



FOCAL POINTS  DIVERSITAS 2020

# Diversity Oriented Developments in Higher Education and Research Institutions

Practical Applications

## Imprint

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This publication follows the current guidelines of the Federal Ministry of Education, Science and Research (BMBWF) on “gender-neutral language”; where relevant the gender-inclusive formulations of the various organisations making submissions have been retained, so that their perspectives are clearly visible with regard to their statutory mandate.

# Foreword

The European Commission has adopted a broad-ranging strategy for gender equality for the years 2020 to 2025. This favours inclusive concepts and approaches to social and economic challenges and ongoing processes of transformation (e.g. digitalisation). In both the Austrian and the European higher education and research sectors therefore, diversity-oriented equality opportunity policies are required which take account not only of gender but also other of structural characteristics in analyses and the development of related measures.

The Federal Ministry of Education, Science and Research (BMBWF) has made diversity a key field of action its central strategic and steering tools. As a result, in recent years proactive diversity management has become an established practice in higher education and research institutions.

An important element of this is the DIVERSITAS prize, worth a total of 150,000 euros, which since 2016 has been awarded every two years for outstanding and innovative work in diversity management at tertiary education and research institutions. In this way the Federal Ministry of Education, Science and Research supports and motivates institutions in the higher education and research sector to work systematically towards improving social inclusion and equal opportunity, and to introduce measures that take account of our pluralistic society and the associated processes of change.

In 2020 there were submissions from 24 higher education and research institutions in total, including the university colleges of teacher education, which were eligible for the first time. Eleven public universities, nine universities of applied sciences, two university colleges of teacher education, one private university and one research institution took the opportunity to publicise initiatives they have launched as examples of good practice.

This publication, “Focal points: DIVERSITAS 2020” – now the third in the series – gives some insights into the impressive range of diversity programmes across Austria’s higher education and research institutions.

Analysis of the submissions shows that diversity management has become an established aspect of their activities. Many institutions have taken a strategic approach and created a structural framework which anticipates long-term implemen-



**Univ.-Prof. Dr. Heinz Faßmann**  
Federal Minister of Education,  
Science and Research

tation. Diversity issues are increasingly being addressed with a comprehensive and evidence-based approach. The spectrum of activities ranges from innovative and creative individual measures to diversity as part of the third mission in strategic and cultural measures within the institutions' core activities of teaching and research.

With the unambiguous objective of promoting awareness and creating a diversity-oriented and non-discriminatory culture, we at the Federal Ministry of Education, Science and Research will continue to work with these institutions to highlight the importance of diversity issues.

A handwritten signature in black ink, reading "Heinz Faßmann" with a long horizontal flourish extending to the right.

**Univ.-Prof. Dr. Heinz Faßmann**

Federal Minister of Education, Science and Research

# Executive Summary

The DIVERSITAS prize for diversity management was awarded by the Federal Ministry of Education, Science and Research for the third time in 2020, offering universities, universities of applied sciences, research institutions, and for the first time also university colleges of teacher education, an opportunity to submit their developments in the area of diversity management as entries for the prize.

The 24 submissions for DIVERSITAS 2020 described in this publication thus represent a sample of current practice in diversity management in the Austrian higher education and research sector. The diversity of the activities themselves reflects the widely varying conditions, specific organisational characteristics and historical developments of this topic area in higher education and research institutions.

The submissions for DIVERSITAS 2020 showcased numerous innovative developments and new themes. These include innovations in the way these principles are institutionalised, for instance by the creation of new structures and cross-disciplinary and cross-faculty collaborations, or the development and use of shared learning resources, for example. This promotes stability, provides support for the individuals involved and contributes to the long-term development of diversity management.

Innovative approaches are also evident in the increasing number of initiatives addressing diversity themes which have previously tended to be neglected, or perhaps even to some extent taboo, such as religion, for instance. Some topics which were more prominent in the first two DIVERSITAS prize awards (e.g. interculturality/refugees, lifelong learning, gender diversity) appeared less frequently in the submissions for DIVERSITAS 2020.

The opening-up of areas where there have previously seemed to be insurmountable obstacles for people with disabilities illustrates the increasingly positive developments with regard to inclusion programmes, and these have produced some examples of good practice. It is also noteworthy that intersectional approaches in specialist areas, such as medical care for migrants, are helping not only to overcome societal challenges but also to expand the subject horizons in education and training and in practical work in a qualitative way.

In skills development the submissions indicate there is increasing use of further education formats and methods (e.g. experience-based learning) which encourage linking social and sociological knowledge with various different subject disciplines and

fields of activity. Various different formats are emerging to promote the visibility of these issues, ensuring diversity remains a topical issue in organisational discourse and also helping to break down stereotypical preconceptions.

In the development of strategies and measures, a strong trend is evident in the submissions towards more participatory, needs-oriented approaches, with the result that diversity management appears potentially more viable than would have been achievable through purely top-down approaches.

Generally speaking the high-quality content of the submissions demonstrates the advanced level of expertise amongst the specialists in diversity and equal opportunity within these organisations, and the level of commitment shown by the relevant governing bodies.

The next DIVERSITAS prize awards in 2022 will offer all higher education and research institutions within the purview of the Federal Ministry of Education, Science and Research another opportunity to showcase their innovative work in the field of diversity management and to make this accessible to a wider public.







# Contents

Introduction	10
Overview of the Submissions and Key Areas of Activity	12
1. Diversity Management as a Driver for Organisational Development	15
2. Diversity-Related Personnel Development	27
2.1 Raising Awareness and Skills Development for a Diversity-Oriented Professional and Organisational Culture	27
2.2 Leadership Development	35
2.3 Career Development	36
3. Diversity Management within the Organisation's Individual Fields of Action	41
3.1 Teaching	41
3.2 Research	43
3.3 University Administration and Third Space Facilities	44
4. Activities in Specific Dimensions of Diversity/Intersectionality	47
4.1 Social Dimension and Origin	47
4.2 Disability, Inclusion and Accessibility	49
4.3 Gender Diversity	51
4.4 Religion	51
4.5 Compatibility – Parenthood	55
4.6 Intersectional Perspectives	57
5. Activities in Networking/Knowledge Transfer	63
6. Outlook	67
7. Overview of the Awards in 2016, 2018 and 2020	71
8. Overview of the Submissions in 2020 and Contact Persons	77
9. List of Sources	85
Glossary	96
List of Footnotes	100
List of Figures and Tables	102

# Introduction

On 21 December 2020, following 2016 and 2018, the biennial DIVERSITAS awards for diversity management, run by the Federal Ministry of Education, Science and Research (BMBWF), were presented for the third time<sup>1</sup>, at an event which – due to the coronavirus pandemic – was held in online format. Seven higher education and research institutions in total were presented with cash awards and tangible prizes in the form of porcelain sculptures<sup>2</sup>.

Through the DIVERSITAS programme, the BMBWF supports the implementation of higher education policy objectives in the area of equal opportunity and diversity, particularly those specified in the Austrian National Development Plan for Public Universities for 2019–2024 (GUEP)<sup>3</sup>, the Development and Funding Plan for Universities of Applied Sciences (FH-EF-Plan) for 2019–2024, and the Roadmap of the European Research Area (ERA)<sup>4</sup>. The prize also offers incentives for greater commitment to innovative developments in this field of action, and to drive forward the ongoing development of systematic and comprehensive diversity management. Deeper embedding and institutional integration of these agendas is also supported by the recommendations of the Austrian Higher Education Conference on the expansion of gender equality skills in higher education processes (BMBWF 2018a), through examples of good practice in the GENDERACTION project (2019) and the DIVERSITAS workshop – the annual experience-sharing exercise for diversity experts, which is particularly instrumental in encouraging a “community of practice” to develop which spans across individual higher education institutions.

In 2020 there were 75 higher education and research organisations that were eligible to make submissions for the awards. Of these, 24 took the opportunity to present their current developments in the area of diversity management to an international jury<sup>5</sup>. Five main prizes were awarded, each with a value of 25,000 euros, and two recognition awards of 12,500 euros each. 2020 was the first year that the university colleges of teacher education were eligible to enter the awards, following the restructuring of ministerial areas of responsibility.

This publication is designed – like the two preceding editions – to act as a source of information, knowledge and inspiration for experts and responsible officers at higher education and research institutions for the further development of their diversity programmes.

The publication is arranged in clusters of topics based on the content of the submissions. Each chapter begins with a brief introduction to the topic area and after describing selected examples from the submissions, ends with the focal points which summarise aspects of implementation and offer suggestions for possible developments.

# Overview of the Submissions and Key Areas of Activity

The following overview shows the thematic priorities of the submissions for DIVERSITAS 2020, grouped according to the chapter topics in this publication (see key below).

In 2020 a total of seven higher education and research institutions were awarded main prizes or recognition prizes:<sup>6</sup>

The main prizes of 25,000 euros each went to:

- University of Innsbruck
- Innsbruck University of Medicine
- University of Music and Performing Arts Vienna
- University of Applied Sciences Campus Vienna
- University College of Teacher Education Salzburg

Two recognition prizes of 12,500 euros each were awarded to:

- University for Continuing Education Krems
- Institute of Science and Technology Austria

● ▲ ◆ University of Innsbruck  
Establishment of an interfaculty unit for gender research (Center Interdisciplinary Gender Studies Innsbruck)  
Pages 22, 42, 43

● ■ ★ Innsbruck University of Medicine  
Diversity management/migration/migrant health  
Pages 23, 28, 56

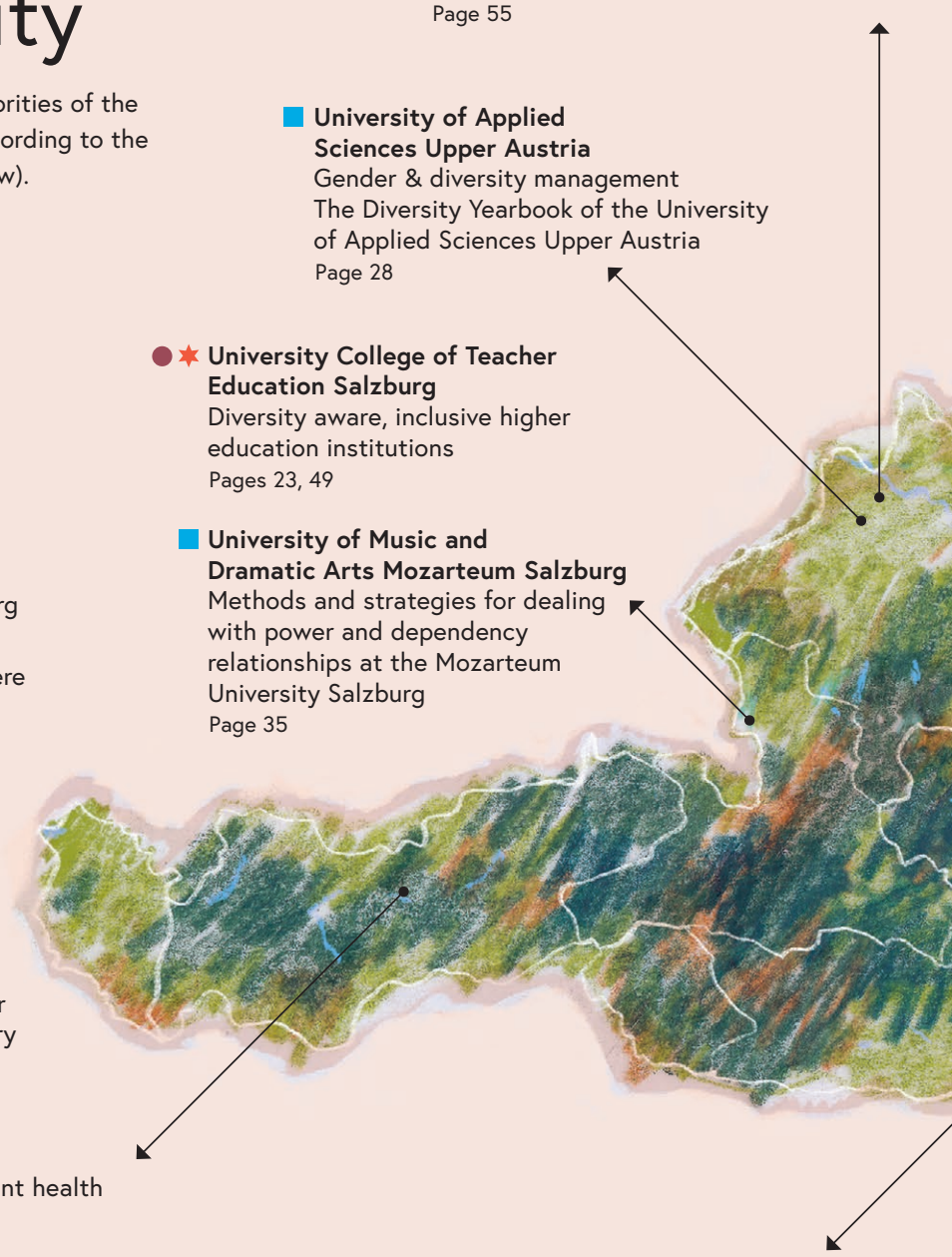
★ University of Applied Sciences for Health Professions Upper Austria  
Studying while parenting at the University of Applied Sciences for Health Professions Upper Austria  
A package of measures to improve the compatibility of studying and parenthood  
Page 55

■ University of Applied Sciences Upper Austria  
Gender & diversity management  
The Diversity Yearbook of the University of Applied Sciences Upper Austria  
Page 28

● ★ University College of Teacher Education Salzburg  
Diversity aware, inclusive higher education institutions  
Pages 23, 49

■ University of Music and Dramatic Arts Mozarteum Salzburg  
Methods and strategies for dealing with power and dependency relationships at the Mozarteum  
University Salzburg  
Page 35

■ ★ University of Applied Sciences Carinthia  
Full and systematic integration of the social dimension in higher education  
Pages 34, 48, 50



## Key

- Diversity Management as a Driver for Organisational Development
- Diversity-Related Personnel Development
- ▲ Diversity Management in Teaching
- ◆ Diversity Management in Research
- ◆ Diversity Management in Higher Education Administration and Third Space Facilities
- ★ Activities in Specific Dimensions of Diversity/Intersectionality
- ◆ Activities in Networking/Knowledge Transfer

● ▲ ★ **University for Continuing Education Krems**  
 Gender and diversity skills for teaching at the  
 University for Continuing Education Krems  
 Pages 21, 42, 59

★ **Karl Landsteiner Private University  
 of Health Sciences**  
 Developing an understanding of confessional diversity  
 and inclusion: “Maimonides Lectures” in Lower Austria  
 Page 54

■ ★ **IST Austria**  
 Diversity is a fact – Inclusion is a  
 must. A customised, experience-  
 based learning programme  
 Pages 30, 35, 48

● **University of  
 Applied Sciences  
 Wiener Neustadt**  
 The library as the centre  
 point: A hub for diversity,  
 knowledge, entertainment  
 & literature  
 Page 64

■ ▲ ◆ ● **Ferdinand Porsche  
 FernFH**  
 Online workshop  
 Gender and diversity  
 skills  
 Pages 33, 35, 41, 44, 63

■ **University of Mining Leoben**  
 Gender & Diversity MUL  
 Pages 28, 29, 36

■ ▲ ● ★ **Graz University of Technology**  
 Gender and diversity skills for scientists  
 A 6-module course for researchers and teachers  
 in science, engineering and technology  
 Pages 29, 35, 41, 43, 51, 58

▲ ★ **University of Applied Sciences JOANNEUM**  
 Academic peer mentoring for applicants and  
 students by staff members with disabilities  
 Pages 42, 49

■ **Vienna University of Medicine**  
 Veronika Fialka-Moser Diversity Prize  
 Page 28

■ **University of Natural Resources and  
 Applied Life Sciences, Vienna**  
 Enhancing gender and diversity skills  
 through targeted learning programmes  
 Page 29

■ ★ **University of Veterinary Medicine Vienna**  
 VetWoman  
 A programme to promote scientific  
 careers for women in veterinary  
 medicine  
 Pages 35, 37, 57

★ **Vienna University of Economics  
 and Business**  
 Religious diversity at Vienna University of  
 Economics and Business  
 Pages 52, 58

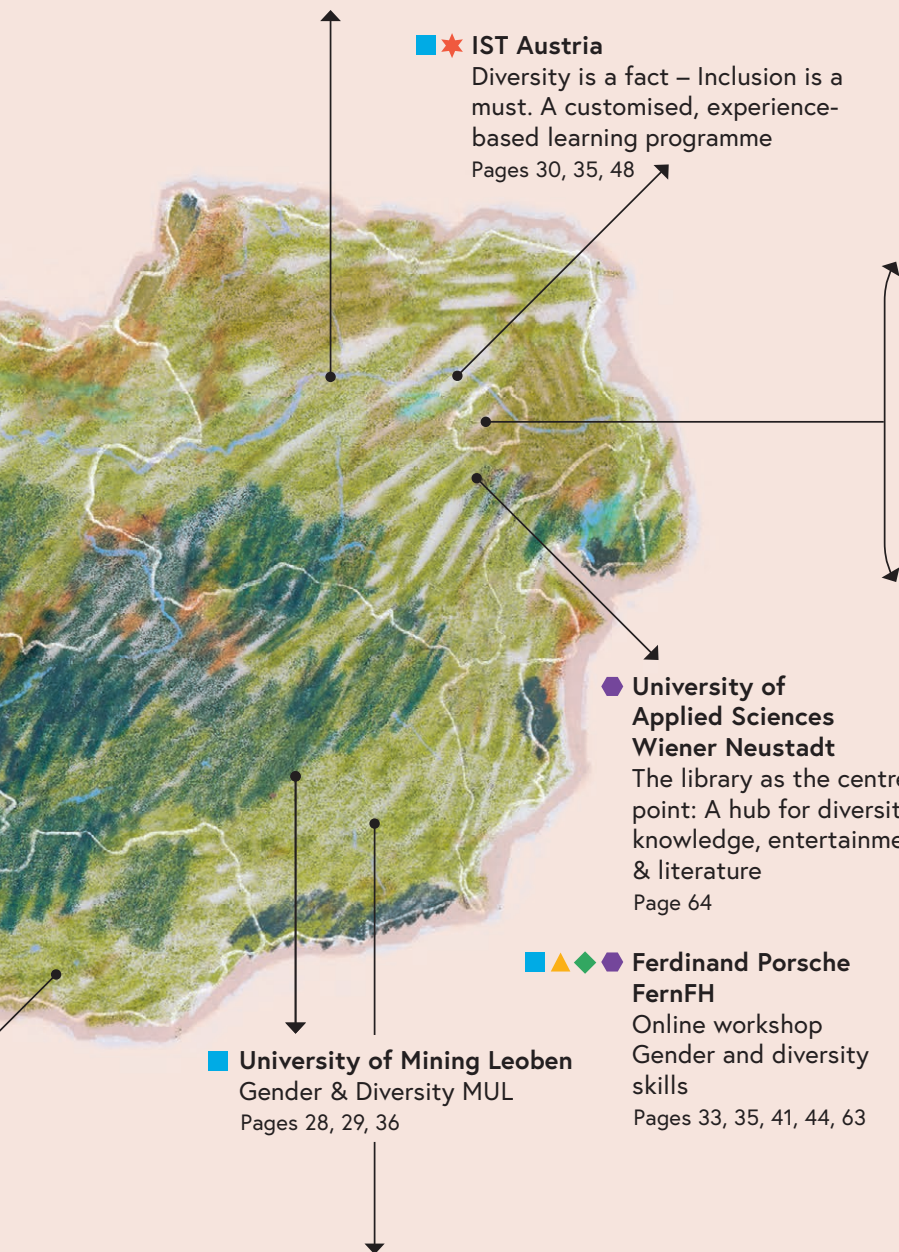
● ★ **University of Music and  
 Performing Arts Vienna**  
 Development and implementation  
 of a diversity strategy  
 Pages 16, 48, 58

● ◆ **University of Applied Sciences  
 Campus Vienna**  
 Diversity in reality.  
 How the development and implementation of  
 a university-wide diversity strategy is ensur-  
 ing long-term integration of diversity manage-  
 ment, equal opportunity and anti-  
 discrimination at the University of Applied  
 Sciences Campus Vienna, and particularly  
 at the interface between individual subject  
 disciplines.  
 Pages 20, 44

● ■ ★ **University of Applied Sciences  
 Technikum Vienna**  
 Towards a University of Applied  
 Diversity (TUoAD)  
 Pages 23, 31, 58

■ **Lauder Business School**  
 Package of activities for the advancement  
 of women at the Lauder Business School  
 Package of activities for the (further)  
 development of gender and diversity skills  
 Page 37

■ ★ **University College of Christian Churches  
 for Teacher Education Vienna/Krems**  
 Interfaith networking – Learning through  
 intercultural, interconfessional and interfaith  
 encounter at the University College of Chris-  
 tian Churches for Teacher Education Vienna/  
 Krems  
 Seiten 34, 53, 59







# 1. Diversity Management as a Driver of Organisational Development

For a long time now there has been a complex framework of reasons explaining the advantages and potential of successful strategic diversity management for higher education and research organisations (cf. e.g. Friday 2003, French 2005; Hofmann & Überacker 2018 ):

- The societal responsibilities of higher education and research organisations – the “third mission” – can be fulfilled credibly and effectively through organisational policies. This enhances our understanding of democracy and also improves social cohesion.
- Higher education and research institutions are more attractive as places to study and work if they establish an environment which is free of fear and discrimination, and where appropriate measures to ensure this are institutionalised and monitored.
- Diversity-oriented, non-discriminatory organisations with appropriate recognition policies and framework conditions foster a cooperative atmosphere for study and work, where knowledge transfer and exchange function effectively, so strengthening the capacity for innovation.
- Openness to a diverse range of perspectives enables individuals and organisations to develop and to build resilience for new challenges.
- Barriers to participation, whether material, structural, procedural or rooted in organisational culture, can be addressed in a sustained way through skills development and a participatory approach, ensuring improved equality of opportunity.
- A diversity-oriented higher education organisation is better equipped to deal with conflict and to anticipate conflict in its various sub-areas. This increases employee satisfaction and productivity. A conflict-free higher education environment also contributes to the success of its students, teaching staff and researchers.

With these considerations in mind, reflective and well-informed engagement with diversity in organisations is increasingly regarded as a key element of an approach to organisational development that is open to opportunities and solutions. The fact that universities are required to describe their measures for diversity management as part of their performance agreements, and that the current Development and Funding Plan for Universities of Applied Sciences (FH-EF-Plan) incentivises the development of institutional diversity strategies, is also contributing to increasing strategic engagement with this topic area.

There are now also numerous policy measures available to assist with development of context-sensitive and comprehensive diversity management strategies to continually improve diversity-oriented equal opportunity and anti-discrimination practice; examples include the recommendations of the Austrian Higher Education Conference on the expansion of gender equality skills in higher education processes (BMBWF 2018), or the guidelines on criteria for good practice in strengthening the implementation of the ERA Priority 4 (Gender equality and gender mainstreaming in research) (GENDERACTION 2019a).

These framework conditions are also reflected in the submissions for DIVERSITAS 2020. The examples outlined below range from setting up a comprehensive strategy development process to focused specifications for individual areas of an existing strategic framework. All these organisations began to address diversity as an area for action quite some time ago, and have now reached a comparatively advanced level of strategic engagement with this topic.

University of Music and  
Performing Arts Vienna

The **University of Music and Performing Arts Vienna** (mdw | main prize) impressed the jury with their presentation on participative development and implementation of their diversity strategy<sup>7</sup>. This example features key aspects of a viable strategy development: project ownership by senior management, allocation of resources, reflection and analysis, integration into the aims of the university, targeted action, structural integration of diversity management programmes, participative development of strategies and measures, indicator-led action and evaluation.

The university (mdw) sees the development of its diversity strategy as a longer-term process of change. The goal is to create a non-discriminatory environment for study and work by autumn 2021 which enables more equal participation by all members of the university. This intention has also been embedded in the university's development plan for 2019–2024. Development and implementation of mdw's diversity strategy is also included in several objectives of the university's current performance agreement, for 2019–2021.

The starting point for formulating a comprehensive diversity strategy was firstly to stimulate wide-ranging debate on the concept of excellence, in as many areas of the organisation as possible. Secondly it was important to take an in-depth look at mechanisms of inclusion and exclusion in the context of an internationally renowned university of the arts with demanding admission tests, exclusive teacher/student ratios and student backgrounds from more than 70 countries.

The strategy development process was initiated by the Vice-Rector for Organisational Development, Gender & Diversity. She set up a “Core Team for Diversity” to steer the strategy development process, which also included the head of the administrative department for Equality, Gender Studies and Diversity (GGD), and the Diversity Manager.

The process of strategy development is backed by mdw’s mission statement which includes the following guiding objective:

*“All members of the mdw community should be able to study or work successfully, regardless of their social, educational and geocultural background, sexual preference and gender identity, generation and age, views and philosophy, individual physical or mental disabilities, or care responsibilities.” (extract from the Mission Statement of the University of Music and Performing Arts Vienna)*

The strategy development process was carried out using both “top-down” and “bottom-up” approaches, progressing through several phases (see Figure 1):

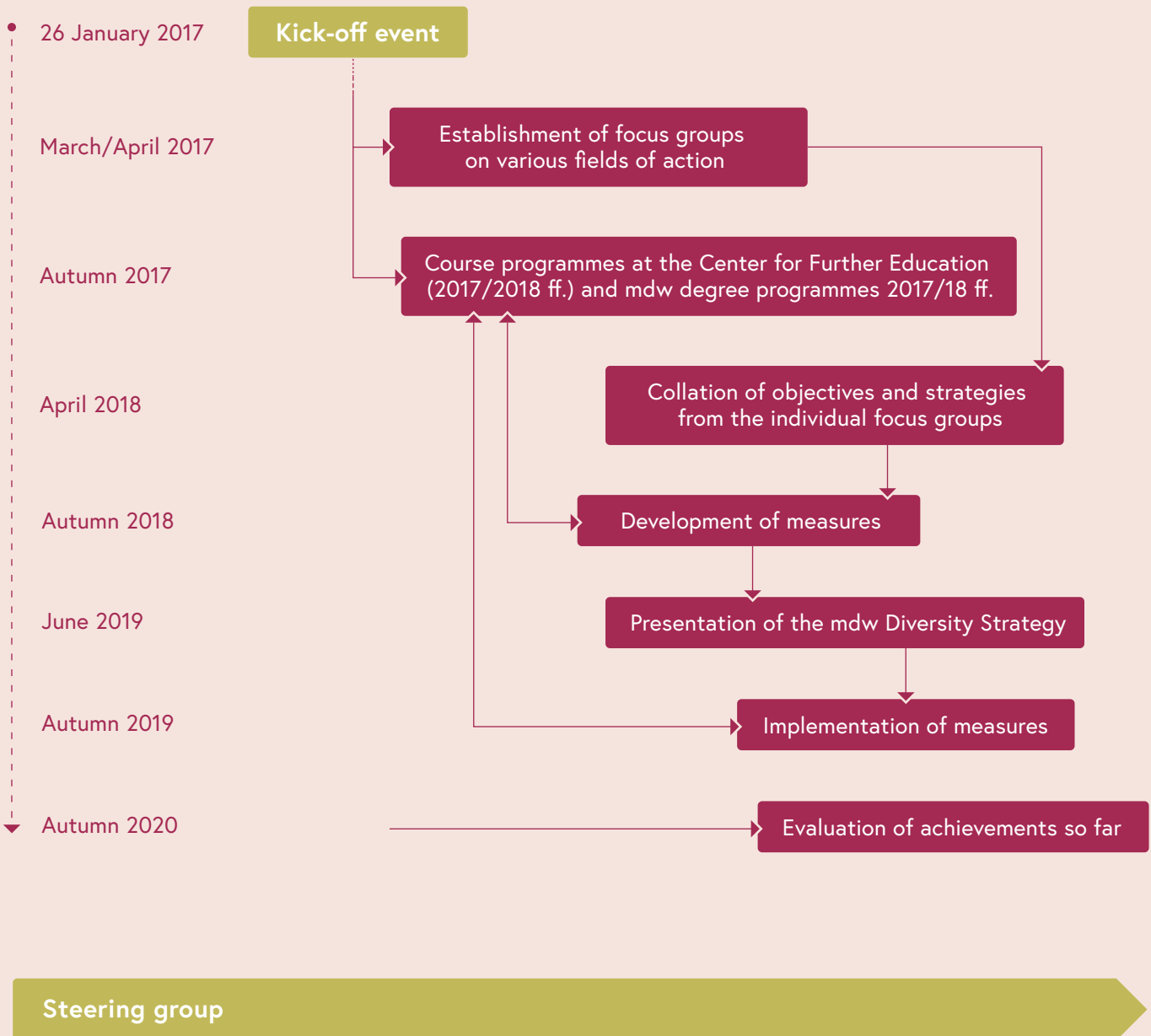
- Preparatory phase (gathering external expertise, setting up the Core Team for Diversity)
- Analysis of current situation (kick-off event, establishment of focus groups for the following themes: mission statement; equal opportunity in admissions testing; diversity in curricula, teaching/research/further education, international, and personnel)
- Development of diversity measures (particularly selecting from measures suggested by the individual focus groups, description of selected measures and objectives, formulating specific details of measures, workshops on development of measures, acceptance of the planned measures by the Core Team for Diversity, adoption of the diversity strategy by the Senate and Rectorate, publication in the university gazette and public presentation)
- Implementation phase (implementation of the measures with support from the diversity management team, regular meetings between the lead team for each of the measures and the Core Team for Diversity)
- Evaluation and conclusion (evaluation process, workshop event for knowledge transfer, publication of the strategy)

Figure 1  
mdw’s Strategy  
Development Process:  
Milestones 2017-2021



Figure 1

## mdw's Strategy Development Process: Milestones 2017-2021



Individual phases are defined by eight milestones, stretching from the kick-off event to the evaluation phase over a period of five years.

A distinctive feature throughout the whole of this process is that raising awareness of gender and diversity issues, and professionalisation of these themes has always been combined with a participative approach to process management. To ensure structural, long-term implementation, an appropriate amount of time and effort was devoted to the participative format of this process. Transdisciplinary and cross-functional membership of the focus groups and diversity teams (students, teaching staff, administrative staff) was an important factor in ensuring diversity is embedded across all disciplines and on every level of the organisational culture. Formulating the strategy allowed an extended process of engagement with the realities of discrimination at mdw and was also a process of reflection and discourse. A key priority was to achieve a balance between structural change projects and supporting measures (cf. Mayer 2020). The strategy plan currently consists of five objectives and measures:

*Table 1:*  
Topic Areas, Objectives and Measures included in mdw's Strategy Development Process

<b>Topic area</b>	<b>Objective</b>	<b>Measure</b>
Equal opportunity in admissions tests	Objective 1: Reduce mechanisms of exclusion	Introduce a checkbox for alternative testing methods
Diversity in curricula	Objective 2: Integrate gender and diversity skills into curricula	Process for integrating gender and diversity skills into the quality profiles and course programmes for curricula
Teaching/research/further education	Objective 3: Creation and acquisition of expertise in gender and diversity issues	Production of a guide to gender- and diversity-aware didactics, establishment of a Diversity Day
International issues	Objective 4: Expand our culture of welcome	Introduce a buddy programme for international first-semester students
Academic and artistic staff	Objective 5: Increase the number of female academic and artistic staff	Introduce career mentoring programmes in cooperation with the Centre for Further Education (ZfW), Office of Research Support and the Career Centerr

In parallel with this process, mdw's further education programme was expanded to include gender- and diversity-oriented courses and the topic category of "Diversity".

The example from the **University of Applied Sciences Campus Vienna** (FH Campus Wien | main prize) also shows how a comprehensive diversity strategy – context-sensitive and therefore appropriate to the needs of the individual organisation – can be developed in a participative way. The UAS shows that it is progressing constantly in the field of action of diversity. The Department for Gender & Diversity Management (GDM) is a long-established element of the management structures. In the past 15 years, measures have been introduced – primarily with third-party funding – in the areas of anti-discrimination, equal opportunity, advancement of women, awarenessraising and skills development. This university's submission for DIVERSITAS 2020 described "Diversity in reality" – its strategy development process which aims to achieve more effective structural, needs-oriented integration of diversity management, and to embed it more deeply into the organisational culture, by the target date of 2025. At the heart of this process is clear alignment of the activity profile of the GDM department with the objectives of the UAS and its various fields of activity, and to involve the relevant stakeholder groups fully at the points of intersection between separate disciplines. An analysis of internal and external framework documents, such as the university of applied sciences' Strategy 2025, the University of Applied Sciences Act (FHG), the Development and Finance Plan for Universities of Applied Sciences, and the National Strategy on the Social Dimension in Higher Education, resulted in proposals for aligning the objectives of the FH Campus Wien with those of the Austrian Universities of Applied Sciences as a whole, and identified fields of action for the diversity strategy.

To ensure that future measures are appropriate to the institution's needs, the process included a systematic stakeholder analysis, followed by stakeholder dialogue meetings between students and applicants, full-time and part-time teaching staff, researchers, administrative staff, staff with management responsibilities in specific course areas and in administration, and with the university's senior management.

By establishing strategic collaborations with multipliers, and a UAS-wide Diversity Committee, the aim is to ensure there is broad acceptance of the implementation of measures to enhance diversity as outlined in the diversity strategy, and systematic integration of diversity management (DM) in university and subject-department processes. It is also planned to train staff in each subject area and operational area to take responsibility for diversity management and in this way to develop a diversity-oriented organisational culture (Exenberger 2019, Wroblewski et al. 2014).

The initial starting points for development of the diversity strategy, based on the findings of previous analyses, are to foster social permeability, equal opportuni-

ty and non-discrimination in the student life cycle; the advancement of women; student-centred learning based on courses designed for specific target groups; raising awareness of social diversity in the higher education context, and to stimulate growth by attracting new target groups.

At the heart of “Diversity in reality” is the introduction of a diversity monitoring programme, to provide evidence to underpin the argumentation for needs-oriented measures for specific target groups, and to evaluate and further develop these for the purpose of quality assurance (Warmuth 2012).

Responsibility for content in the development and implementation of “Diversity in reality” as far as university management is concerned lies with the Gender and Diversity Management office, as that is where the expertise in diversity management is centred, and where there are adequate personnel resources for this (five staff members).

Another example of constant further development of diversity management is demonstrated by the **University for Continuing Education Krems** (Danube University Krems/DUK | recognition prize). This university’s diversity management programme was already showcased in its submission for the 2018 DIVERSITAS prize (cf. BMBWF 2019). The strategic objective of the higher education institution is to promote a diversity-oriented and non-discriminatory university culture in the everyday life of students and employees, based on three pillars:

**Pillar 1:** Promote broad, inclusive access to university education

**Pillar 2:** Create a diversity-oriented, non-discriminatory working environment by introducing targeted equal opportunity measures

**Pillar 3:** Enhance gender and diversity skills of students, employees and external teaching staff

Continuous further development towards systematic diversity management is illustrated by the fact that Pillars 1 and 2 are now embedded in the university’s policy strategies and well established in the organisation. Pillar 3 is still in the set-up and development phase, and forms the focal point of the submission for DIVERSITAS 2020. Associated measures for gender and diversity skills for teaching at the University for Continuing Education Krems are based on a comprehensive approach which aligns the various different sub-areas, projects and activities with each other, component by component (see 3.1, page 42). The submission describes an activity in the area of Pillar 3, which links back to the “Strategic framework of the University for Continuing Education Krems”, and to a specific objective: “Qualitative expansion of study models for different phases of life, with a focus on societal challenges”, and to the development plan and performance agreement(s). Responsibility lies with the Rector, to whom the Office for Equal Opportunity and Gender Studies reports directly. The office, which has many years of specialist and operational expertise, is largely responsible for the scien-

University for Continuing  
Education Krems

tifically informed configuration of these measures, working in close collaboration and consultation with the faculties and individual departments.

Activities in the area of gender and diversity skills for teaching foster gender- and diversity-oriented development of the organisational culture at the University for Continuing Education Krems, by ensuring that particularly in the faculties there is lively debate in each subject area about possible and effective approaches in teaching. This is particularly emphasised by the fact that the integration of gender and diversity in teaching is part of the performance targets agreed between the rectorate and the deans of the faculties.

Coordination of the activities on “Integration of gender and diversity in teaching” is covered by the annual fixed budget portfolio of this office, which currently employs three research associates (for 38.5, 33 and 20 hours per week respectively) and an administrator (8 hours/week).

Courses offered for students at the University for Continuing Education Krems who are also professionally employed are covered by course fees and the global budget. Existing courses on gender and diversity are part of the regular teaching programme of each department and thus covered by their existing personnel and budgetary resources.

University of Innsbruck

The **University of Innsbruck** (main prize) provides another example of systematic development of the extent to which diversity issues are structurally integrated, by establishing an interfaculty organisational unit for gender research. In compliance with its mission statement the University of Innsbruck pursues an active diversity policy, with the aim of creating equal opportunity in admissions to the university, reducing structural disadvantage to individuals, and making options and opportunities visible. Ten years ago the University of Innsbruck highlighted its policy approach by founding of a virtual research platform to encourage networking amongst researchers in women’s and gender studies and feminism, entitled “Gender research. Identities-discourse-transformations”. In 2019 the university’s governing body took the additional step of developing an interfaculty organisational unit with its own place in the organisational chart. As the “Center Interdisciplinary Gender Studies Innsbruck” (CGI) the network was thus effectively given equal status to that of an institute, so enhancing its significance and visibility within the university. Two tenured (Section 98) professorships (in Social science theories of gender relationships, and Gender history), and a tenure-track position were also fully or partially allocated to the CGI. The intention is to allocate additional posts to this institute in the future, or to partially attach some existing posts.



The CGI is supported in its work by an advisory board. Regular internal networking activities are designed to promote the integration of all researchers working in the field of gender studies, women's studies and gender research at the University of Innsbruck. This specific form of institutionalisation enables links to be made between all faculties and interested employees, without creating counter-productive competitive situations.

The **University of Applied Sciences Technikum Vienna** also submitted their third entry for the DIVERSITAS award, describing the ongoing development of the diversity management programme they had already presented for the first and second prize awards (cf. BMWFW 2017a; BMBWF 2019). This time the focus was on awareness raising and mentoring for students and teaching staff (see also 2.1, page 31).

University of Applied  
Sciences Technikum Vienna

The **Innsbruck University of Medicine** (MUI | main prize) has been working for many years on the creation and further development of a pro-active gender and diversity policy. Their activities in this area are built in to the performance agreements and development plan, with the aim of ensuring they are sustained for the long term and evaluated accordingly. As explained in the submission for DIVERSITAS 2020, there has been a specific focus on "Migrant health care" in all the organisation's core activities (teaching, research, hospital work and administration), which has been expanded and more fully integrated both in terms of content and from a structural perspective (see 4.6, page 58).

Innsbruck University  
of Medicine

The **University College of Teacher Education Salzburg** (PH Salzburg Stefan Zweig | main prize) launched its development process towards a diversity-aware inclusive University College of Teacher Education some years ago. The objective is to prepare its students in the best possible way to work in a heterogeneous environment, as well as providing ongoing training and education in this area. The impact of the university's work extends far beyond the institution itself and into the whole of society, through its approach to diversity awareness and its vision for inclusion. The university undertook a process of profile development, with advice from external experts, which resulted in publication at the end of 2019 of a mission statement for PH Salzburg Stefan Zweig. In its mission statement the university declares itself to be an inclusive, diversity-aware organisation. This activity is under the direct management of the rector's office and addresses all employees of the university college of teacher education.

University College of  
Teacher Education Salzburg

The university has also established professorships in the areas of gender-aware, migrant-oriented and inclusive pedagogical methods, funded research projects on diversity issues, established centres of excellence in various different aspects of diversity, and set up a National Centre of Competence for nurturing talent and gifted students. A targeted programme facilitates access to tertiary education for students with mental disabilities.

The two partner schools attached to the university are also participating in this process and have, amongst other things, expanded the number of inclusive classes they offer. As these activities constitute a development process which extends right across the entire university, all the resources of the organisation are involved. In addition to the strong commitment from the rectorate of PH Salzburg Stefan Zweig, the positive engagement of its staff in the areas of teaching, research, administration and the partner schools is also a key factor in the success of this project.

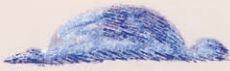


## FOCAL POINTS

This selection of exemplar organisations that are working continuously on establishment and further development of their diversity management programmes illustrates the varied conditions and development pathways in which diversity management strategies are being developed. The extent to which these considerations are compatible with the specific needs in different areas and employment situations is a key success factor, as is the constant further development of diversity management through individual pilot projects in sub-areas of the institutions, and the opening-up of spaces for exchange of ideas and experimentation. Another characteristic of successful diversity management is that as a field of action, diversity issues are seen as sufficiently important by those involved. Here it is often not data and facts that play the key role, but more importantly a willingness to change, and a receptiveness and positive response to expert advice and skills in this area – including by senior management, in particular.

It is clear that in the Austrian higher education and research sector there are many examples of progress and good practice which can offer guidance to other organisations, with opportunities for dialogue and exchange of ideas between organisations, in a range of formats (e.g. the DIVERSITAS workshop, Austrian Higher Education Conference networking events, the “Gender Platform”, “ERFA” experience exchange groups). However, findings from critical diversity research show that increasing the potential for change through diversity management requires not only consistent engagement with people’s willingness for self-reflection, skills development and capacity for change, but also adequate resources in terms of time, expertise and facilities. Diversity experts, not least due to the fundamentally transformative nature of diversity management, have to deal with challenges in relation to acceptance (degree of legitimisation and resistance factors), the level of institutionalisation and practical implementation of measures (divergence between the centre-stage and backstage attitudes; cf. Funder 2014). These constraints on development are also frequently apparent in the submissions to DIVERSITAS. Consideration or fulfilment of requirements might be addressed in general terms, for instance, while the specifics of practical action linked to the activity described and the resulting practical outcomes may remain unclear or become lost amongst the general “technical” descriptions.

Some reasons why progress in the development and implementation of strategies is often slow can therefore be found in what is frequently a lack of practical receptiveness to this topic area and its strategic importance for organisational development. Acceptance problems are also often associated with various reasons for resistance (cf. Frey et al. 2008; Erfurt 2010) and a lack of understanding amongst senior management (see 2.2, page 35).



## 2. Diversity-Related Personnel Development

In view of the lack of acceptance and understanding that is still widespread in many places with regard to the field of action of diversity, diversity-oriented and diversity-appropriate personnel development is regarded as an essential lever for successful diversity management.

For higher education and research organisations, ongoing awareness raising and skills development in line with current challenges is not only a guarantee for their ability to develop and innovate, but also for their resilience in the face of social developments and associated challenges (e.g. the fragmentation of social cohesion and destabilisation of democracies, challenges regarding economic competitiveness due to skills shortages).

This field of action was addressed in several submissions to DIVERSITAS 2020, whereby different priorities emerged:

- Awareness raising and developing the professional diversity skills of the staff
- Leadership development
- Measures for career development

The first area was addressed most comprehensively – not only through training measures, but also by making activities on diversity issues visible within and outside the organisation.

### 2.1 Raising Awareness and Skills Development for a Diversity-Oriented Professional and Organisational Culture

Raising awareness for a diversity-oriented and low-discrimination working and learning environment (see glossary) forms an essential basis for sustainable diversity management – after all, it is the people involved who are supposed to give the relevant development goals and measures meaning and somehow incorporate them into their daily activities. This requires a needs-based development of diversity skills with a practical orientation in the various fields of activity, whereby awareness raising and skill building basically concern everyone working in the organisation (higher education and research management, administrative personnel, teachers, researchers, “third space” staff and students).



Here are some examples taken from the submissions:

Innsbruck University  
of Medicine

Various institutions are working on diversity-related change by sensitising people to the issues as soon as they join the organisation. At the **Innsbruck University of Medicine**, since 2019 all employees who are new to the organisation have been required to complete a DIVERSITAS course within their first year of service, in which the legal basis of anti-discrimination and sexual harassment is discussed and information and contact points are highlighted.

University of Mining Leoben

The **University of Mining Leoben (MUL)** aims to raise awareness among new entrants to the university through their “Compliance & Diversity” training. This training teaches about anti-discrimination, social responsibility, diversity- and gender-appropriate behaviour in teaching and research as well as on principles of the code of conduct of the University of Leoben. The training is offered in German and English. In addition to the face-to-face event, an online version will also be available in the future.

For ongoing diversity awareness raising, the visibility of diversity activities, the opportunities they offer and their impacts have all proven to be significant. This keeps the issue high on the daily agenda and people talking about it throughout the organisation.

University of Applied  
Sciences Upper Austria

With the “Diversity Yearbook” launched in 2014, the **University of Applied Sciences Upper Austria** submitted a hitherto unique visibility and communication format on the topic of diversity. Each year, it is linked to a thematic focus that reflects a development perspective of the university. The yearbook provides an overview of all GDM activities at the University of Applied Sciences Upper Austria and serves to document, explain and evaluate the measures taken. Among other things, it contains factual reports, figures, data, facts and interviews and makes people and teams visible who are particularly committed to GDM issues. During the creation process, special emphasis is placed on a broad connectivity of the different departments at the university of applied sciences in order to promote a university-wide identification with diversity issues.

Vienna University of Medicine

Making excellent performance visible is also a well-known and well-used means of awareness raising. Since 2016, the **Vienna University of Medicine** has therefore awarded the Veronika Fiala Moser Diversity Prize for special achievements in the area of diversity. This prize will be awarded alternately in the categories “Theses” and “Engagement” (2016, 2018, 2020) and “Research” and “Teaching” (2016, 2017, 2019 and 2021). A prize money of 2,000 euros earmarked for the diversity sector will be awarded per category. All employees, alumni and students of Medical University of Vienna are eligible to submit entries. Submissions are judged by a six-member committee consisting of the university’s key stakeholder groups.

Since 2019, the **University of Mining Leoben** has also awarded a science award. The “Science Award for Women Montanists” takes into account all stages of a scientific career, i.e. publications, dissertations and complete scientific works are awarded. These measures are intended to act as role models for women regarding their choice of studies and career planning, and to promote an increase in the proportion of women in STEM subjects.

University of Mining Leoben

The project “On Stage”, launched on the occasion of the anniversary “100 years of university education of women” at the **University of Natural Resources and Applied Life Sciences, Vienna** offers students, female scientists, academics and the public insights into the diverse careers of female scientists and engineers.<sup>8</sup> It builds on the results of the ongoing courses “Gender and Diversity Aspects in Planning and Professional Practice”, “Women in Rural Gardening and Agriculture” and “Rural Women and Gender Studies”. Here, the students continuously develop new content and a joint exhibition through research into literature and interviews with experts. The latter has so far shown 46 portraits of women from the fields of landscape planning, landscape architecture, forestry, agriculture, spatial planning, natural hazard risk management, biotechnology and university administration, as well as a created “Privilege Walk Game” that invited visitors to travel back in time to through the history of university education of women. In the course of their work, the students were able to draw inspiration from the different lifestyles and careers of the female scientists portrayed and draw on them for useful networking opportunities and potential places to work.

University of Natural  
Resources and Applied Life  
Sciences, Vienna

Targeted skills training of varying complexity has been implemented by the following organisations, for example:

In order to promote the development of gender and diversity skills at **Graz University of Technology** (TU Graz) and to integrate it into research and teaching, the course “Gender and Diversity Skills for Scientists” was developed and implemented at TU Graz in the winter semester 2018/19. The course consists of six modules, each lasting two days, extending over two semesters and with additional time for group reflection meetings, self-study and writing a practical report. During the course, theoretical basics are taught and a direct practical relevance is established by presenting basics already developed at Graz University of Technology (such as checklists and online courses) and by inviting experts from different areas of Graz University of Technology as guests. Attention is also paid to the scientific culture at Graz University of Technology (number and fact-based instead of text-based documents, selection of examples) and suitable framework conditions in terms of family-friendliness (for example, child-care on module Saturdays).

Graz University of  
Technology

As women are still underrepresented in many areas of technology and natural sciences, gender is a priority category in the discussion about diversity at Graz Univer-

sity of Technology. As a result, the course was named and the examination of gender – as an interdependent category – was already introduced in Module 1 with “What the hell is gender?”

Upon completion of all modules, participants acquire the following specific set of skills:

- Sound gender and diversity Know-How (module 1)
- Socially and environmentally compatible technology design and technology assessment (module 2)
- Designing student-centred, gender- and diversity-conscious teaching (module 3)
- Incorporating gender & diversity aspects into research questions and formulating gender- and diversity-conscious research proposals (module 4)
- Gender- and diversity-conscious personnel selection, team leadership, team cooperation (module 5)

This course was first launched in September 2019 as a trial with 13 participants. The participants come from five faculties (architecture, Civil Engineering, Electrical Engineering, Computer Science, Mathematics & Physics) and three research institutions connected with Graz University of Technology (ACIB GmbH, Know-Center GmbH, BEST-Bioenergy & Sustainable Technologies). They were nominated for participation by their deans and managing directors and the majority have a doctorate, teaching and/or research experience as well as longer-term career prospects. In terms of gender and diversity, they have varying prior knowledge and points of reference. This course can be credited towards the fulfilment of the qualification agreement for academics in career positions. Upon completion of the course, participants acquire the certificate “Gender and Diversity Skills for Scientists in Technology and Natural Sciences”, which is accredited by the Austrian Academy of Continuing Education (wba) with 10 ECTS credits and can be included in research proposals as proof of gender and diversity skills. This course will be continually offered following its trial run.

The **Institute of Science and Technology Austria** (IST Austria | Recognition Award) presents in its submission the experiential learning programme “Diversity is a fact – Inclusion is a must”. It aims to strengthen a working and learning environment conducive to innovation and creativity and includes workshops on implicit bias, intercultural skills and gender equity in science. The approach of experiential learning makes it possible to reveal unconscious patterns of thinking and to raise awareness



of diversity in a sustainable way. The continuous improvement of the diversity skills of all employees on campus should help to ensure that decisions are not influenced by unconscious thinking patterns, or are at least influenced to a lesser extent, so that an inclusive organisational culture is created in which the full potential for creativity and innovation can be realised. Two concrete examples: Experiential learning enables 1. Uncovering the blind spots, e.g. by taking the Harvard Implicit Association Test in the Implicit Bias Workshop, or 2. Raising awareness of privilege, e.g. by interacting with people perceived as “different from me” in the Intercultural Competence and Gender Equity Workshop.

The **University of Applied Sciences Technikum Vienna** (FH Technikum Wien/ FHTW) has been building on its awareness-raising work for years. This continuous work is once again evident in their submission “Towards a University of Applied Diversity (TUoAD)”.

University of Applied  
Sciences Technikum Vienna

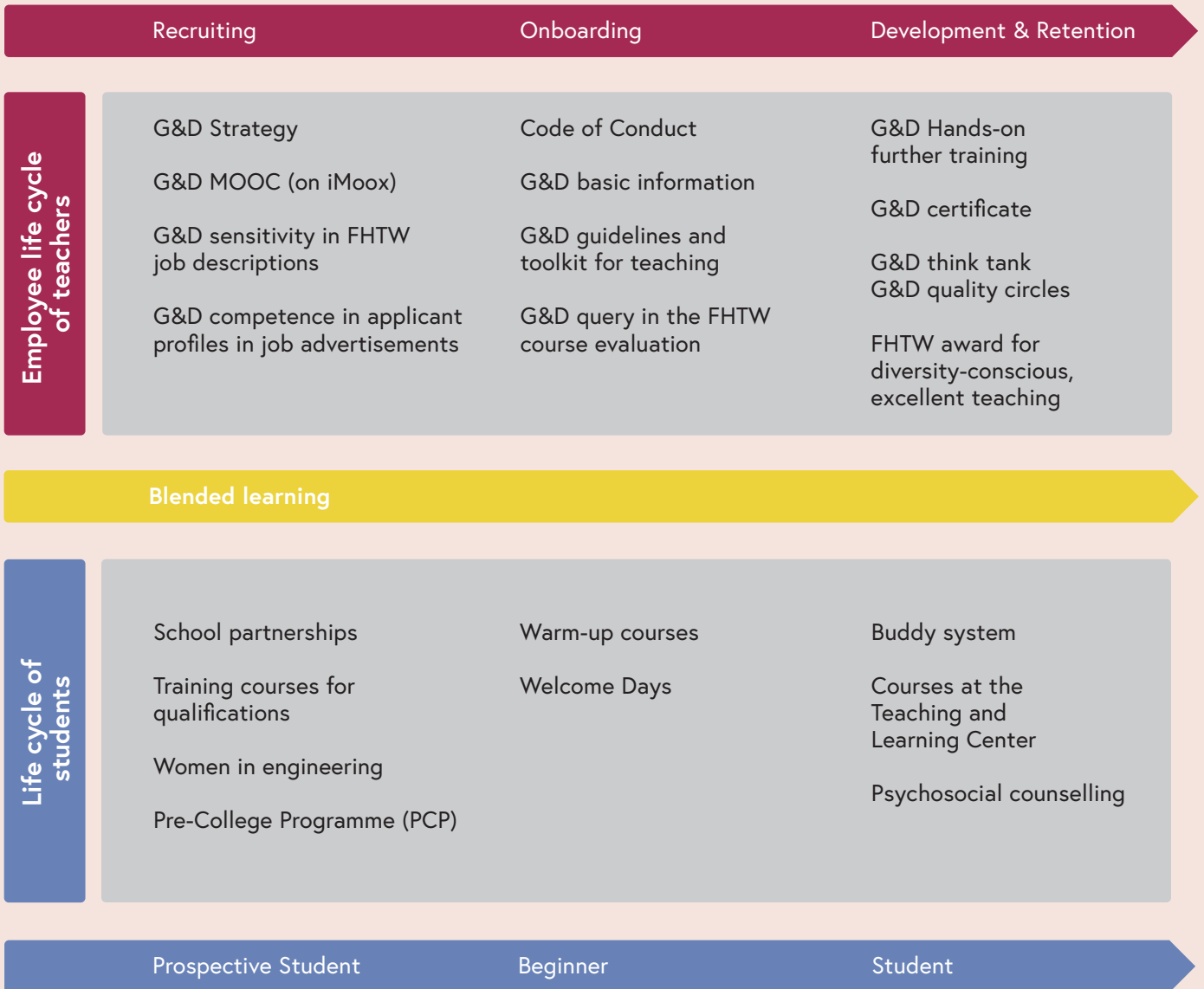
*“TUoAD focuses on the subjective support of individuals in their everyday work or study life, starting with their initial interest and entry into the FH Technikum Wien as a first-year student or new lecturer, right through to graduation or a possible career change. Each and every participant is therefore free to choose an individual combination of voluntary support measures” (from the DIVERSITAS submission of the FH Technikum Wien)*

The basis is formed by elementary, obligatory measures for basic sensitisation and skills development for diversity. In addition, further measures were added to the already spanned bridge for students as part of the 2018 submission. The measures are offered on a demand-oriented basis, which means that resources are available for independent or occasion-independent use at any time.

Figure 2  
Towards a University  
of Applied Diversity  
→

Figure 2

## Towards a University of Applied Diversity



- Technikum
- Teaching &
- Learning Center

G&D = Gender & Diversity  
 FHTW = University of Applied Sciences Technikum Vienna  
 PCP = Pre-College Programme

As the figure shows, the measures range from the recruiting phase of new teachers (e.g. gender & diversity sensitivity in University of Applied Sciences Technikum Vienna job advertisements, access to the gender & diversity strategy) to measures in the onboarding phase (e.g. code of conduct, gender & diversity basic information, toolkit for teaching, querying gender & diversity in course evaluations) to development and retention measures (e.g. needs-oriented, hands-on further training, gender & diversity think tank and quality circles, gender & diversity certificate, University of Applied Sciences Technikum Vienna award for diversity-conscious, excellent teaching).

At the student level, the Bridging Diversity offer was developed even further (writing workshop and interactive writing mentoring, application training as preparation for the compulsory University of Applied Sciences Technikum Vienna internship, psychosocial counselling, e-assessments with automated feedback in mathematics and engineering).

In order to ensure a stable and permanent institutionalisation of the measures, TUoAD is integrated into the Teaching and Learning Center (TLC) where close cooperation with the student body at the University of Applied Sciences Technikum Vienna is aimed at.

**Ferdinand Porsche FernFH** has been supporting the skills development of its students, lecturers and administrative and management personnel since 2016 with a continuously updated basic online course on gender and diversity. Since 2018, the course has also been open to staff from other Austrian universities of applied sciences. In 2019, the course was also adapted for students and alumni. The course teaches the basics of gender and diversity. Participants learn relevant topics, terms and facts about the different diversity dimensions. They become familiar with the legal framework for equal treatment and anti-discrimination and are expected to recognise and reflect on diversity phenomena based on scientific theories at a low-intermediate level. This should enable them to better cope with diversity-related challenges in their personal life and work environment. The structural integration of this G&D measure is guaranteed by its statutory integration into the quality management system of Ferdinand Porsche FernFH. Gender & diversity are firmly established there as a cross-cutting issue in all essential core and support processes. The development and financing plan 2018/19-2020/23 of the FernFH also contained the sub-strategy on equal opportunities and diversity, in which, among other things, the promotion of the diversity skills of the staff was firmly established. All female employees of Ferdinand Porsche FernFH are required to complete the online workshop. The required G&D-skills or the presumed willingness to acquire them is already referred to in the job advertisements. This will be communicated again in admission interviews.

Ferdinand Porsche FernFH



With its submission “Integrating the social dimension in higher education holistically and systematically”, the **University of Applied Sciences Carinthia** aims to visibly link previous initiatives on the social dimension in the future in order to strengthen related awareness at the university (see also 4.1, page 48 and 4.2, page 50).

The **University College of Christian Churches for Teacher Education Vienna/Krems** is dedicated to skills development with regard to the interplay of religion, culture and gender (see 4.4, page 53).

## FOCAL POINTS

Gender and diversity skills builds on the willingness to reflect on one’s own situation (as a person, as a team, as an organisation) with regard to relationships relations. As a basis for this reflection, knowledge of diversity and structural distortions is necessary in order to analyse and understand the relevant dynamics and structures in one’s own organisation and in one’s own actions. Gender and diversity skills is defined by being able to translate this ability of reflexive and analytical thinking into concrete action (Hofmann & Überacker 2018).

A subject- or task-related transfer and acquisition of diversity knowledge proves to be effective, as does keeping the topic of diversity alive in its various facets through ongoing discussion at the respective higher education or research organisation.

Experiences from different organisations show, however, that often only those participating in the training offered already represent a certain basic sensitivity and inclusion-oriented values in their field of activity. This makes it all the more important to engage in awareness-raising and skill-building activities before or during the time people join the organisation and to offer specialised training courses in which diversity issues are interwoven. The prerequisite for this is the competent selection of trainers and lecturers who have the appropriate theoretical and didactic knowledge to teach diversity knowledge in a way that can be applied in the relevant organisation with its specific characteristics and conditions.

## 2.2 Leadership Development



A look at the continuing education programmes of higher education and research institutions shows that gender and diversity training has so far mostly been offered to teachers. Researchers, administrative personnel and, in particular, managers are still rarely addressed – this despite the fact that managers are entrusted with essential tasks in the field of action of diversity management, have to make corresponding strategic decisions in this regard and have to enforce these with their power to act and their commitment.

Here are some examples taken from the DIVERSITAS 2020 submissions:

**Graz University of Technology** supports diversity-related leadership skills, among other things, through the course “Gender and Diversity Skills for Scientists”, which promotes practices of gender- and diversity-oriented personnel selection and team leadership skills (see 2.1, page 29).

Graz University  
of Technology

At the **University of Veterinary Medicine Vienna** (Vetmeduni Vienna), the role of managers in career development is reflected within the framework of career development for women (see 2.3, page 37).

University of Veterinary  
Medicine Vienna

**IST Austria** has integrated an implicit bias workshop as part of the leadership development programme into the administrative sector. Its aim is to make those taking the workshop aware of unconscious thought patterns related to different diversities, which can influence leadership behaviour (see 2.1, page 30).

IST Austria

**Ferdinand Porsche FernFH** addresses not only teaching staff, students and administrative staff, but also the management of the UAS with its efforts to develop skills within the framework of the submitted online course on gender and diversity skills.

Ferdinand Porsche FernFH

Raising awareness of power and dependent relationships is an approach that can promote ways of reflecting on hierarchies and leadership actions.

The basic study conducted at the **University of Music and Dramatic Arts Mozarteum Salzburg** (University Mozarteum Salzburg) on “Power – Diversity. Methods and strategies of dealing with power and dependent relationships at the Mozarteum University Salzburg can support leadership development through the accompanying opportunities for reflection on one’s own dealings with power. This submission is innovative in that such analyses, which are essential for the planning and implementation of diversity strategies and measures, rarely if ever take place. As a result, power-related barriers to the implementation of such strategies and measures remain untouched and the likelihood of change through the measures used decreases. The questions to be addressed during this two-year study are: What power relations determine working

University of Music  
and Dramatic Arts  
Mozarteum Salzburg

processes, communication and social coexistence at an art university? To what extent are these effective powers experienced differently by the diverse groups of people who come together at an art university? The aim of this qualitative study is to analyse and interpret different forms of dependencies in personal terms (e.g. the relationship between teachers and learners specific to art universities in individual lessons or the challenges to a collective in joint (artistic) productions). Processes can be subsequently optimised based on the results. This study is supported by the Institute for Diversity and Gender Studies (Institut für Gleichstellung und Genderforschung, IGGs) at the Mozarteum – and supported by Quality Management and the Project Management Office.



## FOCAL POINTS

As management personnel are still rarely addressed in diversity-related awareness-raising and skill-building activities, not only the organisational-cultural but also the strategic further development of higher education and research organisations is in danger of falling short of their potential. In practice, this means that although a substantial commitment of managers to diversity management is identified as a key success factor, they often still lack the necessary knowledge. Another consequence of this is that the gender and diversity expertise that has been built up in the organisation is not recognised in terms of its importance for organisational development and included in a constructive way in decision-making processes (Hille & Langer 2014). For this reason, it seems essential for credible, effective and sustainable diversity management to focus more attention on gender- and diversity-related leadership development in the future.



## 2.3 Career Development

In recent years, the topic of career development has focused on the goal of increasing the proportion of the respective underrepresented gender in all areas of the organisations (keyword: “Fix the numbers”). Since women are underrepresented in many areas, the instrument of women’s advancement of women has been on the regulatory agenda for years.

Some examples of this can be found in the submissions to DIVERSITAS 2020:

University of Mining Leoben

For example, the **University of Mining Leoben** aims to increase the proportion of women in the personnel category of professors through permanent career positions with full-time employment. These were advertised internationally for young female scientists.

With the VetWomen programme, the **University of Veterinary Medicine Vienna** supports female 'High Potentials' with their career development – with the aim of further increasing the proportion of women in the most senior positions in science. The funding programme is designed for 18 months and consists of the following elements:

- 360° feedback to derive development needs
- Regular group coaching/peer coaching with external moderation
- Individual coaching of up to 32 hours/participant
- Participation in specific VetWoman events
- Seminar “Strategic career planning”
- Seminar “Appearance & status”
- Seminar “Submitting applications & obtaining financing”
- Workshop “Fit for vocation”
- Vetucation® project including preparation of an interim report
- Fireside chats with experts and role models

This programme has been integrated into the university's plan for the advancement of women advancement, the development plan and the 2019-2021 performance agreements. The programme's conception and implementation is carried out by the university's personnel development department.

The VetWoman programme therefore supports female scientists with their individual career development, but also aims to further develop a gender-equitable organisational culture. The programme

- supports the dismantling of stereotyping and exclusion mechanisms,
- makes successful career biographies of female scientists visible, thereby creating role models,
- supports “first generation students” and participants with an international background,
- strengthens professional and personal gender and diversity skills through regular peer coaching within the programme and with an external expert in gender and diversity skills,
- involves the participants' managers in the application process and in the potential analysis, which increases their awareness of and involvement with the programme's goals and content.

**Lauder Business School** (LBS Vienna) is taking initiatives in the field of teaching and research with the “Activity package for the advancement of women at Lauder

Business School” that it submitted. It therefore strives to achieve the role model effect by specifically bringing in female teachers and researchers as well as promoting female students and teachers. Here, too, the goal is to increase the proportion of women among students, alumni, faculty and staff.



## FOCAL POINTS

In the field of career development, the instrument of the advancement of women has been in practice for decades and has been driven forward by corresponding guidelines. This was already shown by the submissions to the first and second DIVERSITAS (cf. Federal Ministry of Education, Science and Research 2017a; Federal Ministry of Education, Science and Research 2019). In particular, those higher education organisations whose institutionalised diversity management is not yet strongly developed engage in activities/measures in this area. In doing so, they can draw on many resources of knowledge and experience while at the same time meeting the relevant requirements. Since gender-related structural imbalances will probably continue to occupy higher education and research institutions for years to come, broadening the perspective in the sense of holistic diversity management would be a worthwhile step for several reasons. Development and career perspectives for administrative staff and “third space” staff could in many places further promote not only their job satisfaction but also their quality of work in terms of overall organisational development. In addition, it would be provide a new means of examining career development in relation to other diversity dimensions as well as in an intersectional manner (e.g. age or ethnicity).







# 3. Diversity Management within the Organisation's Individual Fields of Action

## 3.1 Teaching

Activities to promote gender- and diversity-oriented teaching not only support the development of an organisational culture that is less inclined towards gender and general discrimination, they also create opportunities to develop new profiles in teaching programmes and therefore address new target groups of students. In addition, the organisation benefits in several ways when the teachers gain skills in this area: They contribute current, solution-oriented knowledge regarding societal challenges that are also present in higher education and need to be solved. Teachers therefore make a significant contribution to reflecting on discrimination and promoting equality and equal opportunities in professional, private and social contexts. Gender and diversity competent teaching not only provides students with basic terms and concepts of gender and diversity, but also creates learning spaces to reflect on their own everyday theories about social conditions and normatively shaped natural assumptions on the basis of solid knowledge.

Gender and diversity competent teaching shows how these relationships play a role in different fields of action and how they shape one's own perspectives and one's own – professional – authority to act. It includes excellent higher education teaching, scientific knowledge about gender and diversity, as well as theories about power and society and subject- or task-specific references.

Many of the submissions deal with the subject area of teaching – here are some examples:

**Graz University of Technology** supports diversity-related leadership skills in teaching for example by offering the course “Gender and Diversity Skills for Scientists” (see 2.1, page 29).

Concerning this same area, **Ferdinand Porsche FernFH** has been promoting the expertise of its internal and external teachers for years through the modular online course “Gender and Diversity Skills” (see 2.1, page 33).



Graz University  
of Technology

Ferdinand Porsche FernFH

University for Continuing  
Education Krems

At the **University for Continuing Education Krems**, the first activities for the “Integrating Gender and Diversity into Teaching” were organised in 2016. Building on existing experience and expertise, an online module on gender and diversity is currently being developed as part of a cross-faculty project. This online module is intended for use by staff, internal as well as external teachers. Course-specific modules for use in the classroom can build on this and therefore complement each other to form a complete blended learning format. After testing the module in the participating departments, it will be applied in basically all courses of the University for Continuing Education Krems; gender and diversity will therefore be integrated as cross-sectional topics in university teaching across the board. In addition, a “Handbook on Gender and Diversity in Teaching” is being developed. An existing counselling service should help course leaders and teachers to identify links between course topics and gender and diversity. In addition, the annual further training for teachers on “Gender and Diversity Skills” supports academic staff as well as external teachers in updating their own gender and diversity knowledge and teaching skills. The further training is based on insights from gender and diversity studies as well as gender- and diversity-sensitive didactics. The University for Continuing Education Krems is taking an important step towards the sustainable development of gender and diversity skills in teaching by making gender and diversity skills a future criterion for the selection of (external) teachers in the future.

University of Applied  
Sciences JOANNEUM

The **University of Applied Sciences JOANNEUM** (see 4.2, page 49) dedicates its submission to exploring just one sub-area – the processes for exam modifications. This supports people with disability(ies) and especially those with learning difficulties through skill-based learning.

University of Innsbruck

One example of the institutional location of diversity-related teaching staff is the **University of Innsbruck**. The “Center Interdisciplinary Gender Studies Innsbruck” (CGI) presented in the submission (see 1., page 22) is also relevant for research-led teaching, especially in the interfaculty master’s programme “Gender, Culture and Social Change”, which is supported by researchers from the CGI, as well as in the doctoral programme “Gender and Gender Relations in Transformation: Spaces – Relations – Representations”, which is assigned to the CGI.



## FOCAL POINTS

The core task of “teaching” is – as shown by the numerous publications and handouts on gender and diversity in teaching (cf. e.g. Kergel & Heidkamp 2019; Feuser et al. 2019) – remains the central field of activity for diversity-oriented higher education development. The quality of teaching and its diversity-oriented focus is the main linchpin for attracting students from all walks of life – students with different educational

backgrounds, resources and characteristics – to each respective higher education institution. This goes to show that not enough attention can be paid to the skills development of teachers. At the same time, the organisational conditions necessary for this as well as the diversity-related qualification of external teachers and the qualification requirements in this regard are not always being paid sufficient attention.

## 3.2 Research

The relevance of diversity for the field of research has become clear in recent years, among other things, through the fact that research funding organisations have introduced quality and selection criteria in this area. The acquisition of research funds therefore increasingly requires the reflection of gender and diversity aspects in the various research areas and the appropriation of analytical skills in this area. The fact that gender and diversity issues play a role both in terms of content and in research management can be seen, for example, in the 4th priority of the European Research Area (gender equality and gender mainstreaming in research) and in the national action plans.

Here are some examples taken from the submissions:

With the establishment of the interfaculty organisational unit for gender research (Center Interdisciplinary Gender Studies Innsbruck – CGI), a step was taken at the **University of Innsbruck** (see 1., page 22) towards the sustainable stabilisation of gender and diversity research at the university. The CGI is therefore strengthening the university's strategic efforts in the field of diversity management in an innovative way, especially from a gender-theoretical perspective and with a specific eye for intersectional overlaps. As one of the core dimensions of diversity, particular emphasis is placed on gender equality. In future, the CGI is to play an important role in fulfilling the university's "third mission" and to communicate diversity issues more clearly and make them more visible both inside and outside the university.

**Graz University of Technology** supports diversity-related leadership skills in research for example by offering the course "Gender and Diversity Skills for Scientists", which promotes practices of gender- and diversity-appropriate personnel selection and team leadership skills (see 2.1, page 29).

## FOCAL POINTS

In the meantime, researchers can derive insights from a variety of handouts and collections of examples for their own research, according to the approaches and needs of



University of Innsbruck

Graz University  
of Technology



their respective subjects. Currently, approaches made to critical, reflexive and transformative diversity research and methodology, which can inspire researchers to innovative approaches, are also taking shape from both a theoretical and practical point of view (cf. Bührmann 2020; Mayer 2020). In practice, however, it is still necessary to find points of connection to the different subject cultures, as these have a more or less strong proximity to diversity topics due to their disciplinary development history and subjects.



### 3.3 University Administration and Third Space Facilities

As already mentioned, higher education and research organisations still place comparatively little emphasis on diversity-oriented development of the administrative sector and Third Space facilities (see glossary). As a result, much of the existing potential in the field of action of diversity for the sustainable development of organisations remains untapped.

Two examples of this taken from the submissions:

Ferdinand Porsche FernFH

With the online course on gender and diversity skills offered in six modules, **Ferdinand Porsche FernFH** trains not only its teaching staff, but also its administrative and managerial staff in a course adapted to their tasks regarding this topic (see 2.1, page 33).

University of Applied Sciences Campus Vienna

In its strategy development described above (see 1., page 20), the **University of Applied Sciences Campus Vienna** deliberately includes all stakeholders in order to ensure that the approach and orientation of the measures are in line with the needs of all participants.



### FOCAL POINTS

Administrative staff and staff in “third space” areas are largely responsible for instilling a non-discriminatory and diversity-oriented organisational culture. They are often the first point of contact for students, teachers and external people. They are the ones who are often directly confronted with different conflicts and needs and have to solve them in a diversity-oriented way. In a full-time diversity strategy, this area must therefore be taken into account as part of skills development.







# 4. Activities in Specific Dimensions of Diversity/ Intersectionality

Activities in specific dimensions of diversity were again submitted for the third DIVERSITAS.

These dimensions stood out in particular

- Social dimension and origin,
- Disability,
- Gender diversity,
- Religion and
- Parenthood.

These submissions also offered interesting insights into intersectional perspectives.

## 4.1 Social Dimension and Origin

The National Strategy on the Social Dimension of Higher Education (Federal Ministry of Education, Science and Research 2017b) encourages higher education institutions to address social and origin-related barriers preventing access to higher education and the related effects of this when studying a degree. The different aspects of the social dimension (e.g. regional and ethnic origin, socio-economic and educational biographical preconditions) continue to lead to disparities in the representation of different groups at universities. Consequently, barriers in higher education structures, processes and cultures must be further addressed and dismantled (cf. Hönig 2021; RESET; GenPort).



Some examples taken from the submissions:<sup>9</sup>

University of Music and  
Performing Arts Vienna

As part of its strategy development, the **University of Music and Performing Arts Vienna** (see 1., page 16) is implementing a buddy programme for international first-semester students – a measure taken in view of culture of welcome and inclusion. **IST Austria** (see 2.1, page 30) is also working, in line with its international orientation, on an inclusive culture through further training and experiential learning programmes.

IST Austria

University of Applied  
Sciences Carinthia

With its model project to expand access to the degree programme “Disability & Diversity Studies” (DDS), the **University of Applied Sciences Carinthia** targets non-traditional students and also enables graduates of technical colleges specialising in social care professions (Sozialbetreuungsberufe, SOB) to gain access to higher education without the Austrian A-level or university qualifying examination. After its evaluation, the model project for widening access to a degree programme is to be transferred to other degree programmes.



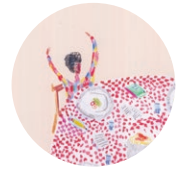
## FOCAL POINTS

The social dimension continues to shape educational careers and is relevant to many higher education processes. On the one hand, the examples indicate that higher education institutions with a high proportion of international students are more likely to recognise the need to focus more on the social dimension. Intercultural and transcultural further training and offers could be stepped up in many universities and research institutions in order to strengthen the inclusion of students and staff from other countries of origin or with a migration biography.

On the other hand, it can be seen that the social dimension plays a strategic role where the attractiveness of occupational fields is to be promoted through greater permeability of the higher education system.

Getting to the bottom of social and origin-related dynamics and the institutional normativities linked to them (cf. Vögele & Saner 2020) in an effective diversity management places high demands on the willingness and ability of organisations to self-reflect as well as their inter- and transcultural skills. In this context, the question of how the university's own claim to excellence and society's claim to equal opportunities and social permeability can be achieved in a constructive way must also be discussed. One possible approach would be that of an inclusive and transformative one that aims to create the greatest possible equality of opportunity and freedom from discrimination within the organisation, and combines this with an active role of the organisation in shaping society (cf. Bührmann 2015 and 2020).

## 4.2 Disability, Inclusion and Accessibility



Disability, inclusion and accessibility occupy higher education institutions, not least due to legal framework conditions<sup>10</sup> and higher education policy objectives<sup>11</sup>. Since 2020, an evidence-based approach has been supported, among other things, by data collection within the framework of the Social Survey(s) of Students<sup>12</sup>. In addition, the universities' increased engagement with diversity and diversity management has also led to a stronger institutionalisation of measures in this area.<sup>13</sup>

Some activities in this area were also submitted to DIVERSITAS 2020:

At the **University of Applied Sciences JOANNEUM**, the course “Academic Peer Advisor for Applicants and Students and Staff with Disabilities” has created a unique opportunity in Europe for people with physical, mental and cognitive disabilities to obtain a university education. The low-intermediate level access to the course (Austrian A-level is not a requirement) makes it possible for people who are still disproportionately affected by unemployment to receive a sound academic and practical education. The first extra-occupational course started in October 2018 and comprised 62 ECTS credit points, which were completed by the students (20 places in total) in three semesters. The teaching objective was to enable the participants to experience their own strengths (empowerment) and therefore train them to become emphatic and self-determined multipliers. The training focused on communication techniques, among other things. In addition, different teaching and learning methods were integrated into the curriculum that corresponded to the different types of disabilities.

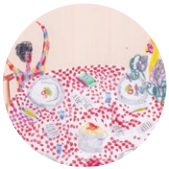
University of Applied  
Sciences JOANNEUM

As one result of this course, a peer counselling office is currently being set up at the University of Applied Sciences JOANNEUM for students as well as for applicants. Applicants as well as students and employees with disability(ies) are supported professionally and anonymously on request (also at education and career fairs). Counselling, modification of examinations or support in the course of a stay abroad are included in the responsibilities of the position. In addition, this awareness-raising initiative aims to contribute to more acceptance, diversity and inclusion at the university, promote mobility and strengthen international relations.

The peer course at the University of Applied Sciences shows what people with different disabilities need to be able to succeed in their academic studies. The associated institutionalisation of a peer counselling position, which was filled by a person with a disability, can be considered innovative in the Austrian higher education landscape.

In its submitted activities (see 1., page 23), the **University College of Teacher Education Salzburg** cites, among other things, the university programme “BLuE”<sup>14</sup>, the

University College of  
Teacher Education Salzburg



first and so far the only university programme in Austria for students with intellectual disabilities. It was developed and implemented in 2017 in cooperation with two American universities (Central Washington University, University College Charleston). This eight-semester programme is managed by a team in the Centre of Excellence “Inclusive Pedagogy” and is directly linked to the Rectorate via the Vice Rector for Research.

The **University of Applied Sciences Carinthia** chooses an innovative approach for its efforts (see 4.1, page 48). It extends the term “accessibility” beyond disability to include other forms of social disadvantage. It aims to widen participation opportunities for students with disabilities and/or disadvantages. This university therefore also looks at barriers that emerge at the socio-economic level, for example previous educational careers or the lack of economic resources.

## FOCAL POINTS

The school sector has been dealing with questions of inclusion for a long time (cf. e.g. Prengel 2006). The universities have been following suit for some years now, even though the United Nations Convention on the Rights of Persons with Disabilities still hasn't been completely implemented in both areas yet. This means that there are still many barriers preventing people with disabilities from participating in educational opportunities. Even though “disability” is often mentioned as a relevant diversity dimension in strategy papers of higher education institutions, there is still a lot of potential for implementation-strong strategy and action building in the context of diversity management. The unambiguous commitment of the university management to ensuring an inclusive higher education institution (e.g. by firmly establishing it in the development plan with measurable goals – cf. e.g. Klein 2016), the provision of appropriate resources for institutionalisation and a development of strategies and measures that encourages as much participation as possible are also among the success factors in this area. Diversity management in this area should also include evaluative elements so that experiences in implementation can be used to improve services.

Academic discourses in which the topic of “inclusion” is thought of in an intersectional manner are promising further developments (cf. e.g. Köbsell 2010; Platte et al. 2016; Schildmann et al. 2018). This makes “disability” less of a deviation from the norm and more of a human fact that can intersect with other social differentiations (e.g. gender or socio-economic position) in everyday organisational life. Disability is therefore less subject to essentialisation and barriers preventing participation that arise due to other diversity situations become the focus of organisational negotiation processes. Such situations can (but do not have to) go hand in hand with a disability or chronic illness.

To further support this, it would be important to adapt the legal framework for universities of applied sciences. At the level of the federal ministries, work is also underway on the new National Action Plan for People with Disabilities, which is intended to provide even greater support in this area in the future.

### 4.3 Gender Diversity

Developments on the topic of gender diversity (see glossary) have become increasingly dynamic in recent years, partly due to the legal recognition of intersex people. This was already evident from the DIVERSITAS awards in 2016 (Federal Ministry of Education, Science and Research 2017a, 33 ff.) and 2018 (Federal Ministry of Education, Science and Research 2019, 42 ff.). The thematic spectrum ranged from measures to deal with gender-specific barriers to studies and ideas for gender-inclusive language use to structural measures and changes in monitoring and reporting due to the dissolution of binary gender relations.

In the submissions to DIVERSITAS 2020, for example, **Graz University of Technology** addresses gender diversity, trans\*/queer/and non-binary identities in several modules in the course “Gender and Diversity Skills for Scientists” (see 2.1, page 29). This is not only understood as a structural issue for universities due to the currently valid jurisprudence on intersex persons, but also a forward-looking issue in research.



Graz University of Technology

### FOCAL POINTS

Recent years have shown that work is being done in many places to make gender diversity more visible and acceptable. In addition to structural measures implemented, for example in the sanitary area, it is recommendations for gender-inclusive use of language and images (see glossary) that are being initiated in many places. To this end, guidelines on gender-equitable language that have existed for some time are being adapted accordingly in order to promote an acceptance-creating and discrimination-free address and visualisation of all genders.<sup>15</sup> This entails changes wherever gender is firmly established as a binary category (e.g. IT services, reporting).



### 4.4 Religion

Religion and belief are still – not only in higher education – among those diversity dimensions that are comparatively rarely addressed in equality and anti-discrimination programmes. At the same time, the discussion on the social and political role of religions and the ongoing trend of secularisation is increasing both nationally and



internationally. The cultural and religious diversity of societies is becoming increasingly important in the higher education sector for several reasons. On the one hand, efforts to promote international exchange are high on the agenda of higher education policy considerations; on the other hand, it is evident that educational opportunities and educational biographies as well as career paths are still strongly dependent on origin, which can have not only economic conditions but also cultural and religious references. Dealing with the topic of religion therefore also has the potential to positively influence the social permeability of higher education institutions.

Consequently, this receives ever greater attention in higher education and research how to deal with the issues of religions and secularisation in order to meet related needs, social dynamics and also prejudices and discrimination, to initiate organisational cultural changes and to assume social responsibility as a higher education institution.

In particular, three submissions to DIVERSITAS 2020 show how higher education institutions, following their respective conditions and goals, are currently moving in this thematic field:

At the **Vienna University of Economics and Business**, as the DIVERSITAS submission “Religious Diversity at WU” 2020 shows, a bundle of measures is used to address religious diversity. The event “WU matters. WU talks – Religious Diversity and Spirituality at Universities” formed the starting point of the discussion in 2019, which was met with great interest both internally and externally. A “Room of Silence” has been available to all persons working at WU since 2014 during the university’s day-to-day operations. In order to make the space cross-community, three rounds of dialogue were organised in 2019. The invitation for the dialogue rounds went out by email to all WU staff, by newsletter to all students and by notice board to those who have been using the room so far. There was a lot of interest, meaning that a group of 30 people, consisting of students and staff from different backgrounds, were able to kick-start the process. From the very beginning, it was made a big priority to take into account different perspectives and needs – religious and non-religious – and to include previous users of the space. In three moderated dialogue rounds, the participants defined the purposes of the space (quiet, retreat, prayer, faith as well as mindful exchange and dialogue) in a first step and the conditions of use for the space in a second step. The dialogue rounds led to the formation of a self-governing group, also made up of students and staff, which wants to actively help develop the further use of the room as the “Silent Room Committee”. Good practice in setting up “rooms of silence” was documented as barrier-free design, a calm, inviting atmosphere (warm light, neutral colours), possibilities of partitioning rooms, observing prayer directions and avoiding (religious) symbols.

In order to promote an appreciative approach to different religious affiliations in teaching and research, an intercultural calendar was sent out as a basis for planning course and examination dates as well as academic events. In addition, the diversity of food offerings in the catering establishments on campus and at events is being consciously promoted.

The **University College of Christian Churches for Teacher Education Vienna/Krems** also deals with this topic in their submission, which is entitled “Interreligious Network – learning through intercultural, interreligious and interdenominational encounters”.

University College of  
Christian Churches for  
Teacher Education  
Vienna/Krems

Out of an awareness of the problem that, when people of different affiliations live and work together there is still often prejudice, intolerance, exclusion and discrimination with regard to their origin, culture or religion, the higher education institution offers a place for debate in order to promote peaceful social coexistence. At the beginning of the project, a steering group was set up for this purpose in order to meet the challenges of this interreligious expansion of the Christian university. The steering group consisted of all religions and denominations represented at University College of Christian Churches for Teacher Education Vienna/Krems, the Center of Competence ‘Intercultural / Interreligious and Interdenominational Learning’ and the student representation. With the new Vice Rectorship for Religious Education and Interreligious Dialogue, the steering group was reinvented and at the beginning of 2020 the Interreligiosity Network (Netzwerk Interreligiösität, NIR) was newly initiated. It is a sub-project of “Shaping Religious Diversity” within the framework of the overall process “University with Integrity” running at the university.

The purpose of the network is to initiate, further develop, coordinate, reflect, communicate internally and network externally interreligious and diversity-sensitive initiatives at the University College of Christian Churches for Teacher Education Vienna/Krems. The aim is to sustainably incorporate the mission statement of University College of Christian Churches for Teacher Education Vienna/Krems and its principle on the positive value of diversity and religious plurality, and to make it visible within the institution and beyond.

The Interreligious Network is supported by various organisational units of the university so that its agendas can be implemented broadly and sustainably in the university organisation, administration, research, and teaching and can be continuously developed. Teaching, research and organisational cultural development are considered intertwined, and the various activities are intended to extend into the day-to-day operations in higher education. In this way, “intercultural and interreligious encounters” is not only to be taught and researched theoretically, but also to be lived practically in concrete terms.

For example, in view of existing challenges within a culturally and religiously plural society, students can acquire diversity-sensitive skills, especially in the relationship between culture, religion and gender. They also receive concrete assistance with specific intercultural and interreligious challenges. Future teachers and those already in service can therefore professionalise themselves in target methods of dealing with diversity and act as multipliers in schools and society. In addition, in the area of research, religious diversity and interreligious learning (Specific Research Area Interreligiosity = Spezialforschungsbereich Interreligiosität, SIR, current research project “Interreligious Encounter Learning”) have both become a focal point, existing processes and initiatives are accompanied by quality research, and national and international networks are established.

The intersectional school-based project “Interreligious Literacy – Gender – Diversity” (ILGD), on the other hand, expands the interreligious perspective through a consistent interweaving of gender issues and diversity in order to work on related school topics and problem areas.

Karl Landsteiner Private  
University of Health Sciences

The **Karl Landsteiner Private University of Health Sciences** addresses the advancement of the understanding of confessional diversity and inclusion in the “Maimonides Lectures” in its submission. Within the framework of the project funded by the province of Lower Austria, a core area of the university professorship for psychotherapy research is dedicated to the psychodynamic aspects of religious experience within the frame of reference of the Abrahamic religions.

*“The [...] research-generated ‘Maimonides Lectures’ address interactions between religions and the sciences (especially health sciences) and facilitate a continuous encounter between representatives of the religious communities, researchers, students of various denominations and their members through symposia and keynote lectures.”*  
(from the submission of the Karl Landsteiner Private University for Health Sciences)

These lectures therefore provide a foundation for a culture of deep understanding of denominational diversity and promote mutual understanding and inclusion processes between members of diverse Abrahamic denominations. The lectures are organised by Karl Landsteiner Private University of Health Sciences together with the Austrian Academy of Sciences (OeAW) and the Abrahamic religious communities.



## FOCAL POINTS

The high number of submissions in the thematic field of “religion” may serve an indication that there is also movement in this area, which has so far received not as much attention. The preoccupation with transculturality (see glossary) and intersectional



effects could open up new diversity policy development paths here, which could make substantial contributions to current social developments, such as the ongoing debates about racism, Islamophobia and anti-Semitism, in the sense of the “third mission”.

## 4.5 Compatibility – Parenthood

Parenthood is one of those diversity dimensions that points to the central importance of compatibility measures for the accessibility and studyability of a university degree (cf. Leinfellner & Bomert 2017; Buß 2019). Since 2015, plans for equal opportunities have become mandatory for universities to implement, in which the compatibility of studies and work is to be regulated for all university members (Universities Act 2002, Section 20b). Accordingly, there are numerous efforts<sup>16</sup> to address this complex of issues in the higher education sector as well.



Here are some examples taken from the submissions on this topic:

The **University of Applied Sciences for Health Professions Upper Austria** promotes the compatibility of studying and parenthood with its activity “Studying with a child at the University of Applied Sciences for Health Professions Upper Austria”. If the study phase coincides with starting a family or parenthood, the associated challenges of reconciling the conflicting demands of studying and parenthood become obvious.

University of Applied  
Sciences for Health  
Professions Upper Austria

For the University of Applied Sciences for Health Professions Upper Austria, the implementation of life-phase-oriented concepts of learning and working is an essential response to the students’ various lifestyles. The aim of these measures is to support the reconciliation of life, learning and work situations, with the premise of developing and implementing flexible, individually tailored and pragmatic solutions with the students. In order to support and promote the compatibility of studying and parenthood, a package of measures, initially consisting of ten activities, was firstly put together and implemented as a trial project for the “Midwifery” degree programme at the University of Applied Sciences for Health Professions Upper Austria. Currently, these activities are also being implemented in the other degree programmes as a best practice example, taking into account the respective requirements.

The activities of the package of measures are:

- Supporting students during pregnancy (e.g. solutions to compensate for absences during practical and theoretical courses)
- Supporting mothers during maternity leave by developing solutions to compensate for absenteeism that meet the needs of young mothers

- Supporting fathers during their partner's maternity leave by developing solutions to compensate for absenteeism that meet the needs of young fathers
- Flexible methods of dealing with an interruption of studies due to an occurring pregnancy
- Enabling and promoting breastfeeding, taking children to theoretical courses while they are breastfeeding
- Taking children to courses and examinations in the event of childcare being made unavailable at short notice (in consultation with the lecturers)
- Supporting those planning internships close to home
- In cases of family hardship, undercutting of compulsory attendance in selected theoretical courses
- Supporting students in the Department of Social Competence in stressful and critical life events
- The project "My Mum is studying" as part of the degree programme "Midwifery" offers children the opportunity to get to know the University of Applied Sciences for Health Professions Upper Austria and their parent's everyday study life.

In order to do justice to the transformative social processes, demographic developments and the idea of lifelong learning, new options and development paths for studying must also be considered. The increased use of new media in teaching and the expansion of "non-full-time studies" also at Bachelor level would make studying more of an attractive option, especially to parents.

The package of measures implemented as a trial project as part of the "Midwifery" degree programme will now be successively rolled out to the other degree programmes at the University of Applied Sciences for Health Professions Upper Austria in accordance with needs and situations. The contact persons for students are the Diversity Management Officer, who acts as an advisor for a proactive approach to diversity, and the respective directors of the degree programmes. Special attention is paid to the consideration of student heterogeneity in the strategic and operational agendas of higher education policy.

At the **Innsbruck University of Medicine**, there is a great need for information material to be printed in foreign languages on the issue of reconciliation, which is currently available mainly in Turkish and Serbo-Croatian. The university's kindergarten and

the nine-week summer care programme also attract a large number of children with a migrant background and therefore with varying mother tongues. Both offers provide support and supervision.

In the career support programme of the **University of Veterinary Medicine Vienna**, individual solutions for compatibility issues are developed with the participants (see 2.3, page 37).

University of Veterinary  
Medicine Vienna

## FOCAL POINTS

Compatibility measures enable many prospective students to access a degree programme in the first place or support the positive completion of such a programme. Measures that target the corresponding needs of students (and staff) potentially promote not only the social permeability of higher education, but also the attractiveness of the location and at the same time reduce drop-out rates and staff turnover. Compatibility is also increasingly becoming an issue in the field of research.<sup>17</sup>



## 4.6 Intersectional Perspectives

On the basis of an intersectional understanding of diversity, the complexity of the effects of different structural characteristics can be addressed on a practical level. Nevertheless, target group-specific offers remain necessary at times, despite the danger of essentialisation and the reinforcement of prejudices.



The understanding of intersectionality (see glossary) presents itself extremely heterogeneously in the submissions to DIVERSITAS 2020. There are different levels of knowledge and practice.

A few examples:

With its far-reaching activities on the topic of “Migration medicine”, the **Innsbruck University of Medicine** consistently brings together gender and ethnic origin together in the areas of teaching, clinical practice, research and administration. Migration medicine is part of the teaching of gender medicine and is therefore integrated into all compulsory degree programmes in the fields of study of human, dental and molecular medicine and is relevant for examinations.

Innsbruck University  
of Medicine

20 years ago, the Women’s Health Centre (Frauengesundheitszentrum, FGZ) was established as a joint institution of several clinics, which maintained an “outpatient clinic for Turkish women” and close contacts with refugee homes and the women’s

shelter. Due to the increase in migration, the Women's Health Centre (Frauengesundheitszentrum, FGZ) created the working group "Migration medicine" in 2019 with the help of all participating clinics in order to bundle offers.

At the level of research, migration medicine becomes a topic when registering and submitting theses, where a gender aspect must be stated. In the Master's programme in Molecular Medicine and in PhD courses, Gender Medicine is a compulsory subject in each case and must be evidenced in a paper by means of literature research or a congress contribution or a scientific article.

In the university administrative sector, the Committee on Equal Treatment (Arbeitskreis für Gleichbehandlungsfragen, AKG) has, among other things, the task of preventing possible discrimination on the basis of ethnicity through participation in hearings in staffing procedures as well as appointment procedures.

University of Applied  
Sciences Technikum Vienna

For the **University of Applied Sciences Technikum Vienna**, intersectionality means looking at disadvantage beyond the category of "gender" in order to identify gender-specific patterns (e.g. in the choice of studies) as well as other diversity-specific connections.

Graz University of  
Technology

The **Graz University of Technology** bases the course submitted for DIVERSITAS (see 2.1, page 29) on a non-binary and interdependent understanding of gender and therefore follows current discussions on the knowledge of gender (cf. e.g. Bereswill 2015). Teaching and research are fundamentally seen as gendered "projects".

Vienna University of  
Economics and Business

The **Vienna University of Economics and Business** focuses on the intersection with gender when dealing with the diversity dimension of religion. With the activities submitted to DIVERSITAS in 2020 (see 4.4, page 52), it also aims to address gender images in the context of religions, breaking down predominantly male perspectives in the representation of religions and integrating different positions into the discourse – e.g. through a balanced gender ratio at events on the topic.

University of Music and  
Performing Arts Vienna

The **University of Music and Performing Arts Vienna** based its strategy development (see 1., page 16) on an intersectional understanding of diversity. On the one hand, this is expressed in the mission statement:

*"The University of Music and Performing Arts Vienna assumes its socio-political responsibility by drawing attention to historically evolved and situated knowledge as well as hegemonic orders and structures associated with it and strives to understand dimensions of differentiation in an intersectional manner." (taken from the submission from the University of Music and Performing Arts Vienna)*

In the process, intersectionality is treated as a knowledge base. Appropriate knowledge is made available to the people involved. Intersectional contexts are addressed in the guiding questions of the focus group discussions on the development of measures.

For gender and diversity competent teaching at the **University for Continuing Education Krems**, intersectionality specifically means that diversity categories are understood in their intersections and entanglements. For the online module “Gender and Diversity Skills in Teaching” submitted to DIVERSITAS 2020, this specifically means that “intersectionality and the theoretical linking of gender and diversity dimensions” is defined in terms of content. In it, mechanisms of power and discrimination are shown, which arise primarily in the different simultaneities of affiliations to e.g. gender, migrant background, social milieus, generation, etc. The project is based on the concept of “gender equality”. Intersectionality and its practical integration into teaching is also the theoretical basis of the “Handbook on gender and diversity in teaching” of the further training courses for “Gender and Diversity Skills in Teaching” that have been taking place since 2018.

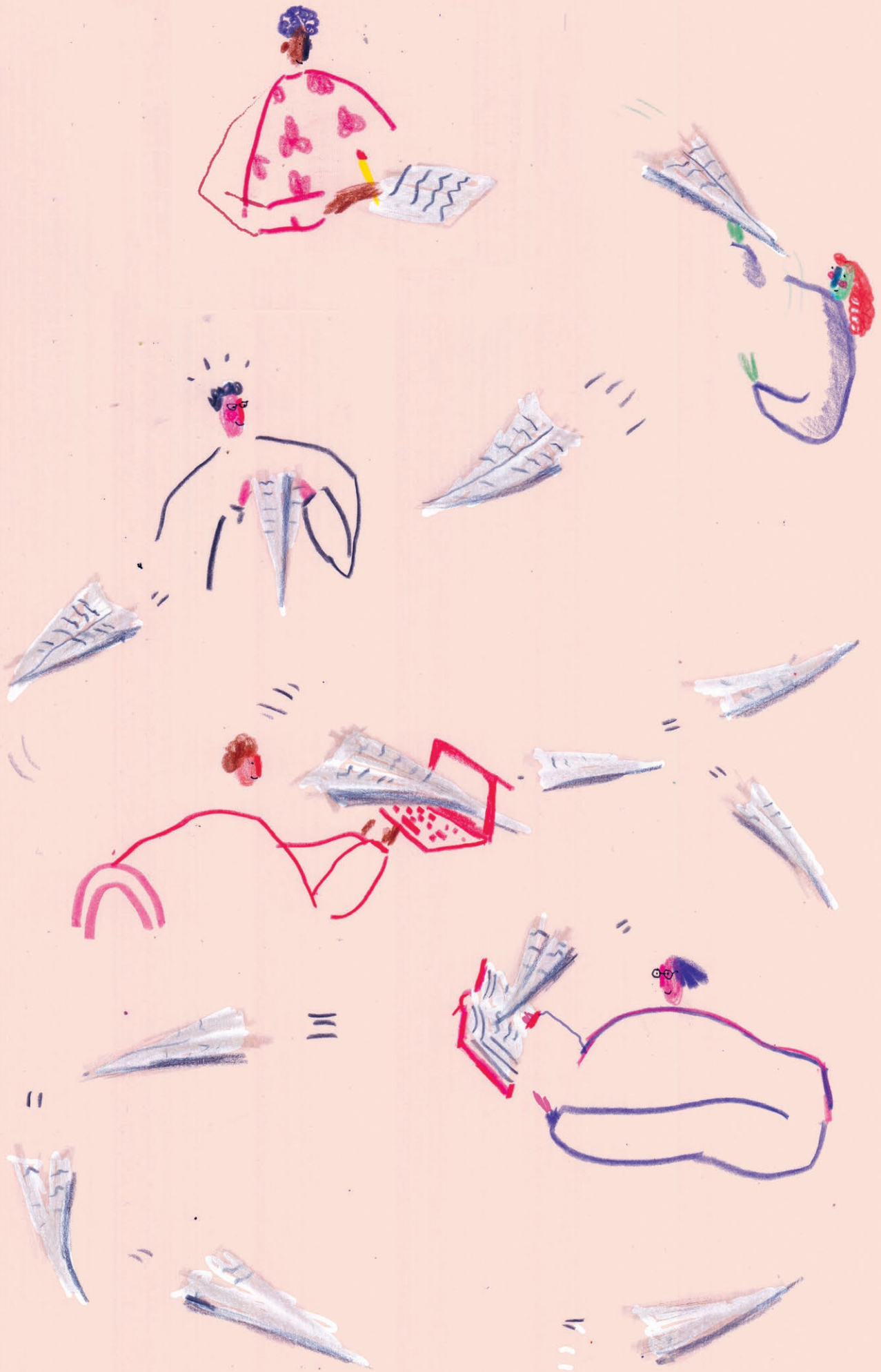
University for Continuing  
Education Krems

An illustrative example of a complex understanding of intersectionality is provided by the **University College of Christian Churches for Teacher Education Vienna/Krems** with its interreligious network (see 4.4, page 53). In it, she pursues an intersectional approach that understands the categories of culture – religion – gender as relational, i.e. interrelated, terms and attempts to approach the problem areas associated with them holistically. For example, the category of gender is analysed from the perspective of culture and religion. This approach is explicitly expressed in the project “Interreligious Literacy – Gender – Diversity”. The aim is to develop and implement proactive offers in order to be able to productively confront current areas of conflict in schools. By simultaneously considering the matrix elements of interreligious literacy, gender equality, diversity (instead of monothematic gender-theoretical, culturally oriented or interreligious offerings), the interrelation and interdependence becomes understandable, whereby conflict issues can be identified, analysed and defused or resolved. Through this intersectional interweaving, shared heritages (religious, cultural) can be revealed on the one hand and differences identified on the other. On the other hand, they learn to tolerate difference in informed commitment instead of merely taking note of difference out of ignorance or indolence or simply rejecting others. This is based on the theory that most fields of conflict in schools and society have to do with one of these concepts and that they can therefore be dealt with more productively and appropriately within this matrix. The aim of the project is to offer theme- or problem-centred events on interreligious, gender-theoretical and diversity-related fields of conflict in basic and further training and in the context of peer learning in schools.

University College of  
Christian Churches for  
Teacher Education  
Vienna/Krems









# 5. Activities in Networking/ Knowledge Transfer

Networking activities are an essential resource for the qualitative and sustainable further development of diversity management in the higher education and research landscape. A central component here is the promotion and support of the exchange of information, knowledge and experience between the experts involved, who provide professional support for the development of concepts, strategies, measures and implementation processes. Formal and informal inter-organisational exchange, in the sense of the formation of “communities of practices” (see glossary), enables a strengthening of expertise in the different higher education and research organisations.

Examples of good practice of such exchange networks in the university sector are the Gender Platform or the Conference of Women’s and Gender Studies Institutions in the German-speaking World. In the UAS sector, there is a similar network at the expert level in the form of the ERFA group. The annual networking meetings organised by the Federal Ministry of Education, Science and Research to implement the recommendations adopted by the Austrian Higher Education Conference on broadening gender competence in higher education processes address the entire higher education sector. A large number of the developments concerning the shaping of diversity-oriented universities and research institutions in recent years have benefited from these initiatives and the concomitant exchange of information, knowledge and know-how. The annual DIVERSITAS Workshop also offers an opportunity for all forms of higher education and research institutions to participate in such an exchange and thus share their knowledge and experience in the development and implementation of diversity management strategies and measures. Despite or even because of the possible change of perspective due to different framework conditions and requirements, this exchange format can inspire and enrich the participants’ own practice.

Here are some examples from the submissions:

With its online course on gender and diversity competence, which is open to all universities of applied sciences, the **Ferdinand Porsche FernFH** supports networking across University of Applied Sciences boundaries and thus the strengthening of the “community of practice” for this topic area (see 2.1, page 33).

Ferdinand Porsche FernFH



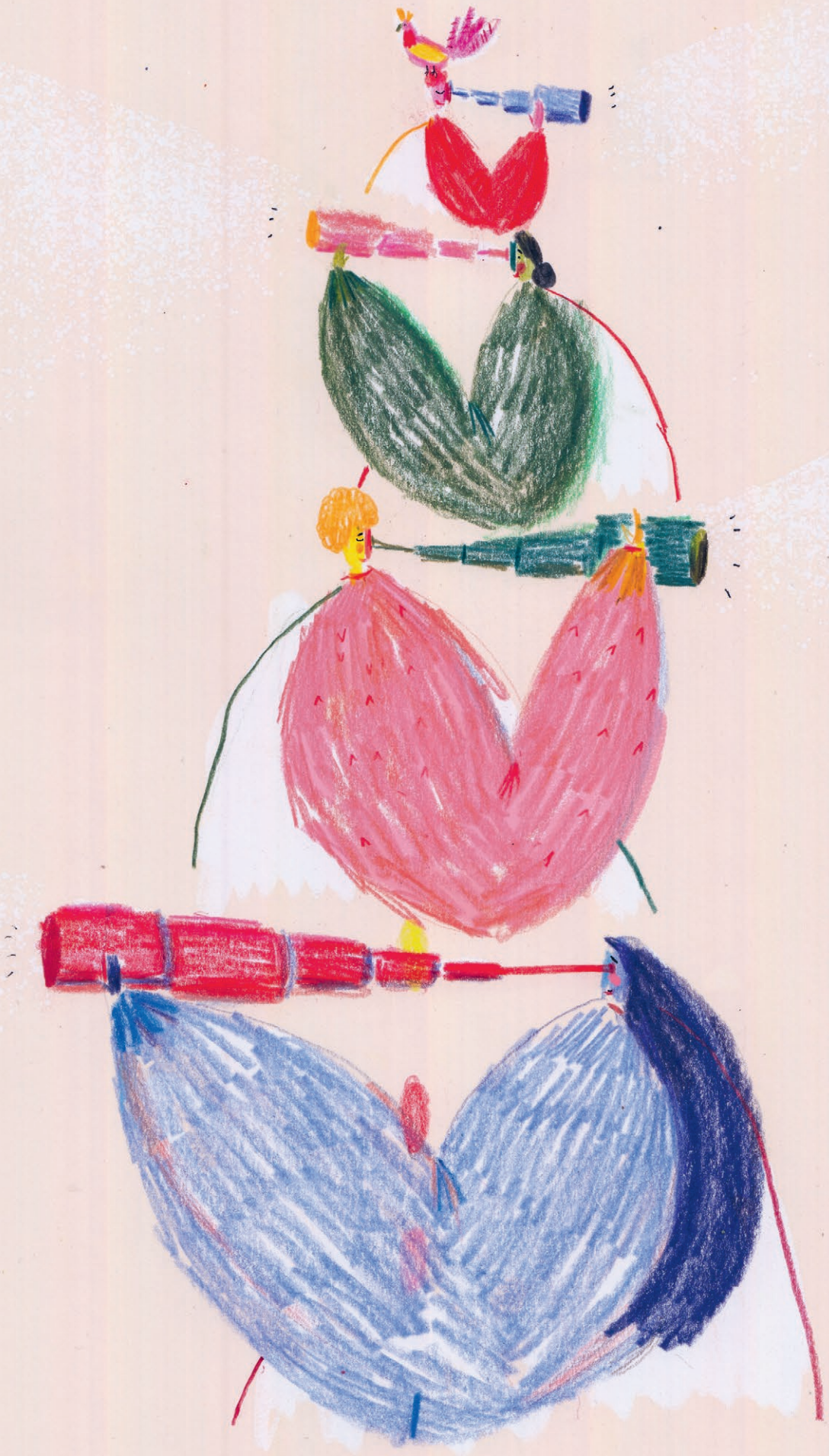
With its project “Library in the Centre: Hub for Diversity, Knowledge, Entertainment & Literature”, the **University of Applied Sciences Wiener Neustadt** aims to open up the higher education institution to citizens as a place of communication and exchange. The free book-lending service offers pupils from socially disadvantaged families in particular the possibility of low-threshold access to knowledge and education.

## FOCAL POINTS

The examples from the submissions show that networking takes place in different fields of action of higher education and research organisations in order to strengthen the respective area of responsibility. Key success factors seem to be the needs-based nature of the formats, in an approach that is as flexible as possible and sometimes also open-ended, as well as in the conscientious handling of criticism (Hark 2005; Vögele & Saner 2020) and of competition in networking and cooperation situations (cf. Schlüter et al. 2020).

Obstacles related to networking and knowledge transfer can be found on the one hand in the connectivity of expert knowledge. Here, translation services between disciplines or even into non-scientific fields are often necessary. On the other hand, organisational research has long shown that power interests or the fear of loss of control on the part of managers prevent the exchange and networking of actors working on change (Erfurt 2010).





# 6. Outlook

The submissions for DIVERSITAS 2020 showcased numerous innovative developments and new themes. The innovative aspects, however, are still offset by some challenges - some of which have existed for some time - in the design and implementation of diversity management strategies and measures. Thus, in many places there is still a lot of persuasion to be done in order to make clear the relevance of diversity agendas for the development of universities and research organisations in all their fields. It is no coincidence that awareness raising and skills development also occupy a lot of space in this DIVERSITAS round. Transparent communication and a high degree of perseverance and resilience in the face of resistance are still essential aspects in work on equality and diversity. The importance of this work at universities and research institutions in shaping an inclusive society that strives for equal opportunities can be seen, among other things, in the fact that social developments in the EU area are again increasingly calling into question achievements in equality and anti-discrimination (cf. Zimmermann & Dietrich 2019).

Another challenge repeatedly mentioned in the submissions is to create visibility for diversity issues and measures and to communicate the relevance of the topic to decision-makers (keyword: diversity-oriented leadership development). Wherever diversity agendas are strategically set as a cross-cutting subject, there is also an increased need for competence-based interface work, i.e. multifaceted cooperation across disciplinary and functional boundaries. Professional gender and diversity expertise, which accompanies and moderates the required translation work for the respective functional and task areas, represents a central element of success here. Diversity competence at the interfaces therefore appears where the expertise of the gender and diversity officers, or the persons entrusted with these agendas, is actively requested in order to solve problems and tasks, and where they are included in the corresponding work processes on an equal footing.

On a thematic level, current social discourses on racism (cf. e.g. Heitzmann & Houda 2020) and classism (social dimension) will probably increasingly find their way into the diversity agendas of universities in the future. It may be that the effects of digitisation processes at universities and research institutions will become even more central. The 2019-2021 performance agreements have for the first time identified digitisation as a separate focus of higher education development to reflect the importance of this development (see also Federal Ministry of Education, Science and Research 2020). A DIVERSITAS workshop entitled “Digitalisation and Diversity - Between Inclus-

ion, Exclusion and Innovation” was already held on this topic in June 2021. In the format accompanying the DIVERSITAS Prize, gender and diversity experts from various universities and research institutions took the opportunity to discuss the connection between diversity and digitisation and to exchange their experiences and approaches in the sense of a “community of practice”.<sup>18</sup>

With regard to the sustainable anchoring of diversity management strategies and measures, the discussion on certification and auditing procedures<sup>19</sup> will have to take place in the near future. However, attempts at standardisation in this regard face great challenges in view of a highly heterogeneous university and research landscape, the still often tenuous acceptance of the topic, and a lack of resources.







# 7. Overview of Awards for 2016, 2018, and 2020

Table 2:  
Previous DIVERSITAS Awards

Organisation	Award 2016	Award 2018	Award 2020
University of Vienna	–	<b>Main prize</b>  Diversity in action: The 3-pillar model of interaction of the University of Vienna	–
University of Graz	<b>Main prize</b>  “AntiBias University”. Organisational anchoring of “intersectional mainstreaming” at the University of Graz	–	–
University of Innsbruck	–	<b>Main prize</b>  PhD Career development programme for young academics with special needs and/or chronic illnesses at the University of Innsbruck	<b>Main prize</b>  Establishment of an interfaculty unit for gender research (Center Inter- Disciplinary Gender Studies Innsbruck)

Continuation of Table 2:  
Previous DIVERSITAS Award



Organisation	Award 2016	Award 2018	Award 2020
Vienna University of Medicine	–	<b>Recognition prize</b>  No to Sexual Harassment	–
Innsbruck University of Medicine	–	<b>Recognition prize</b>  How is Diversitas coming into the MUI? Establishment and implementation of diversity-specific priorities at the Innsbruck University of Medicine	<b>Main prize</b>  Diversitas management/migration/migration medicine
Vienna University of Technology	<b>Recognition prize</b>  University of Technology Diversity Management	–	–
Graz University of Technology	–	<b>Main prize</b>  “You’ve got talent!” – The “Diversity in teaching” checklist at Graz University of Technology, its dissemination and impact in the overall context of the IDuK strategy	–
Vienna University of Economics and Business	<b>Main prize</b>  uLike - developing university performance assessment in context	–	–
University for Continuing Education Krems	–	–	<b>Recognition prize</b>  Gender and diversity skills for teaching at the University for Continuing Education Krems

Organisation	Award 2016	Award 2018	Award 2020
University of Applied Arts Vienna	–	<b>Main prize</b>  Un-framing Diversity Transversal practices, structural anchoring, institutional systematisation	–
University of Music and Performing Arts Vienna	<b>Main prize</b>  All Stars Inclusive - the inclusive music band of the Vienna University of Music (mdw)	–	<b>Main prize</b>  Development and implementation of a diversity strategy
Academy of Fine Arts Vienna	<b>Recognition prize</b>  Non-binary Universities	–	–
Institute of Science and Technology Austria	–	–	<b>Recognition prize</b>  Diversity is a fact – Inclusion is a must. A customised, Experiential experience- based learning programme
University of Applied Sciences Campus Vienna	<b>Main prize</b>  Potential through diversity III: Study and work without barriers at the University of Applied Sciences Campus Vienna	–	<b>Main prize</b>  Diversity in reality. How the development and implementation of a of a comprehensive diversity strategy leads to the sustainable anchoring diversity management, equal opportunities and anti-discrimination at the FH Campus Wien and particularly at the interfaces between individual subjectdisciplines.

Continuation of Table 2:  
Previous DIVERSITAS Award



Organisation	Award 2016	Award 2018	Award 2020
University of Applied Sciences Technikum Vienna	<p><b>Main prize</b></p> <p>Development and implementation of the strategy on “Gender Mainstreaming &amp; Managing Diversity” at the University of Applied Sciences Technikum Vienna</p>	<p><b>Main prize</b></p> <p>Bridging Diversity - Measures for Diversity on the Way into and through Studies</p>	–
University of Applied Sciences Upper Austria	<p><b>Recognition prize</b></p> <p>Introduction of comprehensive university diversity management</p>	–	–
University College of Teacher Education Salzburg	–	–	<p><b>Main prize</b></p> <p>Diversity aware, inclusive higher education institutions</p>

More detailed information on award-winning activities can be found in the two publications of the Federal Ministry of Education, Science and Research (2017a) and Federal Ministry of Education, Science and Research (2019). The appendices also contain the contact details of those responsible.





# 8. Overview of the Submissions in 2020 and Contact Persons

## Submissions from higher education and research institutions

### Activity submitted

Point of contact

#### University of Innsbruck

University of Innsbruck

### Establishment of an interfaculty unit for gender research (Center Interdisciplinary Gender Studies Innsbruck – CGI)

*Director:*

Assoc. Prof. Dr. Kordula Schnegg | Spokesperson of the CGI Research Platform  
kordula.schnegg@uibk.ac.at

*Strategic and operational implementation:*

Univ.-Prof. Mag. Dr. Dirk Rupnow | Dean of the Faculty of Philosophy and History  
dirk.rupnow@uibk.ac.at

#### Vienna University of Medicine

Vienna University of Medicine

### Veronika Fialka-Moser Diversity Prize

*Director:*

Univ.-Prof. Dr. Markus Müller | Rector  
buero-universitaetsleitung@meduniwien.ac.at

*Strategic and operational implementation:*

Dr. Gabriel Ó Ríordáin | Staff Unit for Gender Mainstreaming and Diversity, Spokesperson  
gabriel.oriordain@meduniwien.ac.at

Fortsetzung:  
Overview of the Submissions in 2020 and Contact Persons



Innsbruck University  
of Medicine

### **Innsbruck University of Medicine**

#### **Diversity management/migration/migrant health**

*Director:*

Univ.-Prof. Dr. Wolfgang Fleischhacker | Rector

buero.rektor@i-med.ac.at

*Strategic and operational implementation:*

Univ.-Prof. Dr. Margarethe Hochleitner | Professor of Gender Medicine; Director Women's Health Centre; Head of Coordination Unit for Gender Equality, Women's Advancement and Gender Research; Chairperson Working Group for Equal Treatment Issues  
margarethe.hochleitner@i-med.ac.at

Graz University of  
Technology

### **Graz University of Technology**

#### **Gender and diversity skills for scientists**

A six-module course for researchers and teachers in technology and the natural sciences

*Director:*

MMMag. Dr. Andrea Hoffmann | Vice Rector for Human Resources and Finance

andrea.hoffmann@tugraz.at

*Strategic and operational implementation:*

Armanda Pilinger | Office for Gender Equality and the Advancement of Women, deputy head/spokesperson  
a.pilinger@tugraz.at

University of Mining Leoben

### **University of Mining Leoben**

#### **Gender & Diversity MUL**

*Director:*

DI Dr. Dr. h.c. Wilfried Eichlseder | Rector

rektor@unileoben.ac.at

*Strategic and operational implementation:*

DI Dr. Eva Wegerer, MBA | Chairperson of the Working Group for Equal Treatment Issues;

Works Council Academic University Staff

eva.wegerer@unileoben.ac.at

University of Natural  
Resources and Applied Life  
Sciences, Vienna

### **University of Natural Resources and Applied Life Sciences, Vienna**

#### **Enhancing gender and diversity skills through targeted teaching offers**

*Director:*

Mag. Eva Ploss | Coordination Office for Equality and Gender Studies

eva.ploss@boku.ac.at

*Strategic and operational implementation:*

DI Gerhard Mannsberger | Vice Rector for Organisation and Process Management  
gerhard.mannsberger@boku.ac.at



## University of Veterinary Medicine Vienna

### VetWoman

#### A programme to promote the scientific careers of women in veterinary medicine

*Director:*

Extraordinary Univ.-Prof. Dr. Petra Winter | Rector

petra.winter@vetmeduni.ac.at

*Strategic and operational implementation:*

MMag. Sabine Trost | Service Unit Personnel Development, Head

sabine.trost@vetmeduni.ac.at

University of Veterinary  
Medicine Vienna

## Vienna University of Economics and Business

### Religious diversity at Vienna University of Economics and Business

*Director:*

Univ.-Prof. Dr. DDr. h.c. Michael Lang | Vice Rector for Research and Human Resources

michael.lang@wu.ac.at

*Strategic and operational implementation:*

Mag. Sonja Lydtin | Gender and Diversity Policy Unit

sonja.lydtin@wu.ac.at

Vienna University of  
Economics and Business

## University for Continuing Education Krems

### Gender and diversity skills for teaching at the University for Continuing Education Krems

*Director:*

Mag. Friedrich Faulhammer | Rector

friedrich.faulhammer@donau-uni.ac.at

*Strategic and operational implementation:*

Mag. Michaela Gindl | Equality and Gender Studies Unit, Co-Head

michaela.gindl@donau-uni.ac.at

University for Continuing  
Education Krems

## University of Music and Performing Arts Vienna

### Development and implementation of a diversity strategy

*Director:*

Mag. Gerda Müller | Vice Rector for Organisational Development, Gender & Diversity

vr3@mdw.ac.at

*Strategic and operational implementation:*

Mag. Dr. Andrea Ellmeier | Equality, Gender Studies and Diversity (GGD), Director

Mag. Ulrike Mayer | Equality, Gender Studies and Diversity (GGD)

ellmeier-a@mdw.ac.at, mayer-u@mdw.ac.at

University of Music and  
Performing Arts Vienna

University of Music and  
Dramatic Arts Mozarteum  
Salzburg

### University of Music and Dramatic Arts Mozarteum Salzburg

#### Methods and strategies for dealing with power and dependency relationships at the Mozarteum University Salzburg

*Director:*

Prof. Elisabeth Gutjahr | Rector  
rektorin@moz.ac.at

*Strategic and operational implementation:*

Extraordinary Prof. Dr. Michaela Schwarzbauer | Department of Music Education,  
Deputy Director  
michaela.schwarzbauer@moz.ac.at

Institute of Science and  
Technology Austria

### Institute of Science and Technology Austria

#### Diversity is a fact – Inclusion is a must.

A customised, experience-based learning programme

*Director:*

Mag. (FH) Karin Reisinger | Head of Human Resources  
karin.reisinger@ist.ac.at

*Strategic and operational implementation:*

Hilde Janssens, PhD | Good Practice Officer  
hilde.janssens@ist.ac.at

University of Applied  
Sciences Campus Vienna

### University of Applied Sciences Campus Vienna

#### Diversity in reality.

How the development and implementation of a holistic diversity strategy leads to the sustainable anchoring of diversity management, equal opportunities and anti-discrimination at the FH Campus Wien and in particular at the interfaces of the individual disciplines.

*Director:*

Prof. (FH) Mag. Ulrike Alker, MA | Gender & Diversity Management Department,  
Manager; Works Councillor  
ulrike.alker@fh-campuswien.ac.at

*Strategic and operational implementation:*

Mag. Corina Exenberger, MBA | Gender & Diversity Management Department,  
Project leader  
corina.exenberger@fh-campuswien.ac.at

### University of Applied Sciences Carinthia

University of Applied  
Sciences Carinthia

#### Full and systematic integration of the social dimension in higher education

*Director:*

DI Siegfried Spanz | Managing Director

siegfried.spanz@fh-kaernten.at

*Strategic and operational implementation:*

Prof. (FH) Mag. Dr. habil. Susanne Dungs | Disability & Diversity Studies, Head

s.dungs@fh-kaernten.at

### University of Applied Sciences Technikum Vienna

University of Applied  
Sciences Technikum Vienna

#### Towards a University of Applied Diversity (TUoAD)

*Director:*

Prof. (FH) Gabriela Brezowar | Teaching & Learning Center (TLC), Director

brezowar@technikum-wien.at

Nicole Sagmeister, MA | Gender & Diversity Management, Head; Assistant to the Rector

sagmeister@technikum-wien.at

*Strategic and operational implementation:*

Dr. Karin Langer | Department Applied Mathematics and Physics

Stefanie Lietze, MSc | Teaching & Learning Center (TLC)

stefanie.lietze@technikum-wien.at, karin.langer@technikum-wien.at

### University of Applied Sciences Wiener Neustadt

University of Applied  
Sciences Wiener Neustadt

#### The library as the centre point: a hub for diversity, knowledge, entertainment & literature

*Director:*

Mag. Armin Mahr, MSc | CEO - Managing Director

armin.mahr@fhwn.ac.at

*Strategic and operational implementation:*

DI Brigitte Rudel | Gender & Diversity Officer; Institute of Computer Science

brigitte.rudel@fhwn.ac.at

### Ferdinand Porsche FernFH

Ferdinand Porsche FernFH

#### Online workshop on gender and diversity competence

*Director:*

Prof. (FH) Mag. Dr. Christa Walenta | Deputy Director of the University Collegium;

Bachelor's degree programme in Business Administration and Business Psychology,

Director

christa.walenta@fernfh.ac.at

*Strategic and operational implementation:*

Prof. (FH) Mag. Dr. Ingrid Wahl | Gender and Diversity Officer

Julia Nowotny, BA MA | Department of Human Resources Management and

Development, Head; Gender and Diversity Officer

ingrid.wahl@fernfh.ac.at, julia.nowotny@fernfh.ac.at

University of Applied  
Sciences for Health  
Professions Upper Austria

### University of Applied Sciences for Health Professions Upper Austria

#### Studying while parenting at the University of Applied Sciences for Health Professions Upper Austria

A package of measures to improve the compatibility of studying and parenthood

*Director:*

MMag. Bettina Schneebauer | Managing Director; Deputy Head of the University Collegium

bettina.schneebauer@fhgooe.ac.at

*Strategic and operational implementation:*

Dr. Barbara Schildberger, MA | Diversity Management Officer; degree programme Midwife, Head

barbara.schildberger@fhgooe.ac.at

University of Applied  
Sciences JOANNEUM

### University of Applied Sciences JOANNEUM

#### Academic peer mentoring for applicants and students with staff members with disabilities

*Director:*

Prof. (FH) Mag. Dr. Martin J. Gössl | Academic Peer Counselling Course, Director  
martin.goessler@fh-joanneum.at

*Strategic and operational implementation:*

Verena Friess | Peer counsellor

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University of Applied  
Sciences Upper Austria

### University of Applied Sciences Upper Austria

#### Gender & Diversity Management

#### The Diversity Yearbook of the University of Applied Sciences Upper Austria (FH OÖ)

*Director:*

Prok. Dr. Regina Aichinger, MSc | Managing Director;  
regina.aichinger@fh-ooe.at

*Strategic and operational implementation:*

Mag. Dr. Martina Gaisch | Gender & Diversity Management, Academic Director  
martina.gaisch@fh-hagenberg.at

### Lauder Business School

Lauder Business School

#### Package of activities for the advancement of women at the Lauder Business School

#### Package of activities for (further) development of gender and diversity skills

*Director:*

Alexander Zirkler | Managing Director

alexander.zirkler@lbs.ac.at

*Strategic and operational implementation:*

Birgit Wakonig, BSc, MSc | Quality Management

birgit.wakonig@lbs.ac.at

### Karl Landsteiner Private University of Health Sciences

Karl Landsteiner Private  
University of Health Sciences

#### Developing an understanding of confessional diversity and inclusion:

#### “Maimonides Lectures” in Lower Austria

*Director:*

Univ.-Prof. Dr. Rudolf Mallinger | Rector

rektorat@kl.ac.at

*Strategic and operational implementation:*

Univ.-Prof. Dr. Patrizia Giampieri-Deutsch | Professor of Psychotherapy Research;

Department of Psychodynamics, Director

patrizia.giampieri-deutsch@kl.ac.at

### University College of Teacher Education Salzburg

University College of Teacher  
Education Salzburg

#### Diversity aware, inclusive higher education institutions

*Director:*

Dr. Elfriede Windischbauer | Rector

elfriede.windischbauer@phsalzburg.at

*Strategic and operational implementation:*

Dr. Wolfgang Plaute | Vice Rector for Research

wolfgang.plaute@phsalzburg.at

### University College of Christian Churches for Teacher Education Vienna/Krems

University College of  
Christian Churches for  
Teacher Education  
Vienna/Krems

#### Interfaith networking – Learning through intercultural, interconfessional and interfaith encounter at the University College of Christian Churches for Teacher Education Vienna/Krems

*Director:*

Mag. Dr. Christoph Berger, MA | Rector

christoph.berger@kphvie.ac.at

*Strategic and operational implementation:*

Priv.-Doz. MMag. Dr. Andrea Taschl-Erber | Vice Rector for Religious Education and Interfaith Dialogue

andrea.taschl-erber@kphvie.ac.at



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## **Selection of relevant Projects, Programmes and Initiatives:**

### **ACTonGender.**

*Online:* [act-on-gender.eu](http://act-on-gender.eu)

### **BMBWF – Gleichstellung und Diversitätsmanagement.**

*Online:* [www.bmbwf.gv.at/Ministerium/Gleichstellung.html](http://www.bmbwf.gv.at/Ministerium/Gleichstellung.html)

### **CASPER – Certification-Award Systems to Promote Gender Equality in Research.**

*Online:* [www.caspergender.eu](http://www.caspergender.eu)

### **FemTech Forschungsprojekte.**

*Online:* [www.femtech.at](http://www.femtech.at)

### **Gendered Innovations.**

*Online:* [genderedinnovations.stanford.edu/index.html](http://genderedinnovations.stanford.edu/index.html);

Website in German: [www.geschlecht-und-innovation.at/home](http://www.geschlecht-und-innovation.at/home)

### **GENDER-NET PLUS.**

*Online:* [www.gender-net.eu/?lang=en](http://www.gender-net.eu/?lang=en)

### **genderplattform – Plattform der Einrichtungen für Frauenförderung und Geschlechterforschung an österreichischen Universitäten.**

*Online:* [www.genderplattform.at/?page\\_id=328](http://www.genderplattform.at/?page_id=328)

### **HYPATIA.**

*Online:* [www.expecteverything.eu/hypatia](http://www.expecteverything.eu/hypatia)

### **KEG – Konferenz der Einrichtungen für Frauen- und Geschlechterstudien im deutschsprachigen Raum, Portal Intersektionalität.**

*Online:* [portal-intersektionalitaet.de](http://portal-intersektionalitaet.de)

### **uni:data – Datawarehouse Hochschulbereich.**

*Online:* [unidata.gv.at](http://unidata.gv.at)





# Glossary

## **Communities of Practice**

Communities of practice are self-organised, cross-organisational, practice-based communities of experts who have similar interests, tasks and challenges and want to learn from each other collectively (see Wenger & Snyder 2000).

## **Low-discrimination working and learning environment**

Discrimination on the basis of gender, age, sexual orientation, ethnocultural affiliation, religion/belief or disability causes unjustified unequal treatment and disadvantages. Concrete requirements for the federal sector can be found, among other things, in the Federal Equal Treatment Act and in the plans for the advancement of women of the federal ministries. Working and learning environments are social spaces that can never be completely free of discrimination due to the contingency of social behaviour.

## **Diversity**

Diversity means “variety”. In relation to people, the term refers to the results of processes of differentiation and categorisation on a social and functional level. The German and English terms are often used synonymously. The choice of the English or German form often gives an indication of the historical-geographical development and conceptual location of the underlying strategies, goals and activities.

## **Diversity dimensions**

Diversity dimensions such as age, gender, sexual orientation, ethnocultural affiliation, religion and disability are the result of social categorisations. In Austrian equal treatment and anti-discrimination legislation, six of these dimensions are identified as grounds for protection: gender, age, religion and belief, ethnicity, sexual orientation and disability. However, the current legal situation still provides differing levels of protection for these grounds. For example, discrimination on the grounds of age, religion and belief or sexual orientation is only prohibited in the working world, but not in the provision or use of goods and services.

## **Diversity management**

Diversity management is a multidimensional management approach that helps achieve organisational goals and that recognises and takes advantage of the diversity of employees and stakeholders relevant to the organisation. Diversity management can therefore take on different forms and can describe different ways of dealing with diversity in organisations.

**Holistic, systematic diversity management**

Holistic, systematic diversity management refers to variants of this management concept that do not only include selective measures or address individual sectoral areas. Diversity management can be seen as holistic and systematic if it is designed as a strategic, context-sensitive process of change and transformation that aims to involve all functional and service areas as well as status groups of an organisation in its process. The commitment of the management and executives, a form of institutional anchoring, resources in line with the objectives, the development of knowledge and competence, opportunities for participation and transparent communication about the change process are essential.

**Gender inclusive language**

In the course of the social – and in part also legal – recognition of gender diversity, different linguistic attempts have been made to include as many people as possible with their gender identity. Currently, and particularly in German, gender-neutral forms (e.g. “police officer“), the underscore (\_), the asterisk (\*) or the colon (:) are used for this purpose in order to expand the still predominant linguistic binary to reflect social developments.

**Gender diversity**

Gender diversity describes the biological and identification-related variants of gender. It thus includes cisgender persons (persons whose gender identity corresponds to the sex assigned at birth) as well as transgender persons, intersex persons and persons who do not want to define their gender identity.

**Gender and diversity-oriented equality**

This refers to equality that goes beyond gender equality and also includes intersectional phenomena in equality considerations and measures (e.g. equality of women of different ethnicities).

**Inclusion**

Inclusion means “to include” and refers to all interactions and processes that aim to enable people to participate in society in their diversity. Inclusion thus does not exclusively refer to issues of disability, but also to the removal of barriers to participation that may arise due to other diversity situations (e.g. caretaking responsibilities, language skills, etc.).

**Transculturality**

This term assumes that cultures are not homogeneous entities that can be clearly delimited from each other. They are plural and increasingly interconnected due to internationalisation/globalisation.

### **Intersectionality**

Intersectionality refers to the fact that social and functional distinctions such as gender, social origin and disability do not work in isolation from each other, but are interwoven. They must therefore also be analysed in their interactions with each other. The focus of this analysis is also on discrimination mechanisms related to diversity, such as sexism, racism and heterosexism. Intersectionality perspectives also point to the internal heterogeneity of diversity dimensions and the problematic nature of categorisation processes. See also Post-/anti-categorical approach to diversity.

### **Organisational development from a diversity perspective**

In general, organisational development promotes the re- and self-organisation processes of (sub-)organisations. In an organisational development process, perspectives on challenges and opportunities are to be reflected upon and (further) developed, and corresponding strategic, structural, operational and cultural consequences are to be drawn. Organisational development from a diversity perspective explicitly incorporates knowledge of organisational research on diversity and aims to make the organisation as inclusive as possible through learning and development processes.

### **Post-/anti-categorical approach to diversity**

The anti-categorical or post-categorical approach to diversity problematises the danger of reproducing stereotypes and unequal power relations through categorisation processes – i.e. assigning individuals to quasi-homogeneous groups (e.g. “the” women, “the” people with a migration history or “the” people with disabilities). This approach does not focus on categories (diversity dimensions), but on identifying and addressing inclusive or exclusive aspects of life circumstances and social and organisational conditions and power relations (e.g. assessment criteria and conditions in application procedures and their inclusive and exclusive effects).

### **Third Space**

The term Third Space refers to academic fields of action in universities and research institutions that are located between administration and science. Examples include research services, quality management, university didactics departments, and equal opportunities and diversity departments. The people working in the Third Space have interface functions and need disciplinary, organisational and administrative skills.



# List of Footnotes

- <sup>1</sup> Cf. the publications on DIVERSITAS 2016 (BMWF 2017a) and 2018 (BMBWF 2019).
- <sup>2</sup> The sculptures were created in the course of an art cooperation with the Academy of Fine Arts Vienna by the student Julia Belova.
- <sup>3</sup> See BMBWF (2019). Gesamtösterreichischer Universitätsentwicklungsplan. GUEP 2022-2027.  
*Online:* [www.bmbwf.gv.at/Themen/HS-Uni/Hochschulgovernance/Steuerungsinstrumente/GUEP.html](http://www.bmbwf.gv.at/Themen/HS-Uni/Hochschulgovernance/Steuerungsinstrumente/GUEP.html) (accessed: 14.05.2021).
- <sup>4</sup> See the ERA Roadmap.  
*Online:* [www.era.gv.at/era/era-roadmap/european-era-roadmap-2015-2020/](http://www.era.gv.at/era/era-roadmap/european-era-roadmap-2015-2020/) (accessed: 15.06.2021)
- <sup>5</sup> See award-winning institutions and jury statements.  
*Online:* [www.bmbwf.gv.at/Themen/HS-Uni/Gleichstellung-und-Diversit%C3%A4t/Policy-und-Ma%C3%9Fnahmen/Diversit%C3%A4tsmanagement/DMP-Diversitas/Diversitas-2020.html](http://www.bmbwf.gv.at/Themen/HS-Uni/Gleichstellung-und-Diversit%C3%A4t/Policy-und-Ma%C3%9Fnahmen/Diversit%C3%A4tsmanagement/DMP-Diversitas/Diversitas-2020.html) (accessed: 15.05.2021).
- <sup>6</sup> All DIVERSITAS award winners will also receive a haptic award. This prize is awarded within the framework of art collaborations with alternating higher education institutions. The sculptures for DIVERSITAS 2020 were designed in cooperation with the Academy of Fine Arts Vienna by the student Julia Belova.
- <sup>7</sup> See the mdw's diversity strategy.  
*Online:* [www.mdw.ac.at/ggd/diversitaetsstrategie](http://www.mdw.ac.at/ggd/diversitaetsstrategie) (accessed: 15.05.2021).
- <sup>8</sup> *Online:* [boku.ac.at/jubilaeum-100-jahre-frauenstudium/on-stage-2020](http://boku.ac.at/jubilaeum-100-jahre-frauenstudium/on-stage-2020) (accessed: 15.05.2021).
- <sup>9</sup> Further examples can be found in the documentation for DIVERSITAS 2018, 37ff. (BMBWF 2019).
- <sup>10</sup> See, among other things, the Convention on the Rights of Persons with Disabilities, the National Disability Action Plan 2012-2020.
- <sup>11</sup> See, among other things, the current versions of the Universities Act 2020, the University of Applied Sciences Act.
- <sup>12</sup> *Online:* [www.sozialerhebung.at/index.php/de](http://www.sozialerhebung.at/index.php/de) (accessed: 15.06.2021).
- <sup>13</sup> An overview of the current situation at Austrian universities is provided in the IHS Supplementary Report to the Social Survey of Students 2019: Inclusive Universities – Services for students with disabilities and health impairments (IHS 2021).

<sup>14</sup>BLuE = Bildung, Lebenskompetenz und Empowerment (education, life skills and empowerment).

<sup>15</sup> See e.g. Academy of Fine Arts Vienna.

*Online:* [www.akbild.ac.at/Portal/universitaet/frauenfoerderung-geschlechterforschung-diversitaet/non-binary-universities](http://www.akbild.ac.at/Portal/universitaet/frauenfoerderung-geschlechterforschung-diversitaet/non-binary-universities) (accessed: 09.06.2021).

<sup>16</sup> See, for example, the regulatory measures in the area of the BMBWF.

*Online:* [www.bmbwf.gv.at/Themen/HS-Uni/Gleichstellung-und-Diversitaet/Policy-und-Ma%C3%9Fnahmen/Vereinbarkeit.html](http://www.bmbwf.gv.at/Themen/HS-Uni/Gleichstellung-und-Diversitaet/Policy-und-Ma%C3%9Fnahmen/Vereinbarkeit.html) (accessed: 15.05.2021).

<sup>17</sup> See, for example, the German Research Foundation.

*Online:* [www.dfg.de/foerderung/grundlagen\\_rahmenbedingungen/chancengleichheit/index.html](http://www.dfg.de/foerderung/grundlagen_rahmenbedingungen/chancengleichheit/index.html) (accessed: 18.05.2021).

<sup>18</sup> A documentation was prepared on this for gender and diversity experts.

<sup>19</sup> See, for example, CASPAR.

*Online:* [www.caspergender.eu](http://www.caspergender.eu) (accessed: 14.05.2021).

## Members of the DIVERSITAS jury

Michel E. Domsch (Helmut Schmidt University, Hamburg – Management Development Center), Lisa K. Horvath (University & Organisational Consulting, Coaching & Awareness Raising, Graz), Gudrun Sander (University of St. Gallen – Competence Centre for Diversity and Inclusion), Elli Scambor (Institute for Masculinity Research and Gender Studies, Graz), Roberta Schaller-Steidl (Austrian Federal Ministry of Education, Science and Research (BMBWF), Vienna – Department Gender Equality and Diversity Management), Manfred J. Wondrak (factor-D Diversity Consulting, Vienna), Elke Ziegler (Austrian Broadcasting Corporation (ORF), Vienna – science reporter radio/online).

# List of Figures and Tables

*Figure 1*

mdw's Diversity Strategy Process: Milestones 2017–2021

Page 18

*Figure 2*

Towards a University of Applied Diversity

Page 32

*Table 1*

Topic Areas, Objectives and Measures included in mdw's Strategy Development Process

Page 19

*Table 2*

Previous DIVERSITAS Awards

Pages 71–74







“It has been a great honour to serve as a member of the Diversitas jury: I think the BMBWF’s initiative is extremely effective for the higher education and research landscape and at the same time I took away many best practice examples.”

Andrea Dorothea Bührmann  
Director of the Diversity Research Institute  
at the University of Göttingen