

# The Diversity Concept of the Goethe University Frankfurt am Main 2011–2014



The “Diversity Concept of the Goethe University Frankfurt am Main 2011–2014” is based on the goals as laid down in the University Development Plan 2011. The Goethe University combined various instruments for working out the concept, not least in order to ensure adequate participation: on the one hand, guided interviews were conducted, for example, with employees in advisory functions, members of the AStA (General Students’ Committee), etc. On the other hand, Internet research, an open space workshop, as well as four strategy and awareness-raising workshops on various topics were organized.

The concept was developed in close cooperation with the vice president responsible for gender and diversity, Prof. Dr. Roser Valenti, the Senate Commission “Advancement of Women, Equal Opportunity, and Diversity”, the “Project Supervision Group Diversity Policies”, and the Equal Opportunities Office.

The Goethe University already has various concepts and target agreements on gender equality and family support. The Diversity Concept therefore includes no measures on these topics. With the expiry of the Plan for the Advancement of Women in 2014, all of the other reports and measures related to equal opportunity and diversity will be consolidated in a central “Gender Equality & Diversity Action Plan of the Goethe University Frankfurt am Main” (GEDAP) and updated every four years.

# Diversity Concept of the Goethe University Frankfurt am Main 2011–2014

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## 1. Basis

### Initial situation

In the years ahead, the examination of diversity will become one of the primary tasks in the area of university development. The reasons for this are:

- *Tendencies toward Internationalization and Globalization:* Such processes are causing German society and its academic system to become increasingly heterogeneous.
- *Shortage of Skilled and Management Personnel:* Demographic change and the transition into a service and knowledge society have already ushered in a strong demand for well-qualified personnel.
- *Advancement of a Variety of Talents:* One of today's important political goals is to strengthen the potential of all members of society and in doing so improve the share of the well qualified. Diversity Policies make an important contribution to the development of excellence.
- *Insufficient Implementation of Educational Equity and Equal Opportunity:* Despite a variety of reform processes, in Germany it continues to be primarily young people of German origin from academically informed, high-income homes who apply for admission to university; established academic career paths favor white, male academics. Equal opportunity has to be improved in the education system in order to take advantage of potential as a whole.
- *Allgemeines Gleichbehandlungsgesetz (AGG, General Non-Discrimination Act) 2006:* As a result of the AGG, the need for equal opportunity with respect to gender, ethnicity<sup>1</sup>, religion or worldview, disability, age, and sexual orientation achieves greater binding force in politics, law, and society.

In view of these developments, in 2010 the Steering Committee of the Goethe University Frankfurt am Main (GU) decided to expand its previous gender equality policy by introducing Diversity Policies.

### What does “diversity” mean?

“Diversity” describes people's differences with respect to the dimensions referred to in the AGG, to which social background has to be added in connection with educational facilities. Diversity is therefore associated with various possibilities of exercising influence and with the availability of resources. As a program, Diversity Policies are obliged to be geared toward creating structural equal opportunity as well as recognizing and advancing individuals' existing differences and similarities.

#### 1.1. Goals and Strategies

Because of its international orientation as well as its self-image as a civic university – in terms of an institution of higher education that caters to the needs of citizens from the region above and beyond the general educational mandate – the Goethe University sees itself called on to consciously embrace the diversity of all members of the university and to open itself up for new groups of students. The Goethe University therefore wants to establish a responsive way of dealing with diversity and at the same time counteract discrimination. Its Diversity Policies are intended to bring to bear the potential of all members of the university and encourage creativity and problem-solving skills. Thus, Diversity Policies also stand for a

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<sup>1</sup> See the Glossary.

process of university professionalization and are part of quality development. Providing a studying and working environment that is sensitive to diversity has a positive influence on the satisfaction of all members of the university and on their institutional loyalty, and in a time of international competition it strengthens the university by serving as a magnet for attracting the best.

With its Diversity Policies, the Goethe University pursues the various overlapping goals formulated in the University Development Plan 2001 as well as the 2001 Interim Report on Research-Oriented Standards in Gender Equality by the Deutsche Forschungsgemeinschaft (DFG, German Research Foundation). They aim to:

- examine the structures and processes at the university for their mechanisms and impact, in particular with respect to institutional discrimination, and change them in such a way that people have the same opportunities for admission and success regardless of their social attributes;
- ensure a family-friendly and gender- and diversity-sensitive organizational and academic culture;
- increase excellence by means of the advancement and use of all of an individual's existing talents and potential, regardless of gender, social stratum, ethnicity, etc.;
- advance existing gender- and diversity-related research (e.g., intersectionality research, postcolonial studies, migration research, ageing research) and develop a competitive international research profile, for instance through the Cornelia Goethe Center for Women's and Gender Studies.

The Goethe University relies on the following strategies in order to implement these goals. It aims to:

- transform the general structural framework; Diversity Policies will, as has heretofore equality, be incorporated as a permanent cross-sectional task;
- practice Diversity Policies not only from the top down, but from the bottom up as well – as a strategy of empowerment<sup>2</sup>;
- take account of the various course cultures in the implementation of Diversity Policies;
- ensure quality development and assurance by means of Gender & Diversity Monitoring and Controlling as well as through the regular evaluation of gender equality measures and Diversity Policies;
- raise the awareness of all members of the university by means of professional gender and diversity consulting,<sup>3</sup> skills training sessions for the various target groups, as well as public relations work for aspects of gender and diversity;
- gear gender equality and Diversity Policies both toward the equity standards as well as toward the excellence criteria of the international competition;
- improve networking within the university as well as develop regional, state, and national as well as international networking in the area of gender equality and Diversity Policies.

## 1.2. Diversity Policies at the Goethe University

### The Diversity Policies Concept

As an educational institution, the Goethe University consciously falls back on the concept of Diversity Policies and distances itself from "Diversity Management" which is associated more with economic concepts. In doing so, it underscores its primary motive of establishing equal

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<sup>2</sup> See the Glossary.

<sup>3</sup> See the Glossary.

opportunity and developing an individual profile of diversity-related measures at German universities.

Diversity Policies involve an appreciative, inclusive approach as well as programmatic content, goals and concrete control processes and activities. As an institution with excellent research and teaching conditions, the Goethe University sees itself in the role of a social model that promotes an academic and social culture free of discrimination. “Diversity” applies not only to the individual; it is equally as important to describe people’s similarities in different social dimensions in order to make the underlying structural conditions of social inequality visible and ultimately change them.

### **The various dimensions of Diversity**

Diversity Policies at the Goethe University are oriented toward an intersectional perspective of inequality. This means: various dimensions of diversity have to be taken into account simultaneously. Translated into political practice, intersectionality<sup>4</sup> therefore points out that dimensions of diversity should be perceived in the context of their interrelation, mutual reinforcement, or relativization. The preferred goal is not to consolidate the attribution of identity but to acknowledge context-dependent assignments, memberships, and self-determined identities. New, open instruments and strategies need to be developed for this purpose.

### **Core dimension gender**

Gender is a core dimension of diversity. The social equality of the genders takes up a special position within the dimensions of diversity. While diversity-related measures at German universities are in general not new, in its efforts in the area of the equal opportunity of the genders, the Goethe University can look back at thirty years of experience. Efforts were again intensified in the past five years, so that the Goethe University is currently one of the most successful universities in Germany in terms of its gender equality policy.<sup>5</sup>

There are presently various concepts and target agreements in place on gender equality and family support. The “Diversity Concept of the Goethe University Frankfurt am Main 2011–2014” therefore does not position itself in this respect. Rather, it serves to create a basis for ongoing reports on other dimensions of diversity and the implementation of Diversity Policies. In general, with the expiry of the Plan for the Advancement of Women in 2014, all of the other reports and measures related to equal opportunity and diversity will be consolidated in a central “Gender Equality & Diversity Action Plan of the Goethe University Frankfurt am Main” (GEDAP) and updated every four years.

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<sup>4</sup> See the Glossary.

<sup>5</sup> In 2008/09, the Goethe University participated in the federal-state professor program (its equal opportunity concept was rated as “very positive”). It was audited in 2009 by the Hertie Foundation; it is currently undergoing a process of consolidation. In 2011, the German Research Foundation (DFG) assigned the Goethe University’s report on research-oriented equal opportunity standards to the highest category (4). The rating TOTAL E-QUALITY is aimed for in 2012.



### 1.3. Facts and Figures

The Goethe University recruits its students and scholars both at home and abroad. In addition, it is embedded in a region that is characterized by the internationality and heterogeneity of its citizens. Thus, with residents from more than 170 nations, Frankfurt is a city with a high degree of cultural, religious, and social diversity, which will increase in the years to come.<sup>6</sup> The share of the population of Frankfurt with a migration background is currently 38.6%;<sup>7</sup> in 2008, 65.2% of all residents younger than fifteen had a migration background.<sup>8</sup>

Despite this, the Goethe University, like other German universities, is largely monocultural. In the area of science in particular, there are signs that the diversity of the staff decreases with the increasing level of qualification, while the diversity of the student population and staff is in general increasing. However, to date there is no detailed information available on the various dimensions of diversity for any of the status groups, which can be attributed primarily to existing data privacy laws. One exception is data with reference to gender collected within the scope of gender controlling (cf. the Goethe University's Plan for the Advancement of Women, „Gender Equality & Diversity Action Plans“ of the faculties) as well as individual figures on the diversity of students. The latter results in the following picture:

- Many students pursue a second degree: at 9%, their share is considerably higher than the national average (3.2%); 2% study while working part-time.<sup>9</sup> The high cost of living in Frankfurt is closely correlated with the high number of students in part-time employment.
- When students receive their degree, they are an average of 28.6 years old; international students tend to be somewhat older (29.4 years old). In contrast, international students are an average of 33.2 years old when they receive their Ph.D., while German students are generally older (34.2 years old).<sup>10</sup>
- 10.6% are students without German citizenship who received their university entrance qualifications abroad. A further 5.9% of the students without a German passport are educational residents;<sup>11</sup> the total share of non-German students is 16.5%.<sup>12</sup>
- At 59%, the share of female students predominates, while their share of doctoral candidates is only 48%.<sup>13</sup>
- Information about the number of students who have their own families is difficult to ascertain. Figures show, however, that in 2008, when tuition was still required to be paid, 1186 students

<sup>6</sup> The city of Frankfurt am Main is regarded as a pioneer in integration policy, not lastly due to its integration department as well as due to its self-commitment: examples are the Frankfurt Declaration against Anti-Semitism and Racism and for an Open-Minded City, its joining the Charta of Diversity, its municipal anti-discrimination guideline, as well as its diversity and integration concept (cf. Stadt Frankfurt am Main 2010: 3ff.).

<sup>7</sup> Cf. Annual Abstract of Statistics Frankfurt am Main 2011:19.

<sup>8</sup> Cf. Author Group Reporting on State of Education 2010: 214.

<sup>9</sup> Cf. Student Statistics done by the Studies-Service-Center of the GU WS 2011/2012: 7. Cf. Federal Statistical Office 2011: 43.

<sup>10</sup> Calculation performed by Gender & Diversity Controlling on the basis of graduate figures for the academic year 2008 (before introduction of the bachelor and masters degree courses).

<sup>11</sup> Calculation performed by „Gender & Diversity Controlling“ on the basis of student figures from the Goethe University's Study Service Center for the winter semester 2011/2012.

<sup>12</sup> Cf. Student Statistics done by the Studies-Service-Center of the Goethe University WS 2011/2012: 8.

<sup>13</sup> The figure corresponds with the share of women who completed their Ph.D. in 2012 as well as the share of women enrolled as Ph.D. candidates in the winter term 2011/12. Calculation performed by „Gender & Diversity Controlling“ on the basis of student and graduate figures from the Goethe University's Study Service Center.

(ca. 4%) applied for exemption because they had children. Of these, two thirds were women and one third were men.<sup>14</sup>

Further statements on the social diversity of students can be taken from surveys conducted by the German Student Union. However, they reflect the overall situation in Germany and show that there is currently a degree of diversity among university students that goes far beyond the characteristics of the traditional „normal student“. Knowledge of the constitution of the student and staff structure is essential in order to initiate suitable measures as well as establish quality management. In the future, surveys among students and staff members will be conducted on a voluntary basis and taking existing data privacy laws into account (cf. 2.2.).

#### 1.4. Development of a Diversity Concept: Instruments and Results

##### Status quo analysis instruments

The Goethe University's Diversity Concept is based on an initial status quo analysis of existing offers and needs. For this purpose, various survey instruments were combined:

<i>Guided interviews</i>	In partially structured guided interviews, the directors of central facilities, the faculties, as well as members of the AStA (General Students' Committee), disabled student representatives, the staff council, and individuals were surveyed with respect to the needs and problems of staff members and students as well as existing or desirable diversity measures. The interviews were supplemented by comprehensive Internet research.
<i>Internet research</i>	
<i>Open space workshop</i>	Approximately 80–100 members of the university discussed their needs in four working groups in an open space workshop during the symposium „Diversity Potential – Diversity Policies at the Goethe University“ (February 2011) and developed recommendations for measures.
<i>Strategy and awareness-raising workshops</i>	Four theme-based strategy and awareness-raising workshops were conducted with staff and students that were related to the following areas: a) advising; b) teaching, supervision, career enhancement; c) personnel structuring; d) science and research. The workshops were organized by the „Center for University Development“ (CHE consult). In each case, focus was placed on the question of how the various areas are currently perceived with respect to diversity and what needs to be done so that the university can better accommodate the needs of a heterogeneous student body and work force.

##### Results of the analysis

The status quo analysis made visible the wide range of diversity-related offers and instruments already in place at the Goethe University and also pointed out needs. International students, students with a migration background, students with handicaps, as well as students who are parents expressed their needs. They addressed the still insufficient awareness

<sup>14</sup> Calculation performed by „Gender & Diversity Controlling“ on the basis of data from the Goethe University's Study Service Center that were gathered in connection with the „audit familiengerechte hochschule“ (audit family-friendly university).



on the part of teachers. Students with a migration background, for example, talked about their repeated experience of discrimination. Muslim students addressed the difficulties associated with finding a prayer room on the Niederrad Campus, while students who have children require daycare and much greater flexibility organizing their studies. In addition, students from non-academic homes addressed problems associated with the transition from school to university. The existing measures for students include, besides personnel-related measures such as mentoring, sponsoring, and tutoring programs, individual supervision as well as structural activities to make studying more flexible. These offers already cover a large share of student needs. However, they have often not yet been sufficiently made known, are related to individual subjects/faculties, or are of limited duration.

The group of staff members also clearly emphasized various issues: an urgent need for action with respect to dealing with diversity was seen in the area of the culture of welcome – in particular for international scholars – internal communication, as well as the support of advisors. Members of the administrative and technical staff in particular addressed the issue of „age“ and made reference to a flexible working lifetime, further qualification, as well as age-appropriate workplace organization and preventive health care.

## 2. Fields of Activity

The systematic organizational establishment of Diversity Policies requires patience. On the basis of the results of the most recent analysis, in the present „Diversity Concept of the Goethe University Frankfurt am Main 2011–2014“ the Goethe University therefore wants to work out goals for the upcoming years and lay down measures for the next three years with the following priorities:

- Advise and support the faculties and central facilities in order to raise awareness for subtle institutional discrimination and continue to develop diversity-appropriate offers for students and staff members, create synergies between projects, and heighten the visibility of projects.
- Extend the existing equal opportunity monitoring to become diversity monitoring as well as promote qualitative studies, e.g., on the situation of students with a migration background. This will commence with a student survey.
- Change university culture by means of improved internal public relations, optimization of the „culture of welcome,“ as well as raising the level of awareness of diversity, in particular among the teachers, tutors, and mentors of entrance-level students.
- Establish and extend external networks in order to promote the exchange of good practice with respect to Diversity Policies as well as strengthen external public relations and cooperation.

Ideas developed in the course of the status quo analysis, which will not be further pursued in the existing concept, shall be stored in an interactive idea repository in the Intranet (cf. 2.1.) in order to enable taking them up again in future and developing them further.

A distinction is made in the Diversity Concept between developmental goals, developmental strategies, and measures that are meant to lead to structural change (structural level), and those that aid the promotion of individuals in their personal (career) development and contribute to empowerment (human resources level). In all of the sections, the most important existing activities and initiatives will first be described, followed by the identification of developmental potential and goals as well as concrete measures to be implemented by 2014. The chapter is structured as followed:

<i>Structural level</i>	2.1. Establishment of Diversity Policies at the management level and diversity-oriented organizational development
	2.2. Transparency by means of figures and indicators to illustrate diversity and measure the success of Diversity Policies
	2.3. Participation of the faculties and central facilities
	2.4. Creation of gender and diversity skills among members of the university
	2.5. Promotion of diversity-related research and education
<i>Human resources level</i>	2.6. Diversity-oriented human resources development
	2.7. Personal measures for students
<i>Networking</i>	2.8. Strengthening of external cooperation

## A) Structural Level

### 2.1. Establishment of Goals at the Management Level and Diversity-Oriented Organizational Development

Understanding Diversity Policies as a cross-sectional task of organizational development means that all fields of activity have to be further developed with the goal of appreciating diversity and creating equal opportunity. This can only succeed if it is perceived as a management task, yet structures and incentives also need to be created as a bottom-up process.

#### Current status

Since its decision to introduce Diversity Policies into the organization, the university administration has taken numerous steps toward its implementation:

<i>„Gender &amp; Diversity Controlling“ Coordination Office</i>	In March 2010, the „Gender & Diversity Controlling“ Coordination Office was set up, limited to February 2013, in the Equal Opportunities Office for the establishment of Gender & Diversity Monitoring (cf. 2.2.).
<i>„Project Supervision Group Diversity Policies“</i>	In the summer term 2010, the „Project Supervision Group Diversity Policies“ was set up under the direction of the vice president responsible for equal opportunity. It consists of individuals who work in key administrative offices as well as researchers who keep a critical eye on the developmental process of the Diversity Concept.
<i>„Diversity Policies“ Coordination Office</i>	In October 2010, the Goethe University set up the „Diversity Policies“ Coordination Office, initially for the duration of one year. Its responsibilities include, among others, the status quo analysis of previous activities, the creation of an Internet presence, public relations, as well as the formulation of the Diversity Concept.
<i>„Charta of Diversity“</i>	In January 2011, the Goethe University joined the „Charta of Diversity“.

<i>University Development Plan (HEP)</i>	The extension of equal opportunity policy by Diversity strategies was incorporated into the new University Development Plan 2011.
<i>„Advancement of Women, Equal Opportunity, Diversity“ Senate Commission</i>	In summer 2011, at the request of the senate commission, „Advancement of Women and Equal Opportunity“ was renamed „Advancement of Women, Equal Opportunity, and Diversity.“

### Developmental goals

In upcoming years, the Goethe University wants to improve public relations and internal communication and reinforce the bottom-up process. The dialogue among members of the university on the understanding and implementation of Diversity Policies should be continued. Information on dealing with diversity, including planned measures, shall be made available. This calls for sufficient transparency as well as student and staff participation in the analysis and development of instruments. Thought is being given to the establishment of a fund for projects initiated by students through which they can express their needs, interests, and skills. In addition, the situation of students and staff with different religions or worldviews shall be improved by installing „rooms of silence“ on every campus. A concept shall be developed for this purpose.

Moreover, a „culture of welcome“ shall be created for students, scholars, and administrative and technical staff members that is in general oriented more toward the needs of the various target groups and faculty cultures. This means, for example, that, more so than in the past, university materials such as forms and leaflets or information brochures should be bilingual, and as soon as sufficient funds are available to the university, a welcome center should be set up and services offered in multiple languages.

The Goethe University is furthermore continuing its efforts to expand its activities in the area of accessibility.

### Measures by 2014

Measure/ Time Frame	Contents	Responsible
<i>„Diversity Policies“ Coordination Office</i>  <i>Continuous</i>	The „Diversity Policies“ Coordination Office will be realigned within the scope of the program “Start Your Studies Strong” (“Quality Pact for Teaching”, a joint program of the Federal Government and the Länder). The main tasks are above all advising the faculties as well as developing concepts for awareness-raising offers for teachers, tutors, and mentors.	Equal Opportunities Office
<i>Internal communication and public relations</i>  <i>Continuous</i>	A „Gender, Family & Diversity Portal“ shall be set up that also provides information in English. Increasingly introduce Diversity Policies into university media, e.g., by means of reports on initiatives. Translation of core areas of the university Web site into	Equal Opportunities Office Marketing & Communication Marketing &

	English.	Communication
<i>Culture of welcome by the end of 2013 and continuous</i>	New staff members should receive a welcoming circular as well as an information folder geared toward their various needs.	Human Resources Services and Marketing & Communication
<i>Participation of all members of the university By the end of 2012 and continuous</i>	Setup of an „idea repository“: initiation of an interactive platform in the Intranet respectively a Wiki. Students and staff should have the opportunity to articulate needs and ideas for instruments as well as the implementation of measures.	„Diversity Policies“ Coordination Office in collaboration with studiumdigitale, Study Service Center

## 2.2. Figures and Indicators to Illustrate Diversity and Measure the Success of Diversity Policies

Only few diversity-related attributes, such as age and gender or nationality, have been accounted for to date in university statistics. What are therefore required are quantitative investigations, such as, for example, student surveys on a voluntary basis, as well as small-scale qualitative studies.

### Current status

The setting up of the „Gender & Diversity Controlling“ Coordination Office enabled entrance into data analysis.

<i>Data on diversity in universities</i>	The „Gender & Diversity Controlling“ Coordination Office gathered publicly accessible information on diversity in universities.
<i>Diversity monitoring at the Goethe University</i>	Initial considerations for diversity monitoring at the Goethe University took place with reference to the few examples of diversity monitoring in German universities and municipalities.
<i>Diversity-related needs of the faculties</i>	The diversity-related needs, measures, and goals of the faculties were inquired into for the first time in the 2011 „Gender Equality & Diversity Action Plan“ (GEDAP) (cf. 2.3. a).

### Developmental goals

As already mentioned, due to existing data protection regulations the sociodemographic structure of students and staff members has not been able to be sufficiently ascertained; this hampers the development of successful measures. The Goethe University therefore pursues the long-term goal of gathering the diversity-related structural data of its students and work force within the scope of voluntary surveys and in this way enables the measurement and evaluation of the success of measures.

## Measures by 2014

Measure/ Time Frame	Contents	Responsible
<i>Gender &amp; Diversity Monitoring</i>  <i>Continuous</i>	Establishment and expansion of gender & diversity monitoring, which successively also includes the evaluation of existing measures.	Equal Opportunities Office; „Gender & Diversity Controlling“ Coordination Office/ Controlling/ Teaching and Quality Assurance Department
<i>Faculty „Gender Equality &amp; Diversity Action Plan“ (GEDAP)</i> <i>Continuous</i>	The GEDAPs are continued every two years and will be introduced centrally beginning in 2014. At the same time, diversity will gain in importance. Based on this, among other things measures for staff in the faculties will be further developed.	Equal Opportunities Office; „Gender & Diversity Controlling“ Coordination Office
<i>Student survey</i>  <i>Winter term 2012/13</i>	A student survey will be conducted in which the diversity of the student body represents a cross-sectional theme. It is intended to find out how the group of students is constituted and with what kinds of challenges they are confronted in terms of their conditions for studying and their living situation. The goal is to take measures to reduce dropout rates and avoid lengthy periods of study.	Teaching and Quality Assurance Department/ Equal Opportunities Office

### 2.3. Participation of the Faculties and Central Facilities

Structural measures at the faculty level and in central facilities shall promote organizational development in the direction of a diversity-sensitive university.

#### Current status

In recent years, a variety of measures have been effected at the faculty level as well as at the level of the university as a whole. Examples of this are structure-effective measures such as eLearning offers, internationally oriented study and doctoral programs, English-language faculty homepages, as well as initiatives for the purpose of individual study supervision, part-time studying, and offers for courses at no charge.<sup>15</sup> Furthermore, activities for students with handicaps, e.g., guidance notes for students with limitations or a film on „studying with a disability“ need to be highlighted.

The larger-scale measures that have already been introduced include:

<i>GEDAP (cf. 2.2.)</i>	For the purpose of the structural establishment of equal opportunity in the faculties, within the scope of the „Gender Equality & Diversity Action Plan“
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<sup>15</sup> For diversity-oriented personnel measures for students, cf. 2.7.

	(GEDAP) the faculties report every two years on the equal opportunity and diversity measures or needs they have carried out or planned.
<i>„UNIREP“</i>	Since October 2010, with „UNIREP“ the Faculty of Law provides review books at no charge during preparation for the final exam. In addition, laptop computers are made available free of charge to students for writing academic papers. Both measures therefore respond to the in part marginal financial resources of student groups.
<i>eLearning</i>	The Goethe University began early on to develop and implement offers in the area of eLearning. They support or extend classroom teaching and, in view of diversified living circumstances, serve above all to better organize one's studies: eLectures promote the accommodation of heterogeneous levels of knowledge; in this way, students can process lectures at an individual speed and have the opportunity to listen to the highly condensed information as often as necessary. For students with handicaps, this results in the improved possibility of participation. Because eLectures are accessible from any location, they enable catching up on individual lectures and increase the opportunities for studying part time.
<i>Promotion of part-time studying</i>	One example of offers for part-time studying at the faculty level is the „LL.M. Finance Degree Program,“ which is geared toward law students. The „Individual Study Supervision“ project in medicine aims for the flexibilization of the course of one's studies and is particularly geared toward students with special challenges: student parents, competitive athletes, caretaking students, foreign students, working students with special obligations, and students with disabilities or chronic illnesses.
<i>Centers for students and staff with handicaps</i>	The Goethe University has several centers for students and staff with handicaps. Besides the officer and the Goethe University representative for the concerns of the disabled, there is also the AStA's Autonomous Department for the Disabled as well as the Student Representative.

## Developmental goals

Although the Goethe University has already implemented numerous diversity-oriented structural measures, there has been no networking of the activities to date. This gives the impression, both internally as well as externally, of arbitrary individual measures. In order to simplify the demand for students, encourage the faculties to initiate measures by means of internal good practice models, and better present the activities of the Goethe University externally, initiatives should be better networked and made visible in future.

## Measures by 2014

Measure/ Time Frame	Contents	Responsible
<i>Networking of existing initiatives, good practice exchange</i>	The Goethe University will network existing measures in order to initiate a good practice exchange and create synergies; it will incorporate all of these measures into	„Diversity Policies“ Coordination Office /



<i>Continuous</i>	its Diversity Concept. Based on the evaluation of existing offers as well as the needs assessment, new concepts for the faculties and central facilities will be developed and subsequently introduced as soon as possibilities for funding are found.	Faculties and central facilities
<i>Advising the faculties and toolboxes</i>  <i>By end of 2012 and continuous</i>	The faculties and central facilities will be advised in order to develop suitable diversity-related measures and instruments. This will be supported through the creation of toolboxes for the implementation of diversity-related measures for the faculties that contain examples of good practice from other faculties and universities.	„Diversity Policies“ Coordination Office
<i>„Day of Equal Opportunity“</i>  <i>2014</i>	A „Day of Equal Opportunity“ will be carried out at the Goethe University in anniversary year 2014. All of the diversity- and equal opportunity-related projects and measures will be presented to the university public as well as interested institutions and citizens from the region. In the long term, an electronic platform will be set up that presents all of the offers and can be updated directly by the providers themselves. The Equal Opportunities Office is developing a concept for this purpose.	Equal Opportunities Office; „Diversity Policies“ Coordination Office / Faculties and central facilities (within the scope of the 100th anniversary)

## 2.4. Measures for the Creation of Gender and Diversity Skills

To aspire to Diversity Policies as a change management process and instigate reflection and learning processes among members of the university in order to initiate productively dealing with diversity in the long term.

### Current status

In the area of further qualification, offers have been available for some time now for raising the awareness of academic as well as administrative and technical staff members.

<i>Events for raising the awareness of members of the university</i>	As an instrument of organizational development, the „Diversity Potential - Diversity Policies at the Goethe University“ series of lectures, including the symposium and the open space workshops in the winter term 2010/11, raised the awareness of members of the university, as did the strategy and awareness-raising workshops conducted by the CHE in 2011 (cf. 1.4).
<i>Advanced training on intercultural skills</i>	For some time now, advanced training has been available on gender und diversity, in particular with a focus on intercultural skills, for different target groups. Examples for this are the workshops conducted by the Goethe Graduate Academy GRADE and by the „Interdisciplinary College of University Didactics“, or in-house advanced training in cooperation with the Equal Opportunities Office.
<i>Skills transfer</i>	The members of the „Cornelia Goethe Center for Women“s and Gender Studies“ (CGC) make their knowledge of gender- and diversity-related awareness

available to those interested.

## Developmental goals

In the long term, the awareness of all of the members of the Goethe University shall be raised for dealing appreciatively with variety and difference.

## Measures by 2014

Measure/ Time Frame	Contents	Responsible
<i>Advanced training of gender and diversity skills for senior staff</i>  <i>By end of 2012</i>	Senior staff members set a special example for gender and diversity skills; they therefore play the role of multiplier. Within the scope of the „Career Support & Equal Opportunities“ program, the awareness of female staff members shall be raised for diversity aspects of human resources management as well as the identification of potential. In the long term, dealing with diverse teams shall also be taken up in the development of senior staff in Human Resources and Organizational Development.	Equal Opportunities Office: „Career Support“ / Human Resources and Organizational Development
<i>Advanced training of gender and diversity skills for teachers</i>  <i>Continuous until 09/2016</i>	The communication of gender and diversity skills for teachers will continue to be promoted by means of the “Start Your Studies Strong”, a joint program of the federal-state and the Länder. The goal of didactic qualification is to improve the learning situation for a heterogeneous student body and to extend teaching by the aspect of raising awareness for gender and diversity skills.	„Interdisciplinary College of University Didactics“ / „Diversity Policies“ Coordination Office within the scope of the federal-state program “Start Your Studies Strong”
<i>Gender and diversity skills for student tutors and mentors</i> <i>Continuous until 2016</i>	Modules for the raising of awareness for gender and diversity skills will be incorporated into training for tutors and mentors. This training will initially be offered in the form of immersion modules.	studiumdigitale / „Diversity Policies“ Coordination Office in the scope of the federal-state program “Start Your Studies Strong”
<i>Advanced training of gender and diversity skills for as well as the supervision of staff in advisory and service functions</i> <i>Beginning 2013 and continuous</i>	An introduction into advanced training in gender and diversity skills will be performed for staff members in advisory and service functions and supervision provided. A sensitive intersectional perspective on the multifaceted backgrounds of students and their levels of need shall become an element of the professional skills of advisors.	Study Service Center and central facilities / Human Resources and Organizational Development
<i>„Studying with a Han-</i>	Guidelines shall be developed in order to raise the	Study Service Cen-

<i>dicap“ guideline for lecturers 2012</i>	awareness of lecturers for the situation of students with handicaps and simplify their studies.	ter / „Diversity Policies“ Coordination Office
<i>Gender and diversity skills training for administrative and technical personnel Continuous</i>	Within the scope of the „Career Support“ program, gender and diversity skills training will be conducted for administrative and technical personnel by the Equal Opportunities Office.	Equal Opportunities Office
<i>Pool of experts for gender and diversity skills Continuous</i>	The „Diversity Policies“ Coordination Office will seek out excellent trainers/supervisors/coaches for gender and diversity skills and set up a corresponding pool of experts.	„Diversity Policies“ Coordination Office

## 2.5. Research and Teaching

Gender, ethnic, religious, and other stereotypes are also constantly being reproduced in science and research. Changes in the direction of a diversity-sensitive culture of knowledge are therefore an important goal for the Goethe University, albeit one that can only be achieved in the long term. Beginning early on with raising awareness for thinking in terms of stereotypes and for structural inequality among students and scholars is a condition for the successful implementation of equal opportunity (cf. 2.4.).

### Current status

Diversity-related issues in research and teaching are already being openly addressed in the social sciences and humanities.

<i>„Cornelia Goethe Center for Women’s and Gender Studies“ (CGC)</i>	The Goethe University enjoys international recognition in the area of gender studies, not least due to the „Cornelia Goethe Center for Women’s and Gender Studies“ (CGC), which was established in 1997. It takes up current diversity-related issues and works continuously on a curriculum that takes aspects of research on intersectionality into account. The four-semester „Study Program Gender Studies“ for students in six social science and humanities faculties has been in place since the winter term 2000/01. It is planned to extend it to include other faculties.
<i>„International Postgraduate Center Social Sciences“ (IPC)</i>	The „International Postgraduate Center Social Sciences“ (IPC) cooperates with top scholars who work on research themes related to intersectionality.
<i>Promotion of diversity-related science and research</i>	The Goethe University already promotes diversity-related science. Examples for its successful implementation are the endowed professorship for „interdisciplinary gerontology and age policy“ in the Faculty of Education or the visiting lectureship „intercultural theology“ in the Faculty of Catholic Theology.
<i>„University for Best Agers“</i>	The Goethe University makes a contribution to lifelong learning through the classes it offers at the „University for Best Agers“ located in the Faculty of Education.

<i>„Writing Center“</i>	The „Writing Center“ for faculties 06–10 provides teachers with the opportunity for university-didactic exchange and contributes to broadening skills.
<i>„International Campus“ visiting lecturer program</i>	The „International Campus“ visiting lecturer program regularly invites lecturers from foreign universities to hold lectures. The program’s goal is to promote academic diversity and inculturality on the campus and to introduce students to teaching content and methods from abroad early on, encourage them to spend time at a foreign university, and to allow students who for personal or financial reasons cannot or do not want to study abroad to experience internationality.
<i>Information for visiting scholars</i>	The International Office makes information available to international visiting scholars and thus contributes to a culture of welcome at the Goethe University.
<i>Conferences that address diversity-related issues</i>	International conferences regularly take place that take up and reflect diversity-related issues.

### Developmental goals

The Goethe University wants to continuously develop diversity-sensitive research and teaching.

### Measures by 2014

<b>Measure/ Time Frame</b>	<b>Contents</b>	<b>Responsible</b>
<i>Center of Integration and Migration Studies By 2013</i>	A Frankfurt Institute of Integration and Migration Studies will be established.	Steering Committee
<i>Gender &amp; Diversity endowed professorship 2013</i>	The CGC will fill the Angela Davis Visiting Professorship and raise donations for it.	CGC/CGC Support Group and other sponsors
<i>Lecture series 2013</i>	Existing gender- and diversity-related research shall be made visible both internally as well as externally and more intensely reflected in terms of interdisciplinarity through a series of lectures.	„Diversity Policies“ Coordination Office in collaboration with Goethe University scholars

## B) Personnel Level

### 2.6. Diversity-Oriented Human Resources Development

The results of an employee's work also depend on the extent to which the university's general framework takes account of his or her individual working and living conditions and provides opportunities for development.

#### Current status

In the recruiting, advancement, and further training of staff members, equal opportunity is one of the key tasks of professional management. Its current status can be described as follows:

<i>Career advancement and raising awareness</i>	Instruments for the active recruiting of highly qualified scholars are employed for the advancement of gender equality. Junior scholars may take advantage of career aids in the form of training and coaching, and the awareness of managers and teachers is raised for aspects of gender and diversity.
<i>Staff career development interview</i>	An additional instrument for diversity-oriented human resources development is the Staff Career Development Interview (MAEG), which was introduced in 2009 and enables recognizing and specifically promoting individual employee potential.

#### Developmental goals

The Goethe University is working toward integrating diversity aspects into human resources development and advancement. It wants to raise the multifaceted potential of its employees and make their skills useful interpersonally by means of cooperative tandem projects. In the long term, recruiting instruments shall be transformed in order to enable avoiding discrimination. This will take place on the basis of the features named in the AGG.

#### Measures by 2014

Measure/ Time Frame	Contents	Responsible
<i>„Translation Assistance“ pilot project</i>  <i>By 2014</i>	A concept will be developed for a „Translation Assistance“ pilot project. It will address international scholars who during the initial weeks of their activity at the university often have any number of questions and require translation services. In the future, they shall be supported by bilingual and multilingual staff members.	Concept: Human Resources Services / Equal Opportunities Office
<i>„Equal Opportunity in Recruiting“ guideline</i>  <i>2014</i>	A working group will be established that will draw up a diversity guideline for the recruiting process based on existing principles.	Equal Opportunities Office / Human Resources and Organizational Development

## 2.7. Measures for Students

Successfully completing one's studies is largely determined by the organization of an information, offer, and supervisory structure of a university that takes the differences among its student body into account.<sup>16</sup> Students shall therefore find support in their heterogeneous and individual studying conditions as well as in dealing with the organization of their studies in view of diversified living situations. The Goethe University is concerned with creating conditions that allow the best possible development of potential. This not only promotes students but also increases the attraction of the university in an environment of international competition for the best students and graduates.

### Current status

The analysis<sup>17</sup> shows that a variety of existing offers addresses aspects of internationality among students. Examples of interdisciplinary measures for making allowance for the diversity of students and staff members at the Goethe University are monitoring initiatives, sponsoring and tutoring programs, offers for improving language skills, as well as counseling. Several of the more extensive offers are listed in the following:

<i>„MIGMENTO“</i>	MIGMENTO is directed toward students with a migration background in the faculties 1–10 as well as in the faculties 11–16. The mentees are students in semesters 1 to 4 mentors are senior students or masters students/alumni with or without a migration background.
<i>„Learning pilots“</i>	In the „Learning Pilots for the Initial Study Phase“ project, student tutors supervise international and German students in the Social Sciences and Modern Languages faculties during the initial phase of their studies.
<i>„ArbeiterKind.de“</i>	The successful nationwide „ArbeiterKind.de“ (WorkingClassChild.de) project was set up in October 2010 in a regional coordination office in the Equal Opportunities Office. It encourages and supervises students with a non-academic background, provides them with mentors, and makes a contribution to equal opportunity.
<i>Counseling for different living situations</i>	In recent years, a differentiated range of counseling offers was set up that addresses students with various living and studying situations. It is financed by the Study Service Center, the Student Union, the International Office, the Family Service, the Autonomous Departments of AStA, and the university communities.

Examples of offers for improving language skills are, among others:

<i>Training and counseling in academic writing</i>	At the „Writing Center“ of faculties 06–10, students can broaden their academic writing skills in tutorials, workshops, and exercises and receive counseling in the area of writing strategies. The project thus caters to the heterogeneity of students.
<i>„Between Languages“</i>	The „Between Languages“ pilot project is directed toward students study-

<sup>16</sup> Cf. Heublein et al. 2010.

<sup>17</sup> Cf. 1.4.



<i>es“ project</i>	ing to teach German as a second language and offers courses and workshops in which participants can improve their writing and language skills.
<i>Language courses</i>	International, postdoctoral, and scholarship students as well as visiting scholars are supported by means of specialized and general German courses in the international study center. These include grammar and writing courses, introductions to academic work, phonetics counseling, as well as intercultural learning.

### Developmental goals

One of the Goethe University's special strengths is being able to respond to the diversity of its students with a wide range of personal offers. The Goethe University is one of the leading universities and plays a pioneering role in this respect.

### Measures by 2014

<b>Measure/ Time Frame</b>	<b>Contents</b>	<b>Responsible</b>
<i>Federal-state program „Start Your Studies Strong“</i>	The initial phase of study for students of all disciplines will be fundamentally improved by means of systematic tutoring and mentoring so that students in different living situations can be better promoted.	Interdisciplinary Centers/ Federal-state program
<i>Networking of existing pilot projects (cf. 2.3.) Continuous</i>	Staff-related projects will continue to be promoted and – where possible – networked.	„Diversity Policies“ Coordination Office
<i>Establishment of a counseling network 2013</i>	The range of counseling and support offers for students shall be further networked and made visible internally as well as externally (cf. 2.3.).	Human Resources Development / Counseling offices in the various departments
<i>Supporting successful university applicants with limited financial resources 2012 and continuous</i>	Admission opportunities for university applicants from low-income families shall be improved. An implementation and financing concept will be developed	Concept development: Fundraising/Study Service Center/ „Diversity Policies“ Coordination Office
<i>Continuing „MIGMENTO“ 2013</i>	Should it be successful and financing secured, the „MIGMENTO“ pilot project will go through a new stage.	Faculty 3, Prof. Helma Lutz / Equal Opportunities Office

## C) Cooperation and Networks

### 2.8. Strengthening of External Cooperation

Cooperation and networks are indispensable for the implementation of equal opportunity and Diversity Policies, and they are particularly important in the start-up phase of Diversity Policies. Through the increasing prevalence of Diversity approaches in businesses, organizations, and communities as well as at other universities, cooperative relationships serve the exchange and further development of good and best practice models and provide perspectives for joint projects. In its self-image as a civic university, the Goethe University maintains close contact with the City of Frankfurt, businesses and foundations in the region, and provides citizens of the city and the surrounding areas with a place to study, receive further education, and engage in society and culture.

#### Current status

Within the scope of the „Diversity Policies“ Coordination Office, the Goethe University began establishing networks early on; the goal is interinstitutional exchange.

<p><i>„Interculturality“ round table</i></p>	<p>A round table focusing on „interculturality“ was established in 2011. Besides the Equal Opportunities Office and scholars from the Goethe University, participants included persons responsible for Diversity in international businesses in the Rhine-Main region as well as institutions in the City of Frankfurt. Emphasis was placed on mutual learning processes and cooperation, such as, for example, the presentation of the Goethe University’s approach to Diversity at the international conference „Network of European Cities for Local Integration Policies for Migrants“ (CLIP) in May 2011.</p>
<p><i>„Charta of Diversity“/“International Society for Diversity Management“</i></p>	<p>Besides membership in the „Charta of Diversity“ (cf. 2.1.), the Goethe University is represented in the „International Society for Diversity Management“ by the „Diversity Policies“ Coordination Office. It presented its diversity activities at the 2011 annual conference.</p>
<p><i>University of Toronto</i></p>	<p>The Equal Opportunities Office is involved in a working exchange with the „Human Resources and Equity“ portfolio of its partner university University of Toronto.</p>

#### Developmental Goals

In order to generate new ideas, possibly plan joint measures, address research questions and translate them into projects, as well as conduct a stimulating exchange in terms of content, it remains important for the Goethe University to develop the networks and cooperation with the City of Frankfurt, organizations and businesses in the Rhine-Main region, as well with (inter)national universities.

## Measures by 2014

Measure/ Time Frame	Contents	Responsible
<i>Increasing the exchange with the City of Frankfurt and businesses and foundations in the Rhine-Main metropolitan region</i>  <i>Continuous</i>	Exchange with the City of Frankfurt in particular shall be continued and increased; cooperation with the Regional Authority of Frankfurt Rhine-Main will continue and that with foundations in the region expanded. In addition, contact with schools in the Rhine-Main region shall be strengthened.  Close collaboration with the Student Union on issues related to the diversity of the student body will also be sought.	„Diversity Policies“ / „Dual Career Service“ coordination offices
<i>Increasing the exchange with partner universities</i>  <i>Continuous</i>	In the course of cooperative relationships with other regional and (inter)national universities and non-university research facilities, the good practice exchange on Diversity Policies will be sought or intensified; this is particularly applicable with respect to partner universities in the US, Canada, and England, which are very active in this area.	University Administration / Equal Opportunities Office; „Diversity Policies“ Coordination Office
<i>Maintenance and expansion of existing external networks</i>  <i>Continuous</i>	Networks that exist through membership in, for example, the „Charta of Diversity“ or that of the „Diversity Policies“ Coordination Office in the “International Society for Diversity Management” shall be expanded.	Equal Opportunities Office; „Diversity Policies“ Coordination Office
<i>Presentation of the Goethe University at conferences</i>  <i>Continuous</i>	The Goethe University’s Diversity approach shall be presented at (inter)national conferences.	Equal Opportunities Office; „Diversity Policies“ Coordination Office

## Glossary

### Empowerment

The goal of empowerment is to make people stronger and more confident and encourage them to participate. Conditions shall be created that promote the self-determined articulation and formulation of needs. In the development and updating of its Diversity Concept, the Goethe University pursues the strategy of empowerment, which is based on suggestions by its members. The initiatives shall be collected in an interactive idea repository and subsequently implemented. It will be started out from an institution-oriented perspective that takes into account the underlying social and institutional circumstances that bring about inequality and relations of power.

### Intersectionality

The intersectionality approach was developed by the legal scholar Kimberlé Crenshaw. This interdisciplinary concept situated between law and the social sciences originated in Black Feminism and Critical Race Theory in the United States in the 1980s and 1990s. Intersectionality takes aim at the presence of social attributes of a person as well as at the interconnection and overlapping of social inequality.<sup>18</sup> This can lead to manifold discrimination. It is fundamental to the Goethe University's Diversity Concept to pursue intersectionality as an approach and avoid the strict classification of individuals based on static categories of identity.

### Gender & Diversity Consulting

One of the priorities of „Gender & Diversity Consulting“ is advising the faculty deans and other decision-makers in order to support them in the formulation and implementation of targeted equal opportunity measures. A second priority is advising applicants and project heads with respect to the incorporation of gender and equal opportunity aspects into integrated research projects.

### Ethnicity

Today, the term „ethnic background“ – which is used by lawmakers in standard anti-discrimination literature – is considered obsolete. For this implies that refers to involuntary membership in a group that is inherent in an individual based on his or her birth or biological origin. The assumption that ethnic background is an attribute that cannot be influenced by an individual ultimately leads to precisely that discrimination that needs to be rejected and should therefore not be used. It makes more sense to use the term ethnicity, which in research literature means an identity freely chosen by people themselves (a feeling of belonging to a group, the shared identity of a group). People with the same background or of the same origin can thus choose different ethnicities, or these can also change, be lived in different ways, or lead to different modes of behavior or moral concepts in the course of their lives. While the term ethnic background is often accompanied by the assumption that all people with the same ethnic background share an identical culture, therefore exhibit the same modes of behavior, moral concepts, etc., the term ethnicity enables starting from variable heterogeneous cultures.<sup>19</sup>

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<sup>18</sup> Cf. Chebout 2011.

<sup>19</sup> Cf. Schmidt-Lauber 2007.

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