

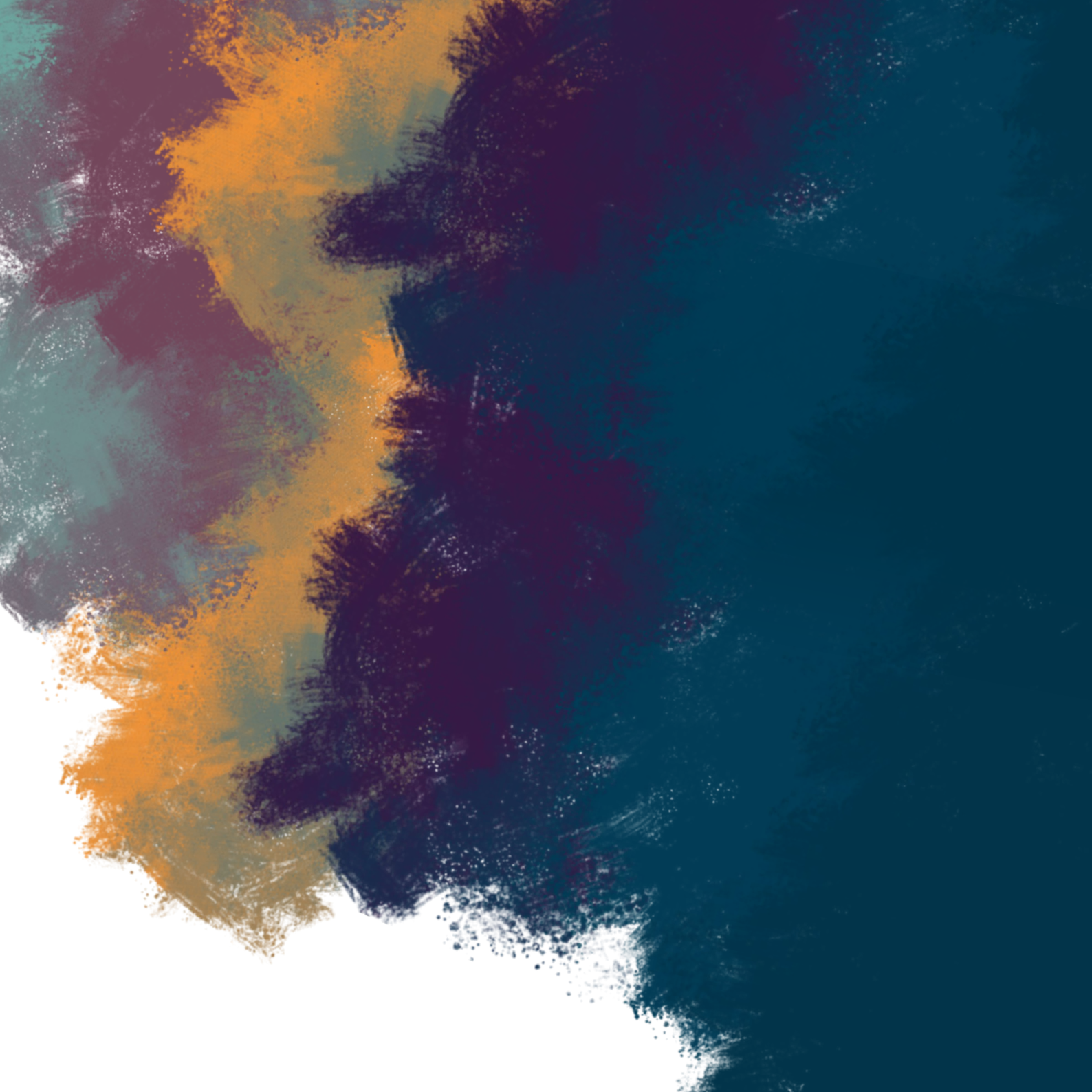


Technische
Universität
Braunschweig

Living diversity – Shaping the university

Diversity strategy of Technische Universität Braunschweig





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Foreword

As the Executive Board of TU Braunschweig, we have reflected intensively on the relevance of diversity for our university and resolved to actively support the development of the topic. We recognise the diversity of our university members and are convinced that it is this diversity that makes our university an excellent research and educational institution. It is only in this manner that we will be able to meet the challenges of society and address future developments.

This diversity strategy marks the start of a process of deeper engagement with the significance of diversity for TU Braunschweig. The strategy provides us with guidelines for establishing diversity in the performance dimensions Research, Study & Teaching, Transfer, Governance & Administration. At the same time, we also focus on strengthening existing structures and, where necessary, creating new structures to sustainably implement our vision of a diversity-conscious university.



President of TU Braunschweig
Prof. Angela Ittel

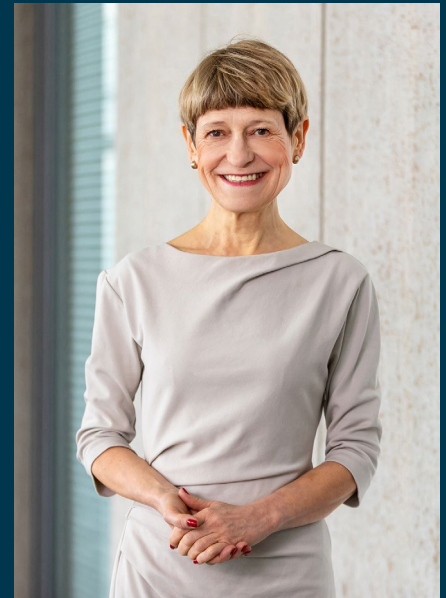


Foto: Kristina Rottig | TU Braunschweig

Preamble

With the development of the University Development Concept 2030, the members of TU Braunschweig have set themselves the goal of anchoring diversity as overarching themes in strategic development and, in concrete terms, in all performance dimensions.¹ This goes hand in hand with members of the university valuing each other's individuality and working together to promote an environment where everyone can study and work together, free from discrimination. Multiple perspectives and personalities enliven and enrich the discourse at universities; they are the basis for excellent and innovative research, scholarship and teaching, as well as for the administrative services and structures that support them. Engaging with diversity contributes significantly to the holistic development of our organisation and creates the necessary conditions for a forward-looking, competitive and funded university.

We are committed to a diversity-conscious university: We are aware of our social responsibility as an educational institution and a place of personal development, and as a university community, we strive for equitable participation² for all. We want to be a university that recognises diversity, reduces discrimination rather than replicating it, and whose members are committed to democratic values, an inclusive society and protection against discrimination.

Origin

This strategy was developed by the Circle: *Diversity Strategy*³, which was commissioned by the Executive Board to address the following key challenge: *How do we approach diversity in order to strengthen excellence in the four performance dimensions of our university and to promote TU Braunschweig as a place of study and work that is as inclusive and discrimination-free as possible?*

Based on an intensive analysis of the diversity papers of other universities and the (funding) environment, the following thematic priorities have been identified and discussed as being of particular relevance: diversity in the context of social sustainability, diversity from an equity and business perspective and as an element of organisational development. From this, the understanding of diversity, the vision, mission and goals of the diversity strategy, and the specific path of TU Braunschweig through university-wide fields of action and key points with regard to our performance dimensions were developed.

³ The members comprised representatives of elected bodies from all member groups (students, technical and administrative staff, academic staff and professors as representatives of the Senate and the Strategy Commission) and all faculties. In addition, internal expertise was contributed by the Professor for Gender Aspects in the Engineering Sciences (Gender.Ing), the Central Equal Opportunities Officer, and Head of the Equal Opportunity Office. The process was coordinated by the Diversity Policies Officer, Strategic University Development Office.



Principles

1

Understanding of diversity

Diversity is the variety of people or groups, and diversity management is the conscious and respectful handling of social diversity and individual life situations⁴.

Based on the German Basic Law (Grundgesetz), the German General Act on Equal Treatment (Allgemeines Gleichbehandlungsgesetz, AGG), Lower Saxony Higher Education Act (Niedersächsisches Hochschulgesetz) and the UN Convention on the Rights of Persons with Disabilities (UN-Behindertenrechtskonvention), we speak of diversity dimensions such as age, gender and gender identity, sexual orientation, "ethnic" origin ("race") and (inter-)nationality, religion and worldview, as well as disabilities, physical and mental (chronic) illnesses⁵.

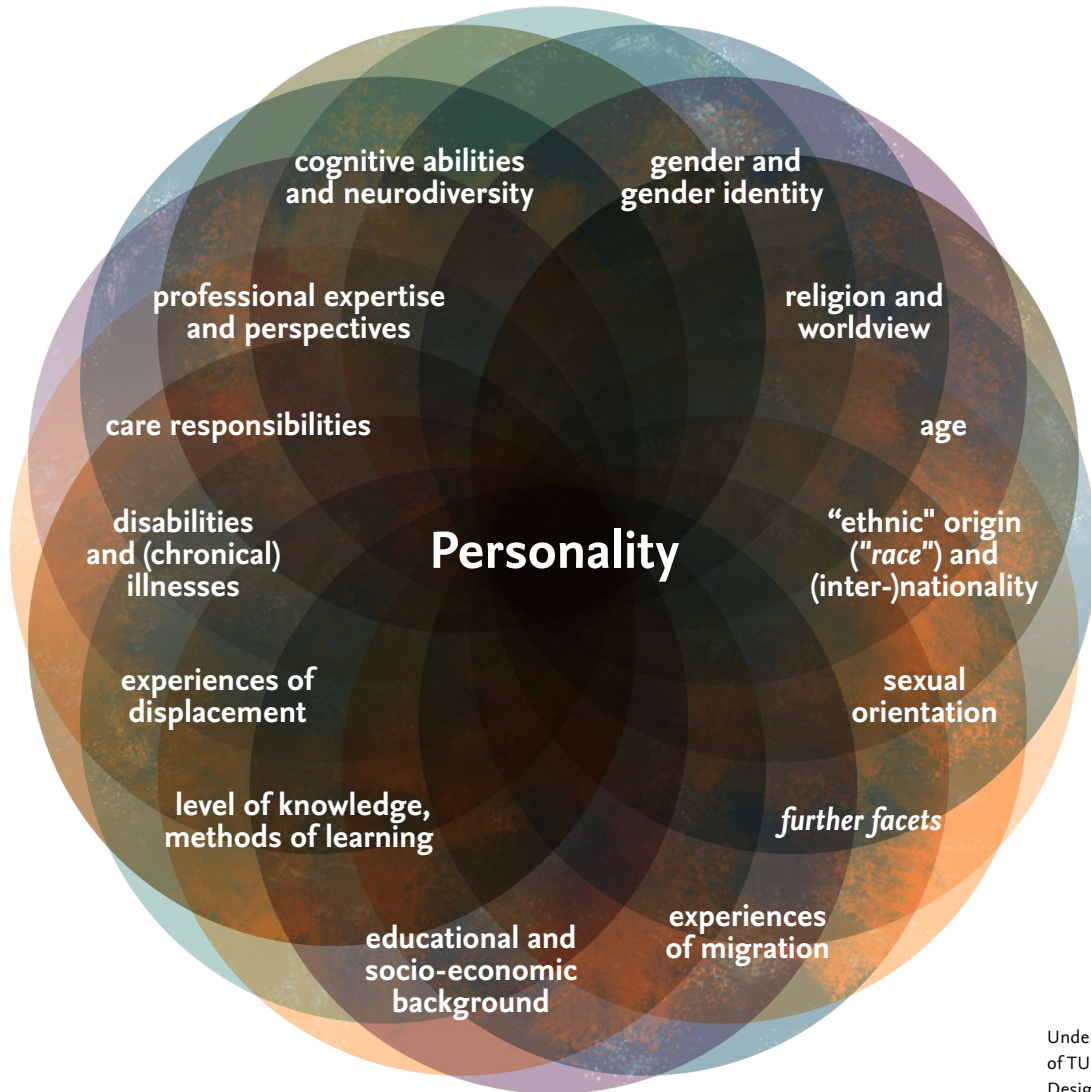
In the context of the university as a place of study and work, different cognitive abilities and neurodiversity, levels of knowledge and approaches to learning, professional expertise and perspectives, educational and socio-economic backgrounds, experiences of displacement and migration, and care responsibilities⁶ are also relevant.

We understand diversity in a manner that is critical of discrimination and intersectional.

In society as a whole, these dimensions are often associated with expectations, stereotypes, the attribution or non-attribution of abilities, and the perceived homogeneity of groups. For this reason, they should not be used to describe individuals (or groups of individuals) and thereby homogenise them and their experiences once again. Rather, diversity dimensions are an important analytical tool for identifying structural inequalities and discrimination⁷, potential barriers, and needs.

A person's identity or personality is made up of a wide range of affiliations and the social positions that are associated with them. These lead to (de-)privileges⁸ and, as a result, to an unequal distribution of power. Diversity dimensions cannot be considered in isolation, as the forms of discrimination⁹ which arise are interwoven, overlapping and reinforcing. This concept is called intersectionality¹⁰.

Forms of discrimination also continue to exist in universities as historically grown, stable structures. They are created and maintained by – often invisible and unconscious – practices and patterns of thought at the individual, cultural and structural level.



Principles

From a discrimination-critical diversity perspective, we recognise that discriminatory practices, patterns of thought and structures can also be perpetuated and replicated within our university. In order to achieve genuine diversity at TU Braunschweig, it is therefore necessary to identify and combat structural discrimination. We identify and actively break down existing barriers to promote equal opportunity and diversity. We are committed to the goal of supporting all individuals in a resource-oriented manner.

Equality & diversity

Similarly, we are committed to the goal of promoting equal opportunity for all genders. This is of particular relevance to us as a technical university. It is our belief that equality and diversity go hand in hand as independent topics with separate goals. In particular, the promotion of intersectional equality can be supported by diversity efforts. Diversity efforts, in turn, can benefit from well-established equality policies. For TU Braunschweig, this means consistently thinking about both issues in synergy and strategically pushing for and promoting the structural, financial, cultural and personal promotion of equality and diversity at universities at the political level.

Social sustainability, democracy and diversity

Sustainability is a crucial, overarching premise for action in our University Development Concept 2030. Where diversity is concerned, this refers in particular to the aspect of social sustainability - with people and society at the centre of sustainable future development: *How do we want to interact, work and learn together at TU Braunschweig? What are our responsibilities as an organisation and as individuals in shaping our society of the future?*

A socially sustainable society is a democratic society. It requires the recognition and participation of a wide range of people with their own perspectives, who bring their own potential to bear in shaping it. Democratic basic values and democratic coexistence are not a given. Social diversity is made out to be a threat by anti-democratic movements, diversity is portrayed with an ideological connotation and discredited, and university members are exposed to hatred and hostility towards science. In the face of these socio-political challenges, we see it as our central task to fulfil our responsibility as a university and to harness our potential to shape a democratic future together with all members of the university.

In this vein, we are clearly committed to the values of social sustainability, democracy and academic freedom, and we promote diversity in practice with the aim of helping to create a just and open society.

Diversity management from an equity and business perspective

Beyond the legal framework, there are various motivations for diversity management: The equity and business perspectives are central to our strategy. The equity perspective, which is based on the fulfilment of universal human rights, is essentially about a socially just university for all its members. The key objectives here include the promotion of equal opportunity, participation and inclusion (see table). The business perspective is about making a profitable contribution to the university's success in terms of its performance dimensions. The main objectives include excellence in research and attracting students and employees (see table). At TU Braunschweig, we combine these two perspectives through discrimination-critical diversity management.

4 Please refer to the glossary for more information on diversity (management) and other terms used in this strategy.

5 We are aware that the terms used are the subject of intense debate and that they continue to evolve. The terms are based on the equality and diversity standards of the German Research Foundation (DFG).

6 Care work describes activities that involve looking after and caring for others. This includes childcare or caring for older people, but also family support, domestic care, or helping friends (based on information from the Federal Agency for Civic Education: www.bpb.de/themen/familie/care-arbeit/).

7, 8 Glossary

9 Forms of discrimination include e.g.: ableism, ageism, antisemitism, classism, lookism (discrimination based on appearance), discrimination towards queer people, racism, and sexism (based on: Czollek et al. 2019: Praxishandbuch Social Justice und Diversity. [Practical Handbook on Social Justice and Diversity.] Weinheim/Basel: Beltz Juventa).

10 Glossary

GOALS OF THE EQUITY-PERSPECTIVE

- Fairness
- Promotion of freedom and equal opportunity
- Elimination of and protection against discrimination
- Participation and inclusion
- Design of an open, democratic and socially sustainable university

GOALS OF THE BUSINESS-PERSPECTIVE

- Diversity as a mark of quality and potential
- Prerequisite for excellence in research and when competing for funding
- Attracting students and employees
- Promoting and retaining talent
- Job satisfaction and performance
- Attractive employer and place to study

Vision

Our vision for TU Braunschweig is a diversity-conscious and discrimination-free university that values the difference between various personalities. Our university structures enable fair participation for all.

We take our responsibility as a social actor seriously and see ourselves as a socially sustainable university community that actively helps shapes the future.

Based on our understanding of diversity, our **vision** paints a picture of the future and serves as a compass for the consistent integration of diversity into the strategic development of TU Braunschweig. The organisation as a whole, but also its individual members, are guided by this.

The **strategic goals** at the individual, cultural and structural levels further clarify the vision and provide TU Braunschweig with long-term guidelines for evolving into a diversity-conscious university, which we see as an essential basis for the optimal realisation of our performance dimensions.

Strategic goals



In order to achieve our vision of a diversity-conscious university, we have set ourselves the following strategic goals at an individual, cultural and structural level:

1

As a university, we **empower the members of TU Braunschweig** to recognise and accept their social responsibility and power to shape the promotion of diversity within their own fields of activity.

3

We reflect on and refine existing **structures and processes** in a diversity-conscious manner. We also continue to develop sustainable structures in the area of diversity management.

2

At our university, we create a **culture of visibility and appreciation** of diversity.

4

We are committed to a **study and working life** that is as **self-determined and non-discriminatory** for all as possible.



Living diversity –
Shaping
the university

2

Living diversity – Shaping the university

Our mission:

Living diversity – Shaping the university

Diversity is a fact.

Equity is a choice.

Inclusion is an action.

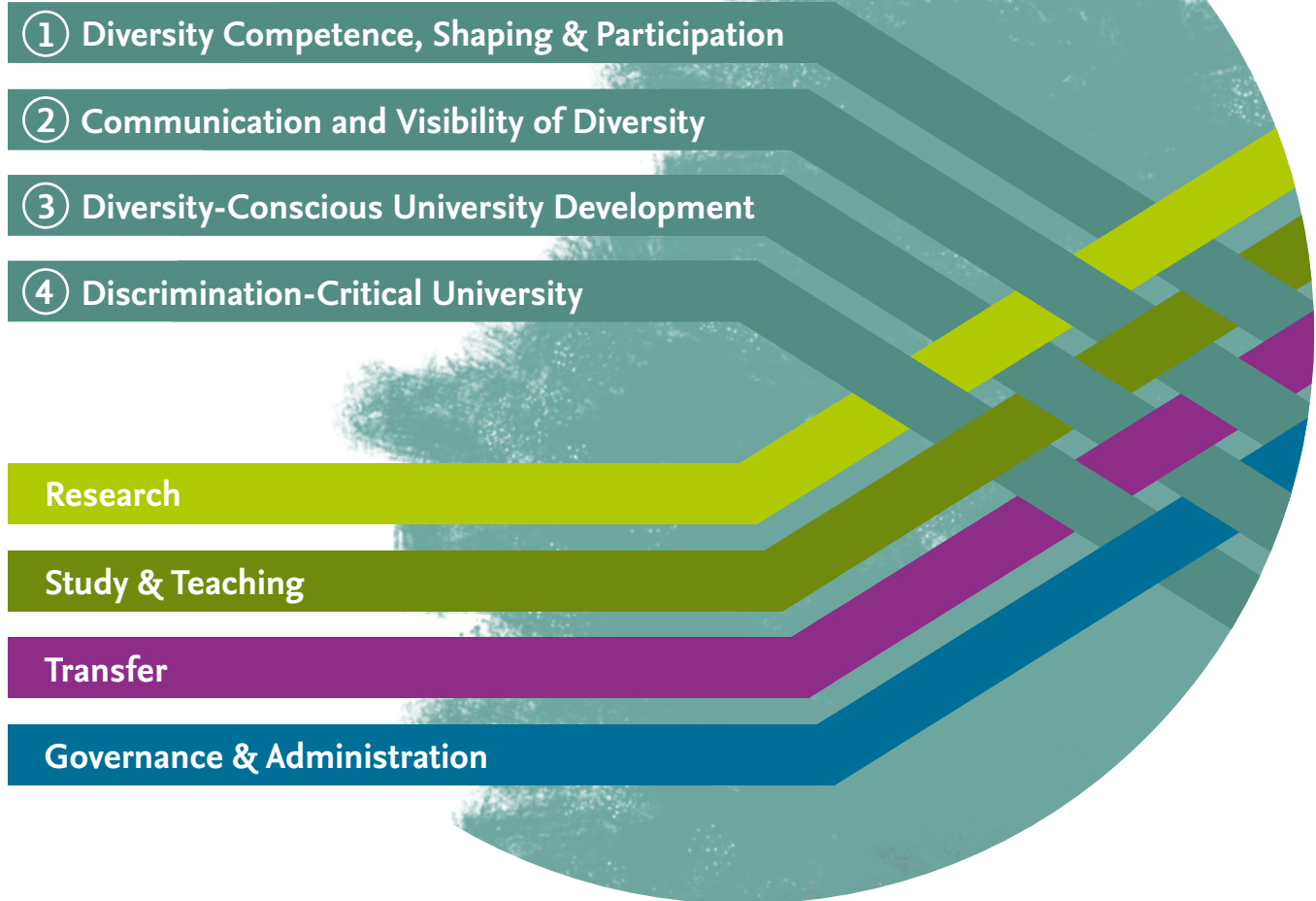
Belonging is an outcome.

Arthur Chan

As members of the university, we see ourselves as active, responsible and self-determined movers: The mission describes the way to achieve our vision - the focus is on the holistic development of the strategic overarching themes of diversity by establishing TU Braunschweig as an attractive, responsible and socially just place to work and study.

In order to successfully achieve the mission "Living diversity – Shaping the university", four fields of action were identified

during the strategy development process, which describe the way forward for TU Braunschweig: "Diversity Competence, Shaping and Participation", "Communication and Visibility of Diversity", "Diversity-Conscious University Development" and "Discrimination-Critical University". These are relevant throughout the university and form the basis for specific guidelines in the four performance dimensions.



University-wide fields of action



① Diversity Competence, Shaping and Participation

The field of action "Diversity Competence, Shaping and Participation" has an effect at the individual level and contributes in particular to the first strategic goal:

As a university, we empower the members of TU Braunschweig to recognise and accept their social responsibility and power to shape the promotion of diversity within their own fields of activity.

In order to think and live diversity comprehensively, knowledge of social mechanisms such as othering¹¹, privileges, and (power) structures is required. By getting to know perspectives other than our own, we learn to act with empathy. **Diversity competence** also involves developing an intrinsic motivation for change and learning methods to promote diversity in one's own field of activity. We increase knowledge and create awareness of diversity and the advantages of a diverse university.

In the sense of empowerment¹² we enable each other to be aware of our field of activity and to **be committed to shaping our own study and working environment**. We become aware of our

competences and the reach of our actions. We want to be a university that fosters a sense of individual responsibility for the goals of a diversity-conscious coexistence. We convey an awareness of complex social dynamics and develop reflective skills, creative competences, and strategies for action and change. This contributes to actively shaping a just future.

Diversity-conscious and **participatory university development** are directly linked to each other: Through the active involvement of all member groups in the diversity-conscious university development and the development of measures, in particular in the promotion of student involvement and participatory thematic and methodological options for shaping the organisation, we support the transformation towards a diversity-conscious university.

② Communication and Visibility of Diversity

The field of action "Communication and Visibility of Diversity" has an impact at the cultural level and contributes in particular to the second strategic goal:

At our university, we create a culture of visibility and appreciation of diversity.

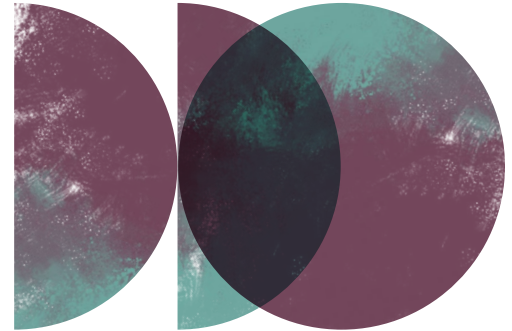
At TU Braunschweig, we want to change and sustainably improve the organisational and working culture so as to achieve a constantly high level of satisfaction and health among our members and strengthen their sense of belonging and identification with TU Braunschweig. To achieve this, we are establishing a culture that is aware that diversity already characterises us and forms the basis of our work. We value the diversity of all our students and staff and celebrate their diverse experiences, backgrounds, paths and potential.

We want to make diversity tangible by showing positive examples and personal stories, and by creating starting points for changing mindsets. This includes communication and exchange formats, discussion forums, theme days and theme weeks, all of which

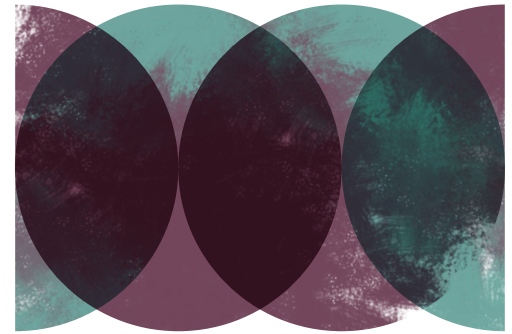
enliven the discourse at TU Braunschweig. At a time when the debate on social diversity is increasingly being driven by anti-democratic forces, these formats are particularly necessary, because a democratic society needs facts, not fake news.

This is where science, universities and scientists have a special responsibility.

Inclusive and diversity-conscious communication forms the foundation for this. To this end, we continue to systematically develop tools and measures and support individual departments in achieving diversity-conscious communication (guidelines, etc.). The aim is to make the many existing diversity-related structures at TU Braunschweig more widely known and thus accessible to more people.



Living diversity – Shaping the university



③ Diversity-Conscious University Development

The field of action "Diversity-Conscious University Development" has an impact at the structural level and contributes in particular to the third strategic goal:

We reflect on and refine existing structures and processes in a diversity-conscious manner. We also continue to develop sustainable structures in the area of diversity management.

By consistently implementing diversity as an integral component of strategic organisational development, TU Braunschweig is taking a targeted and innovative approach. Designing structures and processes with diversity in mind requires an analysis of their existing strengths and barriers. Awareness, knowledge and a willingness to change on the part of those in positions of leadership are essential to achieving long-term structural change and breaking down barriers. This diversity strategy forms the foundation; its implementation requires collaboration, knowledge transfer and a productive exchange regarding challenges and solution approaches.

As TU Braunschweig, this enables us to set standards for diversity-conscious university development based on the principles of Diversity, Equity, Inclusion and Belonging (DEIB). We see diversity management as a tool to promote and support this transformation at our university. Diversity management provides

professional expertise, supports members of the university in their commitment and advises the university management on the setting of objectives and development planning where diversity is concerned; it provides a point of contact for questions on the conscious handling of diversity and process support for various areas of the university in the conception, development and implementation of measures. Other areas of diversity management include internal and external (regional and national) networking with relevant stakeholders based on the principle of cooperation and mutual learning both within and outside the university. In order to act effectively in the long term, diversity management structures must be sustainably anchored.

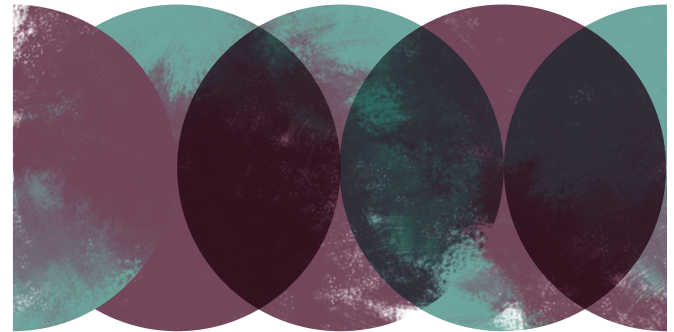
④ Discrimination-Critical University

The field of action "Discrimination-Critical University" has an impact at the individual, cultural and structural level and contributes in particular to the fourth strategic goal:

We are committed to a study and working life that is as self-determined and non-discriminatory for all as possible.

We strive to build a discrimination-critical university. This goes beyond protection against discrimination, and aims to actively create equitable conditions. To this end, we need to develop a sensitivity to recognise discrimination and (de-)privileges and to acknowledge their detrimental effects. Our aim is to create an environment in which we enjoy studying and working, and are inspired and successful. Just as discrimination takes place at the individual, cultural and structural levels, anti-discrimination work must also take place on these three levels.

At the individual level, it is crucial to provide support to those affected through centralised counselling structures as well as transparent and structured procedures in cases of discrimination. At a cultural level, we encourage each other to recognise discrimination and reflect on our own behaviour. Since (especially structural) discrimination is often difficult to identify or invisible (norm, habit), openly discussing and disseminating knowledge about it is necessary. The aim is to adopt a stance and bring about a change in awareness.



At a structural level, we identify mechanisms that have developed historically and are anchored in our university structure, analyse individual and structural risks of discrimination, and actively bring about change. Diversity and anti-discrimination issues are also integrated into the TU Braunschweig Code of Conduct and proactively communicated as guidelines.

All of this should be seen in the context of a fully established culture of error in order for us to learn together: Stereotypes and unconscious thought patterns are learned and deeply rooted in society; as individuals, we have the choice to take responsibility for our own speech and actions.

11 Glossary

12 Empowerment emerged in the black civil rights and feminist movements. The concept refers to the self-empowerment of structurally disadvantaged groups. People discover their strengths and resources, fight for rights and push for structural change. One basic element of this, for example, is safer spaces (protected spaces) in which people can share their experiences and support each other (based on: www.vielfalt-mediathek.de/empowerment). Power sharing, i.e. sharing one's own power and resources, can be understood as its counterpart.

Diversity in our four performance dimensions

Our approach to holistic development, as set out in our University Development Concept 2030, includes the consideration and anchoring of **equality and diversity as strategic overarching themes in all performance dimensions, structures and processes**¹³. This is part of the core task of the four performance dimensions Research, Study & Teaching, Transfer, Governance & Administration. The strategy is based on the goals specified and sets out ways in which diversity can be fully implemented across the University.



Research

Our aim is to strengthen research excellence through a diversity of perspectives and solutions, and to consolidate our position in the competition for the most talented scientists and research funding¹⁴.

We promote diversity in all areas of research:

- Recruiting, developing and retaining talents in a diversity-conscious manner:
We actively support increasing diversity in research teams and offer attractive development opportunities to suit different personalities and life situations.
In doing so, we need to be able to rely on good framework conditions in the system that supports science and research.
- When recruiting scientific talent, we pursue active recruitment strategies that take into account relevant and recognised dimensions of diversity.
- Diversity considerations are integrated into the standard processes of strategic research planning and organisation of professorships.
- Equality- and diversity-relevant issues are systematically integrated into our research, including through structured analysis of the relevance of diversity and gender dimensions in research projects and proposals. We strengthen the competence to carry out diversity-sensitive research.



Living diversity – Shaping the university

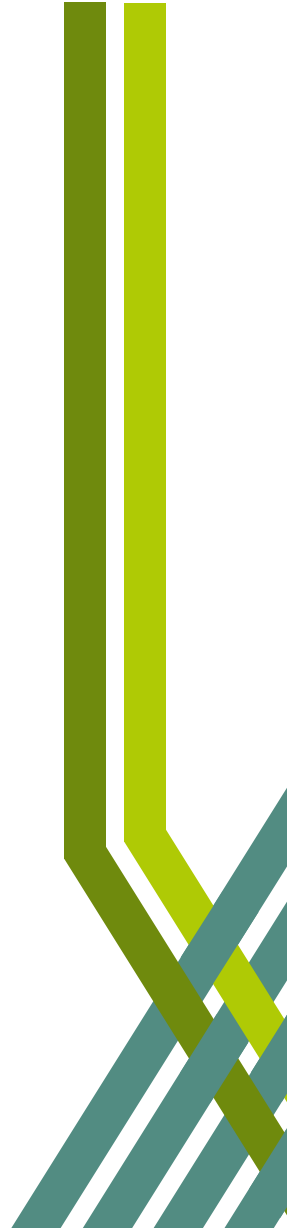
Study & Teaching

As TU Braunschweig, we are an attractive place to study and actively include diversity into the shaping of the study and learning environment. By recruiting students in a diversity-conscious manner, we reach out to new audiences and attract a diverse student body to our university.

In line with our Guiding Principles for Learning and Teaching, we are committed to a culture of teaching and learning that recognises and encourages the diversity of all our students¹⁵. We enable our students to achieve their desired degree by developing and expanding suitable counselling and support structures for all dimensions of diversity and a wide range of life situations, and by finding individual solutions when needed. We are constantly developing our measures for a good balance between studies, care activities, and work.

We reflect on our teaching and learning and tailor our teaching to be diversity-sensitive:

- We embrace the diversity of our students and teachers as an opportunity and create individualised approaches to learning and teaching that are equitable and accessible.
- We use our knowledge to identify potential disadvantages or barriers and take targeted action to reduce them.
- We integrate equality- and diversity-relevant issues into our teaching and empower our students to identify, articulate and act on them.
- We increase participation opportunities through digital offerings and promote individual learning through digital or hybrid teaching and learning scenarios, thus enabling studies for persons with a wide range of life situations, breaking down barriers, and improving the academic success of our students.



- We strengthen the diversity and creative skills of our students and teachers and link them to Education for Sustainable Development (ESD).
- Our teaching staff are supported in their efforts to implement diversity-conscious teaching through information and further training programmes.
- We take into account the needs of students with disabilities and chronic illnesses, as well as those with care responsibilities, through transparent, standardised and comprehensible policies for compensating for disadvantages.

Transfer

The transfer strategy of TU Braunschweig pursues the vision of having a positive impact on our society as a university and to jointly shape the transformation of the present for a better future¹⁶. Our understanding includes both the multidirectional transfer of knowledge from the university to society and the economy, and the mutual exchange of knowledge, ideas and solution approaches (knowledge exchange). In terms of diversity, the aspects of social impact and social innovation are particularly relevant to the development of a just and socially sustainable future.

Our transfer activities offer opportunities for all: Diversity is systematically taken into account in the design of the six Transfer and Innovation Ecosystems (TIES), each with a different focus. We employ a cross-generational approach to knowledge transfer and current issues, from the future generation to alumni. In particular, we focus on engaging and supporting previously under-represented groups, embracing diversity in our alumni activities, and strengthening social innovation. We also hold our collaboration partners to equality and diversity standards and actively promote diversity in the design of our ecosystems. We are involved in equality- and diversity-focused, transfer-relevant networks and exchange ideas on this topic with transfer institutions in other countries.



Living diversity – Shaping the university

Governance & Administration

We are committed to integrating the overarching themes of diversity into all relevant processes and to creating an attractive work environment through our collaboration and actions. We are making our working environment increasingly flexible, taking into account the individual circumstances, different life plans and needs of our employees. The innovative, inclusive and low-barrier working environment has a successful impact on equality, diversity and family-friendliness for all members of TU Braunschweig. We are constantly evolving as a family-friendly university: TU Braunschweig recognises individual care challenges and helps employees find the best way to combine care responsibilities with their work.

Personnel policy and development

Our human resources policy in the competition for outstanding scientists, as well as talents and specialists in technical and administrative fields, is holistic, from onboarding to offboarding, international, offers equal opportunities, and is diversity-conscious.

TU Braunschweig is proud of its fair and transparent appointment procedures and is continuously working on the comprehensive establishment of equal opportunity-conscious and diversity-conscious recruitment, staffing and assessment processes.

Diversity is an integral component of the development of a university-wide approach to staff development. Personnel development activities develop and support the health, performance and learning potential of employees and contribute to the quality of the workplace. One goal is to consistently take into account internal targets and recommendations regarding the diversity of measures and instruments. To this end, we offer formats for dealing with various aspects of diversity. In particular, we support our managers in their particular responsibilities by enabling the comprehensive development of diversity skills, raising awareness of compatibility issues at different stages of life, and addressing unconscious bias¹⁷. The requirements of an internationally oriented scientific system for employees are also taken up and addressed accordingly.



Accessibility

As property managers, we are constantly modernising our research and teaching infrastructure, taking into account the interests of the entire university. Accessibility for existing university buildings and new buildings is systematically considered and implemented in line with the UN Convention on the Rights of Persons with Disabilities.

- 13 The holistic development model links equality and diversity as overarching themes, while the diversity strategy deals exclusively with strategic guidelines for the implementation of diversity.
- 14 Diversity is increasingly becoming a prerequisite for remaining competitive and eligible for funding; see the German Research Foundation's (DFG) "Research-Oriented Equity and Diversity Standards": www.dfg.de/en/basics-topics
- 15 Development of Guiding Principles for Learning and Teaching: www.tu-braunschweig.de/en/projekthaus/circles/guiding-principles-for-learning-and-teaching
- 16 TIES with Impact: Transfer Strategy of TU Braunschweig: www.tu-braunschweig.de/en/transferstrategy
- 17 Glossary

Diversity, digitalisation and internationalisation

The strategic overarching themes of diversity, digitalisation and internationalisation are considered in synergy and not in isolation:

Digitalisation helps to improve diversity and participation at the university as a place of study and work. Artificial intelligence (AI) in particular will fundamentally change the employment and development opportunities. In particular, compatibility with care responsibilities, the demands of internationalisation, and barriers arising from disabilities or chronic illnesses should be mentioned here. The introduction of targeted digitalisation measures to minimise barriers and maximise participation, increases the attractiveness of TU Braunschweig for all target groups.¹⁸ At the same time, the implicit and explicit creation of new barriers through the introduction of digital processes (e.g. individual hurdles in dealing with digital tools, cost-intensive procurement) is to be avoided through a consistent and diversity-conscious focus on the needs and competences of users from different target groups.

Diversity issues need to be given high priority in the development and use of AI tools, for example to minimise the risks of discriminatory and biased AI.

In the context of **internationalisation**, a crucial question is: How can internationalisation be shaped to create equal opportunities? For example, first-generation students, students with limited financial resources, and students with disabilities or chronic illnesses are less likely to go abroad. In addition, international students and staff are particularly affected by language barriers and discrimination due to their origin and racism. Diversity and internationalisation are directly linked to each other¹⁹ and are given institutional consideration and structurally enhanced at TU Braunschweig.

18 Hochschulforum Digitalisierung (HFD) Diskussionspapier 2023: „Diversity braucht Digitalisierung“ [University Forum on Digitalisation (HFD) Discussion Paper 2023: "Diversity needs digitalisation"] – <https://hochschulforumdigitalisierung.de/news/hfd-publikation-diversity-braucht-digitalisierung/>

19 German Academic Exchange Service (DAAD) 2023: „Internationalisierung und Diversität an Hochschulen (K)ein Selbstläufer“ [“Internationalisation and diversity at universities (not) a sure-fire success”] https://imp.daad.com/media/daad_de/der-daad/was-wir-tun/daad_tagungsdokumentation_diversitaet_20231204.pdf



**Implementation
of the strategy**

3

Implementation of the strategy

Implementation process and timeframe

Implementation of the diversity strategy is scheduled to continue until 2030, with a critical review and evaluation of progress to date in 2027. An interim report will provide the basis for detailed analysis and further development of the strategy.

Operationalisation and the development of measures

The strategy will be operationalised with the involvement of relevant stakeholders, both internal and external. Particular attention will be paid to the involvement of different stakeholders. Diversity is not a separate aspect, but an integral part of and a prerequisite for a university of excellence.

Measures to promote diversity are often geared towards specific target groups. This often neglects the fact that the resources, experiences and needs of members of a group are diverse and can lead to the renewed replication of stereotypes. However, offerings for specific target groups may be important in creating “safer spaces” where sharing can take place. In addition, it may be useful to identify areas of particular importance and to set priorities in the development of measures in both university-wide fields of action and performance dimensions. These priorities for the development and

implementation of measures are evidence-based and are based on scientific studies, analyses of existing data, the collection of specific data where necessary, experience reports, and the involvement of target groups, existing guidelines and recommendations (e.g. DFG). These are incorporated into decisions, processes and structures so that the promotion and support of diversity among students and staff is implemented fairly and based on actual needs. At a broad level, participatory processes are created to differentiate the measures; at a deeper level, the Diversity Impact Assessment (DIA)²⁰ is used as a tool for implementing measures. Through this offering, we focus squarely on the members of our university as experts in their field of work, and the DIA offers work and organisational units the opportunity for in-depth and structured discussion of diversity.

Quality assurance and evaluation

The quality assurance of the diversity-conscious development of TU Braunschweig is ensured via documented processes and clear structures. The measures to be developed in the performance dimensions are defined in terms of SMART objectives²¹ and assigned milestones. Since purely quantitative monitoring (e.g. representation of groups, diversity climate) only shows changes in the long term, it is important to find more agile and suitable

methods for measuring success, such as fulfilling external recommendations (e.g. DFG, Diversity Check of the Stifterverband), and to ensure transparent reporting in order to evaluate the implementation of the diversity strategy.

Diversity Governance

The implementation process is monitored by several bodies. The commitment of university management and senior staff is particularly crucial for the implementation of diversity strategies. Diversity Management (DiM)²² coordinates, supports and monitors the implementation, reflection and evaluation of the strategy. This strategy provides long-term, overarching guidelines and starting points for the development of measures. Responsibility for developing and implementing appropriate measures lies with the relevant performance dimensions and departments. They can consult Diversity Management for advice on procedures or concepts. A university-wide working group consisting of experts and decision-makers plays a central role here. It was established by the Senate to bring together expertise from different parts of the University, to act as multipliers, to provide critical support for the implementation of the strategy and to enable Diversity Management to reflect on its work.

- 20 Further information on the Diversity Impact Assessment (DIA):
www.tu-braunschweig.de/en/shse/diversity
- 21 SMART is an acronym for Specific, Measurable, Achievable, Realistic and Time-bound objectives when developing measures
- 22 Diversity is currently managed at a strategic level by the Designated Office for Strategic University Development through the "Diversity Policies" position (0.8 FTE).

Glossary

University Development 2030: performance dimensions and overarching themes

Our University Development Concept defines the objectives of TU Braunschweig up to the year 2030. The concept introduces the model of holistic development, which aims to holistically improve the university in all its performance dimensions and overarching themes. The four performance dimensions of Research, Study & Teaching, Transfer, Governance & Administration form the basis for achieving our goals. The strategic overarching themes of equality and diversity, digitalisation, internationalisation and knowledge exchange play a role in all performance dimensions. All overarching themes are underpinned by strategic plans that also define a set of measures. The milestones of the University Development 2030 strategy are published transparently for all members of the university. Further information can be found at www.tu-braunschweig.de/en/university-development-initiative.

The following definitions are based on the Duden dictionary “Vielfalt: Das Andere Wörterbuch. 100 Wörter – 100 Menschen – 100 Beiträge” [“Diversity: The Other Dictionary. 100 words – 100 people – 100 contributions”].²³

Diversity (Management)

Diversity emerged from social movements in the USA in the 1960s. The legal equality of the African-American population and measures such as anonymous applications and recruitment quotas led to a more diverse workforce. Diversity management is a strategy for dealing with social diversity in organisations. In Europe, the business approach has historically been accorded priority. Today, the focus is increasingly on human rights. Activities that promote change in organisations in a diversity-conscious manner are often referred to as anti-discrimination work (see Konstantina Vassiliou-Enz, pp. 92-93).

Inclusion / Participation

Inclusion refers to unconditional belonging within a society or institution.

To realise the goal of fair and equitable participation, the framework conditions are modified in such a way that every single person is able to take part. In contrast to integration, the focus here is on creating inclusive structures that take individual needs into account, rather than expecting people to adapt to existing structures (see Sandra Olbrich, p. 134).

Intersectionality

Intersectionality (from intersection) originates from Black feminism. The term was coined by the legal expert Prof Kimberlé Crenshaw to legally classify the intersection of multiple forms of discrimination. It likens multiple forms of discrimination to a road junction. Each road represents a dimension of diversity and each accident represents a form of discrimination. People who are disadvantaged in multiple ways are more likely to be discriminated against. At the same time, this makes it more difficult to analyse discrimination (see Rebecca Wienhold, p. 143).

(Structural) Inequality and Discrimination

Inequality in the sense of differences is essential for a dynamic society. The basic prerequisite for this understanding of the term is that such inequality is voluntary. When inequality is the result of assigned privileges, it becomes discrimination against those who are deprived. Discrimination (from the Latin word *discriminare*, meaning to distinguish) can result in disadvantages in all areas of life, such as the labour market, search for housing or access to education. Everyone can experience discrimination. When a person is discriminated against for more than one reason, this is known as multiple discrimination or intersectionality. The different forms of discrimination are perpetuated by social structures. Promoting freedom requires active commitment to a just and democratic society through anti-discrimination work (see Ferda Ataman, Ulrich Schneider, pp. 90, 240).

Othering

Othering ("making someone or something foreign") describes a process by which

individuals and social groups are contrasted with one's own group and "made into others". Prejudices and narratives that have developed historically play an important role in this. By devaluing "the others", one's own group receives a better status. Othering is one basis for the unequal treatment of groups and the unequal distribution of privilege and power in our society (see Araththy Logeswaran, p. 189).

(De-)privilege

Privileges are distributed unequally by social structures. At the same time, they perpetuate these structures. They facilitate people's access to, for example, education or an environment conducive to career development. The absence of privilege (de-privilege) means that people face greater hurdles and have to perform better. People can enjoy privileges in some areas and be disadvantaged in others at the same time.

People often surround themselves with persons who have similar access to privileges such as attention, recognition and material resources. One way to advocate

for a more just society is to reflect on one's own privileges and to share them (power sharing, allyship) (see Jean Peters, p. 198).

Unconscious Bias

The term "bias" (from the French word *biasis* for "slanted") describes patterns of thought that are based on distortions and stereotypes. To filter environmental stimuli, the human brain sorts information into simplified categories that are shaped by social structures and stereotypes. This leads to distorted perceptions and decisions, and prejudices are often replicated unconsciously (see Nora Frerichmann, p. 47).

24 Bibliography: Pertsch, Sebastian (ed.) (2023): Vielfalt. Das andere Wörterbuch. 100 Wörter - 100 Menschen - 100 Beiträge. Berlin: Duden.

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Responsible party

Prof. Angela Ittel | President of TU Braunschweig

Concept

Anouk Almstedt | Strategic University Development, Diversity Policies

Contributors

Dr Alice Altissimo, Henrike Wenzel, Mirja Meinecke

Special thanks to the members of the Diversity Strategy Circle: Prof Reza Asghari, Prof Henriette Bertram, Prof Melanie Brinkmann, Dr Katrin Dohnt, Tanja Filipp, Benjamin Harder, Prof Markus Henke, Prof Harald Kloft, Neele Menter, Prof Rainer Müller, Prof Susanne Robra-Bissantz, Dr Britta Wittner, Ulrike Wrobel, Emilia Zadow

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