Diversity Concept 2025
Development Objectives and Strategic Measures

DIVERSITY MANAGEMENT

The Four-Pillar Model at
Leibniz University Hannover

Cross-Pillar Topics

Pillar I	Pillar II	Pillar III	Pillar IV
University Access	Studying and Teaching	Research	Professional Development / Continuing Education

Hochschulbüro für
CHANCENVIELFALT

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1. Introduction

People are unique and varied. Social diversity is reflected at universities and colleges in personal diversity, with people enjoying many different lifestyles and patterns of work. Leibniz University Hannover fosters a university culture based on diversity and equal opportunities. Concept 2025 reinforces our commitment to diversity management, and for the first time formulates development objectives for the future promotion and shaping of an organisation geared towards plurality. Diversity among students and staff is a guarantee for innovation, excellence and academic strength. Diversity management plays its part in improving quality, removing barriers and fostering educational equity.

Diversity Concept 2025, together with other core tasks, seeks to optimise university processes concerning organisation, and promotes mutual respect and appreciation. Furthermore, it is a proactive initiative supporting the statutory anti-discrimination mandate.

Starting with the target groups, the students and staff, and the central and decentralised organisational units, diversity management is to be seen as a cross-cutting issue – comparable to gender equality policies. This means that at the outset of all projects the diversity of people and their life situations are to be taken into account. This is valid in particular for development planning, for organisational human resources planning and for changes in learning and teaching processes. Members of the university experience recognition in their diversity – irrespective of gender, nationality, ethnic background, language, religion or ideology, disability, age, marital status or sexual orientation. Here, diversity management is an instrument for analysing, reflecting on and further developing the structures and for designing measures and activities.

Since the implementation of Diversity Management 2013, the strategy of sensitising people to the issues and tasks of diversity management has been pursued. Diversity management has been publicised both inside and outside the university through information, workshops and surveys. The Diversity Council set up in 2016 has developed and discussed Diversity Concept 2025. For the university's core areas, and with the involvement of stakeholders at Leibniz University Hannover and other universities and colleges, development objectives and strategic measures are recommended

Diversity Concept 2025 will thus contribute significantly to the profile-raising measures and successful positioning of Leibniz University. Diversity Concept 2025 will further develop and clarify the Diversity Strategy of 2013. It comprises the following points:

- **Structure of Diversity Management**
- **Development Objectives**
- **Recommendations for Diversity Measures**

With its four-pillar model (cf. fig. p. 7), Leibniz University Hannover has focused from the outset on shaping a university-wide diversity culture. This structural model is designed to foster closer interaction by checking a priori which existing activities and processes should be collectively changed or extended for the benefit of an organisation geared towards plurality.
The proposed development objectives and measures are forward-looking and significant. Opportunities for implementation are in place. Responsibility for setting priorities in

implementing the measures lies with the respective university institutions. The Hochschulbüro für ChancenVielfalt (Equal Opportunities Office) provides support, coordination and networking.

Future planning and decisions must always take into account the fact that Leibniz University already displays a forward-looking service culture, e.g. in the form of projects on the subject of diversity, with activities, services and support for a variety of target groups. Noteworthy here are health management, gender equality work, the Graduate Academy, human resources development, research and applications management and the whole area of student and academic affairs.

The positive and forward-looking nature of this concept is reflected in current discussions in society and academia calling for an integration policy. "Excellent research requires diversity and originality. To ensure long-term engagement with all socially relevant areas, it is crucial that science and academia adequately represent these areas." (DFG)[1]

Through the positive interaction of the university institutions, Diversity Concept 2025 will succeed, and diversity management will serve as a calling card for open-minded and appreciative interaction.

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[1] Cf Deutsche Forschungsgemeinschaft DFG. Diversity in the Research System. http://www.dfg.de/en/research_funding/principles_dfg_funding/diversity/index.html

2. Structural Basis

Diversity Management at Leibniz University Hannover

Responsibility for diversity management at Leibniz University Hannover lies with the president. Operational business, content conception and implementation are the remit of the Chief Equal Opportunities Officer and the Diversity Management Officer (Hochschulbüro für ChancenVielfalt). Diversity management, together with the key areas of **Gender Equality** and **the Family Service** make up the third field of action and activity of the Hochschulbüro für ChancenVielfalt.

The **Equal Opportunities Officer** is responsible for implementing the objectives and tasks of diversity management. She advises university management on target agreements and development planning on the topic of diversity management. She ensures that university policy decisions take account of equal opportunities and protection from discrimination.
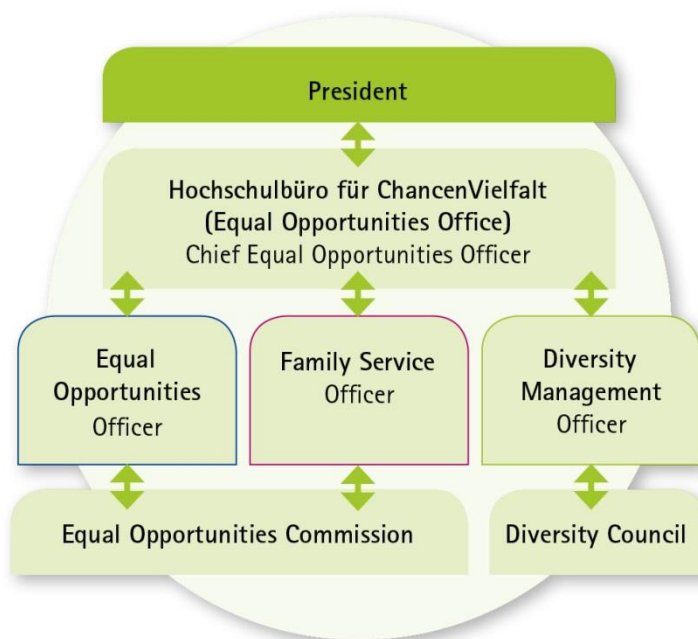
For the institutions and faculties, the **Diversity Management Officer** is the contact person for questions concerning diversity, and the development and implementation of measures. Furthermore, she is in charge of the strategic development of diversity-oriented structures and activities for students and staff. This also includes evaluating existing diversity measures and drawing up new packages of measures.

On the recommendation of the Senate, the Chief Equal Opportunities Officer set up a **Diversity Council** in 2016. The 18-member council consists of representatives of the member groups and executive officers from the following areas: faculties, central facilities and administration. The members are experts and multipliers for the topic of diversity. The Diversity Council advises the Chief Equal Opportunities Officer and the Diversity Management Officer. It draws on expertise from the different fields of activity and conveys diversity concepts to the individual units, providing stimuli and initiating its own project ideas.

Networking with other areas of responsibility in the university is an integral part of diversity management. Close exchange with the faculties, central facilities and further areas of work and research at the university therefore plays an essential role. Moreover, Leibniz University is a member of the nationwide network "AG Diversity" at universities.

3. Objectives

The objectives of diversity management are geared to the heterogeneity of all members of the university. On the one hand, it is important to be aware of and respect human diversity, and on the other to identify necessary structural change, and to implement and steer processes of change. Diversity management aims to facilitate both successful studying and research, and job satisfaction among university members.
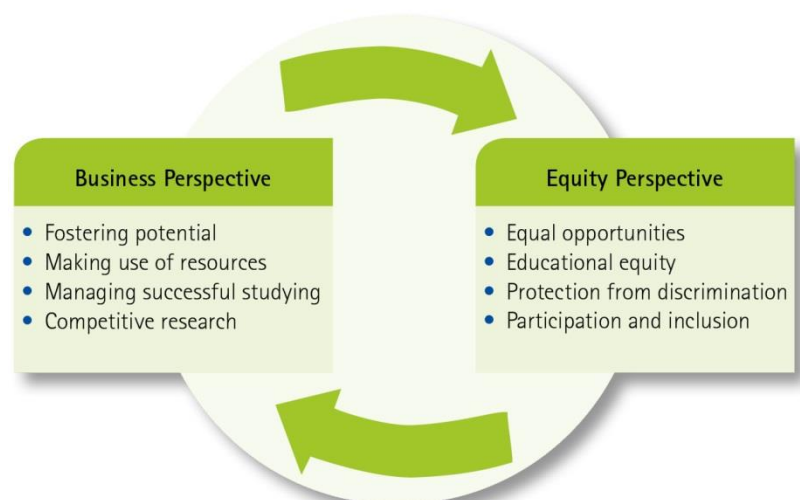
With diversity management, Leibniz University pursues the following overall **objectives**:

- **1. Realisation of Equal Opportunities**
  Leibniz University realises equal opportunities in all areas by creating a structural framework so that all members, irrespective of their individual starting situation, are granted the same chances of access and success.
- **2. Fostering Talent**
  Leibniz University fosters the potential and talents of all university members and thus contributes to realising equal opportunities and to furthering excellence.
- **3. Protection from Discrimination**
  Leibniz University does not tolerate any form of discrimination, and ensures that the General Equal Treatment Act is observed. It supports an organisational and scientific culture which attaches major importance to respect and appreciation.

Diversity management thus combines two perspectives: the **business perspective**, which aims to emphasise the diversity of people within the organisation as a particular potential and to foster talent; and the legally (people-) oriented **equity perspective**, which gives priority to promoting equal opportunities, respecting diversity and protecting from discrimination.

Starting with the objectives of diversity management, the Senate and Presidential Board passed ten guidelines on diversity management in 2016 to govern the activities of the members of Leibniz University.

Interplay of the Business and Equity Perspectives

Business Perspective
- Fostering potential
- Making use of resources
- Managing successful studying
- Competitive research

Equity Perspective
- Equal opportunities
- Educational equity
- Protection from discrimination
- Participation and inclusion

4. Fields of Action

The four-pillar model of diversity management outlined below specifies the fields of action in diversity management that Leibniz University prioritises and will continue to develop in the years to come.

This four-pillar model focuses on the structures, activities and organisation of the areas: University Access (I), Studying and Teaching (II), Research (III) and Professional Development (IV).
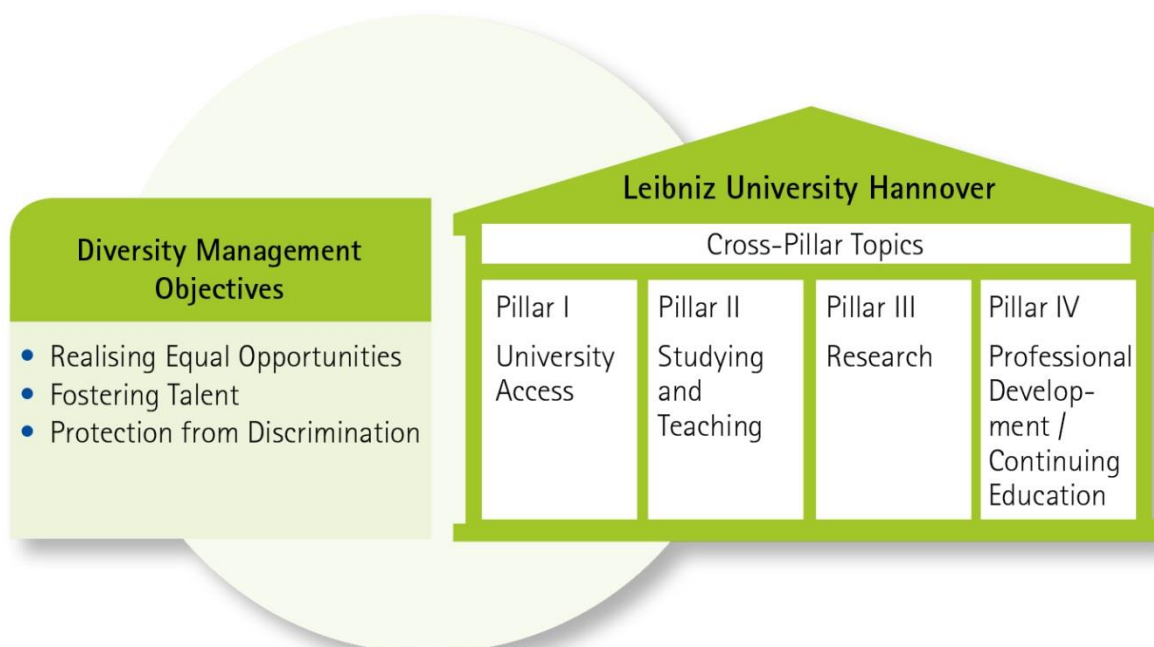
Continual documentation of diversity activities and measures in the pillars[2] has revealed how strongly and broadly based the topic of diversity has already been integrated in the organisation Leibniz University.

Drawing on of a variety of analyses, studies and experiences, the following will be carried out for the individual pillars:

- 1. Needs analysis,
- 2. Formulation of development objectives,
- 3. Derivation of work packages and measures.

Analysis of needs and formulation of development objectives and measures are for the years until 2025, and are to be continued in subsequent years.

The Four-Pillar Model

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[2] As part of diversity management, detailed documentation of activities and measures of the individual pillars has been carried out over the past 5 years, cf. https://www.chancenvielfalt.uni-hannover.de/de/diversity-management/

4.1 Pillar I: University Access

The first pillar is characterised by activities and institutions that structure and organise university access for prospective students. Their task is to motivate this heterogeneous group of prospective students to take up their studies, to advise and to support them.

With university access, it is important to meet the concerns of prospective students in all their diversity and create a welcoming culture, which is an important factor for a successful start to their studies. The organisation of university access takes the heterogeneity of prospective students into account. Target-group-specific advice and marketing concepts are offered, e.g. the Junior Studies programme. Furthermore, specific information packages are available for international students, refugees or mature students wishing to take up their studies after professional activity etc. There are a range of programmes aimed at increasing the proportion of women in STEM subjects, from the Niedersachsen-Technikum and the Summer University for Girls to "Future Day", university internships and the annual Girls and Technology Congress.

Here, diversity management involves analysing existing activities and measures for a successful approach to prospective students and for successful matriculation. The effectiveness of individual measures and activities is to be investigated in order to make improvements as required. This could include analysing the data of those requesting information and those participating in information events. Of crucial importance are also the sensitisation, support and professionalisation of those working in this area, and the expansion of accessible and diversity-sensitive information materials.

Development Objectives and Planned Measures in Pillar I:

Fostering equal opportunities at university entrance

- Stocktaking and evaluation of existing measures for attracting prospective students
- Continuation and creation of diversity- and needs-oriented measures for school students

Creating a diversity-sensitive welcoming culture[3]

- Diversity consulting on university access: visiting the faculties, needs analysis and advice on the topic of diversity at university admission and the beginning of studies
- Building up a pool of materials on diversity-sensitive and accessibility topics (for public outreach and counselling)
- Implementation of the National Code of Conduct on Foreign Students at German Universities.

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[3] Here, welcoming culture refers not only to students and staff from abroad but also e.g. to first generation students, students with disabilities and special needs, and a family friendly atmosphere.

Planned Measures in Pillar I: University Access	Responsibility	Time Period
Stocktaking and evaluation of existing measures for attracting prospective students	Implementing Institutions, Diversity Management	ongoing
Continuation and creation of diversity- and needs-oriented measures for school students	Implementing Institutions, Diversity Management	ongoing
Diversity consulting on university access: visiting the faculties, needs analysis and advice on the topic of diversity at university admission and the beginning of studies	Diversity Management	from 2018
Building up a pool of materials on diversity-sensitive and accessibility topics (for public outreach and counselling)	Communication and Marketing, Student Advisory Service, Faculties, Central Facilities, Diversity Management	2018
Implementation of the National Code of Conduct on Foreign Students at German Universities.	International Office	ongoing

4.2 Pillar II: Studying and Teaching

In Pillar II, diversity management concentrates on the general study situation, studying conditions and student heterogeneity. Such measures as improved information, compensation for disadvantage, reduction in the dropout rate or providing assistance and aids will help to improve the quality of studying conditions and thus increase academic success. Here, the focus is on both organisational and structural frameworks.

Furthermore, diversity management in Pillar II pursues the objective of supporting teaching and administrative staff in their day-to-day dealings with student heterogeneity. Of central importance is to develop, test and apply a wide range of forms of teaching in a variety of contexts, as well as to review course regulations with regard to changed forms of teaching and learning. It must be borne in mind that demands for diversity- and potential-oriented teaching could collide with the existing framework of the institution university; for example rising student numbers in courses could impede these intentions.

It is even more important to inform, advise and openly present existing offers to the study programmes, the students and staff. In Pillar II the challenge of integrating diversity-sensitive contents into the study programmes and subjects presents itself.

Development Objectives and Planned Measures and Activities in Pillar II Studying and Teaching

Introducing more flexibility in course provision and structures

- Developing a formalised part-time study programme as a template [4]
- Piloting an introductory year for students of engineering

Supporting students and staff in addressing diversity

- Diversity consulting at faculty-level
- Workshops, in-service training and coaching on addressing diversity

Further development of diversity-friendly university teaching

- Producing a handout for university teachers on the topic "catering for student diversity in teaching" with examples, tips, materials and methods, and short films

Enshrining diversity content in study programmes, subjects and modules

- Publication grouped by semester of existing modules and courses with diversity content in the study programmes
- Advice on integrating diversity content into study programmes

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[4] So far Leibniz University has offered only individual part-time study programmes (cf. recommendation of general meeting of HRK of 8.11.2016 on part-time study: *https://www.hrk.de/resolutions-publications/resolutions/beschluss/detail/part-time-study/*.

Planned Measures in Pillar II: Studying and Teaching	Responsibility	Time Period
Developing a formalised part-time study programme as a template	VP Teaching, Individual Faculties, Diversity Management, Student Advisory Service	from 2020
Piloting an introductory year for students of engineering	VP Teaching, Faculties, Student Advisory Service	from 2019
Diversity consulting at faculty-level: needs analysis and advice on drawing up diversity sensitive-measures and projects for distinct student groups	Diversity Management	from 2018
Workshops, in-service training and coaching on addressing diversity	Department 1, Diversity Management	ongoing
Producing a handout for university teachers on the topic "catering for student diversity in teaching" with examples, tips, materials and methods, and short films	Diversity Management, Department 1	2019
Publication grouped by semester of existing modules and courses with diversity content in the study programmes	Diversity Management	ongoing
Advice on integrating diversity content into study programmes	Diversity Management	ongoing

4.3 Pillar III: Research

Diversity management also plays a key role in the field of action of research[5] . There are two points at issue here:

1) Increased internationalisation leads to greater diversity within research teams. In the context of diversity management, active promotion of this diversity and its potential within the research team as well as the support of discrimination-free respect for one another in day-to-day research are of paramount importance.

2) Furthermore, Pillar III is also concerned with diversity as a research field, and with the investigation of such issues as multiple discrimination or diversity aspects in society. Although diversity research is still a relatively young discipline, numerous research fields relate directly to diversity-relevant topics (e.g. migration research, gender research). Research results should contribute to overcoming the challenges of society and the economy. The growing number of professorships referring to diversity topics underlines this development (e.g. Education in Adulthood/Diversity Education, Town and Spatial Planning in a Diversified Society).

It is important to focus on networking existing scientific expertise on diversity-relevant issues, and on supporting new research activities. Expanding support structures in the area of research is crucial here. An ongoing task is to include research results in teaching and strategic development. Furthermore, the support of research projects on diversity management is relevant for a scientifically sound implementation of the whole field. As far as diversity management is concerned, studies on the effectiveness of established diversity measures are not yet available

Development Objectives and Planned Measures in Pillar III Research

Promotion of talent and potential within research teams, joint projects etc.

- Diversity-appropriate address in job advertisements (proactive approach in research contexts), producing information materials
- Coaching and workshops to implement a diversity-conscious leadership culture

Expanding diversity-related research and transfer of research results into teaching and

- Forums, academic discussions, conference and publications to network participating scientists
- Advice on applications on diversity topics
- Development and design of professorships with diversity-relevance in the faculties

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[5] Cf. Forschung. Das Magazin der Deutschen Forschungsgemeinschaft 2/2017. Diversity-Spezial http://www.dfg.de/download/pdf/dfg_magazin/wissenschaft_oeffentlichkeit/forschung_magazin/2017/forschung_2017_03.pdf

Planned Measures in Pillar III: Research	Responsibility	Time Period
Diversity-appropriate address in job advertisements (proactive approach in research contexts), producing information materials	Diversity Management, Faculties, Leibniz Schools	2019
Coaching and workshops to implement a diversity-conscious leadership culture	Department 1, Diversity Management	from 2019, 2020
Forums, academic discussions, conference and publications to network participating scientists	Faculties, Schools, Research Centres and Partnerships	ongoing
Advice on applications on diversity topics	Department 4, Diversity Management	ongoing
Development and design of professorships with diversity-relevance in the faculties	Faculties, Presidential Board	2019

4.4 Pillar IV: Professional Development / Continuing Education

A variety of thematic areas can be grouped under Pillar IV Professional Development. Specifically, they fall into the categories of human resources development, the advancement of early-career researchers, and continuing academic education. This area is of particular significance. The Department of Organisational and Human Resources Development and ICT was set up as early as 2005, thus demonstrating its strategic importance for the development of the university. Since 2015 this area has been strengthened by the appointment of a Vice President for Appointments, Human Resources Development and Continuing Education.

Internal programmes are offered under the heading of human resources development and the advancement of early-career researchers. The numerous activities cater for a wide range of different target groups, e.g. professors, teachers, doctoral candidates, administrative staff and technicians. The varied formats range from workshops and advice to mentoring and coaching, to name but a few.

A new feature within diversity management is the professionalization of university members in dealing with diversity in their various work contexts (teaching, counselling, administration, research etc.). This professionalization should help to reflect on unconscious thought processes in order to support the realisation of potential of talents at all levels.

A further field of action of Pillar IV is continuing academic education, providing in-service training to a wide variety of non-university professionals and managers. Continuing academic education is also offered in a large number of formats – from a single course to a university degree programme taking several years. As far as content is concerned, the courses cater for the very different specialist interests, prior knowledge, and expectations of the prospective participants. At the same time, the organisational requirements of the often "part-time" off-the-job activities need to be taken into account.

Development Objectives and Planned Measures in Pillar IV Professional Development

Integration of diversity content into professional development and training

- Respecting diversity and gender competence when selecting trainers for professional development and training courses
- Incorporating diversity elements into professional development and training courses

Implementing the diversity strategy in human resources development concepts

- Integrating the Leibniz Academic Pathway (LEAP) into diversity management

Planned Measures in Pillar IV: Professional Development	Responsibility	Time Period
Respecting diversity and gender competence when selecting trainers for professional development and training courses	Department 1, Diversity Management	from 2018
Developing and incorporating diversity elements into professional development and training courses	Department 1, Diversity Management	ongoing
Integrating the Leibniz Academic Pathway (LEAP) into diversity management	Department 1, Diversity Management	ongoing

4.5 Cross-Pillar Topics

Beyond the 4-pillar model, further cross-pillar fields of action can be identified that are of central importance for implementing diversity objectives in the core areas. Among these are such fields of action as human resources policies, organisational development, communication and public relations, buildings management and IT. Structurally, these tend to be represented more by the university administration with its departments, staff units and central facilities. They radiate into the individual pillars (University Access, Studying and Teaching, Research, Professional Development). Through the cross-pillar topics, the contents and significance of the topic diversity are carried into the breadth and depth of the university. It is therefore important to expand existing diversity activities. Close interaction and cooperation of all institutions and players in these areas are essential for the systematic consolidation of diversity objectives and measures.

Development Objectives and Planned Measures

Taking human diversity into account in all university areas and processes

- Regular information and sensitisation of university members to diversity topics, such as the continual publication and promotion of diversity principles
- "Living Diversity Principles": micro projects on the importance of diversity principles in everyday life at the university

Taking diversity aspects into account in HR decisions

- Advice on respecting diversity aspects in HR decisions

Creating an accessible university

- Initiating projects in individual faculties on the topic of accessibility in the university: e.g. an accessible map of the faculty; short films on the diversity-friendly and accessible university

Further development of diversity-friendly communication and public relations

- Best practice: providing examples from Leibniz University institutions of dealing with diversity in the everyday life of the university

Planned Measures in Cross-Pillar Topics	Responsibility	Time Period
Regular information and sensitisation of university members to diversity topics	Diversity Management, Communication and Marketing, Student Advisory Service, Faculties, Central Facilities	ongoing
"Living Diversity Principles": micro projects on the importance of diversity principles in everyday life at the university	Diversity Management	2018
Advice on respecting diversity aspects in HR decisions	Department 1, Diversity Management	from 2019
Initiating projects in individual faculties on the topic of accessibility in the university: e.g. an accessible map of the faculty; short films on the diversity-friendly and accessible university	Student Advisory Service, Diversity Management, Faculties, Buildings Management	ongoing
Best practice: providing examples of applying diversity management by university institutions	Communication and Marketing, Diversity Management, Faculties, Leibniz Schools, Central Facilities	from 2018

5. Outlook

Developments in university policies and future challenges have made it necessary to apply diversity-friendly university concepts. Diversity Concept 2025 sets out a programme providing existing and future diversity-related activities with joint goals and implementation perspectives.

Members of Leibniz University are involved in realising this concept. The recommended measures are to be put in place by 2025. An interim report with an updated timeline is planned for 2021.

Leibniz University Hannover's four-pillar model differs from other common diversity concepts in that the university structure and culture is placed ahead of human diversity dimensions such as age, gender, religion etc. Perpetuation of prejudices and stereotypes is thus to be avoided, and instead a university focusing on existing human diversity is to be created.

Members of the Diversity Council

I. Members with Voting Rights

	Name	Faculty, Institute, Institution
1	Prof. Dr. Mathias Bös	Faculty of Humanities, Institute of Sociology
2	Prof. Dr. Bettina Lindmeier	Faculty of Humanities, Institute of Special Needs Education
3	Prof. Dr. Jutta Papenbrock	Faculty of Natural Sciences, Institute of Botany
4	Prof. Dr. Richard Hanke-Rauschenbach	Faculty of Electrical Engineering and Computer Science, Institute of Electric Power Systems
5	Prof. Dr. Steffi Robak	Faculty of Humanities, Institute of Adult Education
6	Dr. Günther Vedder	Faculty of Economics and Management, Institute of Interdisciplinary Industrial Sciences
7	Karin Griesbach	Department 1 HR Development
8	Dr. Marcus Hoppe	International Office
9	Martina Vanden Hoeck	Centre for Quality Enhancement in Teaching and Learning (ZQS)
10	Dr. Nadine Pippel	Graduate Academy
11	Christiane Maurer	Psychological-Therapeutic Counselling
12	Christiane Stolz	Student Advisory Service, Representative for students with disabilities and / or chronic conditions
13	Sarah Steiding	Staff Council
14	Janna Hauschild	Student Representative
15	Tetiana Khomych	Student Representative

II. Members without Voting Rights

	Name	Faculty, Institute, Institution
16	Helga Gotzmann	Equal Opportunities Officer
17	Dr. Isabel Sievers	Diversity Management Officer
18	Joana Rieck	Project Assistant Hochschulbüro für ChancenVielfalt (Equal Opportunities Office)

III. Substitutes

	Name	Faculty, Institute, Institution
19	Dr. Natja Bieletzki	Leibniz Center for Science and Society (LCSS)
20	Dr. Volker Domeyer	Centre for Quality Enhancement in Teaching and Learning (ZQS)
21	Prof. Dr. Christiane Meyer	Faculty of Natural Sciences, Institute of Science Education
22	Dr. Elke Mittag	Central Coordinating Body for Information and Advice on Higher Education in Lower Saxony (kfsn)
23	Regina Garcia	Staff Council, 1st Substitute
24	Marc André Brinkforth	Staff Council, 2nd Substitute

Members of the Diversity Council for the term of office November 2016 - November 2018.

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