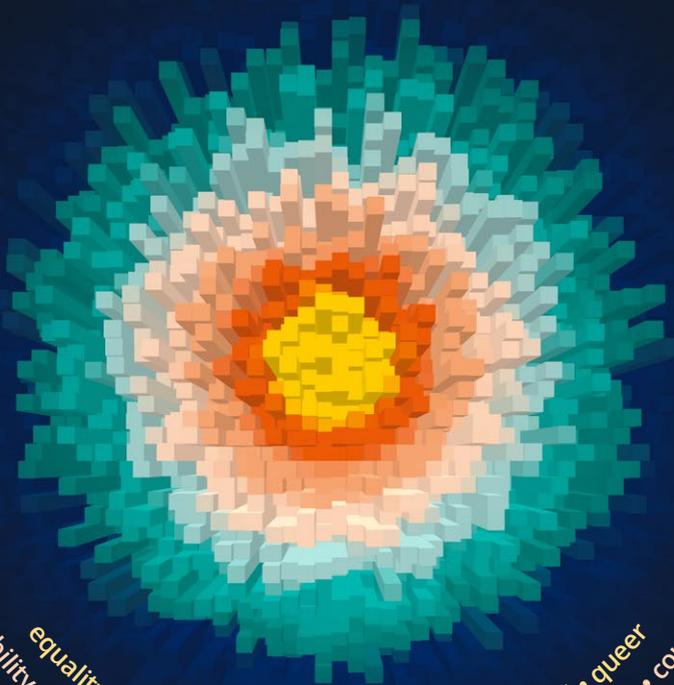


Uni for everyone — But who is everyone?



accessibility • equality • gender diversity • commitment • critical • queer
self-determined • LGBTQIA+ • first generation students • ally • solidarity • counseling
equal opportunities • name change • BIPOC • sensitive to discrimination

A small handbook on differences
and commonalities of students

Foreword by Janine Nuyken

Vice President for Transfer and Campus

At Viadrina, discrimination, disadvantage, harassment, and bullying have no place - everyone should be treated respectfully and fairly. This is the duty of all university members. Internationality, diversity, and tolerance are values that Viadrina promotes every day. Nevertheless, discriminatory behavior can occur at Viadrina - as in all aspects of life. Universities and university teaching are not immune to this. For the University management it is important: Speak up if you experience or observe discriminatory behavior yourself. This is the only way we, as a university, can ensure effective protection against discrimination and uphold the university's spirit of valuing its diversity.



I would like to thank the Equal Opportunity Department and the students who worked on this issue and developed this brochure for the students of the Viadrina. It shows numerous existing contact persons and support possibilities, which we invite you to make use of, whenever you feel necessary.

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1. The typical student – Who is that actually?

Students are young, fresh out of high school and eager to enjoy their time at university by falling in love, partying, and going abroad. They may not have much money, but they are confident that things will change. With few responsibilities, life feels easy. University is a place where all students share the same pursuit, yet each of them experiences unique circumstances and life situations that deviate from any standardized notion of a “typical” student.

What is considered “typical” and what is not, who belongs to that and who does not, is determined by social groups with varying degrees of influence. These groups are also diversly represented at a university, each possessing distinct opportunities and possibilities to influence.

There are over 5,000 people studying and working at the European University Viadrina who are diverse in terms of gender, ethnicity, class, nationality, physical health, religion, sexual orientation, age, etc.

Viadrina wants to ensure that all members of the university have equal opportunities and feel represented and treated fairly¹. No one should be excluded, ridiculed, or disadvantaged.

To be able to achieve this, we must all become aware of what diversity actually means and what is necessary to prevent discrimination and disadvantage, and to achieve equal opportunities.

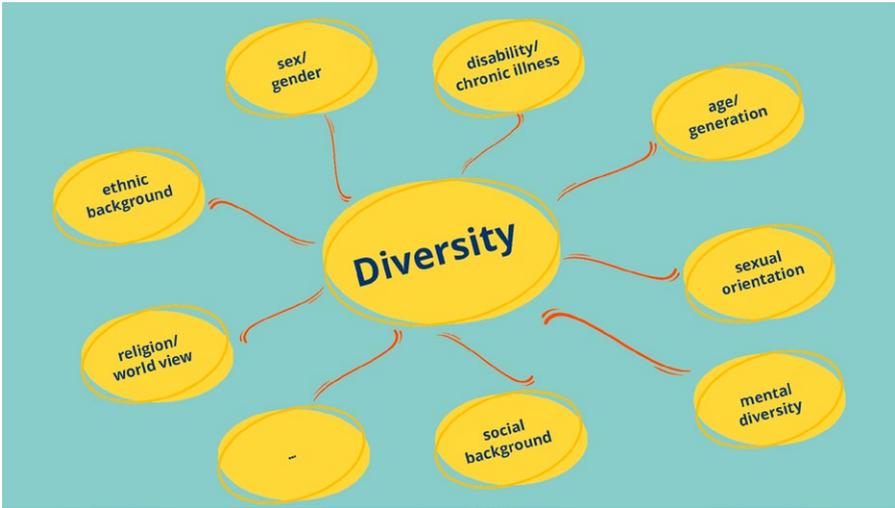
We want to educate and raise awareness - and provide support for those affected and at risk. This is achieved through recognizing discrimination and offering help, advice, and support programs.

Furthermore, we rely on everyone’s commitment to continuously inform and reflect on themselves and their own behavior.

¹ Therefore, Viadrina adopted the “Statute for protection against discrimination and harassment” on 27.01.2021. https://www.europa-uni.de/en/struktur/gremien/anlaufstelle-zum-schutz-vor-diskriminierung/fotos_dokumente/Satzung-Schutz-vor-Benachteiligungen_Belaestigungen_engl.pdf

This small handbook compiles information on topics of diversity and discrimination. It also tells you very practically where and to whom you can turn as a student if you have a concern.

1.



The Equal Opportunity Department and students from various study programs have put this brochure together. All exemplary situations used in this handbook are derived from actual experiences at universities.

Info

Of course, this booklet only covers a selection of aspects. For example, discrimination based on religion, worldview, or age are not included. The focus here is on the fields in which the Viadrina already provides many offers. However, the structures of the university and the Equal Opportunity Department are working on developing offers for the diversity dimensions that are still underrepresented.

2. “Well, I’m not being discriminated against.” – Who does discrimination actually affect?

Discrimination concerns us all; it is ubiquitous. Many people experience discrimination themselves or observe it in their environment. University is no different from the rest of society in this regard.

Info

There are a number of studies on discrimination in the higher education context², that are often not easily comparable because they vary significantly- depending on who is asked and in what way, which influences the results. The student survey of the German Center for Higher Education and Science Research DZHW from August 2022 shows that 26% of students have already experienced discrimination themselves, and 46% have observed discrimination against others. Students who experience discriminatory incidents in their day-to-day student life are more frequently stressed in and dissatisfied with their studies.³

A survey on experiences of discrimination was also conducted at Viadrina in 2020.

[🔗 The results can be found on the following website: Abteilung Chancengleichheit/Antidiskriminierung¹. \(German only\)](#)

To ensure that no one is disadvantaged in the discussion of discrimination, the various forms of discrimination must be considered together in all their entanglements and interactions.

When multiple forms of discrimination are examined in this manner, it is referred to as intersectionality. The different forms of discrimination do

2 For example: 21. Sozialerhebung des Deutschen Studentenwerks 2016, Hochschulbildungsreport 2020, Bundesbericht Wissenschaftlicher Nachwuchs 2021.

3 J. Meyer, S. Strauß, T. Hinz: Die Studierendenbefragung in Deutschland: Fokusanalysen zu Diskriminierungserfahrungen an Hochschulen. (DZHW Brief 08 | 2022).

not stand alone, but condition and reinforce each other. Thus, no struggle should be placed in the foreground, overshadowing, or concealing other efforts towards visibility and acceptance.

Info

Reflections on the visibility of different social positions and the associated disadvantages were the origins of the debate on intersectionality: Black women and lesbians did not see themselves included in the feminism of white, middle-class women, because their respective life experiences differed too significantly to be encompassed in a single feminist fight.

2.

Thus, a Black⁴ disabled woman experiences discrimination both as a woman and as a Black person, as well as a disabled person. A single trans* parent experiences discrimination both as a trans* person and as a single parent. The disadvantages from this are not only juxtaposed, but multiplied in their effect:

- *I was not selected for a scholarship at a conservative foundation: during the selection interview, the person in charge let it slip that women would have to make a special effort to get a scholarship there. When critical questions about my religion and its compatibility with life in Germany were asked, I realized that I had already been written off.*

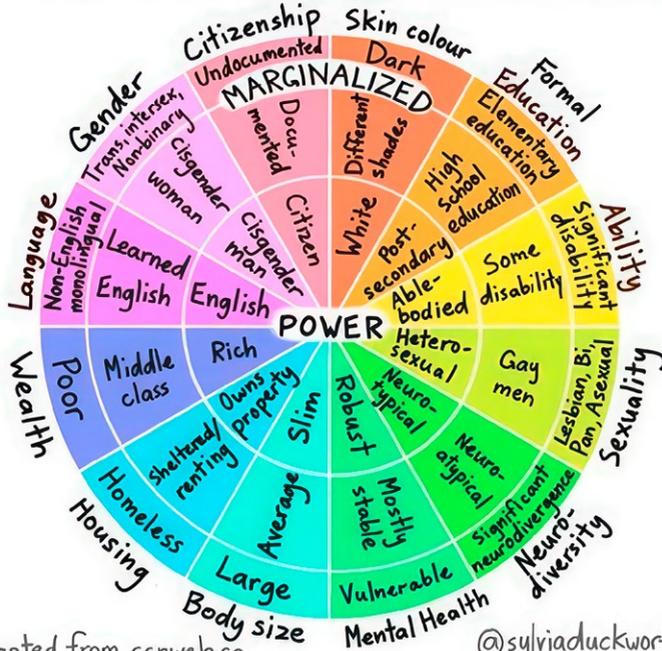
The counterpart of discrimination is privilege. The moment one person experiences discrimination, another person possesses privilege or multiple privileges. Many of the privileges exist without the conscious action or ill intent of individuals - but it is up to all of us to become aware of our privileges, and their effects, because they shape our views on things.

4 "Black" refers to the socially positioned individuals affected by racism. Capitalization is intended to emphasize that it pertains to constructed patterns of classification, not real (external) attributes. See [chapter 4](#).

Explanation of terms

Privilege can also be described as a prerogative. Privileged individuals, for example, have a greater number of possibilities for action because of their social position; they enjoy benefits and access that are denied to others. Privileges and discrimination always go hand in hand. They are always accompanied by one another.

WHEEL OF POWER/PRIVILEGE



Adapted from ccrweb.ca

@sylviaaduckworth

- I recently asked a friend from Frankfurt (Oder) if he is at the university to do German courses. It turns out he is studying cultural studies. Because of his accent, I underestimated his ability to study. I did not mean that in a bad way, but it is still racist. I can learn from this for the future.

It is also not unlikely that we have (unconsciously) behaved in a discriminatory way at some point in our lives. For this reason, it is important to stay informed and to think our own thoughts and actions through - just

as it to be mindful and supportive of others. Allies assemble – be an ally! (see [chapter 9](#) on “Be an ally!”).

One more note: The fight for equal opportunities is an ongoing process. Accordingly, we all have to question and rethink our positions repeatedly. In doing so, it is especially important not to be guided by shame when we do not know something or have made a mistake. We should not be upset when someone points out such a mistake either. We often react to criticism with defensiveness, but why is that? After all, a university thrives on critique. So, when in doubt, simply listen, apologize if necessary, remember for next time, and do better.

Let us work together as a society towards equal opportunities and actual diversity! This involves recognizing and combating discrimination, being aware of our privileges, and always being willing to learn and expand our knowledge.

Direct and indirect discrimination

When discussing discrimination, a distinction is made between direct and indirect discrimination. Direct forms of discrimination are evident, unequal treatments based on a certain characteristic, a so-called discriminatory feature. Besides insults and exclusions, it is also considered to be direct discrimination if, for example, a female applicant for a doctoral position is not selected because she has a child. Or if the lecturer speaks louder when answering a question asked by a Turkish person with an accent. However, speaking louder does not improve understanding; it only humiliates the person asking the question.

Indirect forms of discrimination, also referred to as institutional or structural discrimination, are often not so easily recognizable as discrimination because they are hidden in seemingly neutral structures. Therefore, discrimination cannot be clearly traced back to individuals or institutions. If the same criteria apply to all, it can result in greater disadvantage for certain groups. An example is the German school system, which formally operates in a neutral manner (i.e. same for everyone) but discriminates against certain groups of students through aspects such as the tripartite system (early division of students into different types of schools based on qualifications).

Another example: the only date for a university exam is scheduled for a Saturday when a student cannot attend for religious reasons. No alter-

2.

native date for the examination is offered to the student. (Note: Sunday is also a religious holiday in Germany. University exam dates would typically not be set for a Sunday.)

Cases of structural discrimination, in particular, are often not easily recognizable, and they are unfortunately so ingrained in society that they often go unnoticed or are not taken seriously.

2. Within a university, there are also strong power dynamics: students are highly dependent on instructors and administration. This makes it even more challenging for those affected to openly and honestly talk about their experiences with discrimination. Lecturers and staff are responsible for navigating these issues as they hold positions of power in the university.

Anti-discrimination at the Viadrina

It is therefore even more important to know that Viadrina is committed to taking any form of unequal treatment or discrimination seriously. If you observe or experience discriminatory behaviour, speak up about it. The word “discrimination” often sounds so big, as if it does not fit the incident you witnessed. But even if you are not sure if it was discrimination, talk to someone and seek advice. Most of the time, a bad gut feeling is enough.

Who you can always turn to in any case:



Contact point for protection against discrimination. *In a confidential and, if necessary, anonymous setting, there is an opportunity to talk about incidents or observations and to weigh up alternative courses of action options. One option is to file a formal complaint and follow a complaint procedure. If you do not wish to do this, it will, of course, remain just a consultation.*



www.europa-uni.de/contactpoint-discrimination2



Department of Social Affairs and Anti-discrimination of the AstA.
Here you can talk to them and get advice what you can do next.



asta-soziales@europa-uni.de

But there are many other places you can turn to with your concerns. We will introduce you to these in the upcoming chapters.

Tip

On the website of the Federal Anti-Discrimination Agency, you will find a helpful tool for immediate assistance with discrimination: answer four questions and find out where to seek assistance.

antidiskriminierungsstelle.de³

More Info

Glossary for discrimination-sensitive language – Amnesty International (German only)

<https://www.amnesty.de/2017/3/1/glossar-fuer-diskriminierungssensible-sprache>

2.

3. Gender Trouble? – Sexism

Discrimination based on gender or sexual orientation is prevalent in our society, including university settings. This ranges from stereotypical portrayals of women to derogatory comments about a fellow gay student, to situations in which people prefer to say nothing to avoid being judged.

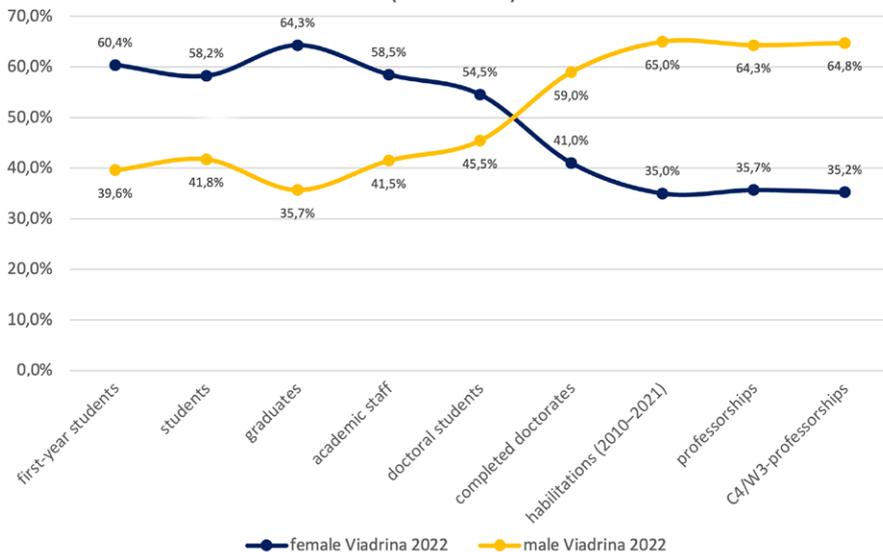
- *In our case studies, women are often portrayed as less educated and naive.*
- *Everyone is talking about their weekend plans with their partners, but I don't feel safe telling them that I'm going to the mountains with my same-sex partner.*

But at the Viadrina, too: it is clear that the further the qualification process progresses, meaning as one advances in their university career, the representation of women⁵ diminishes. At the beginning of the studies at the Viadrina it is approximately 58%, but professorships are only filled by 35%.

There is a lack of role models. Professors are mostly men. Many women do not even consider pursuing a doctorate, let alone working as a professor at the university.

5 The Higher Education Act in Brandenburg distinguishes so far only between women and men, thus statistics and action plans are still based on binary data.

Proportion of women and men in the qualification process (EUV 2022)

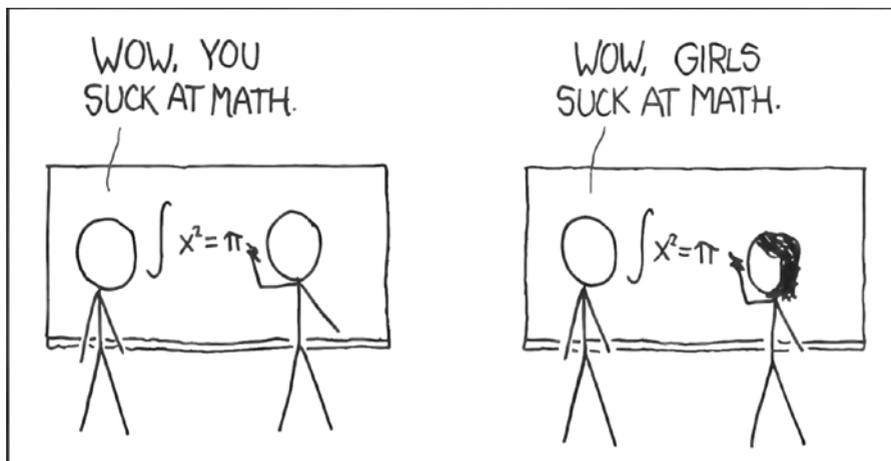


3.

Gender Equality Office of the Viadrina, from 2021..

In universities that offer natural science disciplines, there are even fewer women among the students than at Viadrina. Why?

<https://xkcd.com/385/> (24.01.23, 13:27)



Info

At the Viadrina there are no scientific-technical courses offered, i.e., courses in which women are underrepresented in comparison to other fields of study. Therefore, at first glance, the gender equality statistics appear more favourable than at other universities. This “misrepresentation” of the statistics should always be taken into account.

3.

Trans, Inter, Non-binary

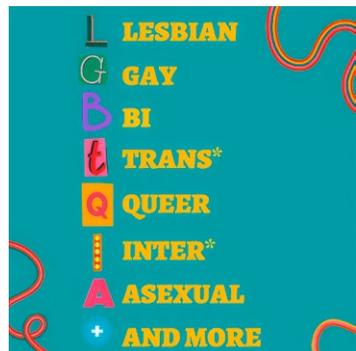
Even less considered than women are individuals who do not conform to the binary concept of man and woman: trans, inter and other non-binary persons.

In class, students are addressed with “Ms...” or “Mr...”, based on their names. In online forms, there are only the options “male” and “female”. In the course, the word “normal” is used to speak of the counterpart to trans, inter or non-binary. These are discriminations that trans, inter and other non-binary people experience almost daily.

- *At the beginning of the course, the attendance list is read aloud. My name's next. As always, “Ms. Demir” is said. I do not dare to say that I am non-binary and would prefer to be addressed by my first and last name, not as “Ms.”*
- *A lecturer consistently addresses a course participant as “she” and “Ms.”, despite the individual's previous request to use the pronouns “he/his”.*

Gender and sexual orientation cannot be determined by a person's appearance or name, and therefore it is essential never to make assumptions based on those traits. In our language, it is best to avoid assigning a certain gender or sexuality to others.

All members of the university should feel comfortable with their gender, sexual orientation, and self-expression. Everyone should feel at ease talking about a weekend trip with their same-sex partner or stating their preferred pronouns.



Explanation of terms

Coming-Out vs Outing

Coming out refers to a person voluntarily disclosing their own gender identity and/or sexual orientation. Outing occurs when a person's gender identity and/or sexual orientation is made known by someone else. This is an incursion that deprives the individual of the freedom to decide what they want to share with others. One should never involuntarily out - not even as fun within a group. This can be hurtful or even traumatizing for those affected.

When addressing fellow students, respect the pronouns used by the person you are addressing. If necessary, you can also ask about the pronouns the person uses. The pronouns "he/his/his" and "she/her/hers" convey a binary gender system, in which some individuals do not find themselves.

Therefore, other pronouns can be used. "They/them" is often used in English. And there are what is known as neo-pronouns, pronouns that are neologisms: "Ze/hir" or "ze/zir", "Ey/em" or "e/em", "Thon/thon", etc.

It is also possible to use no pronouns at all and instead only use the person's name or their initials.

The selection of a new first name, a "chosen name", is also an important part of the exploration of gender identity for many people, especially if the name given at birth conveys a gender with which the person does not identify.

Explanation of terms

The chosen name, unlike the birth name, is chosen by a person. This often happens because the person does not identify with the gender conveyed by the birth name.

3.

The name that is no longer used is called a “deadname.” Calling someone by the name they no longer use is called “deadnaming.” Of course, mistakes in pronoun use or using the new name can occasionally happen. It is only important to apologize and correct oneself briefly if such mistakes occur- it is also best not to draw too much attention to the incorrect way of addressing the person concerned, as this can also create an unpleasant situation for them. In the future, you can strive to use the correct form of address.

3. Name and Civil Status

Should you want to change your name or your marital status, there is the possibility to do so at Viadrina, even without an official change in your ID card.

All you need is the form for the change of name and/or civil status and the supplementary identity card of the German Society for Trans and Intersexuality (DGTI). With these documents, you can submit your request through the Gender Equality Office and then your name and/or civil status will be updated for you at all relevant university departments.



For relevant information see

[Gender@Viadrina/ Name und Personenstand](#)⁴

Public Bathroom Phobia – Unisex Toilets

For trans, inter and other non-binary people, using public restrooms can be associated with many fears. Since a person’s gender may not be apparent to others, unpleasant or even dangerous situations can occur in this intimate space, such as stares or statements like “you’re in the wrong bathroom” or “what are you doing here?”.

To avoid such discrimination, there are some unisex restrooms at Viadrina. An overview of where they are located can be found at: [Gender@Viadrina/Geschlechervielfalt](#)⁵

Support via Mentoring

It is crucial to establish structures early in one’s educational and career paths that allow women, trans, inter, and other non-binary individuals to consider or pursue high positions for their careers. Whether at university, businesses, foundations, politics or other fields.

The Viadrina Mentoring Program is aimed at women, trans, inter and other non-binary individuals who want to actively work on their career development. The program aims to enable participants to create a structured career and development plan through career and research-oriented workshops, networking opportunities, and interactions with experienced career and academic mentors.



Applications for mentoring finally take place at the end of January each year.



Further information can be found on the following website: [Equal Opportunity Department/ Mentoring at the Viadrina. Chancengleichheit/Viadrina Mentoring](#)⁶

3.

Explanation of terms

These terms have varied definitions and interpretations, and the categories are fluid. For example, non-binary individuals may sometimes identify as trans. The following definitions aim to provide an initial overview, but they are not definitive:

trans is an umbrella term for e.g., transgender, transident and transsexual individuals. It also encompasses inter and non-binary individuals. This spectrum includes individuals who do not or only partially identify with the gender they were assigned at birth. Those who identify with their assigned gender at birth are referred to as cisgender (cis).

inter refers to individuals who cannot be clearly assigned the female or male sex genetically, anatomically and/or hormonally. The term inter is an empowering self-designation within the community. Individuals who genetically, anatomically, and/or hormonally conform to the male or female sex are referred to as dyadic.

non-binary describes various gender definitions that exist between or outside the spectrum of male and female gender.

Attention: Among trans and inter individuals, some may identify as both non-binary and cisgender. This is another reason as to why it is not advisable to assume gender based on appearance.

Explanation of terms

Biologisches Geschlecht vs Gender

The German language does not distinguish between sex (biological) and gender (social) as the English language does: the term "Geschlecht" is used for both meanings. Therefore, in German, we refer to "biologisches Geschlecht" (sex) on one hand and use the English term "Gender" (soziales Geschlecht) on the other to linguistically highlight this difference. Gender describes the socialization of individuals as male, female (or trans, inter, non-binary). This socialization occurs through gender role stereotypes, which we all grow up with, as well as the assessment of appearances, behaviours, body language, etc. "Biologisches Geschlecht" (sex) refers to the sex assigned at birth. While research used to assume a binary biological sex, this belief is now outdated.

3.

Gender inclusive language

An important aspect of recognizing and representing all genders is gender-inclusive language. There are different strategies and discussions in various languages in order to reach gender-neutrality or -inclusiveness.

In German all nouns have a grammatical gender⁶, e.g. you have to know if it is "*der, die*" or "*das Tisch*" and persons have a female/male form like "*Studentin/Student*". Here you will find some explanations of the use of gender forms and a recommendation for the university context.

Compared to German English ⁷ has very few gender markers (pronouns, possessives, some nouns and forms of address) and most nouns are gender neutral (i.e. student, lecturer), hence the explanations here do not necessarily fit for English. Still it is important for non-German speakers at Viadrina to be aware of gender-inclusive language and the discussions around it, especially if people are planning on learning German.

In German the use of the masculine form, i.e., the generic masculine, such as "*die Studenten*" (the students), excludes many members of the university. The argument that other genders can be simply "included in thought" has been widely debunked. Perception is never objective but influenced by many factors, including language. Language and thinking

6 German is a grammatical gender language like Romance and Slavic languages, compare: European Parliament: Gender neutral language in the European Parliament, 2018, p.5

7 As a natural gender language such as Danish and Swedish.

are closely interconnected. When we consistently use only the masculine form, we think less about the existence of women, trans, inter and other non-binary people.^{8 9} However, when we use gender-inclusive language, we raise awareness to the fact that there are people of all genders in our society.

For German it is recommended to clarify the diversity of genders by a sign between the masculine and feminine form such as asterisk, colon, or underscore. This “gap” between the masculine and feminine forms creates space for all individuals who do not identify exclusively with the female or male gender.

So write: *Student*in* or *Student:in* or *Student_in*

Info

The gender asterisk, originally coming from the computer language, is used there as a wildcard for any number of characters. In the context of gender, the asterisk represents the indefinite and indeterminate diversity of genders.

Furthermore, it is often helpful to use neutral forms such as, “*Ansprechperson*” (contact person) instead of “*Ansprechpartner*” (male contact partner). In some plural formulations, you can use the present participle, which does not reveal any linguistic gender: “*die Studierenden*” (the students), “*die Mitarbeitenden*” (the employees/staff), “*die Lehrenden*” (the teaching staff), “*die Dozierenden*” (the lecturers.). In English, there is no need to reformulate as these terms are gender-neutral.

8 Each time “die Studenten” is referred to it must be weighed whether it is referring to a particular group of male students or whether all genders are meant, even though they are not explicitly mentioned.

9 Compare to Dagmar Stahlberg, Sabine, Sczesny: „Effekte des generischen Maskulinums und alternativer Sprachformen auf den gedanklichen Einbezug von Frauen“, in: Psychologische Rundschau 52 (2001) S.31–140.

Here are some more useful reformulations in German:

Less inclusive	More inclusive
Sehr geehrter Herr... Sehr geehrte Frau...	Sehr geehrte*r Vor- und Nachname
Sehr geehrte Damen und Herren...	Sehr geehrte Lesende Sehr geehrte Zuhörende...

Some examples for English:

Less inclusive	More inclusive
Chairman	chairperson
We need more manpower for this project.	We need more staff for this project.
A lecturer at Language School teaches more than he would at university.	A lecturer at Language School teaches more than one would at university.
In an interview a future professor has to show that he has familiarized himself with the research areas of the university.	In an interview future professors have to show that they have familiarized themselves with the research areas of the university.

For more information on gender-inclusive/neutral language in English see:

UNITED NATIONS Gender Inclusive Language:

 <https://www.un.org/en/gender-inclusive-language/guidelines.shtml>

European Parliament: Gender-neutral language

 https://www.europarl.europa.eu/cmsdata/151780/GNL_Guidelines_EN.pdf

European Institute for Gender Equality: Toolkit on gender sensitive communication:

 <https://eige.europa.eu/publications-resources/toolkits-guides/gender-sensitive-communication>

Goethe-Universität Frankfurt (Main): Quick Guide Gender Inclusive Language Guidelines:

 https://www.uni-frankfurt.de/102564207/2021_06_24_guidelines-language-gender-inclusive_quickguide-barrierefrei.pdf



Hint

Gender-sensitive language aims to represent all genders. Therefore, it is advisable to avoid double denominations such as **Studentinnen** (female students) **und Studenten** (and male students), as this suggests a binary of the genders. This also applies to phrases with slashes or underscores, like **Student/in** or **StudentIn**, which emphasize either/or. These forms lack the “gap” that represents the diversity of genders besides male and female. Similarly, the use of parentheses, as in **Student(in)**, should be avoided, as it can make the female form appear less significant or even optional. It fails to take other genders into consideration.

3.

Hint

The Equal Opportunity Office, the AStA (General Students' Committee) and other university departments offer workshops and events on the topics of gender and sexuality. You can find information about them on their Instagram account [@via_chancengleichheit](#), on the [Viadrina-Kompass Workshop-Portal](#)⁷ or on the university's website at [Aktuelles/Veranstaltungen der Uni](#).⁸

No means no? Only yes means yes! - Sexual Violence

Especially in situations with highly unequal power dynamics, an environment can be created where sexual harassment occurs, and victims, due to their reliance (on professors, staff, university representatives etc.), may not feel safe speaking up or reporting such incidents. Universities are no exception. In these cases, victims might be threatened with receiving a lower grade or being denied a position if they resist. The individual concerned may also be made to feel that they are partly to blame. This is never true: the sole responsibility lies with the perpetrator.

Sexual harassment refers to behaviors that are not desired by an individual; behaviors that reduce them to their sexuality, intimidate, degrade, or insult them. The intent behind the action does not matter; what matters are the actions and their effects.

I don't know perhaps

Only yes means yes

maybe later

wait a moment

- *In a consultation session with my professor, he tells me how special I am and that I have a promising career in academia ahead of me. All I have to do is get on his good side. He winks at me while saying this.*
- *Some of my male fellow students, who also work at the department, would sometimes call me "Mousy" (little mouse)."*

3.

Sexual harassment is not limited to unwanted touching or rape; it also includes unwelcome physical contact or invasive stares. Additionally, suggestive jokes, sexual innuendos, gestures, and comments all qualify as sexual harassment. Trust your instincts. If you find a situation uncomfortable, you should take it seriously. The consequences of sexual harassment can be severe for those affected: ranging from a loss of a sense of security, to difficulties in achieving their potential, as well as feelings of anxiety and depression.

The boundaries between sexism and sexual violence are fluid- as one can lead to the other. It often begins with comments that were "meant to be nice."

- *As I enter the room for the oral exam, my professor comments: "Oh, Ms. [...], you're all dressed up today!"*
- *My classmate comments on my girlfriend, saying she has a beautiful body. When I expressed my feeling of indignation, he insisted that it was only a compliment.*

Where can you turn to?

If you have experienced assault, you can talk to someone you trust about what happened. You can also contact the following places:



Contact Point for Protection Against Discrimination. *The consultation is, of course, confidential, and if you prefer, it can be anonymous. This service can be used even if the assault occurred some time ago. Further measures will only be taken with your consent.*

beschwerdestelle@europa-uni.de



Gender Equality Office

gleichstellung@europa-uni.de



Psychological Counseling Center

psychberatung@europa-uni.de

It is helpful if you document the sexual assault in writing. If you have been sexually assaulted, it is advisable to undergo a medical examination to preserve evidence of the assault. Even without filing a police report, you can receive immediate medical assistance from a doctor. This way, if you later decide to report the crime, you will have evidence to rely on.

Remember that what happened to you is not an isolated incident. You are not at fault, and you do not need to feel bad. Most of the time, it helps to talk about what happened. If you have been sexually assaulted in the context of the university, it could be of benefit to you to report it to the university. Even if you want to remain anonymous and do not want to initiate a complaint procedure, the contact point documents it as an anonymous incident. This allows them to respond and work on awareness and support.



Brochure **„Nein sagen! Strategien zum Umgang mit sexualisierter Belästigung und Gewalt an der Hochschule“** – (German only) at the Gender Equality Office or for [download](#)⁹

More about the topic:

- *Missy Magazine: Magazin für Pop, Politik und Feminismus*
- *Siegessäule: Das queere Stadtmagazin von Berlin. Kultur und Politik sowie alle Termine für das queere Berlin*
- *bell hooks: Ain't I a woman? Black women and feminism (1981)*
- *Bernardine Evaristo: Girl, Woman, Other (2019)*
- *Édouard Louis: Das Ende von Eddy (2014)*
- *Kübra Gümüşay: Sprache und Sein (2020)*
- *Linus Giese: Ich bin Linus (2020)*
- *Margarete Stokowski: Die letzten Tage des Patriarchats (2018)*
- *Qwo-Li Driskill: Queer Indigenous Studies. Critical Interventions in Theory, Politics, and Literature (2011)*
- *Rebecca Solnit: Men Explain Things to Me (2014)*

3.

- *Rebekka Endler: Das Patriarchat der Dinge (2022)*
- *Torrey Peters: Detransition, Baby (2021)*
- *Travis Alabanza: None of the Above (2022)*
- *Virginie Despentes: King Kong Theory (2006)*
- *Gender Glossar des „Open Access Journal zu Gender und Diversity im intersektionalen Diskurs“ <https://www.gender-glossar.de/>*
- *Gunda-Werner-Institut: „Gender raus! 12 Richtigstellungen zu Antifeminismus und Gender-Kritik“ (2017)¹⁰*
- *Pinkstinks.de (<https://pinkstinks.de/>): Magazin, Kampagnenbüro und Bildungsorganisation gegen Sexismus*
- *Queer Lexikon: Online Anlaufstelle und Lexikon zum Themenbereich LG-BTIQA+: <https://queer-lexikon.net>*
- *Darf sie das? Podcast zu linken, feministischen, medien- und gesellschaftspolitischen Themen*
- *Der Lila Podcast – Feminismus für alle, über aktuelle Themen, Debatten und interessante Gedanken*
- *TUPODCAST – Tupoka Ogette: Gespräche zwischen Schwarzen Frauen über Widerstand und Heilung. Über Trauer und Hoffnung. Über Rassismus und Empowerment*

4. “Where are you actually from?” – Racism

Simply asking this question can lead to discrimination. People are often categorized and viewed as different or not belonging to a particular group based on external characteristics like name, language, skin colour, and appearance. This is often accompanied by prejudice and disadvantage. Whether a Black classmate was born outside of Germany or within Germany often does not even matter. The underlying idea is that one’s origin can be discerned from such characteristics, and that is inherently racist.

Explanation of terms

The perception and categorization of an individual as different are described with the concept of “Othering.” It is the idea of “us and them,” where “them” represents those who are perceived as different or foreign and from whom we want to distance ourselves. This often involves devaluing the other group while reinforcing the belief that we are the “normal” ones. Othering occurs based on a wide variety of characteristics, with the most common contemporary context being racism.

In the perception of many, especially those who are not directly affected, racism is often associated with extreme individual incidents. We tend to think of racist confrontations when a person is threatened, perhaps even subjected to physical violence. We think of right-wing extremist attacks from the news.

In reality, however, racism is much more pervasive. Most racist incidents occur in everyday life and are not isolated exceptions. This manifests in questions about a person’s origin, professors complaining that they cannot pronounce a name, a raised eyebrow when something is misunderstood. The problem is the individual being different, not in their qualifications, right?

- *In the lecture, the professor emphasizes that individuals with a migration background must make a special effort to succeed in their academic careers.*
- *A lecturer insists on reading the N-word in a historical original text, although some of the fellow students express discomfort.*

Many societal structures are racist, including within the university: For example, in the case of prospective students, languages like Turkish or Arabic are not recognized because they are not English or French. Or students

with non-German-sounding names are less frequently asked if they want to become research assistants. That should not be the case, right?

These hidden forms of disadvantage are not always immediately visible, and as a result, we often fail to notice them. Those affected repeatedly experience such situations, feel bad, and helpless. Often, unlike in the case of direct discrimination, they cannot point to a specific situation to prove that they are indeed being discriminated against.

Info

In the German education system, the tripartite school system means that BIPoC (Black, Indigenous, and People of Colour) as well as individuals with a migration background, are particularly susceptible to multiple forms of discrimination. Disadvantages in early education have a profound impact reflected in their educational journeys. This means that universities must address and counteract many disadvantages that are intensified over the course of the educational path.

At Viadrina, anti-discriminatory structures and support are pursued at all levels. This includes, for example, critically examining the content of teaching to see if something can be done to counteract the predominantly white academic canon. How much literature by migrant scholars, scholars of Colour, and Black scholars is included in the curriculum?

Where can you turn to?

You can reach out to the **Contact Point for Protection Against Discrimination**. There you can talk about the incident, in strict confidence, and consider what your next steps should be. Your concerns will be taken seriously and handled with the utmost care



For more information see europa.uni.de/contactpoint-discrimination ¹¹
beschwerdestelle@europa.uni.de

In addition, you can contact the Department of Social Affairs and Anti-Discrimination of the AStA for advice and referrals.

asta-soziales@europa.uni.de

Info

To identify where discriminatory behaviour and structures are most prevalent at Viadrina, a survey on experienced and observed discrimination was conducted in 2020/2021 by the Contact Point for Protection against Discrimination (available under The Department of Equal Opportunity / Anti-Discrimination). Based on the results, measures for prevention and improving protection against discrimination and harassment are being developed.

Info

We capitalize the word “Black” to emphasize that this attribution is not based on actual (external) characteristics, but rather on constructed patterns of attribution. Black is - in contrast to white - a political self-designation introduced as an alternative to racist labels. When referring to white people, we use lowercase letters.

4.



Anti-racism bank in front of the student dorm Logenstraße

Tip

Comments carrying well-intent like “You speak German very well!” can also be discriminatory. They repeatedly emphasize that the person addressed does not belong and is singled out as “different”. This creates a distance between one’s own (“normal”) group and the “others” (see Othering).



4.

More on the topic

- Alice Hasters: *Was weiße Menschen nicht über Rassismus hören wollen aber wissen sollten* (2019)
- Daniela Heitzmann, Kathrin Houdda: *Rassismus an Hochschulen. Analyse, Kritik, Intervention* (2020)
- Emilia Roig: *Why We Matter* (2021)
- Emily Ngubia Kuria: *Eingeschrieben* (2015)
- Grada Kilomba: *Plantation Memories* (2020)
- Maureen M. Eggers, Grada Kilomba, Peggy Piesche: *Mythen, Masken und Subjekte* (2017)
- Mohamed Amjahid: *Unter Weißen* (2017)
- Naika Foroutan, Jana Hensel: *Die Gesellschaft der Anderen* (2020)
- - Noah Sow: *Deutschland Schwarz Weiß. Der alltägliche Rassismus* (2018)
- Tupoka Ogette: *exit RACISM. rassismuskritisch denken lernen* (2019)
- Utopia e.V.: *Chronik rechter und rassistischer Vorfälle FFO* (2022)
- [AntiDiskriminierungsBüro¹²](#) (ADB) Köln: *Sprache schafft Wirklichkeit. Glossar und Checkliste zum Leitfaden für einen rassismuskritischen Sprachgebrauch* (2013):
- *Darf sie das?* Podcast zu linken, feministischen, medien- und gesellschaftspolitischen Themen
- *DIASPOR.ASIA* – Podcast über Diaspora in Deutschland aus einer asiatischen Perspektive. Fokus auf Empowerment, dem Sichtbarmachen asiatischer Identitäten und den dazugehörigen Geschichten
- *Feuer und Brot* – Podcast von Maxi & Alice. Monatliches Freundinnengespräch zwischen Politik & Popkultur
- *Kanackische Welle* – Journalisten Malcolm Ohanwe und Marcel Aburakia, post-migrantische Sicht über Identität im Einwanderungsland

Deutschland – zu Themen wie Popkultur, Rassismus, Sexualität, Sport, Musik oder Gender

- *Lose Fäden – Ein Mixtape post*migrantischer Geschichte(n) der 90er: Zeitzeug*innengesprächen, migrantischer Wissensproduktion Gehör verschaffen und Perspektiven sichtbar machen, die in den dominierenden Erzählungen marginalisiert sind*
- *rice and shine – Ein vietdeutscher Podcast mit Minh Thu Tran und Vanessa Vu*
- *TUPODCAST – Tupoka Ogette: Gespräche zwischen Schwarzen Frauen über Widerstand und Heilung. Über Trauer und Hoffnung. Über Rassismus und Empowerment*
- *TED Talk von Chimamanda Ngozi Adichie: The danger of a single story*

5. “How come you cannot afford your studies?” – Social Background

The social class from which individuals come strongly influences their success in our society. This also affects the educational sector, including university studies.

This discrimination is also referred to as classism. It is directed against low-income, unemployed, or homeless people, children of working-class families, or people in certain non-academic, physical, or practical professions. But why is an academic career so heavily influenced by the parents' education and the family circumstances? Perhaps these examples sound familiar to you:

- *I am sitting in a first semester law class and the lecturer is using all kinds of legal terminology that I have never heard of before. When I ask about the meaning of one of these terms, a classmate makes fun of my “stupid” question. It turns out that this classmate’s parents are lawyers. He already knows these terms from home. So, it is much easier for him to participate in the course. I, on the other hand, now feel too embarrassed to ask for clarification - let alone actively participate in class.*

Here, too, there is the more obvious individual discrimination - people hold bias against the people concerned, treating them with disdain, devaluing, or excluding them:

- *None of the other students from middle-class families ever invite me to their cultural evening plans: "We're all going to the theater tomorrow, but you're not interested in that anyway, right?"*

And there is the less obvious discrimination on a structural level. It manifests in limited access to housing, education, or health care¹⁰:

- *My parents cannot afford to finance my studies, so I receive student loans (Bafög). However, it is not enough to pay for rent, living expenses, books, etc. So, I work in a bar in the evenings. Between university classes and work shifts, I can hardly find any time to study. Now my grades are suffering.*
- *If I go abroad for my studies, I will lose my part-time job. I cannot afford that.*

It is essential to note that neither the parents nor the affected students themselves are to blame; it is the structures and biases. Discrimination based on social background is a significant issue in the education system and in other areas of life, and unfortunately, it still receives too little attention to this day.

Info

Social background is currently not one of the protected characteristics by the General Act on Equal Treatment (AGG) in Germany. This means there is no legal protection against discrimination based on social background or class affiliation. This needs to change! However, in the Research-Oriented Gender and Diversity Standards of the German Research Foundation (DFG), social background is already addressed as a dimension of discrimination: "Many universities focus on 'social background or 'economic background', even though this dimension is not currently enshrined in the AGG. This is because numerous studies and research suggest that these dimensions have a significant impact on academic success in schools and universities in Germany, making it appropriate to address them. Moreover, both dimensions affect large segments of the population."¹¹

10 Francis Seeck: Zugang verwehrt. Keine Chance in der Klassengesellschaft: wie Klassismus soziale Ungleichheit fördert (2022).

11 DFG: Gleichstellungs- und Diversitätsstandards. Zusammenfassung und Empfehlung (2022), p. 16, German only, the paragraph was translated for the brochure. AGG is Allgemeines Gleichbehandlungsgesetz (General Act on Equal Treatment)

Social background influences one's educational and academic trajectory early on. During the transition from elementary to secondary school, a selection process determines who is eligible to enroll in a Gymnasium (a type of secondary school leading to higher education) and ultimately has better chances of pursuing a university education. However, these decisions are not solely based on academic performance but are also influenced by one's social background. Gymnasium recommendations are mostly given to children of parents who hold a university degree. This pattern continues throughout one's educational journey. For example, 52% of all students come from households with at least one parent holding a university degree.¹² Studies have shown that students whose parents did not attend university find it significantly more challenging to progress to the next educational level.

Even if students of non-academic backgrounds have made it to university, their dropout rates are disproportionately high. This is because they are made to feel early on that they are not good enough; that they do not fit well into the system. In school, they receive "encouraging" comments from teachers such as "It's not like everyone has to go to university." or "A 3 is not so bad after all." - instead of receiving the support and encouragement they should be provided. At some point, they begin to believe that they are indeed academically weaker, and as a result, their performance actually deteriorates. In the worst-case scenario, they end up dropping out of their studies.

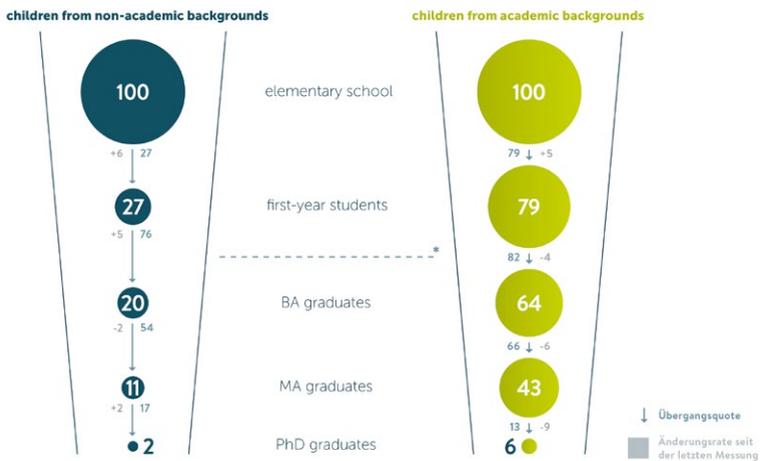
5.

12 21. Sozialerhebung zum Thema „Bildungsherkunft der Studierenden“ (2017).

Education funnel¹³

The so-called education funnel illustrates the enormous difference it can make whether people come from academic or non-academic backgrounds. It shows how many individuals from each group reach the next level of education.

Reader's aid: out of 100 children from non-academic backgrounds, 27 start a university education, 11 attain a master's degree, and 2 complete a doctoral degree. At the same time, out of 100 children of academic backgrounds, 79 commence a university education, 43 achieve a master's degree, and 6 obtain a doctoral degree.



Lesehilfe: 27 von 100 Nichtakademikerkindern beginnen mit einem Studium, elf von 100 Nichtakademikerkindern erwerben den Masteritel, zwei den Dokortitel

* In der Stufe zwischen Studienanfänger und Bachelorabsolventen ändert sich die Berechnungsgrundlage.

Quelle: Middendorff et al. 2017, Kracke et al. 2018, Autorengruppe Bildungsberichterstattung 2020, DZHW 2019, Statistisches Bundesamt 2021, ISTAT-KOAB 2021, Konsortium Bundesbericht Wissenschaftlicher Nachwuchs 2021

13 Hochschulbildungsreport 2020, S.13 https://www.hochschulbildungsreport2020.de/?fbclid=IwAR3IKDwojXlazzwMkL9xNm3U0Zv_tF3jX5Jcl-oy4PGwdaKd-BDMpn4Cts.

Where can you turn to?

You can reach out to the **Contact Point for Protection against Discrimination** (europa.uni.de/contactpoint-discrimination¹³).

✉ beschwerdestelle@europa.uni.de

Further information can be found on following website:

[Abteilung Chancengleichheit/Antidiskriminierung](#)¹⁴

If you are the first person in your family to pursue a college education, then **Arbeiterkind e.V.** might be something for you! The association provides support and networking opportunities for individuals without an academic background, assisting with admission, progression, and financing of a university education, and the transition into the professional world. The local group in Frankfurt (Oder) meets regularly for informal gatherings to share experiences. Moreover, they organize workshops and events on various topics that might be relevant to you.

For information see arbeiterkind.de and on Instagram [@arbeiterkind_frankfurtoder](https://www.instagram.com/arbeiterkind_frankfurtoder) bzw. per Mail an

✉ frankfurt-oder@arbeiterkind.de

5.

More to read

- *bell hooks: Die Bedeutung von Klasse. Warum die Verhältnisse nicht auf Rassismus und Klassismus zu reduzieren sind (2020)*
- *Daniela Dröscher: Zeige deine Klasse. Die Geschichte meiner sozialen Herkunft (2018)*
- *Didier Eribon: Rückkehr nach Reims (2009)*
- *Francis Seeck: Zugang verwehrt. Keine Chance in der Klassengesellschaft: wie Klassismus soziale Ungleichheit fördert (2022)*
- *Ricardo Altieri, Bernd Hüttner: Klassismus und Wissenschaft. Erfahrungsberichte und Bewältigungsstrategien (2021)*
- *Dishwasher. Magazin von und für Arbeiter*innen | kinder*

6. Children. University. Work. Can this all fit together? Studying with caregiving responsibilities

According to the 21st Social Survey, around 6% of students in Germany have one or more children.¹⁴ At the same time, the number of those in need of care is increasing, and students are more frequently involved in caregiving for their family members.

However, the university still lacks adequate structures to address the disadvantages and discrimination faced by students with family responsibilities. There are no child-sized portions or free meals for students' children in the cafeteria. There is also no semester ticket model for students' children. Other everyday life examples:

- *The Maternity Protection Act for pregnant students has been in effect since January 2018. When I inform the lecturers in my course that the exam takes place during my parental leave and that I may not be able to take it, I hear this response in 3 out of 5 courses: "Then you will have to catch up on the courses and exams next year."*
- *I need to take a specialized seminar. All the seminars offered in that area are scheduled from 4 to 6 PM or from 6 to 8 PM. That does not work for me because the daycare closes at 5 PM. I cannot afford a private babysitter.*

Studying while also having a family is already difficult. It should not be such a significant obstacle balancing both.

Where can you turn to?

How do I manage my studies with a child or other caregiving duties? What is disadvantage compensation? What financial support is available? What do I do if I need to spend several months away to take care of family relatives? How do I pursue an international study program with children? How do I search for and find suitable childcare? How can I receive

¹⁴ Zahlen und Fakten | Deutsches Studierendenwerk (studentenwerke.de), (31.01.23, 14:47).

support when I am helping my parents, taking care of my ill sister, or looking after my grandfather, for example?

Furthermore, the additional burden of juggling studies, family responsibilities, and employment is brought into focus. In this regard, it can be beneficial to consult with academic advisors for individualized study plans. To manage such a heavy workload, it is important to be aware of the options made available for you.

Tip

It is beneficial to inform yourself about the financial support options available at Viadrina and beyond.



Among other things, the Viadrina offers welcome greetings for every newborn, reimbursement of childcare costs, subsidies for the semester ticket, hardship loans from the AStA or the Studentenwerk.



The state provides, for example: BAföG (Student Loans), Parental Allowance, Child Benefit, Child Allowance, Maternity Pay, Childcare Supplements, ALG II (Unemployment Benefit), Housing Benefit.



Locations at the Viadrina designed to meet the needs of students with children: baby changing facilities, nursing and quiet room, playroom, family-friendly library, etc.

More information on the website:

[Abteilung Chancengleichheit/Familienfreundlichkeit¹⁵](#)

Even if you are aware of all the support and counselling options available, things can still become overwhelming at times. It helps to talk to someone about it. In addition to talking to friends and acquaintances, you can find someone to listen to you and provide you with information and assistance at the **Psychological Counselling Center**.

psychberatung@europa-uni.de

6.

7. „Well, I also had [...] at one point and I managed to pull through.“ – Studying with physical and psychological impairments

- *A fellow student tells me how well I am coping with my fate of being in a wheelchair. She once sat in one for two weeks and says she would not wish it upon herself.*
- *I already find it challenging to take my own mental health seriously and allow myself a few days of rest in difficult situations. If, on top of that, I am made to feel by my professor that I am careless and simply not diligent enough, it becomes increasingly difficult for me to incorporate a break into my schedule. That is exactly how I've already slid into a burn-out in the past.*
- *I did not get a part-time job because it was claimed that my disability would pose a safety risk in the case of evacuation. Why can't provisions be made to consider disabled individuals in emergencies?*

Very often, physical, and psychological impairments are not acknowledged or not taken seriously, even though disabilities and chronic illnesses have a significant impact on the academic life of many students.

Info

According to the 21st Social Survey of the German National Association for Student Affairs 2016, 11% of the approximately 2.8 million students in Germany have one or more study-relevant health impairments. In relation to the Viadrina in 2022, this corresponds to 545 students. Among these impairments, 53% are attributed to psychological illnesses.

The nationwide Special Survey on **Impaired Studying** (2018) examines the physical impairments: 20% state that they are impaired due to a chronic somatic illness (e.g., rheumatism, Crohn's disease, tumors), 4% are impaired due to mobility and movement limitations, 2.8% due to hearing impairments/deafness/speech and language impairments, and 2.5% due to visual impairments.¹⁵

Disabilities are often perceived as isolated cases, considered to “not be our problem”. In the planning of buildings, classes, university websites, etc., not enough attention is paid to making them accessible to all. Mental illnesses are only slowly gaining recognition as such. The effects of conditions such as depression, anxiety, and eating disorders on one's studies can be significant. However, people still tend to convey to those affected that “it's not that bad” and that they “could pull themselves together”.

- *When I tried to apply for disadvantage compensation because of an illness, I was met with eye rolls before I could even explain what it is about. A little later, I hear this sentence: “Maybe you simply shouldn't study with depression.”*

The challenges could be much less if those affected were not exposed to so many (structural) discriminations. How can one pull themselves together when university life is made even more difficult? The structural barriers only increase the psychological burden. Financial worries and fears about the future are amplified as well; in the worst case, they even arise as a result of these disadvantageous structures.

7.

15 21. Sozialerhebung zum Thema „Gesundheitliche Beeinträchtigung und Studierschwernis“, Sondererhebung Beeinträchtigt Studieren BEST2 (2018), German only, p. 3.

To reduce the burden, Viadrina offers reasonable **compensation** (Nachteilsausgleiche). They aim to address, on an individual level, the needs that may not be fully considered on a structural level. These measures may include:

- *Extension for exams and written seminar papers*
- *Separate room or additional breaks in exams*
- *Extension of the study period*
- *Use of notebooks in exams*

Important Information: 96% of affected students do not have visible impairments.¹⁶ Although we as a society are learning to speak more openly about disabilities as well as mental and chronic illnesses, there are still prejudices and challenges in dealing with them. Affected students often face university structures that are disadvantageous to them or are affected by (unconscious) discrimination from fellow students and lecturers.

To ensure that all students at Viadrina can have equal opportunities and are free of discrimination, everyone is asked to consider individual life situations and approach them with goodwill and respect. For example, if a person is given extra time in an exam, this is not favouritism; it is simply an attempt to compensate for a disadvantage. And because it is not favouritism, the implementation of reasonable compensation is not noted on transcripts.

7.

Where can you turn to?

For prospective students and students with chronic illnesses or disabilities, **Barrierefrei - Counselling Service for Students with Health Impairments** offers individual support for academic studies.

✉ barrierefrei@europa-uni.de

Additionally, the **Psychological Counselling Center** at Viadrina, offers counseling and workshops and connects students to external support services

✉ psychberatung@europa-uni.de

¹⁶ Sondererhebung Beeinträchtigt Studieren BEST2 (2018), German only, p. 26

Hot tip for studying with and without a health impairment:

The psychological counseling center also offers meditation for stress management. You can participate either online or in person.

More to read

- *Alice Wong: Disability Visibility. First-person stories from the 21st century (2020)*
- *Bessel van der Kolk: The Body Keeps the Score. Mind, Brain, and Body in the Transformation of Trauma (2015)*
- *Lea Schmid, Darla Diamond, Petra Pflaster: Lookismus. Normierte Körper – Diskriminierende Mechanismen – (Self-)Empowerment (2017)*
- *Access all – disability news and talk (BBC)*
- *Die Neue Norm – Aufbrechen von festgefahrenen Mustern und frischer Blick auf Vielfalt, Inklusion und das Leben von Menschen mit Behinderung*
- *It's Good To Walk – Ed Jackson chats to disabled and non-disabled guests about resilience, determination and their journeys through adversity*
- *Maintenance Phase – Wellness and weight loss, debunked and decoded*
- *Podcast Chronisch Krank an der Uni Trier – Was das Modulhandbuch nicht hergibt*
- *The Hardcore Self Help Podcast with Duff the Psych*

7.

8. “And who will listen to me? What can be done?” – Counselling centers and opportunities for engagement

At these offices, you can schedule appointments for counselling, participate in workshops and other events, or apply for financial support.

Interesting for all / cross-topic

Office	Topics	Responsibilities	Website/ e-mail
Contact Point for Protection against Discrimination	Discrimination, harassment, violence	Initial contact, counselling on courses of action, complaint options	www.europa-uni.de/contactpoint-discrimination beschwerdestelle@europa-uni.de
ASTa (General Students' Committee) – Department of Social Affairs and Anti-discrimination	Gender, queer, social background, anti-racism	Counselling, social assistance, awareness, events	www.asta-viadrina.de ¹⁶ asta-soziales@europa-uni.de
Department of Equal Opportunities	Counselling, funding, mentoring, gender equality, family support	Equal opportunities, discrimination prevention and reduction, promotion of diversity	www.europa-uni.de/chancengleichheit ¹⁷ chancengleichheit@europa-uni.de
Central Student Advisory Service	All questions about studying	Initial and referral counselling	www.europa-uni.de/zsb ¹⁸ study@europa-uni.de
Psychological Counselling Centre	Mental health in everyday student life, motivation, exam anxiety, conflicts und crises	Psychological individual counselling, workshops, and prevention services	Psychological counselling center ¹⁹ psychberatung@europa-uni.de

Center for Teaching and Learning	Learning, intercultural competence, barrier-free learning	Counselling, workshops, and teaching	<u>www.europa-uni.de/zll</u> ²⁰ <u>zll@europa-uni.de</u>
Career Center	Preparation of students for the professional world, communication of key skills	Counselling, training, internship, and job placements	<u>www.europa-uni.de/careercenter</u> ²¹ <u>careercenter@europa-uni.de</u>

Gender, Sexuality, Family

Office	Topics	Responsibilities	Website/e-mail
ASTa (General Students' Committee) – Department of Social Affairs and Anti-discrimination	Gender, queer, social background, anti-racism	Counselling, social assistance, awareness, events	<u>www.asta-viadrina.de</u> ²² <u>asta-soziales@europa-uni.de</u>
Gender Equality Office	Gender equality, anti-discrimination (gender and sexuality)	Counselling and support, including sexual discrimination and violence, name changes, workshops	<u>www.europa-uni.de/gleichstellung</u> ²³ <u>gleichstellung@europa-uni.de</u>
Family Affairs Office	Family-friendly university, balancing caregiving responsibilities (children, family members, etc.) with studies or work	Counselling and support, including childcare, family caregiving, and assistance programs	<u>www.europa-uni.de/familie</u> ²⁴ <u>familie@europa-uni.de</u>
Viadrina Mentoring	Funding and networking opportunities for women, trans, inter, and other non-binary individuals	Support and qualification programs with a focus on career entry and development	<u>www.europa-uni.de/mentoring</u> ²⁵ <u>mentoring@europa-uni.de</u>
Viadrina International Affairs	Studying abroad	Counselling and support for disabled students/students with caregiving responsibilities studying abroad	<u>www.europa-uni.de/internationales</u> ²⁶ <u>outgoing@europa-uni.de</u>



Anti-discrimination, social background, ethnical background

Office	Topics	Responsibilities	Website/ e-mail
ASTA (General Students' Committee) – Department of Social Affairs and Anti-discrimination	Gender, queer, social background, anti-racism	Counselling, social assistance, awareness, events	www.asta-viadrina.de/27 asta-soziales@europa-uni.de
Anti-discrimination representative	Social background, classism, ethnic origin	Workshops, counselling	www.europa-uni.de/antidiskriminierung28 antidiskriminierung@europa-uni.de
ArbeiterKind.de	Social background, educational justice	Counselling, financing, planning	www.netzwerk.arbeiterkind.de29
Scholars at Risk (SAR) @ Viadrina	Nationality, political structures, migration, work	Support of academics at risks, help with migration, networking	Scholars at Risk30

Inclusion, accessibility

Office	Topics	Responsibilities	Website/ e-mail
Barrierefrei - Counselling Service for Students with Health Impairments	Accessibility, studying with health impairments	Advice on studying with health impairments (incl. study financing, study organization)	www.europa-uni.de/barrierefrei31 barrierefrei@europa-uni.de
Viadrina International Affairs	Studying abroad	Counselling and support for disabled students/students with caregiving responsibilities studying abroad	www.europa-uni.de/internationales32 outgoing@europa-uni.de

In student initiatives, you can also get involved yourself. It is important that you as students use your voice and influence. This way, your needs and concerns are heard and taken into account.

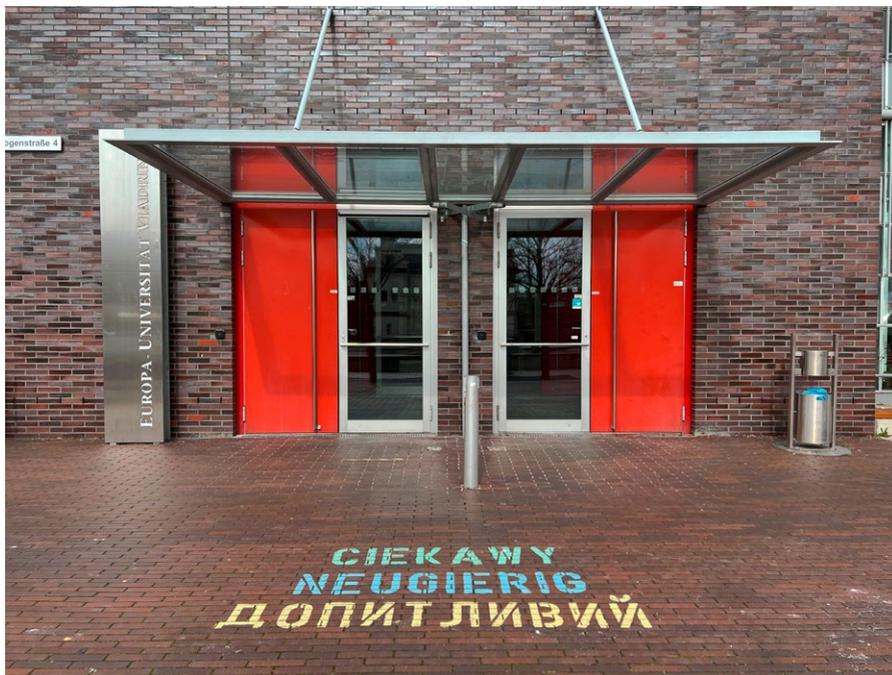
- **The General Students' Committee (ASTA)** is a self-administered body that represents the interests of students at a university. It deals with university politics, social issues, and the cultural offerings at a university. Website: <https://www.asta-viadrina.de/>
- **The Student Parliament (StuPa)** represents the interests of the entire student body, elects, and oversees the ASTA, approves the budget, and is responsible for the semester ticket. Website: <https://www.stupa-viadrina.de/>
- **The Faculty Student Councils** of various departments represent students in their respective fields, implement the decisions of the departmental student assembly, provide advice and information to students, and participate in curriculum design, etc. Website: <https://www.europa-uni.de/de/studium/informieren-orientieren/campus-leben/studentische-gremien-initiativen/index.html>
- Various student initiatives: [asta-viadrina.de/initiativen](https://www.asta-viadrina.de/initiativen)³³

9. And don't forget- be an ally!

What you can always do is educate yourself. By educating ourselves, we become more sensible. And in doing so, we should pay attention to where the information we read, listen to or watch comes from: our circles of friends, choice of university subjects, sources of information, and algorithms on the internet filter the information that ends up coming to us. We move in a bubble that filters out information that interests us and with which we most likely agree in advance.



Just as it's important for college instructors to review their material, we should all be doing it at all times. Often the voices that come to us are white, straight, and male. That is why trying stepping out of your bubble



and intentionally consuming other media, listening to other voices. And be curious:

In the process of research, it is most likely that you will realize that you have some privileges that you did not even realize you had. This can bring up feelings of discomfort. But you do not have to feel uncomfortable, because it is precisely these feelings that you can use productively and take as motivation to educate yourself further and raise awareness.

Unite – Stand in Solidarity!

Advocating for your own rights and opportunities is essential. Equally important is supporting others and being in solidarity. This can take many forms: by educating and enlightening yourself, listening, making space

for others, supporting initiatives, standing up when someone is insulted, using your position to educate others.

More to read

- [Franchesca Leigh Ramsey](#)³⁴: *5 tips for being an ally*
- [Uni Köln: Glossar zu Diskriminierung und Rassismuskritik](#)³⁵
- [Anti-Bias-Strategien: Allyship](#)³⁶

Hint

At the Landeszentrale für politische Bildung (Brandenburg Center for Political Education) in Potsdam and the Landes- und Bundeszentrale für politische Bildung (Berlin and Federal Center for Political Education) in Berlin, there is an opportunity for students to order a specific quota of free books online or pick them up in person every quarter. These books cover topics related to politics, discrimination/racism, diversity, DDR (former German Democratic Republic) examination, German history, and current events specific to Berlin and Brandenburg, among others.

Hint

For events and essential information at the university: Follow [@viadrina](#) and [@via_chancengleichheit](#) on Instagram

Visit: europa-uni.de/events³⁷ for all university events

You can also use Viadrina-Kompass (<https://www.trainings.europa-uni.de/de/login>), to register for workshops, training, and more.

9.

Web-Links: URL in plain text

- 1 <https://www.europa.uni.de/de/struktur/unileitung/stabsstellen/chancengleichheit/antidiskriminierung/index.html>
- 2 <https://www.europa.uni.de/de/struktur/gremien/anlaufstelle-zum-schutz-vor-diskriminierung/index.html>
- 3 <https://www.antidiskriminierungsstelle.de/DE/startseite/startseite-node.html>
- 4 <https://www.europa.uni.de/de/struktur/unileitung/stabsstellen/chancengleichheit/geschlechtergerechtigkeit/gleichstellung/gender-at-viadrina/name-und-personenstand/index.html>
- 5 <https://www.europa.uni.de/de/struktur/unileitung/stabsstellen/chancengleichheit/geschlechtergerechtigkeit/gleichstellung/gender-at-viadrina/geschlechtervielfalt/index.html>
- 6 <https://www.europa.uni.de/de/struktur/unileitung/stabsstellen/chancengleichheit/mentoring/index.html>
- 7 <https://trainings.europa.uni.de/de/login>
- 8 https://www.europa.uni.de/de/struktur/unileitung/pressestelle/aktuelles/oeff_veranst/index.html
- 9 <https://www.europa.uni.de/de/struktur/unileitung/stabsstellen/chancengleichheit/geschlechtergerechtigkeit/gleichstellung/gender-at-viadrina/schutz-vor-sexualisierter-belaestigung/index.html>
- 10 <https://www.gwi-boell.de/de/2017/07/04/gender-raus-12-richtigstellungen-zu-antifeminismus-und-gender-kritik>
- 11 <https://www.europa.uni.de/en/struktur/gremien/anlaufstelle-zum-schutz-vor-diskriminierung/index.html>
- 12 https://www.oegg.de/wp-content/uploads/2019/12/Glossar_web.pdf
- 13 <https://www.europa.uni.de/en/struktur/gremien/anlaufstelle-zum-schutz-vor-diskriminierung/index.html>
- 14 <https://www.europa.uni.de/de/struktur/unileitung/stabsstellen/chancengleichheit/antidiskriminierung/index.html>
- 15 <https://www.europa.uni.de/de/struktur/unileitung/stabsstellen/chancengleichheit/familienfreundlichkeit/familie/index.html>
- 16 <https://www.asta-viadrina.de/>
- 17 <https://www.europa.uni.de/de/struktur/unileitung/stabsstellen/chancengleichheit/index.html>
- 18 <https://www.europa.uni.de/de/studium/informieren-orientieren/zentrale-studienberatung/index.html>
- 19 https://www.europa.uni.de/en/struktur/zse/zsb/psychologische_beratung/index.html
- 20 <https://www.europa.uni.de/de/struktur/zll/index.html>
- 21 <https://www.europa.uni.de/de/struktur/zse/career-center/index.html>
- 22 <https://www.asta-viadrina.de>
- 23 <https://www.europa.uni.de/de/struktur/unileitung/stabsstellen/chancengleichheit/geschlechtergerechtigkeit/gleichstellung/index.html>
- 24 <https://www.europa.uni.de/de/struktur/unileitung/stabsstellen/chancengleichheit/familienfreundlichkeit/familie/index.html>
- 25 <https://www.europa.uni.de/de/struktur/unileitung/stabsstellen/chancengleichheit/mentoring/index.html>
- 26 <https://www.europa.uni.de/de/internationales/index.html>
- 27 <https://www.asta-viadrina.de/referate-de/>
- 28 <https://www.europa.uni.de/de/struktur/unileitung/stabsstellen/chancengleichheit/antidiskriminierung/index.html>
- 29 <https://www.arbeiterkind.de/ArbeiterKind.de-Netzwerk>
- 30 <https://www.europa.uni.de/de/internationales/Projekte/SAR/index.html>
- 31 https://www.europa.uni.de/de/struktur/zse/zsb/barrierefrei_beratungsstelle/index.html
- 32 <https://www.europa.uni.de/de/internationales/index.html>
- 33 <https://www.asta-viadrina.de/initiativen/>
- 34 https://www.youtube.com/watch?v=_dg86g-QlM0
- 35 <https://vielfalt.uni-koeln.de/antidiskriminierung/glossar-diskriminierung-rassismuskritik/allyship>
- 36 <https://www.anti-bias.eu/anti-bias-strategien/allyship/>
- 37 https://www.europa.uni.de/de/struktur/unileitung/pressestelle/aktuelles/oeff_veranst/index.html



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