

EBS UNIVERSITÄT FÜR WIRTSCHAFT UND RECHT

2024 Concept for Diversity, Equity, and Inclusion

Ratified by the Senate on 26 November 2024

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1. EBS Concept for Diversity, Equity, and Inclusion

1.1. Introduction

EBS is committed to diversity, equity and inclusion in all its activities. This commitment is anchored in the EBS mission and values and is reflected in how we work, study and teach.

1.2. Statutory provisions inspiring equal treatment at EBS

The diversity concept is inspired by the following statutory provisions:

- Art. 3 of the Federal Constitution (*Grundgesetz*) and Art. 1 of the Hessian Constitution establish the right to equal treatment.
- The Hessian University Act (*Hessisches Hochschulgesetz*) stresses the duty of public universities to women equally and to support persons with disabilities, and the Hessian Equal Rights Act (*Hessisches Gleichberechtigungsgesetz*) defines the role of the diversity officer and emphasizes the necessity to guarantee an equal treatment of women in all recruitment and promotion processes at public universities.
- A non-discrimination rule for relationships governed by civil law is contained in the General Equal Treatment Act (*Allgemeines Gleichbehandlungsgesetz*).
- The EBS Directive concerning sexualized discrimination and sexual violence.

1.3. Objectives

The objective of the diversity concept is to provide a roadmap for EBS to achieve its diversity and inclusiveness goals, which are as follows:

- To develop a more diverse faculty, administration and student body that engages global citizenship.
- To encourage a culture of inclusiveness for all individuals regardless of their sex, gender identity, sexual orientation, ethnicity, religion, age, disability and socioeconomic background throughout the university community.

2. Definition of concepts

Definitions given to diversity related concepts are vital in order to enable all members of the EBS community to share a common understanding of what the concepts mean.

2.1. Diversity

Diversity is not defined narrowly at EBS but leaves room for the continuous development of dealing with heterogeneity. It refers to the variation among people, also in terms of (value) pluralism and multiculturalism, with respect to age, sex, gender identity, disability, health, ethnic origin, nationality, language, religion, conviction or sexual orientation. In a university environment it especially includes such aspects of diversity as differences between employees in terms of their education, experience, work habits, personalities and values.

2.2. Gender identity

Gender identity refers to a person's experience of their own sex as a physical and/ or sociocultural construct.

2.3. Inclusion

Inclusion refers to the appreciative, constructive inclusion of all diversities within the university. Structural and social conditions need to be designed in such a way that they can develop and flourish in the best possible way. Ultimately, this also promotes the success of everyone studying and working at EBS or partnering with the university.

2.4. Equity

At EBS, equity embodies the principle and practice of fairness and justice by ensuring that resources, opportunities, and treatment are tailored to meet the unique needs and circumstances of individuals or groups. This approach recognizes that people have different starting points and needs, and therefore may require varying levels or types of support to achieve fair outcomes. Equity is prioritized over equality because equality focuses on providing the same resources, opportunities, and treatment to everyone, without considering individual differences or needs. While equality assumes that treating everyone the same will lead to fairness, equity acknowledges the importance of addressing disparities to achieve true fairness.

2.5. Harassment

Harassment is offensive, belittling, threatening, or otherwise unwelcome behavior directed at someone based on protected characteristics. Harassment can include a range of verbal or physical behavior. It also includes interfering with someone's ability to do their work, or to retaliate against them for filing a discrimination charge or participating in an investigation.

2.6. Discrimination

Discrimination is the unfair or prejudicial treatment of people and groups based on protected characteristics or groups, classes, or other categories to which they are perceived to belong. It involves restricting individuals from opportunities or privileges on the basis of their actual or perceived membership in certain groups or social categories.

3. Diversity Officer

- The election, role and responsibilities of the diversity officer and the deputy diversity officer, as well as details of their rights and support are outlined in the EBS Grundordnung.
- The diversity officer and their deputy are elected by the Senate on the recommendation of the rector. The diversity officer must be an employee of the university. The term of office is three years. Reelection is permitted.

3.2. Rights and Responsibilities

- The diversity officer shall be involved in social, organizational and personnel measures relating to equality on the grounds of origin, sex, religion or belief, disability, age or gender identity, as well as in selection procedures.
- The diversity officer or the deputy diversity officer are to be members of all faculty selection committees.
- For students with disabilities and impairments, the rector may also appoint a rehabilitation officer who will report annually to the Senate on their activities.

3.3. Reporting

- The diversity officer reports on their activities to the Senate, Management and Works Council once a year.
- Each year, the university administration compiles diversity and inclusion data relating to faculty, university administration and students, and sends the data to the diversity officer and their deputy. See section 5 for details.

4. Advice and complaint procedures

The EBS Diversity & Inclusion advice and complaint procedure is based upon § 4 of the EBS Directive concerning sexualized discrimination and sexual violence and applies to all forms of discrimination including but not limited to discrimination based on:

- Sex and gender identity/expression
 - Sexual orientation
 - Socio-economic background
 - Religion
 - National origin
 - Physical and cognitive disabilities
 - Socioeconomic status
 - Political orientation
 - Physical appearance
 - Ethnic identity
1. Forms of discrimination or harassment in the workplace and at university may take the form of behavior that is expressed in verbal, non-verbal, physical and symbolic form and include but are not limited to discrimination based on gestures, remarks, jokes, verbal and non-verbal communication, electronic representations and/or physical acts.
 2. Persons affected or persons who witness such misbehavior are asked not to tolerate any form of discrimination or harassment.
 3. Persons affected and witnesses have the right and are encouraged to complain to the competent authorities at EBS if they feel discriminated in any form.
 4. Competent authorities include all employees of the university. Persons affected can also

directly report to the diversity officers, members of the Works Council, Student Services, or Human Resources.

5. All employees will be asked to participate in training that will cover important aspects of diversity and inclusion as well as how to deal with complaints regarding discrimination in the university.
6. The competent authorities called upon shall examine the complaint and take appropriate measures to prevent discrimination continuing. If the party called upon is not in a position to take the appropriate measures mentioned above, this party is obliged to report the incident (with the consent of the person concerned) to the diversity officer or the deputy diversity officer.
7. The diversity officers shall also refer the person lodging the complaint to the coaching department for further counselling and (with the consent of the person concerned) to Human Resources for further action.
8. For reporting purposes, the party called upon is to inform the diversity officers of any cases of discrimination and harassment. The party is not obliged to disclose any personal details or identifying information of the person lodging the complaint.
9. All consultations will be treated confidentially. Counselling principles are anonymity, voluntariness, (professional) independency, professionalism and neutrality. The counselling interviews are offered and conducted in particular by staff members of "Coaching at EBS".
10. It must be ensured that the measures taken do not result in any personal, professional or study-related disadvantages for the person lodging the complaint.
11. Those affected should also demand support from those present, employees and/or managers.
12. The right of those affected to protect themselves against without the participation of university contact persons alone or together with trusted third parties remains fundamentally unaffected.
13. Persons affected also have the possibility to pursue their rights and interests in civil and criminal law

5. Reporting

5.1. Student body

- Gender distribution students by intake and program (%)
- Students by nationality by intake and program (%)

5.2. Faculty and university administration

- Gender distribution overall - university administration and faculty (%)
- Gender distribution faculty (by school and level: Lecturers, Assistant Professors, Senior Professors (%))
- Gender distribution - academic boards (Senate, faculty board, executive board) (%)
- Gender distribution - senior management (direct report to CEO, cost center responsibility, personnel responsibility)
- Faculty by nationality by school and level (%)
- Academic board members by nationality (%)

6. Appendix

Objectives, Key initiatives* and KPIs

*Initiatives derived from interviews with student representatives (including doctoral students), university administration, coaching, works council and faculty - from the Business School and Law School.

Key initiatives will be converted into a strategic action plan, which will include responsible parties, key results and deadlines.

1. Integrate Diversity and Inclusion in the Admissions Process

Revise Admissions Criteria:

- Update the admissions criteria to explicitly include diversity and inclusion factors.
- Form a committee to review and revise current criteria.
- Communicate changes to admissions staff and provide training on the new criteria.
- Ensure these criteria are clearly stated in all admissions materials and on the university website.

Outreach and Recruitment:

- Strengthen outreach efforts to underrepresented communities.
- Identify high schools and community organizations serving diverse populations.
- Develop partnerships with these institutions to create pipelines for prospective students.
- Attend college fairs and community events in these areas to recruit potential students.

2. Provide Transparent and Equitable Scholarship Opportunities

Define and Quantify Scholarship Programs:

- Establish clear eligibility criteria emphasizing diversity and inclusion.
- Determine the number and amount of scholarships to be offered.
- Set clear criteria for eligibility based on diversity and financial need.
- Publicize these scholarships widely to ensure broad awareness.

Identify and Secure Sponsors:

- Partner with organizations and individuals aligned with the university's core values.
- Create a sponsorship proposal highlighting the impact of their support.
- Reach out to potential sponsors through personal meetings and networking events.
- Develop ongoing relationships with sponsors to secure long-term funding.

Ensure Transparent Processes:

- Make the scholarship application and selection process clear and fair.
- Publish detailed guidelines and timelines for the scholarship application process.
- Establish a diverse selection committee to review applications.
- Provide feedback to applicants to ensure transparency and trust in the process.

3. Diversity in Faculty Recruitment and Retention

Revise Recruitment Policies:

- Include diversity as a key criterion in faculty recruitment.
- Update job descriptions (faculty and admin) to emphasize the university's commitment to diversity.
- Implement a standard question on diversity contributions in interviews.

Expand Search Outreach:

- Broaden the search to attract diverse candidates.
- Advertise positions in publications and websites that target diverse audiences.
- Network with professional organizations dedicated to supporting underrepresented groups.

Enhance Retention Efforts:

- Create a supportive environment for diverse faculty members.
- Establish mentorship programs pairing new hires with experienced faculty.
- Provide competitive salaries, research funding, and resources for professional development.
- Create faculty affinity groups to foster community and support.

4. Comprehensive Diversity Training and Awareness Programs

Develop Workshop Concept:

- Partner with external experts or organizations specializing in diversity training.
- Develop curriculum tailored to the needs of students, faculty, and administration.
- Schedule regular workshops throughout the academic year.
- Ensure all new faculty and staff complete this training within their first six months.
- Collect feedback to continuously improve the training experience.

Facilitate Ongoing Education:

- Offer regular diversity-related workshops featuring guest speakers from diverse backgrounds.
- Celebrate special days and cultural events to promote inclusivity.
- Provide funding and resources for student and faculty-led diversity initiatives.

Overall KPIs

KPIs represent EBS long-term targets. Progress towards these KPIs will be tracked through the annual diversity report.

(KPIs provided by the Deans and Doctoral Program Committee Chair).

1. Business school

- i. 50% of the faculty should be women or individuals who identify as female, ensuring that individuals who identify as non-binary or belong to other gender identities are also appropriately represented
- ii. 25% of the faculty should be international (with the acknowledgement that we are currently becoming more German - aim is to target more international recruitment once accredited)
- iii. 50% of the students should be women or individuals who identify as female, ensuring that individuals who identify as non-binary or belong to other gender identities are also appropriately represented
- iv. 20% of the bachelor students should be international (non-German)
- v. Max. 60% of the MSc students should be international (non-German)
- vi. We strive to increase the diversity of our doctoral students. For example, we aim to achieve balance in terms of gender and to increase the number of international doctoral students and/or students with international experience.

2. Law School

- i. 50% of the professors should be women or individuals who identify as female, ensuring that individuals who identify as non-binary or belong to other gender identities are also appropriately represented in the percentage distribution of positions.
- ii. 50% of the academic staff positions and student assistants should be women or individuals who identify as female, ensuring that individuals who identify as non-binary or belong to other gender identities are also appropriately represented in the percentage distribution of positions.
- iii. Socioeconomic status should at no time be a factor in determining whether a person becomes part of the faculty.
- iv. In order to diversify the ethnic and national origins of the people at EBS Law School, the Law School strives in particular to internationalize its teaching staff according to the needs of the respective study programs.
- v. 50% of the students should be women or individuals who identify as female, ensuring that individuals who identify as non-binary or belong to other gender identities are also appropriately represented in the percentage distribution of positions.
- vi. Studying at EBS Law School is cost intensive. In the coming years, EBS Law School will set up more extensive programs, to ensure that the socio-economic factor does not come into play.
- vii. In order to diversify the ethnic background of the EBS Law School's students, the Law School is particularly striving for internationalization. In addition to the existing programs, which are already open, programs aimed specifically at students from abroad will be introduced in the next two years.
- viii. EBS Law School is aware that young people regularly register for the study programs. Nevertheless, EBS Law School encourages people of all ages to take advantage of the Law School's study programs and the executive education programs in which the Law School participates.