

# CAMPUS DIVERSITY



UNIVERSITÄT  
DUISBURG  
ESSEN

*Open-Minded*

**Diverse. Together. Successful.**

# Welcome!



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## Dear Readers,

I am happy to introduce to you today the first brochure on diversity and diversity management at the University of Duisburg-Essen (UDE). I especially hope that you will accept our invitation to learn more about the diverse initiatives and measures at the level of the rectorate and across various faculties and organisational units of our University. The intention behind this brochure is to present a selection of examples of the productive diversity at the UDE and its strategic measures in diversity management.

The overarching aim of diversity management is to contribute to the successful development of the UDE's profile by continually improving the conditions for studying and working at the University. The purpose of diversity management measures in particular is to support the University's members in fulfilling their core tasks. This brochure takes a look at the different fields in which the diversity strategy is implemented.

# Contents

It is clear from the representative selection of initiatives and programmes described here that diversity already plays a role in shaping new measures and that diversity management is an integral part of higher education development at the UDE. The connection with diversity is not always immediately apparent; this is typical for an undertaking like diversity management, which cuts across disciplinary boundaries and applies as much to implementing programmes and administrative measures as to developing research topics. Regrettably, it would have exceeded the scope of this brochure to include all the activities that are relevant to our theme. Other publications dealing with different key aspects may well follow, however, to draw attention to the many projects and initiatives relevant to diversity that have now emerged in the faculties, as well as to illustrate the overall progress in diversity management at the UDE.

I hope that reading this brochure will leave you with a clearer picture of what diversity management means at the UDE and perhaps also with some suggestions and ideas on how you can (continue to) develop and implement diversity measures in your own areas. My special thanks therefore go to everyone who has been involved in creating this brochure. Above all, however, I would like to thank all those people who have been working for many years and in many different ways to unlock the potential of the diversity that is part of the UDE.

And finally, I would like to invite you to help us to take diversity management forward at the UDE for the benefit of everyone concerned. We depend on your input and your expertise to do this: you know best of all where there is room for change or optimisation in your area, and it is from you that we gain valuable insights into how we can continue to build the UDE's profile as an attractive place to study and work.

If you have any questions or ideas on how we can work towards this goal together, please do not hesitate to talk to us at any time. Thank you.



Ute Klammer

Vice-Rector for Diversity Management and International Affairs of the University of Duisburg-Essen

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## **Shaping quality development**

### **“Vielfalt gestalten in NRW” audit**

Excellence in diversity

### **Diversity monitoring**

Close-up on student experience

### **Gender and diversity mainstreaming**

The right questions

### **Ombuds Office**

Complaints are a chance for change

## **Building organisational culture**

### **Equal opportunities**

Equal opportunities at every level

### **Continuing academic education**

Lifelong learning

### **E-learning strategy**

The flexible structures of the future

### **Enrolment**

The best first impression

### **Students with disabilities**

Studying without barriers

Graduate or broom-maker?

## **(Net)working together**

### **UNIAKTIV**

Serving the community

Give it a try

### **KomDiM**

Inform, support, network

### **Women's network**

Women on track

### **Commission for Diversity Management**

Taking a stand

## **Imprint**

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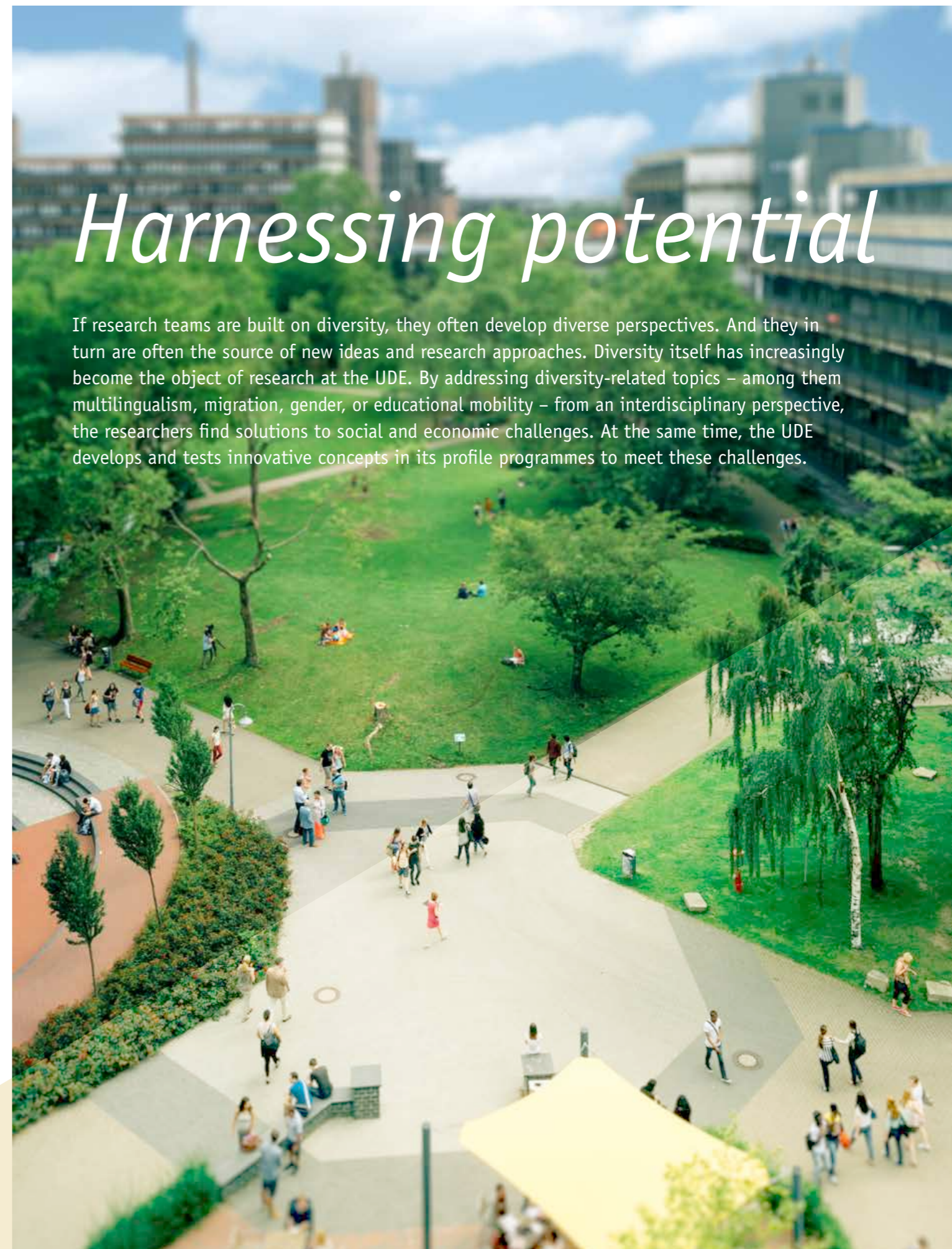
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# *Harnessing potential*

If research teams are built on diversity, they often develop diverse perspectives. And they in turn are often the source of new ideas and research approaches. Diversity itself has increasingly become the object of research at the UDE. By addressing diversity-related topics – among them multilingualism, migration, gender, or educational mobility – from an interdisciplinary perspective, the researchers find solutions to social and economic challenges. At the same time, the UDE develops and tests innovative concepts in its profile programmes to meet these challenges.



# Qualifications and recognition

*ProSALAMANDER helps foreign academics on their way into the job market*

**There are many highly qualified people living in Germany whose foreign higher education qualifications are not recognised on the German labour market. In the ProSALAMANDER programme, Dr. Anna Katharina Jacob and her team offer these talented individuals skilled support in obtaining further qualifications and improving their chances of finding suitable employment. The programme was awarded the German Diversity Prize in 2013.**

The ProSALAMANDER programme, which is funded by Stiftung Mercator, has been helping to improve the prospects of foreign academics at the UDE and the University of Regensburg since 2012. These highly qualified individuals are very much in demand on the labour market, but employers, unfamiliar with foreign qualifications and unable to judge their value, are failing to employ them in positions that match their qualifications. Often, the individuals find themselves either in poorly paid work far beneath their skill level and qualifications, or unemployed. What these highly qualified academics actually learned at their home higher education institution seems to be of little interest. Except to the ProSALAMANDER team, that is, whose job it is to unlock the potential of this particular group. The programme gives the best among them an opportunity to achieve a qualification from the UDE in just a few semesters. It also offers a range of services tailored to their specific needs, including mentoring. “It

is precisely the (subject-specific) language and methodological components of the programme that are so crucial to these foreign professionals,” Jacob reports. In this way they learn how to operate in a higher education and professional setting in Germany. In the first two years of the programme, participants additionally received a scholarship. Although financial assistance is no longer available to the 2014 cohort, the number of applications for the programme’s much sought-after places remains high. Jacob is not surprised: “These are highly motivated people.”

**Ekaterina Volodina**  
Participant in the ProSALAMANDER programme, Master’s student of Computer Science (left)

**Dr. Anna Katharina Jacob**  
Head of the ProSALAMANDER programme, Center for Higher Education Development and Quality Enhancement (right)



awarded their degree. Sometimes this means first identifying which discipline their qualification primarily entailed. “We once had a ‘Manager-Lawyer’, for example. In that particular case we had to find out precisely what was the course curriculum and also which subject would best improve the candidate’s prospects on the job market,” says Jacob. The corresponding Examinations Committee then decides whether prior exam results and achievements can be recognised. On that basis it is possible to determine what training and qualifications are still required. Then a decision is made as to whether the candidate is accepted onto the programme.

In the first two years, only the Faculty of Engineering and the Faculty of Business Administration and Economics were open to students on the programme; since then the options have extended to include all the faculties at the University, with the exception of Medicine.

And if someone is unable to get a place on the programme, they receive information on how to apply elsewhere, for example to a university of applied sciences. Jacob’s next goal is to build a regional network across institutions which will also support these applicants. These measures will soon make it possible for a large group of highly qualified professionals to put their skills to better use and take their place as equal and valued members of German society.

## Funding

ProSALAMANDER is funded by Stiftung Mercator.

## Contact

<https://www.uni-due.de/prosalamander>  
[prosalamander@uni-due.de](mailto:prosalamander@uni-due.de)

## Awards & recognition

- German Diversity Prize 2013
- TalentAward Ruhr 2014 of the TalentMetropole Ruhr for Dr. Anna Katharina Jacob

**Ekaterina Volodina**  
ProSALAMANDER  
participant, Master's  
student of Computer  
Science

## Made it at last!

*Ekaterina Volodina receives support from ProSALAMANDER – academically and in her everyday (family) life*



**With two degrees and many years of work experience under her belt, Ekaterina Volodina arrived in Germany in 2008. She then searched in vain for a job that matched her training and qualifications. She is hoping to improve her prospects with a degree from the UDE under the ProSALAMANDER programme.**

Volodina already has qualifications in electrical engineering and business, and she worked at the computer centre of the University of Saint Petersburg and as a lecturer before moving to Germany with her husband. When her daughter started kindergarten, Volodina decided it was time to return to her career. For a year and a half, the highly qualified woman applied for jobs and attended interviews; for a year and a half, all she received was rejection after rejection. The academic knew that the longer she was outside her profession, the more difficult it would be. After giving the matter a lot of thought, she decided to embark on her third university degree, this time in Computer Science. It was during her first semes-

ter at the UDE that she heard about the ProSALAMANDER programme. "I'm in my thirties and have a child; I can't possibly study for another five years," she explains. "ProSALAMANDER is exactly right for me, because my previous academic achievements shorten the length of time I have to study." Volodina is also working on improving her German, something she considers crucial to her future career prospects.

The ProSALAMANDER team help her with any questions she may have about her subject or the language, but they also offer support with organising her daily routine and combining family life with studying. It was the team who told her about the DuE Kids daycare services, which she is happily taking advantage of this semester when she has late seminars to attend. The grant also comes in very handy. She has recently started working as a student assistant at the Institute for Experimental Mathematics, too. "I now have a chance to prove what I am capable of, here in Germany," she says with conviction.

**Prof. Dr. Patricia Plummer**  
Professor of Postcolonial  
Studies (left)

**Dr. Maren A. Jochimsen**  
Managing Director of the  
Essen College of Gender  
Studies (right)



## Focus on diversity

*The Diversity Research Initiative draws attention to related research at the UDE*

**Social diversity, heterogeneity and inequality are important and current research themes in many disciplines at the UDE. The Diversity Research Initiative was launched in 2011 to draw attention to diversity research, network researchers and create a basis for interdisciplinary projects.**

The Initiative is a collaborative project between the Essen College of Gender Studies (EKfG), the Chair of Postcolonial Studies, and the Vice-Rectorate for Diversity Management and International Affairs. "Diversity research is a complex field dedicated to studying the opportunities and challenges of our globalised world. The inter- and transdisciplinary approaches required here are precisely what our Initiative offers a platform for," explains Prof. Dr. Patricia Plummer (Anglophone Studies/Postcolonial Studies). "A wide range of subjects at the UDE are involved in research on social, cultural, ethnic, and religious diversity," reports Dr. Maren A. Jochimsen, Managing Director of the EKfG, "and social inequalities which have their origin in diversity are a focal point of that scientific investigation."

Numerous projects and networking activities have taken place under the Initiative so far, including the first university-wide survey, an inaugural workshop attended by scientists and researchers from all the faculties, and an annual interdisciplinary series of lectures, which are held in the summer semester and present the latest research findings to an interested public and students from all disciplines. The 2014 lecture series was devoted to the topic of "Verhandlungen von Religion in Kultur und Gesellschaft" ("Negotiating Religion in Culture and Society"). Details of the events and projects to date are available on the Initiative's website, together with short profiles of over sixty researchers from different faculties at the UDE. "Anyone who is interested can get in touch with us any time," Jochimsen adds.

### Further information

<https://www.uni-due.de/ekfg/diversityforschung>



**Prof. Dr. Evelyn Ziegler**  
Professor of Germanic  
Linguistics

## The writing on the wall

*A research project on (written) linguistic diversity in the Ruhr region*

**Which languages are used in signs or written in graffiti on the walls of buildings? Do the languages we see correspond to the ones spoken around us? Prof. Dr. Evelyn Ziegler is leading a cooperative project with the Ruhr University Bochum investigating visual multilingualism in the Ruhr metropolitan region.**

### **What is the link between your research and diversity?**

Multilingualism in the Ruhr region has its origins in migration as well as in consumer or cultural tourism. What is expressed in which languages tells us a lot about how, if at all, the speakers of those languages are perceived.

### **What are your most important findings?**

The languages we see used most in connection with culture, apart from German, are other Western European languages, and only in some cases those of large migrant groups such as Turkish, Arabic, or Polish. Some retailers also address their customers in these languages. Warn-

ings are very interesting in this context: for example, in one shop we saw a sign saying that it was pointless to break in, but it was written mainly in Eastern European languages. Whoever wrote that sign obviously believed that would-be burglars were more likely to speak one of those languages.

### **How can you use these findings?**

We intend to produce an atlas of multilingualism in the Ruhr region for the public. We hope that by doing this we will create awareness for the fact that native speakers of many different languages live here. The way these languages are used or not used often reveals assumptions or prejudices, which is something we need to reflect on, but equally it can express regard for a specific group.

### **Funding**

The project is funded by the Mercator Research Center Ruhr (MERCUR).



(L to r)

**Dr. Kyung-Eun Choi**  
Project coordinator

**Prof. Dr. Gustav J. Dobos**  
Chair of Complementary and Integrative Medicine, project manager

**Dr. rer. medic. Anna Elisabeth Paul**  
Director of Lifestyle Therapy, Mind/Body Medicine, Prevention & Promotion of Health working group, project team member

**Sarah Vader**  
Doctoral student

## “Let me through, I’m a doctor!”

*What influence do women doctors have on the medicine of the future?*

**More and more women are becoming doctors. What does that mean for approaches to treatment or combining a career in medicine with family commitments? Prof. Dr. Gustav J. Dobos, holder of the Chair of Complementary and Integrative Medicine, has been studying how women change medicine.**

### **To what extent is human diversity the theme of your research?**

We are seeing a steady increase in the proportion of female medical graduates and are interested in how this will affect the future of medicine and medical care. By its very nature, our field is a place of intercultural contact, where we look at different healing systems but also at different understandings of health and disease.

### **What are your most important findings?**

There has been a general increase in the desire to combine family, leisure, and a career among both sexes. It is undoubtedly also a question of generation; the increased proportion of women doctors is a decisive factor here. This is a particularly interesting development for our field, as women doctors tend to be more open to the subject of complementary medicine than their male counterparts.

### **How can you use these findings?**

If we want to secure medical care for the future, we must devise concepts that make it possible for people in any position – including those who do shift work – to combine work and family commitments.

# “How do you feel about religion? Tell me, pray.”\*

## Intercultural religious education in the schools of the Ruhr region

Young people of different faiths learn together in the schools of the Ruhr region. Religion is also one of the subjects on the curriculum – but how does that work? Prof. Dr. Thorsten Knauth is researching “Religion and Dialogue in the Rhine-Ruhr Metropolitan Region” as part of an international collaborative project on religion and dialogue in modern societies.

### To what extent are diversity and heterogeneity relevant themes in your research?

I am fascinated by the question of how religious learning can succeed among people of entirely different religious backgrounds.

### What are your most important findings?

We have found that young people welcome religious and cultural diversity and want to learn from other religions. But there are still very many prejudices and clichés about people of different religious faiths. Teachers and students alike have to work on dialogue in religious education lessons.

### How can you use these findings?

... to find out what dialogue and interreligious learning can achieve in the religious-education classroom and in schools as a whole, but also beyond. Our work on teaching religion based on diversity can suggest ways of dealing with various aspects of religious, cultural, social and gender difference, for example in developing teaching materials and textbooks. This way, learning to live together in a spirit of mutual understanding and respect can begin in schools.

### Funding

The research is part of “Religion and Dialogue in Modern Societies”, a collaborative project between the University of Hamburg and universities in Oslo, Stockholm and London, and receives funding from the Federal Ministry of Education and Research.



**Prof. Dr. Tobias Debiel**  
Director of the Käte  
Hamburger Kolleg/Centre for  
Global Cooperation Research

## Political culture on an international scale

### Democracy and the concept of responsibility in intercultural comparison

Prof. Dr. Tobias Debiel heads the Käte Hamburger Kolleg/Centre for Global Cooperation Research jointly with Prof. Dr. Dirk Messner and Prof. Dr. Claus Leggewie. He researches concepts of global governance, democracy and responsibility in different political cultures.

### To what extent do you deal with human diversity in your research?

Cross-border cooperation between states, international organisations, corporations and other non-state actors is central to my work. The underlying perceptions of order are heavily dominated by Anglo-Saxon and European discourse. I am interested precisely in the non-western perspectives.

### What are your most important findings?

India and China, for example, do not share the western perception of the diminishing importance of the state. Efforts to restrict state sovereignty under international agreements are viewed with scepticism. Meanwhile in Brazil there are strong social movements that are developing alternatives to political concepts from above.

### How can you use these findings?

If we have a better understanding of the different values, interests and thought patterns in our highly heterogeneous global society, we are in a better position to overcome global crises and protect global collective goods like the environment, secure the stability of financial markets, or control infectious diseases.

\* The famous “Gretchen question” from Johann Wolfgang von Goethe’s tragedy “Faust I”.





## Beyond disciplinary boundaries

*One theme, many perspectives: “global cooperation” is the focus of research at the Käte Hamburger Kolleg/Centre for Global Cooperation Research*

**The Käte Hamburger Kolleg/Centre for Global Cooperation Research conducts research into the opportunities for and limitations of global cooperation. Visiting researchers from all over the world and from diverse disciplines come together at the Centre to discuss the related issues.**

Markus Böckenförde taps his glass with a spoon to gain attention. The researchers interrupt their lively exchange to listen. Every week, a Fellow or a member of staff, sometimes an external researcher, addresses the colloquium, and the Centre discusses his or her work. Are there other aspects to be considered? Do any questions need to be explored in greater depth? Where can the methodology of a different discipline help to supply answers? The ensuing ideas are surprising and diverse. The Fellows and members of the Centre report how this environment has helped them to broaden their horizons.



It bothers Dr. Frank Gadinger that his political science colleagues all too often dismiss cultural research as unimportant. The German researcher himself works on narratives of the war against terror and is conscious of the power of these apparently “soft” topics. At the Käte Hamburger Kolleg/Centre for Global Cooperation Research, he can research questions that transcend the boundaries of his own discipline. This affinity with interdisciplinary research is absolutely essential for the members of the Centre. “There is no place for dogmatism here,” Gadinger reveals.



Pol Bargaés Pedreny researches how culture can be used as a resource for peace processes. “It became clear in the colloquium that philosophy and anthropology have quite different concepts of community. That helped me a lot to reflect on my work,” says the Spanish doctoral student from the University of Westminster.



Dr. Ángela Suárez Collado’s disciplines are Arabic and Islamic Studies. While preparing an article on the Arab Spring in the periphery, she heard a lecture on Care and Emotion by the Italian philosophy professor Elena Pulcini. “It prompted me to look at the theme of emotions in this context from a different angle,” the young Spanish woman reports.



“The Centre is the perfect place for researchers from the most diverse disciplines to talk about the global challenges of the day,” says Prof. Hongming Cheng. The Canadian researcher with Chinese roots explores cooperation between China and the EU in the battle against organised crime. As a criminologist he knows and values cooperation with sociologists, legal experts or anthropologists. At the Centre he began to investigate the relationship between the transparency of the state and prosecution of organised crime.



Mneesha Gellman, PhD, joined the Centre only recently. The political scientist is still waiting to present her project, and she is looking forward to her fellow researchers’ presentations. She values the open atmosphere at the Käte Hamburger Kolleg. The US citizen, who spent a year in Sierra Leone doing field research prior to joining the Centre, sums it up: “It is so refreshing to break out beyond your disciplinary boundaries. Precisely because we are forced to avoid specialist jargon, we have to explain the content much more clearly and comprehensibly. That is not only important for the listeners; it also helps us to see whether we really have got to grips with our own subject.”

The researchers’ eyes light up when they talk about their work at the Centre. At its friendly location on Duisburg’s Inner Harbour and in discussion with their international colleagues, most of them have come up with new ideas and insights which have helped them significantly in advancing their research work.

### Funding

The Käte Hamburger Kolleg/Centre for Global Cooperation Research is funded by the Federal Ministry of Education and Research.

### Contact

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# Finding and supporting talent

The UDE has a diverse student body. An increasing number of students are the first members of their family to go to university. For many students, the orientation period is crucial to whether or not they are successful in completing their studies. The UDE has many ways of easing students into university life and helping them to make it their own. In doing so, it also helps to promote educational justice and excellence.



**Gabriele Spengler**  
Programme manager  
Chance hoch 2

## The step towards university

*The Chance hoch 2 programme supports educational mobility*

**Gabriele Spengler coordinates Chance hoch 2, a programme designed for students from a non-academic background. She and her team support members of the programme on their way through school and university. In the process, they learn how their target group achieves educational mobility.**

### **Who is the programme designed for?**

We take on pupils who are still at school and desperately want to study but are the first members of their family to “dare” to take the step into higher education. These are young people with great potential, who are socially engaged, either in clubs or as tutors. Of course, their academic achievements in school must suggest that they have a chance of succeeding at university. The programme is designed for pupils in the ninth or tenth grade (depending on whether they have 8 or 9 years of secondary education), whom we support from school to university and through to conclusion of their Bachelor’s degree. Chance hoch 2 is special because it supports participants throughout both stages of their education. The UDE has a disproportionately high number of first-generation students. That is why in the programme we want to learn from precisely these young peoples’ experiences in the crucial transition period.

### **Why is it so important that these students are the first members of their family to study?**

They may have studied a long time ago, but parents with an academic background are able to support their children in an entirely different way; for example, they are familiar with which subjects are available, where to go for

advice and where to apply. There is a completely different attitude towards going to university; it is much more a matter of course.

### **What is the effect of not having an academic family background?**

Our scholarship holders may have questions about academic work or spending a semester abroad, but what they mainly want to know is how to organise their timetable. A lot of students want to cram in as much as possible and end up taking on too much, especially in the first semester. This is where services such as mentoring and our time management seminars come in. Particular efforts are made at the UDE in the early stages of studying to respond to the students’ needs, especially with mentoring and support services. Naturally, the students on our programme have a major advantage in that they already know their way around, because they visited both campuses, the dining hall and the libraries, with their mentors while they were still at school.

### **Funding**

The Chance hoch 2 educational mobility programme is funded by Stiftung Mercator.

### **Contact**

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[chancehoch2@uni-due.de](mailto:chancehoch2@uni-due.de)

**“Being the first member of your family to attend university is more or less the norm here.”**

*One participant’s experience of the Chance hoch 2 programme*



**Özcan Sarikaya**  
Chance hoch 2  
programme participant



**Patrick Hintze**  
BiF project coordinator,  
Center for Higher  
Education Development  
and Quality Enhancement

## **Early support is half the battle**

### *Focus on Educational Justice (BiF)*

**“There’s this programme I’ve heard about, I’m going to apply for it,” Özcan Sarikaya said to his parents four years ago. At the time, neither of them took much notice. He would receive some financial support for things like books, he told them; and Sarikaya loves reading.**

Sarikaya can now look back on his first year as an Economics student at the UDE. He is the first member of his family to have ventured into higher education. “I only realised later how much the programme and all its seminars have helped me. When I was still at school, I had no idea why it was so important to be able to manage yourself and your time, but I quickly realised when I started studying that you cannot get by without it,” Sarikaya reflects.

He is a quiet student. He has big plans but he prefers not to talk about them yet: “I’ve got to get my Bachelor’s first,” he says. He is already politically active in his Duisburg neighbourhood of Ruhrort, but he would like to do more.

That is how he came to study Economics, through the course guidance provided by the Chance hoch 2 team and the Academic Counselling Centre. He would also like to spend a semester abroad, but as yet he is not sure where.

Before he started his course, Sarikaya attended a summer university in Istanbul. It was the Chance hoch 2 team under Gabriele Spengler that first gave him the idea: “Opportunities like this, which I become aware of through the programme, are the most important thing for me – that and the 300 euro monthly grant I’m receiving as a student.” It has helped him to move out of the family home and he now lives close to the Essen campus. “I’m still a Duisburger at heart,” he says. That is why he regularly spends time with his family and old friends there, who have affectionately nicknamed him “the scholar”. Yet he has no sense that he is a special case at the UDE: “There’s nothing to be ashamed about at this uni; being the first person in your family to attend university is more or less the norm here.”

**Focus on Educational Justice (BiF) centres on university life in its earliest stages. “It is often students’ experiences in this phase that determine whether they complete their degree or drop out early,” explains Patrick Hintze, BiF’s project coordinator.**

Patrick Hintze works through BiF to ensure that more students see their studies through to a successful conclusion. He coordinates the Focus on Educational Justice programme, which is operated by the Vice-Rectorate for Teaching and Learning and funded by the government. Students drop out for a variety of reasons. One may be that they simply discover that their chosen subject is not at all what they expected. “But nobody should fail on account of the structures at the UDE,” Hintze says. That is why new students are given time to find their feet “in their subject as well as socially and practically.” This can be especially useful for students who have no academic experience to fall back on in their family. But these are not the only students who can benefit from BiF and its various services.

The programme is divided into different subprojects. In courses on self-management, tutorials, and the mentoring programme, students find the approach to their studies that best suits them personally. Preparatory mathematics courses, writing workshops, and foreign language courses are available to help them gain the skills they need to study effectively. The BiF team find out where the hurdles lie by analysing student experiences and with the help of a student panel. These are just some examples of the work done under BiF. “There is a whole range of things we can do to keep students on track and help them towards academic success,” Hintze explains.

The university-wide mentoring system has been in place since 2009. It was extended to form the backbone of BiF because it is here that students can be introduced to other services and provisions according to their specific needs. “If students want to change their subject or switch to another form of higher education, we also offer professional support to help them get a different perspective,”

says Hintze. Each faculty has been responsible for developing its own specific student mentoring concepts. In the faculties, mentoring coordinators play a central role in the design and implementation of the programmes. “We are currently evaluating how we can develop the system further,” Hintze explains. “We are often unable to reach precisely those students who need the orientation and would benefit most from these kinds of offerings.” But they tend also to be well-received by more ambitious students, who welcome opportunities like the additional language courses the project funds.

Another crucial element of BiF is e-learning, which is used for the major compulsory lectures during the first main semester of study and facilitates learning. JACK, for example, is a platform which allows students to solve practice tasks on their own computer and at their own

pace. This intelligent programme then gives them feedback on their solution and suggests alternatives. “The increased interest in innovative learning concepts at the UDE is definitely one of the project’s successes,” says Hintze confidently, “but we still have a lot to do.”

#### **Funding**

The programme receives funding from the Federal Ministry of Education and Research under funding code 01PL11075.

#### **Contact**

<https://www.uni-due.de/bif>



**Jana Bösing**  
Tutor, Master’s student  
of Applied Cognitive and  
Media Science

#### ***What happens at SC(I)ES and what is your role?***

Many students at the Faculty of Engineering are from abroad. They often have special obstacles to overcome, e.g. with organising their studies and trips to the various authorities, which is why SC(I)ES was originally created especially to help them. We still work with the Federal Employment Agency, for example, to offer international students special training in making applications. But SC(I)ES began to look increasingly at the needs of all Engineering students and extended its services accordingly: SC(I)ES is actively involved in exam planning, advises students on spending time abroad and coordinates the faculty’s mentoring programme. I work as a tutor to advise and support KoMedia students in the first year of their course.

#### ***What kind of questions do the students have?***

At the “Stammtische”, informal regular group meetings I organise, or by email, I am often asked about the timetable and subject options. A lot of students ask me for advice on how to cope with the amount of learning they have to do, something they are often not used to from school. I then tell them which learning strategies helped me personally, but I always make it clear that it differs from person to person.

#### ***Have you had to deal with any difficult situations?***

One student contacted me because he was thinking of dropping out of his course. It quickly became clear to me that he was feeling a bit lost at university, compared with school. I encouraged him to become more independent and at the same time referred him to the Academic Counselling Centre and the psychological support they offer. As far as I know, he is now in the process of writing his Bachelor’s thesis.

#### **Contact**

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## ***Insider knowledge***

### ***SC(I)ES advises international students on all aspects of student life***

**The Support Center for (International) Engineering Students was set up to assist international students. Its scope has now been extended to offer its services to all new students. Jana Bösing knows where most of their problems lie. The Master’s student works as a tutor with first-year students of Applied Cognitive and Media Science (KoMedia), offering them help and advice.**



**Louisa Waasmann**  
Former junior student,  
Bachelor's student of  
Mathematics (left)

**Matthias Dahlmanns**  
Former junior student,  
Bachelor's student of  
Physics (right)

## Dual enrolment for high school students

### School meets university

**For some people, academic life cannot begin soon enough: there are always high-school students who want to test the water, attend their first lectures, and even take exams at university, all before they have left school. The special programme for junior students at the UDE makes it possible for gifted and high-achieving pupils, particularly in their final years of secondary education, to do just that.**

“I never really had to work hard at school,” teacher training student Louisa Waasmann confidently admits. The same goes for Physics student Matthias Dahlmanns. Both began attending lectures at the UDE while they were still going to school. “Everyone told me that maths at university was entirely different from maths at school; even good students can and do fail,” Waasmann explains. That is why she wanted to know whether it was the right subject for her before embarking on a degree course. The UDE’s programme for junior students, which is organised centrally by the Academic Counselling Centre, gave her the opportunity to find out. “It was the first time I really had to think hard and had difficulties solving problems,” the high-flyer from Essen adds. “But I enjoyed it all the same – and now I am in my second semester of a teaching degree in Mathematics and Chemistry.” Waasmann started attending her first lectures while she was taking her final exams at school. Dahlmanns meanwhile spent an entire year as a school and university

student: “I got through my school-leaving exams in maths easily, without a calculator. But there was also a general improvement in my grades in other subjects that had nothing to do with my degree course, even though I was missing a day of school a week to go to university.” He now enjoys being a full-time student and mixing with the other students in his year, and he is happy to have a relatively relaxed timetable. Some junior students take many of their exams before they finish secondary education, which allows them to shorten the length of time they are required to study. In the past, a few very gifted and highly motivated students have all but completed their degree during secondary education, receiving their school-leaving certificate and their Bachelor’s degree in the same year.

Waasmann and Dahlmanns both warmly recommend the programme for junior students. “Even if the school is sceptical at first, just keep on asking,” Waasmann advises. Dahlmanns adds: “It’s not really a problem that you haven’t covered all the material on the school curriculum before you start.”

#### Contact

<https://www.uni-due.de/abz/studieninteressierte/fruehstudium>

# Developing skills

Diversity can be a valuable asset, because people from different backgrounds often have a variety of experiences and skills to draw on in different situations. Diversity can also be a challenge, however, requiring special skills in the way people interact. The UDE has therefore developed a range of offerings which staff and students alike can use to continue developing their skills – not only in the interests of diversity.



**Tülay Altun**  
Teacher in the Department  
of German as a Second/  
Foreign Language

## So much more than extra tuition...

*Both sides benefit  
from tutoring*

Aspiring teachers have the opportunity to put the knowledge they acquire during their teacher training degree into practice in tutoring pupils with a migrant background. Dr. Claudia Benholz leads the programme that has been running for 40 years and equips student teachers with the necessary skills for their future profession. Tülay Altun worked as a tutor from 2003 to 2006.

“All student teachers should be involved in tutoring at some point,” Altun is convinced. She is a member of the teaching staff in German as a Second Language at the UDE. Her experience as a tutor has taught Altun where the obstacles for many pupils lie.

“I became aware of the tutoring scheme by chance and thought it would be a good way of gaining some experience for my later career as a teacher and earning a bit of money.” At the time, Altun also thought she would be simply giving students extra tuition. “It was only later that I realised the true scope of the concept behind the programme.” The tutors work with small groups of two to four pupils with a migrant background, preparing teaching units and working with the material on the school curriculum. Altun had to think about suitable texts for her specific group and how best to prepare the curricular material. Dealing with multilingualism among the pupils is one of the main topics of the accompanying training for the tutors. Pupils also come to them with their private worries: “Often, this was the first time these children and young people felt they were being taken seriously,” Altun reports. This experience stays with the trainee teachers



when they later go into other schools to teach. “It made a big impression on me. When I was working as a teaching assistant, I realised that I was further than my fellow teaching assistants with regard to my understanding of how subject and didactic principles link up with language learning,” Altun can confirm. She is particularly grateful for the opportunity tutoring gave her to work intensively on a one-to-one basis with her pupils: “That is just not possible in normal school life with a class size of 30 pupils. But the time I spent as a tutor has made me sensitive to the problem, and I am able to respond better to individual needs as far as is possible.”

### Funding

The tutoring scheme is funded by various institutions. For more details go to: [https://www.uni-due.de/imperia/md/content/foerderunterricht/foerderer\\_des\\_projekts\\_seit\\_dem\\_jahr\\_2000.pdf](https://www.uni-due.de/imperia/md/content/foerderunterricht/foerderer_des_projekts_seit_dem_jahr_2000.pdf).

### Contact

<https://www.uni-due.de/foerderunterricht/>

### Awards & recognition

- Education Idea 2012 as part of the Ideas for the Education Republic competition
- Landmark of the Day 2009. Germany – Land of Ideas
- Among the top ten of the 2002 competition for the integration of immigrants



**Dr. Günther Wolfswinkler**  
Head of Professional Development  
at the Centre for Teacher  
Education

## Learning to learn together

*Heterogeneity in schools is the  
theme of the Autumn School*

**The growing diversity of their students is one of the major challenges schools face at the present time, especially in the Ruhr region. The UDE has responded by adjusting its teacher education offerings to take this into account. In the Autumn School workshops, students and teachers from the region discuss heterogeneity in everyday school life.**

“Heterogeneity is one of the burning issues in the region’s schools,” confirms Dr. Günther Wolfswinkler, the coordinator of the Autumn School on heterogeneity in schools and teaching. Ethnic and sociostructural diversity and the introduction of inclusive schools present some major challenges for qualified and aspiring teachers alike. “We are also concerned with the span in performance of school students – from those with learning difficulties to those who are exceptionally gifted,” Wolfswinkler adds. How are teaching materials chosen for a group? How can e.g. biology lessons accommodate language differences? How can teachers avoid judging students on the basis of widespread stereotypes? These topics are already an integral part of the teaching degree programmes at the UDE. The Autumn School offers students the opportunity to deepen their knowledge in these areas and attend relevant events en bloc. It is organised by the Centre for Teacher Education and the Faculty of Educational Sciences and is funded by the teacher training faculties at the University. In 2014,

UDE teaching staff offered almost 30 workshops reflecting the University’s broad range of research on the theme of heterogeneity in schools and teaching.

The events are also attended by teachers from the region. Wolfswinkler hopes that more will follow in the future: “The exchange between students and teachers, who bring with them many concrete questions and experiences, is a valuable aspect.” The students are usually in their fifth semester of their degree course when they attend the Autumn School, by which time they already have acquired some practical experience in schools. They have seen for themselves the challenges and issues awaiting them in relation to the diversity of the student body, multilingualism, and different cultural backgrounds. Wolfswinkler is convinced that: “Schools need teachers who can deal with a heterogeneous group of students, who understand that this diversity is a real opportunity and want to use the inherent potential to the best possible effect. We want the Autumn School to help ensure that the UDE’s diversity profile becomes firmly established in the minds of the region’s head teachers.”

### Contact

<http://zlb.uni-due.de/herbstschule>



**Dr. Nicole Auferkorte-Michaelis**  
ProDiversität project partner, Deputy Managing Director of the Center for Higher Education Development and Quality Enhancement (left)

**Prof. Dr. Christian Clason**  
Professor of Mathematics (centre)

**Helga Fischer**  
Secretary at the Institute of Theoretical Chemistry (right)



## Diversity at the University – a practical guide

### *ProDiversität supports members of the University in their efforts to implement diversity management*

**How can we respond to the needs of different groups and improve our own skills in dealing with diversity? ProDiversität is a continuing education programme that helps UDE staff to find out what diversity management means practically in their everyday working life. Prof. Dr. Christian Clason, Helga Fischer and Prof. Dr. Christine Heil share their impressions.**

“My boss told me about the workshop on support for international visiting scientists,” reports Helga Fischer, who as secretary to the Institute of Theoretical Chemistry has been taking care of visiting scholars and researchers from all over the world for years. “I chose an unusual topic in the interests of diversity,” Mathematics professor Christian

Clason remarks, who attended a workshop on sign language in higher education. Dr. Christine Heil opted for a workshop exploring and reflecting on heterogeneity. All three took part in events during ProDiversität’s compact week. “The sheer choice of options meant that there was something for everyone,” says the Professor of Art Pedagogy. In her particular case it was useful to slip into the role of a seminar participant and at the same time be able to exchange with other participants from different status groups: “Naturally, it will not change the way I teach fundamentally, but it certainly has an impact. Considering a teaching situation from different perspectives in a workshop helps me to approach my own seminars from new angles. And that is definitely beneficial to everyone involved.”

#### ***A broader view***

Clason always wanted to learn more about sign language: “Signing corresponds to structural reasoning in mathematics.” He feels that deafness is neglected in mathematics teaching: “Teaching mathematics is primarily visual on account of its symbolic language, and for that reason more emphasis has been placed on finding solutions to help blind people. However, a lecture lives from oral explanations and interaction.” In Clason’s opinion, there is nothing to stop deaf people studying mathematics in principle, as long as they have the interest and necessary staying power. “Categorisation stops us seeing the person as an individual, and that is counterproductive.”

#### ***Practical assistance for the working day***

Fischer would like to attend another workshop: “It was useful and very practical,” the secretary reports. She now has a checklist to work through when she is dealing with her international guests. In the workshop she also got to know other employees with similar responsibilities to her own: “All the participants benefited enormously from the lively discussion of all our experiences in our day-to-day work.”

#### ***Teaching, leadership, support – needs-oriented workshops***

Fischer, Heil and Clason all found the right workshop to suit them on very different issues under ProDiversität. Project partner Dr. Nicole Auferkorte-Michaelis explains why: “Our workshops are divided into themes: teaching, leadership and support. They are designed specifically for the different areas of responsibility at the University. For example, members of the management can take part in workshops on how to deal with discrimination or on organisational culture.” Developing this organisational and academic culture in a way that takes diversity into account is one of the fundamental goals of the UDE. Constantly improved and updated to meet changing needs, the ProDiversität programme is an integral part of working towards this goal with the UDE’s most valuable resource: its members and their skills.

#### ***Contact***

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# Internationalisation@Home

International competence in a familiar setting



**Verena Heuking**  
Project coordinator,  
International Office (left)

**Dr. Linda Darkwa**  
Political scientist at the  
University of Ghana (right)



**For a long time, universities made themselves more international by sending their teaching staff and students abroad. But what about making their home campus more international? That is the thinking behind the International Campus/Internationalisation at Home programme.**

Dr. Linda Darkwa takes a deep breath, straightens her shoulders and walks into the seminar room. She is about to give her first lecture in Germany to Master's students of International Relations and Development Policy and of Development and Governance. Prof. Dr. Christof

Hartmann, who normally holds the lecture on African Politics, introduces his colleague from Ghana: Darkwa, a lecturer at the University of Ghana, is a specialist for security in situations of civil conflict and the gender dimension of international conflict. She is visiting the UDE for two and a half weeks to give workshops and this lecture. "That is the idea behind the visiting lecturer programme: our students in Duisburg and Essen benefit from these events on their home campus by attending lectures and seminars by lecturers from different countries," explains Verena Heuking, coordinator of the Internationalisation at Home programme at the International Office.

## **Certified international competence for students and staff**

In addition to the visiting lecturer programme, there is now also a certificate of international competence for students. An equivalent for staff members is just being launched. Students are required to complete three of four modules. The modules are divided thematically into intercultural engagement, study abroad, language proficiency, and intercultural competence. "The objective is to give all students the opportunity to gain international and intercultural competence here on their home campus," says Heuking. One seminar, for example, prepares students to work as part of an international team. "There are always some students who go abroad, once their interest for different cultures has been sparked here. The interest in international activity is increasing in general," the programme coordinator is pleased to report.

Staff members have been able to spend one to two weeks at a different university abroad as part of the Erasmus mobility programme for a long time now, an option many people, from chemistry lab assistants to clerical staff and librarians, have already made use of. "The stay abroad is also part of the certificate for staff members. It means that they can prepare for or build on their experiences abroad in language courses or seminars on intercultural competence," Heuking explains. The latter are made possible by Human Resource and Organisational Development (PE/OE) and ProDiversität.







### ***Different origins, different perspectives***

The students in the seminar room have listened intently to Darkwa's explanation of the different phases of constitutional rule in Ghana. "She was able to report the political effects on her own biography," one of the impressed students later comments. A fellow student adds: "She has an entirely different angle on the situation. She doesn't just talk about the cultural background; she is part of it."

"Our students benefit greatly from hearing a non-European perspective. Naturally, I also welcome the opportunity to see a respected colleague again, and one with whom I have a number of shared research interests, although that is not the main reason for her visit here," Hartmann reports happily. In her workshops Darkwa

drew the students' attention to gender aspects of international conflict. "The students are very motivated here – just like their counterparts in Ghana," Darkwa praises. She very much welcomes the exchange across continents: "If you are only with people who are the same as you, live in the same country and go to the same schools, you also look at things in the same way. It is only when we exchange views internationally that we become acquainted with new perspectives, values, and ideas that broaden our own horizons."

### ***Contact***

<https://www.uni-due.de/international/iah>



**Susanne Schulz**  
Head of Human Resource  
and Organisational  
Development

## ***Identifying needs, promoting skills, preserving knowledge***

*Human resource and organisational development at the UDE*

**The people who work at the UDE have diverse responsibilities and requirements. So that they can all continue to build the skills they need, Human Resource and Organisational Development offers a range of options that is being extended systematically to support them. As such, the UDE is a role model for other higher education institutions throughout Germany.**

"The heterogeneity of its staff members is one of the challenges facing human resource development at a university," explains Susanne Schulz, Head of Human Resource and Organisational Development (PE/OE) at the UDE. The professors, non-professorial academic staff, people working in medicine, technology and administration,

and those on unlimited or various fixed-term contracts – they all work at the UDE. Schulz adds: "Their needs in relation to their employer also change at different stages of their life and when life events occur, for example if they start a family, have to care for a relative, or make adjustments because of their own health."

Management development plays a special role in this context, "because ultimately, managers are responsible for developing their employees' potential. They know the conditions at their workplace best of all," says Schulz. The demand for leadership coaching and similar offerings has increased significantly in recent years.

# Shaping quality development

The diverse life situations and needs of staff members and students at the UDE create new challenges for quality management. That is why quality development is always looking for new parameters and integrating them systematically into all its instruments: participation is one of them. If quality development is sensitive to diversity, it helps to improve the conditions at the UDE as a place to study and work. And if unequal treatment or discrimination occurs, support is also available.

## **Communication leads to support and cooperation**

Another instrument used in human resource development is the cooperation and development dialogue, which has already been introduced for the UDE administrative staff and is currently being extended to the academic staff. This dialogue gives the University and employees the chance to discuss working together and their professional and personal goals. “After all, it is the prevailing culture that determines whether there is dialogue on specific employment situations or employees’ needs,” Schulz remarks. Occupational healthcare provision is also to be stepped up in the coming years, not least to reflect the demographic trend.

## **Support from recruitment to retirement**

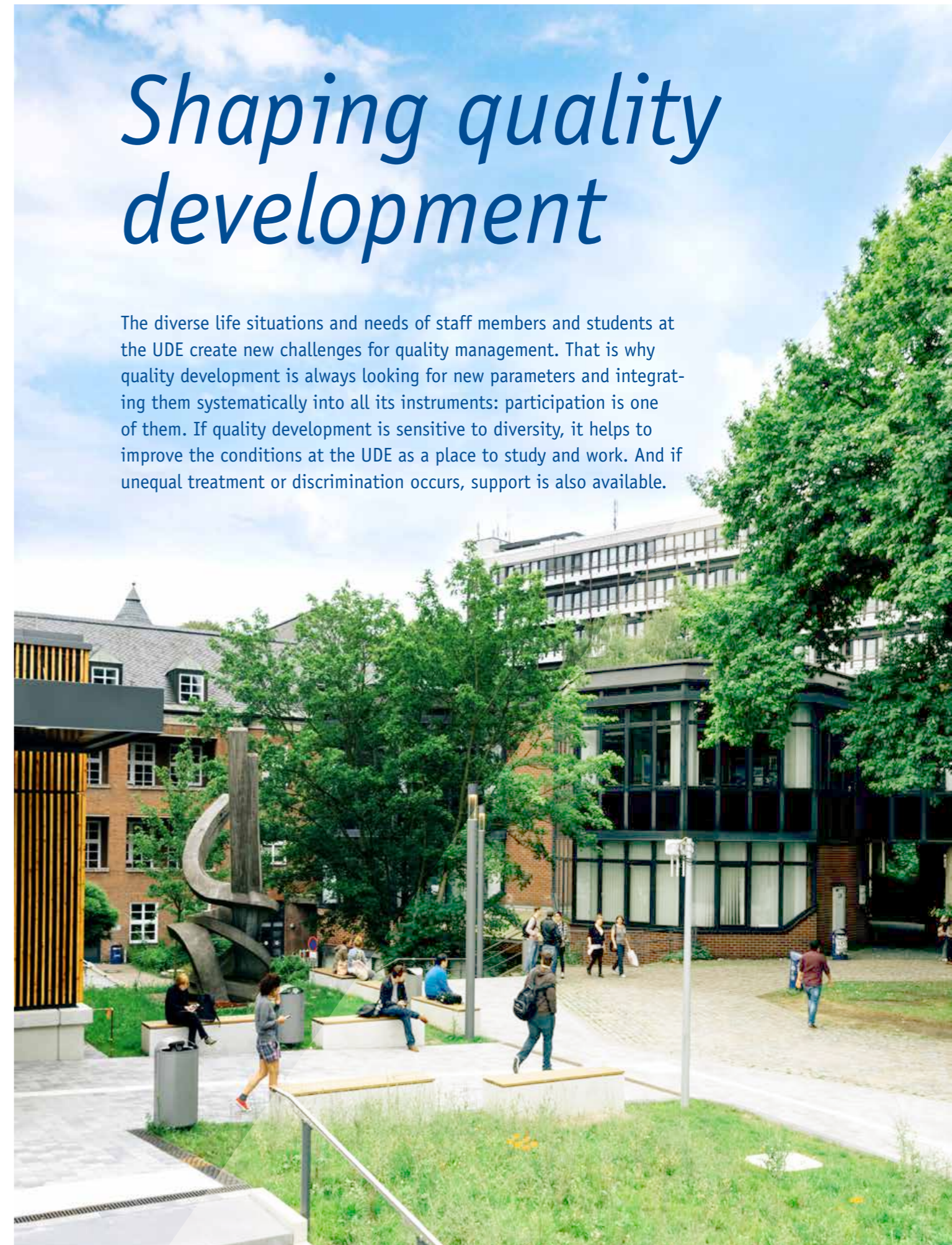
Human resource and organisational development accompanies employees at every stage of their career and takes different life events and life phases into account. This applies from recruiting the right personnel and offering them good induction and support in their new role, all the way through to when they retire from working life. When people leave the UDE, the PE/OE also has concepts “to ensure that their knowledge does not leave with them,” Schulz says. “This also illustrates the close connection between human resource development and personnel planning, and thereby with organisational development. Ultimately, it also affects the sustainability of the UDE as an organisation,” Schulz explains.

## **The UDE in a pioneering role**

The UDE is among the first universities in Germany to have recognised the importance of human resource and organisational development to its own institution and developed it systematically. Schulz explains, not without pride, “Other universities have started to seek dialogue with us because it is so important for higher education institutions in particular to pay more attention to their own personnel and future needs. A university produces knowledge, and that knowledge is inside the heads of the people who work there. It is a university’s potential. We must identify, acknowledge, and work on developing that potential and the resources that exist in so many different forms. That is not only good for individuals, it is good for the University as a whole.”

## **Contact**

[https://www.uni-due.de/verwaltung/organisation/pe\\_oe](https://www.uni-due.de/verwaltung/organisation/pe_oe)



# Excellence in diversity

## Audit takes diversity management to the next level



**Dr. Friederike Preiß**  
Audit project manager,  
Executive Assistant for  
Diversity Management,  
Staff Unit to the Rectorate

**The UDE is developing central areas of its diversity strategy as part of the “Vielfalt gestalten in NRW” audit. Work is underway in different sections of the University to integrate diversity in its structures and procedures. Dr. Friederike Preiß, who coordinates the project, explains what the audit entails and its objectives.**

### **Dr. Preiß, what does the UDE hope to achieve with the audit?**

The UDE received recognition for its diversity concept in 2012 from the Ministry of Innovation, Science and Research of the State of North Rhine-Westphalia. It was one of the first universities in the State to be given the chance, along with eight other higher education institutions, to conduct the audit, which was initiated by the Science

Ministry and the Stifterverband für die Deutsche Wissenschaft. The UDE will continue to develop its diversity strategy in the course of this two-year audit process.

The aim is to work within the audit on building a diversity-oriented organisational culture in which all members of the University have the chance to realise their full potential. Above all, we are using the opportunity this process presents to join numerous internal cooperation partners in tackling and implementing measures which are strategically important for the University and in some cases have been planned for a long time. Diversity management is not an end in itself: these measures and programmes tie in specifically with the University’s core tasks and responsibilities. In this way, we are ultimately also helping to develop quality management at the UDE.

### **What exactly do you do in the audit?**

The UDE has six priorities in the subprojects of the audit. In line with these priorities, we are continuing to advance human resource development with respect to diversity and extending internal communication on diversity issues. Our ProDiversität and Internationalisation at Home programmes give staff and students opportunities to gain professional diversity skills. And the work on gender and diversity mainstreaming at the Faculty of Educational Sciences and university-wide diversity monitoring are providing the UDE with important new insights into how its quality assurance instruments should look and work. These insights are also incorporated in other areas, for example in developing the student panel.

Internally, new collaborations and synergy effects are being created between the individual subprojects, which are closely connected with each other. This kind of network between the stakeholders in higher education is very valuable for an interdisciplinary task like diversity management. The audit also offers an opportunity to exchange information with the other audit institutions in regular forums and to learn from each other in this way. The UDE is accompanied during the process by an external auditor from CEDIN Consulting and by Frau Prof. Allmendinger, President of the WZB Berlin, as “critical friend”, from whom we likewise receive feedback on our subprojects and actions. At the end of the audit, the successful universities are awarded a diversity certificate, which we are confident of receiving at the end of 2014. As the University with the country’s first Vice-Rectorate for Diversity Management, we are understandably very ambitious in this respect.

### **What happens when the UDE has been awarded the certificate?**

The systematic implementation of diversity in the University’s structures and processes is a long-term task, which takes time, patience, and above all understanding for the diverse situations and needs of the relevant mem-

bers of the University and its institutions. Fortunately, many people are already engaging with diversity in many different areas of the University and are increasingly approaching us with good ideas. This intensive dialogue is something we naturally wish to encourage beyond the audit process so that together we can continue to build diversity management at the UDE. The best way to meet this challenge is by joining together and working towards the specific needs and contexts of the people involved.

There will also be a reaudit. Diversity management will continue to play an important role for the higher education institutions. By constantly working on and refining our concept, we are making an essential contribution to the UDE’s profile as an attractive place to study and work.

### **Contact**

[https://www.uni-due.de/diversity\\_audit](https://www.uni-due.de/diversity_audit)

### **Awards & recognition**

- Recognition of the UDE diversity concept by the NRW Science Ministry in 2012
- “Vielfalt gestalten in NRW” diversity audit certificate awarded in 2014

**Karl-Heinz Stammen**  
Student panel project manager, Center for Higher Education Development and Quality Enhancement (left)

**Adrienn Linder**  
Project team member, Center for Higher Education Development and Quality Enhancement (right)



## Close-up on student experience

### Diversity monitoring takes a more detailed look

**The students of the UDE are diverse, that much is certain. Finding out what that means for them in concrete terms is the job of Karl-Heinz Stammen and Adrienn Linder in diversity monitoring.**

“Research has shown that drop-out rates are higher among young people who are the first of their family to go to university. We want to find out whether that is the case at the UDE, at which stages the risk is highest, and what the reasons could be,” Stammen explains. The full survey of students in 2009, surveys of new students since 2012, and a student panel that is currently being set up at the UDE supply a broad base of data for monitoring student progress. As Stammen explains: “The students who took part in the first survey of our panel are surveyed again at regular one-year intervals to find out how their opinions change.” How does the proportion of first-generation students change with the length of study? Where are the hurdles? “An important consideration for us here is the students’ own expectations of their personal efficacy: do they believe that they have the skills to achieve the desired results? And at what point does this belief change, if it changes,” Linder adds. “We are not working on actions here,” Stammen points out,

“we are creating a basis which makes it easier to see needs or problems so that we can find a sensible starting point for concrete actions.”

Of the students who took part in the new student survey, half have agreed to take part in the follow-up surveys. Stammen is pleased, but he would like to see even greater participation: “It is crucial for us to have as broad a basis of data as possible so that the results are useful. And we need these results so that we can respond to our students’ needs and develop suitable measures to improve their situation during their studies.”

#### Funding

The UDE Panel is part of the Focus on Educational Justice programme, which receives funding from the Federal Ministry of Education and Research under funding code 01PL11075.

#### Contact

<https://panel.uni-due.de>

## The right questions

### Gender and Diversity Mainstreaming puts equality to the test

**The Faculty of Educational Sciences has already achieved equality on paper: 50% of its professors are women. So does that mean inequality is a thing of the past? Prof. Dr. Lisa von Stockhausen and her assistant Sonja Zurmaar are exploring in the Gender and Diversity Mainstreaming pilot project whether, and if so where, people are still being excluded from decision-making and participation in the faculty because of gender, social background, or family situation.**

“We are interested in finding out whether there are certain structures or processes in the faculty that treat different groups differently, whether some social groups have a greater say in development and decision-making processes than others,” is how von Stockhausen sums up the concerns of the Mainstreaming project she is leading. The initial plan was to investigate gender, but it quickly

became apparent that a person’s background, the social milieu he or she comes from or whether he or she has a migrant background, is enormously important for career progression. Equally, there was a need to explore the effects of family care commitments, such as raising children or caring for relatives. Do these aspects have a bearing on whether and how successfully an individual participates in committees, for example?

The team initially set about their task by studying files and statistics, which at best only provided information on gender. “That led us to conclude that we needed to question the faculty members; methodologically there was no other way around it,” von Stockhausen recalls. So that they asked the right questions, the team initially approached the different status groups: professors, non-professorial staff, other staff members, and students came together



**Sonja Zurmaar**  
Project team member (left)

**Prof. Dr. Lisa von Stockhausen**  
Project manager, Vice-Dean for Diversity Management of the Faculty of Educational Sciences (right)

and talked to von Stockhausen and Zurmaar about where which groups of people are prevented from participating and for what possible reasons. “We take a strictly bottom-up approach,” von Stockhausen stresses. On this basis they drew up a catalogue of questions for a full survey in the faculty. It was discussed in the various faculty and University committees and institutions, developed and elaborated. “It really is a very lively communication process, not just within the faculty,” von Stockhausen is happy to report. The results were kept anonymous to protect the identity of individuals.

Von Stockhausen and Zurmaar then return to the representatives of the different status groups in the faculty to discuss the results. This exchange is deliberately kept open so as not to suggest any problem areas or possible solutions. Work on the latter in particular takes place in discussions between students, teaching staff and other members of staff. The results of these discussions are used

to identify where action is needed in future. For example, if it becomes apparent that certain groups are poorly represented on committees, thought should be given to how they can become more involved. As von Stockhausen stresses, “We would discuss what actions could possibly be taken with the members of the status group. Then we have to see what can be changed in the faculty and what would be down to the central administration.” The results of the Gender and Diversity Mainstreaming project are not only interesting for the Faculty of Educational Sciences. The pilot is intended as a model for other faculties at the University in the future.

#### Contact

[https://www.uni-due.de/diversity\\_audit/t5\\_gender\\_diversity\\_mainstreaming](https://www.uni-due.de/diversity_audit/t5_gender_diversity_mainstreaming)

**Dr. Birgit Kunde**  
Ombudswoman, Academic  
Counselling Centre



## Complaints are a chance for change

*The ombudswoman deals with problems neutrally and confidentially*

**The UDE stands for a culture of diversity and respect. But what happens if students experience discrimination and exclusion during their studies? Dr. Birgit Kunde has been dealing with such cases at the UDE's Ombuds Office since 2010.**

“We are striving for a University that is free from discrimination,” Dr. Birgit Kunde explains. This is particularly important to her, “precisely because we train students to become managers, who can then transfer this culture of respect to their subsequent professional environment,” she explains. Kunde takes on board all the difficulties encountered by students and reported to her, investigates them and works with the people involved to find ways of overcoming them.

“Discrimination refers to unequal treatment on the grounds of the criteria set down in the General Act on Equal Treatment (AGG): ethnicity, gender, sexual identity, disability, age, religion, and world view,” is how Kunde defines the term. In a few cases, the discrimination comes

from the teaching staff, but often from other students. “I am under an obligation of neutrality and confidentiality,” Kunde stresses. Where necessary she calls in the equal opportunity or student disability officer in her search for a solution. Usually, the problems can be dealt with together with the people involved, not only where discrimination is concerned. Kunde is particularly sensitive to cases in which discrimination is inherent to the structures or institutional routines of the UDE. She brings these situations to the notice of the Vice-Rectorates for Teaching and Learning and Diversity Management and International Affairs and various other bodies, so that action can be taken to institute the necessary changes. “I see complaints as a chance for change,” Kunde says optimistically, “because it is only when we know what causes discrimination that we can actively work towards improving conditions for our students.”

#### Contact

<https://www.uni-due.de/de/studium/ombudsstelle>



# Building organisational culture

The UDE is in the process of establishing a culture of respect. It is guided in that process by the goals of educational justice and equal opportunity. All its members should have the chance to develop to their full potential. Barriers are being removed so that people with a disability or chronic illness also have access to study at the UDE. By making its structures for working and studying more flexible, the UDE ultimately makes it easier for everyone to combine their private life with work or study. The UDE is a family-friendly university and puts diverse measures in place to maintain that standard.

## Equal opportunities at every level

*The Equal Opportunity Office still has plenty of work to do*

**Ingrid Fitzek**  
Equal opportunity officer  
at the UDE



**The higher the position, the smaller the percentage of women. One reason is that family commitments are still shared unequally and mostly fall to women. The UDE's equal opportunity officer, Ingrid Fitzek, works to ensure that women and men play an equal role – at the University and in family life.**

### ***Ms. Fitzek, what is your job as equal opportunity officer***

Under regional equal opportunities legislation it is my duty to ensure that women and men are treated as equals at the University. For example, I accompany personnel recruitment to ensure that women suffer no disadvantage

in that process. This is especially significant at the more senior levels, e.g. professorships: women account for over 50 % of a year's graduates at the UDE and on average have better grades. Nevertheless, just 22 % of professorships are held by women, and at 18 % that figure is even lower among the more highly paid W3 posts. The proportion of women diminishes with every step on the career ladder, and this leaking pipeline, as it is called, is not without its causes. That is why it is my job to ensure that job recruitment and appointment procedures are transparent and objective, so that highly qualified women candidates also stand a chance, and to work towards changing the structural causes of the leaking pipeline.

### **How do you work with the Vice-Rectorate for Diversity Management?**

The Vice-Rectorate for Diversity Management and International Affairs and the Equal Opportunity Office work together very closely and very well – for example on the “family-friendly university audit”. Because we each have our own remit but nevertheless cover common ground on many topics, we complement each other.

### **You also deal with family equality issues. Why?**

In our society, women are still mainly responsible for family commitments. As fulfilling and socially important this is, it can be a burden as far as the demands of studying or working are concerned; this is particularly true of a career in science and the insecurities that come with it. The advisory and support services available at the UDE are not just for women, however: we very much welcome it if solutions in our family work can be found in a partnership, and we support men in their role as fathers. The Equal Opportunity and Parent Service Offices are working to establish structures at the UDE that make it possible to combine studying, an academic or science career, or a profession with family commitments.

### **What kind of family commitments are there?**

Apart from looking after children, which is the focal point of the services we offer, family commitments also include caring for another person, usually a close relative or partner.

### **What services have you set up in this context?**

We initially concentrated on children under three years of age, primarily those of academic staff, and have created a total of 50 childcare places in this area. We have also set up a service to look after children aged up to 12 years of age to cover times when students have to attend compulsory lectures or take exams. The UDE also has childcare services for the school holidays and parallel to special events, such as conventions or congresses. We work very closely with the Deutsches Studierendenwerk (German Student Services Association) in this area, which itself of-

fers a good range of services. A further central aspect of combining family and career at the University is the work culture. For example, is it necessary to hold meetings after 5 pm; or is the number of overtime hours an indicator of good performance? Working with the Vice-Rectorate for Diversity Management and International Affairs, we will continue to draw attention to these issues and strive for an organisational and work culture that embraces and supports diversity.

### **What is your overall objective?**

University should be a place at which women and men can develop and participate, teach and research on an equal footing.

#### **Contact**

<https://www.uni-due.de/gleichstellungsbeauftragte/>  
[gleichstellungsbeauftragte@uni-due.de](mailto:gleichstellungsbeauftragte@uni-due.de)

#### **Awards & recognition**

- “family-friendly university audit” 2010 and 2014
- Total-E-Quality Award 2007, 2010 and 2013
- 2009 Gender Prize for Gender Equality Higher Education Concepts, awarded by the Ministry of Innovation, Science and Research of the State of North Rhine-Westphalia
- Recognition of equal opportunity concept in 2008 and 2013 under the Federal and regional programme for women professors
- DFG Research-Oriented Standards on Gender Equality, UDE highest and second-highest category in 2009, 2011 and 2013 respectively



**Karola Wolff-Bendik**  
Programme manager,  
Learning Lab

## **Lifelong learning**

### **New media and structures make it possible to combine study with a career**

**Is it possible to study and pursue a career at the same time? The Educational Leadership and Educational Media programmes and the courses of the Ruhr Campus Academy are continuing development options for people who are already in the middle of their professional life.**

Silvia Mensing has been working for a specialist book publisher since 1995. Digital media was a topic that kept popping up, along with the question of how it can be used effectively in publishing. Nobody seemed to know very much about it, and there was no structured approach to the subject. This prompted Mensing to study Educational Media at the UDE. “This is the only way for me to study while I am working,” Mensing, who has a “Magister” in art history and Romance languages, was living in Heidelberg at the time and working in Stuttgart, so her long working days and commuting left little time for other interests. “I can set my own pace and decide how many modules I take per semester,” Mensing explains. She simply cut the scheduled three modules per semester down to two and later to one when she began applying for a new job. “It’s absolutely no problem and gives me the freedom I need. Incidentally, my new employer was impressed with my additional qualification,” reports Mensing, who is about to start writing her Master’s thesis.

Every module in the programme is divided into six stages, which are released in succession on the online campus for the students to work through in a fixed amount of time. “These stages are very useful and easy to combine with your everyday routine. I need this kind of structure,” the continuing education student confirms. The teaching staff respond to any questions through the dedicated online campus, which also gives students the opportunity to work in groups and is a lively forum for discussion. Students often work through tasks on Skype, for example. The organisation is left to the groups of learners. Every semester concludes with a physical event, which simultaneously marks the start of the new semester. The programme manager Karola Wolff-Bendik, who also teaches on the continuing education Master’s courses, is convinced that: “Studying and having a career at the same time depends on flexible structures combined with clever blended-learning options and a didactic concept that unites theory and practice.”

#### **Contact**

<http://mediendidaktik.uni-due.de/onlinecampus/master>

# Strategy: e-learning

## The flexible structures of the future

Caring for relatives, raising children, health issues, or a second job are some of the many reasons why students choose to study part time. That is why the UDE is committed to making studying and teaching more flexible. Prof. Dr. Franz Bosbach, until July 2014 Vice-Rector for Teaching and Learning, explains the background to the e-learning strategy.

### Why is flexibility so important to studying and learning?

We know from surveys that a large proportion of our students work while they are studying, take on family commitments or for other reasons can only devote part of their time to studying. We must respond by offering them the necessary flexibility for their studies and in teaching. E-learning units are an important way of doing this. Within the UDE we have therefore devised an e-learning strategy as a road map for the coming years. My successor to the Vice-Rectorate for Teaching and Learning, Prof. Isabell van Ackeren, will continue to work on implementing the strategy.

### How does e-learning help to create flexibility, and what are its advantages?

There are other ways in addition to e-learning of creating greater flexibility, such as options for studying part-time: certain programmes can be studied on an “extended curriculum”, for example. Apart from making courses more flexible, introducing e-learning also offers a chance to raise the quality of teaching by revising and updating teaching concepts.



Prof. Dr. Franz Bosbach  
Until 2014 Vice-Rector for  
Teaching and Learning

(Picture credits: UDE)

### What are the challenges of greater flexibility through e-learning?

E-learning reveals tired teaching routines, which initially can lead to a feeling of insecurity. That is why we launched a university-wide discourse in which the faculties and relevant committees are particularly involved. We benefit here from the very many teachers at the UDE who already have good experience of working with e-learning or blended learning. This means we now have a strategy that is supported by a broad majority of people at the UDE. Apart from that, we have to keep asking ourselves what technical equipment we can expect the students to have.

### How is the e-learning strategy implemented in concrete terms?

We have an e-learning service team to help the teaching staff with design and implementation. In the initial two-year start-up phase, ten large-scale e-learning projects are scheduled to be launched in the faculties, from which we naturally hope that our colleagues will exchange their good experiences and create multiplier effects in the process. However, we want to go further than just a handful of flagship projects – we want e-learning to become an integral part of teaching at the UDE for the long term.

### What degree of flexibility do you want from e-learning, and what are its limits?

We aim to incorporate specific elements of e-learning in every course of study. We would particularly like to convert content from the main lectures in the first semesters to an e-learning format so that physical events can be used more for exchange and discussion. Physical presence will nevertheless continue to be an indispensable part of studying at the UDE.

#### Contact

<https://www.uni-due.de/e-learning/elearningstrategie>

# The best first impression

## The team at the Enrolment Office help students get off to a good start

The Enrolment Office is often the first point of contact for potential students at the UDE. Katja Steffan and her colleagues are always finding new ways of responding to the various needs of the aspiring students who come to see them. That is how they help students get off to a good start at the University.

The waiting room in front of the staff offices is spacious and light. Students and their prospective fellow students take a ticket from a machine. There are a lot of people, all in all. “But the students no longer have to wait in line like they used to; now they can have a look around or stop by the café round the corner while they wait,” Steffan



Gabriele Brombach,  
Andrea Mollenhauer,  
Gabi Kompf, Verena  
Rdusch, Katja Steffan,  
Gudrun Oste, Tanja  
Niermann and  
Regina Naber  
Members of the Enrolment  
Office team on the Essen  
Campus (from left to  
right)



reports, adding: “My colleagues also notice that the students are more relaxed when they come in to see them.” Student assistants work at the information desk in the waiting area to answer questions during the busiest enrolment periods or check that applicants have all the right documents. “It saves valuable time, which we can put to good use in our consultations,” Steffan says. The entire team regularly take part in continuing education and training, for example so that they can give prospective students with a disability or chronic illness some initial information on the support available to them.

The Enrolment Office staff often have to deal with emotional situations: “There are always some students who have missed the deadline to re-enrol and therefore face being exmatriculated,” Steffan reports. “In one case, a student had been in hospital for months – in the end we were able to put him on sick leave for the semester so that he could return to his course as normal the next semester.” This was possible in that instance because the student’s place had not yet been reallocated. Steffan says students can rest assured: “We always try to find a solution that is in the student’s best interests.”

The same applies to the enrolment documents. The diversity check took a close look at all the registration and enrolment documents. Do they address both sexes? Is everything easy to understand – or are there any areas which implicitly require knowledge that not all applicants can be expected to have? The documents passed the test. QR codes are also used to supply information, and a list of frequently asked questions with all the answers is available on the UDE website as a further source of helpful information. Many details, sometimes minor ones, are taken into account to help make the processes surrounding registration easier. Yet it is precisely these minor details, together with the expert knowledge and willingness of the staff members to respond to individual students’ circumstances, that make such a major contribution to creating a culture of respect.

#### Contact

<https://www.uni-due.de/studierendensekretariat/einschreibung>  
studierendensekretariat-essen@uni-due.de



**Daria Celle Küchenmeister**  
Student disability officer  
Academic Counselling Centre

## Studying without barriers

*The objectives and responsibilities of the Counselling Centre for Inclusion of Students with Disabilities and Chronic Illnesses*

**For students with disabilities, studying is not (just) a matter of battling with course content; they also have steps, difficult access, or illegible signs to contend with. The job of the Inclusion Counselling Centre is to make their life on campus easier.**

This is where Daria Celle Küchenmeister comes in: she is the student disability officer at the UDE. Her job is to talk to the affected students in person, get to the heart of whatever problem they have encountered and find a solution to it: “In many cases it is not just individual circumstances that make studying difficult, if not impossible, for students with a disability or chronic illness,” Daria Celle Küchenmeister explains, but “structural problems.”

The UDE is fully aware of these problems and is working to solve them. For example, in an effort to improve the situation with structural and technical barriers, particularly in the central lecture theatres and seminar rooms, the “Accessibility LSF” research group is currently taking an inventory of the relevant shortcomings. This kind of problem awareness is essential so that access can be incorporated in future projects from the beginning – as is the case with the new lecture centre on the Duisburg Campus, where all the lecture theatres have at least two

spaces for wheelchairs, tactile signposting for students with a visual impairment, and an audio induction loop for students with a hearing impairment.

The “Inclusive University” research group is meanwhile working on an inclusion concept specifically for higher education. And the ProDiversität programme also has regular events relating to support and accessible teaching materials/websites. The optimised readability of the latter also makes them interesting for people without a visual impairment.

The first point of contact for students with a disability or chronic illness nevertheless is and remains Daria Celle Küchenmeister: if a solution to a problem has not (yet) been found on a larger scale, she can often help in the short term on a more personal level, with recommendations and advice, and by mediating between the students and the relevant agencies.

#### Contact

<https://www.uni-due.de/inklusionsportal>  
daria.celle@uni-due.de

**Tumucin El-Galuszka**  
Master's student of  
Social Work



## Graduate or broom-maker?

*Tumucin El-Galuszka may have partial sight loss, but his goal is very clear*

**“Basket-weaver or broom-maker” – those were the career options suggested to the young man when he began losing his sight more than 20 years ago. Tumucin El-Galuszka had other plans, however, and is now studying for his Master's degree in Social Work with the aim of taking up a senior civil service post.**

El-Galuszka has had many battles to fight in his life. The most recent is for a suitable compensation arrangement for his exams. However, one thing he is sure of: “I am going to complete this degree at the UDE.” Although the route suggested by the Employment Agency was an entirely different one, he went ahead and gained his university entrance qualifications at technical college. He then applied for an apprenticeship with the Landschaftsverband Rheinland regional authority, where he worked in administration in the personnel department for twelve years.

Yet El-Galuszka had more ambitious goals – and a plan. He switched to a part-time position and began his Bachelor's degree in Social Work at Düsseldorf Univer-

sity of Applied Sciences. He moved to the University of Duisburg-Essen to take his Master's. “Düsseldorf is my base, I can't just move away. Luckily, a fellow student from the University of Applied Sciences switched to the UDE at the same time. I travel to and from the University with her.” El-Galuszka is full of praise: “The lecturers do not see it as an obstacle that I am blind, and they work with me to solve any problems I may encounter.” Traveling to his place of work in Cologne Deutz, where he was promoted to case manager in the integration service after obtaining his Bachelor's degree, is likewise no problem now that he has completed mobility training with a cane. “I had to force myself to use the stick, it stigmatises you.” He tried to manage for as long as possible without it. “At some point it just stopped bothering me so much,” says El-Galuszka.

The student has recently been elected to the board of the Federal Association for Disability and Higher Education. He is keen to use his experience to help other people with a disability.

# (Net)working together

Diversity needs networks, both internally and externally. That is why the UDE is committed to networking diversity experts at regional, federal and also international level. The resulting exchange is good for all higher education institutions, who gain valuable insights and ideas for their own diversity management. Partnerships with charitable organisations in the region are also being extended systematically so that students can put their theoretical knowledge to practical use. And women in male-dominated disciplines have their own network in which they together explore possible routes to success.



# Serving the community

*Service learning translates course content into practical added value for the community*

**The lecture theatre is the only place for important course content? Not according to UNIAKTIV, which offers students the chance to gain practical experience in social, ecological or cultural projects while learning and applying their studies. This way, students take on social responsibility and create added value for the region in the process.**

Service learning is still very much a new concept in Germany. UNIAKTIV, Centre for Social Learning and Social Responsibility, originally began as part of a project and has since undertaken pioneering work in this field at the University of Duisburg-Essen. Teaching staff come to UNIAKTIV to find ideas and partners for their prospective service learning seminars. Service learning involves students working on projects for charitable organisations; since 2005, the UDE has initiated some 400 projects of this kind with its partners. “The crucial thing here is that students learn, apply or deepen the content of their degree courses in the practical tasks,” explains the service learning coordinator Karsten Altenschmidt. The students retain content learned in this way much more effectively. “If students take the initiative and have a clear objective, they are more motivated to study,” Altenschmidt continues. In the process, they also become familiar with the areas in which their subject is applied.

“Teaching staff often approach UNIAKTIV and together we look for external partners from the non-profit sector who wish to work with us on solving a particular problem or issue,” is how Altenschmidt explains the procedure. What happens next is called a campus-community partnership. Whether it involves climate protection, quality management, or illegal immigration depends on



the degree programme in question and its objectives – and on how much support the external partner needs. Eight of the eleven UDE faculties have already offered service learning through UNIAKTIV, and the system has since been established on a permanent basis from the UDE’s own funds. Altenschmidt has no doubt: “Service learning is good for everyone!” UNIAKTIV is a service available to all teaching staff.

## Contact

<https://www.uniaktiv.org>  
[info@uniaktiv.org](mailto:info@uniaktiv.org)

## Awards & recognition

- Place of Progress 2014, NRW Science Ministry
- “Mehr als Forschung und Lehre” 2011 (“More than Research and Teaching”), Stifterverband and Stiftung Mercator
- USABLE Ideas Award 2009, Körber Foundation
- Landmark in the Land of Ideas 2008

**Karsten Altenschmidt**  
Service learning coordinator, UNIAKTIV, Center for Higher Education Development and Quality Enhancement

**Janine Biermann**  
Staff member at the Institute for Health Care Management and Research

community organisation. The participants often achieve outstanding results in the service learning seminars. “The issues they deal with mean that the students often have to apply a range of methods, including qualitative interviews, systematic research, or model calculations,” Biermann adds. “Working together in a team simultaneously helps them to strengthen their social skills.”

During the first year, the UNIAKTIV team helped to find suitable cooperation partners for service learning; in the meantime, several firm partnerships have become established. For example, students devised a concept for attracting volunteers for the Alfried Krupp Hospital, first analysing the feasible target group and then developing a concept with which to approach it. The success of their concept was evaluated in a follow-up seminar. Another project on behalf of the Aids charity Aidshilfe NRW e.V. on prevention in prostitution led the students to conduct surveys in health authorities, where they considered barriers from the point of view of the individual stakeholders. Biermann is very happy with the results: “Service learning is not simply a good seminar format because it allows the students to apply their specialist knowledge; in the projects the students also find a different kind of motivation. They learn not only to give things a try and overcome their inhibitions, they also learn to look at things from a different angle and think about what community engagement means in practice.”

## Give it a try

*Service learning adds value in every area*

**The Master’s students of the Medical Management course are quite clear about how they believe the health sector should operate. In service learning seminars, they learn about the role of civic actors – and receive good training for professional practice in the process.**

Janine Biermann is preparing the Master’s Medical Management seminar in the service learning format for the third year in succession: “Our students work especially hard for our external partners,” she says. And that is something they have to do, because service learning connects learning at university with a real-world task for a

**Dr. Nicole Auferkorte-Michaelis**  
Project manager, Deputy  
Managing Director of  
the Center for Higher  
Education and Quality  
Enhancement (left)

**Sarah Winter**  
Until 2014 project team  
member at the Center  
for Higher Education  
Development and Quality  
Enhancement (right)



## Inform, support, network

*Diversity competence  
comes together  
at KomDiM*

**Diversity management has arrived in higher education in NRW: as diverse as the people at the centre of its interest are the issues, approaches and methods surrounding the topic. All these aspects come together at KomDiM, the Centre for Competence Development for Diversity Management in Academic Teaching and Learning in NRW.**

The name says it all: as the Centre for Competence Development for Diversity Management, KomDiM sets out to create networks between the different agencies and experts concerned with diversity management. The joint initiative between the UDE and Cologne University of Applied Sciences to establish the centre originated from a desire to share the benefit of their own experience of

diversity management with other higher education institutions, encourage an exchange of ideas and experiences, and draw attention to the many different plans and approaches that are being implemented or are already in place. This opportunity for exchange is an important prerequisite for ongoing development in this area. As project manager Dr. Nicole Auferkorte-Michaelis puts it: “At many higher education institutions, it is just a few individuals who are actively involved in diversity management. At KomDiM they now have the opportunity to exchange information on their projects with colleagues working in the same field.”

### **An (internet) platform for networking and exchange**

KomDiM does more than offer a chance to network experts through working groups, expert committees, or a profile database: under “Inform”, it offers a series of recommendations for further reading, in print and online, and practical material to download. An equally interesting tool when it comes to exchanging information is the project database, in which the various diversity projects can introduce themselves with a brief description, the target group, subject of the project, and, naturally, contact details.

### **Actively promoting and accompanying diversity projects**

Many of the projects listed in the database are supported and accompanied by KomDiM’s own funding programme “Implementing diversity management in teaching and learning”. Under the programme, higher

education institutions funded by the state or a public law foundation in NRW can apply until 2016 for up to 40,000 euros in funding to develop and establish diversity management in day-to-day university life. The overarching aim of all the projects is to improve study conditions, create more flexible transitions between school, professional life and higher education, and to provide career prospects that are based on performance rather than gender, social status, or ethnic background.

The approaches taken in the individual projects can differ a great deal. “There is no ‘golden rule’. What we are interested in is that all participants are able to take action in their own particular context,” Auferkorte-Michaelis says. In implementing diversity management, the initiators likewise apply the “diversity principle”: recognising and respecting diversity – not only among individuals but also in institutions, working methods, and ways of thinking.

### **Funding**

KomDiM receives funding from the Federal Ministry of Education and Research.

### **Contact**

<http://www.komdim.de>  
[info@komdim.de](mailto:info@komdim.de)

KomDiM is a collaborative project between Cologne University of Applied Sciences and the UDE.



**Dr. Angelika Eßer**  
 Director of Studies  
 (Higher Education),  
 Institute of Concrete  
 Structures Engineering

## Women on track

### *A platform for (aspiring) scientists*

**Student today, doctoral candidate tomorrow? For women in a male-dominated discipline like civil engineering, that is not yet a given. The event of the same name, hosted by the “Frauen mit Plan” network, is a forum for information and exchange on careers in science and offers support to young women scientists.**

Once or twice a year, around 35 female doctoral students and doctoral graduates take part in the “Frauen mit Plan” network meetings. Dr.-Ing. Angelika Eßer has been its spokeswoman since 2005. “The scientists support each other in the network: we attend seminars together on topics such as career planning and self-presentation and take part in application training.” The very practical aspects of belonging to a career network are also important: “Networking means talking about job and professorial vacancies, using connections, and exchanging useful information. Men tend to be better networked in this regard,” says Eßer. Women usually have to convince men

of their credentials too, she adds: “I have had to demonstrate to some men that I knew what I was talking about before we could have a factual discussion.” Her advice to any young women wanting to pursue a career in science is therefore to keep persevering.

“Student today, doctoral candidate tomorrow?” is an annual event held in cooperation with the Faculty of Economics and Business Administration and offers students the benefit of the other members’ experience. One or two of the participants have already decided to go on to take a doctorate, joining “Frauen mit Plan” so that they too can actively use the contacts from the network in the future.

#### Contact

<http://www.uni-due.de/frauen-mit-plan>  
[frauenmitplan@uni-due.de](mailto:frauenmitplan@uni-due.de)

**Prof. Dr. Anja Weiß**  
 Chair of the Commission for  
 Diversity Management



## Taking a stand

### *The Commission for Diversity Management works for all members of the University*

**Diversity management is an interdisciplinary task affecting every area of the University. The University Commission for Diversity Management is made up of representatives of the professorial, scientific and academic staff, other staff members, and students. Together its members work to identify problems, consider new diversity projects for the University and advance diversity management at the UDE.**

The UDE is the first university in Germany to have established diversity management at university management level. Yet universities are not managed from above alone; they are sustained by lively exchange – and that includes exchange about how the university can and should change to reflect the potential of all its members and remove barriers that make studying unnecessarily difficult.

The Commission was first appointed in 2009. One of its major concerns is ensuring that students, at least 50 % of

whom at the UDE are the first members of their family to go to university, have access to everything the University has to offer. This applies as much to the specialised advisory services and training in cross-disciplinary skills (such as writing workshops) as to information on scholarship programmes and opportunities to study abroad.

The network of relationships that has since been established enables the Commission to work with agencies such as the student disability officer, the Student Ombuds Office, the equal opportunity officer, the International Office, and other University commissions on the specific needs of very different target groups. The Commission meetings are always attended by many guests in addition to its own members, and many more are welcome at any time!

#### Contact

<https://www.uni-due.de/gremien/dim>

# Imprint

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