



Diversity – Concept of Eberswalde University for Sustainable Development

2017 – 2021

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Supported by the European Social Fund and the State of Brandenburg

Project Run Time: 09/01/2015 – 01/31/2017



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List of Abbreviations

BeBeBehin	Commissioner for the interests of university members with disabilities
BLB	Brandenburg state enterprise for properties and construction
GBA	Equal opportunity commissioner
HELES	Heterogeneity orientated teaching and studying culture
ITSZ	IT service center
KoFamHo	Coordinator „family friendly university“
KoGeMa	Coordinator health management
LUM	Department property and environmental management
sqb	Network study quality Brandenburg

Introduction

In its Mission Statement and the principles of sustainable development, the HNEE is advocating the values of the Basic Constitutional Law, freedom of research and teaching, diversity of opinions and methods, tolerance, solidarity and responsibility towards society. To coordinate, structure and enhance existing initiatives and new approaches, a concept is necessary which names achievements, new goals and measurements.

The following concept has been compiled within the frame of the ESF-promoted project “Diversity at the University” from September 1, 2015 until January 31, 2017. The fields of action are based on the auditing process “Vielfalt gestalten” (“Shaping Diversity”) of the Association for the Promotion of Science and Humanities in Germany. The definition of the aspects relevant for the HNEE was made considering the results of an extensive online survey of university members as well as statements made on two workshops open to the university public in April and May 2016.

1 Diversity and Discrimination – Definitions

Diversity and Discrimination

The goals of a diversity – management are to avoid discrimination and to improve the integration of persons with different attributes within an institution.

This means, in context of a diversity-orientated strategy, to notice the differences of all of the employed and studying persons without prejudice, to accept this and above all, to appreciate this diversity. If the handling of diversity is successful, the motivation of every university member and consequently the innovative capacity and competitiveness of an institution improves. Last but not least, a diversity – management supports the social-political goal of the European Union to guarantee “Education for All”.

When individuals are being disadvantaged because of attributes such as age, gender, origin, etc. one speaks of discrimination. **Discrimination happens, when persons with the same attributes are being treated unequally or when persons with different prior conditions are being treated equally.** It does not matter whether the discrimination happens intentional or unintended.

Universities are obligated to avoid discrimination. There are ethical-moral, legal and economic reasons for that.

- **Ethical-moral reasons:** See Mission Statement and principles of sustainable development
- **Legal reasons:** The university as an employer is subject to the General Act on Equal Treatment (Allgemeinen Gleichbehandlungsgesetz - AGG)
- **Economic reasons:** The allocations of funds are depending amongst others on the number of successful final degrees. In case of discrimination according to the AGG, employees can claim compensation. Content employees, whose individual situations are being respected are more motivated, more efficient and less sick – and therefore a benefit for the university

Layers of Diversity

Everyone is affected by different attributes. Commonly used are four layers. The individual personality is affected by the “internal dimensions”, containing attributes as age, sex/gender, ethnoses, or sexual orientation. These attributes are relatively fixed and can hardly be influenced by the person. The General Act on Equal Treatment is protecting these attributes.

Furthermore, the members of the university are diverse in the attributes of the “external dimensions” as family tasks, housing circumstances, place of living (commuting), income, and habits (e.g. smoking, vegetarian diet) and more, which influences working and studying at the HNEE.

The “organizational dimensions” consist of management status, different working fields or functional levels. They may also lead to preferential treatment or disadvantages.

A diversity management has to consider all four layers. Therefore, it goes beyond the attributes protected by the AGG. Figure 1 shows the attributes of the layers.



Figure 1: Layers of Diversity according to Gardenswartz & Rowe (1994)

For students, the organizational dimensions could be: study course, university entrance qualification, phase of studying, semester, guest student, degree, etc. For employees, there can be discrimination e.g. in the appointment procedures/hiring procedures. The organizational dimensions could contain: status group, research area, function, part-time/full-time contracts. These dimensions can lead to disadvantages.

2. The HNEE – Status Quo

At the time of the stocktaking (1st quarter of 2016) 2.182 students and 256 employees were registered. The following data was obtained after interpretation of online surveys and the statistic personal data of the different departments of the HNEE.

Table 1: Key Data of the Employees of the HNEE, March 31, 2016

Key data all employees (n = 254, all employees)	Key data survey (n=111, 43% of the employees)
<ul style="list-style-type: none"> Proportion of women in total: 49,4% 	<ul style="list-style-type: none"> Family tasks (children): 44%
<ul style="list-style-type: none"> Proportion of women in professorships: 19,3 % 	<ul style="list-style-type: none"> Family tasks (care taking for adults): 13%
<ul style="list-style-type: none"> Average age of employees: 44 years 	<ul style="list-style-type: none"> Health impairments (own evaluation): 33%
<ul style="list-style-type: none"> Average age of employees with permanent contracts: 52 years 	<ul style="list-style-type: none"> Experiences abroad (longer than 3 months): 57%
<ul style="list-style-type: none"> Severe Disability: 8 employees (3,1%) 	<ul style="list-style-type: none"> Foreign language knowledge (fluent): 39%
<ul style="list-style-type: none"> Nationality: 99,2% Germany 	
<ul style="list-style-type: none"> Permanent contracts: 46,7% 	
<ul style="list-style-type: none"> Full-time contracts: 57,5% 	

➡ Main strain factors according to survey: Limited contracts, insecurities in planning of career

Table 2: Key Data of the Students of the HNEE, January 31, 2016

Key data all students (n= 2182, all students)	Key data survey (n=486, 22% of the students)
<ul style="list-style-type: none"> Proportion of women in total: 51% 	<ul style="list-style-type: none"> Additional job: 56%
<ul style="list-style-type: none"> Average age: Bachelor: 26 years, Master 28 years (between 18 and 56 years) 	<ul style="list-style-type: none"> Obtaining BAföG: 31%
<ul style="list-style-type: none"> Nationality: 95% Germany 	<ul style="list-style-type: none"> Studying with children: 14%
<ul style="list-style-type: none"> About 5 % International Students from 37 countries 	<ul style="list-style-type: none"> Studying with care tasks (for adults): 5%
<ul style="list-style-type: none"> Educational Background: 70% Abitur or general qualification for university entrance (AHR), 30 % with university entrance qualifications as advanced technical college entrance qualification or vocational education 	<ul style="list-style-type: none"> Health Impairments (own evaluation): 28% (of which 11% psychic illnesses)
	<ul style="list-style-type: none"> Delay in Studying (due to job, family, and/or individual capacity): 38%

➡ Main strain factor according to survey: Too many exams in exam-period

Main results of the online surveys:

For **employees** disadvantages mainly result from missing or insensitive communication. Persons are at disadvantage when they do not feel included in decision making, when performances do not get appreciated, when they do not feel taken seriously.

About one third of the employees are handicapped by health problems. Stress-based sicknesses and problems with the musculoskeletal system are the most frequent limitations.

Employees feel unequal treated by different rules depending on status group, regarding the time registration and “home office”, as well as fixed-term work contracts or open-ended work contracts.

Experiences of discrimination are mostly explained by antipathy, but also age, gender and geographical origin play important roles. The origin from eastern or western states of Germany is still of significance.

In the survey, **students** often complain about strain because of the study structure, which is regularly designed as full-time presence-study consisting of 900 working hours per semester. Surprisingly, there is no statistical proof that students with family tasks or a job find the workload considerably higher than students without these tasks. The share of students which complain about to high work strain is relatively equal in these groups.

Reasons for possible discrimination are diverse and complex: different educational background, health impairment, loss of time through everyday commuting, financial worries, bad living and working conditions, different language knowledges, social background etc. can complicate studying and need to be compensated or at least considered.

Insensitive communication was mentioned as the most common experience of discrimination. Reasons for experienced or witnessed discriminatory behavior are mostly political opinion, gender/sex and look. Experiences of discrimination because of the attributes protected by the AGG, as sexual orientation or –identity, age, skin color, religion, etc. were mentioned sporadically. Almost half of the participants broached the issue of vegetarian/vegan or meat-containing food in the cafeteria.

Next to the named problems, many positive aspects were mentioned. The work of the family friendly university, rules of the flexible work time, welcome culture and the cooperative mood in individual working groups have been mentioned honorably.

Both groups, students and employees, mentioned a lot of health aspects. All of these responses and hints were given to the AG *healthy university*.

Main aspects of the workshops

- Working together without bias
- Talking to each other
- New definition of performance
- Putting equality into practice
- Make education for all possible

- Institutionalize diversity
- Take effect on the outside
- Integration of international students
- Break open regulations (use scopes)
- Improve and guarantee accessibility spatially and socially
- New thinking of “rooms”

More detailed results can be found at

<https://emmaplus.hnee.de/ag/diversity/SitePages/Homepage.aspx>

3 Goals and Measurement Fields of a Diversity Management at the HNEE

The following goals are decisive for a diversity – oriented strategy at the HNEE:

- Guarantee social justice and equal opportunities for all status groups at the university
- Benefit of the potential of diversity (optimal usage of the different competencies, experiences and qualification of all university members)
- Increase diversity (e.g. more international students and employees, more women in technical fields, more female professors) (cf. Franken 2015, S.11)

The implementation of a Diversity Management (DiM) at an institution requires an extensive transformation – next to changes in (infra-) structure and changes of standards and culture.

Transformations never happen without conflicts, since the university members may have different opinions to measurements. **Therefore, it is important that individual and general interests will be combined and no single group gets preferred at the expense of others.**

3.1 Strategy and Structure

Goals:

- Possibility of equal participation is implemented in university strategic and - political documents of the HNEE
- Diversity Management is institutionalized

Status Quo:

- Statements about Equal Chances, Tolerance and Diversity can be found in many documents of the HNEE:
 - Mission Statement
 - Principles of sustainable development

- Equality concept
- Plan university development
- Objective agreements
- Position paper of the universities in Brandenburg for tolerance, diversity and democracy (2013)
- Charta family in university
- “Quality standards for equality of chances between women and men” at universities of Brandenburg

Organizational Fixing: There is an elected equal opportunities and antidiscrimination commissioner as well as two representatives (January 2017), a representative body for disabled employees and a coordination of the family friendly university. All these employees have next to these functions other tasks at the university. The budget of “family and equal chances” is sufficient.

Shortcoming analysis:

- The establishment of a diversity management is personally and financially unclear
- Sensitiveness and knowledge about diversity, willingness of the university members are very different

Measurements:

Table 3: Measurements in Strategy and Structure

Prio- rity	Measurement/Content	Purpose	Period of Time	Responsible
I	Implementation of a diversity approach in all future university-politic documents, especially in the objective agreements	Integrated and high-ranked considering of the diversity approach	Continuous	University administration, senate, committees and working groups
I	Further development and implementation of the principles of sustainability	Stay up to date, keep the discussion alive	Continuous	University administration, university members, consultant for sustainability
I	Institutionalization of diversity work (personal and financial)	Guaranteeing Continuous work of a diversity-management	2019 (new higher education contract)	University administration

3.2 Accessibility: IT and property

Goals:

- Accessible university: properties and IT-Services have to be accessible for all members

Status Quo:

Physical impairments, Impairment of senses:

- Elevators in Houses 1, 2, 4, 5, 6, 11, 12, 13, 15, 17
- Accessible toilets in almost every house where visitors come, exceptions: Houses 3, 12, 15
- Lecture halls are well-lit
- Acoustic quality is different in the lecture halls, microphones and speakers can be used if necessary

Studying atmosphere:

- Mostly modern and functional lecture halls
- Narrow chair rows are not comfortable for tall/small persons and persons with injured legs

Common rooms for students:

- Small suits can be found at the library and in the corridors of houses 5 and 2
- These are not optimal for concentrated work or adjourning

Family Friendly University:

- Each one family room on city - and forest campus
- Changing tables in many toilets

Shortcoming analysis:

- Not all buildings accessible
- Pavement of the city campus not well accessible by wheelchair, walking frames and other walking tools
- Night-Illumination of the city campus is insufficient
- No special equipment for people who are hearing- or seeing-impaired
- No "Room for All" to stay during free hours, for working, adjourning, meeting point for groups, exhibitions, etc.
- Narrow chair rows are not comfortable for tall/small persons and persons with injured legs
- No map of accessible entrances and toilets on the campus
- Only one unisex-toilet

IT

The digitalization strategy of HNEE aims to modernize:

- teaching offers
- Counseling and service offers
- Communication
- Networks
- Internationalization

Even though digital solutions for core tasks of the university bring advantages for all university members, it has to be considered that not everyone has the necessary knowledge in IT-technics and/or has the specific tools.

All university members have an email- and an internet-account, as well as – depending on responsibilities – access to EMMA+, so that everyone can view information, scripts, documents, etc. This is facilitative especially for students with family tasks, job or illness.

The PC-Pools are open 24 hours, except for when there are lectures. Therefore, also students without an own PC can use the required technology and software. The ITSZ gives advices and helps in case of problems.

Shortcoming analysis:

- www.hnee.de is not accessible for everyone: font size, line pitch, font type is unfavorable for persons with seeing-impairment

Measurements:

Table 4: Measurements Accessibility Properties and IT

Prio- rity	Measurement/Content	Purpose	Period of Time	Responsible
I	Optimize Accessibility of the website (font size and type, colors)	Guaranteeing Information for all visitors (students, employees, applicants)	Starting 2017	University Communication, ITSZ
I	Continuous trainings for employees and students about optimal usage of the IT offers	Guaranteeing usage of IT offers for all (→ strategy for digitalization)	Continuous	IT-commission, Management of the departments, ITSZ
I	Maps of the Campus for people with handicap, published online	Information about accessible lecture halls, rooms, offices, toilets	2017	KoGeMa, LUM, BeBeBehin, chancellor
I	Create or optimize access to all buildings with visitor traffic	Guaranteeing access for all without having to ask for help from other persons	Continuous	BLB, previous notice of need at LUM and chancellor

II	Construct a flat lane on the city-campus paving (1 m broad, readily visible)	Improve accessibility for persons with limited mobility e.g. with wheelchairs or walking frames	Depending on BLB	BLB, Urgency is stated by chancellor and LUM
II	„Room for all“ on forest campus and city campus	Room for working, relaxing, praying, evening events. Important for commuters, religious persons, persons with the need for relaxing time	Forest Campus: 2017 City Campus: depending on construction measurements	BLB, LUM, chancellor, student group (administration, cleaning)
III	Improvement of the lights at city campus	Easement for elderly or persons with visual impairments, feeling of security, especially for women	2017	Property department
III	Incorporation of more “toilets for all” in future construction plans	Possibility for transgender, inter or queer persons to go to the toilet without having to explain themselves or hostilities	Depending on construction measurements	BLB, incorporated by chancellor and property department

3.3 Internal communication / participation

Goals:

- all university members have equal access to university-relevant information
- open, valuing and cooperative communication culture

Status quo:

Digital media (internet, intranet, email, ...) make up a big part of the communication at the university. Some parts of the intranet are only accessible for certain persons, regarding data protection.

Internal communication is done using following media:

- Meetings of the senate or executive committee
- Faculty councils, team meetings
- Semester talks with students, evaluations
- Website
- EMMA+
- Newsletter via email, newspaper *Seitenwind*
- Flyer, bulletins, posters, ...

Shortcoming analysis:

- Information overload

- Not enough possibilities to participate in decision making, communication
- Language and pictures in lectures sometimes contains stereotypes or is discriminating
- Not all information bilingual

Measurements

Table 5: Measurements in the Area Internal Communication

Pri- ority	Measurement/Content	Purpose	Period of Time	Responsible
I	Arrangements for translation of newsletter, websites etc. with the language center	Guaranteeing of consequent bilingual information for all (→ strategy of internationalization)	2017	University Administration
I	Training offers about appreciative communication, anti-bias trainings, sensitizing etc. for all members	Enhancing appreciative communication and intercultural competences (→ strategy of internationalization)	Continuous	Equal opportunity commissioner, KoGeMa, quality management, sqb, Diversity-Management (N.N.)
I	Regularization of work time for teambuilding actions	Enhancing teambuilding	2018	Chancellor
II	Elucidation and information about nondiscriminatory language	Part of the studying process – illustrate the correlation of language and social developments	Continuous	Equal opportunity commissioner
II	English classes for employees of all status groups	Improving the language knowledge of the employees (→ strategy of internationalization)	Continuous	University Administration
III	Guideline for communication, inclusive advices for appreciative communication	Communication is an important instrument	till 2018	Round table of sustainability, consultant of sustainability, equal opportunity commissioner

3.4 External communication / impact on public and image

Goals:

- Members and alumni represent the ideas of democracy, diversity and tolerance in their jobs
- At public appearances, university members are aware of their responsibility

Status Quo:

- Demand of one diversity workshop: “Have impact on the outside!”
- A culture of diversity and anti-discrimination at the HNEE would encourage alumni to live this in their working area
- Presentations and publications influence the public image of the university
- Working group communication is responsible for PR and public image
- Target groups for external communication: prospective students, alumni, applicants for jobs and professorships, press, companies and scientific research institutions like other universities

Media of the HNEE for external communication:

- Website
- Facebook, Youtube, Google+, Xing
- Press releases, radio and television appearances
- Image movies, flyer
- Scientific publications, lectures, poster, exhibitions
- Open day, public events
- Projects with partners and students, co-operations with schools and companies
- Trade shows

In Barnim, the HNEE shows presence in the regional newspaper, traditional celebrations like the welcome party and city celebration. For Alumni, there is an email-newsletter. In all basic documents and public media, gender-sensitive language is used.

Shortcoming analysis:

- Website not optimal for international visitors (few English sites)
- Sensitivity for public image not everywhere existent

Measurements external communication:

Table 6: Measurements in the Area External Communication

Prio- rity	Measurement/Content	Purpose	Period of Time	Responsible
I	Revision/completion of the websites in English (with support by native speakers)	Information for international partners, students and study interested, presenting HNEE as a cosmopolitan University (→ strategy of internationalization)	2018	University communication, persons responsible of websites
I	Intercultural trainings, sensitizing of university members	Meet the claim to “have an impact on the outside” (→ strategy of internationalization)	Continuous	Diversity-Management (N.N.), International Office
II	Create a PR Concept,	Adapt PR to the new	2020	University

coordinate PR with strategies of internationalization, digitalization and diversity concept	challenges, possibilities and standards	communication and working groups/commissions
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3.5 Service and Counseling

Goals:

- Diverse counseling and service offers for all university members in special life circumstances or with experiences of discrimination are helping to meet the requirements of studying/working and punish or avoid discrimination

Status Quo:

- Many counselling offers for different target groups and problems
- Cultural and sport offers
- Increasing demand of psychic counselling

Counselling Offers at the HNEE (02/10/2017)

Table 7: Counselling Offers at HNEE, December 2016

Counselling Offer	Target group	Extent
General study counselling and subject advisory services Questions about studying decision, application, qualification,... workshops for pupils	Study interested, Pupils at high school,...	By appointment
HNEE College „Nägel mit Köpfchen“ at faculty of wood engineering Studying orientation and –preparation, “Math-clinic” for beginning phase of study course	Occupationally qualified study interested, or after long break after high school at faculty of wood engineering	CollegeWeek twice per year, „Math-clinic“ course-related, weekly offers
Student support service assists with study and exam matters, e.g. questions about application, matriculation, re-enrollment etc..	Students	Consultation hours Mo – Thu daily 2,5 h and by appointment
Studying with family Information and support for students and employees with child. Matters of taking care of relatives are also considered.	Studying parents, students taking care of relatives	By appointment and at the consultation hours of the student support service

Socio-psychological counselling Support in difficult life situations, stress and exam anxiety	Students	Every two weeks, by appointment
Student union (AStA) Counselling from students for students	Students	Open meetings every two weeks
International Office Questions about studying abroad, internships abroad, Erasmus	Students and employees, international study interested, Erasmus students	
Welcome-Center Drop-in center for international study interested and students	International study interested, Erasmus students	
Career Service Helps with application, key competences, career plans, job search, employability	Students, alumni, employees	Individual counselling by appointment, open consultation hour once a week, frequent events
Gründungszentrum Advices and supports questions regarding business creation and self-employment	Students, alumni, employees	by appointment
Anti-Discrimination- and Equality Officer Counselling about equality-political measurements, promotion of young women academics, about sexism	All members	If needed spontaneous, otherwise by appointment
Representative body for disabled persons Questions about inclusion, counselling of laws	Disabled members of the university	If needed spontaneous, otherwise by appointment
Staff council Questions about laws, health and safety	All employees	Individual counselling by appointment, open consultation hour every two weeks
Department academic affairs Questions about laws regarding study access, regulations, capacity calculations	University administration, study course administration, student support service, teaching staff	If needed spontaneous, otherwise by appointment
Center for further education Possibilities for further education for employed, career changer, etc.	Non-members of the university with wish for further education, teaching staff with further education offers	As needed

Cultural – and Sport Offers

Table 8: Cultural Offers at the HNEE

Offer	Target group	Extent
University sport (e.g. badminton, soccer, basketball, table tennis, volleyball, aikido, acrobatic, active break ...)	All university members, membership in university sports club necessary	1-2x per week
Canoe / kayak rental	All university members, membership in university sports club necessary	As needed
University choir	All university members	
FairCafé	All university members	Wednesday 14.00 – 18.00
Horizonte e.V. (international movie screenings, cooking events, lectures, excursions)	All university members, especially international students, non-students	Couple of times per year
Free student stage (improvisation theater)	Students	
Students club Live-shows, Parties, Movies, Lectures, Readings, Theater	Students and Visitors	Daily, except Monday
Movie screenings	All university members	At irregular intervals
Exhibitions	All university members	At irregular intervals
Christmas party	International students and students with children	Once per year
Summer party	All employees	Once per year
Festivity on the balcony	All employees of the administration	Once per year
Campus party (at the open day)	All university members and guests	Once per year
Enrolment celebration/ Alumni ball	All students, alumni, employees, visitors	Once per year

Shortcoming analysis:

- High need for psychological counselling and learning coaching, spontaneous counselling not possible
- No regular trainings / sensitization for employees and teaching staff e.g. about how to deal with students with psychic illness
- Counselling from students for students was stopped because of missing demand, however it was wished several times in the survey
- Students are missing a neutral person of trust
- Sport offers in evenings make it hard for commuters to participate

Measurements Service and Counselling:

Table 9: Measurements in the Areas Service and Counselling

Prio- rity	Measurement/Content	Purpose	Period of Time	Responsible
I	Extension of the learn coaching offer (by psychologists or social pedagogues)	Supporting students to finish their studies autonomously, relief for teaching staff	2020	University administration, KoGeMa, together with Studentenwerk
I	Counselling offers or classes for employees (e.g. burnout prevention)	Prevention of illnesses in the frame of a health management	Continuous	KoGeMa, AG healthy university
I	Training offers for counselling bodies and teaching staff about the handling of persons with psychic illnesses	Enabling the employees to recognize psychic trouble and to react properly	Continuous	KoGeMa, AG healthy university
III	Check whether it is possible to have more sport offers during the day	Make participation possible for university members with children or commuters	2017	University sports club and KoGeMa

3.6 Studies and Teaching

Goals:

- Equality of chances is promoted in all phases of the studies
- Education for all is being enabled

The Area “Studies and Teaching” is central and contains study orientation / approval procedure, study start, study phase, and the transition from studying to job.

3.6.1 Approval Procedure

Status Quo: The prerequisites for admission to studies are checked equally in the application, regardless of gender, age, origin etc. The criteria for admission are comprehensible and fixed comparably to avoid unequal treatment in the approval procedure. However, when people with very different attributes are being treated equally in automated procedures, some persons may be at disadvantage. Therefore, in 11 study courses, the SPO provides an individual case check to reconsider individual characteristics. Applications with international school or university leaving certificates are being checked regarding the acceptance in Germany by Uni-Assist e.V. They calculate a final grade equivalent to the German grading system. This calculation occasionally results in comparably bad grades, which makes it harder for international applicants to get approved.

The general study regulations and general exam regulations allow exceptions for the approval of applications for master courses without a professionally qualifying university degree under certain criteria. In three bachelor courses, an approval can be obtained due to a vocational training.

3.6.2 Study Start

Students are beginning their studies with very diverse previous knowledge and learning strategies (e.g. depending on school or university degree, social and geographic origin, cognitive capacity). The students are very differently prepared for the challenges of studying, depending e.g. whether they are coming from an academic family or not. A realistic estimation of the workload based on the specifications of "SWS" and "ECTS" is only possible for a few. The introduction week, the brochure "Durchblick", excursions and team building workshops aim to make the study start easier. Some study courses offer tutorials or preparation classes to absorb knowledge deficits. The college for study orientation and – preparation helps mainly study interested with vocational training.

During the study start, some students think about cancelling their studies when they have problems with the conversion from school to university or when the perceptions of the studies do not come true. The university has to counter this with corresponding counselling and support offers.

3.6.3 Study Phase

Study Conception: The study regulations of the 16 full-time presence study courses are determining the study procedure, the number and kind of exams per semester and the length of internships. In both study courses with costs three presence phases of each a couple of days are scheduled.

All presence study courses are designed with 30 ECTS per semester, with a workload of 25 to 30 working hours per credit. The study courses contain 40 hours working time per week, which is determined by the curricula.

These 750 – 900 working hours generally have to be absolved during the 30 weeks per semester (corresponds to 37,5h - 45h per week). This includes the lectures at the university, excursions, internships, preparation and postprocessing of lectures, exam preparations and exams. Therefore students with a job have to work clearly above 40 hours per week if they want to finish their studies in the regular time period.

The modules of the semester are being finished with an exam within the four weeks examination period. Many students are at a strain because of the several exams per week.

Many students do not finish their studies within the regular study time period. Part time studying which is fixed in the curriculum is not possible, so far. Usually, individual study plans are being agreed on or the students sign off from exams by themselves, which leads to more exams in the following semesters or to exceeding of the regular study time period.

Compatibility of studying and family: The HNEE was audited *family friendly university* the year 2008 and is aiming to increase offers for families. The HNEE is part of the network of family friendly universities and member of the charta *family at the university*.

Students with family tasks benefit from regulations for disadvantage compensation in the RSPO. In case of pregnancy, individual study plans are possible. There are a couple of supporting offers for students with family tasks, e.g. the procurement of professional child care, events, lectures, frequent meetings in parent groups and counseling. The coordinator of the family friendly university and of the student and scientific assistants is caring for the interests of these students.

University didactic: Classic teaching methods as lectures and seminar are predominate but do not reach all students. The teaching staff reacts to the heterogeneity of the student body by introducing innovative learning formats (e.g. problem based learning, E-learning, planning games). A didactic table is planned, the “math clinic” at the faculty wood engineering, an AG “sustainability learning and teaching” and corresponding training offers of the Network studying quality Brandenburg (sqb) have the purpose of exchange between the teaching staff and training. Students are learning from themselves in the “Projektwerkstätten”. The individual teaching offers can frequently be evaluated by the students.

Studying and health: About one fourth of the students who participated in the survey, are feeling health-impaired, primarily through psychic illnesses. There are regulations for disadvantage compensation in the RSPO however there is a big uncertainty about the handling of persons with psychic illnesses. Usually, deadlines like the delivery of the final thesis or even the double regular study time cannot be maintained.

There are few students with disabilities at the HNEE.

Student mobility, Internships abroad: Students can get counselling about the possibilities of internships abroad and apply for financial support, which gets distributed based on performance and available funds. Two study courses provide internships abroad, in other study courses, an internship abroad is recommended. In the survey of 2016, almost half of the respondents stated to not plan a longer stay abroad, mainly because the financing is unclear or the curriculum does not allow this time period.

International Students: The most international students are studying at the faculty of forest and environment (70% of the international students). The other 30% are distributed on the other three faculties, the biggest share is enrolled at the master course sustainable tourism management. Information in English language about the study courses is correspondingly available.

The heterogeneity of previous knowledge, language skills and studying culture is particularly high among international students or German students who obtained their university entrance qualification abroad. The Welcome-Center and Horizonte e.V. is supporting the mental arrival and wellbeing at the HNEE.

Transgender students: Students who change their sexual identity during their studies can get a new Greencard when bringing their supplement ID. In the Campus-Management-System it is only possible so far, to have a male or female gender.

3.6.4 Transition from Studying to Job

During the studies, students get prepared for career entry through internship and/or practical projects. The Career Service helps with preparation for applications and the development of key skills. The GründungsZentrum supports students, alumni and scientific employees who want to start a business.

The counselling for transfer and innovation helps in the development of new ideas and testing of new methods. The Weiterbildungszentrum offers opportunities for scientific further education. Through the alumni network, events, job offers and newsletters are being sent. The HNEE stays in contact with the alumni - individual careers can be followed through alumni surveys.

Shortcoming analysis:

- Jobs or family tasks make it difficult to study a full time presence study course within the regular study time period
- Innovative teaching formats are developable
- Special offers for professional qualified are developable
- Social background and/or financial or family situation of students determines the participation in internships abroad, excursions etc.

Measurements Approval Procedure and Study Start

Table 10: Measurements Studies and Teaching

Pri- ri- ty	Measurement/Content	Purpose	Period of Time	Responsible
I	Optimize approval procedure for international students (in cooperation with Uni-Assist e.V.)	Prevent the loss of international applicants during the application procedure (→ Strategy of Internationalization)	Starting 2017	Student support service, international study courses
I	Fix special offers in the study start phase (e.g. tutorials, team building, method training etc.) within the curricula	Facilitate the transition from school to university, support "Arrival" at the HNEE for national and international students	2020	Study course administration
II	Develop information offers for "students with handicap"	Targeted addressing of potential applicants with handicap	2018	KoGeMa, BeBeBehin, University communication
II	Extend study preparation/orientation offers	Orientation help for professional qualified study interested, therefore less study cancelling because of wrong expectations or suitability	Starting 2019	HNEE College in cooperation with study orientation

Measurements Study Phase

Pri- ri- ty	Measurement/Content	Purpose	Period of Time	Responsible
I	Further education offers about heterogeneity in teaching / university didactics	Adaption to the increasing heterogeneity of the students, making "education for all" possible (EU requirement)	Continuous	Quality management, teaching staff
I	"Didactics Table" of the teaching staff	Exchange possibility for teaching staff about university didactics	Starting 2017	Teaching staff
I	Extend HNEE College (with "math clinic, student buddies, homework supervision)	Make studying easier for professional qualified and for persons with missing previous knowledge	Starting 2019	University administration
I	Individual time tables for special life situations (e.g. family or illness)	flexible reaction on individual requirements, after consultation with the study course administration/counselling	Continuous	Students and study course administration/-counselling
I	Coaching-Programs for international students (buddy program and empowerment workshop)	support "Arrival" and studying at the HNEE for international students, Welcome culture (→ strategy of internationalization)	Continuous	Welcome-Center, Diversity-Management
II	Continue AG „Sustainability in Teaching“	Exchange between teaching staff	Continuous	Table of sustainability, Prof. Nölting
II	Teaching offer for non-discriminatory speech	Information about the connection between language and development of society	Continuous	Equal opportunities commissioner
III	Develop information offers for teaching staff about handling of "students with handicap"	Improvement of the study conditions for students with handicap, sensitization of teaching staff	2018	KoGeMa, BeBeBehin
III	Design part time curricula for suitable study courses	Improvement of the study conditions for students with family tasks or job	Starting 2017/18	Study course administration

3.7 Staff in Teaching, Research and Administration

Goals:

Every employee can work, teach and research at the university according to his or her qualification and competences as well as gain further qualification. Hiring procedures and staff decisions have to be transparent and without disadvantages.

3.7.1 Hiring and appointment procedures

Status Quo:

Job advertisements: New jobs or open positions at the university have to be announced publicly, so that everyone interested has access to the job advertisements. This happens through the website of the HNEE, www.interamt.de and www.bund.de. Furthermore, the job advertisements get spread through specific networks. For targeted addressing of female applicants in appointment procedures the portal *femconsult* is being used.

A recruitment policy for third-party funds employees enables hiring without advertisement, when the project administration proposes a for the position qualified person.

The job advertisements are formulated gender-neutral. In fields in which women are underrepresented, women are particularly invited to apply. Usually, persons with disabilities are also addressed in an additional part. There is no central position that formulates the advertisements. Each faculty or project administration formulates the text themselves. However, the staff department supports in each case. The advertisements contain wage group, work load, time limit and requirements. Advertisements in appointment procedures have to be agreed on in the faculty council and senate.

Hiring procedures: For each hiring procedure with advertisement, a committee is formed. The composition of this committee depends on the linking of the position. Involved at any rate are superiors and further persons who have a direct connection to the position. The equal opportunities commissioner, staff council and –if necessary- the representative body for disabled employees are being informed generally and normally take part in the interviews. The criteria are based on the activities and requirements stated in the advertisements. The decision of hiring is always made by several people.

Currently, guidelines for the interviews are being developed, to standardize the process and to assist less experienced staff committee members.

The selection of the best is the basic principle of the hiring procedure, irrespective of gender, age, origin etc. In case of equal aptitude, applicants who are underrepresented with respect to gender or disability are being favored, unless other reasons (e.g. social reasons) are predominating.

In 2016, the HNEE participated in a pilot project of the Federal Anti-Discrimination Agency to develop an equal treatment check. In the pilot phase, the advertisements and hiring procedures were tested.

Appointment procedures: The appointment procedures, the composition of the appointment committee, the criteria for the evaluation of the applications etc. are fixed in the appointment regularity of the HNEE and in the BbgHG. The procedure which lasts several months is documented exactly. The equal opportunities commissioner and the representative body for disabled employees are attendant on every date.

Welcome culture: A handout describes the organizational structure of the university, contact persons, procedures etc. New appointed professors are being greeted by the president. Furthermore, they get a first didactic training through the sqb-program “start-me-up”.

3.7.2 Staff Management

Status quo:

Half of the employees at the university have limited work contracts. Usually, the reason for this limitation is the likewise limited financing through third-party funds. The survey shows that more women than men are working on limited part time positions. This is partly because more women apply for limited part time positions. The employees with limited contracts get working contracts with the maximum time span of the financing.

Working time management, time registration: At the HNEE, there is an operating agreement for flexible working time. Employees can choose to start working between 6:00 – 9:30 am and ending between 12:00 am – 8:00 pm, provided no reasons like consultation hours and opening hours, lecture times or meeting dates argue against that. This flexible working time agreement is a relief, mainly for employees with family tasks or commuters.

The non-scientific staff participates in an electronic time registration. Missing hours or over time hours are being documented. Working hour deposits get compensated. However, telecommuting is officially not possible. The scientific staff can participate in the time registration voluntarily – most of the scientific staff does not. Therefore, over time hours do not get recorded and cannot be compensated. After agreement with superior and team, scientific employees work at home occasionally (“alternating telecommuting”). Some employees feel at disadvantage because of these two options. The possibility to work at home in case of an emergency would be a relief for employees with family tasks or commuters. However, data protection reasons and insurance reasons argue against this option.

Diversity oriented personnel development: Regularly, annual conversations with all employees are being held. A guideline which was developed in 2016 proposes topics like own competences and training wishes, strengths and weaknesses, working atmosphere, conflicts and their causes, career wished and wishes for change. In these conversations, superiors can find out whether the employees are appointed correspondent to their individual abilities.

The survey showed that it is a health strain for superiors to be responsible for employees who do not meet the requirements of the taken position. Trainings for the superiors can help to react in a right way in these situations.

Family orientation: The executive committee is considering the school holidays when planning the semester timetables. Teaching staff with school-aged children can take a holiday outside of the semester holidays after agreement of the team, but are depended on the understanding of their colleagues. Sessions usually start in the afternoon, but sometimes can last until evening. The biggest problem for a family friendly working atmosphere is a high workload in some fields where overtime hours, work at weekends or on holidays are necessary.

Promotion of scientific “offspring”: The Barnim-scholarship is available for one graduate a year and provides a 6-month aid for the preparation of a conferral of a doctorate. The HNEE takes part in the female professor program, through which female Ph. D. candidates get promoted. A doctoral degree

can only be obtained in cooperation with a university which is not a university of applied science. The HNEE can access a broad network of cooperative universities.

At universities of applied sciences, scientific employees are mostly hired through third-party funds in projects and have therefor limited working contracts. By subsequent projects, the HNEE tries to keep the employees at the university.

Shortcoming analysis in teaching, research and administration:

- Missing handout for the hiring procedure
- Transition from occupation to retirement is handled very differently
- Appreciating communication not everywhere granted
- No personnel development concept
- Better service for students must not lead in additional strain for employees

Measurements hiring procedures

Prio- rity	Measurement/Content	Purpose	Period of Time	Responsible
I	Write a handout for the hiring procedure incl. advices for non-discriminatory procedures	Standardizing of the procedure, therefore ensuring equal treatment	2017	Staff department, chancellor
I	Gender-neutral job advertisement texts	Addressing men and women for every position equally, no reproduction of stereotypical gender roles	Continuous	Project administration, department administration
II	Offer every position full-time and part-time, if the position allows it (A position is suitable for part-time work if this causes no substantial interference of the organization, the work processes or safety and no disproportional costs arise)	§ 7 Abs. 1 TzBfG requires the advertisement of a position as full-time and part-time work if this is suitable. In public service, a part-time opportunity is explicitly required in § 6 Abs. 1 BGlG also for executive positions, as long as there are no stringent official interests in conflict. If such an offer is missing, this may especially impede the access to this position for persons with family tasks.	Starting 2017	Project administration, department administration

Measurements Staff Management

Pri- rity	Measurement/Content	Purpose	Period of Time	Responsible
I	Annual conversations with the employees with a comprehensive guideline	Conversations about career wishes, training needs, overstraining or undertax, age-sensitive work, disadvantages etc. possible, base for further steps	Since 2016 Continuous	Superiors
I	Training of superiors about dealing with the heterogeneity of the employees	Professional handling increases confidence and health of employees and superiors	Starting 2017	KoGeMa, Diversity- Management
I	Creation of a personnel development concept	Systematic personnel development	2020	Staff department in cooperation with university administration
I	Offering of an anti-discrimination-center	Statutory by AGG §13	Continuous	University administration, anti- discrimination- commissioner
II	Development of a transparent and standardized procedure in dealing with discrimination	Transparent support for affected	Starting 2017	Anti- discrimination- commissioner
II	Building up a health management	Consideration of health impairments, trainings for prevention	Starting 2017	KoGeMa, chancellor, AG healthy university

This Diversity-Concept was discussed in the executive committee in February and March 2017 and adopted in the present form on 19 April 2017.

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Attachment: Legal Foundations

(Sources: www.studentenwerk.de and own research)

General Equal Treatment Act (AGG)

The university as an employer is subject to the regulations of the General Equal Treatment Act (AGG).

For students at public educational institutions the AGG applies according to sec. 2 subs. 1 no. 7. In contrast to the employees, students cannot assert a claim from that. Students can, in case of discrimination refer to the basic constitutional law, the code of social law IX, the act on equal opportunities for persons with disabilities, the university framework law, the higher education act for Brandenburg and the UN-convention on the rights of persons with disabilities.

Basic Constitutional Law (GG)

A right to disadvantage compensation for persons with disabilities or chronic illnesses results from the principle of equality, the ban of discrimination and the principles of a social state in the basic constitutional law:

Article 3 basic constitutional law (GG):

(1) „All persons shall be equal before the law.“

(3) „No person shall be disfavoured because of disability.“

Article 20 basic constitutional law (GG):

(1) „The Federal Republic of Germany is a democratic and social federal state.“

University framework law (HRG)

The university framework law pledges the national universities to facilitate the equal participation of students with disabilities. This includes the right for modified study- and exam regulations. (sec. 2 subs. 4 and sec. 16 subs. 4 HRG)

Higher Education Act for Brandenburg (BbgHG)

The higher education act for Brandenburg contains passages about the claims of students with disabilities and the interests of students with family tasks. Universities are to consider the special needs of university members with disabilities and meet necessary measurements for integration in

all fields. The universities have to guarantee disadvantage compensation and a non-discriminatory and equal participation in the studies.

Study Conditions (BbgHG § 19)

(1) (...) The study content, study procedure and exams have to be organized in a way that the studies can be finished during the regular study time frame. The interests of students with caring tasks and students with disabilities have to be considered.

Consideration of disabilities in exam situations (BbgHG § 21, 22, 23)

Disadvantage compensations have to be provided for students with verified physical or psychic impairments and disabilities to accredit performances in different forms or longer time.

UN-convention on the rights of persons with disabilities (UN-BRK)

Goal of the UN-BRK is equal participation in societal life for persons with disabilities. Keywords are accessibility, equal chances and non-discrimination. Article 24 contains parts concerning inclusive education:

„5. States Parties shall ensure that persons with disabilities are able to access general tertiary education, vocational training, adult education and lifelong learning without discrimination and on an equal basis with others. To this end, States Parties shall ensure that reasonable accommodation is provided to persons with disabilities“

The implementation of the UN-BRK in Germany is attended by the German Institute for Human Rights.

Accreditation policies for study courses

Bachelor- and master courses have to be accredited to receive governmental approval. In the policies, the interests of students with disabilities are inquired.

The interests of students with disabilities have to be considered in all study courses. Disadvantage compensations for students with disabilities regarding time and formal specifications in the studies and all course related performance confirmations have to be guaranteed. This also applies for approval requirements and selection procedures.

Conference of University Presidents (CPU) Recommendation “A University for All”

All universities admitted their obligations at the general meeting of the conference of university presidents on 21. April 2009.

The German Studentenwerk decided acting strategies for implementation of the UN-convention and the CPU-Recommendation.

Law about part-time work and limited work contracts (TzBfG)

§ 6 promotion of part time work

The employer has to offer part-time work in the frame of the measures of this law for all employees also in supervising positions.

§ 7 Job Advertisement; Information about available positions

- (1) The employer has to promote a position which he or she advertises internally or publicly also as a part-time work position when the position allows it.

Federal Act on Gender Equality (BGleig)

§ 6 Job announcements

(1) Job announcements must be written in gender-neutral language. In particular, it shall not be permissible for jobs to be announced only for men or only for women. The text of the announcement must be phrased in such a manner that it addresses members of both genders in the same way and encourages more members of that gender which is under-represented in the respective group to submit applications. Each announcement must make reference to the fact that the position may be exercised on a part-time basis, unless compelling official interests preclude this. The fourth sentence shall also apply when it comes to filling vacancies with supervisory or management responsibilities, regardless of the hierarchical level.