



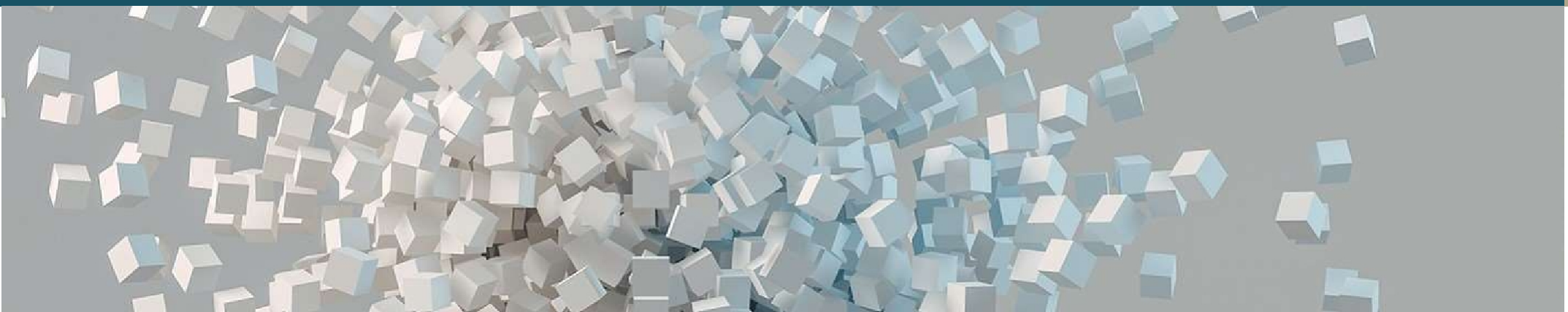
STIFTERVERBAND

June 26, 2023

DIVERSITY AT GERMAN UNIVERSITIES

WHAT IS BEING DONE, WHAT IS BEING DISCUSSED?

Bettina Jorzik





DIVERSITY TIMELINE (I)





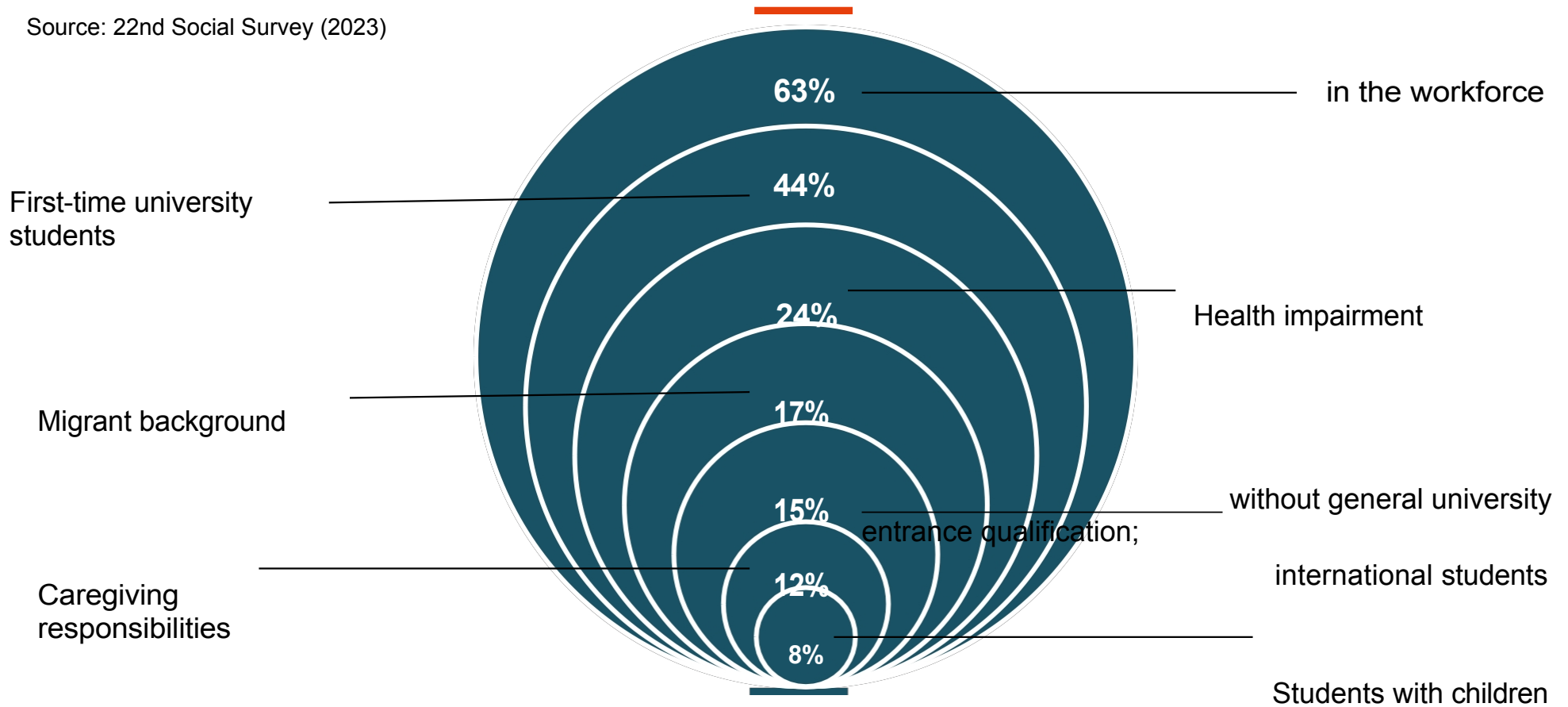
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STUDENTS IN GERMANY (BY DIVERSITY DIMENSIONS)

Source: 22nd Social Survey (2023)



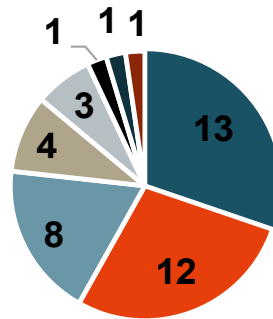
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DIVERSITY IS BETTER! DIVERSITY AS AN OPPORTUNITY

Diversity dimensions addressed



- International students
- Migrant background
- socioeconomic status
- Balancing studies, family, and work
- Non-traditional access to higher education
- Disability/chronic illnesses
- Religion/worldview
- Sexual orientation



BETTER TO BE DIFFERENT! EXAMPLE MEASURES

Studying and Teaching

Language support before and during studies
Introductory Academy for Students with a Migrant Background
Pre-semester program for bachelor's degree students
Bilingual subject-specific tutorials
Intercultural training

Services and Counseling

Counseling services for parents of students with a migrant background
Tutor/mentoring programs
Internship Officer for international students
Academic Advisors (Advice on Academic and Exam Planning)



DIVERSITY TIMELINE (I)

2008

University of Duisburg-Essen:
Office of the Vice President
for Diversity Management

2011

University of HB: Office of the
Vice President for International
Affairs and Diversity TU DO:
Office of the Vice President for
Diversity Management

2010

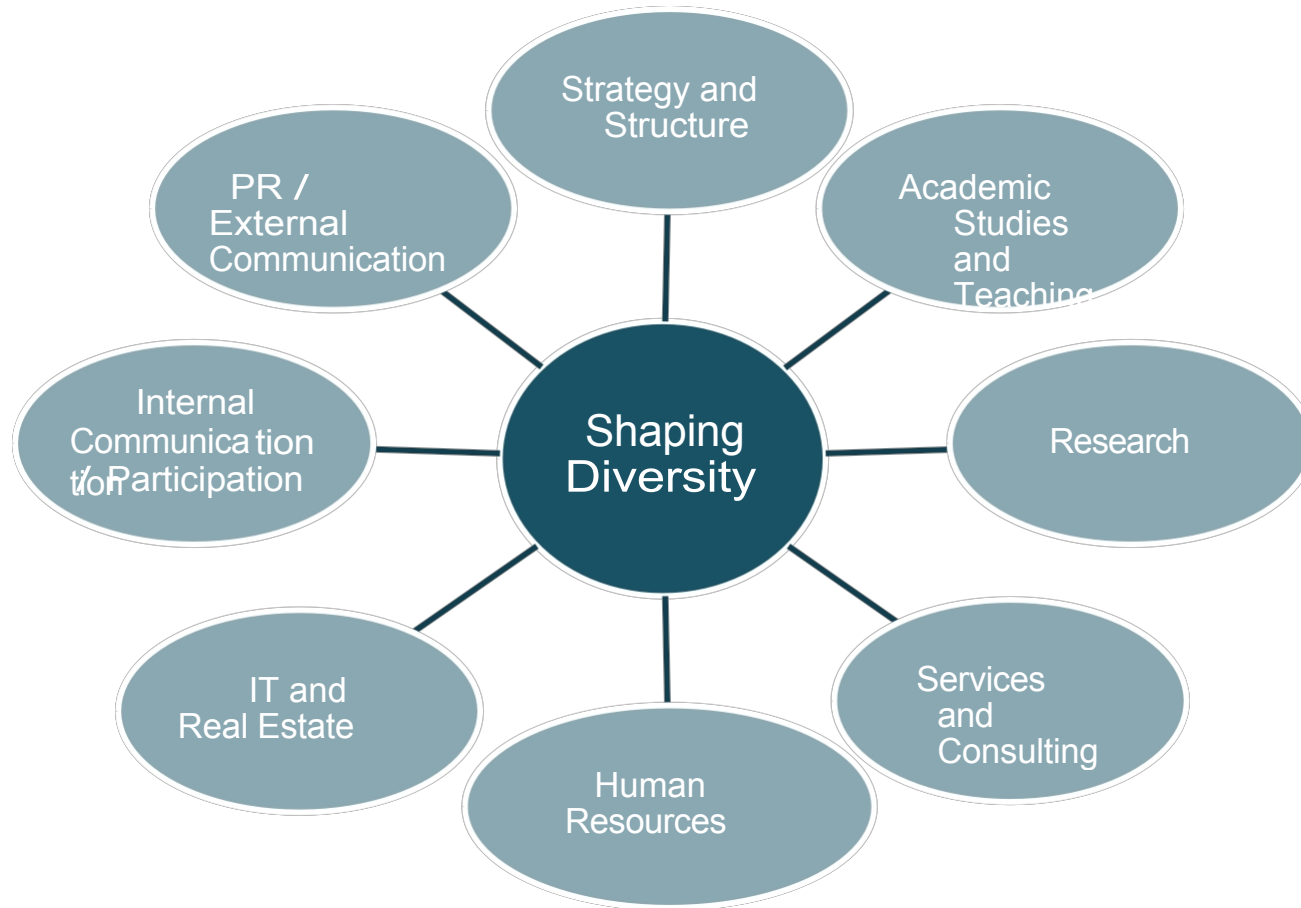
So Much Better!
Diversity as an
Opportunity

2013

Diversity Audit: *Shaping
Diversity*



AREAS OF ACTION IN THE DIVERSITY AUDIT *SHAPING DIVERSITY*





SCOPE OF THE DIVERSITY AUDIT TO DATE

66 universities audited

31 universities

32 universities of applied sciences

2 art/music colleges one dual-track college

Approx. 1/3 of public universities/universities of applied sciences

Approx. 34% of all students

19 colleges participating in the process for the first time

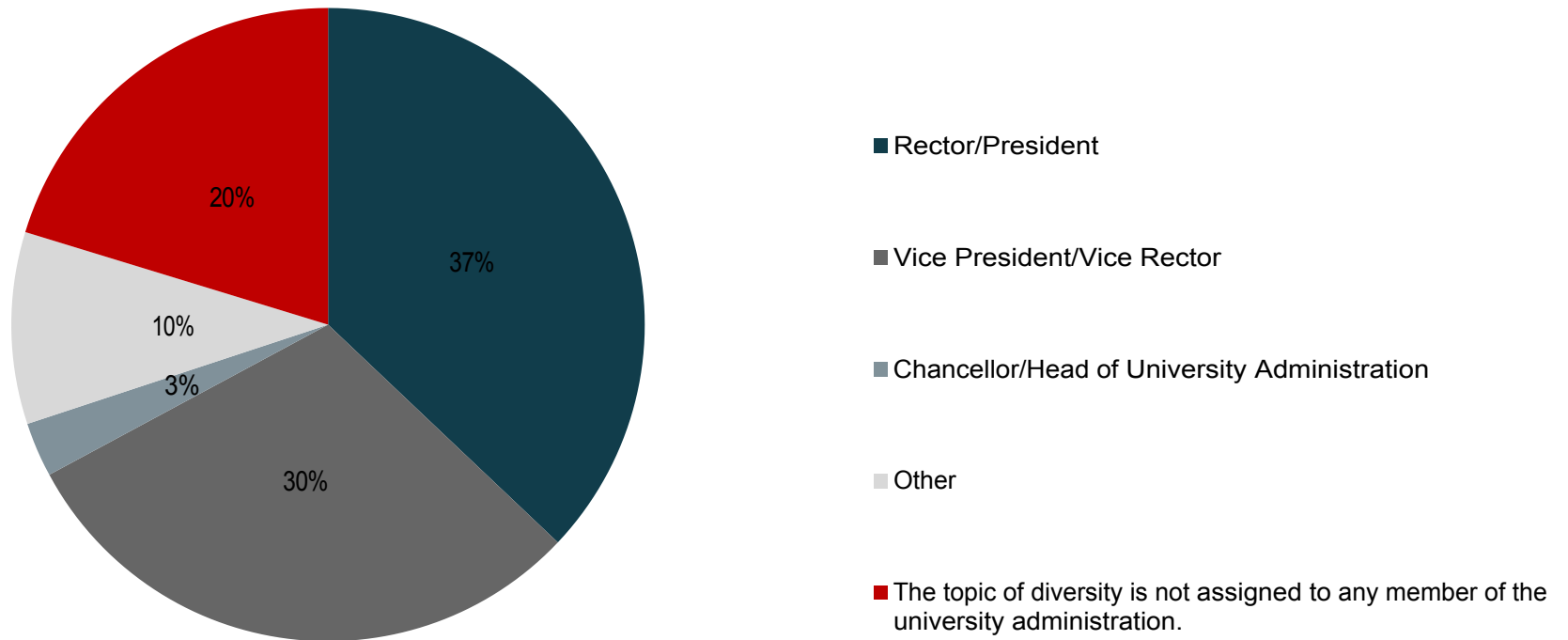
11 universities

5 universities of applied sciences

2 art and music colleges one dual-track college



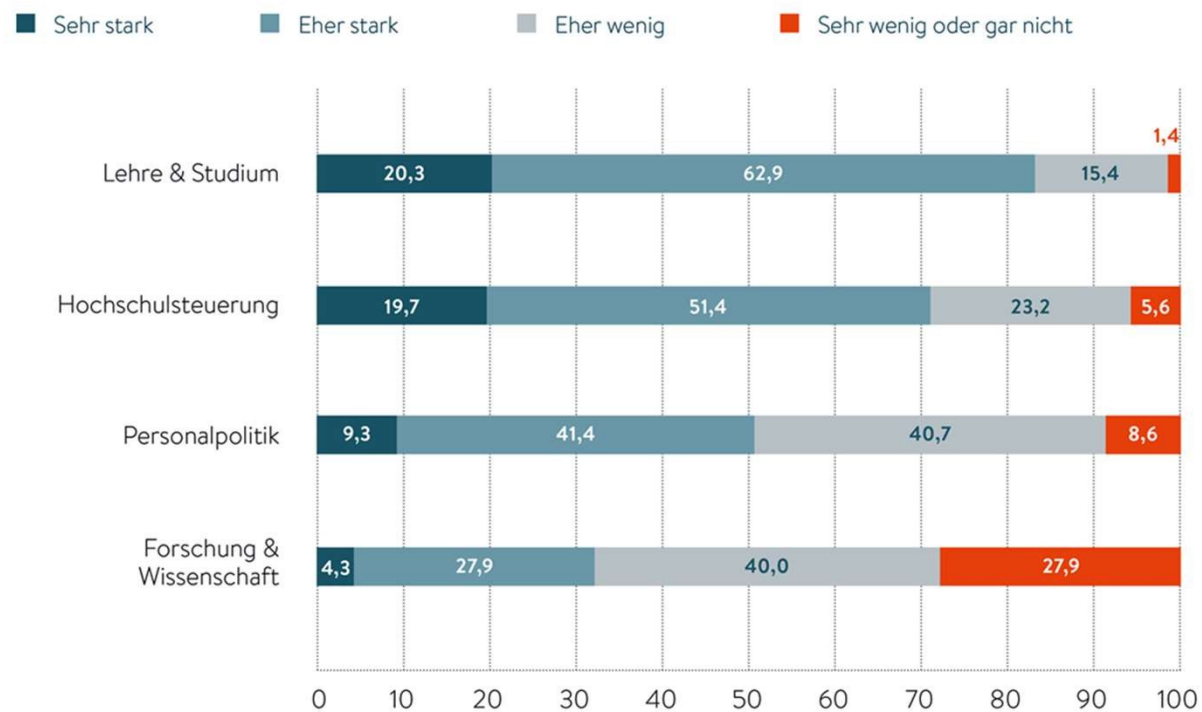
Higher Education Barometer 2017: Integration into University Leadership





UNIVERSITY BAROMETER 2017

ANTEIL DER HOCHSCHULLEITER, DIE ZUSTIMMEN, DASS DAS THEMA DIVERSITÄT IN DEN FOLGENDEN BEREICHEN AN IHRER HOCHSCHULE BERÜCKSICHTIGT WIRD, IN PROZENT





DIVERSITY TIMELINE (II)





DIVERSITY IN HIGHER EDUCATION LAWS

Diversity Officer

- » represents the interests of students in particular (*with disabilities, mental or chronic illnesses*)
- » participates in the planning and organization of teaching and study conditions

(Section 27a HSG / Section 7 ThürHG)

Contact person for anti-discrimination

to ensure a discrimination-free academic environment

(Section 6 (2) HessHG)

University of Diversity

- » Advice and complaint office that provides guidance, particularly regarding the development of degree programs and issues related to the feasibility of studying
- » Universities promote teaching that challenges discrimination; they support faculty members in creating a teaching and learning environment that is sensitive to discrimination and promotes equality.

(§ 5b BerlHG)



PROPOSAL FOR ACCREDITATION

Qualitative review and presentation by the agencies:

Diversity in terms of subject-specific content

- » Program profile
- » Learning Outcomes
- » Interdisciplinary competencies

Concrete measures to ensure equal opportunity in the program

- » Admission/Introductory Phase
- » Study conditions
- » Transitions
- » Information, Support, and Counseling Services
- » Higher Education Pedagogy



SHAPING DIVERSITY IN HIGHER EDUCATION – WHY?

Shirley M. Tilghman,
President of
Princeton
University, January
25, 2011

“Why should we care if our schools and universities are diverse communities? After all, shouldn’t our only real concern be the talent of their faculty and the aptitude of their students? (...) The problem with this point of view [that diversifying our classrooms should be a low priority relative to other laudable educational goals] is that it misses the point. In this narrative, diversity is perceived as an end in itself—diversity for diversity’s sake—rather than as a means to an end, namely, achieving the very excellence that many would say outweighs diversity as an educational priority. Far from being unimportant, a diverse student body and faculty significantly enhances the educational experience of all students, paving the way for fuller lives and a more robust society.”

THANK YOU VERY MUCH



STIFTERVERBAND

Bettina Jorzik

June 26, 2023

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