

FOCAL POINTS  DIVERSITAS 2018

Diversity Oriented Developments in Higher Education and Research Institutions



FOCAL POINTS ●●● DIVERSITAS 2018

Diversity Oriented Developments in Higher Education and Research Institutions

Practical Applications



Foreword

Social responsibility at Austrian higher education and research institutions also involves making a contribution to solving societal and economic challenges. Under the umbrella of social responsibility, those tasks which address the interaction between science and society, the so-called “third mission”, are pooled, and incorporated as “cross-sectional materials” in all performance areas. This also includes a diversity-oriented gender equality policy in the political dealings of higher education and research institutions.

Support for diversity and dealing with it constructively is, along with gender equality, understood as a central objective in the Austrian, as well as European, higher education and research area. Along with their core tasks of teaching and research, Austrian higher education and research institutions are required to feed the knowledge they have gained into the further development of society and, in turn, participate in a gender and diversity-oriented culture change.

The Federal Ministry for Education, Science and Research takes a proactive role on different levels. As a specific means of promoting diversity management in higher education and research institutions, the Department of Science has awarded the diversity management prize, DIVERSITAS, for excellent and innovative performances in this area since 2016. This has been universally welcomed by higher education institutions. For DIVERSITAS 2018 there were 21 submissions in total: 14 were from public universities, four from universities of applied sciences, two from private universities and one from a research institution. In total seven prizes with a total worth of 150.000 Euros were awarded. The impressively wide spectrum of content among the submissions showed that the DIVERSITAS diversity management prize has contributed significantly to diversity management being established in the structures and processes of Austria’s higher education and research institutions, and that it is being progressively anchored and implemented in these.

This publication from the Federal Ministry of Education, Science and Research collates all the submissions from DIVERSITAS 2018 as examples of good practice for networking and replication activities, illustrates the progress made and reflects relevant developments at Austria’s higher education and research institutions.



Mag. Dr. Iris Rauskala
Federal Ministry of Education,
Science and Research

In this brochure, we are pleased to offer all those interested a current overview of the innovative range of diversity initiatives at Austrian higher education and research institutions – and hope that from these examples new impulses and ideas which contribute to fulfilling the “third mission” will be generated.

A handwritten signature in black ink, reading "Iris Rauskala". The signature is written in a cursive style with a large, stylized initial "I".

Mag. Dr. Iris Rauskala

Federal Ministry of Education, Science and Research

Executive Summary

For the second time, the diversity management prize DIVERSITAS 2018, awarded by the Federal Ministry of Education, Science and Research, gave higher education and research facilities the chance to present their activities in the field of diversity to the general public. The 21 documented submissions show a wide range of implementation practices, all of which are based on the specific situation, the institutional structure, the development history and the culture of the higher education and research organisation.

The activities presented range from awareness raising measures to measures for individual diversity dimensions to the expansion of diversity management systems which have already been implemented. The submissions allow for an in-depth view of specific developments in strategies and measures, and provide other organisations with ideas for designing their own diversity management systems.

The prize giving took place during the negotiations for the new university performance agreements (2019-2021), and this is reflected in the submissions. Many organisations used the different management tools (Austrian National Development Plan for Public Universities, performance agreements, internal target agreements, etc.) for (further) developing their diversity management. The DIVERSITAS 2018 submissions, therefore, show that these instruments provide a useful orientation for the creation of gender equality and equal opportunities and are being used more and more elaborately for developing diversity management. With these instruments, higher education and research facilities not only provide more transparent procedures, objectives and interpretations of their measures for their target groups, but also make increasing use of diversity's potential for further development through the appropriate design of their employment and service conditions.

The submissions also illustrate further interesting development trends. For example, numerous efforts to combine previously loosely-connected activities into one overall strategy, and make use of the management tools mentioned above for setting precise diversity related objectives can be seen.

Compared to the submissions for DIVERSITAS 2016, more intersectional approaches have been used, although there are many interpretations of intersectionality. A further trend is the different forms of connecting competence development across organisations. The higher education institutions also orient themselves to

current socio-political issues; this can be seen amongst other things in submissions that tackle the issue of sexual harassment.

In many higher education and research facilities raising awareness is still an important issue. Thus, it is still a challenge to convince the protagonists in different higher education institutions that diversity has a relevant role to play in teaching, research and university administration, and there is often still a need for the transfer of knowledge about diversity into many spheres of activity.

Many of the submissions concerned teaching and the need to further strengthen diversity competence and its needs-based interpretation in this area. It is noteworthy that in comparison to submissions to the first DIVERSITAS, some dimensions, which European statistics indicate are still prone to discrimination (sexual orientation, religion and world view), were addressed less frequently.

Generally speaking, the quality of the submissions shows that the organisations know how to apply the expertise of internal diversity and diversity management experts to many areas, and that further information exchange across organisations is desired in order to develop competencies. Likewise, the level of commitment of the individual submitting organisations could be seen in that people in leadership positions (rectors, managers) often functioned as the contact person for the DIVERSITAS submissions.

In the next DIVERSITAS competition, teacher training colleges will be invited to participate for the first time.

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Introduction

With the award of the second DIVERSITAS prize, the BMBWF continues its efforts to shine light on current diversity management practices at Austrian higher education and research institutions. By offering valuable practical examples, it aims to support the objectives of higher education policy, which were formulated in, for example, the Austrian National Development Plan for Public Universities, in the guidelines of the performance agreements or in the European Research Area (ERA) Roadmap¹. The DIVERSITAS prize is accompanied by an annual DIVERSITAS workshop, where gender and diversity experts from the higher education and research institutions which are eligible to submit, can exchange their views on current development issues and widen their competencies. The workshops should contribute to the creation of “Communities of Practice”, the networking of experts in specific subject areas, in order to develop competence (cf. Wenger/Snyder 2000).

This document on DIVERSITAS 2018 summarises all current practices on diversity management in the higher education and research sector. It should serve as an information and knowledge resource² for decision makers, and support the Austrian National Development Plan for Public Universities 2019–2024, the Universities of Applied Sciences development and financing plan 2018/19–2022/23 and the performance agreements and grant agreements³ during the implementation of Priority 4⁴ of the national ERA Roadmap. A broader awareness of implementation practices

¹ See ERA Roadmap.

Online: https://era.gv.at/object/document/2581/attach/oesterreichische_ERA_Roadmap.pdf (Accessed: 02.06.2019).

² Cf. the documentation of the first DIVERSITAS 2016 (BMBWF 2017a).

Online: https://pubshop.bmbwf.gv.at/index.php?article_id=9&sort=title&search%5Btext%5D=entwicklungen&pub=750 (Accessed: 22.11.2019).

³ See Priority 4 of the national ERA Roadmap = Gender equality and gender mainstreaming in research:

“Translating national equality legislation into effective action to address gender imbalances in research institutions and decision-making bodies and integrating the gender dimension more successfully into R&D policies, programs and projects.”

⁴ Core goals on the performance agreements: balanced gender ratios in all areas, reducing the income gap to 0, removing structural barriers, involving gender dimensions in research content and teaching, commitment to gender equality in structures and work processes, building an active diversity management.

should also be useful in dealing with current issues such as accessibility⁵, social permeability in the higher education area⁶ or the revocation of the gender dichotomy⁷.

From the 59 higher education and research institutions eligible to submit entries for DIVERSITAS 2018, 21 institutions took part. The submissions were reviewed by an international panel⁸ and five monetary prizes of 25.000 Euro each and two recognition prizes of 12.500 Euro each were awarded.⁹

The publication is organised in different focal points, based on the submissions. Each chapter has a short textual introduction and the end of each chapter the main implementation aspects are summarised in the FOCAL POINTS.

⁵ Cf. the UN Convention on the Rights of Persons with Disabilities.

Online: <https://www.ris.bka.gv.at/GeltendeFassung.wxe?Abfrage=Bundesnormen&Gesetzesnummer=20006062>
(Accessed: 16.06.2019).

⁶ Cf. the National Strategy on the social dimension in higher education.

Online: <https://www.bmbwf.gv.at/Themen/Hochschule-und-Universitaet/Studium/Leitthemen/Soziale-Dimension.html#Anker1> / (Accessed: 22.11.2019).

⁷ Cf. the decision of the constitutional tribunal on the interpretation of the personal statute law. As stated in the decision, "Article 8 of the ECHR therefore grants individuals with variations in sex characteristics other than male or female the constitutionally guaranteed right to have their gender variation recognized as a separate gender identity in gender-related provisions; in particular, it protects individuals with alternative gender identities against having their gender assigned by others."

Online: https://www.vfgh.gv.at/medien/Personenstandsgesetz_-_intersexuelle_Personen.php
(Accessed: 14.09.2019).

⁸ Panel members: Surur Abdul-Hussain (ÖVS – Association of National Organisations for Supervision in Europe), Martin Bernhofer (Ö1 Science), Andrea Bührmann (Diversity Research Institute, Georg-August-University Göttingen), Roland Engel (Austrian Society for Diversity), Bettina Schmidt (International Society for Diversity Management, Germany), Roberta Schaller-Steidl (BMBWF – Department Gender Equality and Diversity Management).

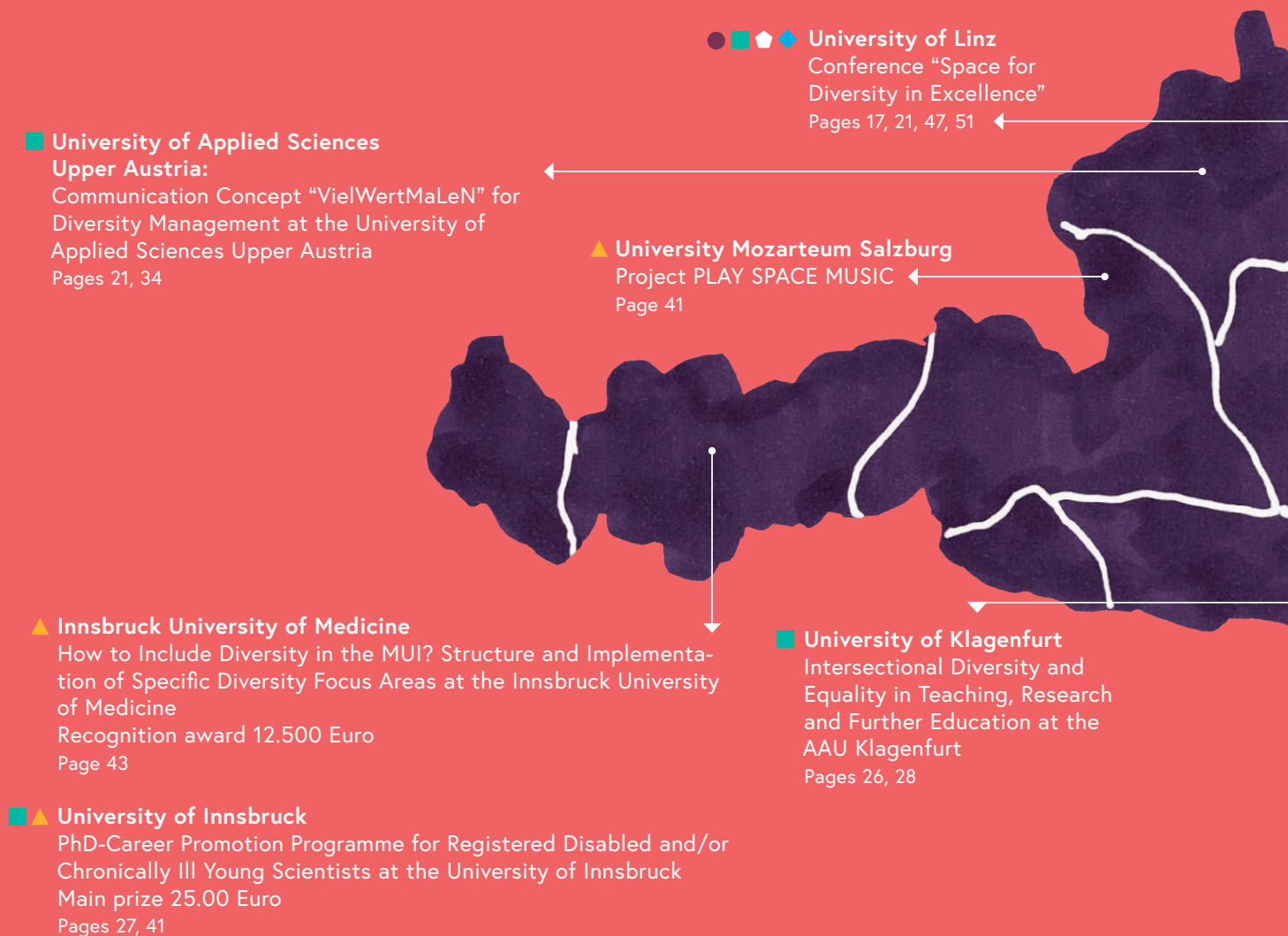
⁹ The list of prizewinners as well as the panel's justifications are available online here:

<https://www.bmbwf.gv.at/Themen/Hochschule-und-Universitaet/Gleichstellung-und-Diversitaet/Policy-und-Maßnahmen/Diversitaetsmanagement/Diversitas-Preisträgerinnen-und-Preisträger-2018.html>
(Accessed: 20.11.2019).

Overview of the Submissions and Their Main Focal Points

This overview shows the thematic focus of the DIVERSITAS 2018 submissions, arranged according to the chapter headings of this document.

- Integrated, Systematic Diversity Management
- Projects on Diversity-Related Organisational Development
- ▲ Projects on Specific Diversity Dimensions
- 🏠 Intersectional Perspectives
- ◆ Networking Activities





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■▲ **Institute of Science and
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▲ **University of Mining Leoben**
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DIVERS

1. Integrated, Systematic Diversity Management

An integrated, systematic diversity management aims to anchor and implement gender equality and equal opportunities in all functional and performance areas of an organisation. It describes a long-term and strategic change and transformation process which takes place throughout an entire organisation, where diversity becomes a social norm impacting work, relationships and assignments. From this, opportunities and risks for the organisation and its stakeholders emerge, and make it necessary to consider diversity in organisation-wide strategies, goals and measures. In practice, key elements of success for achieving this have proven to be task and skill related competence development in the field of diversity, situation and needs analysis, co-operative development processes, the structural anchoring of strategy and process responsibilities and the allocation and monitoring of resources.

Results from organisational research and established practice have shown that the implementation of gender equality and equal opportunities and, in turn, successfully handling diversity related opportunities and risks, are very dependent on the specific characteristics of the individual organisation, its culture and its history regarding gender and diversity. This can be clearly seen in the DIVERSITAS prizes awarded previously. They show how, depending on organisational conditions, the merging and systemisation of already existing strategies, objectives and measures, as well as the initiation of new developments related to an integrated and systematic approach can occur.

Some examples from the DIVERSITAS 2018 submissions to illustrate:

A development process of individual measures for an integrated, systematic diversity management can be seen in the submission from the **University for Continuing Education Krems** (Danube University Krems) Up until the publication of the 'Danube University Krems Strategy – Mission Statement, Strategic Goals, Key Strategies', which was formulated in 2016 in a university-wide, iterative process, the university dealt with the thematic field of gender and diversity through individual initiatives. As a result of the strategy development, diversity management was incorporated

University for Continuing
Education Krems

into the university's overall strategy and is now linked to the strategic goals and key strategies of the university: qualitatively expanding the life-phase oriented study programme with a focus on societal challenges, expanding personnel and career development programmes, increasing the percentage of women in leadership positions, and greater compatibility of studies, work and family.

In addition, specific measures will also further the competence development of staff and students in the fields of gender and diversity. The relevant measures were therefore anchored in the current performance agreements and in the university's development plan. The University for Continuing Education Krems' strategic diversity management is based on three pillars:

Pillar 1: Promotion of broad, inclusive access to further education at the university. Thus, persons without academic qualifications, but who possess a comparable set of skills and competencies after several years of work experience, are given the opportunity to access further education at the university. Specific educational and career paths, as well as life stage and students' requirements are taken into consideration; all of which support accessibility to higher education.

Pillar 2: Promotion of a working environment orientated towards diversity and away from discrimination through targeted equality measures. To achieve this, personnel and organisational development measures (such as monitoring and reporting, Anti-bias trainings, courses for career break returnees and a management system for maternity leave) will be established for specific target groups.

Pillar 3: Promotion of diversity knowledge and expertise for students and staff. Training programmes for internal and external teachers support the implementation of appropriate diversity teaching. Through the project "Integration of Gender and Diversity in Teaching", the number of gender and diversity courses will be increased.

When developing the guidelines for a fitting strategy and measures, the University for Continuing Education Krems relied on iterative development processes and the consensus of internal stakeholders (i.e. rector, vice-rectors, staff units for gender equality and gender studies, department heads, course directors, organisational assistants, lecturers, students with and without disabilities, course participants). This allowed the implementation, evaluation and adaptation of activities to be adapted as closely as possible to the needs of the target groups. In the coming years, the university management and gender and diversity experts will be working on further refining the three pillars above and intensifying the implementation of the measures.

SITAS 2018 is based on the conviction that diversity is not just the sum of individual diversity categories, but is a basic experience of human relationships in interactions. This understanding of diversity enables not only a dimensional, but also a cross-dimensional, approach to dealing with diversity. Consequently, three fields of interaction, central to the university, are described in the policy.

Pillar 1: interaction with students

Pillar 2: interaction between younger generation academics and management

Pillar 3: dialogue between theory and practice

Thus, diversity is addressed in those areas where it is most relevant, in interactions and communication. In the daily routine of the university, a range of measures are linked to the interaction areas specified above. The strategic goal here is to create a cultural shift toward the more conscious design of learning and change processes.

The **University of Linz** is working on a diversity strategy which it laid down in the Development Plan 2019-2024. In their view, for the implementation of integrated, systematic diversity management and the strategy development required to achieve it, a departmental and subject specific “translation” of the issues is necessary. For a viable implementation of measures, all staff and management need to be clear about the importance of diversity. This importance must be recognised not only with regard to their own personal set of values, but also with regard to the concrete benefits for their own area of responsibility. The University of Linz has therefore initiated a subject-specific discussion on the topic. To highlight the importance of the topic, the head of the gender and diversity department personally conducted interviews with experts in order to gather the specific perspectives of different disciplines and the people working in them. In this way, the head of the department made progress in raising awareness within the different disciplines.

University of Linz

The **University of Applied Arts Vienna** (main prize) decided to pursue an interesting approach to diversity management which focused more on looking at the content, subject-specific and social side of diversity, as opposed to the organisational side. To achieve this, the focus of development was placed on new thinking spaces and cooperative fields of action in teaching (action level 1: “Ground Tour”). Through internships with different external partners, students acquire experience of diversity phenomena, through which not only their academic but also their social competences are fostered. The partnerships range from workshops for people with disabilities, retirement homes, youth centres, homeless shelters, women’s shelters and many more. The activities presented under the title “Un-framing Diversity” raise awareness of different diversity dimensions by taking a long and in-depth look at specific living environments, needs and existential themes through collaborative processes. This is

University of Applied Arts
Vienna

done with the support of supervisors, who convey the skills of group dynamics (for example, team and group building processes), organisational development and project management to the students.

To fully meet the demands of an integrated, systematic diversity management, a second line of action (“Institutional Practice”) pursues the institutionalisation of the experiences based on analysis (examinations, evaluations, progress reports etc.), the identification of fields of action, and the development of measures. For this, the University of Applied Arts, which sees itself as a learning organisation, established an area for reflection and action. This foresees the inclusion of staff and student expertise, as well as that of external partners. Dialogic and collaborative work structures and processes will be used to structurally anchor projects, develop strategies and assign responsibilities. From these processes, a discrimination-critical model should emerge. This model is built on a joint consensus and is therefore sustainable and effective. The vice-rector’s office has sent out an open invitation to all members of the university to become involved. The results will be communicated and discussed internally, and, additionally, presented to the vice-rector’s office and the senate to ensure implementation and institutional liability. The university is not only developing new educational and professional fields to achieve this, but is also using diversity as an impulse to further develop its own organisation by driving forward new fields of interaction and cooperative means of action.

Vienna University of
Technology

The **Vienna University of Technology** in contrast, very clearly connects their networking activities (also see point 5., page 51) with current strategies, the equality plan, the development plan and the performance agreements. By making contacts internally and externally, cooperation and projects are promoted; these can, for example, support the connection between theory and practice, in this case promoting strategies to transmit ideas pertaining to diversity management.



FOCAL POINTS

As the examples show, instruments and measures create real leverage when they are participatory, developed with clear subject-specific relevance, strategically implemented and structurally anchored.

One challenge in developing an integrated, systematic diversity management lies in connecting the overall strategy of the higher education institution or research organisation to diversity strategies competently and in a sustainable manner which is suited to the culture of the organisation. The expertise required to do this is already present in most higher education institutions and research organisations in the form of highly qualified and experienced gender and diversity experts. However,

many places still need to close the gap between awareness and competence at the management level. The combination of both forms of expertise opens up new opportunities for development and success in the strategic handling of diversity, where diversity's potential for the further development of the organisation can be best made use of, and possible risks can be avoided.

Submissions also show that a further challenge in the implementation of systematic diversity management is the lack of financial and time resources. Diversity agendas must often be included as yet another factor along with existing responsibilities. Additionally, the often ad hoc need for external consultation services is not usually sufficiently covered to the extent required.

In some organisations, the lack of an integrated and systematic anchoring of diversity management can be seen in the fact that the agendas are often dependent on specific individuals to implement and drive them forward; there is often still a lack of driving forces in individual positions and areas.



Inklusion

DIVERSITAS

2. Projects on Diversity-Related Organisational Development

In the DIVERSITAS 2018 submissions, numerous projects concentrated on individual departments at higher education or research institutions. In part the projects are to be seen as further developments in already implemented diversity management systems but also as steps towards an organisation-wide approach to dealing with the topic of an integrated systematic approach. The projects range from measures on awareness-raising, to developing competencies for quality control, to measures in personnel development and work-life balance. Many projects were submitted in the key areas of teaching, research and university administration.

2.1 Awareness Raising Measures

Raising awareness with regard to diversity and diversity management is a continuous process in most organisations, and probably a never-ending one. Staff turnover, changes in frameworks, structures and processes continuously influence how relevant diversity is felt to be, professional acceptance, and the organisation's cultural acceptance of diversity agendas.

Some examples from the DIVERSITAS 2018 submissions to illustrate:

The communication concept "VielWertMaLeN" submitted by the **University of Applied Sciences Upper Austria** aims to process and illustrate the issue of diversity in as many different ways as possible, so as to increase awareness of diversity amongst the various stakeholders at the university. Therefore, a broad range of topics relevant to the university were linked to diversity management, and reports on related activities were regularly filed. This was done through internal, as well as external, communication on a wide scale with an as extensive range of participants as possible from among the different interest groups.

The conference "Space for Diversity in Excellence" from the **University of Linz** (see also point 1., page 17) serves as a framework for developing a diversity strategy



University of Applied
Sciences Upper Austria

University of Linz

and for the project “Higher Education and Family”. The conference makes use of different formats (discussion rounds, improvisation theatre, lectures from experts). The conference serves, alongside other measures, such as discussions among experts, to raise awareness of sustainable diversity management among the different interest groups within the university. It also enables interdisciplinary exchange both within and outside of the university. Through this, the University of Linz also addressed the interplay of gender equality and excellence (cf. Linde/Auferkorte 2017).

Modul University Vienna,
Private University

The **Modul University Vienna, Private University** continues its work on raising awareness¹⁰ with the Gender and Diversity Party (GDP) Action Plan. This project gives structure to activities aimed at changing the organisational culture. The main focus of the measures is on “Awareness”, “Information” and “Education Societal Involvement”. The action plan shows which measures address which stakeholders (“students, faculty”, “staff”, “external lecturers”). As well as listing the different measures, the action plan also includes their related objectives, duration and frequency as well as the “Key Performance Indicator” (KPI), i.e. the measure of success.

Vienna University of
Medicine

The **Vienna University of Medicine** (MedUni Vienna | recognition award) focused their submission on awareness raising work in the field of sexual harassment. Based on the conviction that sexual harassment is the result of a dominant culture at the workplace, the project “No to Sexual Harassment” was called into life in cooperation with the Vienna General Hospital. The sensitisation of staff and management aims to achieve a permanent reduction in the number of cases of sexual harassment and promote a harassment free organisational culture. In 2018, the project task group responsible collected data on incidents of aggression through a multilingual survey. Parallel to this, a policy document detailing the university management’s stand against sexual harassment, along with a company agreement on anti-discrimination, cooperative relationships, and the elimination and management of in-house mobbing, was compiled. Staff training was also designed in the project. The conference “Non-violent Work in Healthcare” on the 26th April 2018 at the Vienna University of Medicine provided an overview of current findings in the field of Good-Practice-Projects (e.g. De-escalation in the Workspace), as well as offering a forum for discussion.

Consultation process in the case of sexual harassment

Experience shows that transparency in dealing with incidents is highly important for persons affected. For this reason, a standardised counselling process for cases of sexual harassment has been developed.

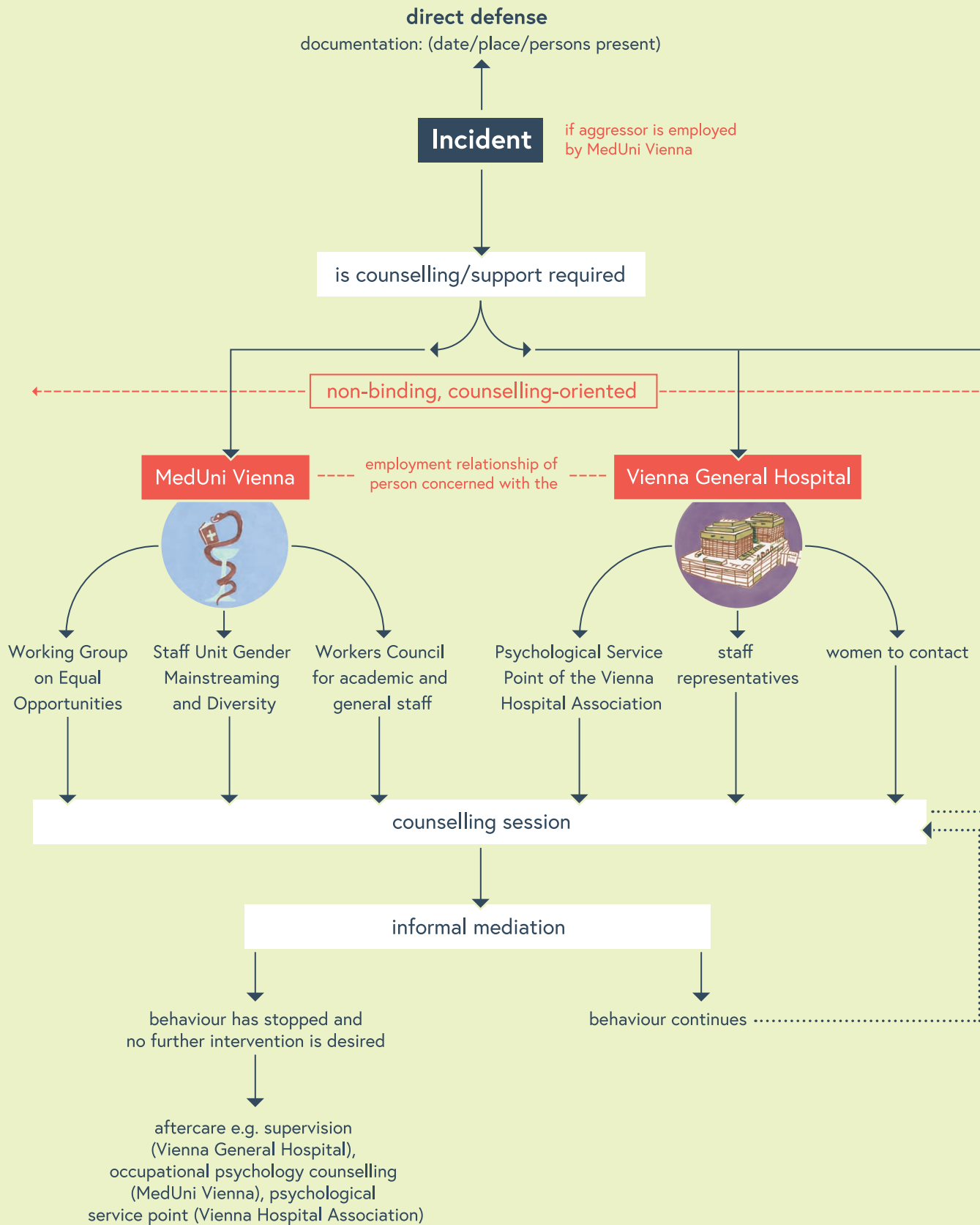
¹⁰ Cf. The documentation from the first DIVERSITAS 2016 – BMWFW (2017,16).

This consultation process is available at an intranet site (www.antidiskriminierung.at), where other relevant information regarding discrimination, sexual harassment, aggression and violence will also be available.

The project is structurally embedded in the overall diversity management strategy of the Vienna University of Medicine. Apart from taking the different effects for women and men into account, it also considers intersectional aspects, for example young women with an immigration background.

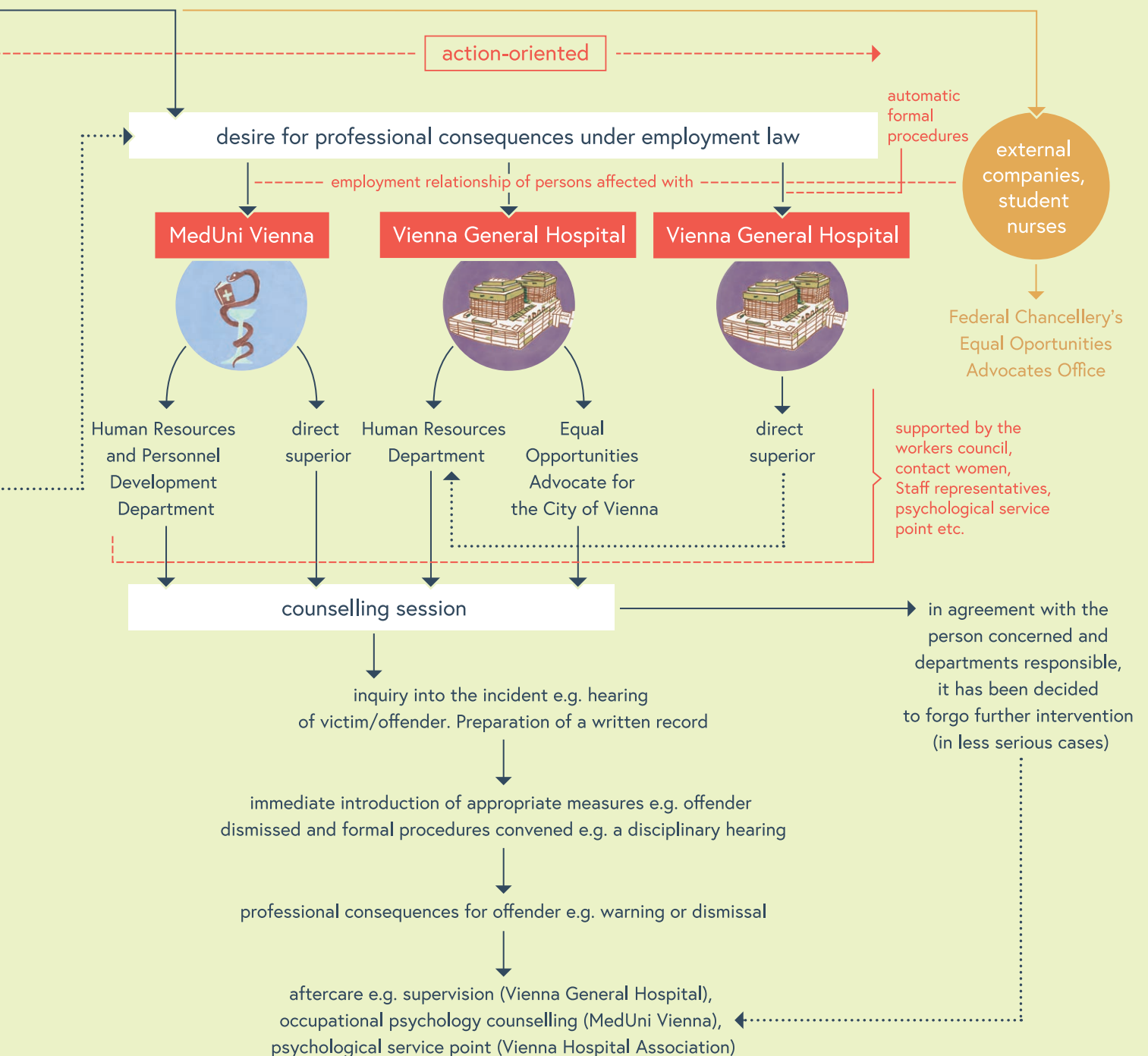
Figure 1
Consultation process at the
Vienna University of Medicine





Consultation Process at the Vienna University of Medicine

consultation process in the case of sexual harassment





FOCAL POINTS

The examples show that awareness raising work needs to start at the level of values and standards as well as at the professional level. When connecting diversity issues to specialist issues (either current or future ones), their value for the different higher education stakeholders needs to be clear. This has obvious benefits for the sustainability of diversity management and the measures embedded within it.



2.2 Measures for Competence Development and Quality Assurance

Along with individual and group-related support measures and the removal of structural and organisational barriers, the further development of gender and diversity competence in all areas of higher education and research organisations is a key factor. It is essential for the successful and sustainable mainstreaming of diversity management, and for ensuring the quality of the services rendered.

Many of the organisations that submitted entries to DIVERSITAS 2018 refer to the quality assurance effect of training programmes offered to university students and staff. The **University of Klagenfurt**, for example, offers a modular, certified training course entitled “Gender and Diversity Competence at the University”. The course is offered in cooperation with the University Centre for Women’s Studies and Gender Studies and the university’s personnel development programme. The following modules are offered

- Gender and Diversity competence and anti-discrimination – an introduction
- Gender and Diversity in research
- Gender and Diversity in teaching
- Gender and Diversity in the organisation

In order to receive the certificate, a minimum of three courses (24 lessons of 45 minutes each) need to be completed.

This course promotes the development of gender and diversity competence in all key areas of the university; the objective being to develop the organisational culture along the lines of anti-discrimination.

The networking activities of the **Vienna University of Technology** (see also point 5., page 51) also contribute to competence development and quality assurance through the exchange of knowledge and experiences, and the cross-organisational-discussion of diversity topics. The participants profit from the application of

University of Klagenfurt

Vienna University of
Technology

Good-Practice in teaching, research and university administration. From this, creative approaches to problem solving can emerge, which in turn enable the optimisation and updating of existing measures. Connecting those responsible for diversity with those researching current issues in the field, such as developing easily accessible technologies, also promotes the competences of identifying and reflecting on the relevance of diversity in one's own research.

Additionally, an open cooperation culture, as shown in the submission from the **University of Applied Arts Vienna**, is a valuable asset for competence-oriented development (see also point 1., page 17).

University of Applied Arts
Vienna

2.3 Measures for Career Development

For the fair handling of personnel and career development with regard to diversity, transparent career paths and the consideration of different life-realities are key. All those who strive to pursue an academic career today require a high degree of flexibility and adaptation in the current academic climate, with its focus on international mobility and output. This can generate a great strain on work-life balance, often under precarious employment situations. Many higher education institutions have already put structures and processes in place to deal with this.



The submission from the **University of Innsbruck** (main prize) especially addresses the career development of young scientists with disabilities or chronic illnesses and is leading the way in Austria with this. According to an additional survey in the Student Social Survey 2015 – “The Situation of Disabled, Chronically Ill and Health Impaired Students”¹¹ – 12% of all students have one or more health issues which negatively impact their studies. The ability of disabled persons to participate in professional life is, from this perspective, a challenge for the universities and their promotion of young scientists. The career advancement programme implemented in 2014 “PhD Career Promotion Programme for Disabled and/or Chronically Ill Young Scientists” should enable applicants to carry out their dissertation project. For a period of three to four years, they will be integrated into the university’s research programme of and prepared for the tasks awaiting them in teaching and research. The academic quality of the applications is evaluated and ranked by international experts. Allocation of places is through a committee from the university (consisting of vice-rector, dean, member of the Working Group for Equal Opportunities, representatives of disabled persons).

University of Innsbruck

¹¹ Online: <https://irihs.ihs.ac.at/id/eprint/4330/7/2016-ihs-sozialerhebung-beeintraechtigter-studierender-barriere-frei.pdf> (Accessed: 07.08.2019); cf. also Terzieva et al. (2016).

The **University of Klagenfurt** addresses the issue of compatibility in a project comprising a book project, a public lecture series, and a panel discussion (see also point 2.2, page 26). As stated in their submission, their goal “was not, as is so often the case, to see the topic of compatibility as a ‘women’s issue’, but as one of all of society”. The series of activities should also serve as an instrument to take stock of the compatibility of family life, professional life and career in Austria and Germany, and create a lecture series, based on the results. As a result, research and teaching on this issue were combined. The panel discussion “Who Cares? CARElessness in Carinthia’s Care Sector” (28.06.2018) was aimed at further awareness-raising among stakeholders.



2.4 Measures in Teaching

In this core area of higher education institutions, much research has been done in recent years on gender and diversity appropriate didactics, and instruments have been developed. There are now many different resources available, also online, from national and international higher education institutions. Many higher education organisations in German speaking countries possess highly developed instruments (for example Free University of Berlin, Leuphana University), due to their long and specialised work in the field. Other higher education institutions are still at the beginning of such a process, as a result of their institutional history or specific situation. The **Federal Ministry of Defence** offers the University of Applied Science’s bachelor’s degree course “Military Leadership” at the Theresian Military Academy (MilAk). To increase the quality of teaching in this programme, a research project on inclusive didactics was conducted. This aimed to create awareness of the effects of gender relations in the creation of teaching and learning processes in a very male dominated field. A key theme in the analyses undertaken were the still very relevant gender role stereotypes in this field and their impact on everyday life. Understanding diversity competence should promote a more respectful and appreciative approach to diversity in future officers, and thus also have both an internal and external (e.g. deployment in crisis situations) effect.

The **Graz University of Technology** (TU Graz | main prize) created and premiered a prize winning checklist named “Diversity in Teaching”¹², which is based on a comprehensive participatory process. The checklist was created through a mix of top-down and bottom-up processes involving different sectors of the organisation, the student union and external partners. Different instruments such as focus groups,

¹² The checklist is publicly available online here:

https://www.tugraz.at/fileadmin/public/Studierende_und_Bedienstete/Anleitungen/Diversitaet_Lehre_Checkliste_170420.pdf (Accessed: 09.08.2019).

one-on-one conversations and different forms of feedback were used. From the outset, this development process aimed to ensure that the instrument would be viable in the organisation's culture. The suitability of the checklist for the MINT fields, and the participatory nature of its (further) development, led to a high acceptance among lecturers. The checklist is part of the diversity strategy "Integration of Diversity in University Core Processes", which has been followed since 2012/13. For its development the "Appreciative Inquire" - approach was used, which uses respectful questioning of teachers, as opposed to the classical approach of focusing on deficits. In this way it aimed to strengthen and promote the discovery and further development of the teacher's own didactic abilities, and expand the range of options available in the creation of equal opportunities in teaching and learning processes. Gender and diversity fair teaching also aims to reduce the dropout rate.

The checklist is made up of simple questions, with no prior knowledge of "gender and diversity" required and is therefore suitable for almost everyone. Specific didactical suggestions and cross references to the checklist "Diversity in Research" are given in order to promote teaching based on research and critical thinking, along the lines of the EU's RRI-approach¹³ in the MINT field (see Figure 2, page 30).

Figure 2
First page of the TU Graz's
checklist "Diversity in Teaching"



¹³ RRI = Responsible Research and Innovation.

See also: <https://ec.europa.eu/programmes/horizon2020/en/h2020-section/responsible-research-innovation> (Accessed: 09.08.2019).

Figure 2

Checklist “Diversity in Teaching” of the TU Graz

Key questions for reflection and makes specific suggestions on how your teaching can be enriched by students’ diversity. The goal is to consider diversity in all areas where it is appropriate and meaningful.

Teachers and students

For which students is your teaching especially well-suited?



Culture and experience influence the way we best learn and teach. Diversity means all contributions from students and teachers.

Communication

What encourages interaction in class?



Students can learn a great deal about communication and fair collaboration from you. By providing a varied range of teaching methods, teachers will be relieved and students motivated.

Methods and materials

Which methods and materials are especially suited for your teaching?



Methods and materials give students with different learning styles and personalities the opportunity to absorb content and contribute to class.

Framework

Which framework can you specifically create?



Here you can find an overview of what you can inform students about. Organisational matters, as well as technical infrastructure, can be important for students to be able to take part in your course.

Research and course content

What role does diversity play in your research and in your course content?



Science and research are often based on people. Research results are relevant for different interest groups. This produces interesting content for students.

This checklist is available in German in the TU4U/Handbuch Lehre (cf. Checkliste zur Diversität in der Lehre). It was developed in a cooperation between the Graz University of Technology (TU Graz) and the convelop cooperative knowledge design gmbh.

The checklist is systematically used in introductions to didactics, presented by the vice-rector at events and is part of the “Lecturers’ Handbook”. For quality assurance reasons, new instruments for teacher evaluations and the continuous improvement of the checklist are scheduled. The checklist is also available to other institutions and teachers through the gender platform’s toolbox, and it is also available in English. As part of the digitalisation strategy, it is also intended to make the checklist virtually accessible. The instrument is constantly being improved and expanded through cooperation with universities, teachers and researchers and is already showing its culturally transformative effects in that there is a broad cooperation and willingness to use and disseminate the checklist.

The **Music and Arts, Private University of the City of Vienna (MUK)** offers a different perspective on the issue. The university presents the development and implementation of the compulsory elective module “Applied Polyesthetic in the Art of Inclusion” in the degree programme “Contemporary Dance Education”. The focus lies on blind, sight impaired and non-sight impaired students learning with, and from, each other musically, through dance and artistically. This development project is part of the restructuring of the curricula at the teacher training institutions and participating universities, and meets the requirements of preparing educational content for different groups and developing inclusive teaching methods (see also point 3.3, page 42)¹⁴. The following diagram shows the development of the compulsory elective module:

Music and Arts,
Private University of
the City of Vienna

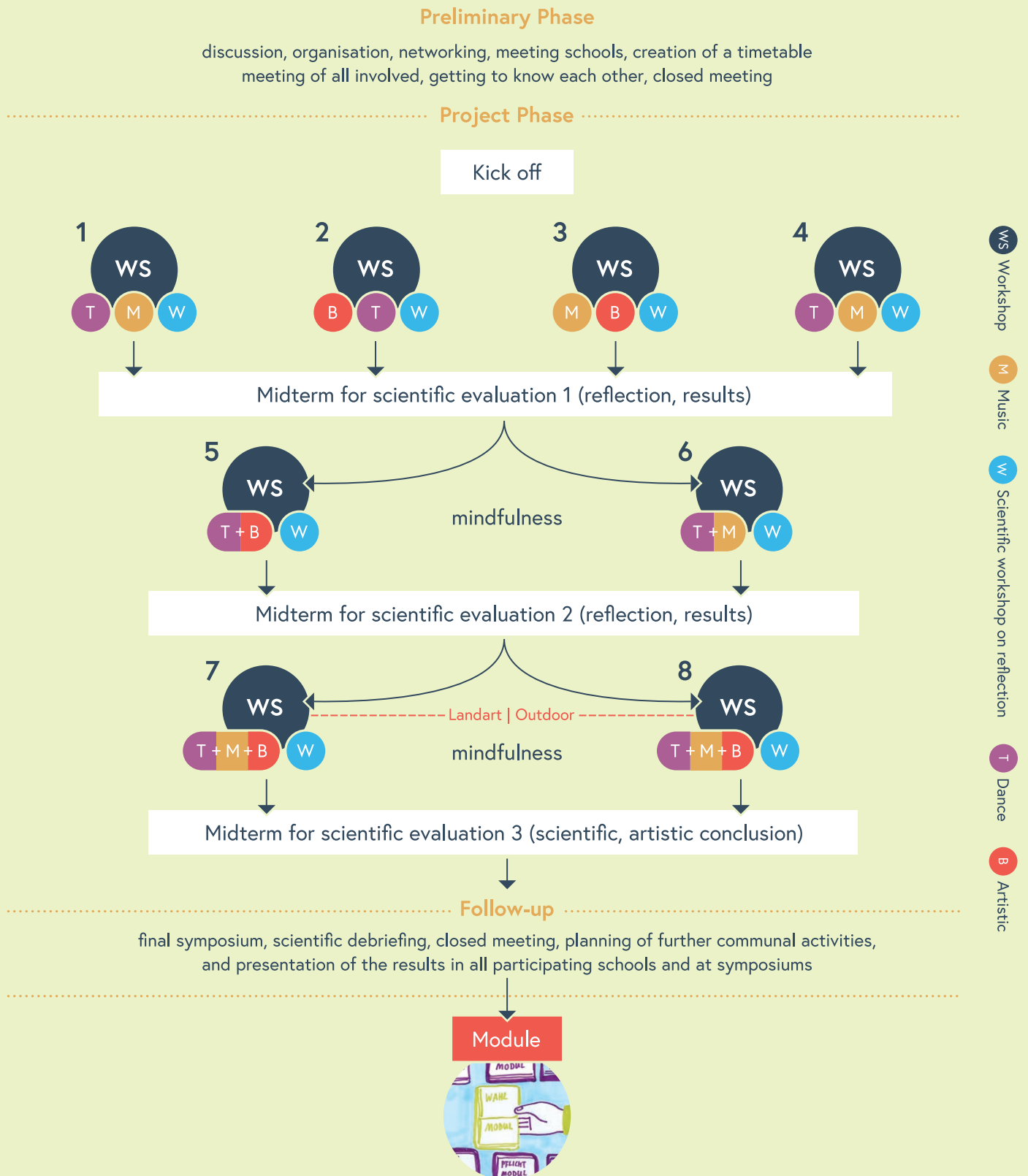
Figure 3
Applied Polyesthetic in the
Art of Inclusion (Flowchart)
→

¹⁴ See also: <http://www.muk.ac.at/iwf/forschungsschwerpunkte/kunst-der-inklusion.html> (Accessed: 14.11.2019)

Figure 3

Applied Polyaesthetic in the Art of Inclusion

(Flowchart)



Further development of the individual workshops into one inclusive module. This aims to serve the didactic and creative-innovative realisation of inclusion and provide an entry-point for practitioners into different specialist- and inclusion-specific training curricula, as well as support them in realising inclusive practices.

In this way, the different competences which exist in heterogenous groups emerge and a space for new experiences is opened for students. Simultaneously, factors for successful inclusion are explored.

FOCAL POINTS

The submissions presented here show that while a range of high-quality materials and tools exist in the field of diversity-appropriate didactics, the requirements and approaches for the development and implementation of relevant measures are highly dependent on the organisation's own level of development and acceptance of gender and diversity issues. One challenge that arises is convincing lecturers who are not sensitised to issues in the field of diversity of its professional applications. Illustrating the links between (current and future) teaching issues and diversity issues should serve to realise this objective.

2.5 Measures in Research

In recent years, the field of research, like the field of teaching, has seen the development of numerous, often subject specific, recommendations for the diversity-oriented focus of research projects, and good practice examples have been collected.¹⁵ The **Graz University of Technology** (TU Graz) provides an example of this. Along with the checklist for diversity-oriented teaching (see also point 2.4, page 28), it also developed guidelines for gender- and diversity-oriented research. In some higher education institutions researchers are supported by internal or external consultants when submitting research projects.

As a research organisation, the **Institute of Science and Technology Austria** (IST Austria) focuses on removing the numerous barriers which could pose obstacles for researchers. Additionally, the Institute of Science and Technology Austria takes a closer look at working conditions, questions of compatibility, and mental barriers which are encompassed in the organisational and research culture (see also point 3.2, page 41).



Graz University of
Technology

Institute of Science and
Technology Austria

¹⁵ For example the project „gendered innovations“ from Stanford University.
Online: <https://genderedinnovations.stanford.edu/> and <http://www.geschlecht-und-innovation.at/home/>
(Accessed: 09.08.2019).



FOCAL POINTS

As can be seen from the submissions, two main challenges arise in the field of research: one challenge is the application of specialist diversity knowledge into the rationale of the individual specialist disciplines. In this case, it would be beneficial to create a space for inter- and trans- disciplinary discussions on a range of thematic fields. The second challenge concerns ensuring a diversity-oriented framework for national and international researchers.



2.6 Measures in University Administration

Many of the 21 submissions for DIVERSITAS 2018 address diversity-oriented measures in the field of university administration. They highlight the need for the development of competences not only among academic staff and researchers, but also among the administrative staff. Here, examples consider the possibility of jointly developed instruments and measures based on the creation of a communications concept; this is demonstrated in the submission from the **University of Applied Sciences Upper Austria** (see also point 2.1, page 21). The **University of Applied Arts Vienna** also shows an innovative approach to establishing new forms of practical cooperation (see also point 1., page 17).

University of Applied
Sciences Upper Austria

University of Applied Arts
Vienna



FOCAL POINTS

Measures for diversity-oriented competence development usually concern teaching staff, students and researchers. However, based on the findings of the submissions, it can be seen that, in this regard, many higher education and research institutions have much work to do where administrative staff and those in the Third-Space-Area (see glossary, page 72) are concerned.



3. Projects on Specific Diversity Dimensions

Similar to the first DIVERSITAS 2016, some of the organisations submitting entries to DIVERSITAS 2018 emphasised projects on specific diversity dimensions. This time around, there was an especially strong focus on the social dimension/ "First Generation Students", Disability and Gender.

3.1 Measures for Social Dimensions

Current statistics (BMBWF 2018, 54; Statistik Austria 2018, 104) and scientific studies (cf. for example Isensee/Wolter 2017) show that certain groups are still under-represented at higher education institutions. The University Report 2017 shows that new students, where at least one parent has successfully graduated from secondary school, are 2,68 times more likely to study than a person without a parent who graduated from secondary education (cf. BMBWF 2018, 200ff.) According to the OECD (2014), only one in five persons in the 25 – 34 age group achieves a higher educational level than their parents. To combat this trend, in 2017 the Ministry for Education, Science and Research published a "National Strategy on the Social Dimension in Higher Education" in cooperation with universities, universities of applied science, teacher training institutions, private universities, interest groups, service providers, and union and employer representatives (BMBWF 2017b). The goal of this strategy is to promote greater access to higher education among under-represented groups, reduce drop-out rates and improve academic success through different courses of action¹⁶. The strategy was addressed in numerous submissions and used as a basis for developing appropriate measures. Here are some examples:

Traditionally, a high percentage of students at the **Vienna University of Economics and Business (WU)** come from families with an academic background and/or from the higher social classes. In comparison, students with other social back-



Vienna University of
Economics and Business

¹⁶ See National Strategy on the social dimension.

Online: [https://www.bmbwf.gv.at/dam/jcr:c9a80638-7c6c-4a3f-912b-8884ccc1ed2a/Nationale%20Strategie%20\(PDF\).pdf](https://www.bmbwf.gv.at/dam/jcr:c9a80638-7c6c-4a3f-912b-8884ccc1ed2a/Nationale%20Strategie%20(PDF).pdf) (Accessed: 20.11.2019).

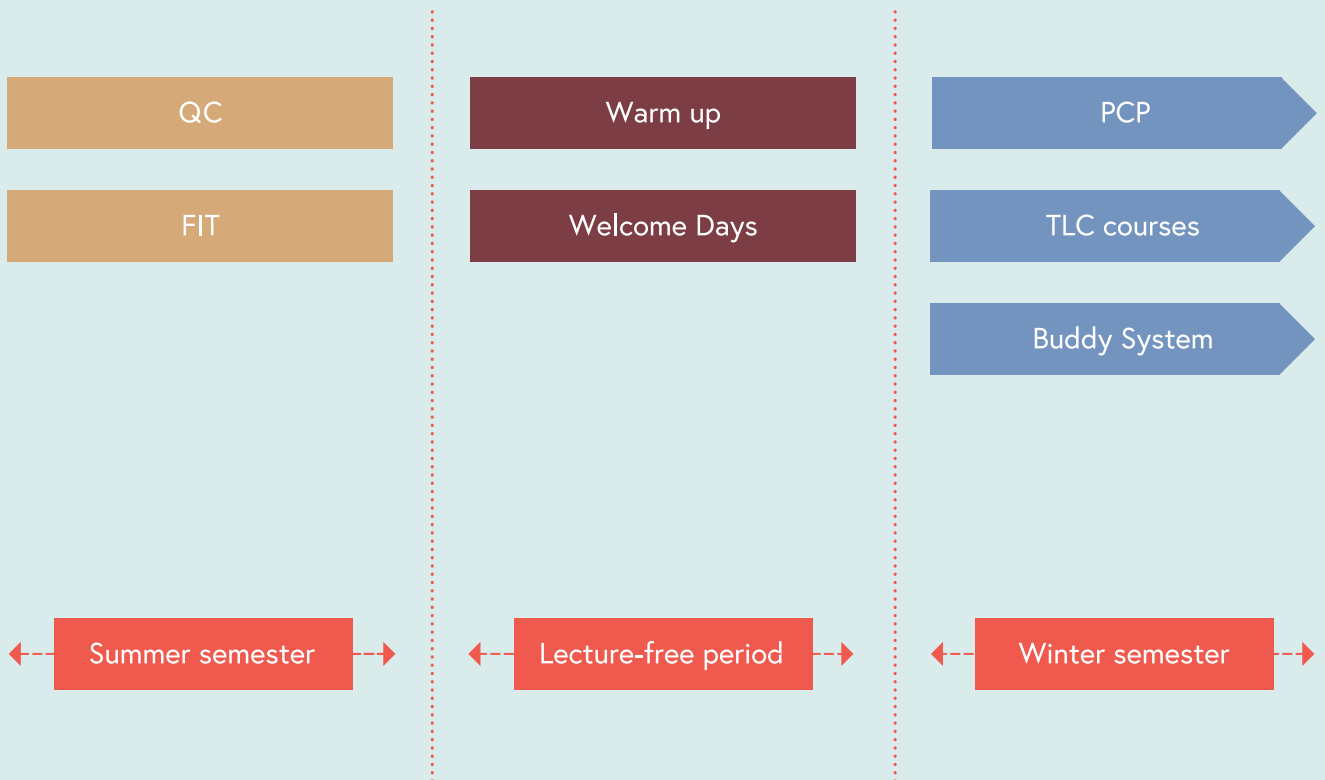
grounds are under-represented. The submission from the Vienna University of Economics and Business, “First at the Uni” aims to improve both equal opportunities and participation opportunities for students coming from a non-academic background. The approaches the university uses are comprehensive and diverse: measures for before the programme begins, when the programme begins, and during the programme are included. For example, they cooperate with New Middle Schools through project days, provide WU4YOU- scholarships for school leavers from selected schools, and WU-ambassadors visit school classes as part of WU@School. At the beginning of semester there are information days for first semester students, where they receive comprehensive information on study-related issues. Emeritus and retired professors act as mentors. Throughout the degree course, peer-mentoring programmes, mentoring programmes for writing, and scholarships to international summer schools are offered.

In its award-winning submission “Bridging Diversity”, which is an intersectional bundle of measures aimed at supporting the individual, the **University of Applied Sciences Technikum Vienna** (main prize) takes a concrete step in implementing the National Strategy on the Social Dimension in Higher Education. The project focuses especially on the problem of the self-selection of potential students through them ascribing specific stereotypes to themselves, or through the influence of their social environment. It aims, therefore, to create a long-term cultural change, which supports a positive climate for individual success, at the university. The bundle encompasses a range of support measures which aim to enable potential new students to begin, and progress through, their studies with as few barriers as possible. Blended-Learning platforms, among other tools, offer a wide range of time- and location- flexible methods of learning. As has been shown in a first evaluation study, as well as having a positive effect on learning, this need-based approach has reduced drop-out rates.

The chart shows the development of the Bridging Diversity measures. In the summer semester training courses and the FiT-programme “Women in Trade and Technology” are offered as preparation for the degree programme. During lecture-free periods, warm-up training courses and Welcome Days prepare students for the new semester. The winter semester then starts with a pre-college programme and competence-oriented remedial courses. A peer mentoring programme provides support for new female students.

Figure 4

Bridging Diversity Measures at the University of Applied Sciences Technikum Vienna



- **QC** – qualification courses to prepare prospective ‘second-chance educational pathway’ students for entrance exams
- **FIT** – the Austrian employment service (AMS)-programme “Women in Trade and Technology” aimed specifically at preparing unemployed women for the degree programme “Smart Homes and Assistive Technologies
- **Warm up** – training courses for new students before the first semester starts
- **Welcome Days** – information and service event for all new students
- **PCP** – Pre-College-Programme, a pre study programme to promote international permeability
- **TLC courses** – competence-oriented remedial courses for students
- **Buddy System** – peer mentoring programme for new, female students



FOCAL POINTS

Access to higher education and academic success are still very much influenced by structural inequalities. Along with individual abilities and commitment, cultural and social background and personal circumstances, influence education (cf. BMBWF 2017b). In view of their social responsibilities, and due to their primary interest in students and young researchers, higher education institutions must face the challenge of encouraging social mobility as much as possible through equal opportunity measures.

For this, the manner in which communication with potential students is initiated is key, and this also indicates the institution's attitude towards diversity. How are under-represented groups referred to at the higher education institution? For example, the use of the term "fringe group" is problematic, also in connection with other diversity dimensions. It exemplifies that, in the organisation, diversity is not understood as the norm, but as a deficit and exception. Diversity maturity can be seen when institutions focus on measures according to needs and have a fundamental discussion on the image of "normal students", who are able to pursue their studies full-time and without barriers.



3.2 Measures for the Dimensions Disability, Accessibility and Inclusion

Both DIVERSITAS (2016 and 2018) have attracted submissions in the fields of disability, accessibility and inclusion. This takes account of the reality that, according to the Student Social Survey 2015, 12% of the 47.000 students surveyed have one or more health issues which negatively impact their studies.¹⁷ In addition, based on the UN-Convention on the Rights of Persons with Disabilities,¹⁸ ratified by Austria, this situation requires action from higher education and research institutions. They need to optimise their implementation of different forms of accessibility, and consequently support the inclusion of persons with disabilities.

¹⁷ See Student Social Survey 2015.
Online: <http://www.sozialerhebung.at/index.php/en/> (Accessed: 19.10.2019).
The Results of the Student Social Survey 2019 will be published in mid 2020.

¹⁸ See UN-Convention on the Rights of Persons with Disabilities.
Online: <https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html> (Accessed: 19.10.2019).

The following examples show specifically how higher education and research institutions deal with this broad and complex issue:

The **University of Innsbruck** (main prize) has endeavoured to increase the numbers of persons with disabilities employed since 2012 (see also point 2.3, page 27). The “PhD-Career Promotion Programme for Registered Disabled Persons and/or Chronically Ill Young Scientists” submitted for DIVERSITAS 2018 aims to show the university as an inclusion-oriented employer that is fulfilling its legal and societal obligation to employ such persons. The university shows that it is possible to have an academic career which differs from the norm. The measure therefore serves as a model with a high transferability potential for other universities (see also point 2.3, page 27).

University of Innsbruck

The **University of Music and Dramatic Arts Mozarteum Salzburg** submission PLAY SPACE MUSIC aims to portray and develop different facets of skills and talents. The project makes full use of the existing artistic spectrum. Music and dance are used as non-verbal mediums of expression and communication. The project serves to dismantle stereotypes of people with disabilities.¹⁹

University of Music and
Dramatic Arts Mozarteum
Salzburg

The aforementioned submission from the **Music and Arts, Private University of the City of Vienna** (MUK) for developing inclusive pedagogical concepts for blind, sight impaired and non-sight impaired students must again be mentioned here (see also point 2.4, page 31). Students visit the MUK and learn together through playful interaction. In 4-hour long workshops, three artistic genres are linked: a painted picture is turned into a dance, the dance is then musically interpreted.

Music and Arts,
Private University of
the City of Vienna

In their submission “Diversity is a Reality, Inclusion is a Choice” the **Institute of Science and Technology Austria** approaches accessibility from the point of view of mental barriers which negatively impact the development of an inclusive organisation culture. Their package of measures aims to create a sustainable shift in culture by creating a barrier free campus which is welcoming of all cultures. People from around 60 Nations work at the Institute of Science and Technology Austria, and these people are highly mobile. In order to keep excellent academics in Austria, it is necessary to have the prompt integration (“onboarding”) of new staff and appropriate, high quality working conditions. During the induction phase, support measures, such as a Welcome Guide who provides information on living and working in Austria, individual entry programmes and a buddy programme, are in place. A family service assists staff and their families in the relocation process and finding schools etc. Quality food in the canteen also counts as part of accessibility as it also affects the wellbeing of

Institute of Science and
Technology Austria

¹⁹ A short movie was made for the project: SPIEL RAUM MUSIK 2016 (15 Min.).
Online: <https://vimeo.com/224333195> (Accessed: 09.08.2019).

the staff. Here the staff's international composition was taken into consideration, and a corresponding range of meals offered. In order to ensure good teamwork beyond cultural borders, intercultural sensitisation measures, such as an “unconscious bias”-workshop, are also deemed essential.



FOCAL POINTS

These submissions show that accessibility and inclusion do not only have to be considered from the diversity dimension “disability” (cf. Keuchel, 2016), albeit this may be the most common approach. To identify structural and organisational barriers in an organisation, it may be helpful to take a look at possible barriers that are based on cultural or age-related needs etc.



3.3 Measures for the Dimension Gender

As seen in the first DIVERSITAS 2016 (cf. BMWFW 2017a, 33), gender equality has been a topic of interest in higher education and research facilities for a long time, not least because, for many years higher education and research was exclusively reserved for men. 2019 was the 100-year anniversary of the decree²⁰ which allowed women to study in the lecture halls and laboratories of the Vienna University of Technology.²¹ The unequal distribution of female and male students that still exists in many subjects shows that gender related barriers are still present, and make equality and support measures necessary. For this reason, in many higher education and research institutions equality policies in varying degrees of complexity have been in place for a long time and are constantly being updated. This can also be seen in some of the submissions for DIVERSITAS 2018.

Technical degree programmes in particular are often confronted with the effects of gender stereotyping in early childhood. One of the consequences is the self-exclusion of women from technical studies (“Technology isn’t for me”). Higher education institutions have therefore been trying for many years to actively work against this imbalance, which is particularly present in MINT disciplines. They have done this by actively promoting gender equality and support measures for women. Thus, in 2004 the **University of Applied Sciences St.Pölten** started the project “go4tech”, aimed precisely at inspiring women to study technical subjects. From this original project, a wide portfolio of measures for both students and staff emerged.

²⁰ Decree from the Under-Secretary of State for Education 07.04.1919, Zl. 7183-Abt. 9.

²¹ See for example the festivities on 100 years of Women (in) Studying at the TU Vienna. Online: <http://dietechnik.at/> (Accessed: 01.06.2019).

Measures for raising awareness (Code of Conduct, Guidelines for Gender Sensitive Language) were implemented at the student level (study groups for female students, workshops for pay rise negotiations, non-violent communication, provision of specialist literature on gender and diversity relevant issues in the library) and at the personnel development level (leadership models, career path models, gender neutral job advertisements). Last but not least, at job fairs and other events the university specifically uses female role models to attract students to technical degree programmes.

The **University of Mining Leoben** also focused their submission on the issue of gender, as they also have a strong organisational gender imbalance. The objective of their submission is to increase the percentage of women in technical subjects. Here, the university builds on a wide range of measures for the advancement of women, which have already been implemented in a number of places. So, for example, through the use of a role model approach, the academic achievements of women at the University of Mining were made visible in a brochure in both German and English in order to motivate women to aspire to study at the university. The University of Mining shows women possible career paths and organises colloquiums for women, in order to promote networking and interaction between female academics at the university and women in management positions in industry and business. Additionally, the university is looking for industry partners who will offer scholarships for women. In order to promote an affinity with technical subjects in girls and young women from an early age, and to work against their early self-exclusion, the University of Mining Leoben cooperates with public kindergartens and schools (e.g. Project SCHOOL@MUL).

University of Mining Leoben

The **Innsbruck University of Medicine** (MUI | recognition award) already has decades of experience in dealing with gender equality. By establishing different structural initiatives (working group on equal opportunities, Coordination Unit for Gender Equality, Advancement of Women and Gender Research, Gender Medicine Unit) they were able to promote a gender and diversity-oriented equality policy. Through the resultant development of expertise, many impulses for organisational development were created. Importance was attached, both structurally and from the point of view of content, to a close and needs-based fusion of research, teaching and practice in patient care (example: check-up-/information in German and Turkish). Through cooperative internal and external relationships, and making all activities visible, cultural change is continuously being worked upon.

Innsbruck University of
Medicine

The submission from the **Vienna University of Medicine** (recognition award) focuses on a proactive approach against discrimination and sexual harassment in the workplace at the university and hospital (see also point 2.1, page 22). Here, the phenomenon of sexual harassment is not seen as individual exceptions, but as a result of the specific organisational culture and the related power structures. In 2017, the project “No to Sexual Harassment”, which aims to sensitise staff and management

Vienna University of
Medicine

to the issue and promote an organisational culture which is based on respect, was initiated. The project started with a survey to establish the extent of the problem, and the university management produced a position paper on sexual harassment. An essential aspect of the project was the development of a standardised consultation process, which ensures transparency in the handling of cases, and which could be adapted to the organisation (see page 24). In addition, a website, as well as training courses on the issue, were developed and implemented. Structurally, the project is embedded in the overall diversity management strategy of the Vienna University of Medicine. Thereby, differing degrees of impact and risk in women and men, as well as intersections (for example impact on young women with a migration background) are considered.

University of Natural
Resources and Applied Life
Sciences, Vienna

The **University of Natural Resources and Applied Life Sciences, Vienna**, on the other hand, supports the visibility of, and networking between, female experts with their submission we4DRR- Women Exchange for Disaster Risk Reduction (see also point 5., page 52).



FOCAL POINTS

The examples highlight the well-known fact that existing gender imbalances are not the result of individual deficits, but have multi-faceted structural causes (amongst other things, gendered socialisation processes, role expectations and the attribution of competencies, gender stereotypes and the lack of a framework). Within the framework of an integrated diversity management, it is therefore necessary not only to bolster the under-represented gender through specific measures, but to take a closer look at the higher education organisation itself, its basic framework, its culture in dealing with gender, its corresponding expertise and, above all, its willingness to change. In practice this constitutes a permanent challenge, which requires appropriate content-related and methodical expertise. Therefore, support for under-represented groups should be designed in such a way that there is interaction between individual support with a focus on potential, and the right to structural changes in the organisation, right up to a discrimination-free culture. To achieve this, the further development of gender competence in all higher education staff and management spheres is of the utmost importance. In 2018, the Higher Education Conference developed relevant – practice-oriented – recommendations which aim to support the development of strategies, objectives and measures.²²

²² See Expansion of gender competencies in higher education processes. Recommendations of the university conference 2018.

Online: http://www.hochschulplan.at/wp-content/uploads/2019/04/HSK_Endbericht-Genderkompetenz_Kurzfassung-bf.pdf (Accessed: 20.10.2019).

An issue which will certainly occupy higher education and research institutions in the coming years is the question of how the gender dichotomy will be dealt with after the high court ruling on the rights of intersexuals to their own gender identity²³. Many higher education institutions are already implementing measures for this, some of which are documented in the DIVERSITAS 2016 (cf. BMWFW 2017a).

²³ Cf. Ruling of the constitutional tribunal 15.06.2018.
Online: https://www.vfgh.gv.at/downloads/VfGH_Entscheidung_G_77-2018_unbestimmtes_Geschlecht_anonym.pdf (Accessed: 20.10.2019).



4. Intersectional Perspectives

To what extent higher education and research institutions see diversity dimensions from the point of view of how far they are interwoven with power, and the dynamics of inclusion and exclusion was addressed in the call for submissions for DIVERSITAS 2018 on intersectional approaches.

When examining intersectional phenomena, higher education institutions are increasingly designing measures which put the focus more on needs and inequality relations rather than on specific target groups. Here are some examples from the submissions:

The **University of Applied Sciences Technikum Vienna** (main prize) handles intersectionality on the student level. Their submission “Bridging Diversity Measures for Diversity on the Way to and on the Way through a Degree Programme” (see also point 3.1, page 38) focuses on a bundle of measures for the highly heterogeneous group of new students. Here, the university does not rely on the classical definition of target groups, but on an intersectional understanding of diversity which is oriented towards individual needs. The bundle of measures presented is supervised by the Teaching and Learning Centre, as well as the department for Gender and Diversity.

University of Applied Sciences Technikum Vienna

The **Vienna University of Economics and Business** is also working on an intersectional approach in their submission to DIVERSITAS, “First at the Uni” for “First Generation Students”. Students who are the first in their family to attend higher education are viewed as a very heterogeneous group and appropriate consideration is given to this group when developing measures (see also point 3.1, page 37).

Vienna University of Economics and Business

The **University of Linz** (see also point 1., page 17) is also very engaged with the intersectional diversity of students. This can be seen, for example, in the lecture topics of the seminar submitted to DIVERSITAS, “Space for Diversity in Excellence”, in which the relevance of students’ skin colour in relation to gender is discussed, as well as the relationship between social background, gender and equal opportunities.

University of Linz

The **University of Vienna** (main prize) submitted a diversity policy based on the conviction that diversity is not the sum of individual diversity categories, but is a fundamental experience of human relationships in interactions. This understanding

University of Vienna

of diversity allows for the treatment of diversity as dimensional, as well as cross-dimensional (see also point 1., page 16).

University of Applied Arts
Vienna

In view of the complexity of the issues and problems involved, The **University of Applied Arts Vienna** (main prize) is working on the development of transversal thinking and action, in order to develop the necessary reflection and cooperation skills. Transversal practices means learning to act together, to relate to each other, to share knowledge, to constructively connect diverse perspectives, to negotiate decisions, to recognise ambiguities and to not immediately iron out or simplify ambivalence or inconsistencies. Transversal practices require an approach to mechanisms of inclusion and exclusion across target groups in order to practice cooperation. Here also, no specific diversity feature is addressed, but processes of exchange and cooperation with regard to diversity are sought; these should go beyond the usual categorisation and binary logic (see also point 1., page 17).

Graz University of
Technology

The didactic checklist of the **Graz University of Technology** (main prize) is also based on an intersectional approach (see point 2.4, page 28). It makes the challenges for students in the MINT subject area an issue for discussion, and facilitates reflection on the interaction between different diversities. As is well known, students' previous schooling, which is still very gendered (technical schools vs. mainstream schools), plays an important role here. The socio-economic environment, the region a student is from and family background are also significant when starting a degree course and when navigating university customs. Last but not least, family obligations, as well as psychological and physical conditions, influence academic success.

Vienna University of
Technology

The submission from the **Vienna University of Technology**, also a networking project (see also point 5., page 51), follows an explicitly intersectional aspiration in the targeted reflection on mechanisms of action, discrimination and power. Reflection on these mechanisms should play a key role in the selection of agendas, the processing of issues, and the development of measures. It should also allow for the participation of different target groups.



FOCAL POINTS

As the examples show, higher education and research institutions differ greatly in their approach and use of intersectionality perspectives. It is clear, however, that along with the traditional range of projects aimed at target groups, further intersectionally-focused projects are being developed. This is also due to the fact that target group projects are met with a lack of acceptance, or projects are not suitable due to the internal heterogeneity of the defined target groups (cf. for example Pöllmann-Heller/Bitzan 2017).



5. Networking Activities

The growing interest in multi-layered competence building in the field of diversity can be seen from the number of submissions focused on networking activities.

The submission of the **Vienna University of Technology** is focused on the cross-linking of diversity strategies and practices across universities. The Vienna University of Technology thereby addresses the need expressed by different institutions for a university-wide network, and the transfer of knowledge on diversity. This need was confirmed in a cross organisational meeting. Following the first initiative from the Vienna University of Technology, the existing network will be further developed with higher education institutions rotating as hosts. This ensures the multi-perspective design of networking activities, and the different conditions, approaches and solutions of higher education institutions can be made visible to others. The target group for the networking activities is primarily diversity experts and those responsible for diversity at universities and universities of applied science in Austria. Interaction with diversity experts and those responsible for diversity in public and private companies (for example ÖBB, the Austrian rail network), are also seen as beneficial. They will be invited as guests to the networking meetings.

Vienna University of
Technology

The goal of these activities is to increase the organisation's level of maturity with regard to diversity through the exchange of experience and knowledge, and the resultant reflection on their own professional actions. This correlates with the promotion of individual potential in the professional handling of differences, and with trans-disciplinary learning processes and cooperation. This widening of perspectives should promote a cultural change at the various higher education institutions. The inter- and trans-disciplinary processing of diversity issues with internal and external experts also encourages synergies between research and practice in the field of diversity management.

Higher education institutions also exchange ideas on diversity internationally. The **University of Linz** (see also point 1., page 17) exchanges experiences on good practice with the University of Bremen and the Chemnitz University of Technology.

University of Linz

The **University of Applied Arts Vienna** also uses its excellent international connections to construct a reflective approach to diversity issues (see also point 1., page 17). Shared interaction spaces with different players to make diversity phenomena visible and negotiable are at the heart of this project.

University of Applied Arts
Vienna

Music and Arts,
Private University of
the City of Vienna

On the level of teaching, the **Music and Arts, Private University of the City of Vienna** (MUK) opts for the development of an inclusive range of courses, diverse long-term and short-term cooperations with universities, schools and different bodies from the field of art (see also point 2.4, page 31).

University of Natural
Resources and Applied Life
Sciences, Vienna

Finally, the submission from The **University of Natural Resources and Applied Life Sciences, Vienna** addresses the creation of a network of experts in the field of the reduction of natural hazards. The international network we4DRR aims to make experts in this field visible. In addition, it aims to initiate gender specific research and projects in the field and integrate them into teaching. The diversity of international experts and expert teams targeted should broaden perspectives on risk, and generate a larger pool of options for responses and solutions. A regular newsletter, information materials and events offer information on the activities of this network.



FOCAL POINTS

The numerous networking projects illustrate that the Austrian higher education and research landscape is increasingly forming communities of practice in the field of diversity and diversity management (for example, through the Gender Platform). Thereby, collective learning through exchange programmes is intensified, and the development of competences is accelerated, both of which are necessary for a sustainable organisational change to an integrated diversity management in higher education and research institutions.



6. Outlook

On the basis of this exemplary overview of diversity related developments in the Austrian higher education and research area, the focus now needs to be on challenges which will most likely emerge in this field in the coming years and decades.

In many organisations, the demands of growing **internationalisation** are met by the institutionalisation of “International Offices” and by intensifying exchange and networking beyond the organisation’s borders. Here, the competent handling of diversity can be reinforced through a consistently transcultural focus.

The current **digitalisation** of different work and life areas is accelerated, mainly, through the teaching and research activities of higher education and research institutions. They are, therefore, also responsible for the diversity- and needs-oriented design of relevant technologies. Policies like the RRI (Responsible Research and Innovation)²⁴, in which gender equality and equal opportunities are an important component, can offer orientation and support. Increasing digitalisation also contributes to a more flexible working environment in teaching, learning and research settings, as it is independent of time and space. A result of this, as the increased use of Blended Learning shows, are manifold possibilities to promote equal opportunities, and to tackle gender equality issues, such as compatibility problems.

Higher education and research institutions are naturally also concerned with **sustainable development**²⁵ (**Agenda 2030**). Almost all the sustainability targets anchored in Agenda 2030 are linked to diversity issues. For example, the alleviation of poverty (Goal 1), achieving food security (Goal 2), facilitating healthy lives (Goal 3), ensuring inclusive and equal quality education for all (Goal 4), and achieving gender equality (Goal 5) are all not achievable without confronting diversity issues and the related balances of power. For this, an increasingly intersectional view of diversity will be necessary. So, current economic systems and the resulting socio-economic structures, which especially influence educational opportunities, cannot be adequately analysed and explained by a dimensional view of diversity. The quality

²⁴ Cf. here the Website: <https://ec.europa.eu/programmes/horizon2020/en/h2020-section/responsible-research-innovation> and the website of the Austrian RRI-Plattform: <https://www.rri-plattform.at/> (Accessed: 01.06.2019).

²⁵ See the Sustainable Development Goals (SDG) of the Agenda 2030. Online: <https://sustainabledevelopment.un.org/?menu=1300> (Accessed: 01.06.2019).

and intensity with which higher education and research institutions incorporate the goals of AGENDA 2030 into the design of their diversity management, and how they use its innovative appeal will be seen in the coming years.

On the level of **organisational development**, the conscious use of management tools, and the development of competence at the teaching, research and, especially, management levels will be the focal point in the coming years. For this, most higher education and research institutions can rely on the well-founded knowledge and long-standing experience of internal gender and diversity experts.

Generally, it will continue to be necessary to develop creative methods to transfer diversity knowledge into subject specific and disciplinary areas, in order to further promote the awareness of the relevance of diversity in higher education and research.

This document should also provide a good overview of current practices in higher education to teacher training institutions, who will, for the first time, be allowed to submit entries for the next DIVERSITAS.



7. Overview of the Submissions and Contact Persons

Submissions from higher education and research institutions

Activity submitted

Point of contact

University of Vienna

University of Vienna

Diversity in Action: The University of Vienna's 3-Pillar Model of Interaction

Mag. Lisa Appiano | Department of Equality and Diversity

lisa.appiano@univie.ac.at

University of Innsbruck

University of Innsbruck

PhD-Career Promotion Programme for Registered Disabled and/or Chronically Ill

Young Scientists at the University of Innsbruck

Mag. Alexandra Brunner-Schwaiger | Personnel Development Unit

alexandra.brunner-schwaiger@uibk.ac.at

Vienna University of Medicine

Vienna University of
Medicine

No to Sexual Harassment

Eva Reichel, MSc | Staff Unit for Diversity and Gender Mainstreaming, Consultant

eva.reichel@meduniwien.ac.at

Innsbruck University of Medicine

Innsbruck University of
Medicine

How to Include Diversity in the MUI? Structure and Implementation of Specific

Diversity Focus Areas at the Innsbruck University of Medicine

Univ.-Prof. Dr. Margarethe Hochleitner | Professor for Gender Medicine; Director Women's Health Centre; Head of the Coordination Unit for Equal Opportunities, Women's

Promotion and Gender Research; Chair of the Working Group on Equal Opportunities

margarethe.hochleitner@i-med.ac.at

Vienna University of Technology

Vienna University of
Technology

Linking Austrian Higher Education Institutions to Diversity Strategies

Louisa Holub | Central Service Unit Personnel Development

louisa.holub@tuwien.ac.at

Graz University of
Technology

Graz University of Technology

“You’ve got talent!” – The “Diversity in Teaching” Checklist from the TU Graz, it’s Dissemination and Impact in the Overall Context of the IDuK Strategy

DI Gudrun Haage | Staff Unit Office for Equal Opportunities; Women’s Promotion; Youth Development; Working Group on Equal Opportunities, Vice-chair
gudrun.haage@tugraz.at

University of Mining Leoben

University of Mining Leoben

“Female Scientists at the University of Mining Leoben”. Women’s motivation to pursue scientific careers in MINT disciplines illustrated through the presentation of opportunities, development prospects and success stories from the University of Mining Leoben, including activities to facilitate networking among women in science and industry.

DI Dr. Eva Wegerer, MBA | Working Group on Equal Opportunities, Chairperson
eva.wegerer@unileoben.ac.at

University of Natural
Resources and Applied Life
Sciences, Vienna

University of Natural Resources and Applied Life Sciences, Vienna

we4DRR – women exchange for Disaster Risk Reduction

Prof. DI Dr. Doris Damyanovic | Steering Committee Member we4DRR,
Department of Landscape, Spatial and Infrastructure Sciences
doris.damyanovic@boku.ac.at

Vienna University of
Economics and Business

Vienna University of Economics and Business

First at the Uni: Provision for First Generation Students at the WU

Univ.-Prof. DI Dr. Edeltraud Hanappi-Egger | Rector
edeltraud.hanappi-egger@wu.ac.at

University of Linz

University of Linz

Conference “Space for Diversity in Excellence”

Dr. Margit Waid | Department Gender & Diversity Management, Director
margit.waid@jku.at

University of Klagenfurt

University of Klagenfurt

Intersectional Diversity and Equality in Teaching, Research and Further Education at the AAU Klagenfurt

Mag. Dr. Kirstin Mertlitsch
University Centre for Women and Gender Studies, Director
kirstin.mertlitsch@aau.at

University for Continuing Education Krems

Strategic Diversity Management

Mag. Friedrich Faulhammer | Rector
friedrich.faulhammer@donau-uni.ac.at

University for Continuing
Education Krems

University of Applied Arts Vienna

Un-framing Diversity. Transversal Practices, Structural Anchoring, Institutional Systemisation

Univ.-Prof. Mag. Barbara Putz-Plecko | Vice-Rector for Artistic and Scientific
Research and Quality Development
barbara.putz-plecko@uni-ak.ac.at

University of Applied Arts
Vienna

University of Music and Dramatic Arts Mozarteum Salzburg

Project PLAY SPACE MUSIC

Mag. Shirley Day-Salomon, Susanne Rebholz, MSc | Lecturers in elementary music-
and dance pedagogy
shirley.salomon@moz.ac.at, susanne.rebholz@moz.ac.at

University of Music and
Dramatic Arts Mozarteum
Salzburg

Institute of Science and Technology Austria

Diversity is a Reality, Inclusion is a Choice

Dr. Hilde Janssens | Department for Diversity & Inclusion, Dual Career and Family
Services; Expert
hilde.janssens@ist.ac.at

Institute of Science and
Technology Austria

Federal Ministry of Defence

Department 4/Education and Training Group/Training A

Research project including Didactics (2017-2018): Components for Inclusive Di- dactics at an Exclusive Educational Institution – Pedagogical-didactical Support for Teachers in the FH-Bachelor Program Military Leadership

Mag. Andrea Telsnig-Ebner | Department Psychology, Head of Unit; Representative
for Gender- and Diversity at the Theresian Military Academy
andrea.telsnig-ebner@bmlv.gv.at

Federal Ministry of Defence

University of Applied Sciences St.Pölten

go4tech Attracts Female Students to Technical Degree Programmes

FH-Prof. DI Dr. Alois Frotschnig | Department Media and Digital Technologies,
Head of Department
alois.frotschnig@fhstp.ac.at

University of Applied
Sciences St.Pölten

University of Applied
Sciences Technikum Vienna

University of Applied Sciences Technikum Vienna

Bridging Diversity Measures for Diversity on the Way to and on the Way through a Degree Programme

FH-Prof. Mag. Gabriela Brezowar | Teaching and Learning Center, Director

FH-Prof. Ing. Mag. Dr. Gerd Ch. Krizek | Department Applied Mathematics & Physics,
Director

Nicole Sagmeister, MA | Department Gender & Diversity Management, Director

brezowar@technikum-wien.at, krizek@technikum-wien.at,

sagmeister@technikum-wien.at

University of Applied
Sciences Upper Austria

University of Applied Sciences Upper Austria

Communication Concept “VielWertMaLeN” for Diversity Management at the University of Applied Sciences Upper Austria

Prok. Dr. Regina Aichinger, MSc | Department for University Research and Development, Director, General Manager

regina.aichinger@fh-ooe.at

Music and Arts,
Private University of
the City of Vienna

Music and Arts, Private University of the City of Vienna

Applied Polyaesthetic in the Art of Inclusion

Univ.-Prof. Mag. Eleonora Schnabl-Andritsch | Degree Course in Dance

e.schnabl@muk.ac.at

Modul University Vienna,
Private University

Modul University Vienna, Private University

Conveying the Importance of Gender and Diversity as a Top Priority

Dr. Lidija Lalovic | Department of Tourism and Service Management

lidija.lalovic@modul.ac.at

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Selection of relevant Projects, Programmes and Initiatives:

Baltic Gender – Baltic Consortium on Promoting Gender Equality in Marine Research Organisations.

Online: <https://www.baltic-gender.eu/de>

BMBWF – Policy and Measures.

<https://www.bmbwf.gv.at/Themen/Hochschule-und-Universität/Gleichstellung-und-Diversität/Policy-und-Maßnahmen.html>

EFFORTI – Evaluation Framework for Promoting Gender Equality in R&I.

Online: <https://www.efforti.eu/>

EGERA – Effective Gender Equality in Research and the Academia.

Online: <https://www.egera.eu/>

EQUAL-IST – Gender equality in Information Science and Technology.

Online: <https://equal-ist.eu/>

FemTech Research projects.

Online: <https://www.femtech.at/>

Gender Action – Gender equality in the ERA Community to innovate policy implementation.

Online: <http://www.genderaction.eu>

Gendered Innovations.

Online: <http://genderedinnovations.stanford.edu/index.html>; Website in German: <http://www.geschlecht-und-innovation.at/home/>

GENDER-NET – Promoting gender equality in research institutions and the integration of the gender dimension in research Contents.

Online: <http://www.gender-net.eu/?lang=en>

INVITED – Strategies towards Equity, Diversity and Inclusion at Universities.

Online: <https://eua.eu/101-projects/737-invited.html>

LIBRA – Unifying innovative efforts of European research centers to achieve gender equality in academia.

Online: <https://www.eu-libra.eu/>

Portal Intersektionalität.

Online: <http://portal-intersektionalität.de>

Projekt Gender in EU-funded Research: Toolkit and Training.

Online: <https://www.yellowwindow.com/genderinresearch>

TRIGGER – Transforming Institutions by Gendering contents and Gaining Equality in Research.

Online: <http://triggerproject.eu/>

uni:data – Datawarehouse Hochschulbereich.

Online: <https://unidata.gv.at/>

Glossary

Anti-/postcategorical handling of diversity

The anti-or post-categorical approach to diversity addresses the dangers of reproducing stereotypes and unequal power relationships through categorisation processes – that is assigning individuals to homogenous groups such as „women“, „people with a migration background“ or „people with disabilities“. Therefore, instead of categories (diversity dimensions), it focuses on the identification and processing of inclusive or exclusive aspects of life and social, as well as organisational, circumstances and power relationships (e.g. evaluation criteria and conditions in application processes, and their inclusive and exclusionary effects).

Communities of Practice

Communities of Practice are self-organised, cross-organisational and practical communities of experts who share similar interests, tasks and challenges and wish to collectively learn from one another.

Discrimination

Discrimination based on gender, age, sexual orientation, ethnic and cultural affiliation, religion/world view and disability means unjustified inequality and discrimination. Specific guidelines for this can be found in the Federal Equal Treatment Act and in the federal ministries' Action Plans for Women's Promotion.

Diversität/Diversity

Diversity means „variety“. With regard to people, the term refers to results of differentiation processes and categorisations on a social and functional level. The German and English term is often used synonymously. The use of either the English or German term is usually an indication of the historical and geographical development and conceptual location of the strategies, goals and activities behind it.

Diversity dimension

Diversity dimensions such as age, gender, sexual orientation, ethnic-cultural affiliation, religion and disability are the results of social categorisations. In the Austrian Equal opportunities and Anti-Discrimination Act, six of these dimensions are defined as grounds for protection: gender, age, religion and world view, ethnicity, sexual orientation and disability. The current legislation, however, still identifies different levels of protection for these categories. For example, discrimination based on age, religion and world view or sexual orientation is only prohibited in the working world, not however in the provision of goods and services.

Diversity management

Diversity management is a multi-dimensional management approach aimed at serving the prevailing organisational aims. This diversity approach realises, and makes use of, the diversity of staff and organisationally relevant stakeholders. Diversity management, therefore, can take different forms and describe different ways of handling diversity in organisations.

Integrated, systematic diversity management

Integrated, systematic diversity management encompasses different variations of this management concept, which not only include specific measures or address individual sectors. Diversity management can be understood as integrated and systematic, if it is instituted as a strategic, context-sensitive change and transformation process, which takes all functional and performance areas, as well as status groups of an organisation, into account. The commitment of the management, as well as a form of institutional anchoring, the provision of resources appropriate and adequate for objectives, the development of knowledge and competence, opportunities for participation and transparent communication about the change process are essential.

Gender diversity

Gender diversity describes the biological and identifying variations of gender. They include Cis-persons (people whose gender identity correlates with their birth gender) as well as transgender and intersexual people.

Gender and diversity-oriented equality

This describes equality which goes beyond gender equality and which also incorporates intersectional phenomena in equality questions and measures (such as equality for women of different ethnic backgrounds).

Heteronormativity

Heteronormativity describes power relationships which are socially anchored through the normative relation of bisexuality (female/male) and heterosexuality. It also includes other forms of gender identity, sexual identity and sexual desires that are socially, and often also legislatively, sanctioned or disadvantaged.

Inclusion

Inclusion means to include or involve, and describes all interactions and processes which are targeted at allowing people with all their differences to participate in society. Inclusion does not exclusively address matters of disability.

Intersectionality

Intersectionality means that social and functional differences, such as gender, social heritage or disability, do not act independently of each other, but are interlinked.

Therefore, they must also be analysed in their interactions. Thus, the discrimination mechanisms which are connected to diversity, such as sexism, racism or heterosexism, need to be analysed. Intersectionality perspectives also address the inner heterogeneity of diversity dimensions and the problems with categorisation processes. See also: Anti-categorical handling of diversity.

Organisational development from a diversity perspective

Generally speaking, organisational development furthers re- and self-organisation processes from organisations or parts thereof. In an organisational development process, perspectives on challenges and opportunities should be reflected upon and (further) developed, as well as corresponding strategic, structural, operative and cultural consequences drawn. Organisational development from a diversity perspective incorporates explicit knowledge of the organisational research on diversity and aims for the organization to have an as inclusive as possible focus as a result of learning and development processes.

Third-space-area

The term third-space addresses academic fields of action in higher education and research institutions, which are located between administration and science. Examples of this are research service, quality management, higher education didactic departments as well as gender equality and diversity departments. The staff in these areas have cross sectional functions and require subject, organisational, and administrative competencies.

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Author:

Roswitha Hofmann | uebergrenzenendenken – Research and Scientific / Academic Consulting,
Oberrohrbach

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“Diversity management is the management of opportunities and opens up science and research for social innovations”

Martin Bernhofer
Ö1 programme director