attend the Open Day at HSBI: the university opens its laboratories and lecture theatres, with more than 140 programme items.

27 May 2025
HSBI students develop a dashboard with a built-in bullseye guarantee — a mechatronics project with a fun twist

June

2 June 2025
HSBI conducts research into communication in the A&E department

6 June 2025
Dual nursing degree programme at HSBI — finally with remuneration

10 June 2025
KAVG, HSBI, TH OWL and DIN give the go-ahead for the Smart Recycling Factory research infrastructure at Pohlische Heide

13 June 2025
How should we teach children about the Holocaust? An HSBI graduate visits an exhibition about concentration camp survivor Anita Lasker-Wallfisch with school students

16 June 2025
ViSiB association summer party: initiatives to promote international alumni engagement and honours for dedicated international students from the University and HSBI

16 June 2025
HSBI's Minden Campus bids farewell to 42 “work-integrated” graduates

“We also recommend using a standardised motor, which would make it possible to replace faulty individual parts in the drive,” adds Abdessalam Iziki, who is also part of the fan working group. The provision of spare parts and an in-house repair service are intended to round off the business model. “We want to offer a repair service for people who don’t want to, or can’t, carry out repairs themselves. We also promise that the product is recyclable, which is very important to customers who prioritise sustainability. It means they can buy it with a clear conscience,” says Farah Ajak, the fifth member of the group.

Thinking outside the box — experiMINT student laboratory becomes a makerspace

The development and presentation of the results from the various working groups at the summer school on circular value creation took place at experiMINT, a kind of makerspace in HSBI’s main building where pupils are introduced to technical topics in everyday life. Prof. Dr. Eva Schwenzfeier-Hellkamp, Head of the Institute for Technical Energy Systems at HSBI, had launched the school as part of the CirQuality-OWL plus research project. Elise Diestelhorst and



Student Farah Ajak and her group highlighted the weak spots of a pedestal fan—and what could be improved about it

Leon Diel from her team took over the organisation. “When it comes to circularity in particular, you need to be creative and think outside the box,” says Leon Diel. The main aim of the five-day intensive seminar is to raise students’ awareness of the topic of circular value creation. “Whether our participants come from the fields of business administration, psychology, food technology or engineering—with the summer school, we aim to ensure that students gain as much as possible, both for their respective disciplines and for their future careers,” says Diel.



17 June 2025
University and HSB are “strong on gender equality”: Federal and state governments recognise Bielefeld’s universities as part of the Female Professors Programme 2030



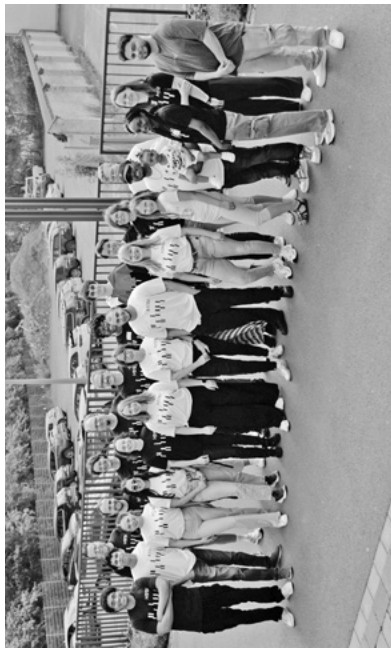
23 June 2025
Rising call-outs and significant fluctuations in the emergency rescue service: two HSB researchers help Bielefeld Fire Service to optimise its planning



26 June 2025
HSB Executive Board is complete: four part-time vice-presidents are elected – the established team remains largely intact – new division of responsibilities with Judith Peltz joining as Vice President for International Affairs



30 June 2025
Anniversary event at Gleis 13 at HSB’s Gütersloh Campus: Back to the Future



Timeline Part 2
→ p.80

Dialogue with companies from the region

The summer school timetable was correspondingly packed. Alongside theoretical aspects—which included teaching a design concept based on the R principles—there was input from outside. On the second day, the students set off for the Bielefeld site of the automotive supplier ZF Friedrichshafen AG. Plant manager Jörg Witthöft showed his guests around the facility, where powertrain modules for commercial vehicles have been reconditioned since 1963. Last year, the company was once again awarded the German Sustainability Prize in recognition of this, as a successful example of a sustainable circular economy. The following day, the summer school welcomed a laboratory engineer from Miele’s Rubber & Plastics Laboratory. And on the penultimate school day, the students discussed the topic of the circular economy with the sustainability manager of POS Tuning GmbH, a company based in Bad Salzuflen.

The new insights were incorporated into the students’ work. The standing fan team thus learnt that the use of recycled materials is indeed sustainable. However, using them inside a fan housing may have the side effect of causing it to start to smell musty. But this can be avoided by incorporating a container filled with a fragrance, which is circulated by the fan. A second working group dissected an electric hand

blender. The team then decided on a completely new design. In doing so, they were guided by the R principle of “rethink”, which led to a sophisticated technical solution: the working group developed an engine block that can be used in a modular way—as a blender and also as a fan or a vacuum cleaner. “We could offer a module tailored to each specific function as an add-on,” says Nils Feuerborn, one of the students in the group. The positive effects of such intensification of use are that resource consumption would be reduced and consumers would have fewer small electrical appliances in their homes.



A bit of bamboo and repurposing—how a cheap umbrella can become sustainable

The third working group identified the weak points of an umbrella. These are often found where the support frame is too thin as well as in the canopy material, which is often made of plastic and tears easily. So what should be done with the plastic and how can an umbrella be designed to last longer? The team drew inspiration from the R principle of “repurpose”, which essentially involves giving an old product or its individual parts a new use. “We would keep the handle and the pole because they’re both sturdy,” says Elias Join Lux. As for the damaged plastic covers, the team recommends repurposing them into rain capes or plastic bags—both in a patchwork style. And what about the thin umbrella ribs? Bamboo, a sturdy and renewable raw material, should be used here.

All the presentations impressed the audience. “It was a real pleasure to listen to you and watch you,” said Prof. Dr. Eva Schwenzfeier-Hellkamp at the end of the summer school. “Incorporate this into your degree programmes and continue to work together across disciplines.”



Prof. Dr. Eva Schwenzfeier-Hellkamp initiated a summer school in the CirqualityOWL project







Looking BACK Looking AHEAD

The Deans of the six HSBi faculties with their review of 2025 and their outlook for 2026 and the years ahead



Prof. Dr.

Riza Öztürk, Dean of Bielefeld School of Business

Review

Bielefeld School of Business has developed four new full-time Business Administration master's programmes, which were launched very successfully in the 2025/26 winter semester. Over four semesters, these master's programmes provide in-depth and comprehensive specialisation in marketing management, human resource management, business innovation & technology and finance, accounting, controlling & taxation. Here, the focus was placed on proven strengths: practical relevance through partnerships with businesses, project-based work, lecturers' practical and leadership experience, and balancing studies and work. Also in 2025, the partnership with Niigata University, near Tokyo, was strengthened: three full scholarships enable HSBi students to study in Niigata, and the first student from Niigata came to HSBi for a year. Discussions took place on teaching and research, as well as ideas for a Niigata summer school and a Niigata-Bielefeld symposium. The faculty offers researchers an innovative environment with a strong research

focus and close links to industry. PhD students benefit from close supervision and international exchange. Practice-oriented research supports the development of innovative solutions in areas relevant to business. Additional offerings such as IT support and coaching are available.

Outlook

In 2026 and the years that follow, the faculty faces major challenges and issues for which we are preparing thoroughly. In view of the observed numbers of applicants and students, we would like to open up our degree programmes to more international students by introducing double degrees and English-taught programmes, including the bachelor's degree in Business Administration at Hainan Bielefeld University of Applied Sciences (BIUH). We will also be looking at the topics of AI and examinations and AI in studying and teaching. We want to further expand our interdisciplinary research, supported by an increase in the number of PhDs.



Prof. Dr.

Rolf Naumann, Dean of the Faculty of Engineering and Mathematics

Review

Last year, the faculty devised 14 key areas of specialisation for students at the Bielefeld Campus, with which they can individually supplement the specialist knowledge gained on their respective degree programmes. This programme reform not only leads to a recognised qualification but also provides specialised knowledge and skills for addressing current and future issues of social relevance. Personal interests and the acquisition of specialist knowledge can thus be specifically combined with the development of an individual's professional profile, enabling graduates to further enhance their chances of success in the labour market. This opportunity to customise an academic path is unique among higher education institutions in East Westphalia-Lippe. There were further developments of key importance to the faculty at the Gütersloh Campus, which is coordinated within the faculty by our Vice Dean, Prof. Dr. Andrea Kaimann. Mention should be made

here of the new, extremely successful English-language engineering degree programmes, which have attracted considerable interest from prospective students from all over the world and led to a huge surge in applications and enrolments. Secondly, a new, concrete prospect has emerged regarding the issue of the location: for many years, HSBi has pursued the aim of bringing the Gütersloh Campus—which currently comprises two sites within the town—together at a single location in order to facilitate interdisciplinary collaboration between students and teaching staff, develop a genuine campus life in Gütersloh, intensify knowledge transfer activities with the regional business community and capitalise on growth opportunities. The Mansergh quarter was the focus of this for a long time, but it is now no longer available. Instead, a new development has now emerged on the old post office site, right next to Gütersloh railway station.

Outlook

For 2026 and the following years, the faculty—coordinated by the Dean and the Vice-Dean for Studies and Teaching, Prof. Dr. Jonas Ide—plans to place an annual thematic focus at the heart of its activities aimed at further developing its degree programmes. Cross-cutting issues such as AI, sustainability and diversity will be covered. In 2027, the modules for the faculty's 14 key areas of specialisation (see above) will also be launched and will be available for students to take. As regards research and knowledge transfer within the faculty, the team led by Prof. Dr. Axel Schneider, Vice-Dean for Research, Development and Knowledge Transfer at the faculty, will focus

on integrating the activities of the Care Tech OWL central research unit, as well as on the further development—which he also coordinates—of the key research areas of connected mobility, health care and medical technologies and advanced materials. In 2026, the first BiUH students will spend their semester abroad at the Gütersloh Campus, and plans for the old post office site are moving forward.



Prof. Dr.

Michael Stricker, Dean of the Faculty of Social Sciences

Review

For the Faculty of Social Sciences, 2025 was a year in which it clearly established its academic profile in research, teaching and knowledge transfer. Through the successful completion of the BEA pilot project on peer support for people with substance use disorders and mental health conditions, as well as through studies on homelessness and addiction support, we have addressed pressing social issues using an evidence-based approach. At the same time, we strengthened our digital expertise through AI-related projects—ranging from the yourAI research

infrastructure to the development of chatbots that are sensitive to discrimination. As part of the Transferwerkstatt Bildung (TraBi) project, various forms of knowledge transfer with partners from the field in the region were expanded. The educational work also had a special emphasis: an HSBi graduate opened up new perspectives on the culture of historical and political remembrance for school students in an exhibition. The “Rethinking Nursery Schools” makerthon produced innovative, practical solutions for early years education. The academic support and further development of language learning integrated into everyday life in North Rhine-Westphalia strengthened our expertise in early years education. Internationalisation, new professorships and student-led projects rounded off the year.

Outlook

In the coming years, the Faculty of Social Sciences will press ahead with strategic development in the areas of research, teaching, knowledge transfer and human resources. A key priority is to provide long-term support for early-career researchers through doctoral programmes at the Doctoral School NRW. In doing so, we are establishing reliable frameworks for independent research in the core area of social work. We will adapt our degree programmes to reflect changes in social and academic circumstances. These include further-developed profiles, innovative teaching and assessment formats and closer integration of theory and practice. Digitalisation and AI will be integrated in a technically sound manner without losing the profession-specific focus. This way, we can maintain and strengthen

our long-term viability in a challenging environment that is characterised by overall declining student numbers. We will focus our transformation research on the core area of social work and give it a stronger profession-theory and action-theory orientation. At the same time, several new professorships are due to be filled in order to build up expertise in specific areas and ensure the faculty's long-term performance capacity.



Prof. Dr. Sven Battermann, Dean of the Faculty of Minden Campus

Review

Right at the start of the year, following the appointment of Prof. Dr. Heiko Twelmeier as Vice-Dean and myself as Dean, there was a change in the faculty's leadership. In Civil Engineering and Computer Science, we succeeded in filling four professorships with excellent, dedicated colleagues, thereby strengthening key future-oriented fields for the long term. The re-accreditation of the practice-integrated bachelor's degree programmes in Electrical Engineering, Mechanical Engineering and Industrial Engineering was one of the key strategic initiatives. By structuring the

programmes to comprise 210 ECTS credits over seven semesters, the potential of the study model is being fully utilised and the appeal of the programmes is being strengthened in the long term. In the Smart Recycling Factory research project, the Minden Campus is working with other partners on an innovative research infrastructure for the circular economy, which is being built on the Pohlsche Heide landfill site in Hille. To boost public visibility and strengthen regional ties, the new lecture series “Campus for Minden – Local Knowledge” has been launched. It conveys scientific content to interested members of the public and other actors of society in a practical way. Besides, it offers the opportunity to explore the campus as an open space of knowledge and exchange.

Outlook

In 2026, universities in North Rhine-Westphalia face the particular challenge in that, as a result of the change in the secondary school system, almost an entire year group of graduating school students will be missing. The Minden Campus is taking this development seriously and actively addressing it: thanks to the high number of first-year students from vocational schools and from neighbouring Lower Saxony, the campus is well placed to maintain stable student numbers. The expanded range of laboratory practicals is designed to inspire school students to take up a degree course. The re-accreditation of work-integrated degree programmes, which began in 2025, will be completed in 2026. The civil engineering degree programmes are being further developed through the targeted appointment of professors in the

fields of integrated construction, building services engineering and building physics, and are being geared towards future requirements, particularly in the area of energy efficiency. The aim of the Minden Campus is to offer young people an attractive and forward-looking range of degree programmes, even in the face of challenging social and economic conditions. Transfer activities will be further expanded in order to enhance visibility and strengthen cooperation between the academic world, society, industry, politics and public administration.



Prof. Niels Hoff, Dean of the Faculty of Design and Art

Review

In 2025, the new Dean's Office, led by Vice-Dean Prof. Claudia Rohrmoser and myself, focused specifically on disciplinary openness, cross-disciplinary structures and projecting the faculty's image as a centre of research and innovation. In particular, activities aimed at transferring knowledge to the region were strengthened and highlighted through numerous high-profile projects. A key impetus came from the field of theory: the Shaping Change symposium, led by Anna Zika during the summer semester, set new standards for critical engagement with transformation, sustainability and creative production methods. With Prof. Dr. Kirsten Wagner and Prof. Adrian Sauer taking over as heads of the master's programme, the focus shifted in the autumn from separate fields of study to interdisciplinary research priorities, as evidenced by the symposium on generative aesthetics, among other things. Once again in 2025, the international conference on corporate and brand identity, CXI, served as a strategic cornerstone of the academic year.

Under the leadership of Prof. Robert Paulmann, it addressed issues of approach, strategy and culturally grounded brand development, while also establishing links to generative technologies and current research priorities. In addition, projects by Prof. Claudia Rohrmoser and me on topics relating to the women's movement, the post-digital world of work and the design of AI contributed to socially critical, regionally anchored knowledge transfer. Synergies between fashion, photography and digital media were further developed. Under the supervision of interim professor Katrin Thomas, a magazine and an exhibition featuring photographs and moving image works on fashion and the zeitgeist were produced at the HSBi-Satellit gallery in Bielefeld's Wissenswerkstadt centre. The Fashion programme also presented an immersive retrospective there, showcasing its achievements at Berlin's NeoFashion and, in collaboration with Prof. Dr. Edith Kollath, staged an artistically enhanced fashion show. International field trips, the establishment of a specialist group for theory and art, and the launch of the digital magazine GUM and a new microsite under the leadership of Prof. Dirk Fütterer have boosted the faculty's visibility and social relevance in the long term.

Outlook

The focus for 2026 is on further strengthening artistic research and expanding the faculty's international reach. The master's programme will raise its profile in order to draw inspiration from partner universities and prepare students for the diverse demands of a professional world characterised by critical thinking, practical application and curatorial practice. Technical skills will be expanded, assessed and reflected upon through the use of generative visual media and AI-supported tools in teaching, with students supported in developing their creative identity and the limitations of digital systems in terms of originality, experience and problem-solving made visible. The extension of the master's study rooms at the Lampingstraße site creates a distinct programme identity and optimal working conditions for interdisciplinary group set-ups. Through the sustainable use of equipment and targeted investment, Bielefeld is positioning itself as a modern and forward-looking institution, preparing students for an ever-changing world of work while also promoting critical, socially relevant creative practices.



Prof. Dr. Markus Zimmermann, Dean of the Faculty of Health

Review

A particular highlight for the faculty last year was winning the North Rhine-Westphalia State Health Prize for the project “Making Health Literacy Accessible—Explanatory Videos for People with Intellectual Disabilities”. This was developed under the leadership of Prof. Dr. Anne-Dörte Latteck and Prof. Dr. Norbert Seidl, together with their team. Another milestone in the history of our still-young faculty is that our esteemed founding Dean, Prof. Dr. Michaela Brause, handed over the reins to me. Particular mention should be made, among other things, of the first alumni reunion of the Faculty of Health, the expansion of our cooperation with Dublin City University on staff mobility and the symposium of the Vocational Training Research Network on in-company training in healthcare professions, held here in cooperation with the University of Münster. In addition to presenting academic findings on the subject, it drew on practical experience from in-company training and continuing professional development in the health sector and provided

further impetus for research into vocational education, vocational education practice and education policy.

Outlook

The Faculty of Health will begin the 2026/27 winter semester with a significantly revised range of degree programmes. There are three new bachelor's degree programmes in Vocational Education, Applied Therapy and Management and Counselling. The master's in Vocational Education is available as both a full-time and part-time programme. The Federal Government has also announced a Professional Act on Advanced Nursing Practice, which will lead to the statutory regulation of clinical nursing at master's level and will require adjustments to our own master's programme in Advanced Nursing Practice, M.Sc.

Mario Figura and Jendrik Dopheide studied part-time at HSBI while working.
This enabled them to gain the qualifications required for roles with greater responsibility

→ p. 98





How have large language models transformed learning and teaching,
and how should universities respond to the advance of artificial intelligence?

→ p. 100



Timeline Part 2
July

1 July 2025

Record high temperatures in East Westphalia-Lippe: climate change, summer heat and how to cope with it—HSBI nursing expert provides advice

7 July 2025

HSBI graduate helps Fraunhofer and pharmaceutical company Chiesi develop a diagnostic tool for rare diseases with her bachelor's thesis

8 July 2025

Industrial engineering students from HSBI's Minden Campus search for happiness and sustainability in the Kingdom of Bhutan

9 July 2025

Through the VR experience *Unhome*, HSBI students show what it's like to suddenly have to live on the streets

15 July 2025

Coffee, sports equipment, household appliances: HSBI students from the Gütersloh Campus travel to the port of Antwerp

15 July 2025

New Executive Director Michael Paulus from Campus OWL's New York office strengthens links between North American and OWL universities and reinforces contact with businesses on both sides of the Atlantic



16 July 2025

HSBI students develop customisable orthotics under the guidance of hand surgeon Dr Maria-Regina Bode from Minden University Hospital and orthopaedic surgeon Dr. med. Dipl. Ing. Gilbert Klüppel

18 July 2025

Rethinking Nursery Schools—HSBI's marathon produces concrete solutions



24 July 2025

Focus on the future: HSBI conference discusses the social approach to artificial intelligence

Peer-to-Peer,
Student-to-Student

With the Blockchain Working Group, Prof. Dr. Rainer Lenz, has established a unique learning and teaching format. Students research topics of their own choosing relating to the world of finance and present them to their fellow students

Learning on an equal footing rather than a traditional lecture: the Blockchain Working Group at Hochschule Bielefeld University of Applied Sciences and Arts prioritises peer-to-peer learning. Students and teaching staff acquire new knowledge together and pass it on directly to other students. This open learning and teaching format was initiated by Prof. Dr. Rainer Lenz, Professor of International Finance at HSBI.

It all began with an EU project about cryptocurrencies and the underlying blockchain technology. “We had to get to grips with what was a new topic back then and one that is still complex today,” recalls Rainer Lenz. Instead of preparing the subject matter in the traditional way and then teaching it, he got his students directly involved: in working groups, discussions and experiments on the new technology. “Above all, we’ve realised that blockchain technology extends far beyond its original application and can be relevant in a wide range of other areas,” says Lenz. He wanted to find out more about it, his students wanted to find

out more about it and so five years ago they set up the Blockchain Working Group. “So that we could learn together,” says Lenz.

Rainer Lenz jokes with the students in a relaxed manner; addressing each other informally is the norm. “The role of the professor has changed,” says Lenz, and it sounds as though he considers that desirable not only within the working group. “I see myself more as a sort of coach who motivates students, plants the seeds of ideas and encourages them to take the initiative themselves. The traditional top-down approach is difficult when it comes to sparking interest—it’s easier with intrinsically motivated students.” So saying, he hands over to the students. Joris Strakeljahn immediately expands on the intrinsic motivation as he presents one of the working group’s principles: “We decide on the content ourselves. Any member may suggest topics for discussion or further exploration.” This differs from traditional project work, which is also carried out as teamwork in many degree programmes.

28 July 2025
Vision:Campus and IMaVerse in Gütersloh:
 a fascinating discussion with the North
 Rhine-Westphalia Minister for Science



29 July 2025
Practical relevance at its best: two HSBI
students from the Faculty of Design and Art
illustrate the new Jane Austen book covers
for Suhrkamp Verlag

August

1 August 2025
Studying despite financial difficulties:
current and prospective students of Hoch-
schule Bielefeld University of Applied
Sciences and Arts can apply for a Social
Scholarship from the Studienfonds OWL
Foundation

6 August 2025
Is a balcony power plant worth it?
HSBI students develop a decision-making
tool

8 August 2025
Alternative to chemical pesticides: HSBI
doctoral student develops a formulation
for the use of dsRNA as a plant protection
product

20 August 2025
Chatbots put to the test: HSBI and
Aktion Mensch develop an AI application
to combat discriminatory language

25 August 2025
Supervised by the CFE at HSBI:
start-up OWL Vision Media brings craft
businesses online

26 August 2025
HSBI's skills videos for people with
intellectual disabilities win the 2024 NRW
Health Prize



27 August 2025
Partnership agreed between HSBI and
ArbeiterKind.de: a focus on students
from non-academic families

And while the project work is clearly time-limited, in the working group the students decide for themselves how long they want to delve into the subject matter. And how deep. “We also select the sources and literature. Sometimes a social media post can be just the thing to spark some critical thinking,” says Ruben Vollmert, adding: “It doesn’t really matter here what you’re studying or what you already know. The focus is much more on how you can acquire new things and knowledge.”

The experts who are regularly invited to give presentations play an important role in this: alumni, practitioners and frequently students from all HSBI faculties. “Universities should be places of interaction, since interaction is what triggers the learning process,” Rainer Lenz says, convinced. This is all the more true when the interaction is interdisciplinary, taking place across different disciplines and subject areas: “The more diverse the perspectives you engage with, the more reflective you become.” Julius Ester agrees: “It’s a real benefit to be able to exchange ideas with students from other faculties. You get to discover completely different aspects of a topic.” That is why the Blockchain Working Group is expressly open to all faculties. What’s more: “In theory, anyone who is interested can take part, whether they are affiliated with the university or not,” says Lenz.

In practice, it is the students who really throw themselves into it and put their newly acquired knowledge into practice. “They decide for themselves how this will happen, or indeed whether it will happen at all,” explains Rainer Lenz. “There are no targets.” There’s no need for them either; the students make



Julius Ester (on the left) and Joris Strakeljahn are two students and “peers” of the *Blockchain Working Group*

the most of it anyway. Joris Strakeljahn, for example, worked with fellow students on the bachelor’s degree programme in Business Psychology to develop an application for managing participant points based on blockchain technology. “A solution developed in-house by students for students which allows them to earn points by acting as test subjects in psychological tests or surveys,” explains Joris Strakeljahn. Above all, however, the students wanted to pass on their knowledge to other students.

Three years ago, the working group therefore began organising events on current topics from the world of finance. At these events, students give their fellow students insights into subjects such as how blockchain works. “Teaching and learning take place on a peer-to-peer basis, from student to student,” says

Rainer Lenz, describing the principle. For learners, this provides an accessible introduction to new or complex topics. “When other students—who are usually around the same age—teach the material, it motivates people in a different way to when I do it. And there is a greater willingness to ask questions and engage in discussion,” says Lenz. Its success speaks for itself. While just under thirty people attended the first event, the students welcomed around a hundred guests to the most recent event, organised in collaboration with the Bundesbank.

The Blockchain Working Group also serves as a kind of training ground where students can hone their soft skills at the same time, explains Julius Ester: “We can practise how best to give presentations and chair meetings, including in front of an audience, but without any pressure or consequences.” After all, everyone takes part voluntarily; there are no credit points or even marks. Instead, there is immediate feedback from one’s own peer group without any grandstanding and in a supportive atmosphere. Julius Ester says: “You feel incredibly motivated and inspired when you bring people’s different strengths together. Some are top in their field, others are brilliant at facilitating and everyone in the group benefits and learns from one another.” However, this by no means implies that the working group refrains from engaging in critical debate. Criticism is allowed—in fact, it’s encouraged. Ruben Vollmert looks at Rainer Lenz with a grin and says: “It’s perfectly fine to criticise the professor, too.” Everyone laughs, and Lenz admits quite openly: “There are some things the students simply know more about than I do, and I learn from them. That’s great!”



Prof. Dr. Rainer Lenz supported the establishment of the student working group

For Lenz, the entire university could be a kind of training ground “where students can try things out and put their own ideas into practice, where they can hone their skills without pressure while receiving feedback from fellow students”. Rainer Lenz is taking a sabbatical next summer semester and will retire straight afterwards. “I would very much welcome it if the working group were to continue and perhaps even serve as a model for how higher education can be shaped in the age of AI,” says the professor. That shouldn’t be a problem for the students.

29 August 2025
108 first-semester students start their work-integrated degree programme at the Gütersloh Campus

September

1 September 2025
Three months of activities for everyone to join in: from September to November 2025, GENIALE at Bielefeld's Wissenswerkstadt centre brings the key future topic of artificial intelligence into everyday life—a wide range of University and HSBI offerings

1 September 2025
For cleaner organic waste: HSBI researchers develop the AI system TRACES to detect foreign substances in organic waste

3 September 2025
After more than 30 years in office HSBI Vice-President Gehsa Schnier retires



5 September 2025
Ceremony at HSBI: 17 new partner schools formally welcomed into the OWL talent scouting scheme

9 September 2025
HSBI and Stadtwerke research the smart use of electrical loads for future energy supply using Bielefeld's Sennestadt district as a case study



12 September 2025
“A Kind of Art” — HSBI takes part in the special exhibition at the Weser Renaissance Museum at Brake Castle in Lemgo with a replica of what is believed to be the first humanoid robot, designed by Leonardo da Vinci



In delivery rooms and hospitals, doctors and midwives usually work very closely together during births. To ensure this process works even better in the future, Hochschule Bielefeld University of Applied Sciences and Arts (HSBI) and the Medical School OWL have launched a partnership: midwifery students from HSBI and medical students from the Medical School are studying together in joint lectures and classes. The topic: collaboration in antenatal care and childbirth support. An interdisciplinary group of lecturers from both universities has now come together to continuously develop the format.

Students as lecturers

The class focused on physiological childbirth, i.e. childbirth involving no serious risks and therefore where no interventions—or as few as possible, and only those that are well justified—are carried out. The area of obstetrics where midwives are the experts. What made this class special was that midwifery students from HSBI took on the role of lecturers, passing on their experience and knowledge to medical students from Medical School OWL. The joint class was organised by midwifery students Raphaela Pöllmann, Pauline Douillet, Manon Schwaneberger and Lale Tabel under the supervision of Hanna Schroeder (HSBI) and Dr Anne-Kathrin Eickelmann (Medical School OWL).

Schroeder is a teacher for special tasks at HSBI and a midwife herself. “What makes this teaching format special is that the midwifery students themselves act as experts in physiology and lead the teaching,” says Schroeder. “The trainee doctors are given the opportunity to gain practical and clear insights into physiological childbirth from their peers. In obstetrics in particular, it is extremely important to have a thorough understanding of physiology and its wide-ranging aspects so that any deviations can be reliably identified. A sound understanding of the respective areas of expertise of the other profession leads to coordinated, resource-efficient and, ultimately, safe care during childbirth.”

Physiological or abnormal birth

But what exactly does the term “physiological birth” mean? Hanna Schroeder explains: “A physiological birth is one in which the focus is on the healthy physical processes in both mother and baby, and these processes are supported. For this, those involved must understand that the mother, the child and the whole family benefit if sufficient opportunity is given for natural processes, which usually work, to take effect. We refer to a birth as abnormal or pathological if there are abnormalities or complications that may endanger the health of the mother and child.”

How a Natural Birth Happens

Midwifery students give students at the Medical School OWL insights into physiological childbirth

16 September 2025
HSBI annual reception 2025: Sascha Lobo, AI, a new teaching award and a positive interim assessment



19 September 2025
New Horizons Scholarship: a PhD student from India conducts research at HSBI on self-help groups for women in socio-economic crises

22 September 2025
A record at the start of the semester: HSBI welcomes over 2,400 first-semester students to more than 75 study programmes



October

6 October 2025
Post Digital Work at the Wissenswerkstadt centre: students of Digital Media and Experiments exhibit their work at HSBI-Satellit

16 October 2025
Innovation Festival 2025: Interaction, Technology and New Perspectives, presented by the University and HSBI at the Bielefeld Campus



20 October 2025
The European Commission awards the RegioStars Award 2025 to the MONOCAB mobility project, in which HSBI is participating

22 October 2025
Socio-paedagogical insights from East Asia: Japanese delegation visits the Faculty of Social Sciences at HSBI

WHO: avoid unnecessary medical procedures

Midwifery student Raphaela Pöllmann explains: “In medical studies, the focus is on pathological aspects and the types of procedures that may be required in emergencies. In midwifery training, great importance is placed on the self-determination and individual wishes of the woman giving birth, and an environment that is as stress-free as possible, without interventions, is created.” The class is therefore also intended to raise medical students’ awareness of the fact that, in the absence of a medical indication, there is little or no need to intervene in the birthing process. The focus of the class is therefore—in contrast to conventional medicine—on maintaining and promoting health, rather than on curing diseases.

Consequently, many common interventions—such as continuous monitoring using a cardiotocograph (CTG), the administration of medication to speed up labour or an episiotomy—are not recommended by the WHO in its current guidance on child-birth unless there is a medical indication.

Midwifery training based on the latest scientific findings

On the HSBI’s Midwifery degree programme, students learn in accordance with the latest scientific findings, as set out, for example, in the 2020 guideline on vaginal full-term birth published by the Deutsche Gesellschaft für Gynäkologie und Geburtshilfe (German Society for Gynaecology and Obstetrics) and the Deutsche Gesellschaft für Hebammenwissenschaft (German Society for Midwifery Science).

This includes, for example, the recognition that a spontaneous birth is generally better for the long-term health of both mother and child, provided there are no medical reasons to the contrary. Or that a woman should be able to move around freely during labour and not necessarily have to lie down, let alone give birth on her back, as is usually portrayed in films. Midwifery student Pauline Douillet explains: “When lying on her back, firstly the pregnant woman is not at eye level with the people involved in the birth, and secondly the pelvic cavity is not flexible in this position. We need movement from the baby and the pelvis.” Instead, an upright position or the all-fours position is recommended—or simply whatever position the woman in labour finds comfortable.



Midwifery students (from left to right) Lale Tabel, Pauline Douillet, Raphaela Pöllmann and Manon Schwaneberger explained the process of a natural birth to medical students

23 October 2025
Research into low-energy housing for rural China: Chinese researcher visits HSBI's Minden campus

30 October 2025
perspektive 2025 careers fair: 60 companies from the East Westphalia-Lippe region showcase their businesses to students from HSBI and the University on the Bielefeld Campus



31 October 2025
Many years of service with the German Red Cross: HSBI student Nele Kühle is awarded this year's university award for civic engagement

November

4 November 2025
Elections to the HRK Executive Board: HSBI President Prof. Dr. Ingeborg Schramm-Wölk is newly elected to the Executive Board of the German Rectors' Conference as Vice-President for Transfer and Sustainability



4 November 2025
New lecture series at the Minden Campus on building renovation

6 November 2025
Study by HSBI professor on homelessness in Bielefeld: it is not only support that is crucial, but also an end to exclusion

13 November 2025
New format: first NRW Future Conference brings together state politicians and academics to discuss the implementation of sustainability goals

19 November 2025
Between Buenos Aires and Bielefeld: HSBI student Juan Caamaño from Argentina receives this year's German Academic Exchange Service (DAAD) Prize

Birthing positions, communication and self-determination

The trainee midwives explained all of this to the students at the Medical School. After that, things got hands-on: using a simulation model, the medical students were given an explanation of the process of a physiological birth and shown how the woman in labour is supported and cared for during the process. Under guidance, they then tried out for themselves which techniques to use at each stage of labour. When and where should gentle pressure be applied, how do you guide and support the baby correctly and where exactly should your hands be placed?

“I wasn’t aware that you should hardly guide the baby at all, or only very gently,” says Sarah Wurms, describing her practical experience. The fifth-semester medical student would like to specialise in gynaecology and obstetrics after completing her degree. It was also new to some of the trainee doctors that the newborn baby does not have to be placed in the mother’s arms straight away, but that she can hold the baby herself when she is ready—in keeping with the principle of a self-determined birth.

During the practical demonstration on the training model, the use of a perineal protection pad was also explained and practised on the model. “It has

been scientifically proven that heat and water in the form of warm compresses—for example, as a perineal protection pad—can help to reduce the likelihood of a tear between the vagina and the anus,” says midwifery student Pauline Douillet.

Partnership between HSBI and the Medical School promotes cooperation

“I’ve learnt a great deal today. It’s something you have to see and try for yourself,” says medical student Söngül Ali, reflecting on the work with the training model. “Without this, I wouldn’t have been able to imagine the birth process so well, and I also wouldn’t have had the confidence to do it.”

The midwifery students enjoyed sharing their knowledge and enthusiasm for their profession. “The job is very varied,” says Raphaela Pöllmann. “Midwives have a very close bond with the women. My mother still remembers her midwife even though it’s 25 years since my brother was born. Childbirth is a bonding experience, and I feel privileged to be allowed to be there.”

ESCAPE ROOMS for Teaching

Computer scientists at Minden Campus are developing a tool that enables the creation of escape rooms for teaching purposes, even without programming skills

20 November 2025

Prof. Dr. Christian Huppert of the HSBI is elected to the Bundesvorstand der Lebenshilfe Bundesvereinigung e. V.



25 November 2025

A milestone for applied research: the Doctoral School NRW celebrates its first 11 graduates. Currently, 43 prospective doctoral candidates from HSBI are pursuing their doctorates at the Doctoral School

25 November 2025

On Black Friday: Manuel Stegemann, Professor of Advertising Psychology at HSBI, explains the marketing tricks behind the so-called offers

27 November 2025

For managers and those who aspire to become one: New Leadership training programme begins at HSBI

28 November 2025

Digital Learning Conference 2025: Towards the teaching of the future with AI, creativity and networking

December

1 December 2025

1.7 million euros in scholarship funding from the Studienstiftung OWL Foundation for students in the region: 500 students receive a scholarship for the 2025/26 funding year



2 December 2025

Research, develop, test: innovation lab for automated driving established in Minden with HSBI involvement

4 December 2025

Team-building for students: international HSBI freshers from the Gütersloh Campus play a football match against each other at VfR Wellensiek

10 December 2025

CHE University Ranking: master's degrees in Engineering at HSBI are ranked very highly

11 December 2025

Joint PhD winter school: PhD students from the Turkish-German University of Istanbul visit HSBI and the University

André Matutat opens his computer and looks at a typical 2D game interface. “It doesn’t always have to be a dungeon,” he says. “How about an office?” Just a few clicks, and the dark, winding vaulted cellar is transformed: A bookcase appears here, and a desk, computer and telephone are over there. “Or would you prefer a patient’s room? The Dungeon makes it possible!”

Research assistant André Matutat is part of the team working on the research project “Educational Escape Rooms with LowCode in the Dungeon” (L(ESC)rod), funded by the Foundation for Innovation in Higher Education (Stiftung Innovation in der Hochschullehre) as part of the Freiraum 2025 funding cycle. For the project meeting, some of the group came to the computer science laboratory on the Minden Campus of Hochschule Bielefeld University of Applied Sciences and Arts (HSBI), while the project leader, Prof. Dr.-Ing. Carsten Gips, Professor of Programming Methodology, joined via Zoom. “We want to develop a comprehensive digital framework that enables lecturers to create digital escape rooms as educational games for their students, even without any programming skills. They can be filled with a variety of subject-specific content and used across all subject areas,” says Carsten Gips, explaining the aim of the project.

The project isn’t starting from scratch, however, but with the Dungeon. A good five years ago, computer science students at HSBI in Minden developed a gaming tool to teach students programming skills. “It was inspired by the roguelike dungeon crawlers, a popular video game genre in which the aim is to search for items and avoid dangers in labyrinthine vaults,” ex-

plains André Matutat. “Since then, our tool has simply been called Dungeon.” And since then, the HSBI Dungeon has been constantly expanded and has become more complex. Students have not only used the tool as learning software but have also been involved in its development, for example by programming additional levels or their own monsters with specific abilities as part of their project work and final dissertations. Together with the full-time Dungeonists, almost 40 people have been involved in the development so far.

The result is not just a game but rather what is known as a framework—a programming framework with a large library of programming codes that can be used to create many different games with the desired components. “It works like a sort of educational video game construction kit,” explains Carsten Gips. “We provide the frame and the components. For example, there are various items, monsters and heroes, an editor for designing levels with rooms and doors, AI control for the monsters, and the usual gameplay.” All the components can be rearranged over and over again to create customised games and adapted to suit the user’s own needs. That’s what makes the Dungeon so versatile and expandable. “Especially as we’ve released it under an open-source licence,” says Birgit Christina George, computer scientist and deputy project manager. “Anyone who wishes to do so may use the code and develop it further.”

The fact that video-based educational games can be an effective means of conveying knowledge is well documented in the specialist literature. André Matutat speaks from personal experience: “The game provides a common thread, the tasks are woven into a

story and the solutions have consequences. This really does boost your motivation to learn—you want to get to the next level.” Carsten Gips nods. “Students receive feedback immediately—not just when the lecturers have marked the assignments.” And they receive it anonymously, says Birgit Christina George. “This takes the pressure off students who don’t want to make any mistakes.” Another major advantage is its digital nature: “It enables the game to be played at any time and in any place, and this promotes self-directed learning: students decide when and where to play the game,” explains Birgit Christina George.

Educational software that is fun to use

Until now, the Dungeon has mainly been used in computer science courses. “We now want to make it explicitly accessible to other disciplines as well so that we can leverage the positive effects of digital game-based learning more widely in teaching at HSBI,” says Carsten Gips. The integration of escape room games is intended to help with this. “As well as teaching subject-specific content, these also strengthen skills that will become increasingly important in the future, such as logical thinking, creativity, problem-solving skills and, above all, the ability to work in a team. Several players have to work together to solve a problem; they need to communicate with one another, divide up the

tasks and coordinate their different skills.” And these are skills that are in demand in many professional fields, including beyond computer science. To find out which game elements work particularly well in escape rooms—in other words, which ones go down well with players—the L(ESC)rod team launched a pilot project, testing analogue escape rooms themselves and having them tested by students. “We are now transferring the elements that received positive feedback into the digital realm, such as a help system that allows players to “touch” and examine any object, or the automation of the game master’s role in analogue games, or the



The project team led by Prof. Dr. Carsten Gips (on Zoom screen) further includes (from left to right): Niklas Schumann, Birgit Christina George, Benjamin Frank and André Matutat

11 December 2025
HSBI mourns the loss of the dedicated and
universally respected Prof. Dr.-Ing. Klaus
Dürkopp



17 December 2025
Purely digital, but with a pleat and yet
somehow “print-like”: the new GUM,
the magazine of the Faculty of Design and
Art at HSBI, is here!

22 December 2025
HSBI graduate Isabella Matic wins the Pierre
Cardin Young Designer Award 2025

23 December 2025
Delegation from Bhutan visits HSBI:
keen interest in sustainability and applied
research

23 December 2025
HSBI exhibition shows how AI and art
wrestle for the power of judgement and
autonomy

adaptation of puzzle mechanics such as picking locks,
operating switches and sorting items,” says André
Matutat, describing the approach.

The integration of the multi-player mode, which
allows players to play as a team, is more technically
challenging. “Up until now, the platform has been de-
signed for single-player mode, with a central character
that can be controlled,” says Carsten Gips. “Now the
entire model needs to be adjusted accordingly.” It’s no
easy task for Niklas Schumann: “Every new compo-
nent in our modular system must be compatible with
the others,” says the research assistant, citing an exam-
ple of a typical pitfall: “For example, if you remove the
firepower from a component so that team members
don’t accidentally shoot at each other, it may happen
that the monster in another component can no longer
shoot either. But it should be able to!”

To ensure that the Dungeon can also be used by
teachers with no programming experience, the team
is currently developing an easy-to-use interface (low-
code). Using this tool, digital escape rooms can be set
up and filled with subject-specific content in just a few
clicks. “Teachers simply need to come up with suitable
stories—the narratives—and choose the appropriate
textures or paint them themselves,” explains Carsten
Gips. Textures—this refers to the visual aspect, the pic-
torial representation. “Like the office furniture here,
for example,” says André Matutat, pointing the cursor
on his laptop at the filing cabinet on his game inter-
face. “And textures can be easily swapped out, so that
the dungeon can be turned into an office.”

Or a patient’s room. This is precisely what researchers
in the Faculty of Health are currently interested in.
“We’re already working with them to devise specific ap-
plication scenarios—specifically, the first educational
escape rooms for teaching,” explains André Matutat.
He is delighted with the interdisciplinary collaboration
and the input: “This helps us to think beyond compu-
ter science and to create the technical framework for
implementing subject-specific teaching concepts.”

“FOCUSING ON Aspects of *Women’s Lives*” 3 Questions for ...



Prof. Dr. Katja Makowsky, Equal Opportunity Officer at HSBI

In which areas of university studies and teaching does gender equality play a particularly important role?

I'll give three examples. In my view, care should be taken to use gender-neutral language in lectures and classes. This applies both to the way teaching staff address students and to discussions, such as those about clients or patients. The second example also relates to language and concerns students' written work. In this regard, teaching staff should advise students to be sensitive when dealing with gender assignment. As a general rule, it is recommended that gender-neutral wording be used. Where topics are covered which, for example—from a biological perspective—relate exclusively to female people, such as issues concerning pregnancy, childbirth and the postnatal period, or women's refugees, students are advised to use the feminine form of words accordingly. The third example I would like to cite to highlight the importance of gender equality in higher education concerns STEM subjects, in which female students remain underrepresented. Here at HSBI, specific services are available that enable female students to receive advice and support, for example with regard to individual career planning. Another initiative aimed specifically at female STEM students is the annual visit to the FEMWORX trade fair, which we support. This helps to facilitate contact with industrial companies, among other things.

What is currently at the top of the agenda for gender equality at HSBI?

In line with our gender equality policy, we draw attention to the perspectives of female members of the university community—among other things, through participation in committees where strategies for university development and staffing are agreed. We pursue the long-term goal of systematically increasing the proportion of women, particularly in senior positions and among professors. Another current priority is the support of early-career researchers at doctoral and postdoctoral level. In addition to advisory services—for example, on creating family-friendly workplaces—we offer targeted career development initiatives in the form of coaching sessions and workshops. In addition, the current focus is on establishing support services at faculty level. This could, for example, take the form of a small grant to support the writing of final-year projects with a clear gender focus, or funding to support female academic staff in fields where they have so far been underrepresented. Such measures have always been supported, but in the future they are to be made more visible to all members of the university community in order to raise awareness of these issues among as many members as possible.

In your view, what makes HSBI special?

The awarding of the title “University with a Strong Commitment to Gender Equality” and the success in the Female Professors Programme 2030 confirm that gender equality is an integral part of HSBI at all levels. If you consider the individual measures and projects that are anchored in the gender equality strategy and are increasingly being implemented, it quickly becomes clear that these levels can be understood not only in structural terms but also in relation to the life course of female university staff. These initiatives range from raising awareness of STEM subjects among female school students—such as Girls' Day—the work of the Experiment female student laboratory and the NRW Technical Centre, through to advisory and support services for female students, particularly in STEM subjects, and programmes at higher qualification levels such as doctoral and postdoctoral studies. Here, typical aspects of women's lives are taken into account, such as pregnancy and parental leave, as well as the care and support of relatives in need of care. Appropriate support options in these areas are offered, for example at the EffHa nursery or through the counselling services provided by our partner, Amira Vita.

HSBI student Treasure Njimbong Jing from Cameroon talks on YouTube about her English-taught Industrial Engineering bachelor's programme at Gütersloh Campus

She

will Be

an
Industrial
ENGINEER

A brief smile flits across the young woman’s face as she explains what prompted her to enrol on the Industrial Engineering degree programme. “I actually wanted to study medicine,” says 19-year-old Treasure, whose family lives in Yaoundé, the capital of Cameroon. “Then in February last year, my father told me about the English-taught Industrial Engineering degree programme. I did a bit of research on it and soon realised that it would be the right thing for me.” Her father had already gained a degree in industrial engineering in Germany, where he had lived and worked for 14 years. He now works for his home country’s diplomatic service. In addition, the family owns land in Cameroon, which they farm, exporting the produce.

English-taught bachelor’s programme in Industrial Engineering—full-time or work-integrated

Five months later, Treasure boarded a plane to Germany, where she spent her first few weeks with an aunt in Dinslaken. Since October 2024, she has been studying full-time for an English-taught degree in Industrial Engineering at the Gütersloh Campus. Making her interim assessment shortly before the end of the second semester, she says: “What appeals to me most of all is the interdisciplinary nature of the course. I’ve already come a long way towards realising my dream of running my own clinic in the future.” Anyone with a dream like that needs to be well informed—both about a hospital’s technical facilities and its financial performance. “Industrial engineers have the right qualifications for this sort of cross-disciplinary work,” says Treasure. “I’m delighted to be able to acquire these qualifications and skills through my studies in Gütersloh.” A quick glance at the modules for the second semester is enough to see that knowledge is conveyed here in an interdisciplinary manner. In addition to physics and mathematics, the curriculum includes modules on accounting, procurement and logistics.

This raises the question: isn’t that a bit too much theory? “Not at all,” says Treasure, referring to her current project. Together with two other students, she is currently developing a smartphone app that is designed to enable children, people who cannot read or write,



and even visually impaired people to sort their rubbish correctly. “To achieve this, we use both colours and sounds,” she explains. The aim is to engage marginalised groups in sustainability issues with the app.

Aiming for a management position in healthcare

In the long term, Treasure plans to return to her home country. She knows that she wants to work in Germany for a few years after graduating in order to gain professional experience. However, she also knows that she will be able to make a real difference back home thanks to her skills and experience. “In Cameroon, there is great potential for development, particularly at local level, which has so far remained untapped due to a lack of necessary expertise,” says Treasure. “This is where I’ll be able to put my expertise and experience as an industrial engineer to good use later on.” The public health sector is particularly close to her heart, and this is down to the fact that it is chronically

underfunded in her home country. According to the Federal Ministry for Economic Cooperation, 70 per cent of Cameroon’s population have to pay for medical care out of their own pockets. “I want to change that,” says Treasure.

It will be at least another five semesters before Treasure is ready to do so. Perhaps she will also use her time in Gütersloh to switch from the full-time study track to the work-integrated version of her English-taught degree programme. “The study regulations allow that,” she says. If she were to decide to do so, she would spend around half of her time studying at the Gütersloh Campus and the other half putting the theoretical knowledge she has acquired into practice at one of HSBI’s partner companies—and even getting paid for it all as well.

Confident appearances on YouTube to share experiences with fellow students and encourage them

What is certain is this self-assured young person is now sharing her new life in Germany with others. Treasure has had her own YouTube channel since last year. Most of the content posted on there was created in her student hall of residence in Bielefeld. The videos certainly have their charm, which is partly down to the confident performance of the sole actress. “First and foremost, I want to use it to document my student life,” she says with a laugh. “That means I’ll be able to watch the videos when I’m an old woman and remember this time more clearly.”

Sometimes, however, the posts also convey a clear message which is directed at the people whom Treasure describes as “wonderful people”. She means her fellow students from abroad. “The posts are intended to inspire other students to see not only the challenges of this sort of degree programme but also the opportunities it offers.” The videos are the work of an inspirational woman who, with her practical tips and advice for everyday life, aims to encourage others not



to give up and to continue believing in themselves and their own abilities. It is with this kind of attitude that Treasure Njimbong Jing wins people over on YouTube, where one of her posts says: “At the end of the day, I am not defined by my fears but by my courage to keep trying.”

Treasure’s YouTube channel

→ www.youtube.com/@jingtreasure

Study Part-Time

Boost Your Career



Mario Figura



and

Jendrik Dopheide studied part-time at HSBI while working. This enabled them to gain the qualifications required for roles with greater responsibility at Bilfinger and Goldbeck respectively.

Mario Figura

When Mario Figura began his training as an industrial mechanic, there was one thing he hadn't considered at all. "I never thought that I might take on a management role one day," says the now 49-year-old, looking out from his corner office down at the busy company premises. But that is exactly what happened: Mario Figura currently manages the Minden branch of Bilfinger Engineering & Maintenance, a service provider specialising in the maintenance of complex production facilities. He gained this position after studying at Hochschule Bielefeld University of Applied Sciences and Arts—after completing his vocational training and alongside working. Mario Figura had gone on to gain further qualifications as a state-certified mechanical engineering technician immediately after completing his training. "But somehow I had the feeling that I still wasn't finished," he says. Time and again, attractive internal roles were given to other people, even though his superiors considered him to be at least as suitable. "But I lacked the formal qualifications—I didn't have a degree!" And so Figura made a decision: "I'm going to do a bachelor's degree." And, of course, that was alongside his job. "I was in the middle of my career, had a family and a house—I couldn't just take a break for four and a half years." Figuras completed the part-time bachelor's degree programme in Mechanical Engineering in nine semesters. It is structured to meet the needs of people who want to combine their studies with work and/or family life. One-third of this part-time combined degree programme is completed in classroom-based sessions on Saturdays at HSBI and two-thirds through self-study using teaching materials designed for educational purposes. This allows for a particularly flexible schedule.

Jendrik Dopheide

A strategy for success with and for Goldbeck: Because he wanted to work on strategic issues and take on responsibility, Jendrik Dopheide completed a part-time master's degree in Industrial Engineering at HSBI's Gütersloh Campus alongside his full-time job. His commitment paid off while he was still studying: he joined the Bielefeld-based construction and services company, which operates successfully across Europe, as a strategic buyer. Dopheide began his working life with an apprenticeship as an industrial clerk. This was followed by a bachelor's degree in Business Ad-

ministration as a work-study programme. But that's not all: Dopheide went on to complete a bachelor's degree in Industrial Engineering as well, with the aim of combining his interests in business and technology. While working, Dopheide kept his sights set on a master's degree. It was through the four-semester part-time master's programme in Industrial Engineering at HSBI that he eventually made a name for himself at Goldbeck and was entrusted with more senior responsibilities. "Practical content, a modern organisational structure and a digital learning environment—these were the factors that made HSBI's programme stand out." Dopheide furthered his technical knowledge while at the same time broadening his methodological and business management skills. The combination of classroom teaching and self-study was ideal for Dopheide: "You're not entirely on your own like you would be with distance learning, for example, but at the same time you have a great deal of flexibility in how you organise your time. And the digital preparation and provision of materials are excellent support!" He also received this from his employer, Goldbeck, through individual arrangements and temporary reductions in working hours during exam periods. "We see this as an investment in our employees' professional development," says Dr Vanessa Bader, Head of the Young Professionals Division, Group Human Resources, at Goldbeck.

Studying part-time at HSBI

Part-time degree programmes at HSBI combine distance learning modules with face-to-face classes, which usually take place every other Saturday during the lecture period. This means the degree programme can be combined with a job or training. HSBI currently offers four part-time bachelor's degree programmes in the fields of business administration and engineering. In addition, HSBI offers eight part-time master's programmes in the fields of management, business administration, engineering, health and vocational training.

→ www.hsbi.de/studieninteressierte

AI: Both a BLESSING and a CURSE?

How have large language models (LLMs) transformed learning and teaching, and how should universities respond to the advance of artificial intelligence (AI)?

AI can help students perform even better if they actively use it to learn rather than just letting the machine do all the work. However, these models are also leading to changes in entire job profiles, and teaching staff will need to adapt to this if they are to continue producing high-calibre graduates. These are just two of the findings from the following interview with Kristiana Zoitsa and Nico Sommer, two students from the Renewable Energies bachelor's degree programme, and Prof. Dr. Jörn Loviscach, who is responsible for the field of Engineering Mathematics and Technical Computer Science at HSBI.

Do students these days actually still write essays, give talks or put together presentations without using AI?

Sommer

Only in exceptional cases. I wouldn't produce any work without AI any more. Large language models correct and improve written text, can provide summaries, and generate illustrations and images without any copyright issues—and all at extremely high speed.

Zoitsa

Older students might still use Google, but even on Google you now get an AI-generated answer straight away alongside the search results.

Does that mean that written assignments like this are actually not appropriate any more?

Loviscach

In the future, when we assess this kind of work, we should perhaps also take into account the level of skill and creativity demonstrated in the use of AI. In fact, I know colleagues who have now stopped requiring certain preparatory tasks for exams because they're only ever presented with AI-generated solutions anyway. They think it's a waste of their time.

So what impact will the widespread availability of AI have on learning at universities?

Zoitsa

Many students feel under pressure during their studies. The issues include upcoming exams, adhering to the standard period of study and funding their studies. I can understand that people want to

make their lives easier by making quick use of AI, even though that doesn't mean they're anywhere near ready for an oral exam. It's questionable, though, how much is actually still being learnt these days.

Sommer

For many questions, the answer is just a prompt away: Ctrl+C and Ctrl+V—that's it. It's probably a good idea to let go of a whole host of tasks. One solution might be to raise the standards for written work—in other words, simply to factor the use of AI into the marking criteria. Another option is to place much greater emphasis on oral examinations and colloquia.

Loviscach

In my experience, when students use AI the Matthew Effect comes into play—to paraphrase the Gospel: "To those who have, more will be given". What I mean is that some students use AI to learn even more effectively and gain a deeper understanding, while others simply let the machine solve problems for them without developing any real understanding. AI ruthlessly reveals one thing: one's personal attitude is an essential prerequisite for learning.

Is the use of AI in technical disciplines more difficult than in the book sciences, where ChatGPT can churn out a draft of a bachelor's thesis in just a few minutes?

Zoitsa

In my experience, ChatGPT and the Chinese DeepSeek are now also capable of solving a wide range of technical tasks, and the models are becoming increasingly powerful. What's more, new AIs are appearing all the time.

Loviscach

The large language models—ChatGPT, Gemini, Claude and Elon Musk's Grok—have long since reached a stage where they can be put to good use in engineering as well. Another area of focus for AI is the highly specialised models developed here in our Faculty of Engineering and Mathematics—models which, compared to these universal geniuses, are relatively simple—for example, to predict electricity consumption or to infer the condition of a machine from just a few sensor readings.

Why is it a good idea to still be able to write, program and analyse things yourself?

Loviscach

It's not an easy question to answer because AI has already surpassed human intelligence in many areas. After all, we're not all Nobel laureates here, or even PhD students at Stanford or Harvard. Many students struggle even with the basics ...

Zoitsa

Writing, programming and analysing are skills that will be expected of you later on in your career. How am I supposed to have a proper discussion with colleagues and clients if I can't express myself professionally because I haven't understood the issue? I suppose you can't get away with bluffing your way through using AI then. Essentially, a genuine understanding of the subject matter is also indispensable for the effective use of AI. It is true that you can program using AI, but AI often writes redundant and unclear code, so it often takes several attempts to get everything to work properly. And to do that, you have to be able to do it yourself—at least in theory.

Sommer

Exactly! If you get your calculations from AI, it doesn't mean you know which parameters have influenced what or why, for example, a particular function is being used. I expect an engineer to be able to provide meaningful answers when customers ask questions. You won't be able to justify an engineer's salary with the reply "that's just what the program says".

How can AI already help with the design of teaching today?

Loviscach

I stopped making tutorial videos quite a while ago. It was clear that the AI would outpace me here. In the 2025/26 winter semester, for the first time across the board I offered students AI-produced lecture notes, podcasts, educational videos and comprehension questions.

What were the results?

Loviscach

Technically speaking quite good, but from an educational point of view there's still room for improvement. Gemini has been set to work on the Engineering Mathematics 1 module: I run it through TeX—a powerful typesetting system that can be used to display even complex equations—and then make a few more corrections by hand. There's a mistake only every five pages or so. Gemini's TikZ diagrams, which we use to create complex vector graphics, are rarely correct but with a prompt or two they'd be okay. But I'll leave them as they are, and we'll discuss them during the class. I'm having Claude write the lecture notes for the Renewable Energy Management and Cyber-Physical Systems modules. Put in 20 keywords, get 15 pages of text out—and yet hardly any waffle. The technical errors can be counted on the fingers of one hand. I edit and annotate the notes for the students and make them available as editable .docx files. The only thing I wasn't satisfied with at the time was the source research. But these days, at least the paid-for systems provide highly accurate and relevant bibliographical references, and have long since stopped producing made-up sources.

In your opinion, should teaching at look like if it is to remain relevant in five years' time?

Loviscach

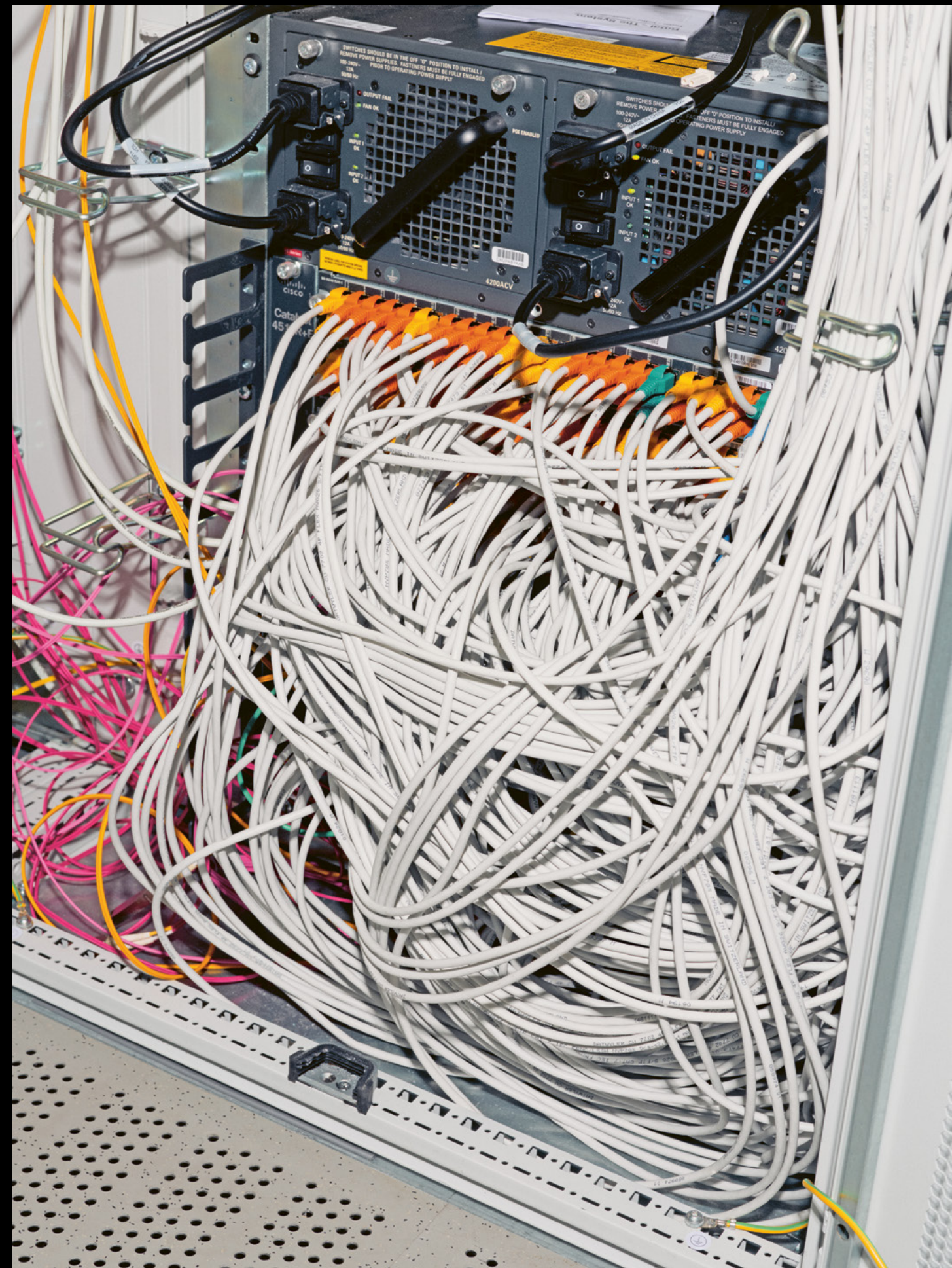
We are in the midst of a process in which major AI agents are transforming teaching and learning at universities. Exactly where this is likely to lead is an open question that we are currently asking ourselves, but answers are still largely lacking.

Zoitsa

Teaching must become more challenging and ensure that the content is genuinely understood.

Sommer

Yes. For me, assessment and selection remain an integral part of university teaching. When I go to a doctor, I want to be seeing an expert in their field, not someone who's used AI to cobble their degree together. The large language models have laid bare the existing weaknesses and challenges of our education system in an unprecedented short space of time, and have brought the key question to the fore: why am I studying at all? The driving force





should be curiosity and the joy of discovery and understanding. Knowledge can inspire people!

Will you be switching to part-time work soon, Prof. Loviscach, because preparing your lectures takes less time?

Loviscach

Not at all, renovation work is on the cards. We must bear in mind that AI will bring about even more radical changes to job profiles in the business world than it will in higher education. This will also turn our curricula and learning objectives upside down. Who will still need to plan photovoltaic systems or wind farms manually in the future when AI can churn them out in a matter of seconds? Diagnosis and treatment in the overburdened healthcare system are set to become a goldmine for AI. Developments of this kind are bound to have far-reaching consequences for studying and teaching. We are currently working to identify exactly what these consequences are. At the moment, I'm using the relief that AI has already brought me in my teaching to improve the subject content and the assignments so that they're better than they ever were without AI.

Is AI more of a blessing or a curse for society?

Zoitsa

Developments over the past five years have been quite alarming. Although I hope that we'll still be needed as human experts later on, I sometimes find myself thinking that if AI is capable of completing my study assignments today, then with further training it will probably eventually be able to take over my future work as well.

Sommer

AI is already capable of doing a great deal to a high standard and some graduates, later in their careers, may well be content to sit in front of a machine and see what comes out without really understanding it. Seen in that light, we don't really need so many graduates any more, because AI is here. Perhaps it would be better for Germany as a business location if more people were to do traditional vocational training again. The good thing about the rapid development of large LLMs is that they've often made the internet usable again in the first place. When I search on Google these days, I'm bombarded with so much advertising and SEO-optimised rub-

bish before I'm even offered any useful information. That's why I'm a fan of LLMs, although it will certainly be interesting to see what happens when they, too, are plastered with adverts. All the companies still seem to be racking up massive losses. Perhaps it will soon be like the entertainment industry online: every time a question is put to AI, a banner flies into the frame. Or, even more dystopian: with free subscriptions, the AI will incorporate advertising messages directly into the replies.

Loviscach

A blessing or a curse—it's impossible to make a sweeping statement in the case of such "dual-use" technology, in both the figurative and the literal sense. In any case, we should not harbour the illusion that AI is merely about "stochastic parrots". That would paralyse our thinking and actions.

**Ms Zoitsa,
Mr Sommer,
Professor Loviscach,
thank you very much for the interview!**



Kristiana Zoitsa (23) is in her sixth semester of the Renewable Energies bachelor's degree programme at HSBI.



Nico Sommer (27) is studying for a bachelor's degree in Renewable Energies at HSBI and is about to graduate.



Prof. Dr. Jörn Loviscach has a PhD in Mathematical Physics. He was deputy editor-in-chief of the renowned computer magazine c't and is now Professor of Engineering Mathematics and Technical Computer Science at HSBI.

How can theoretical and practical content be taught at universities in such a way that it is learnt effectively? The Netzwerk Hochschuldidaktische Weiterbildung NRW provides answers

Suggestions for Professors and Lecturers



The hdw nrw's rooms have been deliberately designed to be open plan so that participants and lecturers can actively collaborate in workshops

What is continuing education in university teaching and learning? “Twenty-five years ago, it was still regarded as a kind of extra tuition for those who needed it,” says Prof. Dr. Tobina Brinker, honorary professor in Bielefeld School of Business HSBI. This attitude has changed fundamentally since then. The Netzwerk Hochschuldidaktische Weiterbildung NRW (Network for Continuing Education in University Teaching and Learning in North Rhine-Westphalia, Netzwerk hdw nrw) has played a significant part in this change. Not only does it provide fundamental pedagogical knowledge, it also equips teaching staff with the skills to meet current and future challenges in teaching, such as through the use of digital technologies. Founded in 1998 by the Conference of Rectors of North Rhine-Westphalia with start-up funding from the North Rhine-Westphalia Ministry of Science and Research, the hdw nrw network—a joint initiative of what are now 19 universities of applied sciences (HAW)—aims to help improve the quality of teaching.

Anyone appointed to a professorship at a university of applied sciences must, as a rule, have teaching experience, e.g. as a lecturer. However, in terms of expertise, their knowledge of teaching methodology and instruction skills are often not as well developed as their academic and professional experience, which is also a mandatory requirement. “As a result, before the hdw nrw network was established, many lecturers simply taught in the way they themselves had once experienced: through lectures,” says Tobina Brinker.

The education expert is well aware that, particularly at a practice-oriented university of applied sciences, teaching methods other than traditional classroom teaching and lectures are crucial to learning success. “Teaching should be more seminar-based, grounded in academic and theoretical principles, but delivered in a way that engages students and is practice-oriented.” To equip lecturers with the necessary tools for this type of teaching, Brinker played a leading role in setting up the hdw nrw network, initially at what was then Fachhochschule Bielefeld, one of the original three sites. She now heads the central office of the expanded network, based at HSBI.

On the third floor of the main building, with a direct view of the Teutoburg Forest, Tobina Brinker sits cheerfully at a group table in the middle of a spacious seminar room. Gym equipment is hidden behind a pot plant, specialist educational literature is piled high on the bookshelf, a flipchart stands at the ready. “It’s intended to be a space that can be customised, with no front or back. It’s certainly not a lecture theatre where lecturers give talks,” she explains with a wink. Instead, it is a space where participants and lecturers actively work together in workshops. Or where, as is the case now, the management team from the office gathers for a meeting. In addition to manager Tobina Brinker, the team also includes Alexander Kobusch, who is responsible for quality development within the network, and Dr Martina Emke, who coordinates the continuing professional development programme.

Emke has brought along the new programme leaflet for the first half of 2026. A striking number of offerings focus on digital technologies, particularly artificial intelligence (AI). “At the moment, teaching staff are particularly concerned about the changes brought about by AI. They want to know how they can and should approach AI in teaching, and how AI can be deployed and utilised,” says the coordinator. The hdw nrw network has responded proactively and addressed this need in its programme: various courses provide the practical skills needed to use AI tools such as ChatGPT, explore the possibilities and benefits of AI for research and teaching, and examine how AI is changing teaching practices and the way teaching staff view their roles. The challenge is, says Emke: “When it comes to AI, everything is still in flux. The changes are so far-reaching and developments are happening so quickly that no one yet knows exactly what skills teaching staff and learners will need in the long term when dealing with AI”.

Therefore, as with other topics, the hdw nrw relies primarily on speakers with practical experience from the field, i.e. higher education teaching. “They are already using these new technologies themselves in their teaching. Some are even conducting research into them and are able to share their knowledge, experience and insights on an equal footing,” says Tobina Brinker, emphasising that the content of the workshops is always backed up by academic research. “We work closely with the Deutsche Gesellschaft für Hochschuldidaktik (German Society for Higher Education Didactics) and incorporate the latest academic research on teaching and learning into our programme so that teaching methods can evolve alongside the subject matter being taught, and so that our teaching staff are always up to date with the latest pedagogical approaches.”

The continuing professional development programme not only addresses current challenges but also covers topics spanning the entire spectrum of higher education teaching, ranging from introductory courses on the fundamentals of learning and teaching or the design of courses, through to in-depth courses on various teaching methods, and training in key competences. “The programme is aimed at all staff at the affiliated universities of applied sciences who undertake teaching duties, but is also specifically aimed, in part, at newly appointed professors,” explains Martina Emke. The latter have a particularly high need, but they also have very little time due to the many new tasks they have to deal with. That is why the “Bielefeld Model” is applied at HSBI. “Newly appointed lecturers

have a reduced teaching load during their first few semesters if they attend our introductory courses,” says Brinker. “This enables them to engage with university teaching methodology right from the start, before any undesirable teaching habits have become ingrained.” The model for reducing teaching hours, developed in Bielefeld, has since been adopted by other universities of applied sciences.

But even without such an incentive, the events organised by the hdw nrw network are in high demand: in 2025, 140 open workshops were held, attracting a total of around 1,200 participants. This was in addition to just over 600 participants in 70 in-house workshops booked by individual member universities. Online formats are particularly popular as they can be more easily fitted into what is often a busy daily schedule without the hassle of travelling. “For some activities, however, being there in person is definitely important and useful,” says Alexander Kobusch, pointing to the gymnastics equipment. In general, Kobusch believes that the high demand shows that continuing professional development in university teaching is now an integral part of many people’s career paths. “Some have already attended 50 events with us, while others only begin to engage with innovative university teaching after a few years at the university,” he says. Tobina Brinker is delighted about this: “Teaching, too, does not stand still; it must respond to current changes and take action to provide new impetus for innovation.”

Netzwerk hdw nrw

In addition to individual workshops, the hdw nrw network’s continuing professional development programme also offers a certificate programme that combines several workshops into a comprehensive, certified course. Participation is generally free of charge for members of the member universities. The programme also includes one-to-one coaching sessions to explore individual topics in greater depth, as well as working groups in which teaching staff come together on a self-organised basis to discuss subject-specific teaching methods

→ www.hdw-nrw.de

“Getting Involved and Developing Further”

3 Questions for ...



Marco Kolarevic, AStA chair until the end of 2025

What comes to mind from a student perspective when you think about “teaching at HSBI”?

It seems to me that teaching staff are very keen to keep up with the latest developments in their field and with relevant trends, and to ensure their teaching stays up to date. I believe that the greatest challenges currently facing teaching at HSBI lie in the further development of teaching methods in the digital age. Two issues are currently at the top of the agenda here: how should we approach academic writing in the age of artificial intelligence, and what will the future of examination formats look like? I am convinced that we need to rethink some of the cherished notions of academic teaching and become more pragmatic overall – moving away from traditional paper-based exams towards more practical formats under realistic conditions, such as open-book exams or project-based assessments that make use of all available technologies, just as will be the case in students’ future professional lives

What are the opportunities and challenges facing student learning today and in the near future?

Thanks to new technologies, learning is easier today than it was before the coronavirus pandemic. All my study materials are available in digital format, and with the help of AI I can easily have complex topics explained to me and have my results of exercises checked. However, success in one’s studies does not depend solely on the course content but just as much on individual circumstances. My view is that, in the future, university studies could once again depend more on social background than has previously been the case. In this age of post-truth politics, I am also seeing that students are under increasing financial pressure and that the interests of young people are not being adequately taken into account. Drawing attention to students’ needs and standing up for one’s own views will be one of the greatest challenges facing students in the coming years.

From your personal perspective, what is so special about studying at HSBI?

At HSBI, I’m not only gaining specialist knowledge but also picking up real-world practical know-how from experienced professors and getting the chance to get involved as a student. Whenever I wanted to make a change, I had the opportunity to play an active part. I firmly believe that HSBI embodies a commitment to continuous development, and that is exactly what I experienced during my studies. I particularly appreciate the open, personal and constructive atmosphere at our university. Student involvement is strongly encouraged here – so much so that we, the AStA, were even allowed to organise a party at the university with over 2,000 guests. That’s hard to beat.

Marco Kolarevic is studying Business Informatics at HSBI and was chair of the student union (AStA) and the students’ parliament (StuPa) for several years.

Thanks to the DAAD’s *Leadership for Africa* scholarship, Aler Nyang Jacob is studying at HSBI on the International Business Management master’s programme

From South Sudan to

O W L



Aleer Nyang Jacob in the library of the HSBI main building

Aleer Nyang Jacob takes out his smartphone and opens the maps app. The small town of Bor on the White Nile in South Sudan is easy to find, but Jacob pauses for a moment and smiles. “There are no flights,” he explains, and decides to walk. The app calculates the distance: a good 8,300 kilometres between his home and Bielefeld. It’s a long way to go, in more ways than one.

Aleer Nyang Jacob arrived in Bielefeld in October last year. Since then, he has been enrolled on the English-taught master’s programme in International Business Management at HSBI. “I was impressed by the strong links to the regional and local economy and the teaching staff’s in-depth practical experience. HSBI offers the perfect environment for combining theoretical learning with practical, real-world experience,” says Jacob, explaining his choice.

The interactive way in which the material is taught is a “refreshing contrast” to the lecture-based teaching at his home university in Kenya, as he diplomatically puts it: “At HSBI, the focus is more on group work, case studies and project-based learning. This fosters critical thinking and problem-solving skills.” Above all, his studies are intended to help him get closer to his goal. “Here, I can expand my knowledge of international management, market dynamics and financial systems and learn how sustainable growth

and positive economic change can be driven forward in my home country, South Sudan.” The economy and finance are, after all, the most effective tools for peace and stability.”

Jacob’s studies in Bielefeld are made possible by a scholarship from the German Academic Exchange Service (DAAD) as part of the *Leadership for Africa* programme, which is aimed at bachelor’s degree graduates from selected countries in the sub-Saharan region, and specifically at refugees from South Sudan. Gudrun Chazotte, Head of Section for Scholarship Programmes Africa at the DAAD, is delighted with Aleer Nyang Jacob’s achievements and motivation. “The basic idea behind our scholarship programme is to provide highly motivated and qualified refugees with a legal migration pathway via higher education in Germany. Our graduates have every opportunity provide important impetus both in society in Germany and in their home countries and regions. Life stories like Aleer Nyang Jacob’s show that the concept works.”

The DAAD programme charts a course that Aleer Nyang Jacob had already set out on as a young boy. “For me, education is more than just academic success. It is a lifeline, a way out of life’s adversities and a means of empowering others. Education has opened doors for me that I thought were closed,” says the 32-year-old. Born in the midst of the civil war, when South Sudan was fighting for its independence from Sudan, Jacob was forced to flee with his extended family in 2003. The family was separated and little Aleer ended up in Kenya, in Kakuma Refugee Camp. On his own. “I was just eleven years old at the time,” he recalls. The boy grew up in Kakuma, a refugee camp with all its challenges where over 300,000 refugees still live today: limited resources, instability, uncertainty about the future.

“But refugee camps are not just places of struggle and despair; they are also places of remarkable resilience, untapped talent and unwavering determination,” Jacob observes. “Many young people there dream of getting an education and training so that they can lead a meaningful life.” The young Aleer was among them too, and he seized his chance. He learnt a great deal, completed his schooling with flying colours and eventually even managed to gain a place at the University of Nairobi, one of Africa’s most prestigious universities. There, he completed his bachelor’s degree in Commerce, specialising in finance. “Out of 19 siblings, I’m the first to have a university degree,” he says, with a mixture of pride and modesty.

A bachelor’s degree in Economics and Finance—doesn’t that pave the way for a career in the private

sector? Aleer Nyang Jacob gives a friendly smile. It is not so much personal success that interests him: “What fascinates me most of all is how financial data and strategic decisions can drive a country’s economic growth and stability. Critical thinking, data analysis and strategic decision-making come together here to have a measurable impact on a country’s development.” For Jacob, it’s all about community. “It plays a significant role in our culture,” he says. Starting with life in an extended family, it was the community in the refugee camp that gave Jacob a sense of belonging, and a charitable foundation ultimately enabled him to complete his degree after a break caused by financial difficulties. For Jacob, it was therefore only natural to get involved in the community as soon as possible and work with non-governmental organisations to support young people in the refugee camp. “You give something back.”

Aleer Nyang Jacob, however, wants to go even further, far beyond the family and local levels. “I want to make a meaningful contribution to the sustainable development of my country and the entire region,” he says, twirling a colourful bracelet that he wears casually on his wrist. Four flags are interwoven in it: those of the East African countries of Tanzania, Kenya, Uganda and South Sudan. They form a community where people are free to travel and live as they choose; for Jacob and his family, this has made life easier. He feels a connection to these countries and would like to contribute to their development.

“How can developing countries such as South Sudan establish sustainable financial management systems through effective economic and financial policies, entrepreneurship and good governance?” asks Jacob. When he heard about the DAAD’s Leadership for Africa scholarship programme for the first time six years ago, he saw it as the way to find answers and acquire the knowledge he needed. As soon as he’d completed his BA, he applied—and was awarded the scholarship. Jacob beams. “This is the culmination of more than 20 years of hard work, perseverance and unshakeable faith in the power of knowledge. I am incredibly grateful to have been given this opportunity.”

Judith Peltz, HSBI Vice President for International Affairs, is convinced: “Programmes such as Leadership for Africa are key instruments of international development. They give outstanding young people access to knowledge, networks and resources so that they can bring about lasting change in their home countries. We at HSBI are proud to attract outstanding individuals such as Aleer Nyang Jacob and to support them in achieving their goals.”

Jacob is well aware of the problems in his homeland, but when he talks about his life he does so calmly, without bitterness or even anger. Instead, he focuses on the positive aspects, the successes—and there is always a sense of hope for change. He had to postpone his departure for Germany on several occasions. “The process of obtaining a passport for refugees from the UNHCR was repeatedly delayed,” he explains, shrugging his shoulders and smiling: “But I’m here now.” And he has got over the initial culture shock too. “Being separated from my family, especially from my pregnant wife, was very hard for me,” Jacob admits. “On top of that, there’s the different culture, the food, the new language and the differences in the education system.”

It was not only the support he received from the DAAD and HSBI that helped him, but also his own open-mindedness and his sense of humour. “At first, in Bielefeld, I was constantly getting on the wrong tram or heading in the wrong direction. I’ve probably seen more of the city in a short space of time than the locals do in a year,” he jokes. This includes hidden corners as well as well-known places such as the football stadium. Aleer Nyang Jacob laughs: “Even if you take a wrong turn in life, it can still lead to something wonderful.”



Aleer Nyang Jacob’s educational journey encompasses perseverance, commitment and hope for change

The Stiftung Berliner Leben foundation's special prize goes to two architecture students from the Minden Campus for their work *Schichtwechsel*

Schinkel Prize

Goes to

HSBI Students



The brief was to revitalise the area around Berlin's Südkreuz station through design

Lea Kloss and Anne-Marie Fink were awarded the Stiftung Berliner Leben foundation's special prize in the Fine Arts category as part of the 2025 Schinkel Prize. The two bachelor's students on the Architecture programme at the Minden Campus of Hochschule Bielefeld University of Applied Sciences and Arts (HSBI) called their work *Schichtwechsel* (*Shift Change*). The brief was to revitalise the area around Berlin's Südkreuz station through design. Based on the four cardinal directions, Kloss and Fink's design features artistic installations at four locations across the site, each of which highlights the historical and social dimensions of the place.

The jury's assessment states: "A central theme of the installations is their reference to the labour movement and the highlighting of the importance of labour and the working class for the creation and functioning of the public space." The two prize-winners were also keen to make the areas around the station more accessible and welcoming for all members of the public. They are planning to screen the film *Metropolis* by

Fritz Lang, which, among other things, explores the conflict between the wealthy residents of the Upper City and the working class. For the East Square, the design by the two students envisages a scaffold-like, six-metre-high, curved and twisted sculpture made from recycled steel. "In this context, the material and its reuse reflect the history and the hardships of the working class," said the jury, which was impressed by the "versatility of the approach and the design's in-depth engagement with the site's specific characteristics". "The railway station as a place where different social classes come together and intermingle and which, by virtue of its function, is a central part of people's daily commute to work, is examined in terms of its diversity and its various meanings."

Lea Kloss and Anne-Marie Fink were supervised by Prof. Bettina Georg, who teaches the Free Design module on the bachelor's degree programme in Architecture at the Minden Campus. "Through their design, the two students are telling a story and responding to the site and its historical context," explains Prof. Georg, who represents the subject area of Fundamentals of Design at the Minden Campus. In addition to architecture, HSBI in Minden also offers within the field of civil engineering bachelor's degree programmes in Civil Engineering and Project Management Construction, as well as the master's degree programme in Integral Construction.

The AIV *Schinkel Competition*—as the Schinkel Prize is officially called—is named after the architect and urban planner Karl Friedrich Schinkel (1781-1841). It has been organised annually since 1855 as a funding competition for young planners to encourage them to come up with ideas with the aim of stimulating their creativity for solving forward-looking planning challenges. As well as supporting the next generation of engineers and scientists, the competition fosters dialogue between the city's residents, experts, the local authority and politicians. It aims to spark interest in an area, foster an awareness of how to treat the existing built environment, highlight its significance for the surrounding area and thus contribute to defining the scope of a formal planning exercise.

Studying with a Safety Net

In Germany, a person's background still plays a decisive role in determining their educational opportunities: financial security, family support and time are unevenly distributed. For many students, university life involves not only studying but also constant calculations: will I have enough money for rent, books or the loss of income from my part-time job during the exam period? This is precisely where Studienfonds OWL comes in. It will celebrate its 20th anniversary in 2026.

The Studienfonds OWL Foundation is an initiative established in 2006 by the five state universities in East Westphalia-Lippe (OWL): Hochschule Bielefeld University of Applied Sciences and Arts, Bielefeld University, Paderborn University, OWL University of Applied Sciences and Arts and Detmold University of Music. The foundation was set up to support students and enable them to study at one of the universities in the OWL region, regardless of their social background or financial circumstances. The aim is to support particularly committed and high-achieving students and inspire them to take an interest in the OWL region. In addition, a vibrant network is being forged between private individuals, foundations, associations and companies on the funding side and the current and former grant recipients.

Their unique collaborative project paved the way for the nationwide Deutschlandstipendium programme launched in 2011 and supported by the Federal Government. The Studienfonds OWL Foundation's executive board is composed of the rectors and presidents of the universities. The chair is currently HSBI President Prof. Dr. Ingeborg Schramm-Wölk. All five universities act as founders of the independent foundation governed by private law.

At the universities in the OWL region, the Studienfonds OWL Foundation awards scholarships to students from all disciplines. Recipients of a Deutschlandstipendium are chosen based on their academic achievement and commitment. They may also have special personal circumstances, such as gaps in their CV, detours in their career path or the overcoming of personal obstacles. Half of the monthly scholarship of 300 euros comes from government funding and half from private donations. As a rule, the funding runs for two years; an extension for a third year is possible.

The Studienfonds OWL Foundation also grants Social Scholarships to students with particular financial needs. In the 2025/26 funding year, ten per cent of scholarship holders will receive this scholarship amounting to 1,800 euros per year. It is funded entirely by donations. A Social Scholarship is granted for one year, although reapplications may be submitted.

Financial support is only part of the concept, however. All scholarships include an Ideals Cultivation Programme. Workshops, discussion forums, meetings with companies and interaction among the scholarship holders are all part of this programme, as is the opportunity to build networks that extend beyond studies.



Bielefeld's Lord Mayor Dr. Christina Bauer did not have the best starting conditions for an academic education. Her path to studying at a university was not predetermined, neither financially nor as regards inspiration from her family. A Studienfonds OWL scholarship gave her the freedom to pursue an academic career. To exchange experiences, the Mayor met with HSBI's President Prof. Dr. Ingeborg Schramm-Wölk, who is also chair of the Studienfonds OWL board of directors

A few figures: in the 2025/26 funding year, a total of 509 students will receive funding across the five locations, including both new scholarship holders and recipients who have already been granted funding. At HSBI, 93 students will receive funding through a Deutschlandstipendium or a Social Scholarship, 49 of whom are new recipients. This brings the total amount of scholarship funding awarded by the Studienfonds OWL Foundation to more than 1.7 million euros, of which 900,000 euros comes from donations made by the regional business community, organisations, foundations, associations and private individuals.

The Studienfonds OWL Foundation is also committed to providing non-financial support to its scholarship holders. The Studienfonds has consistently succeeded in attracting prominent guest speakers who have engaged in dialogue with the scholarship holders. These include German Federal President Frank-Walter Steinmeier, the late Federal Minister for the Environment Klaus Töpfer and leading figures holding positions of responsibility in business, academia and government institutions. The Studienfonds Generale event format has now been firmly established, with keynote speakers regularly invited to speak on socio-political topics. Regular contact with former

scholarship holders, who have come together to form the Studienfonds community, is also part of the overall package. “The Studienfonds OWL Foundation enables intergenerational discourse, which is indispensable for our society in a time when we are constantly grappling with values,” emphasises Schramm-Wölk. “Here in East Westphalia-Lippe, we can be proud of our Studienfonds OWL Foundation. It contributes to the region’s reputation and is a testament to the outstanding collaboration between academia, industry and public institutions in East Westphalia-Lippe.”

In 2026, its anniversary year, the Studienfonds OWL Foundation aims to further increase the number of scholarships it awards. Investing in education through the Studienfonds OWL Foundation pays off twice over – not only is the donation amount matched by funding from the Federal Ministry of Research, Technology and Space, but the non-financial support programme also offers a fantastic opportunity to get to know tomorrow’s high potential individuals today.

→ www.studienfonds-owl.de

Orientation, ‘university’ Experiment



Scholarship award ceremony at HSBI: in the 2025/26 funding year, 93 HSBI students were granted a Deutschlandstipendium or a Social Scholarship. The above photo shows the new scholarship recipients with HSBI President Prof. Dr. Ingeborg Schramm-Wölk

HSBI’s Student Advising and Counselling (ZSB) is THE guidance team for prospective and current students throughout the entire student lifecycle

Vocational training, a degree or perhaps a voluntary social year first? There are many options available to young people after they finish school and the choice can sometimes feel overwhelming. HSBI's Student Advising and Counselling (ZSB) team helps prospective students find their way through the maze, from initial advice and guidance right through to enrolment. And while at university too, the ZSB is the place to go with any questions or issues regarding courses, funding or personal crises. In short, the ZSB provides support and advice throughout the entire student lifecycle. We spoke to Sandra Dölling-Trapp, head of the ZSB, advisers Karin Laube and Sophia Lehmann, and talent scout Spiridula Milioni about the wide range of offerings and the current challenges given the missing school-leaving year groups and young people influenced by AI. They represent the ZSB team, who are always on hand to answer any questions.

HSBI offers a wide range of study options: full-time study, work-integrated or work-related study programmes and part-time study. In addition, a large number of applicants do not qualify to study for a degree through traditional school-leaving qualifications but through vocational training or similar routes. "The ZSB is therefore responding to a very diverse student body," says Sandra Dölling-Trapp. "The way prospective students gather information has also become more varied, as have the skills of our prospective students and current students, too. We are seeing prospective students who have already sought comprehensive advice and gathered information in advance via the internet and AI. They then want to speak to a member of staff at the university and use the conversation to confirm their own understanding, as AI still tends to produce a great deal of inaccurate information. There are also prospective students who feel overwhelmed by the sheer volume of information and options available and need comprehensive guidance."

The ZSB team is prepared for this. The first point of contact is usually the student advisory service, which supports school students and other interested parties at very different stages of their career and study planning. Adviser Karin Laube says: "We often start by helping people get an overview of the options available and identifying which degree programmes are suitable based on individual interests and qualifications." The ZSB structures its orientation process into three stages: orientation, information and experimentation. Options involving personal contact are becoming increasingly popular, such as taster courses, taster days during the Easter or autumn holidays, or "A Day at the HSBI" where prospective students can spend a day

shadowing current students and get a real feel for campus life alongside seminars and lectures. In addition, there are accessible and regularly held information sessions, as well as details of key events such as the Online Information Week or the HSBI Open Day, which are core components of student guidance. Laube says: "It's great when school students already have ideas and come to the university with their questions because then they can benefit the most from meeting the students and experts in the academic faculties."

Advising does not stop with enrolment

The talent scouts are a prime example of the personalised support provided by the ZSB. Three members of staff at HSBI advise and support motivated and high-achieving school students from less privileged families, starting from upper secondary school as they make the transition to vocational training or a work-related degree programme right through to their first job. In Germany, young people's academic success still depends heavily on their family's socio-economic status. If their parents did not go to university and the family is on a low income, young people are less likely to be able to turn their abilities into a successful educational trajectory at a university, even if their academic performance is equal to that of others. Fostering talent involves seeking out school students who are achieving good school grades within their particular living situations, even though they may be learning without basic equipment such as a desk or laptop, have limited financial resources or are looking after their siblings.

The talent scouts hold regular consultation days at their partner schools, during which they speak to the talented youngsters who have been recommended by teachers, for example. Talent scout Spiridula Milioni explains: "People who grow up in less privileged circumstances are more likely to need someone to help them develop confidence in their own strengths. You could describe us as companions on this journey—we motivate them, show them the way and open up helpful networks and access to existing support mechanisms within the education system."

The ZSB is also aware that many questions and a need for support only arise as students progress through their degree programmes, which is why the

support does not end upon enrolment. The problems and challenges that students bring to the ZSB are varied: learning strategies, time management, exam preparation, procrastination. Added to this are challenges arising from difficult family and personal circumstances, doubts about studying and student financing issues. The financial advice service provides, for example, an overview of various funding options such as BAföG, scholarships, student loans and education funds. Psychosocial counselling focuses on developing effective coping strategies, providing emotional support and strengthening personal resilience. Sophia Lehmann says: "Here, we offer students a safe space where they can discuss personal concerns, pressures and decision-making dilemmas in confidence, and where we can find solutions together."

As part of the Campus OWL joint project, the Student Advising and Counselling teams and Career Services teams at HSBI, TH OWL, Bielefeld University and Paderborn University offer events each semester that specifically address students' doubts about their course of study and dropping out of university. As well as universities, the project brings together employment agencies, chambers of commerce and other regional stakeholders so that students can be redirected to further support. Sophia Lehmann says: "The aim is also to remove the taboo around having doubts about studying."

Sandra Dölling-Trapp is aware of another challenge facing current generations: "Alongside the omnipresent crises, Gen Z and Gen Alpha are asking themselves what career opportunities will open up for them if they have a degree and what tasks will be taken over by AI in the future. These are issues that also come up

during advisory sessions. They are issues that are likely to be on many people's minds at the university. How can we prepare for the disrupted world of work?" To be able to respond to these questions in an informed manner, the ZSB places a specific emphasis on continuous professional development and close collaboration with the faculties. This enables them to provide realistic perspectives during advisory sessions with regard to the skills that will be in demand in the future and how students can flexibly adapt to change.

Another key pillar of the ZSB is its links with schools in the region. Regular communication with study and career guidance coordinators enables the team to engage with prospective students on an ongoing basis. The ZSB School Team, the HSBI's schools liaison officer, Prof. Dr. Jörg-Michael Keuntje, and staff from the various faculties jointly coordinate their approach. The School Team takes part in information days at schools, gives talks and invites pupils to visit HSBI. The programmes are developed in collaboration with the faculties so that participants can also gain subject-specific insights depending on their interests.

Sandra Dölling-Trapp sums it up: "Our aim is to make HSBI a place that our students enjoy coming to.



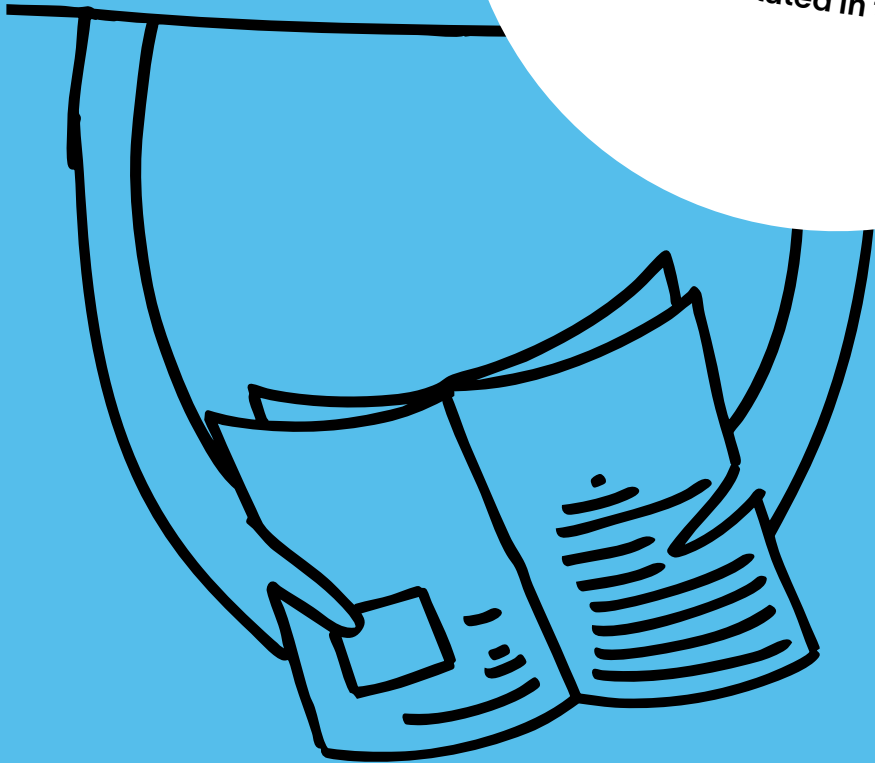
Reporting on the services offered by Student Advising and Counselling (from left): talent scout Spiridula Milioni, director Sandra Dölling-Trapp and advisers Karin Laube and Sophia Lehmann.

Turn it upside down:
carry on reading from the back

NOTE

In the printed edition, the annual report continues from the back at this point. The publication is simply turned around to continue reading.

For a more comfortable reading experience on screen, pages 123–144 have been rotated in the web PDF.



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FACTS & figures

Studies, Study Programmes

Full-time degree

Full-time degree programmes are the “classic” university studies with (classroom) teaching during the lecture period as well as their preparation and follow-up work, written or oral examinations and possibly term papers during the lecture-free period. Depending on the study programme, there are also practical projects, internships or additional options such as language courses.

Part-time degree

These are studies that, due to their duration and workload, permit students to work in a regular job alongside studies. They also take into account the aspect of the “family-friendly university”. The content of the full-time degree programme is spread out over more semesters.

Part-time degree

Part-time studies also comprise study options such as combined studies, in which elements of distance learning are combined with classroom teaching. This usually takes place on Saturdays during the lecture period. These studies can therefore be combined with a full-time job or an apprenticeship. HSBI offers both bachelor's and master's degree programmes as part-time studies.

Work-integrated studies

During work-integrated studies, students are enrolled at HSBI and employed in a company at the same time and receive payment. Practical work terms in the company alternate approximately quarterly with theoretical academic terms at the university. The work experience can be gained in vocational training/an apprenticeship or in a study-related internship. It is also possible to combine studies with work.

In addition to engineering and business study programmes, in which HSBI cooperates with companies, the university has also offered the Midwifery work-integrated bachelor's degree programme since 2021. In this study programme, the university cooperates with the midwifery practice centres (Praxiszentrum angewandte Hebammenwissenschaft, PZHW) in Minden and Paderborn.

Dual studies/studies with professional qualification

HSBI offers the *Nursing* bachelor's degree programme, which includes a professional qualification. The bachelor's degree programme with primary qualification combines university learning at HSBI with practical learning in a wide range of fields of nursing care. On completing their studies, students receive a higher education degree (Bachelor of Science) as well as a professional qualification (qualified nurse).

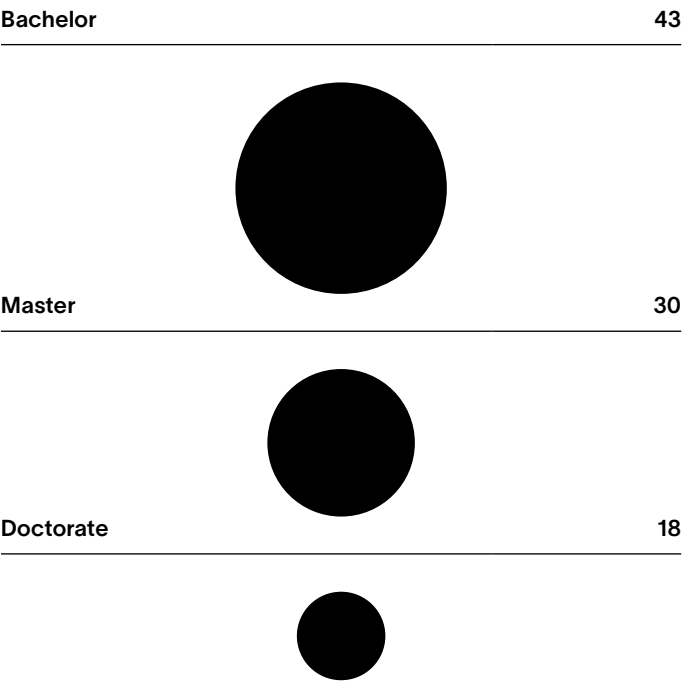
Collaborative studies

The collaborative model combines practical training with bachelor's degree studies. The collaborative studies version of the Mechanical Engineering bachelor's degree programme in Bielefeld combines practical skilled worker/craftsman training with bachelor's degree studies. This course specifically involves commercial and technical vocational training in the metalworking sector. In the collaborative studies version at Minden Campus, training in a traditional construction trade is combined with the Civil Engineering bachelor's degree programme.

Continuing education

Continuing education studies (certificates) are not bachelor's or master's degree studies but consist of structured units (e.g. courses) and conclude with a continuing education certificate. In principle, individuals who have successfully completed a university degree are eligible for these studies.

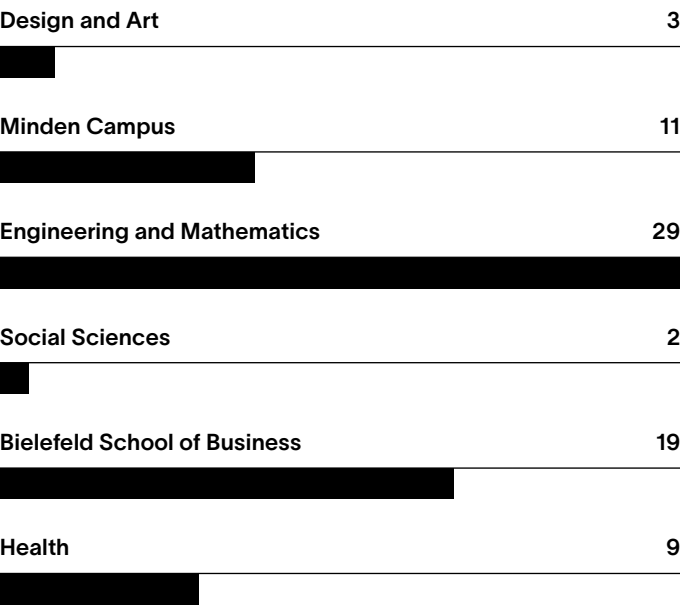
Study programmes by degree



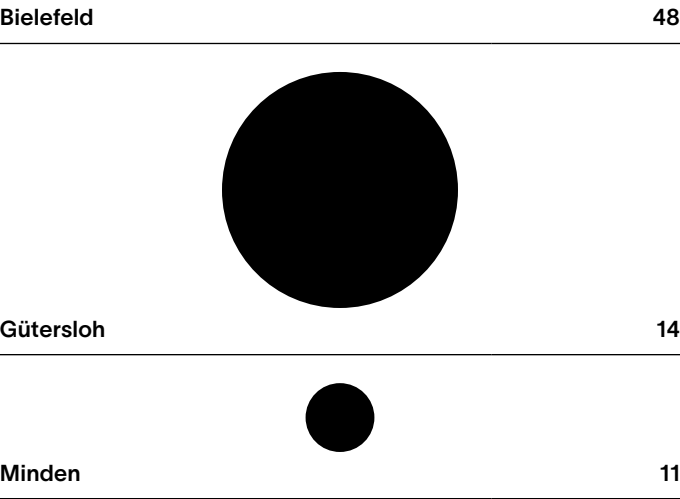
Degree programmes by study model



Degree programmes by faculty



Degree programmes by study location



Bachelor’s
Study Programmes

Study model

Degree

Faculty

Location

Midwifery	Work-integrated	Bachelor of Science	Health	Bielefeld
Applied Computer Sciences	Full-time degree	Bachelor of Science	Engineering and Mathematics	Bielefeld
Applied Mathematics	Full-time degree	Bachelor of Science	Engineering and Mathematics	Bielefeld
Applied Therapeutic Sciences: Occupational Therapy and Physiotherapy	With professional qualification	Bachelor of Science	Health	Bielefeld
Biotechnology and Instrumentation Engineering	Full-time degree	Bachelor of Science	Engineering and Mathematics	Bielefeld
Architecture	Full-time degree	Bachelor of Arts	Minden Campus	Minden
Vocational Education Science for Health Professions	Full-time degree	Bachelor of Arts	Health	Bielefeld
Civil Engineering	Full-time degree	Bachelor of Engineering	Minden Campus	Minden
Business Administration	Part-time combined	Bachelor of Arts	Bielefeld School of Business	Bielefeld
Business Administration	Part-time combined	Bachelor of Arts	Bielefeld School of Business	Gütersloh
Business Administration	Full-time degree	Bachelor of Arts	Bielefeld School of Business	Bielefeld
Business Administration	Work-integrated	Bachelor of Arts	Bielefeld School of Business	Bielefeld
Digital Railway Systems	Full-time degree	Bachelor of Science	Engineering and Mathematics	Bielefeld
Digital Technologies	Work-integrated	Bachelor of Engineering	Engineering and Mathematics	Gütersloh
Electrical Engineering	Part-time combined	Bachelor of Engineering	Engineering and Mathematics	Bielefeld
Electrical Engineering	Full-time degree	Bachelor of Engineering	Engineering and Mathematics	Bielefeld
Electrical Engineering	Work-integrated	Bachelor of Engineering	Minden Campus	Minden
Design and Art	Full-time degree	Bachelor of Arts	Design and Art	Bielefeld
Industrial Engineering (English-taught)	Full-time degree	Bachelor of Engineering	Engineering and Mathematics	Gütersloh
Industrial Engineering (English-taught)	Work-integrated	Bachelor of Engineering	Engineering and Mathematics	Gütersloh
Computer Science	Full-time degree	Bachelor of Science	Minden Campus	Minden
International Studies in Management	Full-time degree	Bachelor of Arts	Bielefeld School of Business	Bielefeld
Healthcare Management and Consulting	Full-time degree	Bachelor of Arts	Health	Bielefeld
Mechanical Engineering	Full-time degree	Bachelor of Engineering	Engineering and Mathematics	Bielefeld
Mechanical Engineering	Part-time combined	Bachelor of Engineering	Engineering and Mathematics	Bielefeld
Mechanical Engineering	Work-integrated	Bachelor of Engineering	Minden Campus	Minden
Mechatronics	Full-time degree	Bachelor of Science	Engineering and Mathematics	Bielefeld
Mechatronics/Automation	Work-integrated	Bachelor of Engineering	Engineering and Mathematics	Gütersloh
Mechatronics and Automation (English-taught)	Full-time degree	Bachelor of Engineering	Engineering and Mathematics	Gütersloh
Mechatronics and Automation (English-taught)	Work-integrated	Bachelor of Engineering	Engineering and Mathematics	Gütersloh
(Early) Childhood Education	Full-time degree	Bachelor of Arts	Social Sciences	Bielefeld
Nursing	With professional qualification	Bachelor of Science	Health	Bielefeld
Project Management Construction	Full-time degree	Bachelor of Engineering	Minden Campus	Minden
Renewable Energies	Full-time degree	Bachelor of Engineering	Engineering and Mathematics	Bielefeld
Software Engineering	Work-integrated	Bachelor of Engineering	Engineering and Mathematics	Gütersloh
Social Work	Full-time degree	Bachelor of Arts	Social Sciences	Bielefeld
Business Information Systems	Full-time degree	Bachelor of Science	Bielefeld School of Business	Bielefeld
Business Information Systems	Work-integrated	Bachelor of Science	Bielefeld School of Business	Bielefeld
Industrial Engineering	Full-time degree	Bachelor of Science	Engineering and Mathematics	Bielefeld
Industrial Engineering	Work-integrated	Bachelor of Engineering	Engineering and Mathematics	Gütersloh
Industrial Engineering	Work-integrated	Bachelor of Engineering	Minden Campus	Minden
Business Psychology	Full-time degree	Bachelor of Science	Bielefeld School of Business	Bielefeld
Business Law	Full-time degree	Bachelor of Laws	Bielefeld School of Business	Bielefeld

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Master’s
Study Programmes

Study model

Degree

Faculty

Location

Applied Automation	Further education part-time combined	Master of Engineering	Engineering and Mathematics	Gütersloh
Vocational Education Science for Health Professions	Full-time	Master of Arts	Health	Bielefeld
Vocational Education Science for Health Professions	Part-time	Master of Arts	Health	Bielefeld
Vocational Education Management (in collaboration with Professional School gGmbH, University of Münster)	Further education part-time combined	Master of Arts	Health	Bielefeld
BioMechatronics (in collaboration with Bielefeld University)	Full-time	Master of Science	Engineering and Mathematics	Bielefeld
	Full-time	Master of Arts	Bielefeld School of Business	Bielefeld
Business Innovation and Technology	Full-time	Master of Science	Engineering and Mathematics	Bielefeld
Computational Engineering	Full-time	Master of Science	Engineering and Mathematics	Bielefeld
Data Science (Master of Applied Research)	Full-time	Master of Science	Engineering and Mathematics	Gütersloh
Data Science (Research Master; English-taught)	Full-time	Master of Science	Engineering and Mathematics	Gütersloh
Digital Technologies	Further education part-time combined	Master of Engineering	Engineering and Mathematics	Gütersloh
Electrical Engineering	Full-time	Master of Engineering	Engineering and Mathematics	Bielefeld
Advanced Nursing Practice	Further education part-time combined	Master of Science	Health	Bielefeld
Finance, Accounting, Controlling & Tax	Full-time	Master of Arts	Bielefeld School of Business	Bielefeld
General Management	Further education part-time combined	Master of Business Administration	Bielefeld School of Business	Bielefeld
Design, 3-semester	Full-time	Master of Arts	Design and Art	Bielefeld
Design, 4-semester	Full-time	Master of Arts	Design and Art	Bielefeld
Human Resource Management	Full-time	Master of Arts	Bielefeld School of Business	Bielefeld
Computer Science	Full-time	Master of Science	Minden Campus	Minden
Integral Construction	Full-time	Master of Arts/of Engineering	Minden Campus	Minden
Integrated Technology and System Development	Part-time	Master of Engineering	Minden Campus	Minden
Integrated Technology and System Development	Full-time	Master of Engineering	Minden Campus	Minden
International Business Management	Full-time	Master of Arts	Bielefeld School of Business	Bielefeld
Management for Engineering and Natural Sciences	Further education part-time combined	Master of Business Administration	Bielefeld School of Business	Bielefeld
Marketing Management	Full-time	Master of Arts	Bielefeld School of Business	Bielefeld
Mechanical Engineering	Full-time	Master of Science	Engineering and Mathematics	Bielefeld
Mechanical Engineering	Further education part-time combined	Master of Engineering	Engineering and Mathematics	Bielefeld
Business Information Systems	Full-time	Master of Science	Bielefeld School of Business	Bielefeld
Industrial Engineering	Further education part-time combined	Master of Engineering	Engineering and Mathematics	Gütersloh
Business Psychology	Full-time	Master of Science	Bielefeld School of Business	Bielefeld
Business Law	Full-time	Master of Laws	Bielefeld School of Business	Bielefeld

Doctorate Study Programmes	Degree	Faculty	Location
Applied Computer Sciences	Doctorate	Minden Campus	Minden
Applied Computer Sciences	Doctorate	Engineering and Mathematics	Bielefeld
Business Administration/Business Administration	Doctorate	Bielefeld School of Business	Bielefeld
Educational Science	Doctorate	Bielefeld School of Business	Bielefeld
Biochemistry/Biotechnology	Doctorate	Engineering and Mathematics	Bielefeld
Data Science	Doctorate	Engineering and Mathematics	Gütersloh
Electrical Engineering	Doctorate	Engineering and Mathematics	Bielefeld
Health/Nursing	Doctorate	Health	Bielefeld
Computer Science	Doctorate	Engineering and Mathematics	Bielefeld
Computer Science	Doctorate	Minden Campus	Minden
Life Sciences	Doctorate	Engineering and Mathematics	Bielefeld
Mechanical Engineering	Doctorate	Engineering and Mathematics	Bielefeld
Mechatronics	Doctorate	Engineering and Mathematics	Bielefeld
Nursing Science	Doctorate	Health	Bielefeld
Psychology	Doctorate	Social Sciences	Bielefeld
Social Work	Doctorate	Social Sciences	Bielefeld
Social Sciences	Doctorate	Social Sciences	Bielefeld
Business Administration	Doctorate	Bielefeld School of Business	Bielefeld

Certificate	Study model	Degree	Faculty	Location
Business Skills Development	Part-time certificate	Certificate	Health	Bielefeld
Compliance Manager Digitalisation and Law	Part-time certificate	Certificate	Bielefeld School of Business	Bielefeld
Digitalisation in Health — Developments and Challenges	Part-time certificate	Certificate	Health	Bielefeld
Doing International Business	Part-time certificate	Certificate	Bielefeld School of Business	Bielefeld
Corporate Training Areas of Action	Part-time certificate	Certificate	Health	Bielefeld
Fields of Action for Vocational Teachers in the Health Sector	Part-time certificate	Certificate	Health	Bielefeld
International Project Management	Part-time certificate	Certificate	Bielefeld School of Business	Bielefeld
New Leadership	Part-time certificate	Certificate	Minden Campus	Minden
Management and Development of Health-Sector Schools	Part-time certificate	Certificate	Health	Bielefeld
Virtual Reality in Vocational Education for Health Professions	Part-time certificate	Certificate	Health	Bielefeld

Design and Art

Location: Lampingstrasse 3, 33615 Bielefeld
Dean: Prof. Nils Hoff
Vice Dean: Prof. Claudia Rohmoser
Bachelor's degree programme: Design
Master's degree programme: Design
Fields of study: Digital Media and Experiment, Photography and Visual Media, Communication Design, Fashion
Number of laboratories / workshops: 20

Minden Campus

Location: Artilleriestrasse 9, 32427 Minden
Dean: Prof. Dr.-Ing. Sven Battermann
Vice Dean: Prof. Dr.-Ing. Heiko Twelmeier
Bachelor's degree programmes: Architecture, Civil Engineering (full-time / collaborative), Electrical Engineering (work-integrated), Computer Science, Mechanical Engineering (work-integrated), Project Management Construction, Industrial Engineering and Management (work-integrated)
Master's degree programmes: Computer Science, Integral Construction, Integrated Technology and System Development (part-time / full-time)
Institutes: Institute for Building Intelligence (ibi), Participation in the following institutions: Bielefeld Institute for Applied Materials Research (BifAM), Institute for Data Science Solutions (IDaS)
Number of laboratories / workshops: 24

Engineering and Mathematics

Locations: Interaktion 1, 33619 Bielefeld; Gleis 13, Langer Weg 9a, 33332 Gütersloh; Schulstrasse 10, 33330 Gütersloh; Biotechnology and Instrumentation Engineering, Universitätsstrasse 27, 33615 Bielefeld; Digital Railway Systems, RailCampus OWL Minden, Pionierstrasse 10, 32423 Minden
Dean: Prof. Dr.-Ing. Rolf Naumann
Vice Deans: Vice Dean for Study and Teaching: Prof. Dr. Jonas Ide; Vice Dean for Research, Development and Transfer: Prof. Dr. Axel Schneider; Vice Dean Gütersloh Campus: Prof. Dr.-Ing. Andrea Kaimann
Bachelor's degree programmes: Applied Computer Sciences, Applied Mathematics, Biotechnology and Instrumentation Engineering, Digital Railway Systems,

Faculties

Digital Technologies (work-integrated), Electrical Engineering, Electrical Engineering (part-time), Industrial Engineering (EN), Industrial Engineering (work-integrated, EN), Mechanical Engineering (full-time / co-operative), Mechanical Engineering (part-time), Mechatronics and Automation (EN), Mechatronics and Automation (work-integrated, EN), Mechatronics / Automation (work-integrated), Mechatronics, Renewable Energies, Software Engineering (work-integrated), Industrial Engineering, Industrial Engineering (work-integrated)
Master's programmes: Applied Automation (part-time), BioMechatronics, Computational Engineering, Data Science (research master's), Data Science (research master's, EN), Digital Technologies (part-time), Electrical Engineering, Mechanical Engineering, Mechanical Engineering (part-time), Industrial Engineering (part-time)
Institutes: CareTech OWL (interdisciplinary), Centre for Applied Data Science Gütersloh (CfADS), Smart Recycling Factory (in collaboration with the Minden Campus and Business faculties, as well as TH OWL), Rail Campus OWL (a collaborative network bringing together research, industry and education)
Research networks: CareTech OWL, Centre for Applied Data Science Gütersloh (CfADS), Centre for Interdisciplinary Materials Research and Technology Development (CiMT), Research laboratory in collaboration with a company: Mieletec HSBI
Number of laboratories: 43

Social Sciences

Location: Interaktion 1, 33619 Bielefeld
Dean: Prof. Dr. Michael Stricker
Vice Dean: Prof. Dr. Helen Knauf (since 1 September 2025); Prof. Dr. phil. Gudrun Dobslaw (until 31 August 2025)
Bachelor's degree programmes: Early Childhood Education, Social Work
Number of laboratories / workshops: 3

Bielefeld School of Business

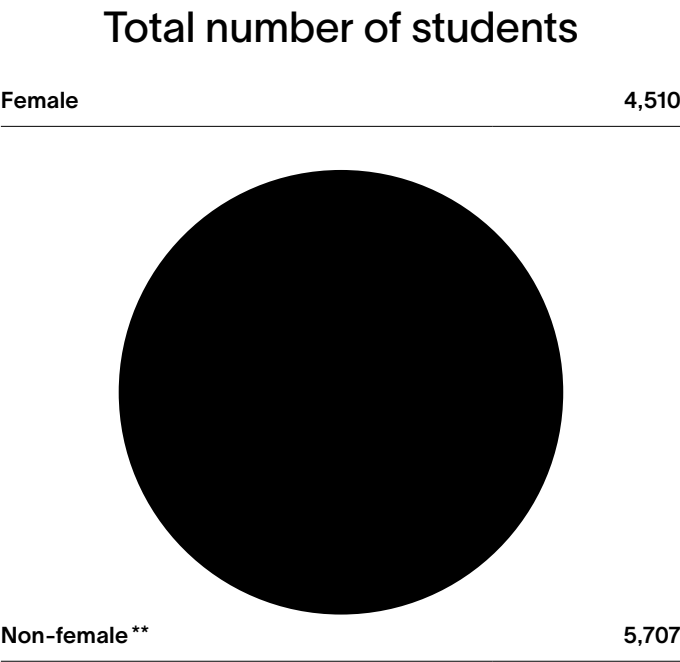
Location: Interaktion 1, 33619 Bielefeld
Dean: Prof. Dr. Riza Öztürk
Vice Dean: Prof. Dr. Peter Hartel
Bachelor's degree programmes: Business Administration, Business Administration (part-time; Bielefeld Campus and

Gütersloh Campus), Business Administration (work-integrated), International Studies in Management, Business Information Systems, Business Information Systems (work-integrated), Business Psychology, Business Law
Master's degree programmes: Business Innovation & Technology, Finance, Accounting, Controlling & Tax, General Management (MBA, part-time), Human Resource Management, International Business Management (EN), Management for Engineering and Natural Sciences (MBA, part-time), Marketing Management, Business Information Systems, Business Psychology, Business Law
Certificate studies: Compliance Manager Digitisation and Law, Doing International Business (EN), International Project Management
Institute: Institute for Data Science Solutions (IDaS)
Number of laboratories: 1

Health

Location: Interaktion 1, 33619 Bielefeld
Dean: Prof. Dr. rer. medic. Markus Zimmermann
Vice Dean: Prof. Dr. phil. Änne-Dörte Latteck
Bachelor's degree programmes: Midwifery (work-integrated), Applied Therapy Sciences: Occupational Therapy and Physiotherapy, Vocational Education Science for Health Professions, Healthcare Management and Consulting, Nursing
Master's degree programmes: Vocational Education Science for Health Professions (full-time and part-time), Vocational Education Management (part-time), Advanced Nursing Practice (part-time)
Certificate studies: Digitalisation in Health—Development and Challenges, Fields of Action for Vocational Teachers in the Health Sector, Management and Development of Health-Sector Schools, Virtual Reality in Vocational Education for Health Professions
Institute: Institute for Educational and Health-Care Research in the Health Sector (InBVG)
Number of laboratories / workshops: 2

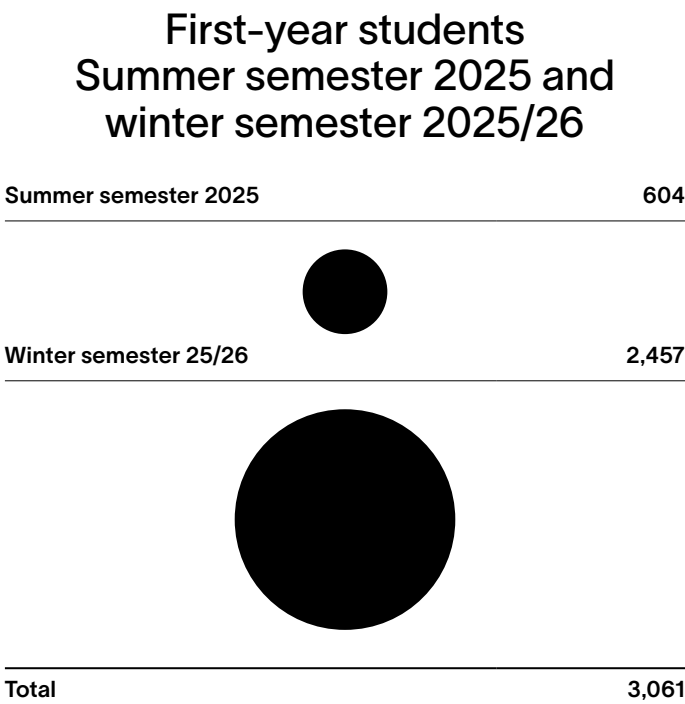
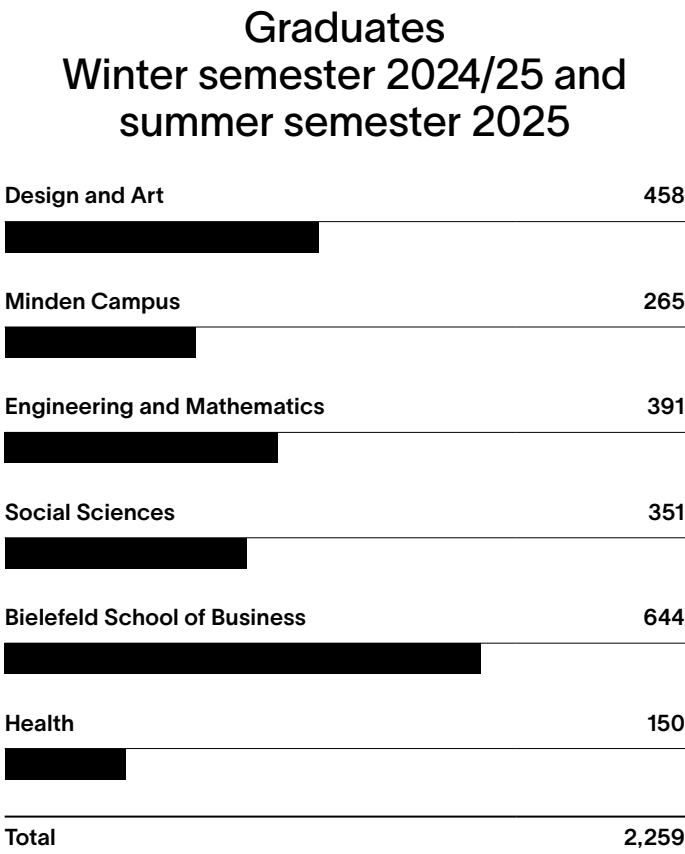
10,217
Students*



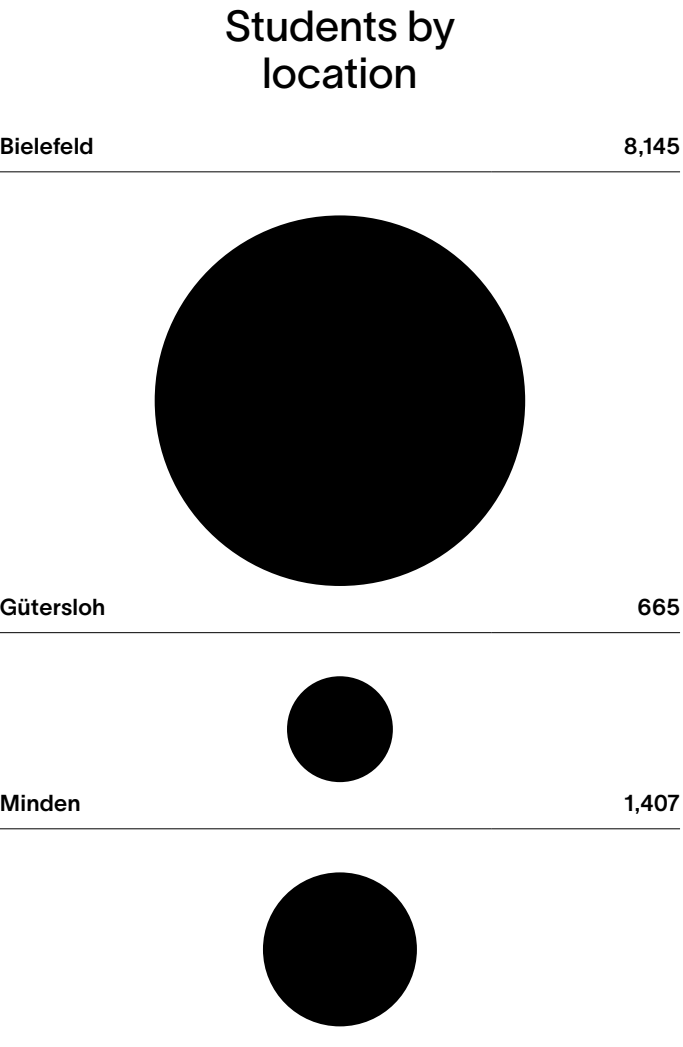
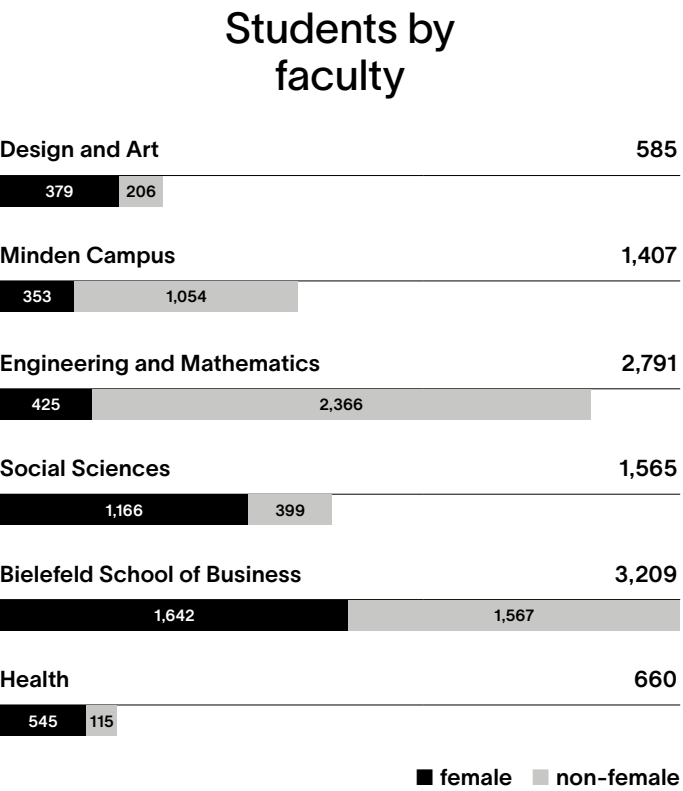
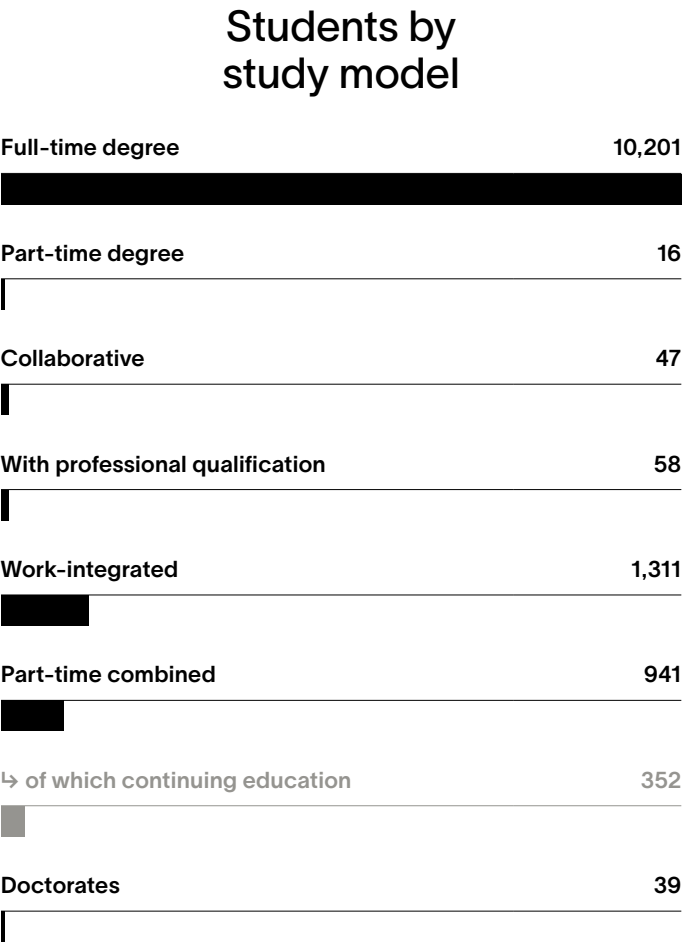
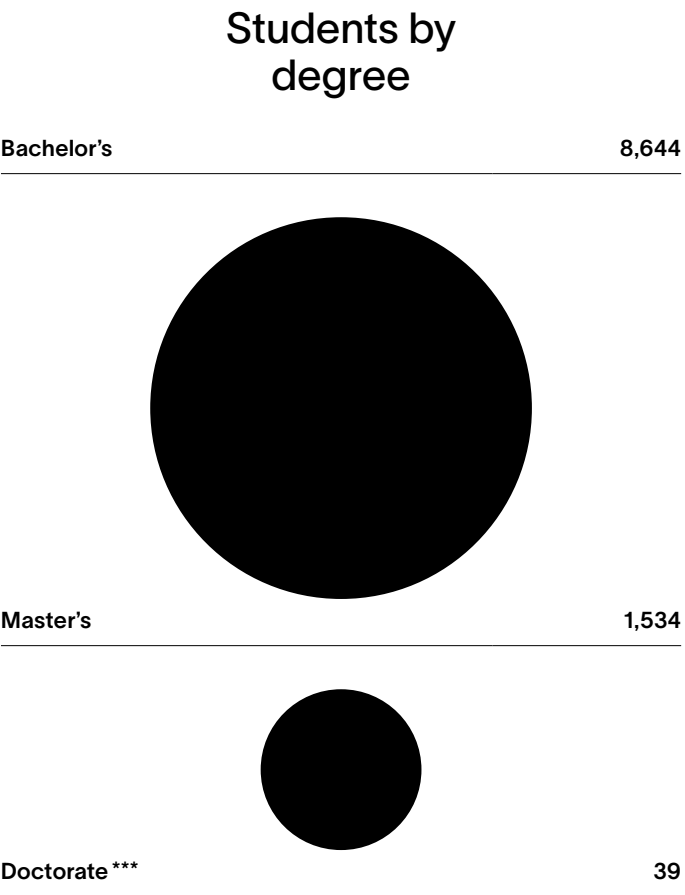
*Including occasional students in franchise programmes

** *Non-female* comprises non-binary and male. This statistic has sparked discussion in the past, which is why we would like to offer a brief explanation: HSBI's aim and legal duty is to promote women and communicate the status quo transparently. These figures are taken from HSBI's data warehouse. Due to personality and data protection, and given the relatively small groups at our university, we have to prevent people from "looking out" for individuals' sexual identity.

*** Doctoral candidates who are enrolled at HSBI as fully registered students. As of 1 September 2023, in addition to the previous option of doing a doctorate at HSBI in cooperation with an Universität, it is also possible to do a doctorate with PK NRW as a partner. In addition, there is a group of doctoral candidates who do a cooperative doctorate

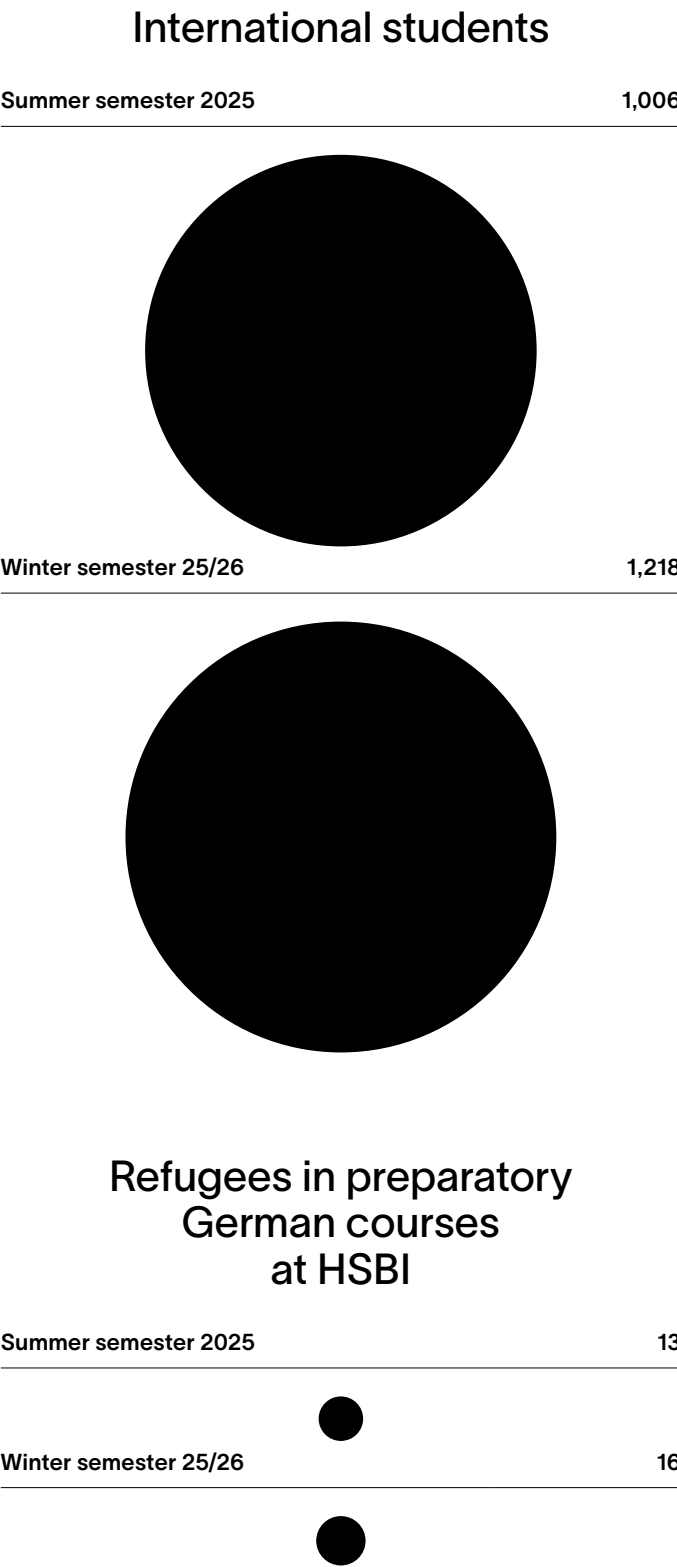


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International



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Country	City	Partner university	Programme	Faculty
Albania	Tirana	Polytechnic University of Tirana	Erasmus+ KA171	Eng/Maths
		University of Tirana	Erasmus+ KA171	Bielefeld School of Business
	Durrës	Aleksander Moïsu University	Erasmus+ KA171	HSBI as a whole
Australia	Sydney	International College of Management, Sydney (ICMS)	Study Abroad Agreement (outgoing students only)	Bielefeld School of Business
Belgium	Antwerp	Artesis Plantijn University College Antwerp	Erasmus+ KA131	Design and Art
	Brussels	Luca School of Arts	Erasmus+ KA131	Design and Art
	Ghent	Hogeschool Gent (HOOGENT)	Erasmus+ KA131	Design and Art, Bielefeld School of Business, Health
Bhutan	Kortrijk	VIVES University of Applied Sciences	Erasmus+ KA131	Eng/Maths, Social Sciences
		PXL University of Applied Sciences and Arts	Erasmus+ KA131	Eng/Maths
	Phuentsholing	College of Science and Technology, Royal University of Bhutan (RUB)	Memorandum of Understanding	Minden Campus
Brazil	Boa Vista, Garanhuns	Universidade Federal Do Agreste de Pernambuco (UFAPE)	Memorandum of Understanding, Student Exchange Agreement	Eng/Maths
	Manaus	Federal University of Amazonas (UFAM)	Memorandum of Understanding, Student Exchange Agreement	Eng/Maths
Bulgaria	Sofia	Sofia University St. Kliment Ohridski	Erasmus+ KA131 and BIP	Social Sciences
	Tarnovo	St. Cyril and St. Methodius University of Veliko Tarnovo	Erasmus+ KA131	Eng/Maths
Chile	Región Metropolitana, Santiago	University of Santiago de Chile (USACH)	Memorandum of Understanding, Student Exchange Agreement	HSBI as a whole
China	Nanjing	Hohai University (HHU), Campus Changzhou	Memorandum of Understanding, Student Exchange Agreement	Minden Campus
	Chengdu	South West Jiaotong University (SWJTU), Campus Emel and Chengdu	Memorandum of Understanding, Student Exchange Agreement	Eng/Maths
	Shouguang	Weifang University of Science and Technology (WUOST)	Memorandum of Understanding, Student Exchange Agreement	Eng/Maths
Qingdao	Qingdao University of Science and Technology (QUST)	Shandong University of Science and Technology (SDUST)	Memorandum of Understanding, Student Exchange Agreement	Eng/Maths
		College of International Exchange	Memorandum of Understanding, Student Exchange Agreement	Eng/Maths, Bielefeld School of Business
	Shanghai	Shanghai Normal University (SHNU), College of Information, Mechanical & Electrical Engineering	Memorandum of Understanding, Student Exchange Agreement	Eng/Maths
Denmark	Esbjerg	Sino-German College of Applied Sciences (CDHAW) at Tongji University	Memorandum of Understanding, Student Exchange Agreement	Minden Campus, Eng/Maths, Bielefeld School of Business
		Tongji University College of Design and Innovation (TJDI)	Memorandum of Understanding, Student Exchange Agreement	Design and Art
	University College South Denmark	Erasmus+ KA131	Social Sciences	Social Sciences
Ecuador	Riobamba	Universidad Nacional de Chimborazo (UNACH)	Memorandum of Understanding, Student Exchange Agreement	Social Sciences
Estonia	Tallinn	TallTech University	Erasmus+ KA131	Eng/Maths
	Tartu	University of Tartu	Erasmus+ KA131	Bielefeld School of Business
Finland	Vasa	Novia University of Applied Sciences	Erasmus+ KA131	Design and Art
	Joensuu	Karelia University of Applied Sciences	Erasmus+ KA131	Eng/Maths
	Lahti	LAB University of Applied Sciences	Erasmus+ KA131	Design and Art, Bielefeld School of Business
France	Kouvola	South-Eastern Finland University of Applied Sciences (XAMK)	Erasmus+ KA131	Minden Campus, Eng/Maths, Bielefeld School of Business (IBSEN network), Health
	Tampere	Tampere University of Applied Sciences	Erasmus+ KA131	Bielefeld School of Business
	Kuopio	Savonia University of Applied Sciences	Erasmus+ KA131	Health
Pori	Satakunta University of Applied Sciences (SAMK)	École nationale supérieure des arts décoratifs	Erasmus+ KA131	Eng/Maths
		École Supérieure d'Informatique Électronique Automatique	Erasmus+ KA131	Design and Art
	Ivry-sur-Seine	École Nationale Supérieure des Mines de Saint-Étienne (ENSMSE)	Erasmus+ KA131	Eng/Maths
Toulouse	Valenciennes	Institut Limayrac Toulouse	Erasmus+ KA131	Social Sciences
		Polytechnic University of Hauts-de-France (UPHF)	Erasmus+ KA131	Bielefeld School of Business (IBSEN network)
	Dunkerque	University of the Littoral Opal Coast	Erasmus+ KA131	Bielefeld School of Business
Créteil	Ocellia, École des métiers Santé Social en Auvergne-Rhône-Alpes	University Paris-Est Créteil (UPEC)	Erasmus+ KA131	Bielefeld School of Business
		Yvon	Erasmus+ KA131 (STA/teachers only)	Social Sciences

Georgia	Tbilisi	Tbilisi State Academy of Art	Memorandum of Understanding, Student Exchange Agreement	Design and Art
Greece	Athens	National Technical University of Athens (NTUA)	Memorandum of Understanding, Student Exchange Agreement and Erasmus+ KA131	Eng/Maths
India/DIHK	Colmbatore	PSG College of Technology	Memorandum of Understanding, Student Exchange Agreement	Minden Campus, Eng/Maths
India	Kherva, Mehsana	Ganpat University	Memorandum of Understanding, Student Exchange Agreement	Bielefeld School of Business
Iraq	Kurdistan, Erbil	Erbil Polytechnic University	Memorandum of Understanding, Student Exchange Agreement	HSBI as a whole
Iran	Yazd	Yazd University	Memorandum of Understanding, Student Exchange Agreement	Eng/Maths
Ireland	Tralee	MTU Munster Technological University/Tralee, Co. Kerry	Erasmus+ KA131	Social Sciences
	Dundalk	Dundalk Institute of Technology	Erasmus+ KA131	Health
Iceland	Dublin	Dublin City University	Erasmus+ KA131	Health
	Reykjavik	University of Iceland	Erasmus+ KA131 (STA/teachers only)	Social Sciences
Israel	Jerusalem	Bezalel Academy of Arts and Design Jerusalem	Erasmus+ KA171	Design and Art
	Haifa	Technion – Israel Institute of Technology	Memorandum of Understanding, Student Exchange Agreement	HSBI as a whole
Italy	Bari	Academy of Fine Arts of Bari	Erasmus+ KA131	Design and Art
	Cagliari	University of Cagliari	Erasmus+ KA131	Minden Campus, Eng/Maths, Bielefeld School of Business (IBSEN network)
	Ancona	Marche Polytechnic University	Erasmus+ KA131	Eng/Maths, Bielefeld School of Business
Japan	Niigata	Niigata University	Memorandum of Understanding, Student Exchange Agreement	Bielefeld School of Business
Jordan	Amman	German–Jordanian University (GJU)	Memorandum of Understanding, Student Exchange Agreement	Design and Art, Eng/Maths, Bielefeld School of Business
Canada	Halifax	Nova Scotia College of Art and Design	Memorandum of Understanding, Student Exchange Agreement	Design and Art
	Winnipeg	University of Manitoba (Price School of Engineering)	Memorandum of Understanding, Student Exchange Agreement	Eng/Maths
		University of Manitoba (Asper School of Business)	Memorandum of Understanding, Student Exchange Agreement	Bielefeld School of Business (IBSEN network)
	Wolville	Acadia University of Wolfville	Memorandum of Understanding, Student Exchange Agreement	Bielefeld School of Business
	Abbotsford	University of the Fraser Valley (UFV)	Memorandum of Understanding, Student Exchange Agreement	Bielefeld School of Business
	Regina	University of Regina	Memorandum of Understanding, Student Exchange Agreement	Eng/Maths, Bielefeld School of Business
	Edmonton	Northern Alberta Institute of Technology (Nait)	Memorandum of Understanding, Student Exchange Agreement	HSBI as a whole (OWL cooperation)
		MacEwan University	Memorandum of Understanding, Student Exchange Agreement	HSBI as a whole (OWL cooperation)
		University of Alberta	Memorandum of Understanding, Student Exchange Agreement	HSBI as a whole (OWL cooperation)
		Concordia University of Edmonton	Memorandum of Understanding, Student Exchange Agreement	HSBI as a whole (OWL cooperation)
	Red Deer	Red Deer Polytechnic (RDP)	Memorandum of Understanding, no student exchange	HSBI as a whole (OWL cooperation)
Kazakhstan	Oskemen	Dr. Serikbayev East Kazakhstan Technical University (EKTU)	Memorandum of Understanding, Student Exchange Agreement	Minden Campus
Colombia	Bogotá D.C.	National University of Colombia	Memorandum of Understanding, Student Exchange Agreement	Eng/Maths
		Francisco José de Caldas District University	Memorandum of Understanding, Student Exchange Agreement	Eng/Maths
		Universidad del Rosario	Memorandum of Understanding, Student Exchange Agreement	Eng/Maths, Bielefeld School of Business
	Cali	University of Valle	Memorandum of Understanding, Student Exchange Agreement	Eng/Maths
Croatia	Split	University of Split	Erasmus+ KA131	Eng/Maths, Bielefeld School of Business
Lithuania	Vilnius	Vilnius Academy of Arts	Erasmus+ KA131	Design and Art
	Kaunas	Kaunas University of Technology	Erasmus+ KA131 (STA/teachers only)	Bielefeld School of Business
Mexico	San Andrés Cholula, Puebla	University of the Americas (UDLAP)	Memorandum of Understanding, Student Exchange Agreement	HSBI as a whole
	Gómez Palacio	Universidad La Salle Laguna	Memorandum of Understanding, Student Exchange Agreement	HSBI as a whole
	San Pedro Cholula, Puebla	Ibero–American University	Memorandum of Understanding, Student Exchange Agreement	Bielefeld School of Business
	Cancún	Universidad Anáhuac Cancún	Memorandum of Understanding, Student Exchange Agreement	Bielefeld School of Business
Mexico/DHIK	Various locations	Instituto Tecnológico de Monterrey (MDHX)	Memorandum of Understanding, Student Exchange Agreement	Minden Campus, Eng/Maths, Bielefeld School of Business
Nicaragua	León	La Salle Technological University (ULSA)	Erasmus+ KA171	Eng/Maths
Netherlands	Rotterdam	Rotterdam University of Applied Sciences	Erasmus+ KA131	Bielefeld School of Business
	The Hague	The Hague University of Applied Sciences	Erasmus+ KA131	Bielefeld School of Business (IBSEN network)

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Norway	Ålesund	Norwegian University of Science and Technology	Erasmus+ KA131	Bielefeld School of Business
	Stavanger	University of Stavanger	Erasmus+ KA131 (internship only)	Health
Austria	Vienna	Hochschule Campus Wien University of Applied Sciences	Erasmus+ KA131	Eng/Maths, Health
	Puch bei Hallein	Salzburg University of Applied Sciences	Erasmus+ KA131	Minden Campus, Bielefeld School of Business
	St. Pölten	USTP University of Applied Sciences St. Pölten	Erasmus+ KA131	Health
	Vienna	City of Vienna Private University of Music and the Arts	Erasmus+ KA131 (STA/teachers only)	Social Sciences
Peru	Los Álamos de Monterrico, Santiago de Surco, Lima	Peruvian University of Applied Sciences (UPC)	Memorandum of Understanding, Student Exchange Agreement	Design and Art, Eng/Maths
	Ayacucho	National University of San Cristóbal de Huamanga (UNSCH)	Memorandum of Understanding, Student Exchange Agreement	Social Sciences
Poland	Białystok	Białystok University of Technology	Erasmus+ KA131	Eng/Maths
	Gdańsk	WSB Merito University Gdansk	Erasmus+ KA131	Minden Campus
	Gliwice	Silesian University of Technology	Erasmus+ KA131	Eng/Maths, Bielefeld School of Business
	Katowice	University of Silesia in Katowice	Erasmus+ KA131	Social Sciences
	Kielce	Kielce University of Technology	Erasmus+ KA131	Eng/Maths
	Kraków	Cracow University of Economics	Erasmus+ KA131	Bielefeld School of Business
	Lublin	Medical University of Lublin	Erasmus+ KA131	Health
	Rzeszów	University of Rzeszów	Erasmus+ KA131	Eng/Maths, Social Sciences, Bielefeld School of Business
		Rzeszow University of Technology	Erasmus+ KA131	Minden Campus, Eng/Maths, Bielefeld School of Business
	Wrocław	University of Information Technology and Management in Rzeszów	Erasmus+ KA131	Bielefeld School of Business
Portugal	Braga	Wroclaw University of Science and Technology	Erasmus+ KA131	Minden Campus, Eng/Maths
	Funchal	University of Minho	Erasmus+ KA131	Bielefeld School of Business
Republic of Korea (South Korea)	Seoul	University of Madeira	Erasmus+ KA131	Minden Campus
	Chuncheon-si	Chung-Ang University	Memorandum of Understanding, Student Exchange Agreement	Design and Art
		Hallym University	Memorandum of Understanding, Student Exchange Agreement	Bielefeld School of Business (IBSEN network)
Romania	Bucharest	Bucharest National University of Arts	Erasmus+ KA131	Design and Art
	Sibiu	"Lucian Blaga" University of Sibiu (ULBS)	Erasmus+ KA131	Eng/Maths
Russia (cooperation suspended at the moment)	St. Petersburg	Saint Petersburg State University of Technology and Design (SPSUTD)	Memorandum of Understanding, Student Exchange Agreement	Design and Art
		St. Petersburg State University of Economics (Unecon)	Memorandum of Understanding, Student Exchange Agreement	Eng/Maths
	Veliky Novgorod	Yaroslav-the-Wise Novgorod State University	Memorandum of Understanding, Student Exchange Agreement	Eng/Maths
	Moscow	Institute of Business Studies Moscow (RANEPA)	Memorandum of Understanding, Student Exchange Agreement	Bielefeld School of Business
	Nizhny Novgorod	State University of Architecture and Civil Engineering	Memorandum of Understanding, Student Exchange Agreement	Bielefeld School of Business
	Rostov-on-Don	Southern Federal University, Taganrog, Rostov Region	Memorandum of Understanding, Student Exchange Agreement	Eng/Maths
Sweden	Gothenburg	University of Gothenburg	Erasmus+ KA131	Social Sciences
	Halmstad	Halmstad University	Erasmus+ KA131	Minden Campus, Eng/Maths
Switzerland	Bern	Berner Bildungszentrum Pflege	Cooperation and Erasmus+ KA131 (SEMP)	Health
	Muttenz	University of Applied Sciences and Arts Nordwestschweiz	Erasmus+ KA131 (SEMP)	Social Sciences
	Lucerne	Lucerne University of Applied Sciences and Arts, School of Social Work	Erasmus+ KA131 (SEMP)	Social Sciences
Slovakia	Staré Mesto	Academy of Fine Arts and Design in Bratislava	Erasmus+ KA131	Design and Art
Slovenia	Maribor	University of Maribor (Faculty of Electrical Engineering and Computer Sciences)	Erasmus+ KA131	Eng/Maths, Bielefeld School of Business

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Spain	La Cañada, Almería	University of Almería	Erasmus+ KA131	Health
	Cáceres	University of Extremadura	Erasmus+ KA131	Bielefeld School of Business
	Barcelona	International University of Catalonia (IUC)	Erasmus+ KA131	Bielefeld School of Business
	Gran Canaria	Universidad del Atlántico Medio (UNAM)	Erasmus+ KA131 (STA/teachers only)	Bielefeld School of Business
	Vitoria-Gasteiz	Escuela Superior de Diseño de La Rioja (Esdir)	Erasmus+ KA131	Design and Art
	Madrid	Comillas Pontifical University	Erasmus+ KA131	Health
	Oviedo	University of Oviedo	Erasmus+ KA131	Minden Campus, Eng/Maths
	San Cristóbal de La Laguna	University of La Laguna	Erasmus+ KA131	Minden Campus
	Vic, Barcelona	University of Vic	Erasmus+ KA131	Bielefeld School of Business
	Vigo	University of Vigo	Erasmus+ KA131	Eng/Maths, Bielefeld School of Business
Tanzania	Zaragoza	University of Zaragoza	Erasmus+ KA131	Eng/Maths, Social Sciences
		HAC_R Creativo	Erasmus+ KA131	Design and Art
	Dar es Salaam	University of Dar es Salaam College of Engineering and Technology (CoET)	Memorandum of Understanding, Student Exchange Agreement	Minden Campus
Czech Republic	Brno	BRNO University of Technology	Erasmus+ KA131	Bielefeld School of Business
	Liberec	Technical University of Liberec	Erasmus+ KA131	Eng/Maths
	Prague	Czech University of Life Sciences	Erasmus+ KA131	Bielefeld School of Business (IBSEN network)
	Staré Město	Academy of Arts Architecture and Design in Prague	Erasmus+ KA131	Design and Art
	Sfax	University of Sfax (ENIS)	Erasmus+ KA171	Eng/Maths
Tunisia		North American Private University	Memorandum of Understanding, Student Exchange Agreement, Erasmus+ KA171	Eng/Maths
Türkiye	Konyaaltı/Antalya	Akdeniz University	Erasmus+ KA131	Social Sciences
	Niğüfer/Bursa	Uludağ University	Erasmus+ KA131	Eng/Maths, Bielefeld School of Business
	Fatih/Istanbul	Istanbul University	Erasmus+ KA131	Bielefeld School of Business
	Sarıyer/Istanbul	Istanbul Technical University	Erasmus+ KA131	Minden Campus
	Kadıköy, Istanbul	Marmara University	Erasmus+ KA131	Design and Art
	Bahçelievler/Istanbul	Marmara University	Erasmus+ KA131	Bielefeld School of Business
	Kadıköy, Istanbul	Marmara University	Erasmus+ KA131	Minden Campus
	Beyoğlu/Istanbul	Mimar Sinan Fine Arts University	Erasmus+ KA131	Minden Campus
	Beykoz/Istanbul	Turkish-German-University	Erasmus+ KA131 and double degree cooperation	Minden Campus, Bielefeld School of Business
	Beyoğlu/Istanbul	Istanbul Kent University	Erasmus+ KA131	Social Sciences
Hungary	Úrfa/Izmir	Izmir Institute of Technology	Erasmus+ KA131	Minden Campus
	Balçova/Izmir	Izmir University of Economics	Erasmus+ KA131	Bielefeld School of Business (IBSEN network)
	Diyarbakır	Dicle University	Erasmus+ KA131	Bielefeld School of Business
	Budapest	Budapest University of Economics and Business (BUEB)	Erasmus+ KA131	Bielefeld School of Business
		Moholy-Nagy University of Art and Design (MOME)	Erasmus+ KA131	Design and Art
	Spearfish	Black Hills State University	Memorandum of Understanding, Student Exchange Agreement	Bielefeld School of Business
	Boise, Idaho	Boise State University	Memorandum of Understanding, Student Exchange Agreement	Bielefeld School of Business
	East Stroudsburg	East Stroudsburg University	Memorandum of Understanding, Student Exchange Agreement	Bielefeld School of Business
	Fort Pierce	Indian River State College	Memorandum of Understanding, Student Exchange Agreement	Bielefeld School of Business (IBSEN network)
	Marquette	Northern Michigan University	Memorandum of Understanding, Student Exchange Agreement	Bielefeld School of Business
United Kingdom (UK)	Middletown	Penn State Harrisburg	Memorandum of Understanding, no student exchange	HSBI as a whole
	Tacoma	University of Washington Tacoma	Memorandum of Understanding, Student Exchange Agreement	Bielefeld School of Business, Eng/Maths
	New York	Queens College	Memorandum of Understanding, Student Exchange Agreement	Bielefeld School of Business
	Bradford	University of Bradford	Erasmus+ KA171	Social Sciences
	London	University of the Arts London	Erasmus+ KA171	Design and Art
Vietnam	Middlesbrough	Teesside University	Erasmus+ KA171 and Turing Scheme Student Exchange Agreement	Bielefeld School of Business
	Ho Chi Minh City	Ho Chi Minh City University of Technology (HCMUT)	Memorandum of Understanding, Student Exchange Agreement	Eng/Maths
	Nicosia	University of Cyprus	Erasmus+ KA131	Eng/Maths

Bielefeld Institute for Applied Materials Research (BlfAM)

The expertise of the scientists participating in BlfAM from the disciplines of physics, chemistry, biology, biotechnology, computer science, mechanical engineering, process engineering and electrical engineering range from measurement technology, functional layers, energy transmission and sensor technology to material analysis, additive manufacturing and formulations, right through to computer-aided modelling and simulation. The scientific and technical work at BlfAM encompasses research and development in equal measure in order to meet the major societal challenges with innovative approaches—from fundamental research to novel materials, material and technology development to product and process development. In interdisciplinary teams, creative solutions are developed in the current areas of medical technology, energy and resource efficiency, digitalisation and sustainability.

Institute for Educational and Health-Care Research in the Health Sector (InBVG)

At InBVG, researchers from the fields of nursing, therapy and health sciences, midwifery, medicine and vocational education and training work on current issues relating to societal challenges and issues. Research and development projects at InBVG in education research aim at vocational education for health professions, digitalisation of educational processes, curriculum development and the development and evaluation of study and continuing education offers for educators at schools and companies in the health sector. Health-care research focuses on the promotion of health literacy and social participation, digitalisation in the health sector as well as the development and evaluation of user-oriented health care concepts for specific target groups, such as people with disabilities or chronic diseases, people in need of care and caregivers. The transfer of current research results to studies and teaching supports application-oriented teaching and learning in the field of health.

Institute for Data Science Solutions (IDaS)

The Institute for Data Science Solutions addresses research and transfer issues in various application domains such as production, sustainability, environment, health and services. The data generated by partners from companies or practice-oriented institutions can be collected, clustered, modelled and used to optimise processes or outcomes. Modelling and simulation approaches and data science and artificial intelligence methods that are continuously adapted and efficiently developed form the basis for this. The members of the institute cover a wide range of methods and domain knowledge, which they have already jointly contributed to numerous projects and various research topics in a coordinated manner.

Institute for Building Intelligence (ibi)

The Institute for Building Intelligence is dedicated to research in various application domains, which can be summarised under the terms “Intelligent Buildings” and “Building Intelligence”. “Intelligent buildings” involves the development and integration of innovative technologies and systems that help to improve the energy efficiency, safety and comfort of buildings. These include smart home technologies, energy-efficient building concepts, networked building management systems and sustainable building materials. “Building Intelligence” expands the institute's focus on using and analysing data to optimise buildings and infrastructure, with topics such as artificial intelligence, machine learning, big data and the Internet of Things (IoT) having priority. The aim is to develop intelligent systems that can collect, analyse and take adaptive action based on data. These approaches are designed to improve the operational efficiency, user experience and sustainability of buildings and infrastructure.

Institute for System Dynamics and Mechatronics (ISyM)

For more than 10 years, ISyM has been a respected partner for companies as well as scientific and public institutions in developing novel, innovative technical systems that contribute to efficiently solving challenging technological questions. These questions have increasingly resulted from key societal challenges of our time and require interdisciplinary approaches as offered by mechatronics due to their complexity. The institute's members pool their expertise from the mechatronic domains of electrical engineering, control engineering, computer science and mechanical engineering to develop systems in synergy that can fulfil tasks efficiently or even autonomously due to their ability to interact, adapt and cooperate. In the design of sustainable mechatronic systems, using interdisciplinary approaches provides the fundamental added value, e.g. using methods from artificial intelligence, machine learning and automation to create forward-looking solutions for applications in the industrial, mobility and health care sectors.

Institute for Technical Energy Systems (ITES)

The Institute for Technical Energy Systems (ITES) conducts research—currently in three research areas—into solutions for designing sustainable, future-oriented and intelligent energy concepts as well as the development of the necessary technologies. Its interdisciplinary team has extensive project experience in renewable energies, electrical power grids and energy-efficient technologies. The research fields include energy storage, conversion and management, circular economy, mobility and lightweight construction, textile technologies and intelligent human-machine interaction.

Research Networks

CareTech OWL. Centre for Health, Social Affairs and Technology

As a Centre for Health, Social Affairs and Technology at HSBI, CareTech OWL addresses the challenges in the health and social sector, such as demographic change, the skills shortage and multiple burdens on specialists. To this end, CareTech OWL as a cross-faculty, cross-institute, interdisciplinary and trans-disciplinary research network combines a broad range of academic disciplines in five research fields: (1) human mecha- tronics and assistive technologies, (2) health data and artificial intelligence, (3) socio-technical systems in the context of education and care, (4) care work of the future, and (5) innovation and transfor- mation in the care sector. In diverse collaborations with practice partners, in transfer activities and in permanent “CareTech HUBs” with practice partners from geriatrics, technically assisted care, technology-supported living and neigh- bourhoods and at the Bad Salzuflen health campus, research and development, practical healthcare, technology trials and evaluation are combined to sustain- ably strengthen participation, health and well-being in the East Westphalia- Lippe region.

Center for Applied Data Science Gütersloh (CfADS)

The CfADS research network at Gütersloh Campus explores and designs the digital data world of companies and institutions. It focuses on the application and imple- mentation-oriented execution of innova- tive research and development projects in the fields of data science and artificial intelligence, for example, for the digitalisa- tion and optimisation of work and busi- ness processes. The establishment of the CfADS was funded by the European Regional Development Fund (ERDF) and the federal state of NRW within the framework of the *Research Infrastructures* competition. As part of this, a powerful data analytics computing cluster, the IoT Factory and the Smart Service Lab at Gütersloh Campus are now available for CfADS’s research work.

Center for Entrepreneurship (CFE)

The CFE is the central coordination point for start-up funding at HSBI and makes a major contribution to establishing a sustainable start-up culture. The inter- disciplinary institution supports students, academic staff and professors of HSBI extensively at all stages of the start-up process. The measures range from curricular and extra-curricular (teaching) offers to concrete support through an own incubator, coaching and mentoring programme. Members of the university thus receive concrete assistance in the search, validation and implementation of innovative and sustainable ideas. In addition, extensive networking with the regional start-up ecosystem makes it easier for entrepreneurs to enter the market in a needs-based way. The CFE is funded by the Federal Ministry for Eco- nomic Affairs and Climate Action (BMWK) and by the Ministry of Economic Affairs, Innovation, Digitalization and Energy of the State of North Rhine-Westphalia within the scope of the programmes *EXIST-Potentiale* and *Exzellenz Start-up Center.NRW*, respectively.

Innovation Campus for Sustainable Solutions (InCamS@BI)

In the InCamS@BI project, the Innovation Campus for Sustainable Solutions at Hochschule Bielefeld University of Applied Sciences and Arts (HSBI) and Bielefeld University, an interdisciplinary team develops innovative ideas that are intended to provide answers to the question of how plastics can be integrated into the circular economy. Experts from the fields of plastics technology, engineering, physics, chemistry, business law, business psychology and innovation management develop project outlines—together with and for companies and society. In order to enter into an exchange with other actors, in particular from the East Westphalia- Lippe region, InCamS@BI is designing new event and dialogue formats. With its work, the team wants to contribute to professionalising HSBI’s transfer of ideas, knowledge and technology and to establishing sustainable structures at the university. InCamS@BI is a transfer project and is funded by the Federal and Länder initiative *Innovative Hochschule* from 2023 to 2027.

Mieletec

Mieletec is a long-term cooperation between HSBI and Miele & Cie. KG in the field of research into methods, processes and concepts for innovative home appli- ances. The aim of the project is a perma- nent scientific cooperation for a joint acquisition of knowledge in the fields of electrodynamics, thermodynamics and fluid mechanics. In these areas, it aims to jointly develop scientific foundations and to advance the expansion of forward- looking innovative know-how with regard to processes and methods in household appliances with the objective of optimiz- ing these processes and methods, in particular in terms of increasing resource efficiency and boosting the benefits for potential end users.

Research Projects

Faculty of Design and Art

An Adaptive, Smartphone-Based Learning System to Support People with Cognitive Impairments in Their Learning Process During Wayfinding Training in Public Spaces (PAGAnInI)
Duration: 01/09/2019–31/01/2025
Prof. Dr. Dominic Becking,
Prof. Dr. Gudrun Dobsław,
Prof. Patricia Stolz,
Prof. Dr. Udo Seelmeyer

Anima Obscura
Duration: 01/01/2021–31/12/2025
Prof. Claudia Rohrmoser

The Bielefeld Bible 2.0.
The Holy Scriptures in a Reader-Friendly Format. (Bible 2.0)
Duration: 01/03/2024–31/08/2028
Prof. Dirk Fütterer

Book as Bot. AI-Powered Form of Editorial Design. (Book)
Duration: 01/03/2025–31/08/2027
Prof. Dirk Fütterer

Composing Deep Time – Somatic Resonance in Immersive Media Installations
Duration: 01/01/2024–31/12/2029
Prof. Claudia Rohrmoser

Critical Play
Duration: 28/10/2025–28/10/2025
Prof. Alexander Trattler-Hilgenböcker,
Prof. Claudia Rohrmoser

CXI Conference 2025
Duration: 1 January–30/09/2025
Prof. Robert Paulmann

Fuzzy Logic
Duration: 01/01/2025–31/12/2025
Prof. Alexander Trattler-Hilgenböcker,
Prof. Claudia Rohrmoser

Gender in the Art of Amusement Architecture
Duration: 01/05/2024–31/12/2025
Prof. Katharina Bosse

International symposium: Post-Photographic Images. Generative Imaging Techniques

Duration: 01/08/2025–01/04/2026
Prof. Adrian Sauer,
Prof. Dr. Kirsten Wagner

Into the Well Cradle – Dynamic Viewing in Media Art
Duration: 01/06/2025–30/06/2027
Prof. Claudia Rohrmoser

Metamorphic Matter
Duration: 31/03/2025–31/03/2025
Prof. Claudia Rohrmoser

Post-Digital Laboratory
Duration: 01/02/2025–28/02/2026
Prof. Claudia Rohrmoser

Post-Photographic Images. Generative Imaging Techniques
Duration: 01/04/2025–30/06/2027
Prof. Adrian Sauer,
Prof. Dr. Kirsten Wagner

Pull Yourself Together! – Jewish Women Activists from Westphalia in the First Women’s Movement
Duration: 01/03/2025–30/09/2026
Prof. Nils Hoff

REACT – Rethinking Excess Apparel through Circular Transformation (REACT)
Duration: 01/05/2025–31/10/2026
Prof. Philipp Rupp

Retro_Polls
Duration: 01/01/2021–31/12/2027
Prof. Roman Bezjak

Ritualized Waiting
Duration: 01/01/2025–31/12/2026
Prof. Claudia Rohrmoser

The Clinic of the Unbodied
Duration: 01/05/2025–30/04/2026
Prof. Herwig Scherabon

Shaping Change
Duration: 01/03/2024–28/02/2027
Prof. Dr. Anna Zika

We Cascade – Radical Collectives
Duration: 01/01/2023–31/12/2025
Prof. Claudia Rohrmoser

Faculty of Mind Campus

An Adaptive, Smartphone-Based Learning System to Support People with Cognitive Impairments in Their Learning Process During Wayfinding Training in Public Spaces (PAGAnInI)
Duration: 01/09/2019–31/01/2025
Prof. Dr. Dominic Becking,
Prof. Dr. Gudrun Dobsław,
Prof. Patricia Stolz,
Prof. Dr. Udo Seelmeyer

Augmented Reality Interaction for Three- Dimensional Restriction of Robot Work Areas in Consideration of Semantic Information (ARI-RAB)
Duration: 01/02/2022–31/12/2026
Prof. Dr.-Ing. Jan Rexilius

Automated Classification of Pollen Samples
Duration: 01/02/2021–31/12/2026
Prof. Dr.-Ing. Jan Rexilius

Bhutan meets Germany – Sustainability in teaching and research
Duration: 01/01/2024–31/12/2027
Prof. Dr. Frank Hamelmann

Intelligent Prediction of Corrosion on Sheet Pile Walls (RON)
Duration: 01/06/2024–31/05/2028
Prof. Dr.-Ing. Grit Behrens

Construction of a Shared Footpath and Cycle Path along the Großer Diek to Investigate Suitable Surface Materials and Road Markings (Diek Cycle Path)
Duration: 01/10/2024–31/12/2026
Prof. Dr.-Ing. Antje Müller-Kirchenbauer,
Prof. Dr.-Ing. Gerald Ebel

Development of a Monitoring System for Façades with Internal Insulation Affected by Driving Rain
Duration: 01/06/2024–30/06/2025
Prof. Dr.-Ing. Heiko Twelmeier

I-Based Fill-Level Monitoring of Recycling Containers Using Autonomous Drones

Duration: 01/02/2026–31/12/2026
Prof. Dr.-Ing. Jan Rexilius

Educational Escape Rooms Using LowCode in the Dungeon (LJESJprod)

Duration: 01/04/2026–31/03/2027
Birgit Christina George,
Prof. Dr.-Ing. Carsten Glips

Localising and Navigating Mobile Robots and Micro Aerial Vehicles with a Reduced Sensor Set (NAV-MAV)

Duration: 01/02/2022–31/12/2025
Prof. Dr.-Ing. Jan Rexilius

Predictive Spatial Analytics for Solar Energy Grid Integration: Enhancing Reliability and Efficiency (HELIOS)

Duration: 01/01/2024–31/12/2025
Prof. Dr.-Ing. Grit Behrens

Programming Dungeon Adventures at School (PRODJUS)

Duration: 01/12/2024–30/08/2026
Prof. Dr.-Ing. Carsten Glips,
Prof. Dr. Jörg-Michael Kaunfle

Reducing Production Machinery’s Energy Consumption through User Behaviour (Energy Guide)

Duration: 01/11/2023–30/06/2025
Prof. Dr.-Ing. Grit Behrens

Smart Recycling Factory (FIS_SRF)

Duration: 01/11/2024–31/10/2027
Prof. Dr. Christian Schröder,
Prof. Christiane Nitschke,
Prof. Dr.-Ing. Heiko Twelmeier,
Prof. Dr.-Ing. Jan Rexilius,
Prof. Dr.-Ing. Oliver Utz Wetter,
Prof. Dr. Philip Wette,
Prof. Dr. Sonja Schöning,
Prof. Dr.-Ing. Sven Battermann

Smart Recycling Factory – Subproject 1: Industrial Metaverse (FIS_SRF-TP1)

Duration: 01/11/2024–31/10/2027
Prof. Dr.-Ing. Jan Rexilius,
Prof. Dr.-Ing. Oliver Utz Wetter,
Prof. Dr. Philip Wette,
Prof. Dr.-Ing. Sven Battermann

Smart Recycling Factory – Subproject 3: Accompanying Research in Construction (FIS_SRF-TP3)

Duration: 01/11/2024–31/10/2027
Prof. Dr.-Ing. Heiko Twelmeier

Stationary Telepresence Consultation in Rural Areas (StellaR)

Duration: 01/09/2020–31/01/2026
Prof. Dr. Dominic Becking,
Prof. Dr. Udo Seelmeyer

Faculty of Engineering and Mathematics

7dSh – A Cyanobacteria-Based Natural Sugar on the Way to a Sustainable Herbicide (7dSherbizid)

Duration: 01/09/2021–28/02/2025
Prof. Dr. Anant Patel

Adaptive and Dynamic Steering of People in Personal and External Rescue – Subproject: Research into Emergency Lighting, Taking into Account Smoke Density Detection (PRAD)

Duration: 01/10/2023–30/09/2026
Prof. Dr.-Ing. Eva Schwenzteiler-Hellkamp

AI for Scarce Data – Machine Learning and Information Fusion for the Sustainable Use of Lab and Client Data (AI4ScaDa)

Duration: 01/04/2022–31/03/2025
Prof. Dr.-Ing. Martin Kohlhasse

Development of a Collaborative Task Database for STACK Tasks (STACK.nrw)

Duration: 01/06/2024–31/12/2027
Prof. Dr. Jörg Horst

Development and Initial Clinical Verification of a Modular Ecosystem for Advanced Neurophysiological Rehabilitation, Using Stroke as an Example (MORE)

Duration: 01/06/2025–31/05/2027
Prof. Dr. Axel Schneider,
Prof. Dr. Rena Isabel Amelung

Investigation of Degradation Behaviour in Polypropylene Model Formulations Using a Correlative Experimental-Theoretical Investigation Methodology for the Development of Sustainable Plastic Recyclates (PolyCycle)
Duration: 01/04/2024–31/03/2027
Prof. Dr. Christian Schröder

Automated Transport of Road and Rail Goods OWL (AutoRail-OWL)
Duration: 01/01/2024–31/12/2026
Prof. Dr.-Ing. Peter Reinold,
Prof. Dr.-Ing. Rolf Naumann

Automated Rail Transport as a Backbone for Sustainable, Networked Mobility in Rural Areas, Minden (enableATO)
Duration: 01/01/2024–31/12/2026
Prof. Dr. Manuel Stegemann,
Prof. Dr.-Ing. Peter Reinold,
Prof. Dr.-Ing. Rolf Naumann,
Prof. Dr.-Ing. habil. Thorsten Jungelblut

Autonomous and Connected Mobility in Public Transport in Urban and Rural Areas (MONOCAB_ready)
Duration: 01/11/2024–31/12/2026
Prof. Dr. Herbert Funke,
Prof. Dr.-Ing. Rolf Naumann

Autonomous Neighbourhood Shuttle (AQ-Shuttle)
Duration: 21/11/2023–31/01/2026
Prof. Dr. Riza Öztürk,
Prof. Dr.-Ing. Rolf Naumann

Autonomous AI for Cellular Energy Systems Increasing Flexibilities Provided by Sector Coupling and Distributed Storage (AI-flex)
Duration: 01/06/2022–31/05/2025
Prof. Dr.-Ing. Jens Haubrock

Construction of an Innovation Laboratory for Automated Driving (TestingATO)
Duration: 01/10/2025–31/12/2027
Prof. Dr.-Ing. Rolf Naumann

Biotechnical Control of the Invasive Brown Marmorated Stink Bug Halyomorpha halyi in Organic Fruit and Vegetable Production Using the Push-Pull-Kill Method Based on Aggregation Pheromones Combined with Kairomones (BIOBUG)
Duration: 01/05/2022–30/04/2026
Prof. Dr. Anant Patel

Co-Creative Decision-Makers for 5.0 Organizations (CoDEMO)
Duration: 01/10/2023–30/09/2026
Prof. Dr. Thomas Stübe

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Optimising Panel Storage of a Medium-Sized Office Furniture Manufacturer
Duration: 5/06/2025–31/03/2027
Prof. Dr.-Ing. Christian Schwede

Optimisation of the Mass Application of the Parasitic Chalcidoid Trichogramma dendrolimi (L.) against the Population-Threatening Infestation of the Pine-Tree Lappet (Dendrolimus pini L.) in Helicopter-Assisted Application (OrmA - Hell)
Duration: 01/04/2024–31/03/2027
Prof. Dr. Anant Patel

Probabilistic Sector Coupling Optimiser: Subproject: Research and Validation of a Probabilistic Sector Coupling Optimiser in Low Voltage (ProSeCo)
Duration: 01/12/2023–30/11/2026
Prof. Dr.-Ing. Jens Haubrock

Test System for Photovoltaic Modules (Prüfanlage4PV)
Duration: 01/06/2025–31/05/2028
Prof. Dr.-Ing. Eva Schwenzfeier-Hellkamp

QualityING 2023–2025
Duration: 01/01/2023–31/12/2025
Prof. Dr. Mariam Dopsiat

RNA-Based Crop Protection Technologies for the Sustainable Control of the Cabbage-Stem Flea Beetle in Rapeseed Cultivation (RiboREF)
Duration: 15/04/2024–14/04/2027
Prof. Dr. Anant Patel

Smart Recycling Factory (FIS_SRF)
Duration: 01/11/2024–31/10/2027
Prof. Dr. Christian Schröder,
Prof. Dr. Christiane Nitschke,
Prof. Dr.-Ing. Heiko Twelmeier,
Prof. Dr.-Ing. Jan Rexilius,
Prof. Dr.-Ing. Oliver Utz Wetter,
Prof. Dr. Philip Wette,
Prof. Dr. Sonja Schöning,
Prof. Dr.-Ing. Sven Battermann

Smart Recycling Factory – Subproject 2: Digital Product Passport (FIS_SRF-TP2)
Duration: 01/11/2024–31/10/2027
Prof. Dr. Christian Schröder, Prof. Dr. Christiane Nitschke, Prof. Dr. Sonja Schöning

Cognitive Edge Computing for Multi-Sensor Applications with Sparse Data and High Latency Requirements (Edge4SparseML)
Duration: 01/01/2025–30/06/2029
Prof. Dr.-Ing. habil. Thorsten Jungelblut,
Prof. Dr.-Ing. Wolfram Schenck

Curriculum for Fostering Medical Interest and Interdisciplinary Networking for the Next Generation of IT and Science Students (CUMIN)
Duration: 01/06/2025–31/05/2028
Prof. Dr.-Ing. habil. Thorsten Jungelblut,
Prof. Dr.-Ing. Wolfram Schenck

DigiCare Innovation – Empowering Community Care Through Digital Health, WP: Empowering Community Care Through Digital Health: Coordination and Implementation of Innovation Training Programmes to Develop Entrepreneurial Skills and Digital Technologies
Duration: 04/04/2025–30/04/2027
Prof. Dr. Ingo Ballschmieter,
Dr. Sandra Jansen,
Prof. Dr.-Ing. habil. Thorsten Jungelblut,
Prof. Dr. Helen Strebel

Digital Railway Station Minden (DiBaMi)
Duration: 01/03/2024–28/02/2027
Prof. Dr.-Ing. Rolf Naumann,
Prof. Dr.-Ing. habil. Thorsten Jungelblut

Digital Twin for Batch Size Optimisation of a Powder Coating Plant (Digital Twin of a Powder Coating Plant)
Duration: 05/06/2025–31/03/2027
Prof. Dr.-Ing. Christian Schwede

Use of Fused Filament Fabrication for the Resource-Efficient and Sustainable Manufacture of Food-Contact Components (foodcontactFFParts)
Duration: 01/06/2025–30/06/2027
Prof. Dr.-Ing. Angela Ries

Development of an Active and Measuring Vertical Green for Energy-Efficient Building Cooling and Air Quality Improvement (ActiveGreen)
Duration: 01/06/2024–31/10/2026
Prof. Dr. Dr. habil. Andrea Ehrmann

Development of a Damping Unit for Air-Sprung MTB Suspension Forks
Duration: 01/06/2023–31/05/2025
Prof. Dr. Marc-Oliver Schierenberg

Development of a Sustainable 3D-Printing Resin for Porous Filter Materials with Maximum Shrinkage of 0.1%, a Coordinated Printing Process for Adjusting Porosity to 5–100 µm and a Recycling Process for Used Filters (3D Bio-Filters)
Prof. Dr.-Ing. Andrea Ehrmann

Explainable Factory (Xplanatory)
Duration: 01/10/2025–30/09/2027
Prof. Dr.-Ing. Martin Kohlhasse,
Prof.-Ing. Nico Migenda,
Prof. Dr.-Ing. Wolfram Schenck

Flexible Virtual Replicas of OT Networks in Power Supply (FlexOnet)
Duration: 01/09/2023–28/02/2027
Prof. Dr.-Ing. Jens Haubrock

Function Validation of the BiRectifier pulse rectifier (BiEvalid)
Duration: 01/01/2025–30/06/2026
Prof. Dr.-Ing. Jan Boris Loesenbeck

Holistic Recycling of Aged Polyamide Sintering Powder for Sustainable Production (CyclePA)
Duration: 01/10/2024–30/09/2026
Prof. Dr.-Ing. Angela Ries

German-Mexican International Collaboration (GEMEXIC)
Duration: 1/06/2025–30/08/2027
Prof. Dr. Mariam Dopsiat

Design of Integrated Product Development Systems as Enablers for Zero Emissions (GoProZero)
Duration: 01/01/2025–31/12/2027
Prof. Dr.-Ing. Eva Schwenzfeier-Hellkamp

Human Mechatronics
Duration: 01/04/2018–31/03/2026
Prof. Dr. Axel Schneider, Prof. Dr. Joachim Waßmuth, Prof. Dr. Rolf Naumann

Individual Dialysis Treatment (Renephro)
Duration: 01/05/2024–31/06/2025
Prof. Dr. Dirk Lütkemeyer

Innovation Campus for Sustainable Solutions – Subproject 2: Creative Lab (InCamS@BI-TP2)
Duration: 01/01/2023–31/12/2027
Prof. Dr. Anant Patel,

Prof. Dr.-Ing. Angela Ries,
Prof. Dr.-Ing. Bruno Hüsgen,
Prof. Dr. Christian Schröder,
Prof. Christiane Nitschke,
Prof. Dr.-Ing. Christoph Jaroschek,
Prof. Dr. Daniel Antonius Hötte,
Prof. Dr.-Ing. Eva Schwenzfeier-Hellkamp,
Prof. Dr. Gerrit Hirschfeld,

Prof. Dr. Ingo Ballschmieter,
Prof. Dr.-Ing. Jens Haubrock,
Prof. Dr. Jörn Lovischach,
Prof. Dr. Manuel Stegemann,
Prof. Dr. Sonja Schöning,
Prof. Dr. Sybille Reichart,
Prof. Dr.-Ing. Thomas Kordisch,
Prof. Dr. Tim Kampe

Innovation Campus for Sustainable Solutions – Subproject 3: Innovation Lab (InCamS@BI-TP3)
Duration: 01/01/2023–31/12/2027
Prof. Dr. Anant Patel,
Prof. Dr.-Ing. Angela Ries,

Prof. Dr.-Ing. Bruno Hüsgen,
Prof. Dr. Christian Schröder,
Prof. Christiane Nitschke,
Prof. Dr.-Ing. Christoph Jaroschek,
Prof. Dr. Daniel Antonius Hötte,
Prof. Dr.-Ing. Eva Schwenzfeier-Hellkamp,

Prof. Dr. Gerrit Hirschfeld,
Prof. Dr. Ingo Ballschmieter,
Prof. Dr.-Ing. Jens Haubrock,
Prof. Dr. Jörn Lovischach,
Prof. Dr. Manuel Stegemann,
Prof. Dr. Sonja Schöning,
Prof. Dr. Sybille Reichart,
Prof. Dr.-Ing. Thomas Kordisch,
Prof. Dr. Tim Kampe

Smart Production Planning – Plug-&-Play in the Cloud (QuNevo)
Duration: 01/10/2024–31/03/2026
Prof. Dr. Pascal Reusch

Interoperable Research Infrastructure for Managing Sustainable Grid Cells (RI4SGC)
Duration: 01/05/2023–30/08/2026
Prof. Dr.-Ing. Jens Haubrock

AI-Assisted Mass Customization (KIMaC)
Duration: 01/10/2023–31/03/2027
Prof. Dr. Pascal Reusch, Prof. Dr. Stefan Benlik

AI Academy Ostwestfalen-Lippe (KI-OWL)
Duration: 1/06/2024–31/12/2028

Prof. Dr. Axel Schneider,
Prof. Dr.-Ing. Hans Brandt-Pook,
Prof. Dr.-Ing. habil. Thorsten Jungelblut,
Prof. Dr.-Ing. Wolfram Schenck
AI-Based Assistance to Promote Decentralised Inclusion (KIAssist)
Duration: 01/08/2022–31/03/2027
Prof. Dr. Alexander Maier

AI-Assisted Monitoring to Support Home Care (KIMUP)
Duration: 1/06/2023–30/06/2026
Prof. Dr.-Ing. habil. Thorsten Jungelblut

Faculty of Social Sciences

An Adaptive, Smartphone-Based Learning System to Support People with Cognitive Impairments in Their Learning Process During Wayfinding Training in Public Spaces (PAGAInfl)
Duration: 01/09/2019–31/01/2025
Prof. Dr. Dominic Becking,
Prof. Dr. Gudrun Dobslaw,
Prof. Patricia Stolz,
Prof. Dr. Udo Seelmeyer

Sustainable Production Planning and Control Based on Reinforcement Learning Technologies (SUPPORT)
Duration: 01/04/2022–31/03/2025
Prof. Dr.-Ing. Martin Kohlhasse,
Prof. Dr. Pascal Reusch

Target-Specific RNA-Based Bioprotectants for Sustainable Crop Production in a Changing Climate (BioProtect)
Duration: 01/06/2021–31/05/2025
Prof. Dr. Anant Patel

Transformation in Care and Technology (TransCareTech)
Duration: 01/11/2021–30/04/2025
Prof. Dr. Axel Schneider,
Prof. Dr. Ismail Özlü,
Prof. Dr. Marisa Kaufhold,
Prof. Dr.-Ing. habil. Thorsten Jungelblut,
Prof. Dr. Udo Seelmeyer,
Prof. Dr. Vivian Carstensen,
Prof. Dr.-Ing. Wolfram Schenck

Validation of a Prescriptive Analytics Platform for the Smart Factory (VIP4PAPS)
Duration: 01/08/2022–30/09/2025
Prof. Dr.-Ing. Martin Kohlhasse,
Prof. Dr.-Ing. Wolfram Schenck

Further Development of an Attract-and-Kill Formulation to Control Wireworms in Corn Cultivation (AttraCorn)
Duration: 01/01/2023–14/04/2026
Prof. Dr. Anant Patel

ZAK – Journal for Applied Plastics Technology (Open Access)
Duration: 1/06/2024–30/06/2025
Prof. Dr.-Ing. Christoph Jaroschek

Shaping Circular Transformation in OWL – Cross-Sector Alliances Empower Stakeholders in OWL to Drive Transformation Processes (CirQualityOWLplus)
Duration: 01/01/2024–31/12/2026
Prof. Dr.-Ing. Eva Schwenzfeier-Hellkamp

Climate-Neutral Transformation of Neighbourhoods – Networked Living Labs with Intelligent Decision Support for Energy-Optimised Flexibility through Sector Coupling (FlexLabQuartier)
Duration: 01/03/2024–28/02/2027
Prof. Dr.-Ing. Jens Haubrock,
Prof. Dr. Sebastian Bamberg

AI Competence Centre in the Working World of Industrial SMEs in East Westphalia-Lippe (KIAM)
Duration: 01/10/2020–30/09/2025
Prof. Dr.-Ing. Martin Kohlhasse,
Prof. Dr. Sascha Armutat,
Prof. Dr. Svetlana Franken
Confocal Laser-Scanning Microscope for Materials Analysis (CLSM)
Duration: 30/04/2025–31/12/2025
Prof. Dr. Angela Ries,
Prof. Dr. Thomas Kordisch

Confocal Raman Microscope (CRM)
Duration: 15/11/2023–14/11/2028
Prof. Dr. Anant Patel

Limiting Volatility in Low Voltage Networks (LVL)
Duration: 01/12/2025–30/11/2028
Prof. Dr.-Ing. Jens Haubrock

MONOCAB Key Technologies (MONOCAB-ST)
Duration: 01/06/2024–30/11/2026
Prof. Dr. Herbert Funke,
Prof. Dr.-Ing. Rolf Naumann

Open Standards for SCALable Virtual EngineeriNG and Operation (OpenSCALING)
Duration: 01/11/2023–31/10/2026
Prof. Dr. Bernhard Bachmann

OpenModelica Simulation Development 2012–2028 (MSL OpenModelica 2012–2028)
Duration: 01/09/2012–31/03/2028
Prof. Dr. Bernhard Bachmann

Optimising the Care of Patients With Diabetic Foot Syndrome Through Hybrid Interaction Systems (HIS4DiAPedes)
Duration: 15/06/2022–31/12/2025
Prof. Dr. Annette Nauwerth,
Prof. Dr. Beate Klemme,
Prof. Dr. Ismail Özlü,
Prof. Dr.-Ing. Lutz Grünwaldt,
Prof. Dr.-Ing. Martin Kohlhasse,
Prof. Dr. Rena Isabel Ameling,
Prof. Dr.-Ing. Wolfram Schenck

Overcoming Homelessness in Bielefeld – Multi-Perspective and Participatory (WOBU Study)
Duration: 01/09/2025–31/10/2027
Prof. Dr. Tim Middendorf

Active Retirement For All? – Gender (In)Equality in the Political Vision of Working Longer (AFA)
Duration: 01/10/2025–30/06/2026
Prof. Dr. Jutta Schmitz-Kiebler

Bielefeld School of Business

CfE2020
Duration: 01/04/2020–31/03/2025
Prof. Dr. Tim Kampe

Automated Rail Transport as a Backbone for Sustainable, Networked Mobility in Rural Areas, Minden (enableATO)
Duration: 01/01/2024–31/12/2026
Prof. Manuel Stegemann,
Prof. Dr.-Ing. Peter Reinold,
Prof. Dr.-Ing. Rolf Naumann,
Prof. Dr.-Ing. habil. Thorsten Jungelblut

Autonomous Neighbourhood Shuttle (AQ-Shuttle)
Duration: 21/11/2023–31/12/2025
Prof. Dr. Riza Öztürk,
Prof. Dr.-Ing. Rolf Naumann

Center for Cooperation and Career Management (Career@BI)
Duration: 01/04/2021–31/03/2027
Prof. Dr. Michaela Hoke

ClimateCare@HSBI
Duration: 01/09/2023–30/08/2025
Prof. Dr. Natalie Bartholomäus

The Quantum Internet in the Greater Munich Area (MuQuaNet)
Duration: 01/04/2021–31/12/2026
Prof. Dr.-Ing. Hans Brandt-Pook

Database for Practice Evaluations of Technical Assistance for Epilepsy (Extensibel)
Duration: 01/10/2024–31/03/2026
Prof. Dr. Gerrit Hirschfeld

Datasets for Identifying and Highlighting Ableism in AI development: A Participatory Approach Involving People with Experience of Disability (DIS_ABLE)
Duration: 01/06/2025–30/06/2026
Prof. Dr. Fredrik Bäumer

Faculty of Health

Faculty of Health

Advanced Practitioner Nurses with
Advanced Medical Expertise
in Diabetes Care (APN-HeiDi)
Duration: 01/06/2024 – 31/03/2027

Prof. Dr. Ismail Özli

Development and Initial Clinical Verification
of a Modular Ecosystem for Advanced
Neurophysiological Rehabilitation, Using
Stroke as an Example (MORe)
Duration: 01/06/2025 – 31/05/2027

Prof. Dr. Axel Schneider,
Prof. Dr. Rena Isabel Amelung

DigiCare Innovation – Empowering
Community Care Through Digital Health,
WP: Empowering Community Care
Through Digital Health: Coordination and
Implementation of Innovation Training
Programmes to Develop Entrepreneurial
Skills and Digital Technologies
Duration: 04/04/2025 – 30/04/2027

Prof. Dr. Ingo Ballschmieter,
Dr. Sandra Jansen,
Prof. Dr.-Ing. habil. Thorsten Jungeblut,
Prof. Dr. Helen Strebel

Case Management and Care Expertise
as a Prevention Approach for Adults
with Intellectual Disabilities (FaPP-MgB)
Duration: 01/01/2022 – 31/03/2025

Prof. Dr. Anne-Dörte Latteck

Health Promotion and Prevention in
Residential Care Facilities.
Expertise for Drawing Up Implementation
Recommendations for the Further
Development of the GKV Prevention
Guidelines in Accordance With
Section 5 of Book XI of the Social Code
(SGB XI) Regarding Accessibility,
Inclusion and Diversity
Duration: 01/09/2025 – 31/12/2025

Prof. Dr. Michaela Brause,
Prof. Dr. Anne-Dörte Latteck

Health Promotion and Primary Prevention
for People with Disabilities.
Expertise for Identifying Implementation
Recommendations for the Further
Development of the GKV Prevention
Guidelines in Accordance With
Section 20 (2) of Book V of the Social Code
(SGB V) Based on Current Scientific
Knowledge.
Duration: 01/09/2025 – 31/12/2025

Prof. Dr. Anne-Dörte Latteck,
Prof. Dr. Michaela Brause

Green Guide for Nursing (GG-Nurse)
Duration: 01/04/2024 – 31/03/2026

Prof. Dr. Anne-Dörte Latteck,
Prof. Dr. Christa Bükler

Sustainable Action in Nursing Education –
Curricular Integration of Planetary Health
and Digital Competence (Nant)
Duration: 01/04/2024 – 31/03/2026

Prof. Dr. Anne-Dörte Latteck,
Prof. Dr. Christa Bükler

Optimising the Care of Patients With
Diabetic Foot Syndrome Through Hybrid
Interaction Systems (HIS4DiAPedes)
Duration: 15/06/2022 – 31/12/2025

Prof. Dr. Beate Klamme, Prof. Dr. Ismail Özli,
Prof. Dr.-Ing. Lutz Grünwoldt,
Prof. Dr.-Ing. Martin Kohlhase,
Prof. Dr. Rena Isabel Amelung,
Prof. Dr.-Ing. Wolfram Schenck

Profile Enhancement in Daycare
in the Diocese of Münster (PROFIL)
Duration: 01/05/2023 – 30/04/2025

Prof. Dr. Christa Bükler

Strengthening Digital Health Literacy in
Integration Assistance Settings
(DiGeKo MmgB)
Duration: 1/06/2023 – 30/06/2026

Dr. Dirk Bruland

Sustainable Life-Cycle of Intelligent
Socio-Technical Systems (SAIL)
Duration: 01/08/2022 – 31/06/2026

Prof. Dr. Axel Schneider,
Prof. Dr. Gerrit Hirschfeld,
Prof. Dr.-Ing. Jens Haubrock,
Prof. Dr.-Ing. Martin Kohlhase,
Prof. Dr. Rena Isabel Amelung,
Prof. Dr.-Ing. habil. Thorsten Jungeblut,
Prof. Dr.-Ing. Wolfram Schenck

Transformation in Care and Technology
(TransCareTec)
Duration: 01/11/2021 – 30/04/2025

Prof. Dr. Axel Schneider,
Prof. Dr. Ismail Özli,
Prof. Dr. Marisa Kauthold,
Prof. Dr.-Ing. habil. Thorsten Jungeblut,
Prof. Dr. Udo Seelmeyer,
Prof. Dr. Vivian Carstensen,
Prof. Dr.-Ing. Wolfram Schenck

Validation of the PainChek® app (German
Version) as a Tool for Pain Assessment in
Patients with Moderate to Severe
Dementia in Long-term Inpatient Care
Duration: 01/02/2025 – 31/12/2025

Dr. Olga Grintsova,
Prof. Dr. Rena Isabel Amelung

How Good Are We as an Emergency Room
Team? – The Central Emergency Room
as a Place for Collaborative Diagnostic
Processes in Assessing Emergency Patients
(InproTeamZNA)
Duration: 01/10/2023 – 30/06/2026

Prof. Dr. Rena Isabel Amelung

**Programming Dungeon Adventures
at School (PRODUS)**

<i>Programming Dungeon Adventures at School (PRODUS)</i> Duration: 01/12/2024 – 30/08/2026 Prof. Dr.-Ing. Carsten Gips, Prof. Dr. Jörg-Michael Keunije	<i>Recognition and AI-Controlled Evaluation of Waste Surfaces (Traces)</i> Duration: 01/10/2024 – 31/03/2026 Prof. Dr.-Ing. Hans Brandt-Pook	<i>Smart Recycling Factory (FIS_SRF)</i> Duration: 01/12/2024 – 31/10/2027 Prof. Dr. Christian Schröder, Prof. Dr. Christiane Nitschke, Prof. Dr.-Ing. Heiko Twelmeier, Prof. Dr.-Ing. Jan Rexilius, Prof. Dr.-Ing. Oliver Utz Wetter, Prof. Dr. Philip Wette, Prof. Dr. Sonja Schöningh, Prof. Dr.-Ing. Sven Battermann	<i>Smart Recycling Factory – Subproject 2: Digital Product Passport (FIS_SRF-TP2)</i> Duration: 01/11/2024 – 31/10/2027 Prof. Dr. Christian Schröder, Prof. Dr. Christiane Nitschke, Prof. Dr. Sonja Schöningh	<i>Sustainable Life-Cycle of Intelligent Socio-Technical Systems (SAIL)</i> Duration: 01/08/2022 – 31/06/2026 Prof. Dr. Axel Schneider, Prof. Dr. Gerrit Hirschfeld, Prof. Dr.-Ing. Jens Haubrock, Prof. Dr.-Ing. Martin Kohlhaase, Prof. Dr. Rena Isabel Ameling, Prof. Dr.-Ing. habil. Thorsten Jungeblut, Prof. Dr.-Ing. Wolfram Schenck	<i>Transformation in Care and Technology (TransCareTech)</i> Duration: 01/11/2021 – 30/04/2025 Prof. Dr. Axel Schneider, Prof. Dr. Ismail Özti, Prof. Dr. Marisa Kaufhold, Prof. Dr.-Ing. habil. Thorsten Jungeblut, Prof. Dr. Udo Seelmeyer, Prof. Dr. Vivian Carstensen, Prof. Dr.-Ing. Wolfram Schenck	<i>Turkish-German University/Double Degree Programme/Scholarships 2025 – 2026</i> Duration: 01/09/2025 – 31/08/2026 Prof. Dr. Riza Öztürk	<i>Turkish-German University/ Scholarships 2024 – 2025</i> Duration: 01/09/2024 – 31/06/2025 Prof. Dr. Riza Öztürk	<i>Turkish-German University 2023 – 2026</i> Duration: 01/08/2023 – 31/06/2026 Prof. Dr. Riza Öztürk
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Innovation Campus for Sustainable Solutions—Subproject 3:

Innovation Campus for Sustainable Solutions – Subproject 3:
Innovation Lab (InCaaS@BI-TP3)
 Duration: 01/01/2023 – 31/12/2027
 Prof. Dr. Anant Patel,
 Prof. Dr.-Ing. Angela Ries,
 Prof. Dr.-Ing. Bruno Hüsgen,
 Prof. Dr. Christian Schröder,
 Prof. Christiane Nitschke,
 Prof. Dr.-Ing. Christoph Jaroschek,
 Prof. Dr. Daniel Antonius Hötte,
 Prof. Dr.-Ing. Eva Schwenzfeier-Hellkamp,
 Prof. Dr. Gerrit Hirschfeld,
 Prof. Dr. Ingo Ballschmieter,
 Prof. Dr.-Ing. Jens Haubrock,
 Prof. Dr. Jörn Lovisnach,
 Prof. Manuel Stegemann,
 Prof. Dr. Sonja Schöning,
 Prof. Dr. Sybille Reichart,
 Prof. Dr.-Ing. Thomas Kordisch,
 Prof. Dr. Tim Kampe

Integrated international degree programmes with a double degree (double degree from the 2022/2023 winter semester (IBSEN))
 Duration: 01/06/2022 – 30/08/2026
 Prof. Dr. Rıza Öztürk

ISYS-CARE: CareDataSpaces OWL – Subproject B: Law and Patient-Centred Care (CareDataSpaces OWL)
 Duration: 01/06/2025 – 31/12/2026
 Prof. Dr. Laura Schulte

K.L.A.R. – Campaigners for Learning, Exchange and Research (K.L.A.R.)
 Duration: 01/06/2025 – 30/09/2027
 Prof. Dr. Rıza Öztürk

AI Academy Ostwestfalen-Lippe (KI-OWL)
 Duration: 01/06/2024 – 31/12/2028
 Prof. Dr. Axel Schneider,
 Prof. Dr.-Ing. Hans Brandt-Pook,
 Prof. Dr.-Ing. Martin Kohlhaase,
 Prof. Dr.-Ing. habil. Thorsten Jungeblut,
 Prof. Dr.-Ing. Wolfram Schenck

AI-Based Promotion of Sustainable Construction Methods in Neighbourhood Development (QuikBau)
 Duration: 22/06/2024 – 21/01/2026
 Prof. Dr.-Ing. Hans Brandt-Pook

AI Competence Centre in the Working World of Industrial SMEs in East Westphalia-Lippe (KIAM)
 Duration: 01/10/2020 – 30/09/2025
 Prof. Dr.-Ing. Martin Kohlhaase,
 Prof. Dr. Sascha Ammutat,
 Prof. Dr. Swetlana Franken

**DigiCare Innovation — Empowering
Community Care Through Digital Health.**

DigiCare Innovation – Empowering Community Care Through Digital Health, WP: Empowering Community Care Through Digital Health: Coordination and Implementation of Innovation Training Programmes to Develop Entrepreneurial Skills and Digital Technologies
Duration: 4/04/2025 – 30/04/2027
Prof. Dr. Ingo Ballschmieter,
Prof. Sandra Jensen,
Prof. Dr.-Ing. habil. Thorsten Jungeblut,
Prof. Dr. Helen Strebel

DualHoch3 Joint Application
Duration: 01/10/2025 – 31/12/2029
Prof. Dr. Michaela Hoke

flexible, competent, supported (FlexKom)
Duration: 01/10/2025 – 31/12/2029
Prof. Dr. Michaela Hoke

Geriatric Data – Innovation for Optimising Care Processes (GerOptV)
Duration: 01/09/2024 – 28/02/2026
Prof. Dr. Andreas Uphaus

Innovation Campus for Sustainable Solutions – Subproject 2: Creative Lab (InCamS@BI-TP2)
Duration: 01/01/2023 – 31/12/2027
Prof. Dr. Anant Patel,
Prof. Dr.-Ing. Angela Ries,
Prof. Dr.-Ing. Bruno Hüsgen,
Prof. Dr. Christian Schröder,
Prof. Christiane Nitschke,
Prof. Dr.-Ing. Christoph Jaroschek,
Prof. Dr. Daniel Antonius Hötte,
Prof. Dr.-Ing. Eva Schwenzfeier-Heilkamp,
Prof. Dr. Gerrit Hirschfeld,
Prof. Dr.-Ing. Ingo Ballschmieter,
Prof. Dr.-Ing. Jens Haubrock,
Prof. Dr. Jörn Loviseach,
Prof. Manuel Stegemann,
Prof. Dr. Sonja Schöning,
Prof. Dr. Sybille Reichart,
Prof. Dr.-Ing. Thomas Kordisch,
Prof. Dr. Tim Kampe

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DigiCamp
Comm

Areas

HSBI locations

Bielefeld	70.644 m ²
	
Gütersloh	3.330 m ²
	
Minden	16.775 m ²
	
Gesamt	90.749 m ²

Finances

Funding HSBI 2025

Subsidies of North Rhine-Westphalia (NRW), thereof	
Basic funding NRW	€ 84,340,300
Subsidies for the university's operations, subsidies for other investments	
Programme/project funding NRW	€ 13,136,464
Including ZSL premiums	
Statutory benefits NRW	€ 6,146,458
Quality improvement funds	
Third-party funds	€ 16,092,206
Other revenues	€ 2,186,910
e.g. rentals and royalties, service charges, fees from combined study programmes, revenues from hdw nrw	
Total funding	€ 121,902,338

Third-party funds HSBI 2025

Faculty of Design and Art	€ 218,459
Faculty of Minden Campus	€ 1,431,644
Faculty of Engineering and Mathematics	€ 5,832,522
Faculty of Social Sciences	€ 657,265
Bielefeld School of Business	€ 1,851,782
Faculty of Health	€ 588,743
Key projects	€ 5,511,791
Total third-party funds	€ 16,092,206

Programme/project funding
for the state of
North Rhine-Westphalia 2025
(excluding ZSL, quality
improvement funds and grants)

Faculty of Design and Art	€0
Faculty of Minden Campus	€0
Faculty of Engineering and Mathematics	€946,749
Faculty of Social Sciences	€71,030
Bielefeld School of Business	€332,096
Faculty of Health	€147,699
Central areas	€247,568
HSBI as a whole	€3,973,261

Prof. Dr. Ingeborg Schramm-Wölk
President of Hochschule Bielefeld –
University of Applied Sciences and Arts
Interaktion 1, 33619 Bielefeld, Germany

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Head of the Communications Office

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Patrick Pollmeier,
Sarah Jonek,
Stefan Sättele,
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Stiftung Studiefonds OWL,
Studio Hirschmeier,
personal photographs

Employees

Professors	215	Academic staff:	329
female	61	female	146
male	154	male	183
Temporary professors	10	Technical and administrative staff	332
female	7	female	222
male	3	male	110
Lecturers for special assignments	74	Total number of employees	960
female	42	female	478
male	32	male	482

Executive Board

President: Prof. Dr. Ingeborg Schramm-Wölk
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Prof. Dr. Michaela Hoke
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Prof. Dr. Ulrich Schäfermeier
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Prof. Dipl.-Ing. Bettina Mons, Prof. Dr. Christiane Nitzschke,
Prof. Dr. Achim Schmidtman
Lecturer for special assignments: Bettina Hartung-Klages
Academic staff: Ilka Henschen, Angela Kreienkamp
Technical and administrative staff: Susanne Cannizzo,
Christel Sander
Students: Janet Adeola Adedosu. Marco Kolarevic.
Fawaz Othman

Staff

Newly appointed professors

Prof. Dr. Nina Altensell Minden Campus Urban Water and Circular Economy Management	Prof. Dr. Henrik Koers Minden Campus Project Management in Construction
Prof. Dr. Christoph Becker Engineering and Mathematics Production Technology	Prof. Dr Edith Kollath Design and Art Space, Body, Object
Prof. Dr. Philipp Buff Engineering and Mathematics Business Administration, esp. Marketing and Technical Sales	Prof. Dr. Jens Otto Minden Campus Embedded Software Engineering

Prof. Dr. David Eberhardt
Bielefeld School of Business
International Taxation,
Audit and Sustainability

Prof. Dr. Rainer Edelbrock
Social Sciences
Music in Early Years
Education and Social Settings

Prof. Dr. Ekaterina Goldenberg
Social Sciences
Law in Social Sciences

Prof. Dr Katja Greer
Bielefeld School of Business
General Economics,
esp. Environmental/Resource
Economics and Sustainability
Management

Prof. Dr. Christina Hajek
Health
Nursing Science

Prof. Dr. Robin Rasch
Minden Campus
Management Information
Systems and
Business Software

Prof. Dr. Martin Schäfers
Engineering and Mathematics
Plastics Technology

Prof. Dr. Lisa Schröder
Social Sciences
Psychology, esp.
Developmental Psychology
and Educational Psychology

Prof. Dr. Nadine Schröder
Bielefeld School of Business
General Business
Administration, esp.
Data-Driven Marketing

Prof. Dr. Barbara Umrath
Social Sciences
Sociology of Childhood,
Youth and Family

Retired professors

Prof. Dr. Gudrun Dobslaw
Social Sciences
Psychosocial Intervention and
Counselling

Prof. Dr. Lutz Grünwoldt
Engineering and Mathematics
Computer Science

Prof. Dr. Reinhard Kaschuba
Engineering and Mathematics
Product Development
Methods

Prof. Dr. Cornelia Kraft
Bielefeld School of Business
Taxation and Corporate Audit

Prof. Dr. Claudia Rademacher
Social Sciences
Theories of Society

Prof. Dr. Uwe Rössler
Bielefeld School of Business
Business Administration,
esp. Marketing

Prof. Dr. Bodo von Rüden
Bielefeld School of Business
Economic Theory and Policy

Texts Executive Board

Prof. Dr. Ingeborg Schramm-Wölk,
Prof. Dr. Michaela Hoke,
Prof. Dr. Anant Patel,
Prof. Dr. Ulrich Schäfermeier,
Judith Peltz,
Prof. Dr. Natalie Bartholomäus

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Facts
& Figures

(new)

(sim) (Re)