



EUROPA-UNIVERSITÄT
VIADRINA
FRANKFURT (ODER)

Concept for Diversity Focus and Equal Opportunities 2024-2028

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List of abbreviations

AC	Abteilung Chancengleichheit (Equal Opportunities Division)	GZ	Gründungszentrum (start-up centre)
ADB	Antidiskriminierungsbeauftragte*r (Anti-discrimination Officer)	HK	Hochschulkommunikation (university communication)
AD	Anti-discrimination representative	HL	Hochschulleitung (university management)
ASD	Anlaufstelle zum Schutz vor Diskriminierung (Contact Point for Protection against Discrimination)	IB	Inklusionsbeauftragte (Inclusion Officer) of the employer
ASTA	Allgemeiner Studentischer Ausschuss (general student committee)	IKM	Institut für Konfliktmanagement (Institute for Conflict Management)
ASTA-Ref. S&AD	ASTA-Referent*in Soziales und Antidiskriminierung (ASTA social affairs and Anti-discrimination Officer)	K	Kanzler*in (chancellor)
BAG	Beauftragte*r für Arbeitssicherheit und Gesundheitsschutz (occupational health and safety Officer)	Kuwi	Kulturwissenschaften / Kulturwissenschaftliche Fakultät (cultural studies / faculty of cultural studies)
BB	Barrierefrei-Beratungsstelle (accessibility advisory centre)	LaKoG	Landeskonzferenz der Gleichstellungsbeauftragten an Brandenburgischen Hochschulen (state conference of equal opportunities Officers at Brandenburg universities)
BbgHG	Brandenburgisches Hochschulgesetz (Brandenburg Higher Education Act)	MWFK	Ministerium für Wissenschaft, Forschung und Kultur des Landes Brandenburg (Ministry of Science, Research and Culture of the State of Brandenburg)
BBMAB	Beauftragte für die Belange von Mitgliedern und Angehörigen mit Behinderungen (representative for the interests of members and relatives with disabilities)	nwPR	Personalrat für das nichtwissenschaftliche Personal (staff council for non-academic staff)
BeB	Berufungsbeauftragte (appointment Officer)	P	President (president)
BGM	Betriebliches Gesundheitsmanagement (corporate health management)	PE	Personalentwicklung (personnel development)
BK	Berufungskommission (appointment committee)	QM	Stabsstelle Qualitätsmanagement (quality management unit)
BLHP	Brandenburgische Landeskonzferenz der Hochschulpräsidentinnen und -präsidenten (Brandenburg State Conference of University Presidents)	SBV	Schwerbehindertenvertretung (representative body for severely disabled persons)
D1	Dezernat für Studentische Angelegenheiten (student affairs division)	sqb	Netzwerk Studienqualität Brandenburg (Brandenburg study quality network)
D2	Dezernat für Personalangelegenheiten (human resources division)	TIN	Trans*, Inter* und Non-binäre Personen (Trans*, inter*, and non-binary people)
DFG	Deutsche Forschungsgemeinschaft (German Research Foundation)	TS	Transferstelle (Transfer Office)
DiM	Diversity management unit, diversity manager	TT	Tenure Track
DV/SA	Dienstvertrag (Service agreement)	VCGS	Viadrina Centre for Graduate Studies
ENS	European New School of Digital Studies	VIA	Viadrina Internationale Angelegenheiten (Viadrina International Affairs)
FB	Familienbeauftragte (Family Officer)	VP C	Vizepräsident*in für Transfer und Campus (vice president for transfer and campus)

Fk	Fakultäten (Faculties)	VP F	Vizepräsident*in Forschung und Karriereentwicklung (vice president for research and career development)
FLINTA	Frauen, Lesben, Inter*, Non-binäre, Trans*, Abinäre Personen (women, lesbians, inter*, non-binary, trans*, abinary people)	VP I	Vizepräsident*in für Internationales und Collegium Polonicum (vice president for international affairs and the Collegium Polonicum)
FR	Fakultätsrat (Faculty Council)	VP S	Vizepräsident*in für Studium und Lehre (vice president for studies and teaching)
FSR	Fachschaftsrat (department council)	Wiwi	Wirtschaftswissenschaften / Wirtschaftswissenschaftliche Fakultät (economics / faculty of economics)
FuWN	Referat Forschung und Wissenschaftlicher Nachwuchs (department of research and junior academics)	WiPer	Personalrat für das wissenschaftliche Personal (staff council for academic staff)
GB	Gleichstellungsbeauftragte (Gender Equality Officer (centralised: c, decentralised: dec)	ZLL	Zentrum für Lehre und Lernen (centre for teaching and learning)
GDR	Gleichstellungs- und Diversityrat (equality and diversity council)		
GM	Gesundheitsmanagerin (health manager)		
GPR	Gesamtpersonalrat (general staff council)		

1. Introduction

The European University Viadrina Frankfurt (Oder) is actively committed to equal opportunities and diversity. It has already implemented a wide range of actions and expanded structures. These actions are targeted at creating a university environment in which the potential of all employees and students can develop to the full.

This **concept for diversity focus and equal opportunities** combines fields of action and actions that are linked in terms of content and implemented in a networked manner.

The concept implements the mandate of the Brandenburg Higher Education Act (*Brandenburgisches Hochschulgesetz*; BbgHG) to promote “actual gender equality” and to work towards “eliminating existing disadvantages and the actual compatibility of work, study, family, and care” in performance of all tasks of the university (cf. § 7 (1) BbgHG).

It also represents the Gender Equality Plan (GEP) required by the European Commission for public institutions and research organisations. This is a prerequisite for funding through Horizon Europe. The concept also represents the “Gender Equality Concept for Parity”, prerequisite for the intended application to the Female Professors Programme 2030.

This concept is based on an intersectional approach¹, covering subjects of gender equality, family friendliness, inclusion, health management, and dealing with forms of discrimination on ethnic, social, or other grounds. It considers the implementation status up to the end of 2023 and continues the previous concepts on equality and family orientation.

The individual thematic chapters will present data-based strengths and development potential, set specific goals, and define actions following a comprehensive chapter on the structure and initial situation at Viadrina.

The responsibility for achieving the goals set and implementing the corresponding actions lies with all members and affiliates of Viadrina, in particular with the respective decision-makers in the university management, senate, dean's offices, faculty councils, and appointment committees. The Gender Equality and Diversity Council (*Gleichstellungs- und Diversityrat*; GDR) is responsible for coordinating and evaluating the actions and objectives set out in the concept.

The Equal Opportunities Division and Diversity Management are the structural units to support specific implementation of the concept in the various fields of action in cooperation with the respective units of the university.

¹ This means that the interrelationships and interaction with other inequalities and forms of discrimination must always be considered in addition to the respective focus of a field of action. The respective representatives and stakeholders at Viadrina cooperate on this. A recommendation for action on intersectional equality work will be published shortly (probably in summer 2024) by Bundeskonferenz der Frauen- und Gleichstellungsbeauftragten an Hochschulen e.V. (bukof).

2. Structures and processes

2.1. Viadrina: Self-image, goals, and approach

Its structure and development plan², adopted by the Senate in January 2021, states that Viadrina intends for “(...) a **broad understanding of equality and family orientation**³ while pursuing the consideration of diverse life situations and backgrounds of its members and relatives and working for their equal rights with its diversity policy”.

The mission statement for Teaching⁴ that was developed in 2020 phrases this goal as well: “Viadrina considers the diversity of its members to be an asset; therefore, it promotes an academic and working culture that respects individuality, gives everyone equal opportunities, and supports them in developing their talents and potential.” Viadrina wants to facilitate establishment for previously underrepresented groups in academia and management positions. It considers gender mainstreaming and diversity policy⁵ to be comprehensive tasks for the entire university: Gender-specific and other inequalities are analysed in all areas and in all processes in research, teaching, studies, and in the science-supporting units in order to be able to take compensatory action as needed. The goal is establishing a “**diversity-sensitive and family-friendly teaching, learning, research, and working culture**”⁶. The university is primarily active in the following **fields of action**:

- Gender equality
- Family friendliness
- Inclusion
- Health management
- Anti-discrimination

The available concept for diversity focus and equal opportunities remains committed to the above fundamental goals but intensifies the intersectional approach and the networked and participatory action of the various university actors and strengthens the focus on anti-discrimination work.

The details of this are as follows in the following fields of action:

- **Networked and inclusive action:** Designing structures that are fair and non-discriminatory, arising awareness, and involving the people affected, communicating commitment to the guidelines internally and externally.
- **Support further development:** in particular, promoting gender-equitable qualification and career development, increasing the proportion of women in professorships,

2 Cf. 2021 Structure and development plan, p. 57

3 Viadrina applies a broad definition of family: Apart from grandparents, parents, and single parents with biological and non-biological children, families under consideration also include university members with relatives in need of care, married couples, registered partnerships, and couples without children who live in marriage-like relationships.

4 Cf. guiding principles for teaching, p. 2

5 Viadrina uses the term of “diversity policy” because its diversity approach is not intended strictly to recognise and promote the individual diversity of university members, but also to anchor diversity as a cross-cutting issue and to reflect on institutional barriers and discrimination and reduce them through targeted actions. For the concept and approach to diversity, see also: <https://leitbegriffe.bzga.de/alphabetisches-verzeichnis/diversity-und-diversity-management-vielfalt-gestalten/>;
<https://www.vielfalt-mediathek.de/diversitaet/>;

<https://www.bpb.de/themen/migration-integration/dossier-migration/223777/migration-und-diversity/>

6 Cf. Diversity Audit, 2. Self-report of Viadrina, p. 7, see: https://www.europa-uni.de/de/struktur/unileitung/stabsstellen/diversity-management/Fotos_Dokumente/Viadrina_2_Selbstreport_05_02_2021.pdf

management positions and committees, strengthening women in management positions.

- **Widening and sharpening of perspectives:** Focusing on underrepresented groups, uncovering potential. Breaking down stereotypes, preventing and counteracting discrimination. Acting in an intersectional manner.
- **Researching and teaching from multiple perspectives:** Integrating gender perspectives more strongly⁷, focussing on diversity aspects, strengthening international approaches, promoting diversity amongst researchers.

The objectives are underpinned below by a comprehensive catalogue of actions, including specific responsibilities and implementation periods. Stakeholders from the faculties, administration, and student representatives are involved regardless of their status in order to incorporate different perspectives and develop target group-specific programmes. Concepts and instruments are continuously and critically reviewed for accurate fit, efficient use of resources, and effectiveness. Exchange in subject-specific networks, alignment with quality standards. and benchmarking are important aspects of implementation.

Viadrina sees equality and diversity policy as contributions to its profile and competitiveness. It thus also follows the recommendation of the Science Council⁸, which considers the equality successes of Brandenburg's universities as "a profiling opportunity for the entire system" that "should absolutely be utilised".

2.2. Actors, strategic positioning, resources

Viadrina has gradually implemented professional equal opportunities work and family orientation in key areas of the university and achieved important milestones in the last few years. This is reflected in the structures created to date. Structures are also in place in the areas of inclusion, health management, and anti-discrimination, although there is still room for improvement, particularly in the area of anti-discrimination.

2.2.1. Actors

The Gender Equality Office, the Family Office and Viadrina Mentoring have been bundled in the **Equal Opportunities Division (CG)** since 2018. The Gender Equality Officer's statutory freedom to issue instructions remains unaffected. Occupational health management was added in 2023.

The **Central Gender Equality Officer (zentrale Gleichstellungsbeauftragte; c GB)** was added as a full-time position in 2014. **Decentralised Gender Equality Officers (dezentrale Gleichstellungsbeauftragte; dec GB)**, part-time, with compensation⁹ as well as their respective deputies (from 2024 with the possibility of exemption¹⁰) are established at all faculties as well as in the central facilities and administration. In accordance with the

⁷ See Science Council: Recommendations for the further development of gender research, July 2023, p 8

⁸ Science Council: Recommendations for the further development of the higher education system of the state of Brandenburg, p. 153 et seq., 26 January 2024, at: <https://www.wissenschaftsrat.de/download/2024/1693-24.pdf?blob=publicationFile&v=5>

⁹ See Annex for more information on the job shares.

¹⁰ The amended Brandenburg Higher Education Act passed on 20 March 2024 provides for the exemption of the deputies of the c GB. Cf. §76 (9) sentence 6

Brandenburg Higher Education Act, they are represented on the committees of the University and the Foundation (Foundation Council, Senate, Executive Board, Faculty Councils) and on committees.

In 2008, Viadrina introduced the position of the **Family Officer (*Familienbeauftragte* FB)**. This has been anchored in the basic regulations since 2010 and has been financed from budget funds for an unlimited period since 2014. They advise students and employees on reconciling study or work and family responsibilities and offers support actions.

Implementation of the diversity policy at Viadrina is actively promoted and offers of support for further groups at risk of discrimination are being developed with the help of the staff office for diversity manager with its full-time **Diversity Manager (DiM)**, which was established in the university management in 2013.

Occupational Health Management (*betriebliches Gesundheitsmanagement*; BGM) for employees was assigned to the Equal Opportunities Division in 2023, having previously been part of the HR department, and a part-time position was created for the **Health Manager (*Gesundheitsmanager*; GM)**. **Occupational integration management (*Betriebliches Eingliederungsmanagement*; BEM)** is coordinated in the HR department.

The **advisory office for students with health impairments**, a part of central student counselling, has an employee focusing on the tasks of the advisory office. It has at the same time been named the **representative for the interests of members and relatives with disabilities (*Beauftragte für die Belange von Mitgliedern und Angehörigen mit Behinderung*; BBMAB)¹¹**. Two other people are handling the concerns of employees with (severe) disabilities or health impairments: the **representative body for severely disabled employees (*Schwerbehindertenvertretung*; SBV)** and the **Inclusion Officer (*Inklusionsbeauftragte*; IB)** of the employer, who is based in the HR department.

The **Psychological Counselling Centre (*Psychologische Beratungsstelle*; PsychB)** for students is also located in the Student Advisory Service – a special service for students in the Brandenburg university landscape, as the Student Services cover psychosocial counselling at other universities.

In 2021, the *Bylaws on Protection against Discrimination and Harassment*¹² established the **Contact Point for Protection against Discrimination** (= complaints office in accordance with the bylaws, the "*Anlaufstelle zum Schutz vor Diskriminierung*"; **ASD**) for all members and affiliates of the university. The diversity manager and the Gender Equality Officer were initially appointed as members, followed by a third member in 2023. A total of four members can be appointed.

The position of an **Anti-discrimination Officer (*Antidiskriminierungsbeauftragte*; ADB)** has not been established yet. Since 2022, an **Anti-Discrimination Representative (*Referent*in für Antidiskriminierung*; AD)** has been in charge of actions in this area on a transitional basis. The establishment of and appointment to this position is to be implemented

¹¹ These tasks are anchored in the job description.

¹² The equal opportunities council was included in the university's basic regulations. Cf.: https://www.europa-uni.de/de/struktur/verwaltung/dezernat_2/amtliche_bekanntmachungen/Zentrale_Ordnungen/Grundordnung-der-Europa-Universitaet-Viadrina-Frankfurt-Oder_.pdf

following the amendment to the BbHG in March 2024.

On the student representation side, **the AStA social and Anti-discrimination Officer (AStA-Ref. S&AD)** is responsible for the thematic areas and is involved in the cooperation structures.

The actors named above will cooperate thematically in different committees and formats.

The **Equality Council**¹³ was established in 2011, bringing together stakeholders on the topic of equality, discussing the equality concept and monitoring the implementation of actions. Regular meetings of the c GB and dec GB are held as well.

The **inclusion team** serves as a hub for the above stakeholders (IB, BBMAB, SBV) and is supplemented by members from the staff representatives and the student body.

The **health steering committee** is currently in the process of being set up (see chapter 6).

The **diversity team** developed out of the steering group for the diversity process (2018-2021). The team comprises representatives and people active in the fields of action whose work portfolios include diversity topics: Diversity manager, Anti-Discrimination Representative or future Anti-discrimination Officer, central equal opportunities Officer, Family Officer, Officer for the concerns of members and relatives with disabilities as a representative of the inclusion team, the health manager as a representative of the health steering committee, a representative of Viadrina International Affairs department, the AStA social and Anti-discrimination Officer, and a representative of University Communications (HK). This team is in charge of coordination and exchange within the diversity process, the networking of the various committees and working groups as well as the accompanying conceptual work. Implementation of individual actions is handled in the respective subject-specific committees and working groups.



Fig. 1: Diversity team, icons: vecteezy.com

The above actors cooperate in different combinations without forming further individual bodies for comprehensive consultation and decision-making. Therefore, the equal opportunities council was expanded to become the **Equality and Diversity Council (Gleichstellungs- und**

¹³ See previous concept, p. 3

Diversityrat; GDR) ¹⁴ in 2021.

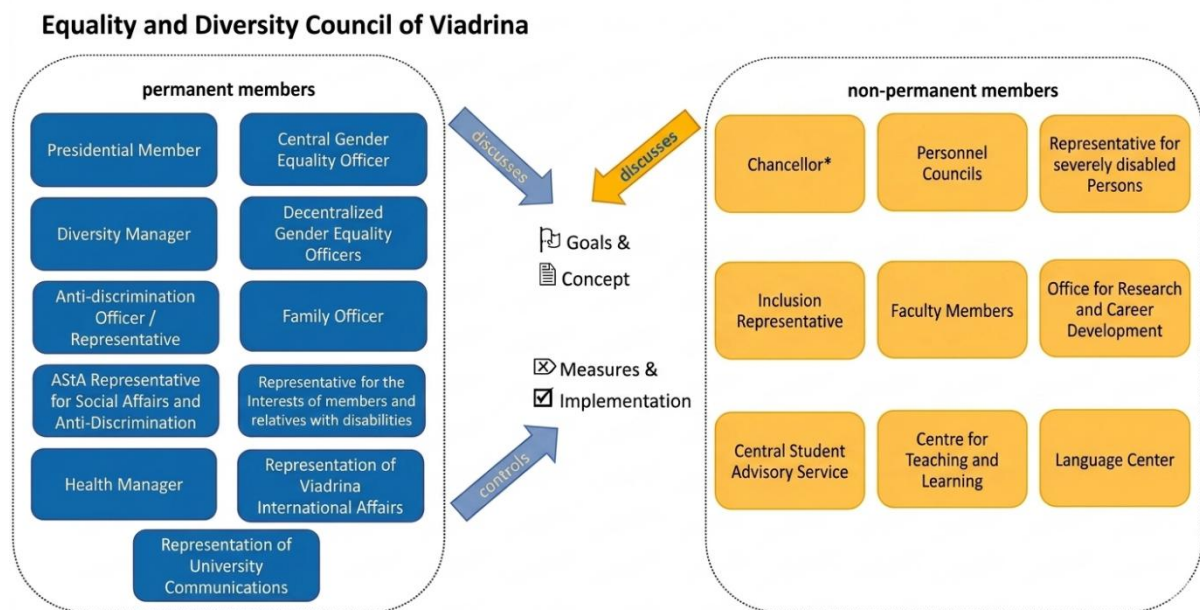


Fig. 2: Gleichstellungs- und Diversityrat (equality and diversity council)

The GDR meets in public session, usually once per semester, and is composed as follows:

- **Permanent members:** Executive board member, members of the diversity team: DiM, AD, c GB, FB, BBMAB, GM, VIA, HK, AStA-Ref. S&AD, and the dec GB
- **Temporary members:** one member nominated by each faculty, the chancellor, one member of the Department for Research and Junior Academics, the staff councils, the representative for severely disabled persons, the Inclusion Officer, one member of the Central Student Advisory Service, one member of the Centre for Teaching and Learning (*Zentrum für Lehre und Lernen; ZLL*), one member of the Language Centre

Temporary members are involved on a subject-specific basis; additional representatives can be invited if required. The GDR may make recommendations on the implementation of the concept.

The Vice President for Transfer and Campus is responsible for the areas of equality, family, diversity, inclusion, health management, and anti-discrimination at **university management** level.

2.2.2. Strategic positioning and evaluations / resources

The central equality concept is supported by **decentralised equality plans** in the faculties as well as in the administration and central institutions in the field of action of **gender equality**. These were adopted in all areas for the first time in 2012 and are regularly updated. The faculty councils and deans or the chancellor and president are responsible for implementation. The overarching objectives are specified considering subject-specific features and supplemented by decentralised actions and responsibilities based on the structural planning of the faculties

¹⁴ Integration into the university's basic regulations will take place as part of the adjustments following the amendment of the BbgHG 2024.

and departments.

Viadrina has been participating in the DFG's **research-oriented equality and diversity standards** since the creation of the first equality concept (2011-2013). It applied to the "Professorinnenprogramm" (Women Professors Programme) with the update of its 2014-2017 concept. Viadrina received a top rating from the Joint Science Conference of the Federal and State Governments (GWK) and was recognised as one of 10 universities nationwide as an "outstanding role model for equal opportunity universities" in the external evaluation. It was successful in the **Women Professors Programme II (2014-2019) and III (2020-2025)** and thus able to fund a total of four professorships.

Viadrina is involved with the **Action Plan Queer Brandenburg** that was passed by the Brandenburgischer Landtag in 2016. It is already implementing individual actions that help reduce discrimination and stereotypes, including anonymised applications for administrative positions (since 2013) and the process for changing marital status (since 2019). Viadrina has also been a member of **klischeefrei – Initiative zur Berufs- und Studienwahl** since 2018.

Family focus became part of the joint equality and family concept in 2018. Viadrina has passed the **familiengerechte Hochschule (family-friendly university) audit** twice in the past (2009-2015). Viadrina signed the **Familie in der Hochschule (Family at the University)** charter back in 2014 and has been an active member of the association of the same name ever since. Viadrina also actively supports the **Brandenburg quality standards adopted by the MWFK and the BLHP: gender-equitable, family-friendly, and life-phase-focused studying and working in the university sector**¹⁵.

In the **Inclusion** field of action, the first **Integration Agreement** on integration was entered into in 2010 and updated in 2019 as the **Inclusion Agreement**. A new inclusion agreement was entered into in 2023.

The **health management** is based on the **service agreement on company integration and health management** from 2012, which was also financially supported with the nationwide introduction of mandatory company health management in 2017 (funding for five years from 2019, €50/FTE¹⁶, extended for a further three years in 2023¹⁷). In 2021, the **Survey on Working Conditions and Health** was performed using the Bielefeld Questionnaire¹⁸ in order to assess the initial situation in this field of action in comparison to other universities and, if necessary, to derive specific actions from it.

One field of action that has been growing since 2020 is **anti-discrimination work** at Viadrina. The subject of discrimination at the university was put more strongly at the focus with the **Stifterverband Diversity Audit Shaping Diversity (2018-2021)**: Not least in response to the results of a university-wide survey in autumn 2020 on experiences of discrimination among

¹⁵ The quality standards – first adopted in 2017, revised in 2023/24, and signed again on 18 July 2024 – were explicitly recognised by the Science Council in its recommendations (Recommendations of the Science Council, p. 152).

¹⁶ See transcript of results of collective bargaining [...] on 6 October 2017: https://bund-laender-bb.verdi.de/++file++5ab035aff1b4cd0f3d599c8c/download/2017-10-06_Ergebnisniederschrift-Funktionalreform_Land-BB.pdf

¹⁷ See press release from MIK Brandenburg: <https://mik.brandenburg.de/mik/de/start/service/presse/pressemitteilungen/detail-pm-und-meldungen/~18-10-2023-land-und-gewerkschaften-einigen-sich-auf-umfangreiches-massnahmenpaket-um-fachkraefte-zu>

¹⁸ Employee survey with the nationwide and university-specific "Bielefeld questionnaire on working conditions and health at universities", 296 employees (38%) took part.

students¹⁹, the ***Bylaws for Protection against Discrimination and Harassment*** were adopted in January 2021 and the above Contact Point for Protection against Discrimination was created.

Viadrina provides a **budget** for implementing this concept in accordance with the Higher Education Act: Personnel costs from budget funds and an appropriate amount of office space are guaranteed throughout for the Equal Opportunities Division and the Diversity Manager. Other authorised representatives (BBMAB, SBV, IB) exercise their function within the scope of their activities (as part of their official duties).

In addition, temporary funding is available for individual actions and pilot projects from **target agreements 2019-2023**²⁰ with the state of Brandenburg as well as third-party funding from the **Women Professors Programme** of the federal and state governments until 07/2025. The health management programme will receive state funding from January 2025 (50.00 euros per full-time equivalent) for a period of three years.²¹

2.3. University management and quality management

Viadrina strives to implement equality, family, and diversity orientation as a goal of organisational development. The equal opportunities department is, therefore, actively involved in strategic processes such as target agreements with the state, structural, and development planning and profile development processes as well as personnel and budget planning.

The subjects of equality, family, and diversity are anchored in quality management and in internal university management instruments in order to review successes and deficits and provide incentives for further development.

Viadrina has actively used its **target agreement** 2019-2023 with the state of Brandenburg to develop innovative actions in the area of equality and family (e.g., the *Flexible Fund* see Chapter 3). However, the instrument of the target agreement is likely to change significantly in the upcoming negotiation period (2024-2028): The funding of specifically agreed temporary projects and actions practised to date within this framework will presumably be abandoned in favour of strengthening the basic budgets of the universities following the recommendations of the Science Council on the development of Brandenburg's higher education system. This would mean that they would have to be anchored as cross-cutting issues within the respective target corridors (including university governance/organisational structure, profile development, academic careers, consolidation of student demand) and, if necessary, included in budgets in future for the fields of action of equal opportunities and diversity.

The **funding allocation model of the state** contains an equality indicator that accounts for 10% of performance-related state funding. Viadrina has implemented this as part of its **internal allocation of funds** and thus distributed some of the increases resulting from the distribution

19 See: <https://www.europa-uni.de/de/struktur/unileitung/stabsstellen/chancengleichheit/antidiskriminierung/studierenden-befragung/index.html>

20 Extended until 30 June 2024

21 <https://mik.brandenburg.de/mik/de/start/service/presse/pressemitteilungen/detail-pm-und-meldungen/~18-10-2023-land-und-gewerkschaften-einigen-sich-auf-umfangreiches-massnahmenpaket-um-fachkraefte-zu>

model internally. However, the internal allocation model at Viadrina is currently paused since Viadrina is not generating any profits to be distributed from the state's funding distribution model due to the significant drop in student numbers at the moment. Renewed application of the internal distribution model is being examined. It is to be examined how an equality indicator can be implemented in internal target agreements with the faculties for the funds of the Future Pact for Studies and Teaching (*Zukunftspakt für Studium und Lehre*; ZuSL).

Data on gender equality ²² at Viadrina has been collected every year since 2011 and analysed in a national and state-wide comparison (see Annex, Chapter 9.2). For detailed information, see the individual chapters. Establishment of personnel statistics is planned due to the scope of the data collection and because data queries are also required by other stakeholders at the university.

Viadrina has been system-accredited since 2017. A gender- and diversity-sensitive design of the survey instruments and the composition of the committees as well as the participation of the Gender Equality Officers were anchored in the bylaws for internal quality assurance. Degree programme discussions have been held with a range of stakeholders in which the Gender Equality Officer is involved since 2021, when a new degree programme is established.

Other important elements of continuous quality development in the areas of equality, family and diversity include regular training for employees and active participation in local, state, and national **specialist networks**. Newly elected (decentralised) Gender Equality Officers also receive training at the beginning of their term of office.

The **Institute for Conflict Management (*Institut für Konfliktmanagement*; IKM)** supports Viadrina members in conflicts and difficult decision-making situations through moderation, conflict counselling, and team coaching. Conflict constellations that have gender and diversity-specific dimensions are also regularly dealt with. Gender and diversity-related conflicts form an important part of the IKM's continuing education curricula, amongst other things in the first mediation training course for employees from the university and city in 2020-2022, or in the cross-faculty, English-language Viadrina Applied Peace and Conflict Studies (ViAPACS) certificate course for Viadrina students, which was launched in the winter semester 2023/24. The Gender Equality Officers and the IKM offer joint counselling sessions if required. Mediation was also part of the *Bylaws for Protection against Discrimination and Harassment on Protection against Harassment and Discrimination* as a way of resolving conflicts before formal complaints proceedings. The point of contact for protection against discrimination is in regular contact with the IKM and forwards cases if necessary. Close cooperation with the IKM is planned for the establishment of a network of contact persons and confidants planned by the contact centre.

Viadrina subjects itself to **external quality assurance** at irregular intervals. One of these processes is the Stifterverband's diversity audit (2018-2021). It reports on an ongoing basis as part of the DFG's Research-Oriented Standards on Gender Equality (regular reports), which were expanded to Research-Oriented Standards on Gender Equality and Diversity in 2022.

²² Data on gender has only been recorded in binary form (female/male) so far. Persons with the gender entry "diverse" or "not specified" are categorised as female due to the low numbers and data protection.

Reporting on implementation of this concept happens every year in the Gender Equality and Diversity Council and, as required, in the Executive Board. Information is also available online for all university members. The decentralised equality plans are reviewed in the annual report of the decentralised equality Officers. The Representative for the Affairs of Members and Relatives with Disabilities (*Beauftragte für die Belange von Mitgliedern und Angehörigen mit Behinderung*; BBMAB) also reports annually on developments in their area. Programmes and support actions in the area of equality, family and diversity are continuously evaluated. Reporting on the quality standards for equal opportunities and family orientation is performed in accordance with a specific agreement between the state and the universities at state level.

The executive board recommended use of gender-sensitive language in 2016. Gender-sensitive phrasings have been used consistently in calls for tenders and in central press and public relations work for years and the majority of (central) websites have already been adapted. Bylaws, regulations, and print products are generally revised when new versions are published. A decision on use of **gender-inclusive language** in central institutional texts in the Executive Board is to be made in 2024, following the amendment to the Civil Status Act in 2018 and the linguistic change that has taken place since then.

2.4. Actions

<i>Structures and processes</i>				
<i>Action</i>	<i>Actual</i>	<i>Target</i>	<i>Competent</i>	<i>Period</i>
Internal Gender & Diversity Budgeting	Application of the country's gender equality indicator suspended	Re-introduction if the situation changes	P, K, Fk	2024-2027
	Target agreement funds for the area of action Gender & Diversity	Systematic gender/diversity orientation of all university actions		2024 et seq.
	ZuSL without gender equality indicators to date	Application of gender equality indicators in target agreements with the faculties (ZuSL funds)		2025
Organisation of personnel statistics	Annual data queries from GB, FB, staff councils	Creation and maintenance of personnel statistics incl. query options for representatives/staff councils/BGM	K, D2	From 2025 onwards
Discussions on the development of new degree programmes	Realisation with a large group of participants	Participation FB, BBMAB	VP T&C	From 2024 onwards
Gender- and diversity-sensitive Viadrina conflict management (cf. p. 14)	Conflict management via supervisors, staff councils, GB, FB, ASD, IKM upon request in individual cases	Networking of contacts, establishing of a network of confidants (recruitment, training), periodic exchange, and further training formats, e.g., mediation training, conflict management for all employees	HL, GB, IKM, ASD, GM	2024-2027
Gender-equitable, anti-discriminatory language, and public relations work	Prerequisites. 2024 Resolution of the Executive Committee on gender-inclusive language	Revision of the guide, information services	GB, AD	2024

3. Gender-equitable university

3.1. Gender equality at Viadrina – taking inventory

3.1.1. Proportion of women in higher education and academia

There are no subjects at Viadrina that are traditionally less popular with women, such as natural sciences or engineering due to the university's profile in the fields of cultural studies, law, and economics. The proportion of female students²³ **which is above average in a nationwide comparison** was 58.1% in 2023. It remains relatively constant during the degree programme (BA students: 54.4%, MA students 60.2%, first law exam 59.7%) and is slightly higher among graduates at 61.4%.²⁴

The Faculty of Cultural Studies has the highest proportion of female students at 71.5%. In law, the figure is 60.2%, in economics it is 48.7%. The first two values are slightly above the national reference figures in the humanities (67.3%) and in law, economics, and social sciences (58.8%)²⁵.

The *leaky pipeline* that can be observed in all disciplines during the course of an academic career still does not start at Viadrina during the degree programme, but only in later qualification phases.

Up to doctoral level, the proportion of women is close to the proportion of students: 61% of the academic staff as a whole are female, while the female proportion of non-doctoral academic staff is a little higher at 64.7% (cultural studies: 67.0%, economics: 42.9%, law: 69.4%), and a little lower amongst the doctoral students at 53.3% (cultural studies: 61.9%, economics: 42.0%, law: 51.3%).

It is clearly evident that the **development of the proportion of women continues to fall steadily from the doctorate onwards** and does not reach more than just under 36% in total in the top positions. Viadrina is below the national average of 46% (2022) with a share of 29.2% of completed doctorates in 2023. However, some isolated annual analyses have a high statistical risk of distortion due to the low number of cases (24 doctorates in 2023). The proportion of women completing doctorates has **averaged around 50%** and reached the target figure set in the last gender equality concept (50%) in the course of the last six²⁶ years (2018-2023).

23 Destatis WS 23/24 comparison value (preliminary result): 50.8% of students in Germany were women. Cf. <https://www.destatis.de/DE/Themen/Gesellschaft-Umwelt/Bildung-Forschung-Kultur/Hochschulen/Tabellen/studierende-insgesamt-bundeslaender.html>

24 This trend is also evident across multiple years.

25 Cf. Destatis: Student statistics, preliminary report, prel. results for the winter semester of 2023/24 can be found at: <https://www.destatis.de/DE/Themen/Gesellschaft-Umwelt/Bildung-Forschung-Kultur/Hochschulen/Publikationen/Downloads-Hochschulen/statistischer-bericht-studierende-hochschulen-vorb-2110410248005.html>; note: the destatis subject groups are not consistent with the subjects at Viadrina; therefore, this can only serve as a reference.

26 This period is used as comparison value since the previous equal opportunities concept was applied during it.

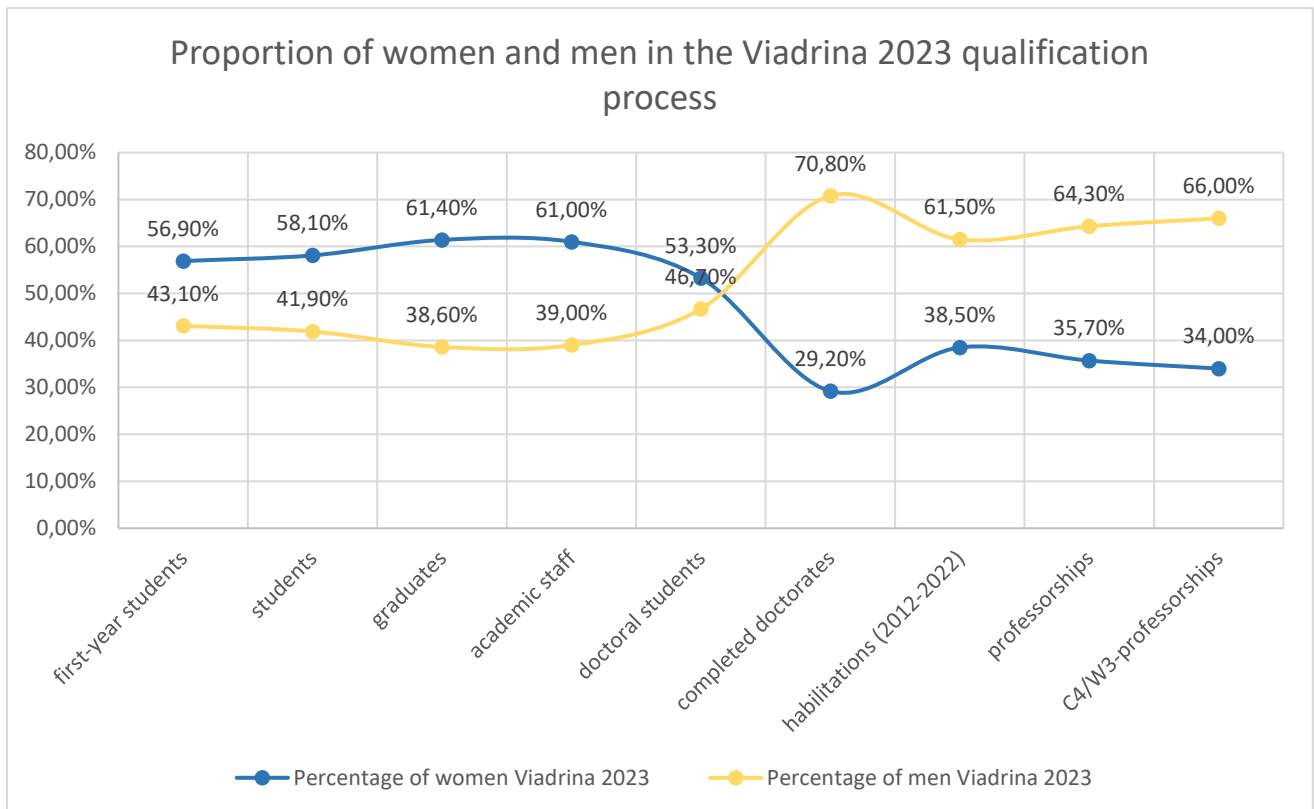


Fig. 3: Figure showing the gender proportions in the qualification process 2023

The cews ranking by equal opportunities aspects 2023²⁷ has Viadrina in the **top group** regarding doctorates acquired from 2019-2021. The women's share was at 54.29%. Viadrina is also in the top group where the proportion of women in full-time academic staff below full-time professorships, at 56.77% was concerned. The proportion of women among employees with doctorates across the university²⁸ is 53.76% (cultural studies: 61.7%, economics: 34.5%, law: 57.6%). The proportion of women among fixed-term academic employees is slightly higher than in the overall group, reaching 59.8%.

It bears special mention that the **Faculty of Cultural Studies is able to maintain high female ratios** even amongst the doctorates and professorships²⁹. The proportion of female doctorates has been consistently above 50% since 2017 (2023: 50%). 27 women have qualified as professors in cultural studies since the university was founded in 1993 (men: 29).

The figures for doctorates and new professorships in law and economics fluctuate more strongly and are lower on average over the last six years than in cultural studies (doctorates: law: 36.9%, economics: 37.6%). The **reduction in the proportion of women during the qualification process** is more evident here. The low number of women who have qualified as professors in economics (16 men, 2 women) stands out, while the number of people who have qualified as professors in law since 1993 (3 men, 1 woman) is generally low.

²⁷ Löther, Andrea: Hochschulranking nach Gleichstellungsaspekten 2023 (cews.publik, 28). Cologne: GESIS-Leibniz-Institut für Sozialwissenschaften, p. 48

²⁸ All in all, more than half of the MAs with a doctorate are not employed at the faculties.

²⁹ The low case numbers and accordingly high fluctuations mean that a longer period is under consideration here. Since Viadrina has awarded fewer than 11 new professorships within two years, it is also not included in the overall ranking of the cews according to gender equality aspects.

Only 4 out of 11 new professors of in the last six years are women. The target figure (50%) is even further away here. The extent to which the structural replacement of the qualification as a professor by equivalent achievements plays a role here cannot yet be assessed based on the data available.

The proportion of female professors (W3/C4, W2/C3) increased from 2017 to 2018, only to return to the 2018 level (35.7%) by 2022/23, following a dip in the following years. Viadrina thus **remains just below the target figure of 37.7% that was intended for 2021**. The Faculty of Cultural Studies has contributed significantly to stabilising the proportion of women, achieving an almost equal gender ratio (48.8%) among professors in 2021. Thereafter, the proportion of women in professorships has decreased slightly again (2023: 46.7%). One professorship was funded through the Women Professors Programme III. Another two funding opportunities via PPIII could not be utilised³⁰ since no further women were appointed in the corresponding period.

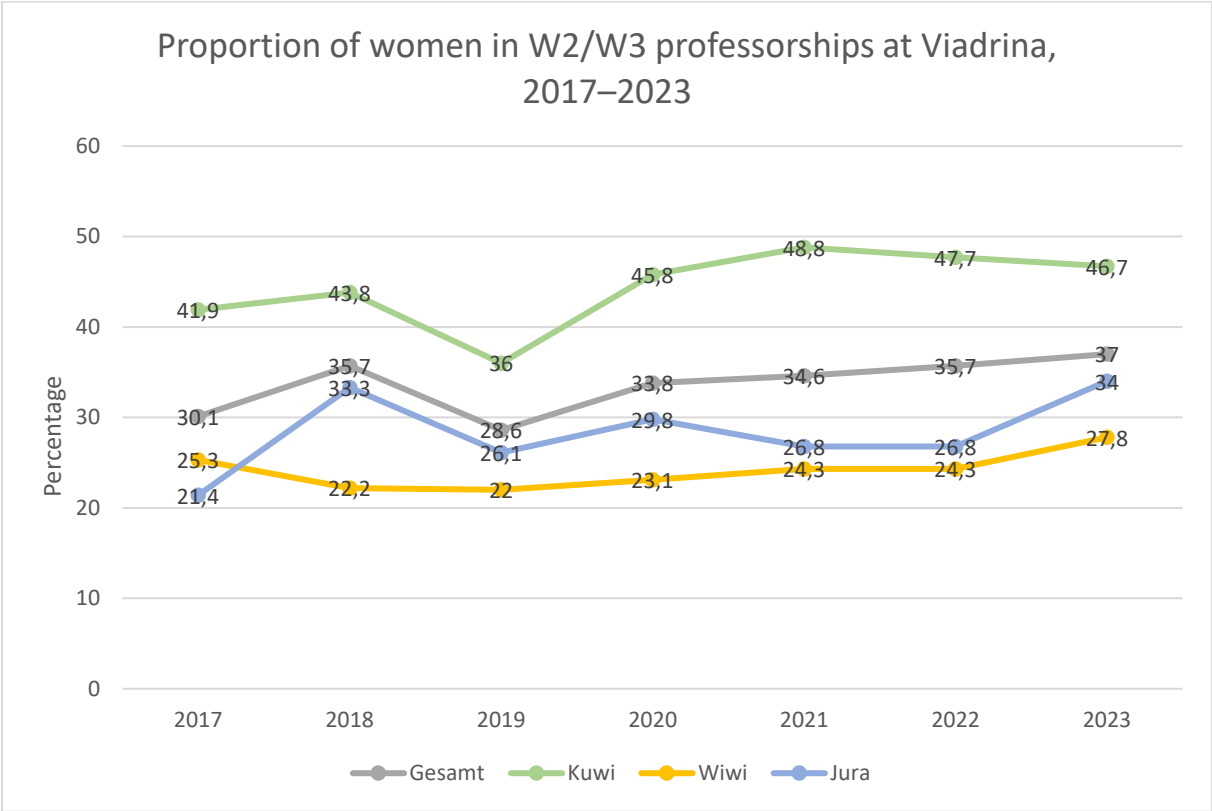


Fig. 4: Figure showing the proportion of women in W2/W3 professorships over the course of 2017-2023

Viadrina was largely able to fulfil the 2021 target figure of 34.7% women with 34.0% (2023) specifically where W3/C4 professorships are concerned. The **target of parity for junior professorships was exceeded in 2022** (2022: 4 women, 3 men, 2023: 5 women, 4 men). The target of **equal representation** in the eight **junior professorships** acquired through the BMBF’s tenure-track programme has also been achieved: Two women and one man were appointed to the Faculty of Cultural Studies, one man to the Faculty of Law and two women

30 The possible overall promotional amount of 1.24 M euros could not be fully utilised.

and two men to the Faculty of Economics. Five of the nine W1 professorships in 2023 are to be held by women in total. The value of the tenure track is also equally distributed. Half of the W2 professorships are held by women, as are half of the W3 professorships. However, the effect on the proportion of women in permanent professorships will only become visible after the tenure of the scientists in 2028-2029.

The general proportion of women in professorships at Viadrina is **above the national average** (2022: 28.0%³¹) and the **average in Brandenburg (33.8%) and almost on a par with Berlin (36.0%)**. Viadrina thus remains in the top group; in terms of the trend indicator, it is in the upper third of the middle group when comparing 2016 and 2021 in the cews ranking³² for 2021.

The appointment procedures of the last three years have made clear that fewer women than men apply for professorships, but in comparison they are more frequently invited to trial lectures, are represented on short lists and are appointed to professorships. A total of 31.4% of applications came from women based on 23 procedures³³ in recent years (appointments 2020 to mid-2023). Their share of the list places was 38.2%. 8 women and 16 men made first place (a pari passu constellation) in total. The proportion of women thus once again dropped slightly to 34.8%. The figure for appointments was 39.1%.

3.1.2. Proportion of women in management and among research support staff

At the level of central and decentralised management, the **proportion of women in university management has recently reduced**: The Executive Board composition, which included the President, Chancellor, two female Vice Presidents, one male Vice President, and three male Deans in mid-2022, has changed in 2023: there are only two female Vice Presidents, while all other members are male. In particular, it has not yet been possible to recruit a woman for the position of Chancellor. Men continue to hold office more frequently at the at deans' level as well³⁴. In contrast, more than three quarters of the management positions in administration³⁵ are held by women; the four heads of the central academic units³⁶ have a shared management and a total of 37.5% women.

Furthermore, the proportion of women among non-academic employees is very high, reaching 72.9% in 2023. A more differentiated view shows that this is not exclusively a success in terms of gender equality policy, as the proportion of women in higher-paid positions is dropping again (72.6% in the intermediate civil service, 62.8% in the higher civil service). Women continue to be overrepresented in positions that are less highly remunerated and offer less potential for advancement. The secretariats are still staffed almost exclusively by women. It has become apparent in recent years that gender-specific career choice patterns hardly play a role any more amongst the trainees, however.

31 Cf. Statista: Statistics report on the women's quota, p. 44 et seq., available via: <https://de.statista.com/statistik/studie/id/9993/dokument/frauenquote-statista-dossier/>

32 Cf. Löther, p. 58 and p. 70

33 With the exception of 2 "ad personam" procedures, both of which were filled by men and one procedure based on the Jülich model.

34 In the years 2017-2022, there were usually two deans opposite one female dean. There were two female deans in 2019. There were none at all in 2022 and 2023.

35 Departments of Student Affairs, Human Resources, Finance, Building and Technical Services, Construction and Real Estate, University Library, Language Centre, IKMZ, Collegium Polonicum, Centre for Strategy and Development

36 Viadrina Center of Polish and Ukrainian Studies, Institute for Conflict Management, Centre B/ORDERS IN MOTION, European New School

Part-time work continues to be primarily associated with women: The proportion of women rises to 84.6% amongst the part-time employees as compared to the overall group, while the proportion of women among full-time employees is below the overall figure at 66.9%.

At 74.2%, the proportion of women among permanent employees is slightly higher than the overall figure. The proportion of women in fixed-term employment is lower than the overall figure but is rising slightly (2013: 72 %; 2017: 62.7 %; 2023: 64.5%³⁷), while a slight decrease in the number of men in temporary employment can be observed (2013: 28 %, 2017: 37.3 %, 2023: 35.5%³⁸).

3.1.3. Percentage of women on boards

Women are well represented in the Senate and its committees at 52.9% and not yet sufficiently represented at 37% in 2023, even though the chair is female. Equal representation was achieved among the students. Not all faculty councils have student representatives. Five of the eight members of the Board of Trustees are female; the chair is male. In some cases, women are much more strongly represented in the faculty councils (cultural studies: 78.6%, economics 42.92%, law 53.3%), but each of the chairs is male. The proportion of women varies from year to year at a medium (over 30 to 50%) to high level (over 50%) in the student committees. Women make up almost half (48%) of the student parliament (StuPa) in 2023, but only 38% of the AStA. The StuPa has a female president, while the AStA chair was not occupied on the cut-off date³⁹. The 40% proportion of women on appointment committees is largely complied with.

3.1.4. Instruments and procedures to ensure gender equality

Gender equality is well anchored in Viadrina's structures through the central and decentralised Gender Equality Officers and their involvement in all processes (see chapter Structure and overviews in the Annex). This was also evident during the coronavirus pandemic: the central Gender Equality Officer was the only person in the country to be involved in the university's crisis team.

The **equality-oriented appointment procedures** that the equal opportunities Officers are consistently involved in from the **strategy meeting**⁴⁰ onwards also bear particular mention. The nationwide **checklist** for quality assurance in appointment procedures is applied.

The format of strategy meetings for appointments was also transferred to management positions in administration and science management. In the non-academic field, the **application procedures are anonymous**.

Established formats for the advancement of women, such as the **Viadrina Mentoring Programme, start-up and graduation scholarships** for women are currently mostly funded by third parties. The **Viadrina Center for Graduate Studies (VCGS)** offers some courses for further qualification and support for doctoral candidates and postdocs. These instruments are to be given equal opportunities and diversity-oriented profiles in the medium term in order to minimise dependence on temporary project and third-party funding.

37 Proportion of all temporary employees who are women

38 Share of men among all employees on fixed-term contracts

39 According to the last election result before 31 December 2023, here at the end of November 2023

40 Talk between university management, dean with the involvement of the GB before the call for applications and committee process

A **personnel development concept** for academic staff was established in 2017. Implementation of the **family policy component** and **support for externally funded employees** during the family phase as well as **contract durations** (three years for doctoral students, four years for postdocs) are set out in a service agreement. It was also stipulated that scientists can use at least **40% of their contractual working hours for their own qualifications**⁴¹. Tenure track is mandatory for junior professorships and an extension for parental leave is implemented. The two-time extension option for scientists (coronavirus semesters) was implemented and a one-off fund was set up for temporary academic staff with family caring responsibilities. A permanent position concept is to be developed following the conclusion of the “Good Work in Academia Dialogue Process” (*Dialogprozess Gute Arbeit in der Wissenschaft*) conducted with the state of Brandenburg and the amendment of the Brandenburg Higher Education Act in 2024.

A modular **training programme for women in leadership positions** that is open to academic and non-academic staff, the **opening of the mentoring programme for trans*, inter* and non-binary (TIN) people** and a **flexible fund** for scientists in critical situations during the qualification phase were implemented as temporary pilot projects.

3.1.5. Gender and diversity in research and teaching

There has no longer been an explicit sub-designation in the area of gender studies at Viadrina after the Professor of German-Polish Culture and Literary Relations and Gender Studies, who was based in the Faculty of Cultural Studies, retired since 2022. It is planned to cover the research focus on gender studies by filling the new professorship in cultural sociology⁴². Gender and diversity issues are dealt with in teaching, particularly at the Faculty of Cultural Studies. The elective module Gender Studies and Queer Theory is part of the Master’s degree programme in Sociocultural Studies. However, it is open to all other cultural studies Master’s degree programmes and students from other faculties.

There are gender references in the areas of marketing, economic and social policies, and human resources in the Faculty of Business Administration and Economics. Gender aspects are dealt with particularly in the areas of labour law, mediation, and conflict management at the Faculty of Law. Viadrina is involved in the DFG-funded research group “Law Gender Collectivity” in the scope of the “Overcoming Borders. Legal categorisations of gender, ‘race’ and class in transnational labour disputes” in this context, for example.

Workshops on gender and diversity are regularly offered by the Career Centre, the Centre for Teaching and Learning and the Equal Opportunities Division as part of the key skills training accompanying the degree programme.

3.2. Specific challenges for female scientists

A number of surveys from recent years provide indications of the factors that delay completion of scientific work, lead to termination of scientific careers, and affects of the consequences of

41 Viadrina goes beyond the Brandenburg Higher Education Act (*Brandenburgisches Hochschulgesetz*) with these rules on the duration and proportion of the qualification.

42 Appointment procedure, research focus, but no partial denomination

the coronavirus pandemic on the career developments of female scientists in particular in the context of scientists in the qualification phase (doctoral candidates and postdocs).

The first survey of doctoral students (2014)⁴³ at Viadrina identified workload within and outside of the university, career entry outside of academia and **lack of financial resources** as possible reasons for dropping out of the doctorate. These findings did not identify any gender differences.

Since then, Viadrina has asked its doctoral students to participate in nationwide surveys such as the Nacaps study⁴⁴. The second Nacaps study from 2021 shows that **workload is considered as a particularly relevant** (playing a (very) large role for 41% of respondents) reason for potentially dropping out of a doctorate, followed by **doubts about suitability for a doctorate** (33%), **supervision issues** (25%), **topics that are difficult to implement** (22%), and **issues with the compatibility between work and family** (20%) in the 2019/20 cohort. The values for female doctoral students are 1-3% higher than the values for the overall group. Women are also slightly more likely to consider discontinuation of their programme (28% as compared to 24%).

The small number of cases (47 participants) and the assignment deviating from the subjects at Viadrina due to the destatis subject definition (humanities, law, economics, and social sciences) must be considered with regard to the specific results for Viadrina. Nevertheless, they provide indications of specific problems.

There are some striking deviations from the national trend. This also shows clear gender-related peculiarities. There is a significantly higher external and scholarship-financed ratio of doctorates at Viadrina. The **scholarships are found mostly in the humanities and exclusively (!) among women**; external doctorates and employment at the university are mostly in law/social sciences/economics and among men. In terms of income, few doctoral students are in the middle range and comparatively more are in the lower range up to a maximum of 1500 euros/month and in the higher range of 2500-3000 euros/month. Income is higher amongst respondents from law, social sciences, and economics than those from the humanities and higher **amongst men than amongst women**. Viadrina has a significantly higher ratio of individual support, and the frequency of exchange with supervisors is above average.

The proportion of doctoral students who are undecided about their career is significantly higher: **No one from the legal, social, and economic sciences aspires to an academic career** according to the respondents, and no one from the humanities aspires to a non-academic career.

There have not yet been any sufficient studies on developments in the postdoc phase nationwide. A study conducted at the University of Jena⁴⁵ found that more women than men leave the academic system after completing their doctorate. Andrea Löther/cews⁴⁶ also notes

43 The proportion of women in this survey was at 59.5%. No further survey was conducted at Viadrina after that.

44 National Academics Panel Study of the German Centre for Higher Education Research and Science Studies (Deutsches Zentrum für Hochschul- und Wissenschaftsforschung; DZHW), 2nd survey of doctoral students, cf.: <https://www.nacaps.de/index.html>

45 Kauhaus, Hanna, Franzmann, Elisabeth; Krause, Norbert (2018): Second Jena Postdoc Study. Analyses of the work situation, qualification conditions and career paths of postdoctoral researchers in Jena, p. 135

46 Cews (Center of Excellence Women and Science), of the GESIS – Leibniz Institute for the Social Sciences

that the breakdown of the category of academic and artistic staff in the official statistics does not reflect new job categories and that possible gender differences based on sections of the postdoc phase or in task profiles such as research, teaching, and science management can, therefore, not be captured with the existing official data.⁴⁷

Viadrina has not yet conducted a survey specifically tailored to postdocs. Postdocs are not a large group at the faculties (2023: 26.91 FTE⁴⁸, female ratio: 53.36%⁴⁹), are unequally represented in the faculties (cultural studies: 13.05 FTE, economics: 7.25 FTE, law 6.61 FTE) and mostly benefit from the same actions as doctoral students (including contract periods, family policy components, further qualification via VCGS, SHK/WHK funds). A special programme line for postdocs exists only in the mentoring programme for women, trans*, inter, and non-binary people so far. It is open to all Brandenburg universities and connected to the state-wide Postdoc Academy. The programme is likely to be unable to continue in its current form due to the low number of postdocs at Viadrina and the very small number of potential participants. It is to be replaced by more individualised actions for Viadrina postdocs, which are to be developed in cooperation with Viadrina units responsible for academic careers and designed in a diversity-sensitive manner.

Data on how postdocs continue to work academically in their positions, which specialisations (research, teaching, science management) they pursue, with which results (professorships, equivalent achievements, etc.) they leave Viadrina and where they remain, and whether there are any gender-specific peculiarities, are not yet available.

Studies and experiences from the various years of the mentoring programme show that female postdocs struggle with specific challenges: The phase (after) the doctorate often involves starting a family⁵⁰ and thus care-related interruptions as well as challenges in reconciling motherhood and academia⁵¹ as a system that – following a recent comparative analysis by the EU Commission – is sceptical towards mothers with its ideal of researchers who are largely independent of family and other care work⁵².

*The **greatest obstacles** to achieving individual goals for (post)doctoral students are the **amount of work and care work**, which leave little time for individual development and also for the mentoring programme.⁵³*

The coronavirus pandemic in particular has shown that the majority of care work is still performed by women, in particular in times of crisis⁵⁴ and that this exacerbates the challenges faced by female scientists in the academic system.

47 Löther, A. (2022): Gender equality policy aspects of personnel structures on the path to professorship and fixed-term employment in academia. (cews.publik, 26). Cologne: GESIS – Leibniz Institute for the Social Sciences, p. 8. <https://nbn-resolving.org/urn:nbn:de:0168-ssoar-83471-7>

48 This equals 34 people.

49 By comparison, there are 85.75 FTE amongst the non-doctoral academic staff at the faculties with a women's share of 60.85%.

50 Only 11% (women 10%, men 12%) of doctoral students have children according to the Nacaps study.

51 The Netzwerk Mutterschaft und Wissenschaft (Maternity and Science Network) was established in 2020, addressing specific issues and offering advice and further training. Cf. www.mutterschaft-wissenschaft.de

52 European Commission: The Covid-19 Impact on Gender Equality in Research & Innovation. Policy Report, March 2023, p. 91

53 Viadrina Mentoring, Final report evaluation of the 2022/23 mentoring programme, p. 4

54 Men also increased their childcare hours during the pandemic, but women were still carrying most of the burden, cf.: European Commission: The Covid-19 Impact on Gender Equality in Research & Innovation. Policy Report, March 2023, p. 82

A study⁵⁵ commissioned by the State Conference of Equal Opportunities Officers at Brandenburg Universities (*Landeskonferenz der Gleichstellungsbeauftragten an brandenburgischen Hochschulen*; LaKoG) shows that women in Brandenburg, too, were more likely to go into mobile work⁵⁶ in order to achieve a work-life balance and therefore worked more often in the evenings, at night and at weekends. While they mastered the changed teaching situation, including increased student support, they were rated less favourably than their colleagues as women in online teaching, as an EU study⁵⁷ shows. Universities generally offered exclusively generic solutions, with few diversity- and gender-sensitive solutions (such as the corona semester, which is granted to all)⁵⁸, and problems of reconciling family responsibilities and an academic career were largely framed as individual problems without structural relevance.

A significant impairment of their own research work was particularly evident among female scientists with fixed-term contracts who were teaching in the Brandenburg study. This is reflected in the publication gap: While women among the respondents in the Brandenburg study had an average of 4.5 publications per year before the pandemic and men 3.5, these figures fell significantly more sharply for women (to 2.3) than for men (2.6)⁵⁹. The female scientists affected by the additional burden of care work also showed significantly higher levels of stress, physical and psychological impairment⁶⁰.

Based on available studies, mobility was also much more restricted for female scientists with care work than for other groups during this time⁶¹. This aspect is important for networking and academic cooperation.

All in all, the findings described above, the studies suggest that in the long term a delayed career development and even an increasing number of women with family responsibilities leaving academia is quite likely⁶².

The results from the staff survey⁶³ with the *Bielefeld Questionnaire on Working Conditions and Health at Universities*⁶⁴ at Viadrina 2021 also reflect the most critical values for academic staff in the qualification phase compared to other universities – and not just in the specific context of the coronavirus pandemic: **Time pressure and a lack of support for career paths** outside the university, the burden of fixed-term contracts and competitive situations, and a lack of time for further academic qualifications, particularly during the coronavirus pandemic, are all highlighted as particularly critical points. The most urgent **need for action is seen by those affected across all genders in a more realistic organisation of time requirements and support in the development of career prospects. Undisturbed work**⁶⁵ is the top priority (52%) for women, along with **development opportunities** and career prospects, followed by time requirements and equipment.

55 The study has not been published yet since it is part of a qualification project. A brief summary is available.

56 Cf. Arbeit in der Wissenschaft in der Corona-Pandemie (work in academia during the coronavirus pandemic). An empirical study at Brandenburg universities 2021/22; short summary by Dr Virginia Kimey Pflücke, p. 3 et seq.

57 European Commission: The Covid-19 Impact on Gender Equality in Research & Innovation. Policy Report, March 2023, p. 26
58 Ibid, p. 33

59 Pflücke, V. K.: Arbeit in der Wissenschaft in der Corona-Pandemie. P. 4

60 Ibid. and Pflücke, V. K.: Arbeit in der Wissenschaft in der Corona-Pandemie. P. 4

61 European Commission: The Covid-19 Impact on Gender Equality in Research & Innovation. Policy Report, March 2023, p. 11
62 Ibid.

63 82 members (33%) of the academic staff (excluding professors) participated in this survey.

64 Instrument specifically developed and tested for the university context with a focus on (mental) health. Can be used for risk assessment of mental stress as well as for organisational development in health management. The survey at Viadrina took place during the coronavirus pandemic and the questionnaire was adapted.

65 The value for the entire group increased from before corona (8%) to 37% under corona conditions here.

All in all, it can be stated that the qualification phase at Viadrina still has specific obstacles for female scientists – in particular those with family responsibilities – that delay or hinder graduation and retention as well as a successful career in academia.

3.3. Targets and target figures

With this third update of the concept, new target figures have been defined, adapted to the development in recent years and based on the professorships that are expected to become vacant⁶⁶: Viadrina has set itself a goal of increasing the proportion of **women in professorships from the current 35.7% to 40.7% by 2028**. Broken down by faculty, the target figures in cultural studies are slightly above parity (51.2%), in economics 36.8% and in law 33.9%. The proportion of women in junior professorships should be kept equal. The goal is one of maintaining parity in the number of doctorates completed overall and to increase it where women are underrepresented. Parity is the target for professorships as well. In addition, other positions, such as deputy and honorary professorships and lecturers, who play a major role as role models and in teaching, are to be included in the scope of the concept. The proportion of women is to be gradually increased until parity is achieved where women are underrepresented. Parity is also aimed for in management positions in administration and science management.

In order to achieve the goal of increasing the proportion of women in the postdoc phase and in professorships, the existing actions⁶⁷ for these career stages are to be further developed and profiled.

Currently, the focus is on institutionalised group-based academic career development programmes such as Viadrina Mentoring, but these are proving to be less effective, particularly in view of the small and even smaller and increasingly heterogeneous target group. This is to be replaced by **more strongly networked individual support** in future: Existing offerings at various points of the university should be bundled and new instruments should be developed from the outset with a focus on equality and diversity and in close cooperation with the faculties and central academic institutions.

It is also important to analyse how financial framework conditions (scholarships, lower pay) are developing across the university in order to be able to take countermeasures if necessary. The entire **promotion or postdoc lifecycle** must be considered and the accompanying actions further developed. The goal is addressing and motivating women to pursue doctorates. An analysis of the specific situation of postdocs at Viadrina as a whole should also help to identify structural challenges such as excessive workloads or funding problems that cause the proportion of women to drop significantly from the postdoc phase onwards.

In addition, **gender-sensitive recruitment** will be a focus of activities to promote gender equality at all levels. All stakeholders should be more closely involved in the development and implementation of gender equality instruments, in particular in relevant areas such as committee culture, communication, teaching and staff development. In order to strengthen the actual effectiveness of structural gender equality regulations.

⁶⁶ Budgetary positions, excluding externally funded professorships (special professorships), deputy and visiting professorships, emeriti (even if they continue to be employed as salaried staff). Possible tenures of current junior professorships are included.

⁶⁷ An overview can be found in the Annex, cf. chapter 8.1

3.4. Actions for promoting equality

3.4.1. Increasing the proportion of women in professorships and promoting women in the qualification phase

Following Viadrina's two successful participations in the Women Professors Programme, a renewed application for the Women Professors Programme 2030 is planned for 2024. The goal is to significantly increase the proportion of women, particularly in law and economics. Proposals for specifically effective actions to promote gender equality are to be developed together with the faculties to this end.

Since an academic career seems to be less desirable for women in law and economics in particular, and the development opportunities and career prospects are viewed particularly critically, the focus here is **on the motivation for a doctorate and support during the academic career**. The potential funds from the programme for female professors should be used particularly to align the portfolio of actions more specifically to the different faculty requirements in the first and in particular the second qualification phase. This requires more precise needs analyses, which are to be developed based on the collection of **qualitative data** from the doctoral and postdoctoral phases (cf. 3.3.).

This is precisely where a **peer-to-peer programme** may facilitate the start of an academic career and later motivate students to complete a doctorate. Since Viadrina Mentoring does not reach all women with their individual needs at the doc/postdoc level with 12 places per year and a fixed programme and the VCGS has offered little gender-focused further training to date, the existing instruments should be further developed and adapted to subject-specific and individual needs. The aim is to reach more women both centrally and decentrally through **flexible information and advice services and networks**. In particular, **gender- and diversity-sensitive career counselling and coaching** should not only be available in decision-making situations (at the beginning or end of a qualification phase), but also on an ongoing basis in order to be able to constructively address issues such as workload, time pressure and the demands of competition.

Most doctoral candidates have so far used the individual doctorate format at Viadrina. Viadrina has funded projects for **structured doctorates** with the aim of acquiring research training groups from funding institutions in the last few years. Gender and diversity criteria were consistently applied in the design of the projects. Such projects are to be evaluated and further developed, also with a focus on the proportion of women and the advancement of women. This also applies to the doctoral programme that the Faculty of Cultural Studies has been offering since 2019. Another building block for the development of structured doctoral programmes can be the **introduction of departmental structures**. Such cross-faculty structures may also help compensate for the absence of professors due to maternity and parental leave and ensure the supervision of doctoral students more easily.

Making mothers more visible in academia and appreciation of care work should be promoted by raising awareness among supervisors and campaigns. The existing cooperation with the "Motherhood and Science" network is to be expanded further.

Modular training and further education on leadership skills is to be offered for FLINTA⁶⁸ staff and joint workshops for managers on leadership topics are to be established in order to

68 FLINTA is short for "Frauen, Lesben, Inter*, Trans* und Abinäre Personen" (women, lesbians, inter*, trans* and abinary people)

strengthen women on the path to a professorship, but also to other management functions, and to establish a **gender- and diversity-sensitive leadership culture**. One particular focus in the further education of women at all qualification levels is on **presenting their achievements in research, teaching, and transfer**.

Further training brings employees together, but more opportunities for **exchange, peer counselling, and networking** of female researchers are needed. Initial approaches following the “Women in Leadership” pilot project are already in place. The goal is examining how this can be achieved across all faculties and to support the development.

<i>Increasing the proportion of women in professorships and promoting women in the qualification phases</i>				
<i>Action</i>	<i>Actual</i>	<i>Target</i>	<i>Competent</i>	<i>Period</i>
Participation in the Women Professors Programme (PP) 2030	PP II: Funding of 3 professorships; PP III: Funding 1 professorship Volume: 412.500 euros	Re-application and application 2024, further funding in PP 2030	c GB, executive board, Fk, GDR	2024/25
Qualitative evaluation of the doctoral and postdoc phase, monitoring of critical values	Participation in nationwide Nacaps study	Collection of qualified data, development of new and faculty-specific support actions	Fk, FuWN, c GB	2024-25
Targeted approach of female graduates for a doctorate	VCGS workshop: Course of studies followed by a doctorate	Information events, format at Graduation Day, address from various directions	Fk, Mentoring, VCGS, GB	Ongoing
Peer-to-peer counselling for doctoral candidates/postdocs	Viadrina PHD/Postdoc Network founded in 2020, inactive since 2022	Low-threshold network with moderation, feedback, and counselling for new doctoral candidates/postdocs	Fk, VCGS, dec GB	From 2025 onwards
Flexible offerings, gender- and diversity-sensitive career coaching	In mentoring, via the VCGS	Expansion and flexibilisation of existing offers	AC, VCGS, c GB	
Interlinking of existing offers for the doc/postdoc lifecycle, development of subject-specific offers	Mentoring for FLINTA people Offers from the VCGS, Flexible Fund, Offers from the faculties	Networking and bundling of services, joint information and counselling, joint development of new, diversity-oriented, and subject-specific instruments	Fk, AC, VCGS, c GB, BeB, FB	2024-2025
Evaluation and expansion of structured doctoral programmes	Projects to promote structured doctorates at the faculties	Evaluation of previous projects, gender-sensitive further development, review of department structures	Fk, FuWN, c GB	2025
Making mothers visible in academia	Isolated visualisation	Campaign, raising awareness amongst supervisors, gender-sensitive employee appraisals		
Gender- and diversity-sensitive management culture	Pilot project Women in Leadership 2022/23 successfully completed	Further development of the modular training programme for FLINTA, joint workshops for managers of all genders	c GB, D2	from 2024 onwards
Networking of female scientists	Initial approaches to peer counselling in the pilot project	Needs assessment, initiation of formats, counselling amongst colleagues	c GB, dec GB	From 2024 onwards
Presentation skills of female researchers	Specific workshops on rhetoric	Formats such as debating clubs, science slams, continuous training sessions	FSR, AStA, c/dec GB	2025

3.4.2. Gender-sensitive recruitment

Stereotypical ideas and judgement patterns⁶⁹ continue to play a role in the recruitment of women at all levels of an academic career. Women are, on average, perceived as less innovative, assertive, or committed to research, their contributions are seen as less relevant⁷⁰ and their overall potential is considered to be lower⁷¹.

Academic careers with family phases, extramural commitments, or intensive work on university committees and supervision are perceived as deviating negatively from the goal-oriented career path.

Unconscious bias such as the mini-me effect⁷² frequently are what leads to a male scientist often appearing as “one μ better” in the final selection than the equally well-qualified female scientist.

Other aspects of the different realities of researchers' lives are given even less consideration in selection procedures (e.g., of trans*, inter* and non-binary people or people who have experienced racism). These also need to be considered from an intersectional perspective. Managers and members of selection and appointment committees in particular are to be **trained and made aware of issues** with the goal of reflecting on selection practices, making unconscious bias transparent, and reducing assessment bias, in order to permanently establish gender- and diversity-sensitive selection competence and to act as an organisation on a common basis. This cannot be done merely with one-off workshops. It must be integrated into the entire recruitment process.

As there are still fewer women than men applying for professorships, **active recruitment** is to be professionalised and planned for the long term.

On the one hand, the instrument of active recruitment is still too dependent on the personal commitment of the chairperson of an appointment committee. On the other, the criteria for active recruitment should be expanded in order to increase the number of international applicants, applicants from non-academic families, trans*, inter*, and non-binary people as well as people who have experienced racism or people with disabilities.

In order to find qualified women, they must also be given the opportunity to gain experience that will strengthen their employability. The allocation of professorships, guest lectures and honorary professorships will be examined, and the proportion of women will be increased.

Advertising junior professorships with tenure track also increases the chances of appointing women⁷³. W1 professorships with tenure track will continue to be created in all faculties for this reason.

At the same time, the awarding of teaching assignments is to be included in gender monitoring in order to strengthen qualified women where necessary.

Regulations for dealing with corona-related gaps in the publication portfolio will also be necessary in the coming years in order to prevent the gender-specific impact of the pandemic

69 For example, the assumption that female scientists are more likely to want to work part-time or cannot be deployed flexibly due to caring responsibilities. For common judgement errors such as projection, the halo effect or strictness error, see also: Peus, C.; Braun, S.; Hentschel, T.; Frey, D. (eds.) (2015): *Personalauswahl in der Wissenschaft: Evidenzbasierte Methoden und Impulse für die Praxis*. Springer

70 See Ross, M.B., Glennon B.M., Murciano-Goroff, R., Berkes E.G., Weinberg B.A., Lane, J.I. (2022): Women are credited less in science than men; *Nature* 608, 135-145. Cf.: <https://www.nature.com/articles/s41586-022-04966-w>

71 Cf. Benson, A.; Li, D.; Shue, K. (2021): “Potential” and the Gender Promotion Gap. Cf.: https://extranet.sioe.org/uploads/sioe2021/benson_li_shue.pdf

72 Also homo-social co-optation: Selection according to gender-related similarity

73 Cf. Löther: JP a successful model

on the academic qualification phase (see chap. 3.2, p. 24) and thus on the proportion of women in professorships.

It is also relevant for Viadrina to keep appointed women at the university. The risk of losing qualified women to other universities that offer better conditions is particularly high in subjects with few female professors. This applies in particular to W3 female professors.

The onboarding of scientists, in particular newly appointed ones, should take place regularly and in a structured manner in order to draw attention to the specific support available and to identify any further needs.

<i>Gender-sensitive recruitment</i>				
<i>Action</i>	<i>Actual</i>	<i>Target</i>	<i>Competent</i>	<i>Period</i>
Professionalisation of gender- and diversity-sensitive recruitment for managers, appointment, and selection committees	Raising awareness through GB in BK and selection process	Further training and raising of awareness amongst managers, organised continuous exchange and reflection at all levels, gender- and diversity-sensitive recruitment in all areas (building block of the recruitment process)	c GB, dec GB, HL, and middle management level	From 2024 onwards
Active recruitment for professorships	Via BK chairpersons so far	Networked, professional, and long-term strategic active recruitment	Fk, dec GB, c GB, Bb, BeB	2024/2025
Increase the proportion of women in deputy and honorary professorships; promote qualified lecturers where appropriate	Insufficient data basis, no actions	Evaluation and reorganisation of data management, equal allocation, expansion of active recruiting	D2, c GB, QM	From 2024 onwards
Greater establishment of junior professorships with tenure track	Current about the tenure track programme	Independent of the TT programme Establishment in all faculties	HL, Fk, BeB	From 2024 onwards
Recommendations and tools for dealing with research/publication gaps in the coronavirus era	Granting of 2 coronavirus semesters for everyone	Clear gender-equitable standards for the assessment of academic biographies and weighting of research performance, development of equalisation instruments	Fk, D2, c GB	From 2024 onwards
Structured onboarding	First workshop for new appointees in 2022	Regular onboarding for scientists and new appointees	VP F, BeB, c GB, FB, FuWN, ZLL, VIA, TS	

3.4.3. Gender-equitable committee culture

A closer look at the proportion of women on committees shows that this is often over 40% in the faculty councils and also in appointment committees. However, this proportion is achieved in particular by women from the academic mid-level staff and, in the non-academic area, by female secretaries.

On the one hand, the goal is recruiting more female professors here. In subjects with a low proportion of female professors, this generally means a higher committee load for female professors. A customised balance must be established in order to counteract the additional burden. This should also be available for female scientists in the qualification phase, as women

are often involved in committees, which is also expected of them⁷⁴, but at the same time this commitment reduces their resources for qualification and increased committee activity is not viewed positively in appointment procedures.

On the other hand, the non-voting secretaries, who often also have to assist the chair, should be strengthened in their committee role (through networking⁷⁵, further training). The proportion of women is to be increased to achieve parity in other committees, such as the Senate and the Student Parliament.

Committee work generally needs to be made more attractive, e.g., through more frequent meetings that are not planned at too short notice, shorter meetings within a regular working day (family-friendly until max. 4 pm), hybrid formats, good moderation, thematically clearly defined committees and working groups and good preparation for new members. Flexible relief actions, including for non-academic employees and recognition for students, can also be contributions. However, committee work should not only be rendered more attractive, but also more inclusive, i.e., invite people to participate who have not yet been represented, or only to a limited extent. Care should also be taken to achieve greater diversity among committee members in committees, not just in terms of status groups. This means actively approaching people from less represented groups, motivating them, introducing them to the work, and supporting their concerns.

<i>Gender-equitable committee culture</i>				
<i>Action</i>	<i>Actual</i>	<i>Target</i>	<i>Competent</i>	<i>Period</i>
Actively approaching women (in particular female professors) for new elections to committees and offices	Not yet equal representation of women on all boards	Parity in all bodies	HL, committees, (dec) GB	Ongoing
Active recruitment of members from non-represented groups	Not systematically available yet	Bundled initiative before committee elections, information events, targeted approach	HL, committees AD, GB, staff councils	Ongoing as of summer 2024
Empowerment for non-academic employees	Not available	Networking, further training, raising awareness amongst committee members	(dec)GB, deaneries	From 2024 onwards
Efficient, gender- and diversity-sensitive committee work	Specific: Raising of awareness through (dec)GB	Joint process to improve committee work and recruit more FLINTA, introduction of new members (incl. guidelines), review of new formats and forms of participation	Fk, deaneries, BeB, c GB	Ongoing
Fund to relieve the burden on female board members	SHK/WHK funds	Development of new, flexible instruments to ease the burden; Opening also for non-acad. employees; recognition for students	c GB	Ongoing

3.4.4. Visibility and outreach

All voices must be heard, and all researchers must be seen in order to create a gender-equitable and diversity-sensitive university. Visibility of female researchers should also be increased at Viadrina, in particular in order to motivate female students and doctoral

74 Similar to academic care and service work, see also: Weber, L. (2023). Geschlechterungleichheiten in der Wissenschaft während der Corona-Pandemie (literature review). (cews.publik, 29). Cologne: GESIS – Leibniz Institute for the Social Sciences. <https://nbn-resolving.org/urn:nbn:de:0168-ssoar-87530-6>

75 For example, through the bukof campaign "Fairnetz Euch!".

candidates. This should also include a look at the transfer and start-up successes of women. Obstacles and difficulties that are still widespread are not ignored. Disadvantages, sexualised discrimination, and violence are clearly addressed and linked to anti-discrimination actions.

<i>Visibility and outreach</i>				
<i>Action</i>	<i>Actual</i>	<i>Target</i>	<i>Competent</i>	<i>Period</i>
Making female scientific perspectives and achievements visible	Selective events	Continuous and sustainable events, new formats, documentation	Fk, dec GB, c GB, HK	2025
Visualisation of transfer and start-up successes of women	Selective events	New formats, series, cooperation with the city	GZ, c GB, HK	2025
Campaign against stereotypes, unconscious bias	Member of klischeefrei e.V.	Raising awareness amongst all stakeholders, workshops for management staff and teachers	GB, AC, HL	2025
Campaign against sexualised harassment and violence in the university context	Counselling by GB, Contact Point for Protection against Discrimination	Raising awareness amongst all stakeholders, workshops for management staff and teachers	AD, GB, AC, HL	2024

3.4.5. Gender & diversity in research and teaching

The relevance of researching the gender dimension was emphasised in 2023 by the Science Council in its “Recommendations for the further development of gender research in Germany”⁷⁶. Not much has changed at Viadrina in this area in the last few years. Most of the actions formulated in 2017 have not yet been implemented and development is stagnating. Here, it is particularly important to make researchers more aware of the gender dimension of their research subject.

A greater number of applications are to be filed at the level of national and international funding institutions, in particular in the EU programme Horizon Europe in order to increase gender and diversity aspects in teaching and research. They are to specifically review gender-specific differences and their developments and consistently consider the gender perspective, from the formulation of questions and data collection to evaluation and transfer.

The extent to which gender and diversity are anchored in the expected research and teaching profile is examined in all areas when advertising professorships. Gender and diversity competence is formulated as a requirement for professorships as well as for academic staff below professorship level.

In the Faculty of Economics and Law in particular, the range of courses on gender and diversity topics is being evaluated and expanded through teaching assignments, visiting professorships and guest lectures. In addition, faculty-specific further training courses on gender- and diversity-sensitive teaching are offered. An exchange and documentation of subject-specific practical examples, case studies, literature and teaching materials will be established. Further training in gender and diversity competence should be recognised as a key qualification/soft skill in all degree programmes. A particular focus is on raising awareness amongst the student tutors to gender equality, diversity, and anti-discrimination.

76 Cf. https://www.wissenschaftsrat.de/download/2023/1385-23.pdf?_blob=publicationFile&v=12

<i>Gender & diversity in research and teaching</i>				
<i>Action</i>	<i>Actual</i>	<i>Target</i>	<i>Competent</i>	<i>Period</i>
Project applications for gender/diversity-related research at national/international funding institutions	Rare: Applications with gender/diversity-related research	Integration of gender/diversity-specific research content in project applications, increase in applications specifically on gender and diversity topics, counselling on gender and diversity topics	VP F, Fk, FuWN, dec GB	2024-2027
Gender and diversity in the field of research/teaching for professorships	No gender-related (partial) denomination, minor in research fields and teaching	Anchoring in the job profiles of professorships in all faculties (specific goals in the decentralised equality plans)	Fk, HL, c GB	2024-2027
Gender and diversity competence in the job profile	Partially available	General requirement in advertisements for professorships	Fk, c GB	2024-2027
Evaluation and expansion of the range of courses on gender/diversity subjects	Cultural studies: MA module, law: Mediation specialisation module	Stable teaching programmes in all faculties, in addition: Visiting professorships, guest lectures, teaching assignments	VP S, Fk, dec GB	2024-2025
Further training on gender/diversity-sensitive teaching	Specific offers	Continuous offers	Fk, dec GB, ZLL, sqb	Ongoing
Collection of subject-specific teaching materials, case studies and literature	Rarely available, depending on the teacher	Accessible collection of materials for all teachers	Fk, dec GB, ZLL	2025
Key qualification gender and diversity competence	Regular workshops, not recognised in all degree programmes	Crediting in all degree programmes	Fk, Career Center, c GB	2024
Regular raising awareness amongst the tutors	Specific raising of awareness by the contact for protection against discrimination	Regular introduction	c GB, ASD, Fk	Ongoing

3.4.6. Gender equality in the science-supporting sector

Gender-equitable and diversity-sensitive structures in the academic support area at Viadrina also contribute to achieving the university's gender equality policy goals. Once again, Viadrina has created a gender-sensitive and family-focused foundation and is continuing to expand its actions.

Particularly in view of the existing and worsening shortage of skilled labour in East Brandenburg, Viadrina must strengthen the area of personnel development and further training in order to be able to recruit and retain staff in the long term. A personnel development concept for non-academic employees is to be adopted, for example.

Procedures for advertising and filling vacancies are to be regulated in a service agreement. In future, all tenders, including the anonymised procedure for non-academic employees, are to be mapped and professionalised via a common digital system.

In particular, women in fixed-term employment should be focussed on for further employment and continuity, but also for further qualification and increasing part-time positions. In addition, female employees are to be specifically qualified for certain positions, thereby also counteracting attrition⁷⁷.

Further training actions are specifically aimed at further qualifying existing staff and preparing women in particular for more highly qualified jobs. The above further training module for women in management positions is to be continued. As this brings academic and non-academic

⁷⁷ 2022: 5 terminations and 9 contract cancellations for women; for men: 2 cancellations and 4 contract terminations

women together, it also contributes to intra-institutional understanding and efficient and collegial cooperation.

A perspective is to be developed for those still often employed on a temporary basis in science management in order to retain particularly well-qualified project and programme employees at Viadrina and also to be able to secure family-related interruptions.

<i>Science management and non-academic employees</i>					
<i>Action</i>	<i>Actual</i>	<i>Target</i>	<i>Competent</i>	<i>Period</i>	
Personnel development concept for non-academic staff. Employee	Draft developed in the scope of the diversity audit by 2021	Personnel development concept incl. action plan	K, D2, staff councils, c GB	2024	- 2025
Fixed rules for tenders and selection procedures	SA draft	Service agreement on tendering and selection procedure	K, staff councils, D2, c GB, HL	2024-	2025
Professionalisation through a digital application portal	Various procedures for employee groups	Application portal for all, incl. anonymised procedure	HL, K, D2	2024	
Further training, in particular for temporary employees	Individual training programmes	Targeted further development through training, counselling on career options	D2	2024	
Concept for the long-term employment of (highly) qualified programme and project staff	Case-by-case decisions so far	Creation of permanent positions with a project character (pool of project employees, junior management programme)	K, staff councils	2025	

3.4.7. Gender diversity

Several thousand people with different identities and backgrounds study and work at the European University Viadrina. This also includes the diversity of genders such as trans* or inter* people, non-binary people, or cis-dyadic women and men.

Trans*, inter*, and other non-binary people often face particular challenges in everyday and professional life, which is why raising awareness of the concerns of these groups of people and providing them with targeted support in university life was already a focus of the Stifterverband's 2018-2020 Diversity Audit "Shaping Diversity".

Among other things, this resulted in a resolution by the Executive Board in 2019 on how to deal with trans* and inter* people within the administration and in administrative tasks in research and teaching. This takes up the amendments to the Civil Status Act of 2018, according to which the gender indication "diverse"⁷⁸ can be chosen or the original indication can be changed to this.

The European University Viadrina generally allows all people to use their chosen name and form of address, even if a legal name and civil status procedure has not yet been completed or such a procedure is not being sought. Submission of legal decisions and medical opinions is waived⁷⁹.

The Viadrina Mentoring Programme for Women, an instrument for the individual promotion of young academics, has also been adapted to support prospective graduates in their independent career planning. The former women's promotion programme has been open to women, trans*, inter*, and non-binary people since the 2021/2022 run. This makes it one of

⁷⁸ There were three options: female, male, not specified, until then.

⁷⁹ The dgti card is recognised, which will also be used as a basis in the law with the amendment of the BbgHG 2024.

the first university mentoring programmes to implement such an opening in terms of gender diversity.

The challenges and potential of such a process were evaluated after a test run in 2019/2020 and the content was adapted accordingly. Internal departmental training and consultations with external experts took place throughout the process. A guideline for gender-inclusive language and a checklist for raising awareness amongst external trainers were created and are used in the programme. Furthermore, all internal and external employees of the mentoring programme are trained to ensure that their work is as non-discriminatory and inclusive as possible.

As part of their pioneering role, the employees are in contact with mentoring programmes at other universities in order to advise them on planning their own opening processes and to provide them with the newly created or revised materials.

In addition, unisex toilets were introduced in all university buildings in 2019, which are available alongside women's and men's toilets and can be used by all people, irrespective of their gender.

The Gender Equality Officer provides a wide range of information material on their website on topics such as gender-inclusive language, name and civil status changes and gender and diversity competences in studies, research, and teaching.

In 2023, Viadrina's tender texts were revised and made gender-inclusive. Encouraging trans*, inter*, and non-binary people to apply and making the selection process gender-inclusive remains a task. Raising of awareness in selection committees and teams will be an ongoing effort. Gender Equality Officers also receive ongoing training on gender inclusion. The existing recommendation on gender-sensitive language is to be adapted in 2024.

Making teaching gender-inclusive is an extensive task. A checklist for gender-inclusive teaching was developed as part of the diversity audit. This is to be introduced and applied in the faculties. Workshops and exchanges with teachers and students are organised for this purpose.

<i>Gender-inclusive university</i>				
<i>Action</i>	<i>Actual</i>	<i>Target</i>	<i>Competent</i>	<i>Period</i>
Raising of awareness of selection committees and teams	Advice from (dec)GB	Workshops, team building for commission members and employees	c GB, D2, K	From 2024 onwards
Raising of awareness amongst equal opportunities Officers	Introduction by the c GB	Regular workshop for GBs	c GB	Ongoing
Introduction of the checklist for gender-sensitive teaching	Design available	Workshops on gender-inclusive teaching, exchange, and counselling	dec GB, c GB, Fk, ZLL	2024-2025
Adaptation to gender-inclusive language	Gender-sensitive language, new resolution on gender-inclusive language	Counselling and awareness-raising workshops	c GB, dec GB	2024

4. Family-friendly university

4.1. Initial situation

The 22nd Social Survey (2023⁸⁰) states that 8% of students in Germany have children. Their studies run less smoothly due to additional family responsibilities, and they interrupt or drop out four times more often. Over 50% of the students surveyed with children study part-time, compared to only 16% of students who do not have family responsibilities.

Responsibility for people in need of care also has an impact on students in addition to caring for children. The student survey asked students whether they care for relatives for the first time. Nearly 12% of the students surveyed stated that they perform care tasks in their private environments.⁸¹ Specific data on students with caring responsibilities at Viadrina has not yet been collected.

The proportion of students with children at Viadrina cannot be determined precisely for reasons of data privacy. However, the statistical results of other internal Viadrina surveys provide some clues: 3.5% of the 649 survey participants stated that they had one or several children according to a "Survey on experiences of discrimination and diversity characteristics" that was conducted late in 2020. The regular student survey provides a similar figure: In 2022, 332 students (4.2%) were studying with children.

In the Bielefeld questionnaire⁸², around two thirds of non-academic staff and as many as 77% of academic staff stated that they had children requiring childcare. Non-academic respondents in particular gave a positive rating to the compatibility of work and family life⁸³. They are happy with the flexible organisation of working hours in line with family needs, the support provided by their direct supervisors to reconcile work and family responsibilities and feel welcome as colleagues with family responsibilities in the working environment. These positive statements regarding the compatibility of family and university duties were largely confirmed by an internal qualitative survey.⁸⁴ However, it was criticised that the additional effort required to reconcile care work and paid work is sometimes not sufficiently considered by supervisors when organising work and that there is an unspoken expectation that employees should be able to work just as flexibly and be just as available and productive as employees without care responsibilities.

Figures on employees with caring responsibilities at Viadrina are not available. However, a significantly greater number of counselling and workshop enquiries on care topics at the Family Office suggest a growing number of both students and employees.

The coronavirus pandemic has brought some major challenges for the compatibility of family and studies as well as family and career since early 2020. It has been shown that women in particular have experienced greater disadvantages during the pandemic, as they are still the main actors in care work within families. In around half of the households with children,

80 Student survey in Germany 2021, continuation of the social survey of the Deutsches Studierendenwerk, around 180,000 students from more than 250 universities took part See <https://www.die-studierendenbefragung.de/die-studierendenbefragung>

81 https://www.bmbf.de/SharedDocs/Publikationen/de/bmbf/4/31790_22_Sozialerhebung_2021.pdf?__blob=publicationFile&v=6

82 See chapters 2 and 6.

83 The mean values are 4 and higher with a maximum approval rating of 5 among non-academic respondents. Academic employees rate these statements slightly more negatively (mean values between 3 and 3.5).

84 In autumn 2022, 35 members of Viadrina were surveyed on work-life balance issues, satisfaction with family-friendliness at Viadrina and desired actions. 70 % of the participants were women.

childcare in the home office with closed childcare facilities was provided exclusively by the woman⁸⁵, leading to a noticeable “re-traditionalisation” of role situations.⁸⁶ Several studies and publications⁸⁷ document – as described in more detail above (see p. 21/22) – the decline in research activities and a corona publication gap among female scientists. Women were more responsible than men for care work and family responsibilities, which made their own teaching and research activities much more difficult.

Viadrina is going to continue to work on raising awareness of issues relating to the compatibility of care work and gainful employment in both academic and non-academic fields. Family-conscious management and a fair balance between employees with and without caring responsibilities will be key areas of action.

4.2. Goals and actions

4.2.1. Advice on compatibility issues

Family-focus enjoys a long tradition at Viadrina. The Family Office was set up early on as a central counselling and contact point for all university members and staff. The central task of the Family Officer is to provide **information and advice** on reconciliation issues: It advises students on matters of study planning and organisation as well as on how to finance their studies during maternity leave, on part-time study options, use of leave semester(s), and compensation for disadvantages. Here, it is particularly important to raise awareness amongst examination committees and lecturers to compatibility issues and to see these intersectionally in connection with other conditions influencing the life phase in order not to jeopardise academic success.

Viadrina employees can also contact the Family Office with questions about taking family-related leave due to maternity leave, parental leave or caring responsibilities and returning to work. The Family Officer also advises on family-related contract extension options for academic staff⁸⁸ as well as on options for more flexible design of working hours (framework working hours, home office and mobile working) for non-academic staff.

The goal here is working more closely with the HR department and proactively refer employees to the Family Office for counselling when they report a pregnancy or have other work-life balance issues. Process descriptions, e.g., on the holiday entitlements of expectant parents, are to be drawn up in order to make the existing regulations transparent.

New group formats such as information events in the faculties, exchange forums as part of existing events such as doctoral candidate meetings and presentations at newly appointed

85 Katja Möhring et.al. (2020): The Mannheim Coronavirus Study, focus report on gainful employment and childcare. https://www.uni-mannheim.de/media/Einrichtungen/gip/Corona_Studie/2020-04-05_Schwerpunktbericht_Erwerbstaetigkeit_und_Kinderbetreuung.pdf; Results of the “Bielefeld Questionnaire” (2021); cf. Arbeit in der Wissenschaft in der Corona-Pandemie. An empirical study at Brandenburg universities 2021/22; short summary by Dr Virginia Kimey Pflücke, p. 3 et seq.

86 Jutta, Almendinger (2020): Zurück in alte Rollen. Corona bedroht die Geschlechtergerechtigkeit, p. 45-47. WZB-Mitteilungen 168.

87 Summarised in a publication of the CHE and the association “Familie in der Hochschule”: Lisa Mordhorst et.al. (2021): Der Weg zur familienorientierten Hochschule – lessons learnt aus der Corona-Pandemie. / Sarah, Czerney, Lena Eckert, Silke Martin (eds.) (2022): Mutterschaft und Wissenschaft in der Pandemie.

88 Since a service agreement in 2014 and 2018, the contracts of academic staff in budget positions have been extended by two years per child due to childcare (family policy component). The contracts of academic staff in externally funded projects are extended by periods of maternity/parental leave. This was confirmed following an evaluation in 2022 and will continue.

events are to be created in order to clarify general questions and focus individual counselling on specific individual challenges since the need for counselling has increased overall and become more diverse. The interfaces to other specialised advice centres should also be specified and made transparent (e.g. to staff councils within the university or to parental allowance offices outside the university).

<i>Advice on compatibility</i>				
<i>Action</i>	<i>Actual</i>	<i>Target</i>	<i>Competent</i>	<i>Period</i>
Raising awareness in examination committees and teaching staff	Individual case processing	Regular raising of awareness in audit committees, creation of standards for decisions	FB, BBMAB, and potentially other authorised representatives	2024
Raising awareness of family-oriented management work	Individual, case-specific raising of awareness	Family-focused leadership module in further training courses for managers	FB, AC	2025
Proactive referral to the Family Office	Decentralised case processing	Reference to counselling options, referral of employees	D2, FB	2024
Process descriptions	Not available	Creation of information material on individual processes	D2, FB	2024
Information and exchange formats	Individual counselling	Information events, exchange formats, presentations	FB	Ongoing
Expansion of referral counselling, cooperation with other advisory offices	Advice on a wide range of topics	Setting of priorities and referral advice to other agencies	FB	2024

4.2.2. Childcare

The Family Office supports students, teaching staff and employees in their search for suitable regular or emergency childcare. In cooperation with the Fröbel daycare centre “Oderknirpse”, for example, a contingent is available for children of Viadrina members in the daycare centre located near the university campus. The Family Officer arranges emergency childcare and organises childcare at university events and conferences for all Viadrina members through the Volkssolidarität Frankfurt (Oder) e.V. It is still necessary to raise awareness amongst all organisers for family-friendly conference design and to support the organisers in this.

<i>Childcare</i>				
<i>Action</i>	<i>Actual</i>	<i>Target</i>	<i>Competent</i>	<i>Period</i>
Raising awareness of child-friendly conference culture	Upon request	Recommendation for all chairs, development of a handout, proactive counselling offer	FB	From 2024 onwards
Childcare as standard for conferences	Upon request	Review of requirements and financing, introduction	Fk, P, FB	2025

4.2.3. Compatibility of family and qualifications

Viadrina has been offering support for parents returning to academia or completing a qualification thesis with its bridging and graduation scholarships for more than a decade. The graduation scholarships only support women in order to increase the proportion of female doctorates and professorships while the bridging scholarships are aimed at parents of all genders. An evaluation in 2021 showed that around 80% of the scholarship holders were able to complete their qualification with the help of the scholarship. It is to be examined whether and in what form this previously successful scholarship programme can be maintained.

Success of doctoral candidates will be an important topic at Viadrina in the coming years, as will success in the various phases of academic qualification. In addition to analysing and possibly changing the funding instruments in the area of academic qualifications, the question of diversity-sensitive design of the instruments will play an important role.

Particularly in light of the aforementioned gender-specific coronavirus publication gap, specific actions should be developed to support female scientists with family responsibilities in successfully completing their respective qualification phase and to compensate for coronavirus-related gaps (cf. chap. 3.3.1).

Support for scientists with families				
Action	Actual	Target	Competent	Period
Promotion of bridging and closing phases	Scholarships	Review of the possible continuation of the scholarships or alternative support formats	HL, FB	2025
New funding instruments for mothers in academia	Final scholarships	Development of funding instruments to equalise the publication gap	FB, GB	2025

4.2.4. Compatibility of study/work and care

Compared to the actions for students and employees with children, Viadrina's programmes for family carers have so far been limited. The Family Office offers advice and organises 1-2 workshops a year. There is a need among employees for flexibility similar to that of childcare. Offers for caring employees that go beyond the flexible working time organisation at Viadrina, such as "care days⁸⁹", are to be reviewed – not least in order to be able to attract and retain employees in a targeted manner. Once again, it is important to raise awareness amongst managers and teams to the needs of employees who provide care. An information campaign is to be launched together with the health management team.

Care				
Action	Actual	Target	Competent	Period
Flexible support actions for employees	Specific offers	Flexible and wide-ranging offers, review of "care days"	D2, FB	2025
Raising awareness amongst managers and teams	Selective counselling	Integration of the topic in workshops for managers and teams as part of health management	K, D2, GM FB	From 2025 onwards
Care information campaign		Events on care, development of new information materials	GM, FB	2024-2025

4.2.5. Family-friendly infrastructure and culture

Viadrina organises its infrastructure to be family-friendly and in line with the needs of a diverse university. These include family-friendly places such as nappy-changing facilities in all buildings, the breastfeeding and quiet room, the parent-child room, play corners and highchairs in the student restaurant, a play corner in the library and the campus playground. Family-friendly spaces are also planned for the co-working space, which is expected to be completed

⁸⁹ Similar to the current "child sick days"

in 2024.

The Studierendenwerk will provide child-friendly facilities in the halls of residence as necessary; children up to the age of 13 can eat at the Viadrina canteen at student prices. Going forward, there will be a review of the possibility of offering free meals, at least for the children of student parents.

In teaching, for example, semester times are aligned with school holidays to enable families to take holidays together. Greater efforts must be made to take into account the demands of family work when planning the curriculum. In cooperation with the decentralised equal opportunities Officers, for example, efforts should be made to ensure that compulsory courses are not offered late in the afternoon or evening. Other events organised by chairs or university institutions (e.g., colloquia, lectures) should also not be compulsory and should not only take place in the evening. In addition, hybrid, and online teaching, as well as work or team meetings, should be made possible online without any problems or increased justification requirements in the event of compatibility issues. This not only promotes family-friendly university operations but also increases accessibility to courses in other ways, e.g., for chronically ill students.

The goal is evaluating utilisation of part-time study for family reasons and the scope at which students with family responsibilities benefit from this. The support formats for students are to be adapted based on the evaluation.

In response to the results of a survey of employees with family responsibilities, the aim over the next few years is to increasingly promote a balance of interests between employees with and without active family responsibilities through internal discussion formats. All Viadrina employees, starting with the leaders, are to be trained on specific aspects of a family-friendly university. Further flexibilisation of mobile work (e.g., by the hour instead of full days) should be examined.

Family-friendly infrastructure and culture				
Action	Actual	Target	Competent	Period
Family-friendly rooms in the co-working space	Family-friendly rooms on the campus	Family-friendly facilities and space for families in the co-working space	FB	From 2024 onwards
Cost reduction for student parents	Student prices for children	Free meals for children	Studierend enwerk, FB	2024-2027
Family-friendly planning of compulsory courses	Course times are not family-friendly across the board	Mostly family-friendly event times	dec GB, FB	2024-2027
Part-time studies	Possible in many degree programmes	Evaluation of utilisation, expansion if necessary, development of new support formats	FB, QM	2024-2027
Family-friendly university culture	Individual activities	Awareness-raising workshops for all target groups, exchange between employees, forums for suggestions	FB	2024-2027
Flexibilisation of mobile working time	Application for entire days	Mobile working hours in combination with office hours	K, D2, FB, GB	2025

5. Inclusive university

5.1. Initial situation

28 severely disabled or equivalent employees⁹⁰ worked at Viadrina in March 2024. In relation to all employees⁹¹, their share of 4.8% is therefore still just below the legally required quota of 5%.

Specific figures on the number of students at Viadrina who have a health impairment or (severe) disability and what these are not available for Viadrina. The systematic collection of this data is not possible and is also not permitted under data protection law since this information is not mandatory.

On the one hand, the nationwide student survey⁹² from 2021 may provide some clues. Based on these, nearly a quarter of students across Germany stated that they were living with health impairments. In 16% of all students, there was at least one health impairment that made studying more difficult. The most common health impairments include mental illnesses (such as depression) with over 65%, followed by chronic illnesses (e.g., rheumatism, intestinal diseases) with more than 13%.

The total number is similar to that collected by Viadrina in the 2020 survey on experiences of discrimination. For example, **8% of students stated that they had a physical impairment and 7.4% a mental impairment.** 2% of respondents stated that they live with both impairments. As the number of consultations at the accessibility advisory centre almost doubled between 2020 and 2023, it can be assumed that there has been a much higher rate of mental impairment in particular since the coronavirus pandemic.

5.2. Goals and actions

5.2.1. Structural networking and integration

Inclusion has been a field of action at Viadrina since the first integration agreement was concluded in 2010 (revised as the Inclusion Agreement 2023) and the service agreement on workplace integration management (BEM) from 2012 and is currently the responsibility of the Vice President for Transfer and Campus. Operationally, the topic is the responsibility of several people, not least because of the complex and overlapping legal regulations:

The representative for all severely disabled and equivalent employees (= representative body for severely disabled employees, SBV) and the employer's Inclusion Officer (*Inklusionsbeauftragter*, IB) can be contacted by **employees**.

Students may use the advisory office for students with health impairments (the *Barrierefrei-Beratungsstelle*, BB), which is supervised by an employee of the Central Student Advisory Service, who has also been appointed as a representative for the interests of members and relatives with disabilities (BBMAB). The legally prescribed functions are partly filled by elected or appointed persons without exemption (SBV, BBMAB, IB), partly with (small) job shares (BB) due to the size of the university. The departments mentioned work together in the inclusion team.

⁹⁰ Employees who have informed the EUV of a severe disability/equal treatment

⁹¹ As of 01/04/2024: 582 employees

⁹² Student survey in Germany 2021, cf. <https://www.die-studierendenbefragung.de/die-studierendenbefragung>

The representative body for severely disabled employees takes part in selection procedures if relevant applications are received and is involved in company integration management (*Betriebliches Eingliederungsmanagement*, BEM), which requires all the resources of an honorary representative. The accessibility advisory centre provides information and support to students and faculties, for example in applying for and implementing compensation for disadvantages in studies and examinations. Amongst other things, the BBMAB coordinates the dialogue between the representatives of Brandenburg's universities in order to bundle the limited capacities for this field of action throughout the state. The Inclusion Officer ensures that employees with severe disabilities are equipped. However, there is hardly any capacity to tackle the removal of structural barriers or to perform awareness-raising work beyond this. In this area in particular, there is room for improvement in the field of inclusion at Viadrina.

In future, the individual people will be better networked, and resources will be secured and bundled. One step in this direction was the reactivation⁹³ of the Inclusion Team, comprising the Inclusion Officer, the representative body for severely disabled employees, the disability Officer, and representatives of the staff councils and a student representative. The team pushed ahead with the revision of the inclusion agreement, which was finalised with the university management at the end of 2023. In addition to employees, this now also includes students and sets out the goals of improving accessibility at the university and increasing the proportion of employees with severe disabilities. In order to implement the goals and comprehensive actions derived from the inclusion agreement, resources need to be clarified and secured. This primarily involves securing personnel resources (e.g., through fixed hours, fixed substitution arrangements, supporting student employees), but also a secure material cost budget from budgetary funds.

The inclusion team should be involved in key strategy and management processes, such as target agreement negotiations, degree programme discussions and IT concepts in order to consider inclusion at all levels of the university. Contacts for the inclusion team are appointed in each faculty. A biennial action plan for inclusion is to be developed.

Inclusion in the structures				
Action	Actual	Target	Competent	Period
Inclusion agreement	Revised version available	Publication, announcement	HL, Inclusion team	2024
Securing material and human resources	Partly voluntary work, no fixed hours, budget on request, no leave of absence	Fixed hours, time off, substitution regulations, fixed material cost budget (base) plus variable share	VP T, K, D2, faculty managers	2024
Internal connection of the inclusion team	No allocation	Review of connection to D2/AC/ZSB or the like.	VP T	2024
Inclusion in strategy processes	Selective involvement of authorised representatives	Involvement of the inclusion team in all processes and in all strategy papers/concepts, including IT	HL, Inclusion team	Ongoing
Connection to the faculties	Selective inclusion, depending on the faculty	Appointment of contact persons at the faculties	Fk, Inclusion team	2024
Action plan	Not available	Action plan with specific actions for 2 years	Inclusion team	2024/25

⁹³ This was not active for several years due to personnel changes, a lack of time resources and a lack of coordination.

5.2.2. Recruiting people with impairments/disabilities as employees

In the area of human resources, the most urgent goal is to increase the proportion of severely disabled employees. On the one hand, specialists and managers are to be informed about and made aware of the inclusion of people with disabilities in the workplace. On the other hand, flexible response options are to be created in the event of long-term sickness-related absences from work by employees with disabilities. This is also attributable to permanent physical or mental impairments or chronic illnesses, in order to increase acceptance in the teams and avoid discrimination. In addition, employees with disabilities are to be trained and encouraged to represent their group.

Recruiting people with impairments/disabilities as employees				
Action	Actual	Target	Competent	Period
Raising awareness amongst managers and teams	On-demand	Regular training for all managers and employees in cooperation with other Brandenburg Universities	SBV, BBMAB, D2	2024, ongoing
Flexible response options in the event of absences due to illness	Individual solutions, usually redistribution to the team	Creation of flexible solutions, transparency on possibilities	VP C, K, D2, inclusion team	2024
Empowerment for employees with disabilities	Upon request	Needs assessment, review of offer for empowerment format	SBV	2024

5.2.3. Counselling and support

Offering counselling and support for people with impairments or disabilities is accompanied by challenges: due to the lack of data, it is unclear how large the target group is; the diversity within the group is great and counselling is, therefore, always individual and above-average time-consuming; moreover, the possibility of specific support is often not known to those affected.

Low-threshold services such as the expansion of the online counselling service or peer-to-peer counselling (e.g., in cooperation with the ZLL tutoring programme or the faculties) are intended to increase accessibility to counselling and support for all those affected.

It is just as important to raise awareness amongst employees since this in turn benefits those with disabilities when they encounter sensitive communication and a willingness to help with their concerns. Internal and inter-university information and event programmes, which currently only take place selectively, are to be expanded in the future.

Counselling and support for people with impairments and disabilities				
Action	Actual	Target	Competent	Period
Online counselling	upon request	General offering	BBMAB, SBV	Ongoing
Peer-to-peer counselling	Not available	Development of peer-to-peer counselling, ongoing offer	ZLL	2024 - 2025
Information stands	Specific	Regular offers	BBMAB, SBV	Ongoing
Raising awareness amongst employees	On-demand	Regular workshops in co-operation with other Brandenburg Universities	BBMAB	from 2024-2025

5.2.4. Inclusion-sensitive teaching

In teaching and learning, too, it is often individual cases that show that seminars or lectures are not yet fully accessible. As a rule, specific compensation for disadvantages is then provided for those affected. On the one hand, teachers need to become aware of how they can make their courses more accessible and, on the other hand, information on the counselling and support services available for students.

Transparency and clear guidelines for students when applying for compensation for disadvantages and clearly defined processing and decision times of usually one month after application can also improve the situation.

Best practices should also be exchanged, and networking should take place in order to reduce costs and create more transparency for students, committees, and representatives.

A particular focus will be on the development of inclusion-sensitive digital teaching. In 2020, Viadrina laid the foundations for this with the *Uni digital & inclusive* project. Tutors at the ZLL were since established to have students support students, advise teachers, and provide materials. This effort is to be continued and expanded.

Inclusion-sensitive teaching				
Action	Actual	Target	Competent	Period
Raising awareness amongst and informing of teachers	Specific	Regular information and workshop programmes throughout Brandenburg	BB, BBMAB, ZLL, sqb	From 2024 onwards
Standards for application regulations, definition of a maximum re-registration period	Until now, diff. deadlines, forms, statistics	Standardised deadlines, forms, statist. registration, incl. information material	Fk, BB, BBMAB, FB	2024
Exchange of best practices, networking	Hardly any exchange, selective involvement of other authorised representatives	Periodic exchange, collection of sample cases/decisions, standardised involvement of representatives	Examination committee s, BB, BBMAB	From 2024 onwards
Uni digital & inclusive	Pilot project 2020	Continuation, expansion	ZLL	Ongoing

5.2.5. Accessibility in communication and at events

Viadrina sees diversity, and therefore inclusion, as an enrichment, but has so far communicated this little. The actions taken to support inclusion are also still too little known. Apart from the annual report of the representative for members and relatives with disabilities (BBMAB), there is hardly any internal communication on inclusion within the organisation. Information actions are to be intensified, and accessibility standards are to be fundamentally incorporated into the university's communication media and event organisation to this end. In addition, networking with institutions in the city (integration office, employment agency, pension insurance providers) is being expanded, for example to promote joint projects such as an accessible bus stop in front of the language centre.

Accessibility in communication and at events				
Action	Actual	Target	Competent	Period
Information campaign	Annual report BBMAB	Regular reports in committees (Senate, Faculty Councils, Foundation Council), ViadrINFO, etc.	Inclusion team	Ongoing

Implementation of the applicable legal requirements for digital accessibility	Different stages of accessibility	Coordination for digital accessibility (permanent), continuous training of web editors Accessibility as standard	HK, IKMZ, inclusion team, web editors	2024
Accessibility at central events	Upon request	Accessibility as a standard, guidelines for events	D4, event organiser	Ongoing
Networking within the city	Selective cooperation	Continuous networking and cooperation	Inclusion team, HL if applicable	Ongoing

5.2.6. Low-barrier infrastructure

Viadrina is working on fully implementing the minimum standards of the UN Convention on the Rights of Persons with Disabilities in buildings, on campus and in the digital infrastructure. The first steps here must be the systematic recording and, building on this, the dismantling of various infrastructural barriers. Furthermore, a catalogue of criteria for accessibility is to be developed for renovations, new buildings, and rentals. An accessible guidance system is to be implemented on campus. Finally, communication channels are to be set up to provide information about access points and any remaining barriers, and a new site plan is to be developed.

In the digital infrastructure, the accessibility of existing hardware and software as well as large technical devices must be checked and reworked. Accessibility must be considered as standard from the outset before new software, hardware, and large technical devices are made available.

Low-barrier infrastructure				
Action	Actual	Target	Competent	Period
Recording and dismantling infrastructural barriers	Provisional accessibility analysis, individual actions	Performing a professional accessibility analysis, prioritisation, removal, and conversion	VP C, D4, inclusion team	2024-2027
Accessible guidance system and signage	Not available	New guidance system and signage	D4	2024-2027
Information on accessibility	Individual notes	Concentrated information, new site plan	BBMAB, D4	2025
Accessibility of IT-supported services (viaCampus, Moodle, OWA, lecture theatre and seminar room technology, etc.)	Upon request subsequently	Accessibility as standard, review of outdated technology, new procurement, and equipment in line with current standards	IKMZ	2024-2027

In order to promote accessibility and an inclusive university, an intersectional link with other dimensions is also required here. In the upcoming years, focus will be on the cooperation of all authorised representatives.

6. Health-promoting university

6.1. Initial situation

There is no systematic basis of figures on the sickness rate and health actions utilised by employees over a period of several years so far. Figures on employees who fell ill in autumn 2023⁹⁴ provide an approximation of the situation: On average, employees at Viadrina were off sick for up to 17 days throughout the year. The Viadrina was thus below the German average, which is given by the statutory health insurance funds⁹⁵ as 19.4 days (2023). The number had risen significantly in 2022 (from around eleven days in previous years). In 2022, there were seven employees on long-term sick leave (over 99 days), and 35 employees were off sick for longer, i.e. 42 to 99 days. In 2023 (until 05/10) there have been 14 employees on long-term sick leave and 18 employees on long-term sick leave to date.

The results of the employee survey *Bielefeld Questionnaire on Working Conditions and Health at Universities*⁹⁶ from March/April 2021 mentioned in chap. 2.2 and 3.2 therefore form the data basis for health management. Even though the survey was conducted during the coronavirus pandemic and therefore pandemic-related factors cannot be clearly separated out despite separate items (specially labelled coronavirus-related questions), the trends and starting points for actions can be clearly identified.

33% of the academic staff surveyed rated their state of health as very severely/somewhat severely impaired, compared to 15% of non-academic staff⁹⁷.

Physical issues are centred on the musculoskeletal system and are similar in both the scientific and non-academic areas. Academic staff in particular rate their state of health as worse than those at other universities, however. Differences between academic and non-academic staff can be seen in the area of exhaustion and fatigue: 18% of academic employees stated that getting tired quickly was very critical, 33% rather critical. The figures for non-academic employees were only 6% and 22% respectively.

Mental health is affected by influences such as multiple stresses, lack of development opportunities, lack of appreciation, lack of a sense of purpose, constant availability, etc. Time pressure, a lack of support on the career path, fixed-term contracts and the competitive situation are a particular burden on academic employees (see chap. 3.2). It is striking that the burden perceived as a result of the fixed-term contract is similar as in other universities, while the burden of internal competitive situations is perceived as significantly more stressful.

Non-academic staff are also critical of the time demands and the lack of adaptation of tasks under pressure. There is a clear need for action in terms of equipment, further and advanced training and, particularly for women, the recognition of achievements for non-academic employees.

Data is primarily available from the administrative departments in the area of **social** health, which describes everyday social experiences in interactions, in communities/teams, social activities and integration. Issues connected to dealing with conflicts are particularly evident

94 Source: Human Resources Department, October 2023

95 Cf.: <https://www.tk.de/presse/themen/praevention/gesundheitsstudien/krankenstand-2023-erneuter-rekord-bei-fehlzeiten-2164486?tkcm=ab>

96 Cf. chapter 2.2, p. 9 and 3.2, p. 20; 296 people took part, which corresponds to 38% of employees (including professors and assistants)

97 See selected tables in the Annex, chap. 8.3

here – both in the resolution of conflicts between colleagues and in the way managers deal with challenges and conflicts as compared to other universities.

The results generally show that there is a great need at Viadrina for preventative actions in particular to maintain health in the workplace.

6.2. Goals and actions

Occupational health management (OHM) was part of the remit of an employee in the HR department, who was only able to implement actions (including vaccinations, one-off workshops) to a limited extent until 2023. In 2023, OHM was strengthened as a structural cross-divisional task by providing it with a part-time position⁹⁸ and assigning it thematically to the Equal Opportunities Division. The current goal is taking an integrated view of all stakeholders, their health resources and ways of coping with health risks in a strategic process and to create customised university-specific services. Health-promoting action should be established in the organisational culture. The health manager is responsible for the conception, planning and implementation of occupational health care programmes, supports, and monitors the core processes in occupational health management, documents and reports on health promotion and prevention and advises employees and managers on questions of health-oriented thinking and action.

6.2.1. Development of structures, health management in the processes

Establishment of regular dialogue between the relevant stakeholders is an important building block for a functioning health management system. A health steering committee will be established for this purpose, which will meet four times a year during the start-up phase. It is coordinated by the health manager; members include the Chancellor as representative of the university management, representatives of the respective staff representatives of all status groups as well as the representative body for severely disabled employees, the equal opportunities Officer, the Coordinator of Occupational Integration Management, the Occupational Health and Safety Officer (*Beauftragte für Arbeitssicherheit und Gesundheitsschutz*; BAG) and one representative each of the managers and the status group of professors. The steering committee is to analyse the health situation at Viadrina, set health targets and draw up a binding action plan for promoting and maintaining health. Fundamental decisions regarding the objectives and direction of projects and the periods to be evaluated are also made in the steering committee. Sub-groups (health circles) can be formed for temporary sub-projects and other people can be involved.

The action plan to be drawn up for the first time should be based on strengthening individual and structural resources for healthy behaviour and healthy work. The plan is to be drawn up for two years and must include an evaluation of the actions. Health promotion actions should be designed with a focus on diversity and address topics such as gender-specific medicine or discrimination-sensitive medical counselling.

Other mandatory tasks of the first action plan for the Health Steering Committee are the psychological risk assessment and the revision of the service agreement on occupational

⁹⁸ Part-time position (50%); this corresponds to the recommendations of the state of Brandenburg for staffing levels in an organisation with a comparable number of employees.

health management. The document, which was last revised over ten years ago, should be thematically separated from the Company Integration Management (*Betriebliches Eingliederungsmanagement*; BEM) and adapted to current circumstances and requirements.

Since a comprehensive OHM also includes transparent internal and external communication and continuous reporting, communication channels are to be newly established and further developed and regular reports are to be submitted to the university management as well as the Senate and the staff councils.

Way in which occupational health management can also be partly extended to the largest status group, i.e., the students, should be reviewed in the period of this concept since at least two of the ten quality criteria for health-promoting universities⁹⁹ require health-promotion actions for all status groups.

<i>Health management in the structures and processes</i>				
<i>Action</i>	<i>Actual</i>	<i>Target</i>	<i>Competent</i>	<i>Period</i>
Health steering committee	N.N.	Establishment of the steering committee, regular meetings Formation of thematic subgroups (health circles)	GM, K	2024 et seqq.
Risk assessment of mental stress	Started in 2021 with the Bielefeld questionnaire, results are available	Formulation of actions in line with the greatest need for action, implementation of actions and evaluation	HSL, K, BGM, FK, BAG, steering committee	2024 – 2026
BGM action plan	Not available	Compilation of a 2-year plan, evaluation	GM, steering committee	2024 – 2025
SA BGM	Present, as of: 2012	Update, separation from BEM	GM, GPR	2026-2027
Health management for students	Not available	Review of the extension of the BGM to students	GM, steering committee, StuPa, AStA	2026-2027
BGM communication plan	From case to case	Regular communication, e.g. via newsletter, social media; development of a new website on OHM; regular reporting	GM, HK	2024 et seqq.

6.2.2. Health-promoting actions

Health-promoting actions are an essential part of occupational health management. Proven and popular actions (such as flu vaccinations, eye examinations, massage programmes) are to be continued and supplemented by new action.

One focus is on **health-related leadership** as one of the central topics of BGM¹⁰⁰ in organisations and companies. An initial workshop was held with managers from administration, research, and teaching in the scope of the Health Day organised in 2023. A series of content-related further training courses on healthy leadership will take place, which will be adapted to specific target groups (e.g., for administration and professors) in the course of the next few years.

99 AGH – Working Group for Health Promoting Universities (2020): Ten quality criteria for a health-promoting university 2020, as of: August 2020, page 6, see: <https://www.gesundheitsfoerdernde-hochschulen.de/arbeitspapiere>

100 IAG – Institute for Work and Health of the German Social Accident Insurance, Issue 8/2014, p. 1, <https://publikationen.dguv.de/widgets/pdf/download/article/2579>

Further focus is placed on actions to **promote the mental and social health** of employees with reference to the above results of the survey. Tailor-made programmes are to be developed and performed annually, such as programmes to reduce stress, strengthen stress competence and communication skills, as well as the introduction of a feedback culture and employee appraisals. In addition, the possibility of coaching and psychological counselling for employees will also be explored. Furthermore, the topics of mental health and mental illness are to be brought out of the taboo zone through information events, workshops, and dialogue formats. For example, the Health Day can be used to set a focus on mental health or define a year of action.

Establishment of a feedback culture and the handling and resolution of conflicts should not only be trained at management level but also addressed and practised in programmes for employees. An initial exchange on illness and conflict has already been organised as part of the Diversity Days 2023. Further events are to be organised on this basis.

Here, networking with the Institute for Conflict Management (*Institut für Konfliktmanagement; IKM*) and the point of contact for protection against discrimination is essential for the internal pooling of resources and expertise as well as for the diversity-oriented design of services. The idea of establishing a network of trained confidants for systematic conflict management is to be realised.

In addition to the above priorities, practical actions such as the establishment of a stable network of first aiders are also to be implemented.

<i>Health-promoting actions</i>					
<i>Action</i>	<i>Actual</i>	<i>Target</i>	<i>Competent</i>	<i>Period</i>	
Health-related leadership	Kick-off workshop 2023	Regular events, target group-specific further training, incl. conflict management	HL, GM	2024	et seqq.
Offers for stress reduction	Mindfulness-based stress reduction (MBSR) course 2023/24 Pilot project online yoga summer semester 2024	Establishment/continuation of courses such as MBSR courses or yoga courses	GM	2024	et seqq.
Coaching and psychological counselling	Not available	Review of offers for Viadrina, pilot project	GM, K, consultancy: PsychB	2025	
Information events and internal communication on mental health	Specific	Prioritisation via, e.g., health day, campaign year	Steering committee, GM, HK	From 2025	onwards
Gender- and diversity-sensitive Viadrina conflict management (cf. p. 14)	Conflict management via supervisors, staff councils, GB, FB, ASD, IKM upon request in individual cases	Networking of contacts, establishing of a network of confidants (recruitment, training), periodic exchange, and further training formats, e.g., mediation training, conflict management for all employees	HL, GM, IKM, ASD, GB	2024-2027	
Feedback culture	Partially available	Further training on feedback tools, provision of materials, regular feedback rounds at all levels	HL, GM, D2/PE	2025	et seqq.
First-aid network	Not enough people named/trained yet	Comprehensive appointment of first aiders, training, and networking	GM	2024/25	

7. Non-discriminatory university

7.1. Initial situation

From 2018 to 2021, Viadrina underwent and successfully completed the Stifterverband's "Shaping Diversity" audit. Reduction of discrimination and the promotion of equal access and success opportunities for all students and employees were declared main objectives in addition to diversity-sensitive organisational development¹⁰¹.

In the 2020 student survey on experiences of discrimination¹⁰² at Viadrina, students stated that 35.6% of them had already experienced or observed discrimination based on ethnic origin, 17.8% based on gender and 9.7% based on social origin¹⁰³. As a result, at least two dimensions of diversity have come more into focus than before: ethnic and social origin – and in recent years, religious identity has been added to these.

7.2. Structures and actions

In future, services for affected persons who experience discrimination based on ethnic and/or social origin should be expanded based on the findings. An intersectional approach that recognises the interweaving of different dimensions of diverse realities is also essential here.

7.2.1. Bylaws on protection against discrimination and harassment

The *bylaws on protection against discrimination and harassment* were adopted in 2021. In these bylaws, Viadrina stipulates the goal of protecting its members, relatives, and guests from discrimination based on origin, nationality, language, gender, sexual identity, or orientation, social background or position, disability, religious, ideological, or political conviction, age, or family situation, from racial discrimination and from sexual harassment, violence, bullying or stalking. Viadrina also aims to create tolerant and respectful working and study conditions.

7.2.2. Contact Point for Protection against Discrimination (*Anlaufstelle zum Schutz vor Diskriminierung; ASD*) and complaints procedure

The university has committed itself to setting up a complaints office and establishing a complaints procedure with the bylaws. This was implemented in 2021 with the establishment of the *Contact Point for Protection against Discrimination (ASD)*. The Contact Point will provide a confidential and, if necessary, anonymous setting in which to seek advice on the incident and to lodge any formal complaint or seek professional conflict resolution. The opportunity to contact the Contact Point is increasingly being used by students and staff alike¹⁰⁴. Concerns can usually be dealt with satisfactorily through counselling and discussions and by referring the matter to the Institute for Conflict Management for mediation. One formal complaint has been filed so far. Most incidents reported to the Contact Point to date are complaints about discrimination based on gender, ethnic origin, or health impairment/disability.

101 <https://www.europa-uni.de/de/struktur/unileitung/stabsstellen/dm/audit/index.html>

102 Cf.: <https://www.europa-uni.de/de/struktur/unileitung/stabsstellen/chancengleichheit/antidiskriminierung/studierendenbefragung/index.html>

103 Ibid.

104 In the year the contact is set up (2021): 4 cases processed; 2022: 10 cases, 2023: 21 cases.

7.2.3. Anti-discrimination project office

In addition, in 2022 Viadrina also has set up an anti-discrimination project office in the Equal Opportunities Division for two years to perform awareness-raising and prevention work through events and empowerment programmes. A professional anti-discrimination counselling service is to be set up as part of the project as well. Initial counsellors are to be recruited and trained, and a network of trusted individuals established. This should relieve the burden on the members of the Contact Point, who represent the Contact Point in different constellations (part of the job/additional task, without compensation or leave of absence) and have limited time resources.

The amended Brandenburg Higher Education Act (Brandenburgisches Hochschulgesetz; BbgHG) obliges the state's universities to appoint Anti-discrimination Officers (ADB)¹⁰⁵, for which Viadrina has already performed preparatory and development work with the project office. During the transition period – until the appointment and introduction of the ADB – this is to assume a bridging or hinge function in order to prepare and support the introduction of this Officer position.

<i>Anti-discrimination in the structures</i>				
<i>Action</i>	<i>Actual</i>	<i>Target</i>	<i>Competent</i>	<i>Period</i>
Development of anti-discrimination counselling	Counselling by existing Officers and the ASD, not all dimensions covered to date, people not comprehensively trained	Professionally trained counsellors, continuous further training, and supervision	AD, AC	2024
Network of persons of trust	Partly missing, partly informal	Recruitment of members, training, ong. further education	AD, AC	2024-2025
Anti-discrimination Officer	Anti-discrimination Officer (project office)	Introduction of the Anti-discrimination Officer	HL; VP C	2024 et seqq.

7.3. Raising awareness and prevention

The 2020 student survey was targeted at obtaining some starting points for awareness-raising and prevention actions. As mentioned above, the focus should be particularly on the dimension of ethnic and social origin.

Initial actions such as the reactivation of the local group of Arbeiterkind e.V. took place in 2021/22. The local group is made up of volunteer students who are the first in their family to study and who support other people from non-academic backgrounds with regard to study planning, financing, academic work, etc.¹⁰⁶ The local group operates independently and is supported by the diversity manager.

In addition, information events have already been organised on discrimination and exclusion based on social origin or social status (classism). This series of topics is to be expanded to include regular awareness-raising and empowerment programmes for students and employees.

105 Cf. Act on the Further Development of the Brandenburg University System of 09/04/2024, § 77. The work of the established officers in the areas of equality, family and inclusion remains unaffected by the activities of the Anti-Discrimination Officer, whereby there is close cooperation and referral practice at thematic interfaces.

106 <https://www.arbeiterkind.de/>

The topic of ethnic origin and associated racism has been little addressed at Viadrina to date, even though students have experienced the most discrimination in this area according to the above survey.

An initial empowerment programme for those affected has already been created and will take place at regular intervals in future. In addition, “The Shared Humanity Experience” was established as a new exchange format for students, which discusses issues of discrimination and its mechanisms in a protected environment, particularly in the university context, enables exchange on self-empowerment strategies and explores joint options for action. This project is to be established as a regular programme in cooperation between the Equal Opportunities Division and the and the AStA Social Affairs and Anti-Discrimination Office. The focus is to be on (anti-)racism in its interactions with other dimensions of discrimination, e.g., anti-Semitism. The various programmes are primarily run in English or bilingually in order to reach people with a different first language, who often experience discrimination in Germany.

The Science Council also recommends that Viadrina “consistently utilise the innovative and diversity-focused design of its teaching”¹⁰⁷. In cooperation with the ZLL and the Brandenburg Study Quality Network (sqb), a range of workshops is to be created for lecturers, which in particular address the topics of racism, illness, and disability as well as social background in teaching and student support and train lecturers and tutors. In cooperation with the Studierendenwerk, residence tutors are also to be trained in this area.

Changes and further needs are to be made visible by repeating the survey. It is also planned to extend the group of participants to include employees.

<i>Raising awareness and prevention</i>				
<i>Action</i>	<i>Actual</i>	<i>Target</i>	<i>Competent</i>	<i>Period</i>
Support for the local group of Arbeiterkind e.V.	Reconstruction of the group, monthly meetings	Project development, regular group events, recruitment of new members	Local group, DiM	Ongoing
Raising awareness and empowerment workshops on social background	Individual lectures and a discussion event on classism	Regular programmes for students and employees (workshops, lectures, information events)	AD, AC	Ongoing
Workshops for raising awareness and empowerment on forms of discrimination, in particular racism and anti-Semitism	Empowerment workshop 2022	Regular programmes for students and employees (workshops, lectures, information events)	AD, AC	Ongoing
The Shared Humanity Experience	Pilot project 2022/23	Regular events, consolidation of the offering	AD, AC, AStA	Ongoing
Raising awareness amongst tutors	Presentation of the contact point to ZLL tutors	Training of tutors before the start of the semester	AD, ASD	2024-2025 et seqq.
Raising awareness amongst teachers	Occasional offers from sqb	Establishment of recurring workshops on dealing with ethnic and social origin, illness, and disability among students	ZLL, AC, sqb	From 2025 onwards
Data collection	Student survey on experienced and observed discrimination 2020	Repeat the survey, expand the group of participants (employees)	ADB, AC	2026-2027

¹⁰⁷ Science Council: Recommendations for the further development of the higher education system in the state of Brandenburg, 26 January 2024, p. 214

7.4. Communication and visibility

In order to make the topic of anti-discrimination at Viadrina more visible, the various actors and programmes within the university are to be bundled. Regular meetings, including as part of the diversity team, and a joint information portal for students are planned. In addition, networking with specialised, local, and (supra)regional stakeholders is to be strengthened.

Presenting the Contact Point for Protection against Discrimination in seminars with a thematic focus on gender and diversity has proven to be a good tool for providing information and raising awareness. The same applies to events organised by student initiatives, e.g., in the scope of Pride Month. This is to be continued and expanded.

In addition, various aspects of discrimination and dealing with diversity at Viadrina are to be highlighted with the help of thematic campaigns and a thematic focus at the Diversity Days. The first steps have already been taken here in 2023 by combining the Health Day and the focus on “Health in Focus” at the Diversity Days. As sexualised discrimination and violence also cause incidents at Viadrina every year¹⁰⁸, the topic is to be brought into focus with a campaign in 2024. Other campaign topics will include racism, chronic illness, and disability.

Communication and visibility				
Action	Actual	Target	Competent	Period
Networking of internal actors	Selective meetings	Regular and structured meetings, joint tasks	AD	Ongoing
Joint information portal (counselling finder)	Individual websites, concept for advice finder	Joint central online tool for searching for counselling services	AC, HK	2024
Networking with external actors	Selective meetings	Continuous exchange, invitations to events, collaborations	AD	Ongoing
Information on the contact point in (teaching) events	Individual presentations in seminars and at student events. Initiatives	Continuation and expansion	ASD, AD	Ongoing
Thematic campaigns	Diversity campaigns 2020, 2021	Campaigns on sexualised harassment, discrimination and violence, racism, chronic illness, disability	AD, GB	2024 et seq.
Diversity days	Realisation 2022, 2023	Regular implementation, focussing	AC	Ongoing
Report on anti-discrimination	Not available	Annual report to the Senate	AD	From 2024 onwards
Anti-discrimination as a committee task	Not available	Review of the establishment of a Senate Commission	Senate	2024

¹⁰⁸ 2020-2023: 8 incidents reported to the Equal Opportunities Officer or the contact. The number of unreported cases is estimated to be much higher.

8. Attachments

8.1. Overview of existing structures, processes, and actions

As of: July 2024

8.1.1. Structures

Field of action	Persons and committees	Description
Equal opportunities & diversity	Abteilung Chancengleichheit (Equal Opportunities Division)	Bundles the areas of equality, family, mentoring, anti-discrimination, and health management
	Diversity Manager (DiM)	Full-time, currently 50%,
	Gleichstellungs- und Diversityrat (equality and diversity council) unit	Since 2011, expanded to diversity in 2021
	Diversity team	Since 2021/22, members: DiM, AD/ADB, AStA-Ref S&AD, c GB, FB, BBMAB, VIA, GM, HK
	Psychological counselling	Full-time, 100%, anchored in the Central Student Advisory Service
Gender-equitable university	Central Gender Equality Officer (c GB)	Full-time, 100%, elected for 4 years
	Representation cGB	From 2024 with an exemption option in accordance with BbgHG, elected for 4 years
	Decentralised Gender Equality Officer	With leave of absence/compensation according to the Executive Committee resolution 3 h/week, elected for 2 years
Family-friendly university	Familienbeauftragte (Family Officer)	Full-time, 47.5%
Inclusive university	Barrierefrei-Beratungsstelle (BB; accessibility advisory centre) for students with health impairments	Full-time at 75% (but not fully active for the advisory office, as they also work in other areas of the Central Student Advisory Service), anchored in the Central Student Advisory Service, sub-task area
	Representative for the interests of university members and staff with disabilities	Appointed for 2 years, currently without exemption/compensation
	Schwerbehindertenvertretung (representative body for severely disabled persons)	No compensation
	Inclusion Officer	Anchored in the HR department
	Inclusion team	BBMAB, SBV, IB, staff councils, AStA
Health-promoting university	Gesundheitsmanagerin (health manager)	Part-time position, 50%
	Health steering committee	GM, K, D2, GPR, SBV, c GB, BEM, BAG, representation of professors and department heads
	Coordinator of operational integration management	Anchored in the HR department
Non-discriminatory university	Anti-discrimination Officer	Temporary project office (50%), anchored in the Equal Opportunities Division
	Anlaufstelle zum Schutz vor Diskriminierung (Contact Point for Protection against Discrimination)	3 members appointed: c GB, DiM, proofreader Without exemption/compensation
	AStA Department of Social Affairs and Anti-Discrimination	with expense allowance, elected for 1 year

8.1.2. Strategic positioning

Field of action	Strategic positioning	Description
Equal opportunities & diversity	Target agreement with the state of Brandenburg 2019-2023	Include targets for equality, diversity, and anti-discrimination and back them up with resources
	New: 2024-2028	Without targets and resources for equality, diversity, anti-discrimination
	Structure and development plan 2021	Diversity orientation and equal opportunities defined as a field of action for the organisation
	Personnel development concept	For academic staff since 2017
	Teaching mission statement 2021	Gender mainstreaming and diversity policy defined as cross-cutting tasks
	Service agreements	<ul style="list-style-type: none"> • <u>Agreement on the organisation of employment contracts for academic staff</u> (2014, amended 2018) • <u>Service agreement on implementation of work from home and mobile work</u> (2021)
Gender-equitable and family-friendly university	Gender equality concept and decentralised gender equality plans	Concept approved by the senate, duration of 4 years Decentralised plans in the faculty councils/administration: Chancellor approved, term of 2 years
	Executive Committee resolution on dealing with trans* and inter* people	2019, established process for changing name and marital status
	Gender-inclusive language	Board decision expected in 2024 (previously: Resolution on gender-sensitive language 2016)
Inclusive university	Inclusion agreement	Since 2010, revised 2023
Health-promoting university	Service agreement on company integration and health management (2012)	BEM and BGM combined in one agreement
Non-discriminatory university	Bylaws on protection against discrimination and harassment	Passing 2021

8.1.3. Processes

Field of action	Processes, benchmarking, networking	Description
Equal opportunities & diversity	(Partly) anonymised application procedure	Standard application for non-academic staff
	Internal quality management	Gender- and diversity-sensitive survey instruments, gender and diversity in system accreditation, degree programme discussions with all relevant stakeholders, regular surveys of students and applicants
	Diversity-focused conflict management	Cooperation between the relevant stakeholders and the Institute for Conflict Management, gender, and diversity-related content in the IKM curricula, mediation as an option in complaints procedures
	Research-focused equality and diversity standards	Participation and reporting since 2011
	Brandenburg quality standards: gender-equitable, family-friendly, and life-phase-focused studying and working in higher education	Developed jointly by the GB and FB and the Ministry of Science and Culture (Ministerium für Wissenschaft und Kultur; MWFK) and adopted by the Brandenburg State Conference of Rectors and Presidents (BLRP) in 2017, revised in 2023/24, and signed again by the BLHP on 18 July 2024.
	Without stereotypes – initiative for career and study choice	Participation since 2019

	“Shaping diversity” audit by the Stifterverband	Audit procedure 2019-21, certificate: 2021-2024
Gender-equitable university	Equality-focused appointment procedures	Application of the nationwide checklist for appointment procedures
	Equality-focused strategy meetings	For professorships and management positions
	Gender monitoring	Annual data collection since 2011 and regular reports on the gender equality situation
	Queer Brandenburg Action Plan	Nationwide action plan, participation since 2016
	Brandenburg State Conference of Equal Opportunities Officers (<i>Landeskonferenz der Gleichstellungsbeauftragten</i> ; LaKoG)	Regular meetings (3x/year), reporting to the MWFK and MSGIV GB is one of the spokespersons for LaKoG
	Federal Conference of Women’s and Equal Opportunities Officers at Universities (bukof)	GB is represented on the extended board and is co-spokesperson of a working group on intersectional equality work
Family-friendly university	Family at the university	Charter and association, member since 2014
	Network “Family and University in the State of Brandenburg”	Association of the FB at Brandenburg universities
Inclusive university	Compensation for disadvantages, procurement of aids	In particular for students via the accessibility advisory centre
Health-promoting university	Bielefeld questionnaire on working conditions and health at universities	Participation 2021
Non-discriminatory university	Survey of students on experienced and observed discrimination	Performed in November 2021
	Complaints procedure	Described in the bylaws for protection against discrimination and harassment, the Contact Point for Protection against Discrimination is also a complaints office for students and employees alike

8.1.4. Resources and infrastructure

Field of action	Processes, benchmarking, networking	Description
Equal opportunities & diversity	Material resources and rooms for equality and family, diversity management, anti-discrimination, and accessibility/inclusion	Budget funds, target agreements (until 07/2024), funds from the Women Professors Programme III until 07/2025
	Material resources occupational health management	State funding for health management (2025-2027)
	Family-friendly and diversity-focused infrastructure	Parent-child room, breastfeeding and quiet room, play corner and highchairs in the student restaurant, family-friendly library, campus playground, accessible and unisex toilets, free period products in some toilets, baby changing facilities, quiet room

8.1.5. Established actions

Field of action	Target group	Action	Description
Gender-equitable university	Professorships	Women professors programme	Participation in PPII (3 professorships) and PPIII (1 professorship), funds until 07/2025
	Junior professorships	Mandatory TT for JP, mandatory extension for childcare	Since 2017
	Docs, postdocs	Minimum contract terms and proportion of academic staff (100% postdocs, 65% docs)	Established in the personnel development concept (adopted by the Executive Committee in 2018)
	Docs, postdocs	Extension due to the coronavirus	One semester plus a further semester with justification for non-granting
	Professorships, postdocs, docs	SHK/WHK funds	Up to 6 months as an assistant (from target agreement funds until 2023) for female scientists with committee workload
	Doctoral candidates	Start-up and completion scholarships	For women, duration 6 months, extension 6 months, cultural studies (from PPIII funds until 07/2025)
	Doctoral candidates	Final scholarships	For women, allocated via the Family Officer, 3-6 months (from budget and target agreement funds until 2023)
	Students, docs, postdocs	Mentoring for women, trans*, and inter* people	Programme lines for students, doctoral candidates, and post-docs (from PPIII funds until 07/2025)
	Non-academic staff	Home office and mobile working	Specified in the DP, up to 50% of the work in home office and up to 100 days/year for mobile working
Students	Gender and Diversity module	Faculty of Cultural Studies, range of courses	
Gender-equitable and family-friendly university	Docs, postdocs	Mandatory family policy component	Written down in the service agreement
	Docs, postdocs	Compensation for the disadvantages of third-party funded employees during parental leave and maternity leave	Written down in the service agreement
	Docs, postdocs	Bridge scholarships	for people with care responsibilities, allocated via the Family Officer, 3-6 months, (from budget and target agreement funds until 2023)
	Staff	Substitution for maternity and parental leave	Basic representation since 2008
Non-discriminatory university	Docs, postdocs	Flexible fund	For scientists in critical situations during the qualification phase, in particular for people at risk of discrimination, support with short-term scholarships, assistants, coaching (from target agreement funds until 2024)

8.2. Figures for chapter 3: Gender-equitable university

In the figures collected, the calculations of the proportions of women and men refer to full-time equivalents (FTE), unless otherwise stated.

The figures for professorships are based exclusively on budget positions and not (usually temporary) third-party funded positions, as reliable statements for the projection period are only possible for budget positions.

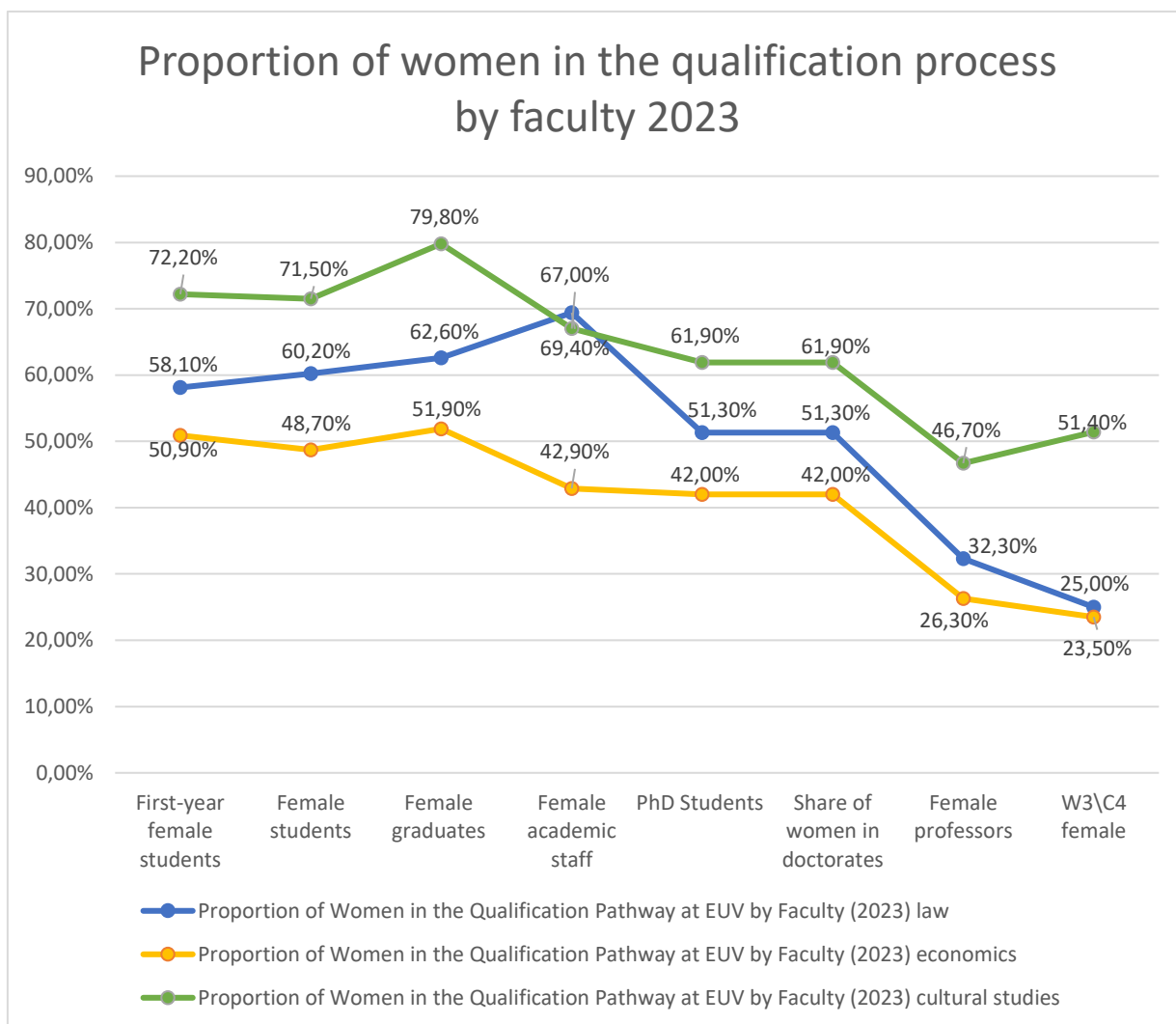
Emeritus professors who are still employed on a full-time temporary basis are also included.

Status of data unless otherwise stated: 31/12/2023

8.2.1. Target figures for Viadrina from 2024-2028

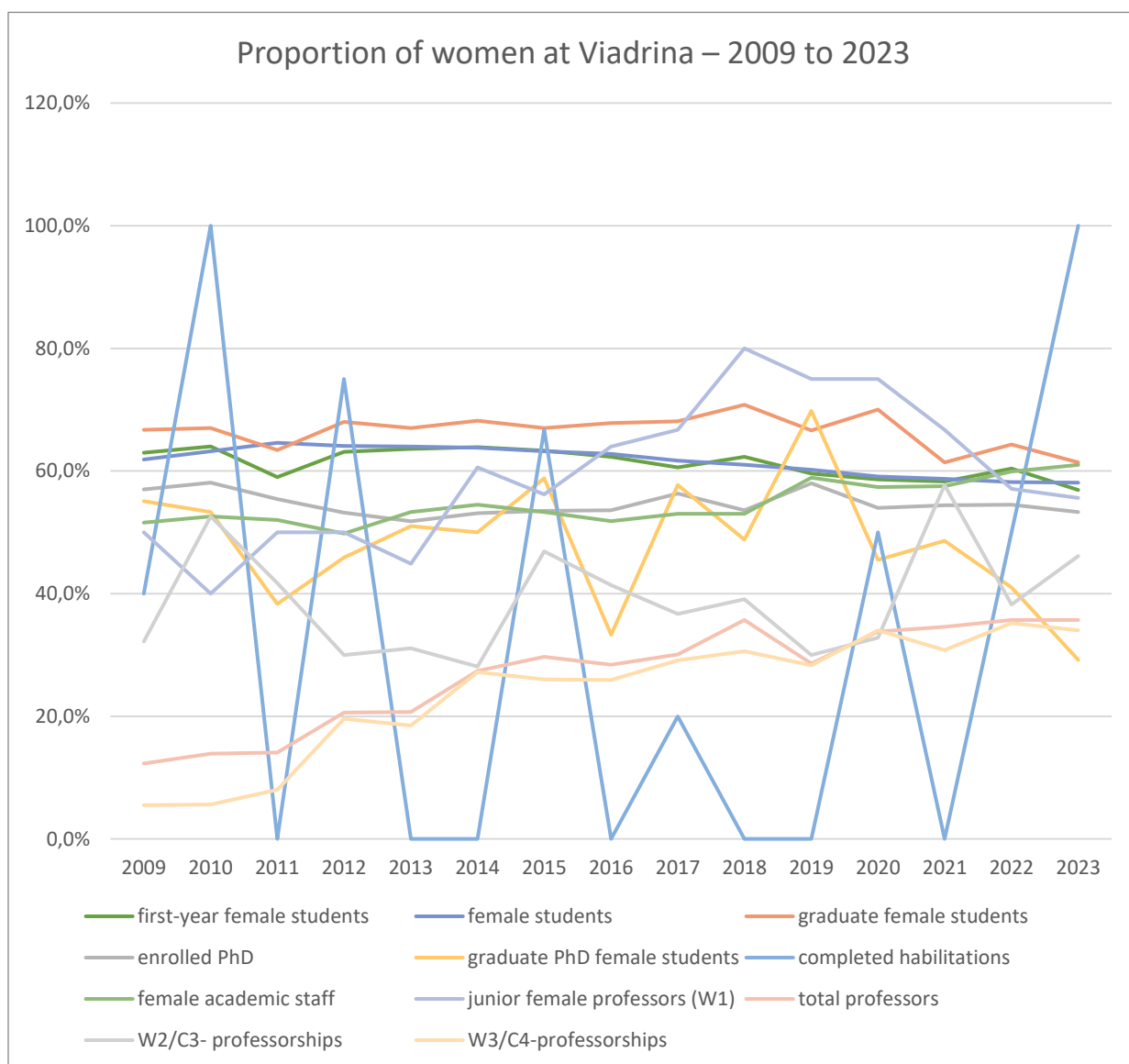
Career levels	Male	Female
Completed doctorates	50%	50%
Completed professorship qualifications	50%	50%
Junior professorships	50%	50%
Total professorships (W2/W3)	59.3	40.7%
Professorships (W3)	60.2	39.8
Management positions	50%	50%

8.2.2. Proportion of women in the qualification process by faculty 2023



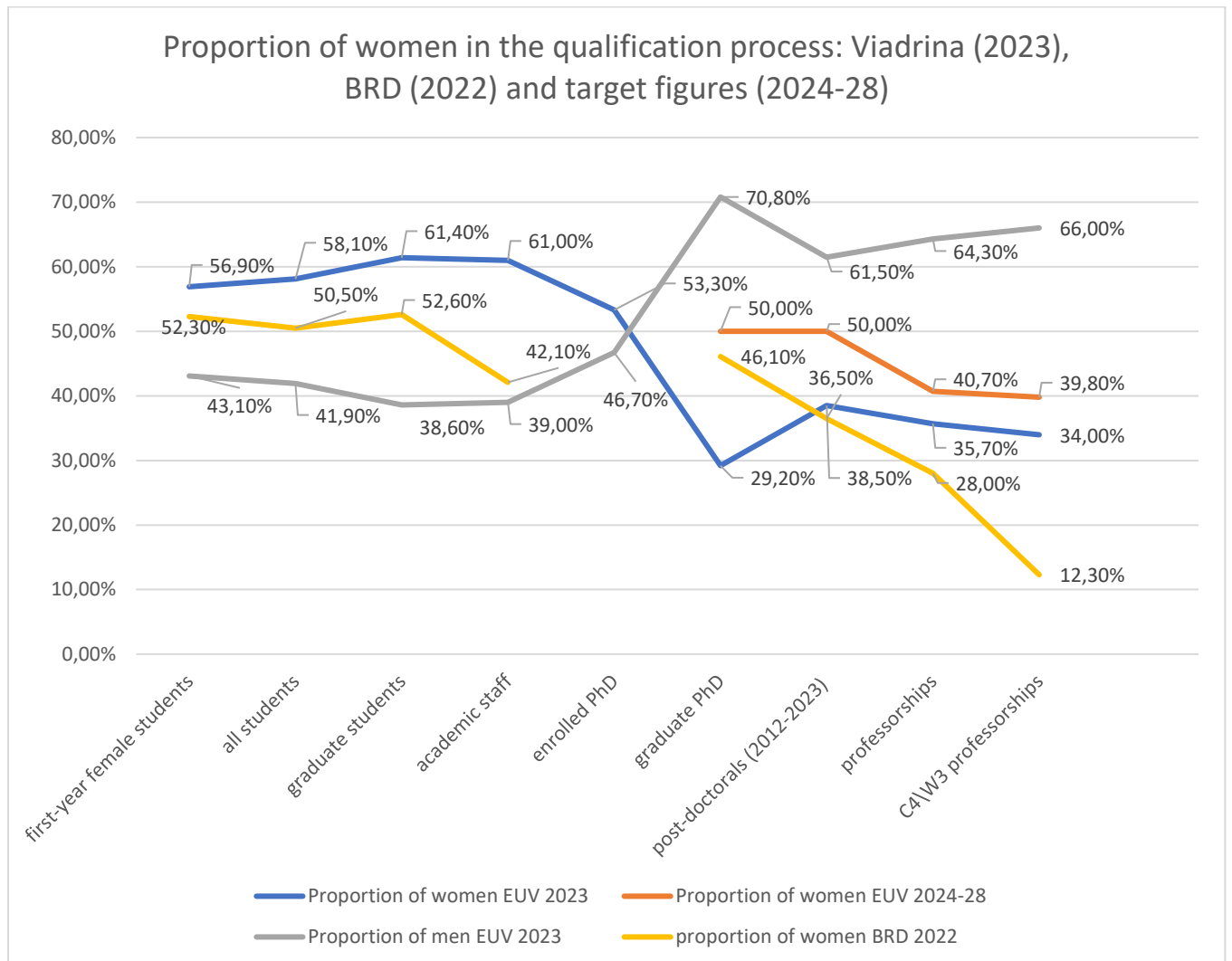
Due to the small number of cases at the individual faculties and the resulting annual fluctuations, professorships were not included here.

8.2.3. Development of the proportion of women at academic qualification levels from 2009-2023



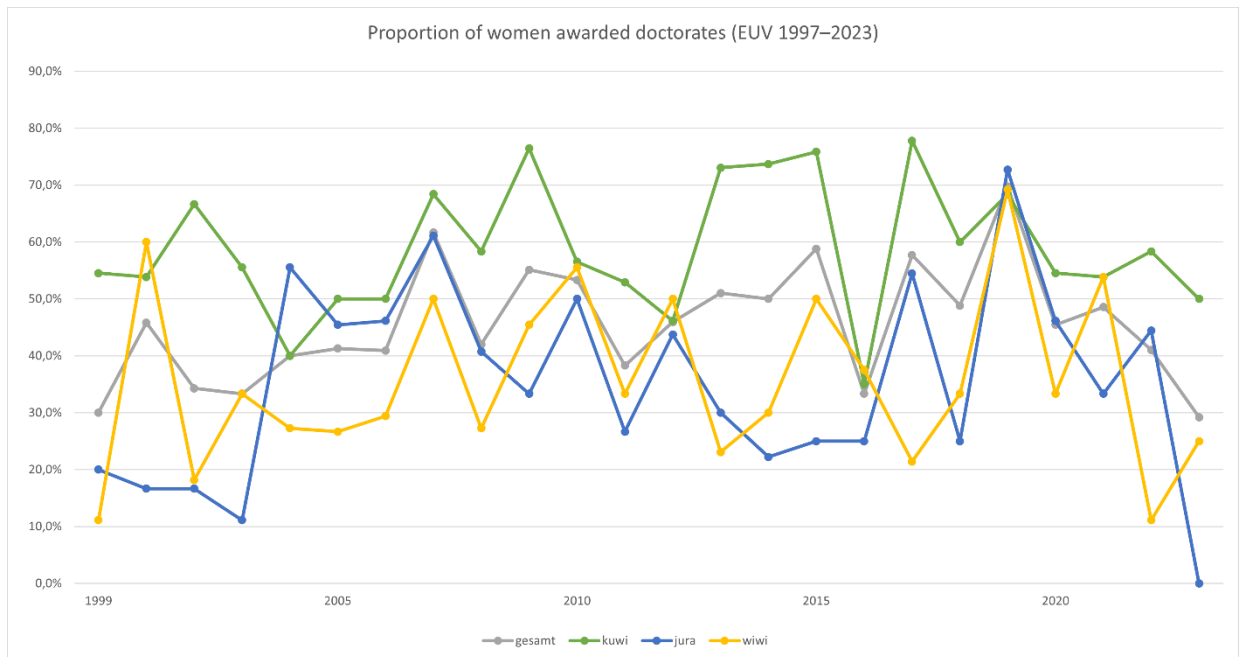
Due to the small number of cases at the individual faculties and the resulting annual fluctuations, professorships were not included here.

8.2.4. Proportion of women in the qualification process: Viadrina (2023), BRD (2022) and target figures (2024-28)

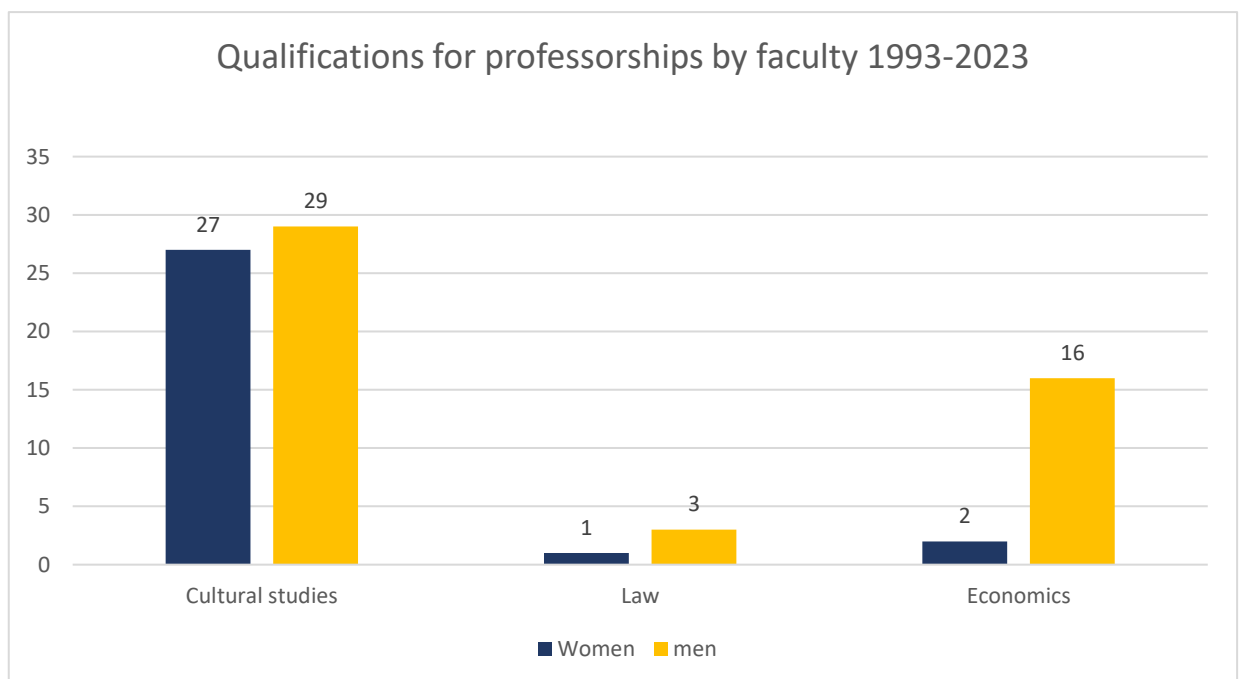


Figures for enrolled doctoral students in Germany not available.

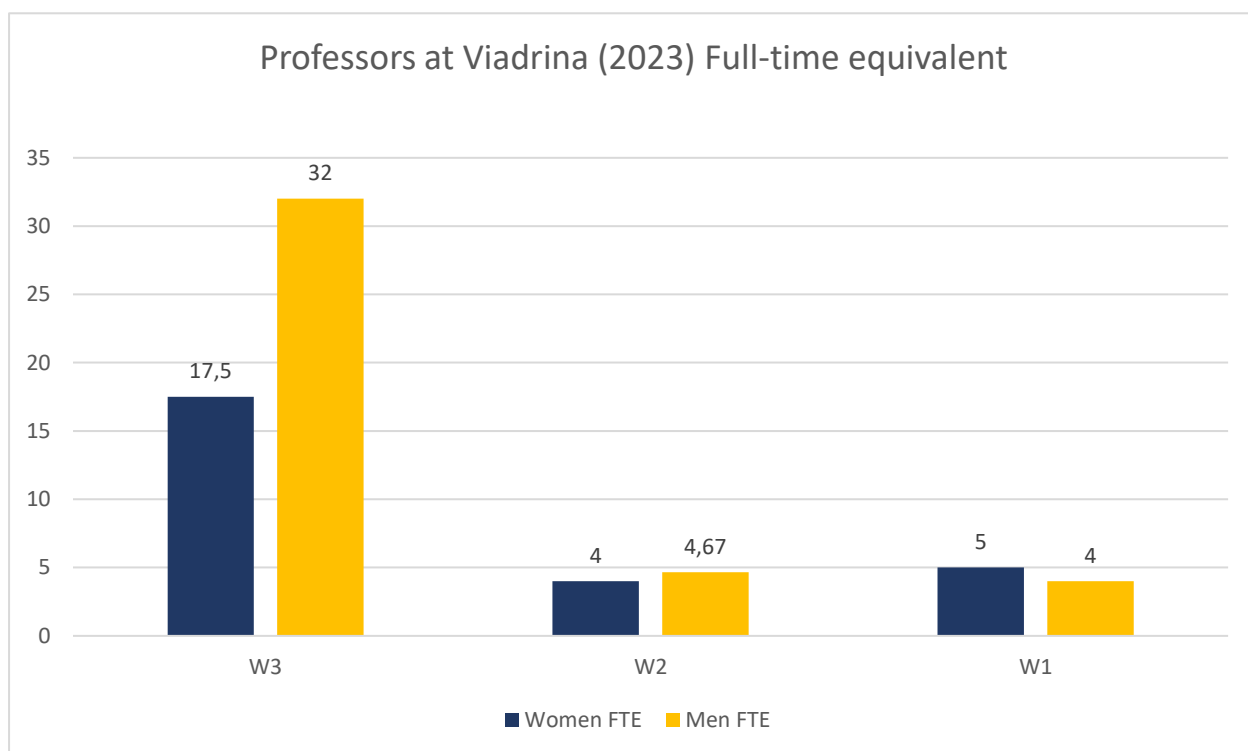
8.2.5. Development of the proportion of women completing doctorates by faculty 1997-2023



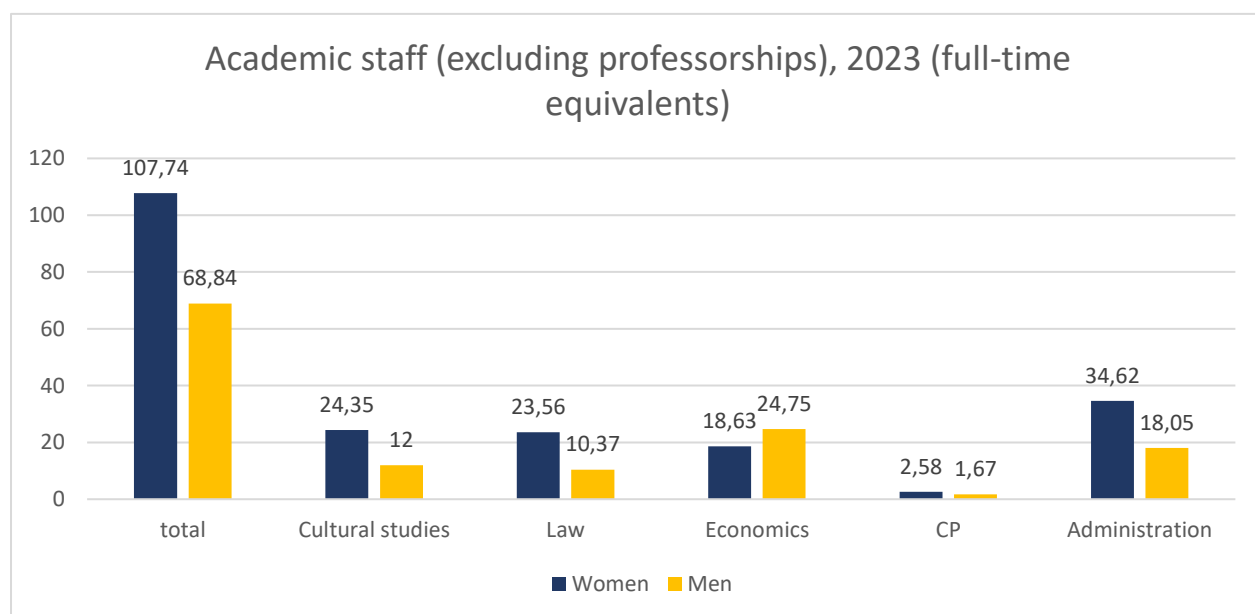
8.2.6. Proportion of women and men who qualified for a professorship by faculty 1993-2023



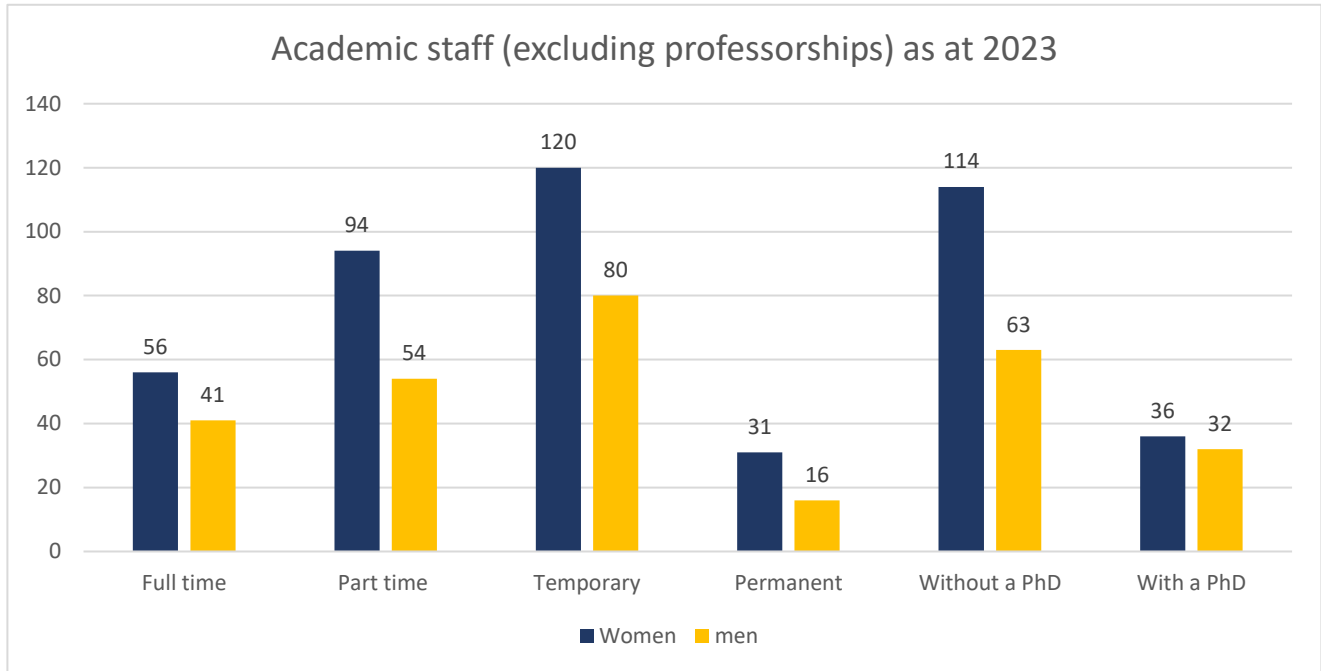
8.2.7. Proportion of women and men in professorships by rank 2023



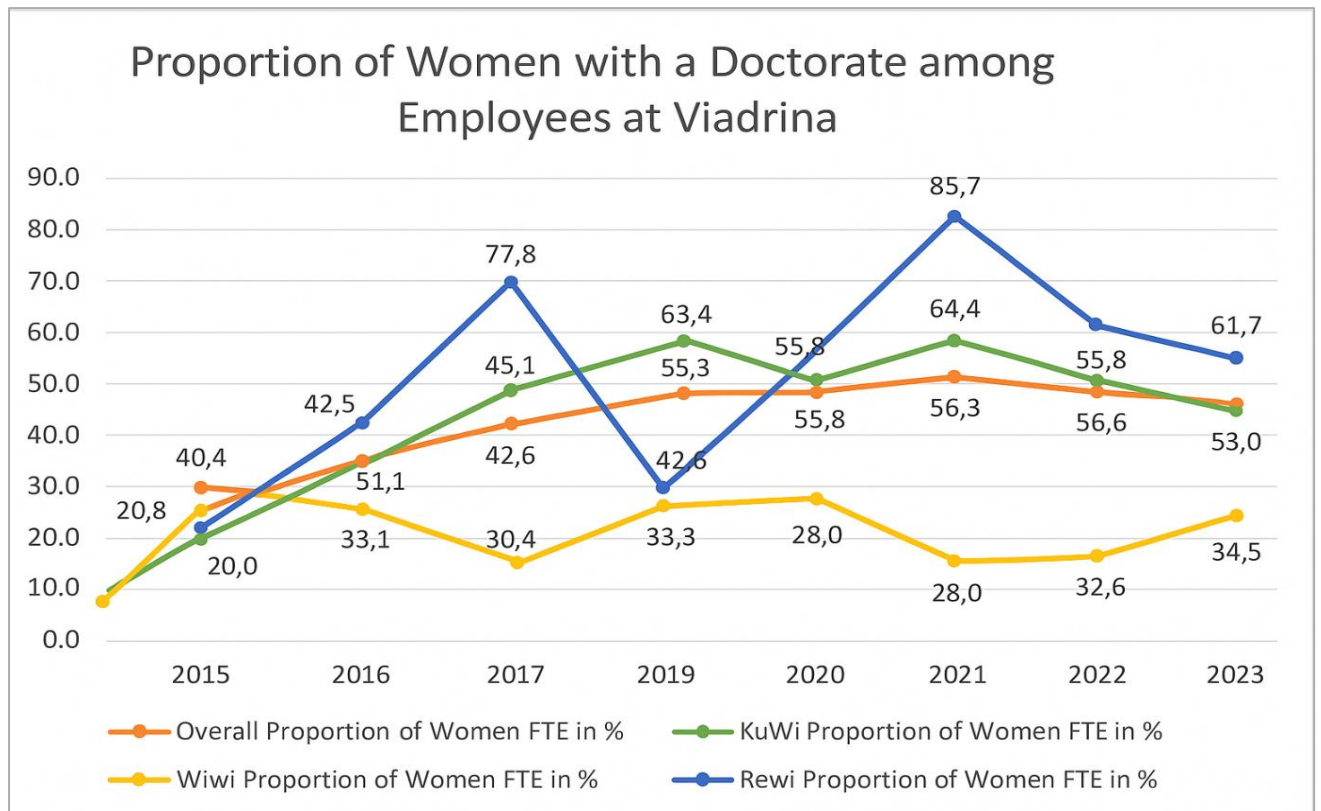
8.2.8. Proportion of women and men among academic staff excluding professorships 2023, by unit



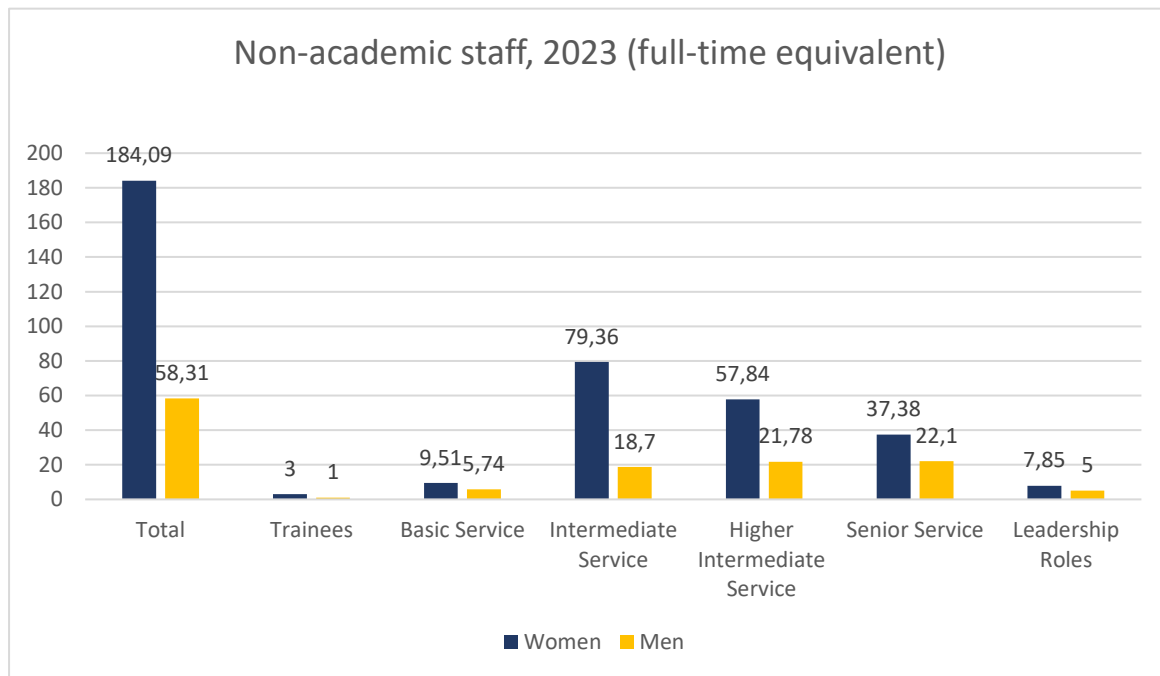
8.2.9. Proportion of women and men among academic staff excluding professorships in 2023, part-time, fixed-term contracts, qualifications



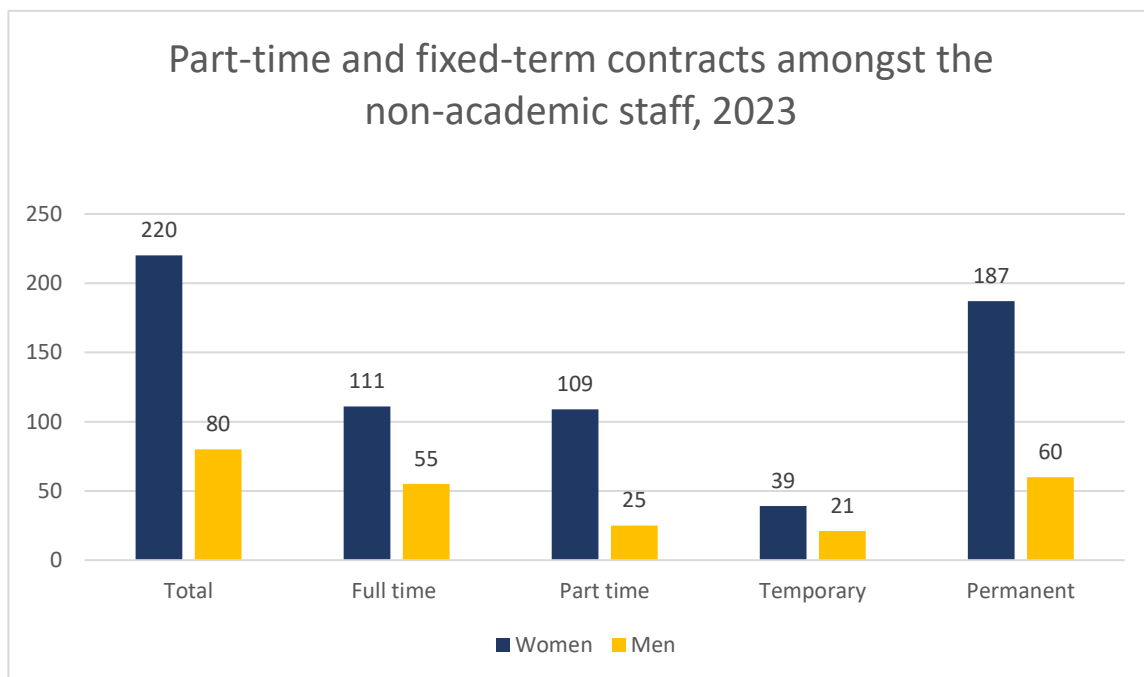
8.2.10. Development of the proportion of women among academic staff with doctorates



8.2.11. Proportion of women and men among non-academic staff in 2023 by position

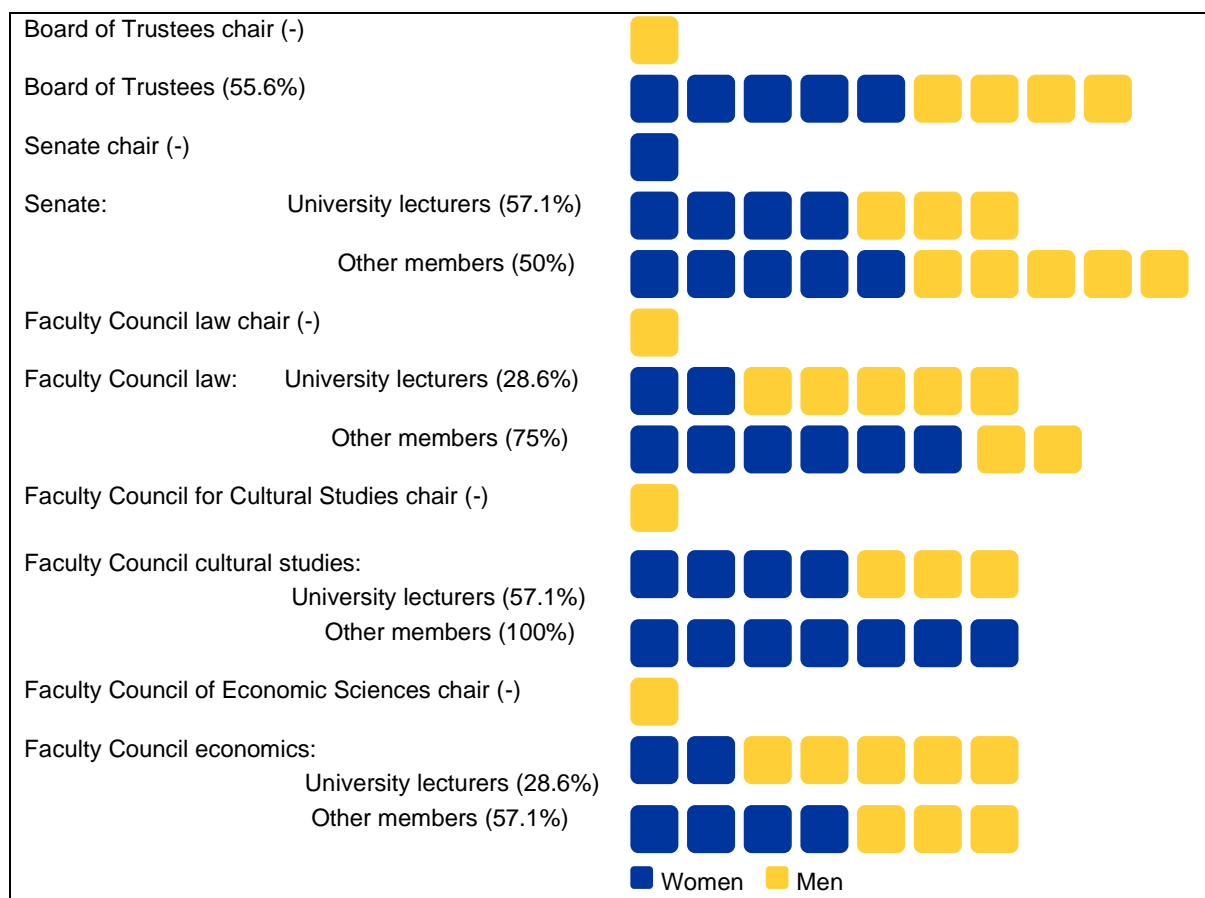


8.2.12. Proportion of women and men among non-academic staff in 2023, part-time and fixed-term contracts



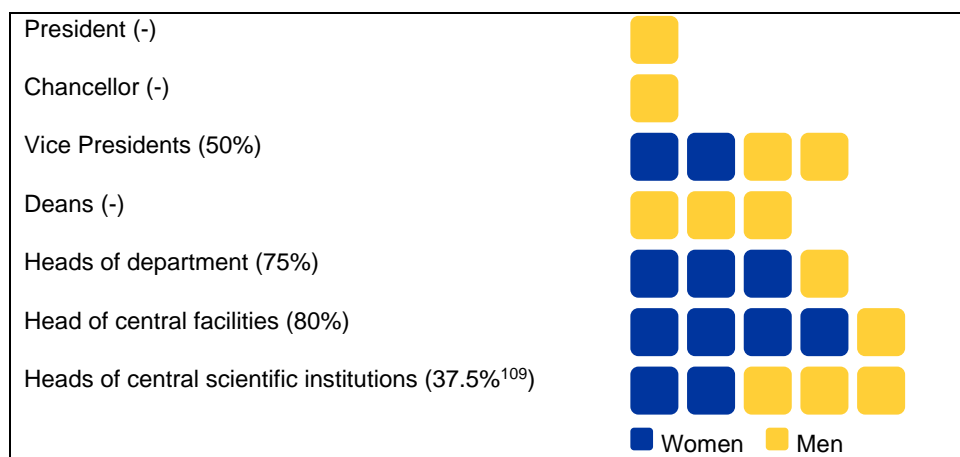
8.2.13. Percentage of women and men in foundation committees and academic self-administration

As of: Elections in June or Dec. 2023



8.2.14. Share of women and men in (academic) management positions

As of: 31/12/2023

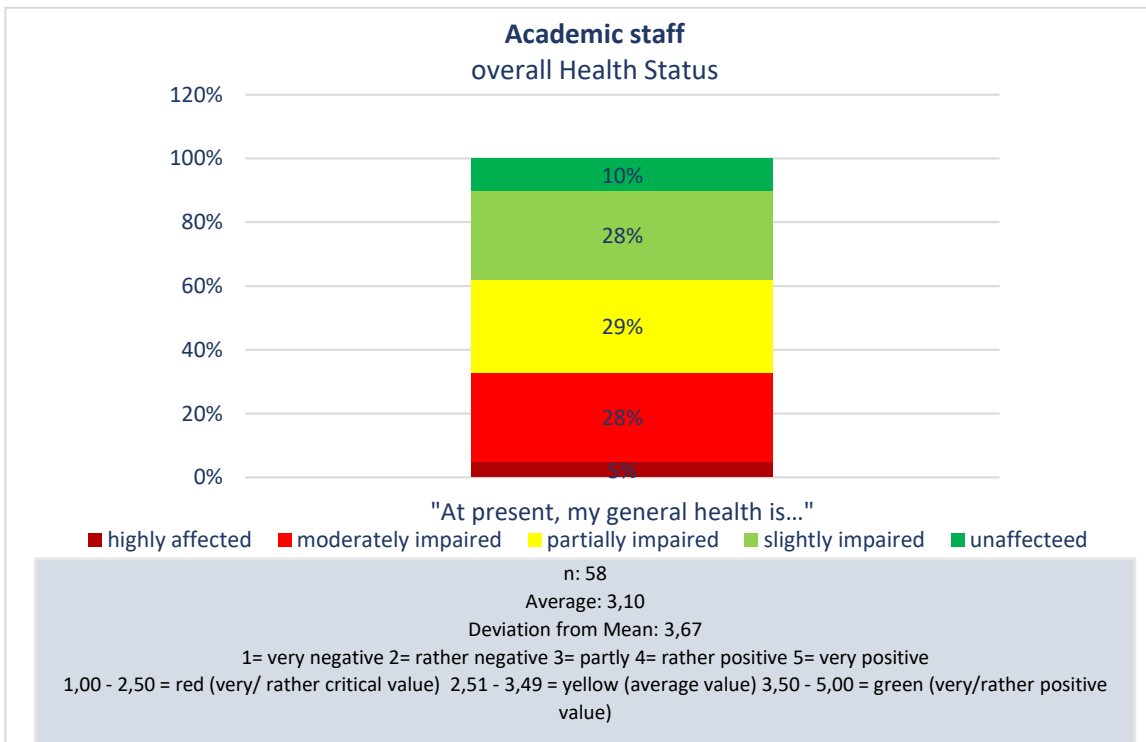
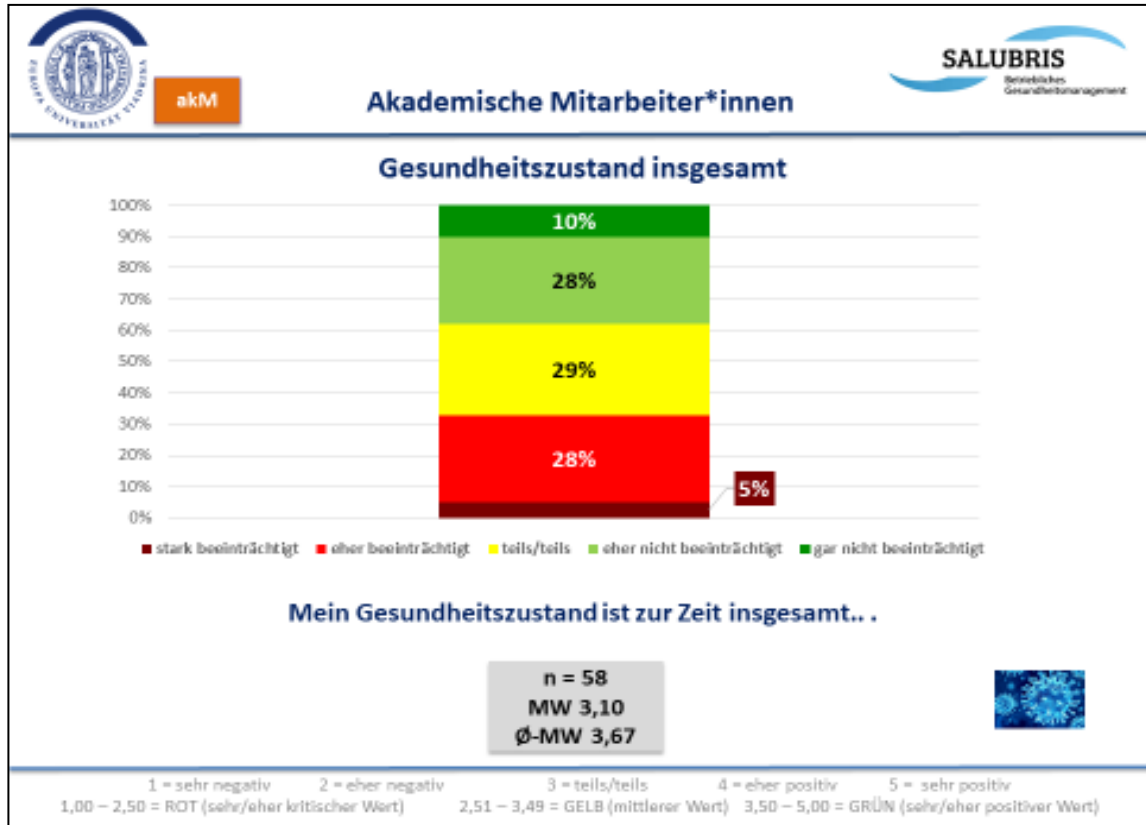


¹⁰⁹ A management position shared equally.

8.3. Figures for chap. 6: Health-promoting university

Excerpts from the presentation of results after the survey with the Bielefeld questionnaire on working conditions and health at universities (2021)

8.3.1. Physical health



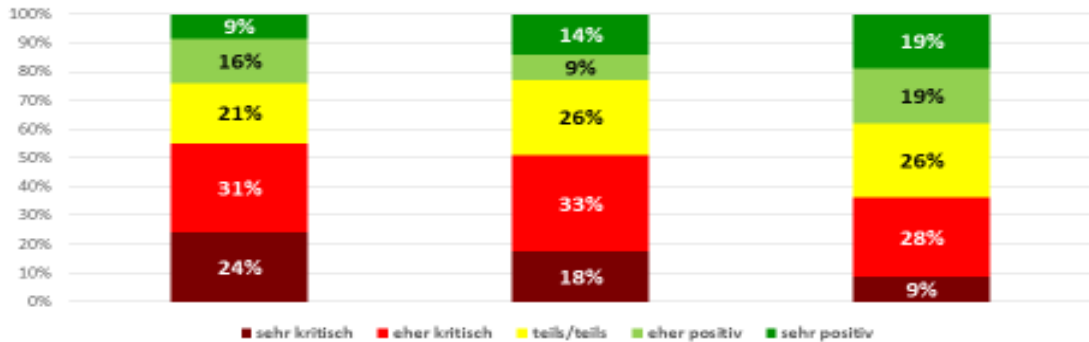


akM

Akademische Mitarbeiter*innen



Gesundheitliche Beschwerden



Ich hatte Beschwerden im Bereich von Nacken, Schultern, Armen.

n = 58
MW 2,53
ø-MW 3,33

Ich wurde schnell müde.

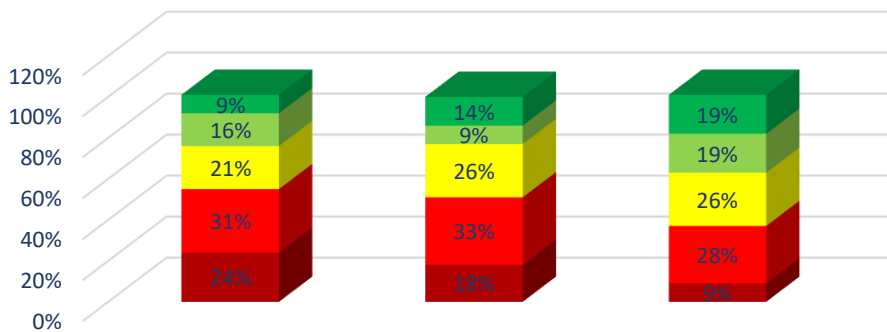
n = 57
MW 2,68
ø-MW 3,41

Seit dem Beginn der Corona-Pandemie habe ich häufiger Schlafprobleme.

n = 58
MW 3,12

1 = sehr negativ 2 = eher negativ 3 = teils/teils 4 = eher positiv 5 = sehr positiv
1,00 - 2,50 = ROT (sehr/eher kritischer Wert) 2,51 - 3,49 = GELB (mittlerer Wert) 3,50 - 5,00 = GRÜN (sehr/eher positiver Wert)

Academic staff Health Complaints



"I had discomfort in my neck, shoulders, and arms."

n: 58
Average: 2,53
Deviation from Mean: 3,33

"I became tired quickly."

n: 57
Average: 2,68
Deviation from Mean: 3,41

"Since the beginning of the COVID-19 pandemic, I have been experiencing sleep problems more frequently."

n: 58
Average: 3,12

very critical moderately critical neutral mostly positive very positive

1= very negative 2= rather negative 3= partly 4= rather positive 5= very positive
1,00 - 2,50 = red (very/ rather critical value) 2,51 - 3,49 = yellow (average value) 3,50 - 5,00 = green (very/rather positive value)

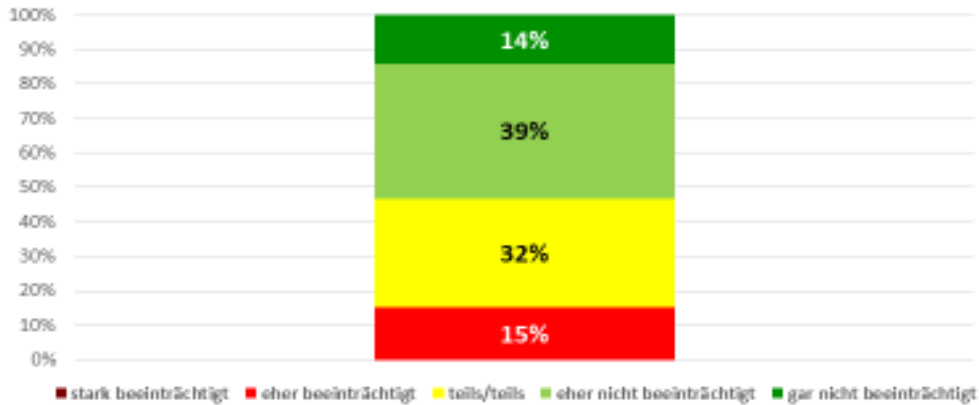


MA

Nichtakademische Mitarbeiter*innen



Gesundheitszustand insgesamt

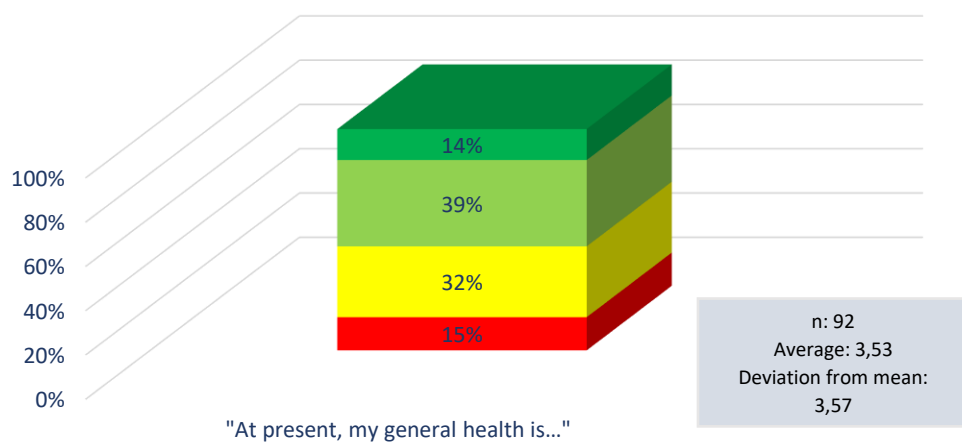


Mein Gesundheitszustand ist zur Zeit insgesamt.. .

n = 92
 MW 3,52
 Ø-MW 3,57

1 = sehr negativ 2 = eher negativ 3 = teils/teils 4 = eher positiv 5 = sehr positiv
 1,00 – 2,50 = ROT (sehr/eher kritischer Wert) 2,51 – 3,49 = GELB (mittlerer Wert) 3,50 – 5,00 = GRÜN (sehr/eher positiver Wert)

Non-academic staff overall Health status



n: 92
 Average: 3,53
 Deviation from mean:
 3,57

1= highly affected 2= moderately impaired 3= partially impaired 4= slightly impaired 5= unaffected
 1= very negative 2= rather negative 3= partly 4= rather positive 5= very positive
 1,00 - 2,50 = red (very/ rather critical value) 2,51 - 3,49 = yellow (average value) 3,50 - 5,00 = green (very/ rather positive value)

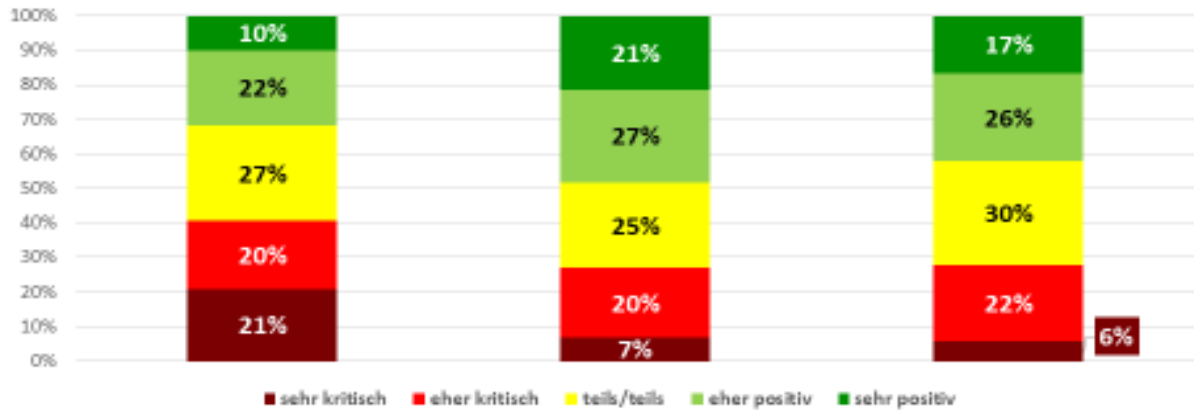


MA

Nichtakademische Mitarbeiter*innen



Gesundheitliche Beschwerden



Ich hatte Beschwerden im Bereich von Nacken, Schultern, Armen.

n = 91
MW 2,80
Ø-MW 2,98

Ich hatte Beschwerden im Bereich der Lendenwirbelsäule oder der Beine.

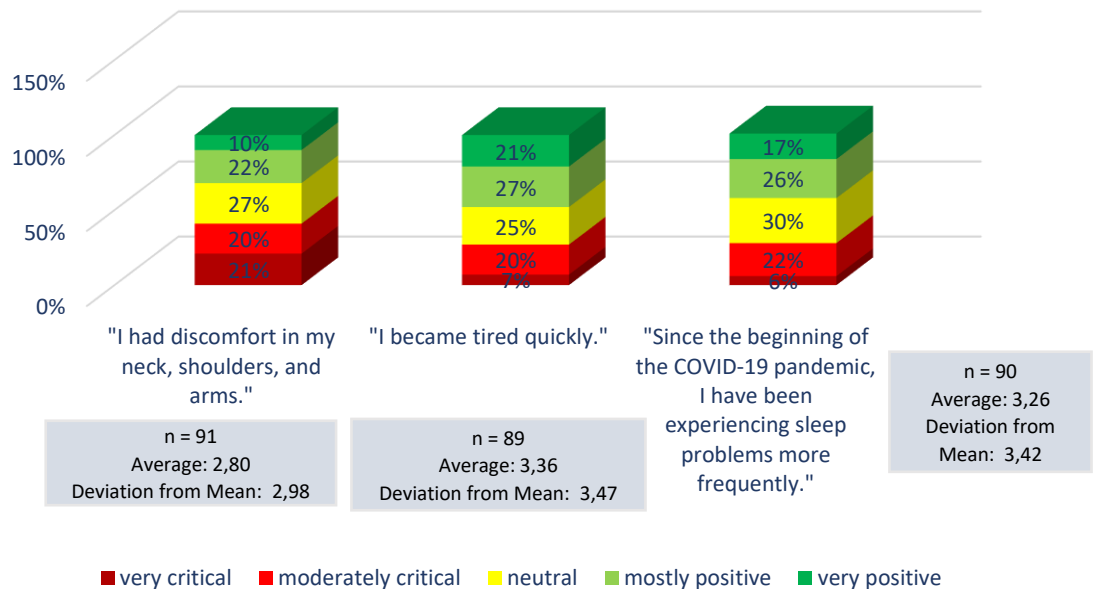
n = 89
MW 3,36
Ø-MW 3,47

Ich wurde schnell müde.

n = 90
MW 3,26
Ø-MW 3,42

1 = sehr negativ 2 = eher negativ 3 = teils/teils 4 = eher positiv 5 = sehr positiv
1,00 - 2,50 = ROT (sehr/eher kritischer Wert) 2,51 - 3,49 = GELB (mittlerer Wert) 3,50 - 5,00 = GRÜN (sehr/eher positiver Wert)

Non-academic staff Health Complaints



"I had discomfort in my neck, shoulders, and arms."

n = 91
Average: 2,80
Deviation from Mean: 2,98

"I became tired quickly."

n = 89
Average: 3,36
Deviation from Mean: 3,47

"Since the beginning of the COVID-19 pandemic, I have been experiencing sleep problems more frequently."

n = 90
Average: 3,26
Deviation from Mean: 3,42

1 = very negative 2 = rather negative 3 = partly 4 = rather positive 5 = very positive
1,00 - 2,50 = red (very/ rather critical value) 2,51 - 3,49 = yellow (average value) 3,50 - 5,00 = green (very/rather positive value)

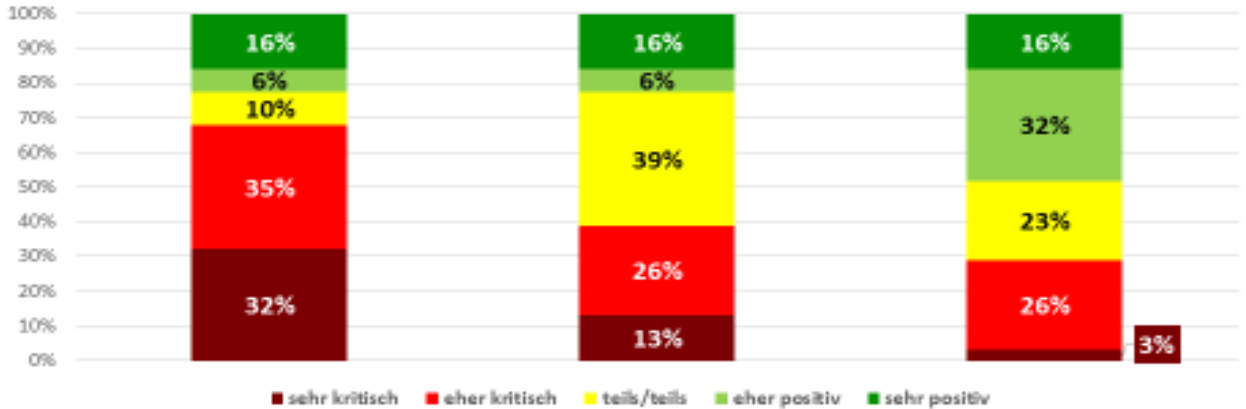


nw P



Mitarbeiter*innen der Dezernate I - IV

Gesundheitliche Beschwerden



Ich hatte Beschwerden im Bereich von Nacken, Schultern, Armen.

n = 31
MW 2,39
Ø-MW 3,02

Ich hatte Beschwerden im Bereich der Lendenwirbelsäule oder der Beine.

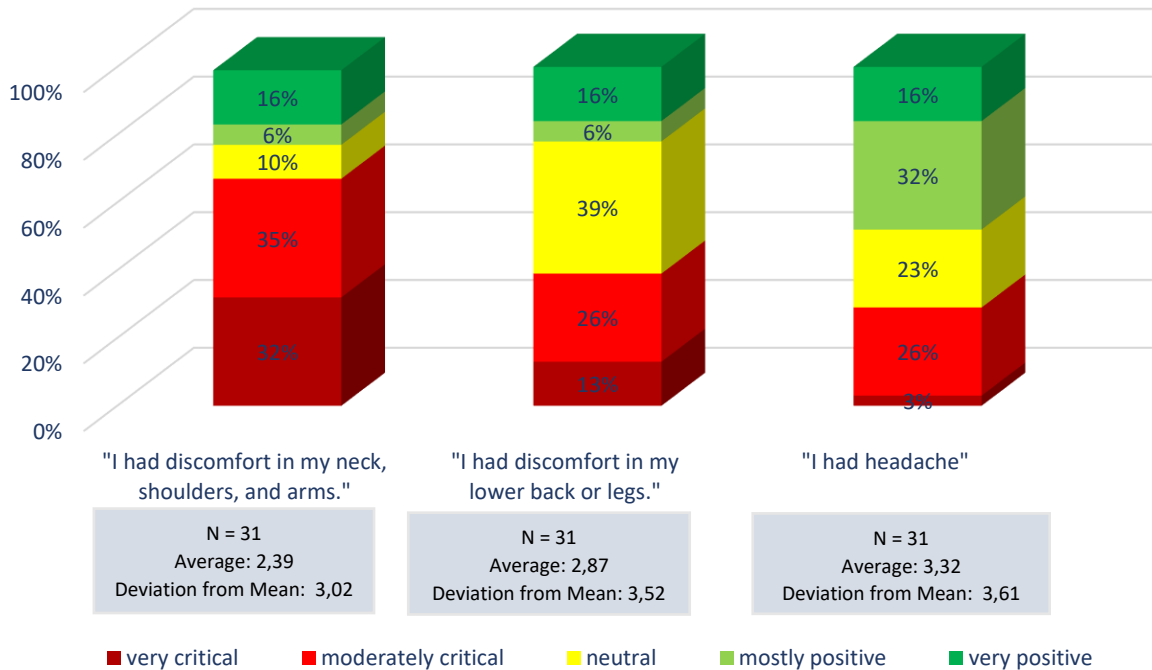
n = 31
MW 2,87
Ø-MW 3,52

Ich hatte Kopfschmerzen.

n = 31
MW 3,32
Ø-MW 3,61

1 = sehr negativ 2 = eher negativ 3 = teils/teils 4 = eher positiv 5 = sehr positiv
1,00 – 2,50 = ROT (sehr/eher kritischer Wert) 2,51 – 3,49 = GELB (mittlerer Wert) 3,50 – 5,00 = GRÜN (sehr/eher positiver Wert)

Staff of Departments I-IV Health Complaints



"I had discomfort in my neck, shoulders, and arms."

N = 31
Average: 2,39
Deviation from Mean: 3,02

"I had discomfort in my lower back or legs."

N = 31
Average: 2,87
Deviation from Mean: 3,52

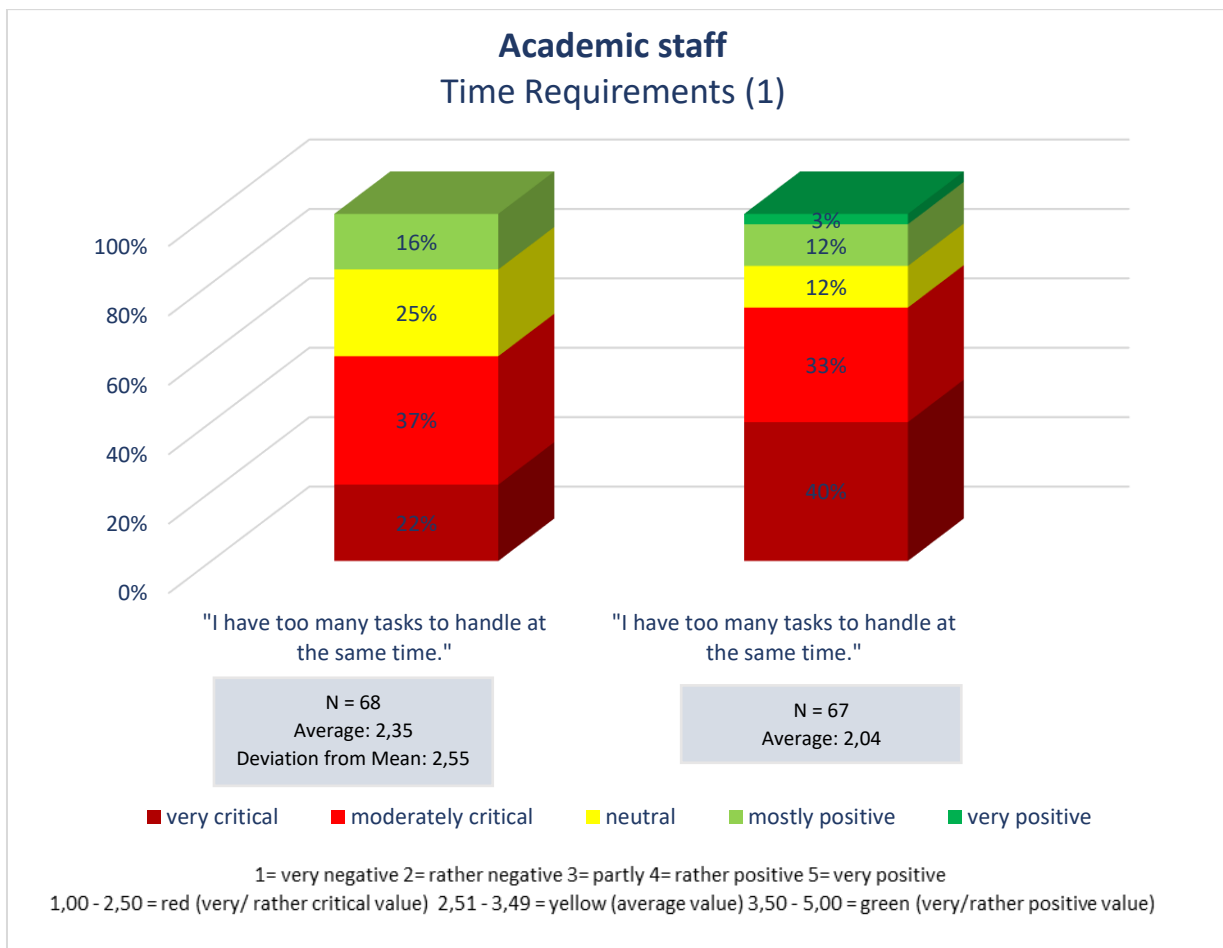
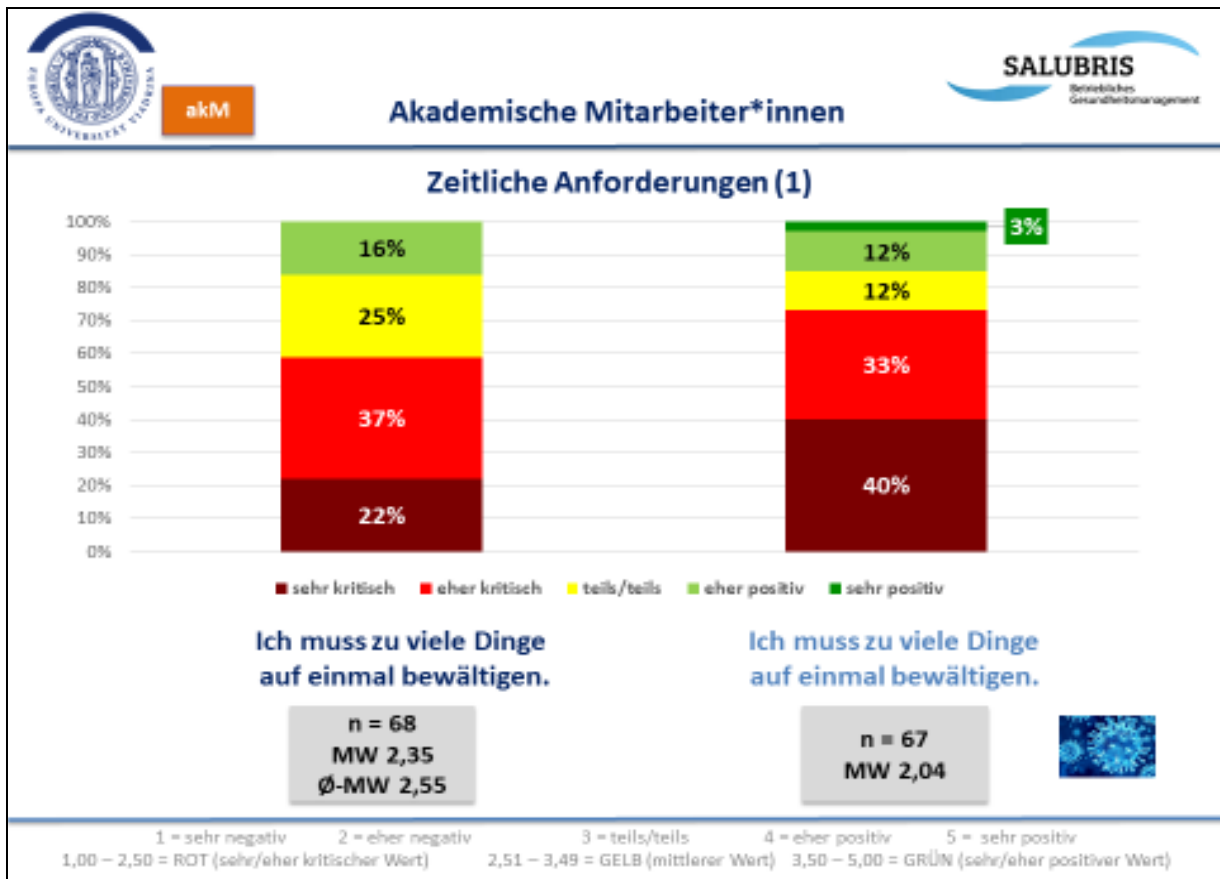
"I had headache"

N = 31
Average: 3,32
Deviation from Mean: 3,61

■ very critical ■ moderately critical ■ neutral ■ mostly positive ■ very positive

1= very negative 2= rather negative 3= partly 4= rather positive 5= very positive
1,00 - 2,50 = red (very/ rather critical value) 2,51 - 3,49 = yellow (average value) 3,50 - 5,00 = green (very/rather positive value)

8.3.2. Mental health



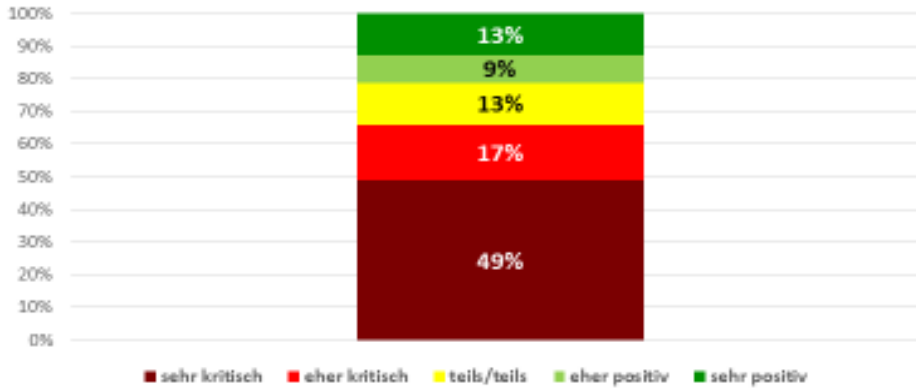


akM

Akademische Mitarbeiter*innen



Belastungen durch Befristung



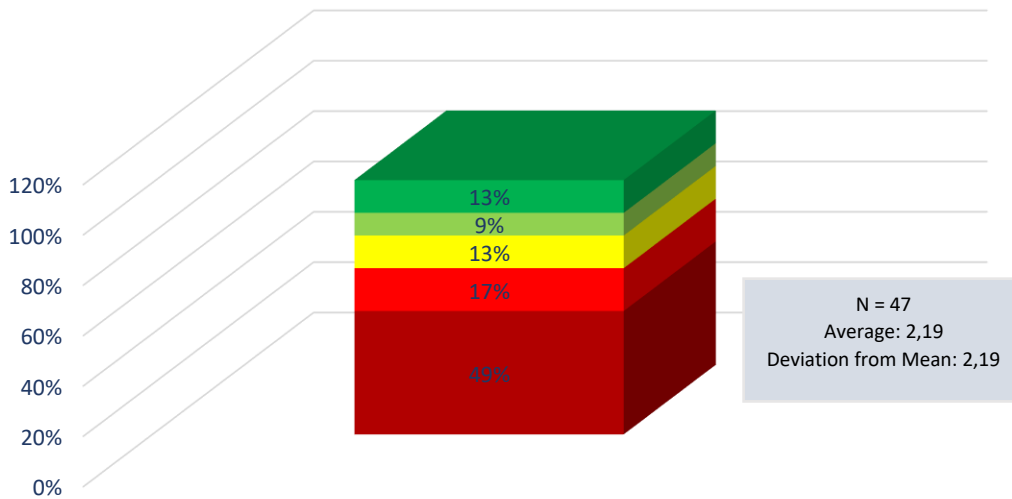
Die Tatsache, dass mein Arbeitsvertrag befristet ist, stellt für mich eine Belastung dar.

n = 47
MW 2,19
Ø-MW 2,19

1 = sehr negativ 2 = eher negativ 3 = teils/teils 4 = eher positiv 5 = sehr positiv
1,00 – 2,50 = ROT (sehr/eher kritischer Wert) 2,51 – 3,49 = GELB (mittlerer Wert) 3,50 – 5,00 = GRÜN (sehr/eher positiver Wert)

Academic staff

Stress due to temporary contracts



N = 47
Average: 2,19
Deviation from Mean: 2,19

"The fact that my employment contract is fixed-term represents a burden for me."

■ very critical ■ moderately critical ■ neutral ■ mostly positive ■ very positive

1= very negative 2= rather negative 3= partly 4= rather positive 5= very positive
1,00 - 2,50 = red (very/ rather critical value) 2,51 - 3,49 = yellow (average value) 3,50 - 5,00 = green (very/rather positive value)

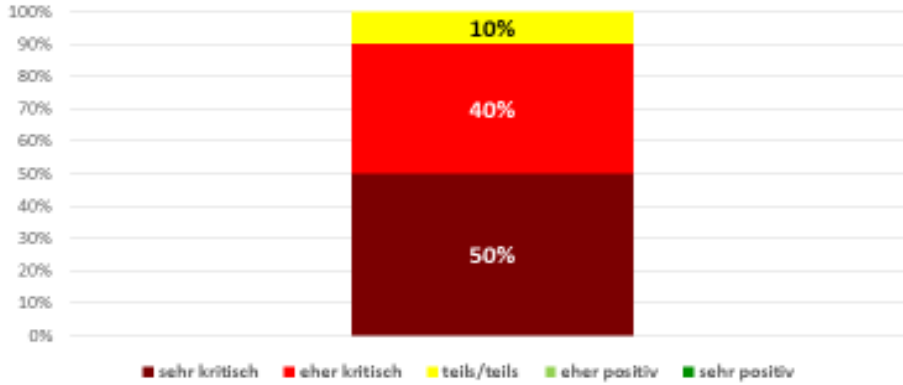


akM

Akademische Mitarbeiter*innen



Belastungen durch Wettbewerbssituationen

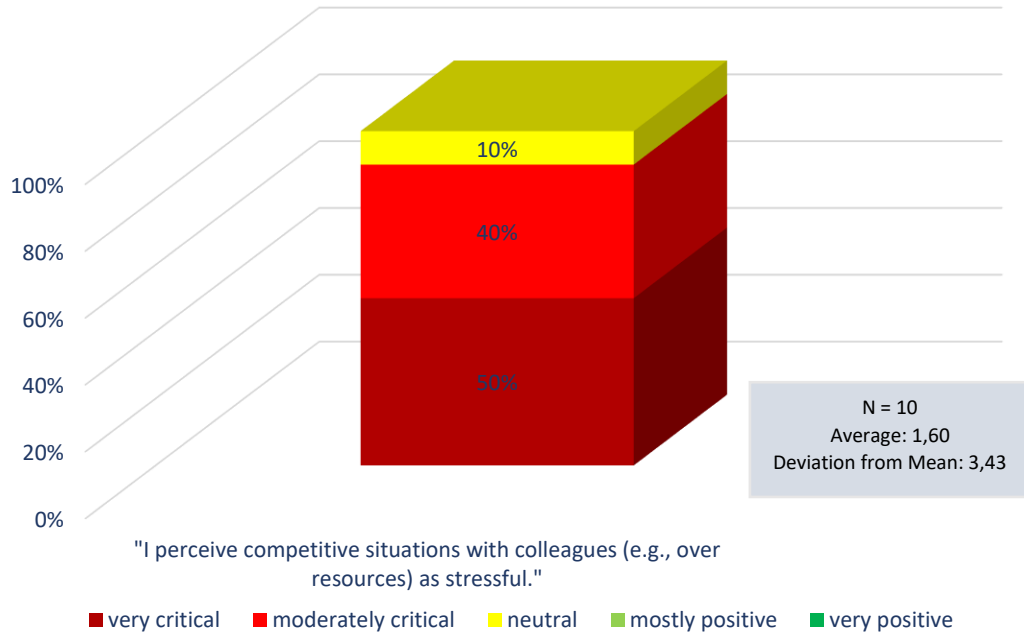


Wettbewerbssituationen mit Kolleg*innen (z. B. um Ressourcen) empfinde ich als belastend.

n = 10
MW 1,60
ø-MW 3,43

1 = sehr negativ 2 = eher negativ 3 = teils/teils 4 = eher positiv 5 = sehr positiv
 1,00 – 2,50 = ROT (sehr/eher kritischer Wert) 2,51 – 3,49 = GELB (mittlerer Wert) 3,50 – 5,00 = GRÜN (sehr/eher positiver Wert)

Academic staff Stress from Competitive Situations



N = 10
Average: 1,60
Deviation from Mean: 3,43

"I perceive competitive situations with colleagues (e.g., over resources) as stressful."

■ very critical ■ moderately critical ■ neutral ■ mostly positive ■ very positive

1= very negative 2= rather negative 3= partly 4= rather positive 5= very positive
 1,00 - 2,50 = red (very/ rather critical value) 2,51 - 3,49 = yellow (average value) 3,50 - 5,00 = green (very/rather positive value)

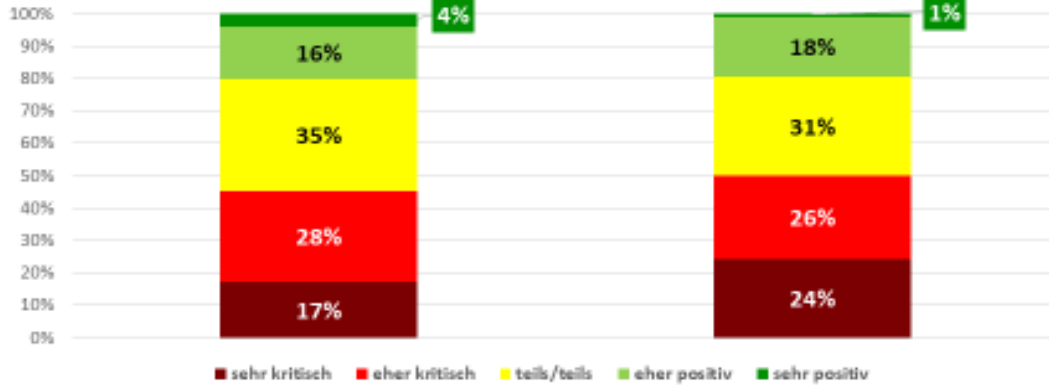


MA

Nichtakademische Mitarbeiter*innen



Zeitliche Anforderungen



Ich muss zu viele Dinge auf einmal bewältigen.

n = 104
MW 2,62
Ø-MW 2,75

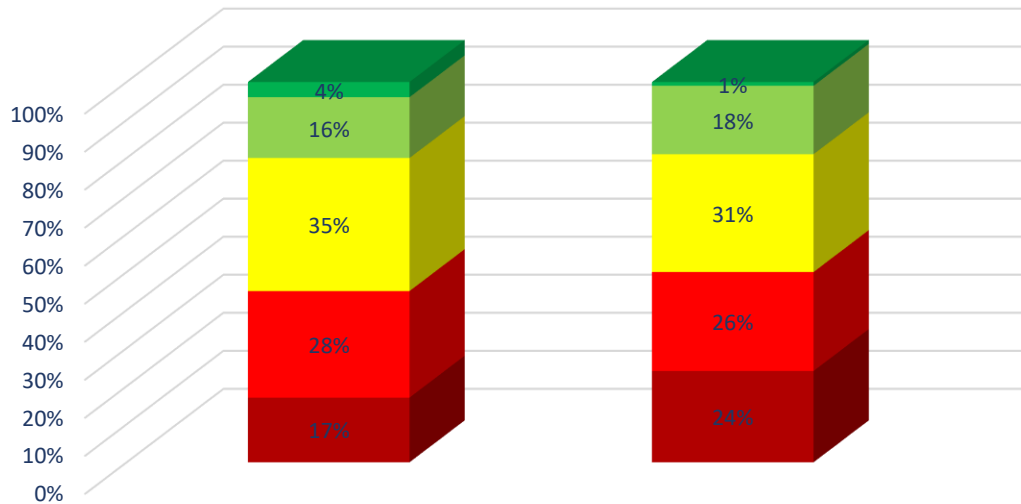
Ich muss zu viele Dinge auf einmal bewältigen.

n = 98
MW 2,46



1 = sehr negativ 2 = eher negativ 3 = teils/teils 4 = eher positiv 5 = sehr positiv
 1,00 - 2,50 = ROT (sehr/eher kritischer Wert) 2,51 - 3,49 = GELB (mittlerer Wert) 3,50 - 5,00 = GRÜN (sehr/eher positiver Wert)

Non-academic staff Time Requirements



"I have too many tasks to handle at"

N = 103
Average: 2,62
Deviation from Mean: 2,75

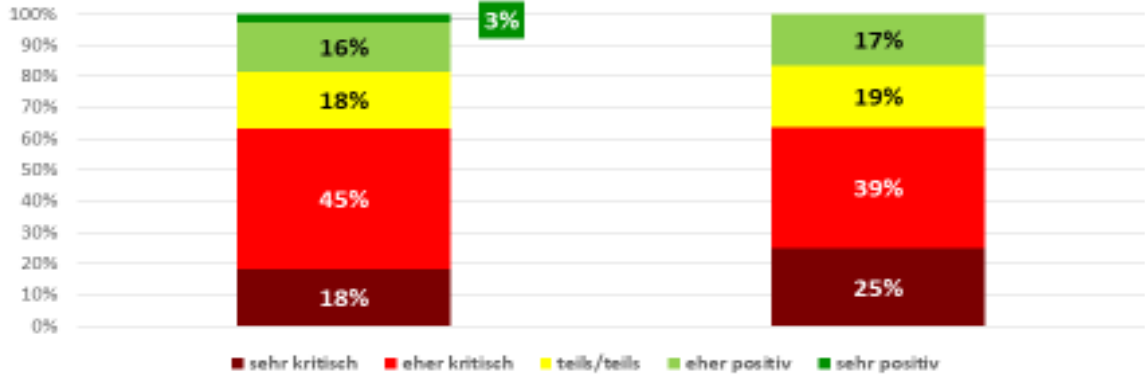
"I have too many tasks to handle at the same time."

N = 98
Average: 2,46

very critical moderately critical neutral mostly positive very positive

1= very negative 2= rather negative 3= partly 4= rather positive 5= very positive
 1,00 - 2,50 = red (very/ rather critical value) 2,51 - 3,49 = yellow (average value) 3,50 - 5,00 = green (very/rather positive value)

Anpassung von Aufgaben bei Belastung



Bei hoher Arbeitsbelastung werden meine Aufgaben angepasst
(z.B. durch Umverteilung, Abstriche in Qualität oder Priorisierung).

n = 38
MW 2,39
Ø-MW 2,63

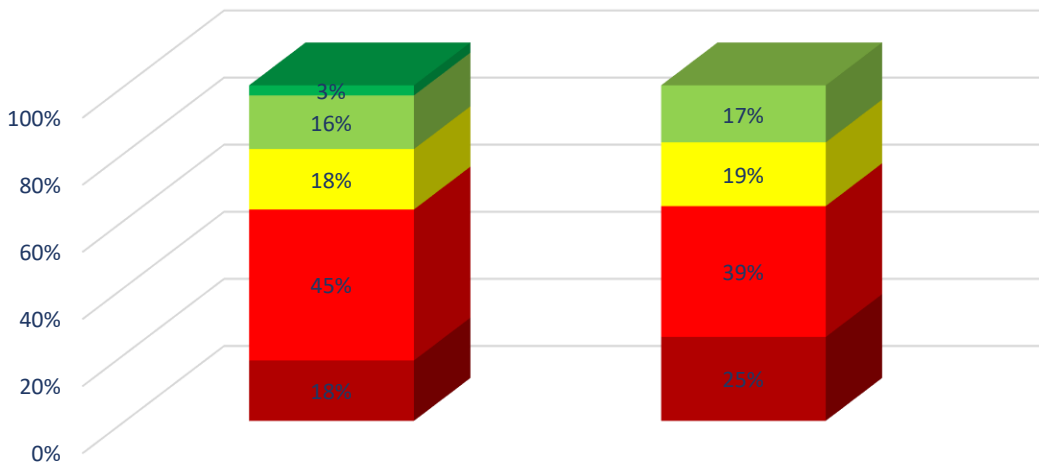
Bei hoher Arbeitsbelastung werden meine Aufgaben angepasst
(z.B. durch Umverteilung, Abstriche in Qualität oder Priorisierung).

n = 36
MW 2,28



1 = sehr negativ 2 = eher negativ 3 = teils/teils 4 = eher positiv 5 = sehr positiv
1,00 – 2,50 = ROT (sehr/eher kritischer Wert) 2,51 – 3,49 = GELB (mittlerer Wert) 3,50 – 5,00 = GRÜN (sehr/eher positiver Wert)

Staff of Departments I-IV Adjustment of Tasks under Stress



"My tasks are adapted when I have a high workload (for example, through redistribution, reductions in quality, or prioritization)."

n = 38
Average: 2,39
Deviation from Mean: 2,63

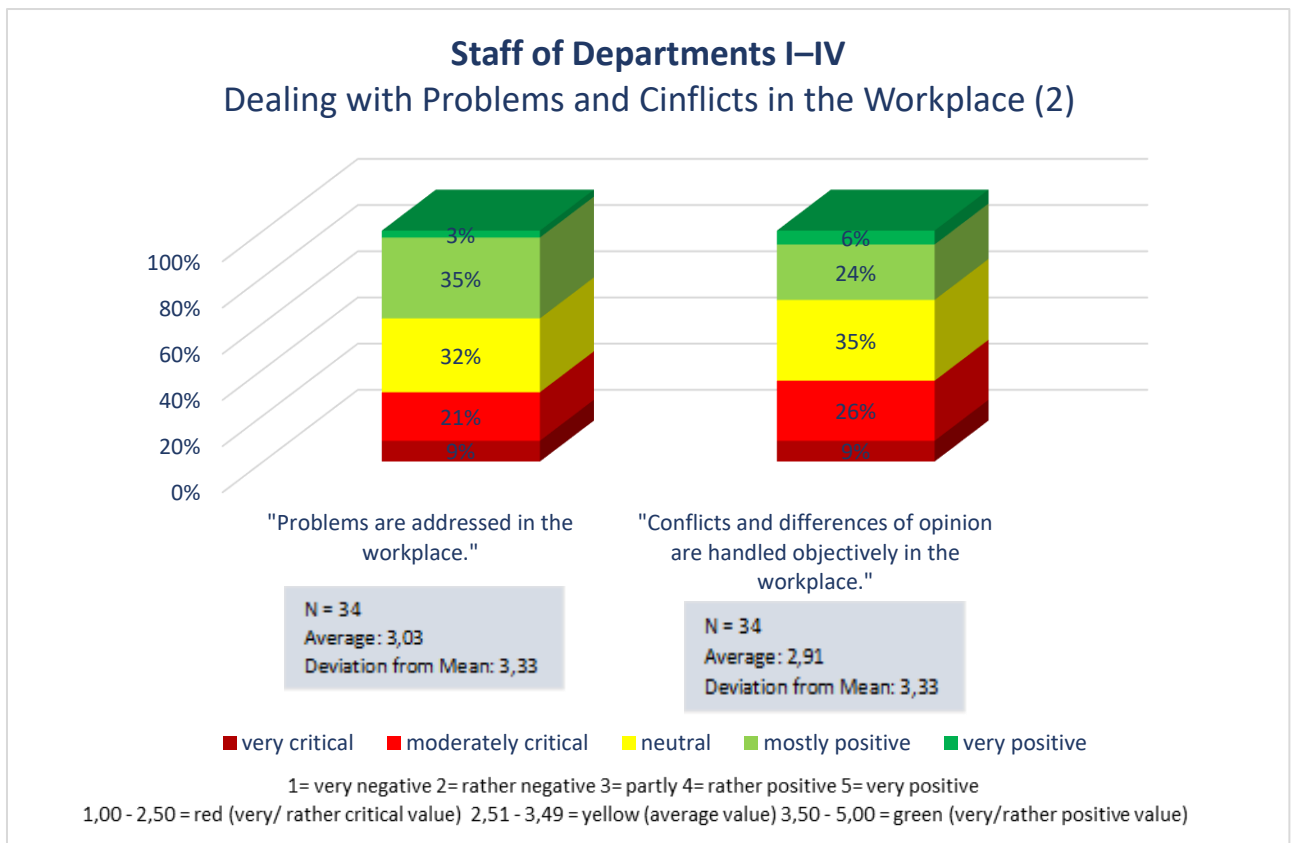
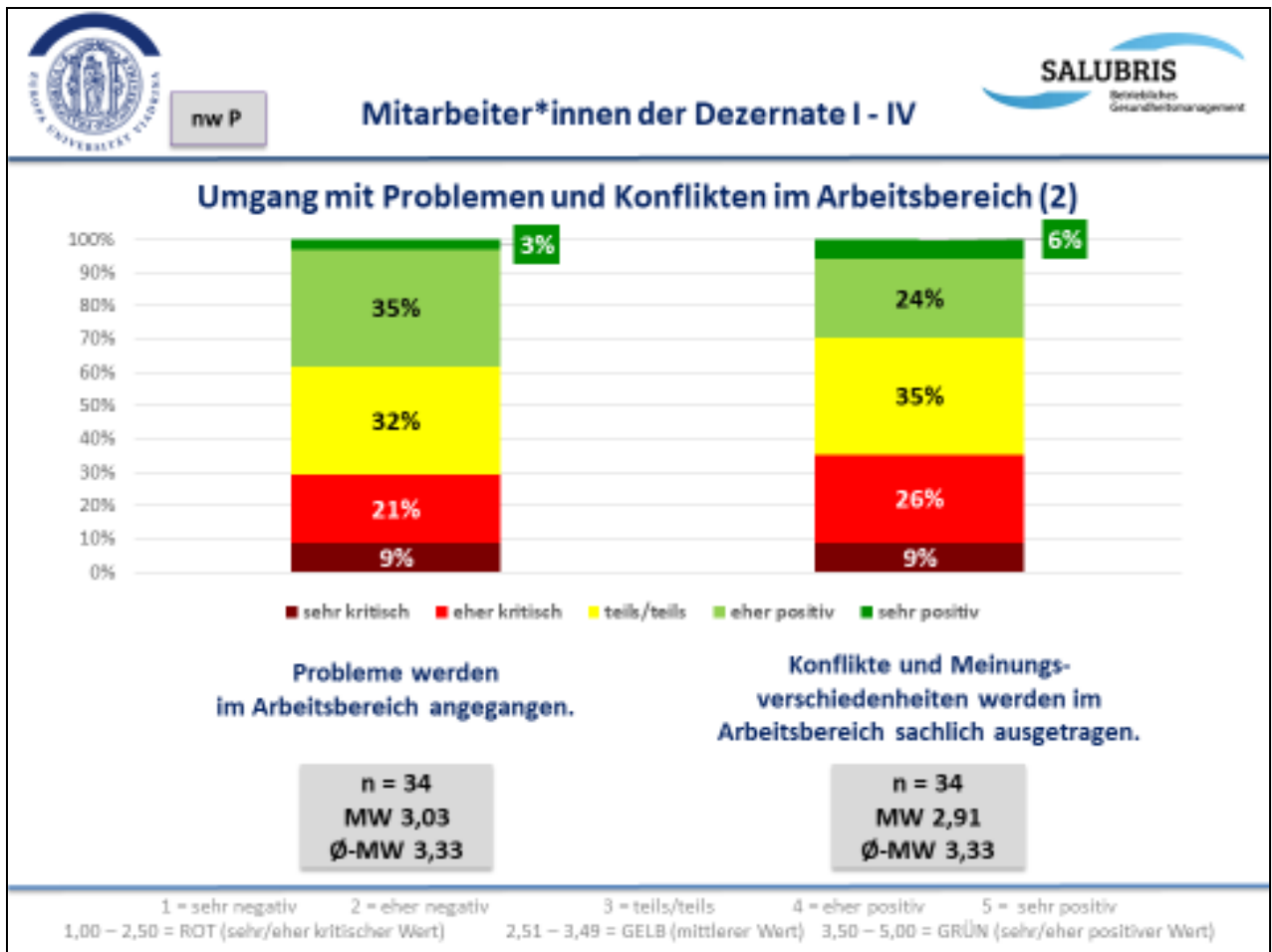
"My tasks are adapted when I have a high workload (for example, through redistribution, reductions in quality, or prioritization)."

n = 36
Average: 2,28

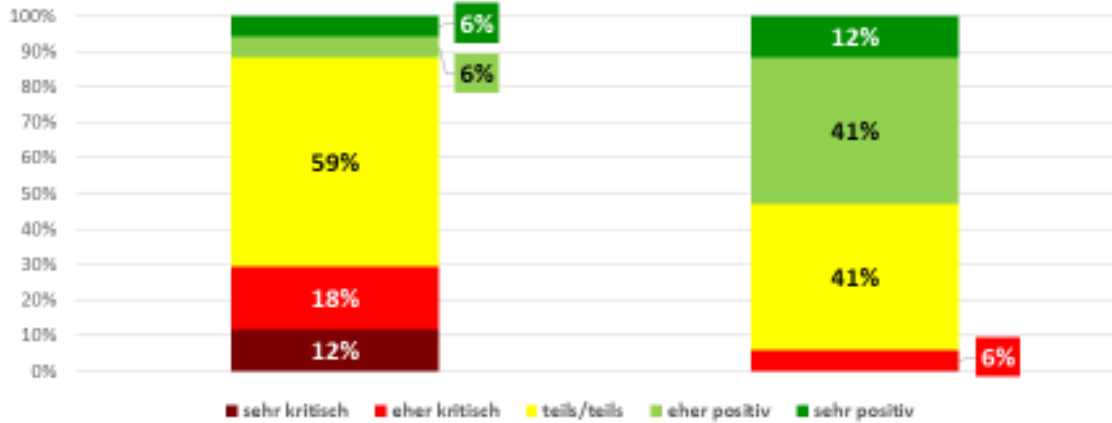
■ very critical ■ moderately critical ■ neutral ■ mostly positive ■ very positive

1= very negative 2= rather negative 3= partly 4= rather positive 5= very positive
1,00 - 2,50 = red (very/ rather critical value) 2,51 - 3,49 = yellow (average value) 3,50 - 5,00 = green (very/rather positive value)

8.3.3. Social health



Kollegiale Zusammenarbeit / Konflikte



Zwischen den Kolleg*innen gibt es Spannungen und Konflikte.

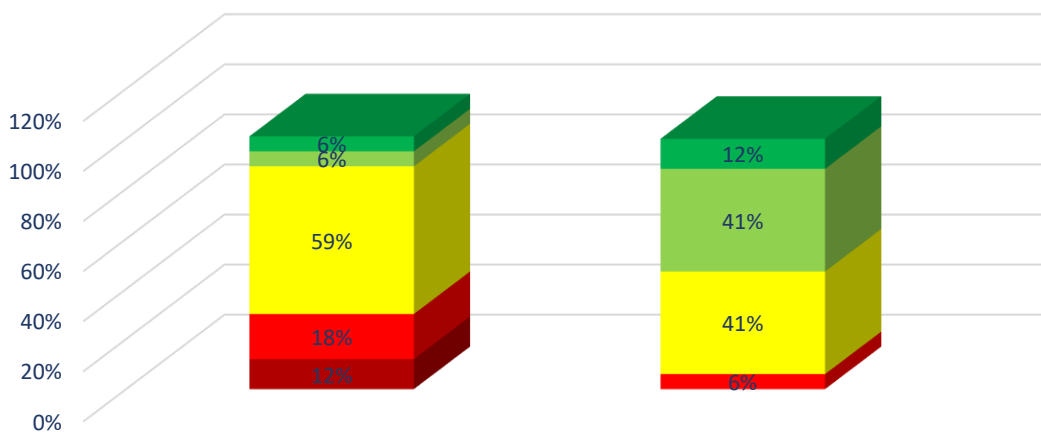
Im Arbeitsbereich unterstützen sich die Kolleg*innen gegenseitig.

n = 34
MW 2,76
Ø-MW 3,32

n = 34
MW 3,59
Ø-MW 3,89

1 = sehr negativ 2 = eher negativ 3 = teils/teils 4 = eher positiv 5 = sehr positiv
1,00 – 2,50 = ROT (sehr/eher kritischer Wert) 2,51 – 3,49 = GELB (mittlerer Wert) 3,50 – 5,00 = GRÜN (sehr/eher positiver Wert)

Staff of Departments I–IV
Collegial Collaboration / Conflicts



"There are tensions and conflicts between colleagues."

"In the workplace, colleagues support each other."

N = 34
Average: 2,76
Deviation from Mean: 3,32

N = 34
Average: 3,56
Deviation from Mean: 3,89

very critical moderately critical neutral mostly positive very positive

1= very negative 2= rather negative 3= partly 4= rather positive 5= very positive

1,00 - 2,50 = red (very/ rather critical value) 2,51 - 3,49 = yellow (average value) 3,50 - 5,00 = green (very/rather positive value)



nw P

Mitarbeiter*innen der Dezernate I - IV



Führungskultur: 5 kritischste Werte (1)

Mein*e direkte*r Vorgesetzte*r...



■ sehr kritisch ■ eher kritisch ■ teils/teils ■ eher positiv ■ sehr positiv

... spricht Teammitglieder auf problematische Verhaltensweisen angemessen an.

n = 34
MW 2,76
Ø-MW 3,18

... beachtet die individuellen Belastungsgrenzen der Mitarbeiter*innen.

n = 32
MW 2,94
Ø-MW 3,41

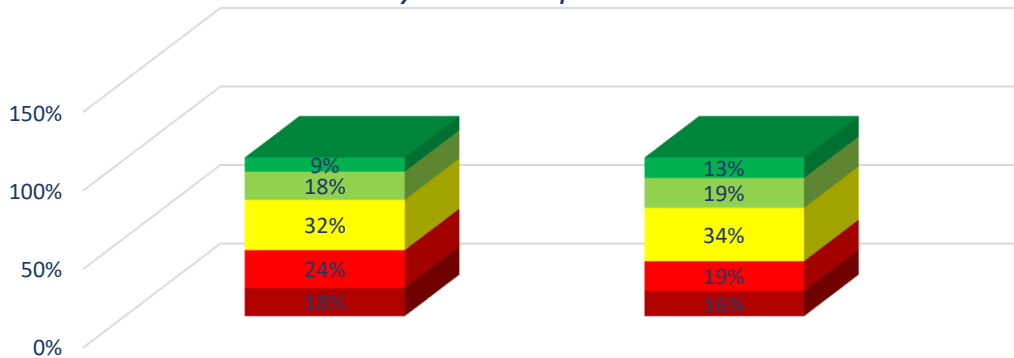
1 = sehr negativ 2 = eher negativ 3 = teils/teils 4 = eher positiv 5 = sehr positiv
1,00 - 2,50 = ROT (sehr/eher kritischer Wert) 2,51 - 3,49 = GELB (mittlerer Wert) 3,50 - 5,00 = GRÜN (sehr/eher positiver Wert)

Staff of Departments I-IV

Leadership Culture:

5 Most Critical Values (1)

My Direct Supervisor ...



"...addresses team members appropriately regarding problematic behaviors."

N = 34
Average: 2,76
Deviation from Mean: 3,18

"...respects the individual stress limits of employees."

N = 32
Average: 2,94
Deviation from Mean: 3,41

■ very critical ■ moderately critical ■ neutral ■ mostly positive ■ very positive

1= very negative 2= rather negative 3= partly 4= rather positive 5= very positive

1,00 - 2,50 = red (very/ rather critical value) 2,51 - 3,49 = yellow (average value) 3,50 - 5,00 = green (very/rather positive value)