

2022-2026 Gender Equality and Diversity Plan

The **2022-2026 Gender Equality and Diversity Plan** is a compilation of the core documents through which Europa-Universität Flensburg has developed and justified its equality and diversity policy and formulated its goals and measures in that area. The plan gives an **overview** (A) of the university, its mission statement, and the codes, strategic plans, and concepts that guide its actions. An **assessment of the current situation at EUF** (B) presents important facts and figures, certificates and audits, consulting services as well as facilities and services. It then sets forth medium- to long-term **goals and measures** for various fields of action, based in overarching legal requirements or strategic settings.

A. Europa-Universität Flensburg

Europa Universität Flensburg (EUF) is Germany's northernmost university. With currently 6400 students (as of 11/2021) and 640 employees (as of 12/2021), it is a growing but still quite small university. Developing out of its roots as a teacher training college, the university still has a strong focus on education in 2022.

Mission Statement

EUF represents values of justice, sustainability and diversity and tolerance. These are reflected in its mission statement:

We want to open horizons.

We are a dynamic university in a state of continuous learning and development.

We overcome boundaries in our work, teaching, and research to promote justice, sustainability and diversity

. . .in education, schools and the workplace, in business and society, and in the spheres of culture and the environment.

We actively support the rights of freedom and equality guaranteed by the Basic Law. We are committed to the European project and promote internationalization in research and teaching.

We take our social responsibility seriously. We uphold and recognize the European Union's motto: 'United in Diversity' ('in varietate concordia').

Codes | Strategic Plans | Concepts

The 2015 [General Codex](#) mediates between the EUF's mission statement and everyday life - between abstract values and concrete situations. With a few guidelines, it gives us an orientation on how to treat with each other. These guidelines have been developed to promote a productive working environment and provide a basis for the amicable resolution of problems and conflicts. They help establish and develop a culture grounded in the commitment of individuals and institutions to treat each other with mutual respect, fairness, and solidarity.

In its [Strategic Action Plan for Gender Equality, 2019-2025](#), EUF formulated initiatives and measures based on a differentiated assessment and evaluation in order to fulfill its fundamental equality mandate.¹

The purpose of the **2021-2026 Structure and Development Plan (STEP)** at EUF is to develop secure solid, functional structures. As the basis for all university-wide strategic decisions, it gives guidance on how to steer the university in a competitive, future-oriented direction. The STEP plan shows a high degree of internal commitment.

B. Assessment of the Current Situation at EUF

Structure of the Student Body

The number of students at EUF has grown steadily since the early 2010s. At the same time, male students have been continuously underrepresented.² This is especially true for the educational science and teacher training programs.

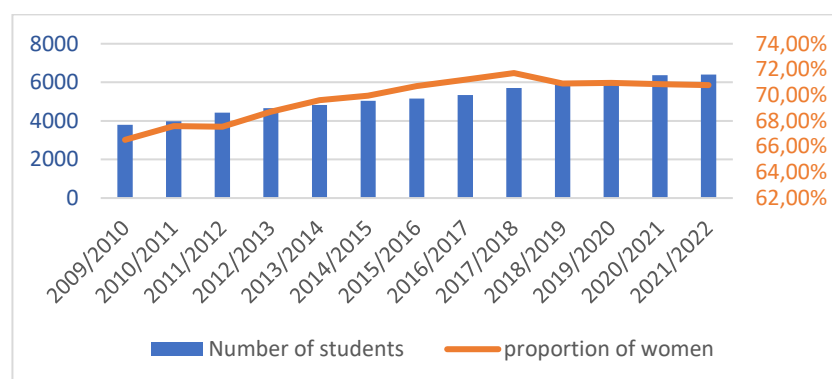


Fig. 1: Number of students (winter and fall semesters), as of October 31, 2021

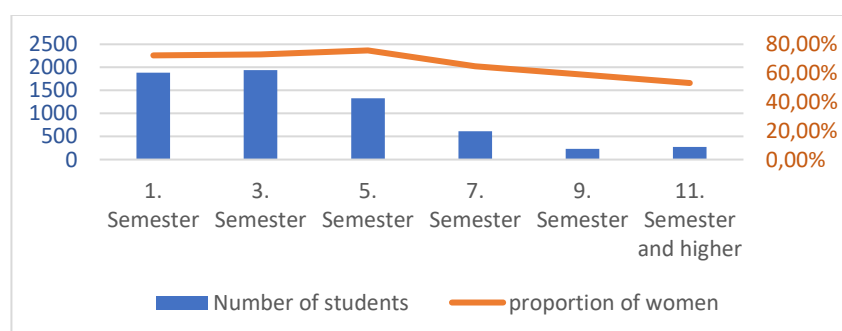


Fig. 2: Number of students by semester, as of October 31, 2021

¹ Within the framework of the **indicator-driven allocation of funds (IMV)** set forth by the Executive University Board and other institutes, gender equality factors are also considered in monetary terms. Target agreements with the state include the proportion of female appointments per year (50%) as an equality-oriented indicator –an indicator that EUF has reliably met for years. The same indicator is also applied in the Zukunftsvertrag (strategic planning contract) arranged with the state of Schleswig-Holstein at the end of 2020.

² Due to the small number of cases, it is not possible to provide information on the proportion of inter- and non-binary students.

Thanks to reform of the university’s bachelor’s degree programs (introduction of the B.A. program in Educational Sciences) and the expansion of its teacher training program to include the upper secondary level (Sekundarstufe II), starting in 2013 changes in the student structure started to become apparent. Since its renaming as Europa-Universität in 2014, the university has also launched several internationally oriented bachelor’s and master’s degree programs.

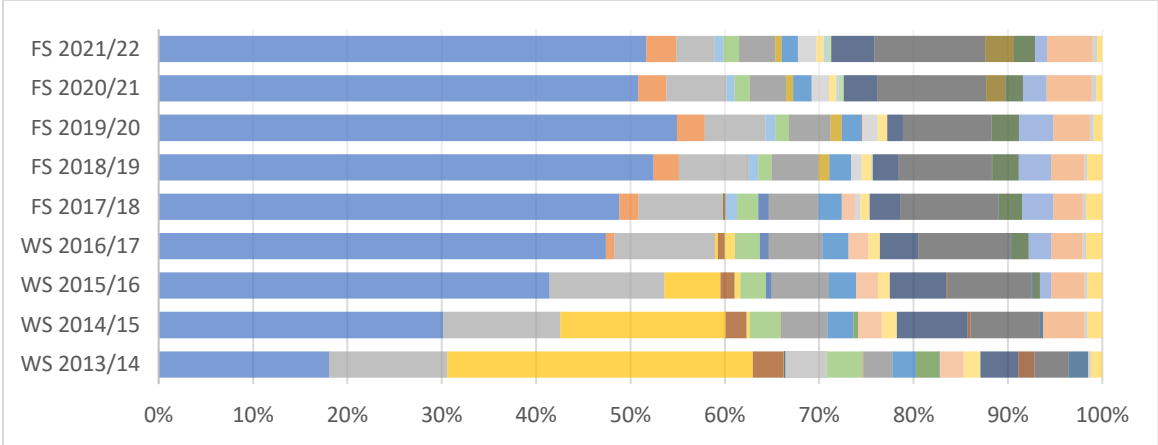


Fig. 3: Developmental trends in the number of enrolled students, by degree program (as of October 31, 2021) Information for each degree program can be seen [here](#).

Currently, 406 (6.3%) of our students are from four continents and 87 countries.

Employee Structure

For several years now, the women:men gender ratio among EUF lecturers and academic staff has been balanced (i.e., at least 40% of staff fall into each of these genders categories). In recent years, the proportion of women who hold tenured professorships has continuously increased to well over 40% (44% as of December 2021). In the current (2021) CEWS equality ranking, EUF once again occupies a leading position. For academic staff (“Wissenschaftlicher Dienst”), the proportion of women has remained a constant 55-60% for many years. Holding almost 72% of administrative staff positions, women are clearly overrepresented in this group. Due to the small number of cases, it is not possible to provide information on the proportion of inter- and non-binary employees.

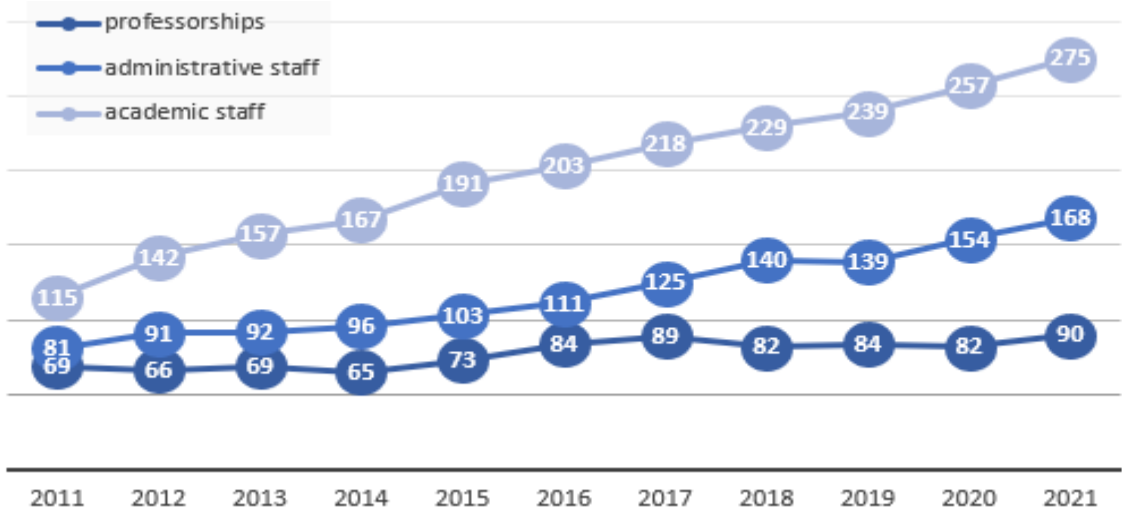


Fig. 4: Developmental trends in the number of employees in different status groups (as of December 31, 2021)

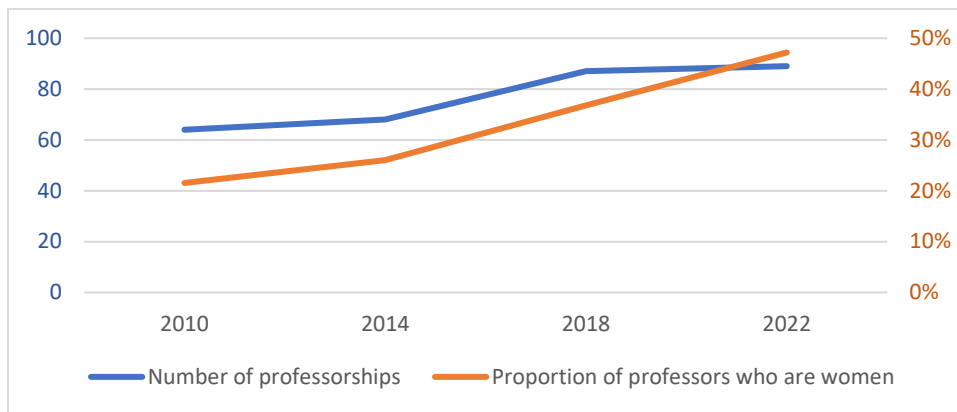


Fig. 5: Number of professorships and proportion of professors who are women (as of March 31, 2022)

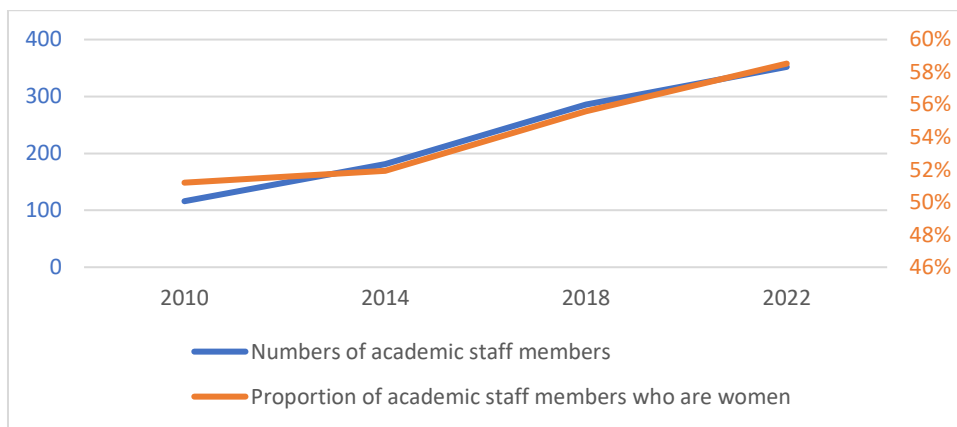


Fig. 6: Academic staff and proportion of academic staff members who are women (as of March 31, 2022)

Doctorates

For many years, the proportion of women pursuing a doctoral degree has consistently exceeded 50%. Currently this number is dropping slightly.

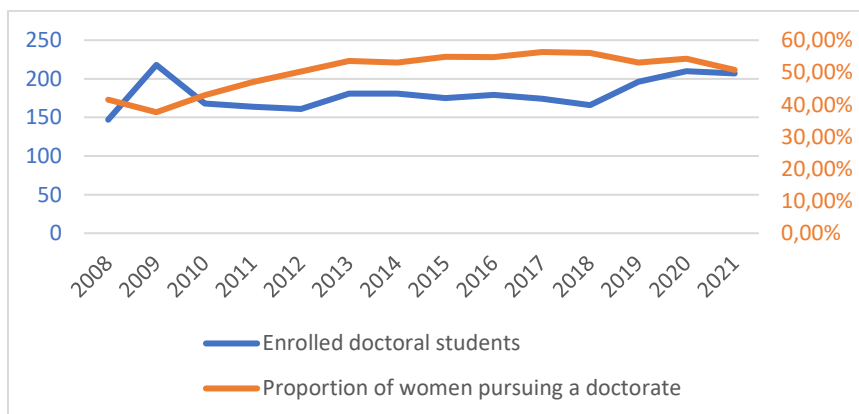


Fig. 7: Enrolled doctoral students at EUF and proportion of women pursuing a doctorate (as of December 31, 2021)

Significant fluctuations in the proportion of doctorates awarded to women can be discerned:

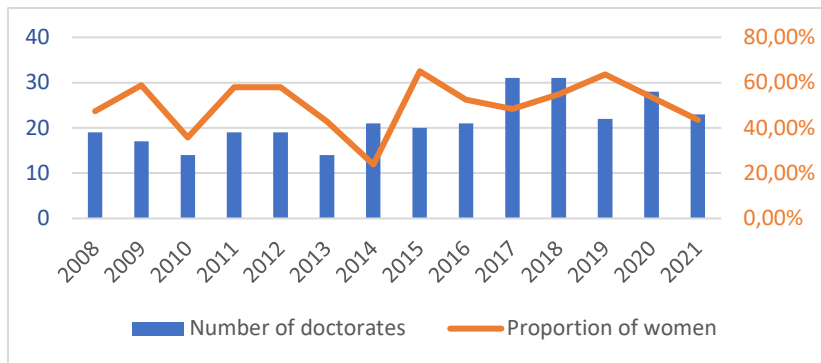


Fig. 8: Number of doctorates per year and proportion of women who receive a doctorate (as of December 31, 2021)

A Diverse Staff

EUF currently employs nearly 650 staff from a total of 32 countries, including 19 European and 13 non-European countries (as of December 31, 2021).

Note: The “Europa” University

When EUF renamed itself as *Europa-Universität Flensburg* in 2014, it set forth an internationalization strategy which it has consistently pursued ever since. Important measures in this context were the introduction of mobility windows in the educational science (teacher training) degree programs as well as an *internationalization@home* initiative, which offers staff free awareness and qualification training (language courses, intercultural skills development). The International Center has long promoted international exchange, and organizes numerous events that bring together international and German members of the university community. Since 2015, EUF has been involved in various programs for the integration and academic qualification of refugees.

To sensitize future teachers to a linguistically heterogeneous student body and to provide them with appropriate skills, EUF offers elective courses on "German as a Foreign Language/German as a Second Language."

All of these measures have proven successful in evaluations and will therefore be continued and, if necessary, expanded in the coming years.

Audits | Certificates

Since 2015, EUF has participated in the nationwide campaign **Weltoffene Hochschulen – Gegen Fremdenfeindlichkeit (Cosmopolitan Campuses - Against Xenophobia)**, launched by the German Rectors' Conference in response to racist violence in Germany and Europe.

EUF is a founding member of the Schleswig-Holstein alliance against homophobia **Echte Vielfalt - Aktionsplan für Akzeptanz vielfältiger sexueller Identitäten Schleswig-Holstein**.

In 2018, the EUF signed the **Diversity Charter**.

That same year, the university also signed the **Family in Higher Education Charter** and has been involved with the Family in Higher Education network ever since. The network seeks to anchor within the German-speaking higher education the compatibility of family responsibilities with study, work and academic scholarship, and to develop that compatibility within the higher education network.

In 2021, EUF received the **TOTAL EQUALITY and DIVERSITY** designation for the second time since 2018. The designation is a mark of excellence that recognizes universities and academic/scientific institutions for implementing measures to promote gender equality and create a diversity-sensitive working and study environment and culture.

Advising and Counseling

The [Equal Opportunities Working Area](#) includes its management, the Equal Opportunities Officer, the Diversity Officer, and EUF Family Services. Its staff provide information and advice on issues related to the General Equal Treatment Act (Allgemeines Gleichbehandlungsgesetz - AGG) / discrimination, disability, diversity, family-friendliness, equality, queer/ LGBTIQIA*, sexualized discrimination, harassment, and violence. They also raise awareness of these topics and help university staff members monitor and assert their interests.

At the [AStA Social Counseling](#) service ("StuBS"), a psychologist informs and advises students on issues related to financing their studies, and helps them with problems that may arise in connection with their university studies.

The EUF branch of the AStA student association includes the **Student Equality and Diversity Department**, which advocates for and advises on gender equality and visibility of BIPOC, as well as LGBTIQIA* persons. It also does event planning.

Students also have special recourse to EUF's [Office of Student Grievances and Improvement Management](#). The grievances management unit is overseen by a staff member of EUF Quality Control.

Supported by several student assistants, nine staff members of the [International Center](#) advise and support prospective and current international students as well as visiting scholars. The Center for Languages at the IC also offers free language courses to all members of the EUF community.

EUF's [Representatives for the Severely Disabled](#) inform and advise employees, work on prevention issues, and are particularly committed to ensuring that the interests of severely disabled employees are considered.

The university's [Student Guidance and Counseling Service](#) informs and advises on all matters concerning studies, scholarships, etc. Supporting the head of the service in this endeavor are several student assistants.

The eight employees of the Student Services department also provide advice when needed, especially on matters relating to exams and the recognition of foreign degrees.

Beyond the campus community, students with mental or emotional problems can receive support from the [Psychological Counseling Service](#) offered by Studentenwerk Schleswig-Holstein.

Facilities and Services

Appointment procedures are also an essential flagship of EUF's academic personnel policy and its value orientation. Not least for reasons of equality, the university emphasizes transparency, a high degree of formalization, and the prompt filling of open positions. Applicants are informed in real time about the status of the process. **FAQs** on appeal procedures are available to all internal parties who are involved in the procedure.

EUF also offers a [family-friendly campus](#). For example, all of the buildings have **parent-child rooms**, including a spacious room with a secure outdoor play area. **Diaper-changing facilities** are available to parents in all buildings, as are mobile toy boxes and much more.

With the **“Flummi” online care exchange portal**, students and staff can arrange with private providers to set up temporary or permanent care for children or ill/elderly relatives.

The family service also supports events, conferences, etc. by providing **childcare arrangements for** participants' children, as needed.

Students with special needs (disabilities and chronic illnesses, as well as family responsibilities) are eligible for **priority course selection**. Giving them priority placement in courses enables these students to reliably plan doctor's appointments, childcare, caregiving duties and the like. In addition, examination boards also grant **compensation for disadvantages** upon request. The aim of this compensation is to harmonize the health or family situation of affected persons with the requirements of their degree programs, and/or enabling the person to take exams with appropriate modifications.

Visually impaired students can use **specialty equipped [workstations](#)**.

All university employees can use the [relaxation room](#) in a centrally located building on campus. The room can also be used by people with limited mobility.

The campus chapel (Campelle) provides an **interdenominational space** for retreat, prayer, or fellowship for everyone one campus.

Financed by the AStA and the Equal Opportunity Representative, university members also have access to [free menstrual products](#).

Since 2021, EUF has provided **all-gender/all-abilities restrooms** in the TAL building.

C. Goals and Measures

Reducing the risk of discrimination for all university staff members

Higher education institutions have a responsibility to provide students and employees with a discrimination-free work and learning environment. Section 3 (5) of the Schleswig-Holstein Higher Education Act obliges higher education institutions to ensure the equal participation of their

members. The goal is therefore to continually reduce discrimination risks for all university employees through appropriate measures, regardless of specific incidents.

A Grievance Office will be established in 2022, **in accordance with the General Equal Treatment Act (AGG)**. Per § 14 (7) of the HSG, individual paragraphs of the AGG (in particular those concerning the protection against sexualized discrimination and violence [§ 3], the prohibition of discrimination [§ 7] as well as the right of complaint [§ 13]) also apply to students. In parallel to the Grievances Office, the university is also setting up **an AGG grievances team** that cuts across all employee status groups in order to gain a clearer awareness of the discrimination that may be occurring in all status groups, and to offer staff and students a low-threshold point of contact. Regarding the department's training obligations as set forth in Section 12 (2) AGG, an **(online) training concept** must also be designed and implemented.

Gender-diversity-sensitive university management through gender-diversity monitoring

Optimization of **gender diversity monitoring** for gender-sensitive university management will be achieved by systematizing the university's data collection and processing, ensuring the cooperation of all relevant offices, and gaining membership in the Gender Equality Controlling Network. Since early 2022, sufficient human resources have been available for conceptual work, the development of new instruments beyond the existing ones, and for the collection and preparation of comprehensive data. Administrative structures that are relevant in this context (the EUF Office of Research, the University Development Office) have thus been set up in recent years.

Improving EUF's diversity-sensitive and family-friendly management culture

EUF's mission statement is instrumental to its understanding of diversity. Its prominent focus on 'equity' and 'diversity' aims to create a work and study culture that acknowledges and values diversity in an intersectional and inclusive perspective. This attitude is expressed in the EUF General Code.

Nevertheless, it must be noted that a consistent consideration of all the concerns of our widely diverse university community members is still missing. Consequently, the university will continue to take measures to ensure a diversity-sensitive and family-friendly work and learning environment. The leadership at EUF will participate in thematically appropriate **workshops**, will include leadership trainings in target agreements for newly appointed professors, and will implement a **coaching program for new appointees**. Gender-sensitive (in-house) management training should also be offered to all professors and other managers. Management tandems should also be made possible, and the option to hold full-time professorships on a temporary part-time basis.

EUF staff currently have access to a variety of **coaching programs**:

The university helps professors fulfill the tasks of doctoral supervision through gender- and diversity-sensitive individual coaching.

For temporarily employed academics, it also offers a spectrum of services. These range from workshops on career planning and similar topics to small-group and individual coaching services.

Female technical-administrative staff members who are interested in taking on management tasks can also take advantage of individual coaching.

Optimization of appointment procedures and personnel recruitment

EUF will continue its equality-oriented "best practices in appointment procedures." It now uses an application management software for the future recruitment for other staff groups, as well as the associated possibility of a (partially) anonymized application process.

Increasing the compatibility of work/study with family and free time | Gaining more control over one's time, and changes in time policy

Despite the adverse conditions of its location, in recent years EUF has succeeded in attracting many highly qualified professors, among them a significant number of women. The goal must be to bind this group both to EUF and Flensburg over a longer time period. Issues of work-life balance and dual-career arrangements are more core for professors who are women, far more often than they are for their male colleagues. At the same time, professors are heavily occupied with teaching and research duties, as well as the demands of leadership and management tasks. Here, it is important to develop solutions, programs and resources that enable those in this group to optimally perform their tasks, so that they can reconcile sometimes conflicting demands while also making room for more research activities. The central approach is a "**Codex for an Optimal Time Policy,**" which identifies those time arrangements most conducive to health and motivation and creates a working time policy accordingly. Ultimately, this will give all university staff more time for high-quality work in their specific areas of responsibility. The codex will be developed in a participatory process that will involve the entire university.

The increased time/space flexibility with respect to teaching, e.g., through block courses, half-semester seminars, *blended learning*, part-time study offers, etc., should increase instructors' **control over their time**, and also enable management tandems and more family-friendly committee times.

The development of a cross-border **dual-career initiatives** will help retain staff long-term and improve job satisfaction among employees; dual-career programs also represent part of a welcoming culture. Customized in-house training programs (chair management, leadership, conflict management, time- and self management, etc.) should also be created. **Health management** is being expanded. One important aim of the planned **optimization of the administrative structure** is to sustainably relieve professors of undue administrative burdens.

EUF Family Services is expanding its counseling and support services to include measures that will enable the university to stay in contact with those on family-related leave.

Increasing gender and diversity competencies in teaching and research

Gender studies issues and findings with respect to gender and diversity are a natural part of many courses, and the subject of many research projects. Founded in 2018, the **Gender Network** is developing a Gender and Diversity Portal on the EUF website. Network members are creating an online tool on gender/diversity skills self-assessment, are working to promote the integration of gender issues in degree program modules, and are offering [teaching methods toolbox](#) on the portal to promote gender- and diversity-sensitive teaching. The introduction of a **gender certificate** is currently under examination. The creation of an annual **gender research day** is in process.

The Equal Opportunities Working Area and the Gender Network offer workshops and handouts on the topic of [gender-/diversity-sensitive language](#).

Recognition of Gender Diversity

Since the end of 2018, intersex people in Germany have the option to choose "diverse" as a third positive gender entry alongside "female" and "male" when they register their civil status. With the [legal recognition of the "third option,"](#) universities now face wide-ranging requirements concerning forms of personal address and communication, administration, statistics, and much more. Initial measures have already been taken here. Further structural measures are required, such as the designation or retrofitting of additional all-gender restrooms and changing rooms in all EUF buildings. In universities as elsewhere, gender diversity is a social reality. It is thus a matter of creating a climate in which trans*, inter* - and non-binary (TIN*) persons can naturally make use of their constitutionally guaranteed rights.

In early 2021, the Academic Senate passed a policy resolution on "Recognizing Gender Diversity in the University Context" and identified a series of measures to be implemented. This implementation process must be continued.

Unless they are able to participate in everyday university life under a first name of their own choosing, trans persons are vulnerable to increased risk of discrimination and stigmatization – especially during the transition phase, until a person's passport shows the legally binding change of name and gender. To prevent impairments in everyday life due to forced 'outings' or the pressure on affected persons to explain, currently it is already possible to make a low-threshold first name change under the supplementary identity card of the *German Society for Transidentity and Intersexuality e.V.*. This supplementary identity card is formally recognized by the Federal Ministry of the Interior as a legitimate supplement (Zusatzausweis) to the German identity card (Personalausweis). This regulation must be described in a defined process. In addition to administrative staff, teaching staff should also be sensitized to the situation of inter*-, trans*- and non-binary persons. EUF already offers training and appropriate information material on the topic, and this offer will be expanded in the coming years. Other fields of action also need to be considered in the context of higher education, especially with regard to the consideration for and non-discriminatory handling of gender diversity in (committee) elections, and the appointment of expert reviewers (Gutacher*innen), as well as in staffing and appointment procedures. Finally, other day-to-day disruptions related to gender diversity should be minimized.

Adoption of an agreement on dealing with and protecting against sexualized discrimination, harassment and violence

In its General Codex, EUF already rejects as undesirable any form of discrimination and assaultive behavior. When the codex was developed, it was expressly decided not to list the individual risks of discrimination in order to avoid a hierarchy of discrimination. In the meantime, however, awareness is taking hold that a more explicit thematization of sexualized discrimination and violence is needed, given that EUF has not yet been able to offer a discrimination-free working and study environment in this respect. Rather, findings from relevant studies show that sexualized discrimination and violence is a widespread but largely taboo phenomenon - even at [universities](#). The discrimination survey by

Klein and Rebitzer at CAU Kiel³ also points to a significantly increased risk of discrimination against women and trans students. Experiences of multiple discrimination – discrimination that takes place for several, separately occurring reasons, as well as interwoven instances of discrimination, such that different reasons behind the discrimination can no longer be separated from each other (intersectional discrimination)— must also be taken into account. Previous research shows that women* from marginalized groups are particularly vulnerable to multiple discrimination.

A university-wide agreement on dealing with, protecting against, and preventing sexualized discrimination and violence is currently in preparation.

Reduction of access and participation barriers for students with special needs and staff with disabilities

The UN CRPD, which has also been in force in Germany since 2008, formulates in Art. 24 (5) "that persons with disabilities shall have access to general higher education without discrimination and on an equal basis with others." 'Disability' by no means refers only to an unchangeable *characteristic*, but usually also to a changeable *situation*. It is true that, in everyday practical terms, work and study conditions differ depending on each person's individual constitution (as well as on their concrete circumstances and/or economic situations). However, an inclusive institution will take this individuality into account in the best possible way. Despite the variety of measures, like many other universities EUF is still far from being an inclusive university in the sense of the UN CRPD. Change will require a university-wide initiative, one that takes into account the legal, structural, physical, and everyday practical barriers to access for people with special needs, and makes changes ensure the fullest possible participation. To that end, an **action plan** will be developed to reduce barriers to access, especially for students affected by disability. Instructors are of great importance in this context, because an "inclusive" university can only succeed if instructors are informed and optimally sensitized and, in particular, if they are effectively supported while implementing change processes (such as the creation of digital/asynchronous teaching formats, a concept presented by the Equal Opportunity Working Area in 2021 to promote barrier-free online teaching).

Development of *Unconscious Bias Trainings* | Optimization of Working and Learning Conditions for Non-German Staff and Incoming Students

The number of non-German staff and students at EUF is growing steadily. However, they encounter a university that is still "German" in many places, for example in the use of German as the administrative language. Personnel recruitment is still strongly influenced by the university's orientation towards the German academic system. Such generally *unconscious biases* must be countered in the coming years with suitable **awareness-raising and qualification programs** and offerings. The **conditions of work and study** for non-German employees and incomings should be optimized.

Flensburg, July 06, 2022

Senate and Executive Board of Europa-Universität Flensburg

³ Klein, Uta/ Rebitzer, Fabian A. (2012), "Discrimination Experiences of Students: Results of a Survey," in: Heitzmann, D./Klein, U. (eds.), *Diversity konkret gemacht. Ways to Shape Diversity at Universities*, Weinheim/Basel, pp. 120-137.