



University of Applied Sciences

Mediadesign Hochschule (mdh)

Equality Concept 2025–2030

Valid from: August 1, 2025

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1. Introduction

Mediadesign University of Applied Sciences (mdh) is committed in all areas – both as an educational institution and as an employer – to a culture of gender equality, diversity, and equal opportunities with the aim of creating an inclusive working and learning environment, supporting people in special circumstances, promoting equal opportunities, and preventing discrimination by structures and individuals. All members of mdh work together to make the university a place that embodies and sustainably promotes diversity and equal opportunities.

The present **equality concept for 2025–2030** comprehensively outlines the university's goals and measures for promoting equality and equal opportunities. This concept builds upon the first equality concept for 2021–2025 and has been aligned with the current strategic guidelines of the **strategy and development plan**. Adapted in **2025**. In particular, new priorities of the university – **digitalization**, expansion of the range of study programs, **diversity** and **social engagement** – are incorporated into the equality concept.

The equality concept follows a legal mandate: the relevant foundations are the EU anti-discrimination directives as well as all relevant legal provisions and standards: the *general Equal Treatment Act (AGG)*, the *Berlin State Equal Treatment Act (LGG)*, the *Berlin The Higher Education Act* (§ 5b University of Diversity and § 5c Equal Opportunities for Genders), the *General Equal Opportunities Standards of Berlin Universities*, and the *amended Model Ordinance 2024 (MRVO)* form the basis for the university's policies. Furthermore, mdh is guided by Goals 4 and 5 of the United Nations' 2030 Agenda (Quality Education and Gender Equality).

Following extensive consultation by the university management and the Academic Senate, this The concept was adopted on **[date] 2025** for a five-year period. It serves as a basis for the Senate and the university management to sustainably embed equality, equal opportunities, and diversity by 2030. The university management and the Academic Senate of mdh commit themselves to actively supporting the implementation of the measures outlined and to regularly reviewing progress. A further review and update of the concept will take place no later than 2030.

2. Scope

The equality policy applies equally to all members of the university. The university's executive board is responsible for ensuring compliance with and implementation of the regulations and measures.

3. Guidelines

The following principles apply university-wide to all members of the mdh – in their studies, Teaching, research, administration and organization – and are reflected in all decisions and at all Levels are taken into account. At mdh, the principle of equality does not only refer to Gender equality, but also includes other dimensions of diversity and potential disadvantage: age, sexual and gender identity, social background, Disability or chronic illness, nationality and ethnicity, religious affiliation or worldview. The goal is an **environment of equal opportunities** for all, in which differences are respected.

Everyone is valued and no one is disadvantaged because of personal characteristics.

The following guiding principles shape the university's self-image and form the basis of Equality work:

- **Anchoring in the mission statement and regulations:** The commitment to equality and diversity is part of the mission statement as well as the basic regulations and other regulations of the university.
- **Balanced participation in committees:** The aim is to achieve the greatest possible **gender parity in the composition** of committees, bodies, and commissions. Regarding the formation of new committees and commissions will be based on a balanced participation of all Genders respected.
- **Integration into decision-making processes:** Equal opportunity aspects must be integrated into all decision-making processes at the university. This includes strategic planning (e.g., regarding digital transformation or organizational changes) as well as personnel and study decisions.
- **Family-friendly working conditions:** mdh creates study and working conditions that are compatible with family responsibilities. These include, for example, flexible working hours, opportunities for mobile working, and understanding for student or employed parents as well as those caring for relatives .
- **Gender and Diversity Perspectives in Teaching and Staff Development:** The gender and diversity perspective is integrated into teaching, research, and staff development. Study content, research projects, and continuing education programs are designed to reflect the diversity of society and address all genders equally. At the same time, the university promotes the development of all employees, taking individual circumstances into account. If, in exceptional cases, unequal treatment is necessary for an objective reason (e.g., due to specific professional requirements or for protection against danger), it must be objectively appropriate, justified by a legitimate aim, and documented in writing.

, mdh is a forum for academic discourse. This includes engaging with socially controversial debates, questions, and perspectives. Academic freedom plays a particularly important role in this context. However, academic discourse is subject to the external limits of the free and democratic order enshrined in the Basic Law, as well as the legal provisions and standards listed in the preface. As a matter of principle, **discrimination is not tolerated at mdh** .

4. Equal Opportunities Organization at mdh

4.1 Equal Opportunities Officer

equal opportunities officer for the first time in 2021 ; since 2023, the equal opportunities officer has been elected by the academic senate. The election is advertised.

The Equal Opportunities Officer at mdh also fulfills the function of the legally required Women's Representative. Her rights and duties are enshrined in the university's statutes.

The university management bears overall responsibility for the strategic integration of equality and equal opportunities . The equality officer supports the university in implementing its legal mandate for equality, advises the university management and governing bodies, contributes to the development of equality concepts, and is involved in personnel, organizational, and social measures. The equality officer reports to the Academic Senate. She is independent in her work and has access to all necessary information and data to fulfill her duties.

4.2 Tasks and responsibilities

The responsibilities of the equal opportunities officer include, in particular:

- **Advice and support:** She advises students and prospective students, as well as staff members in equality matters, especially on issues affecting their equal opportunities at the university (e.g. study and examination conditions, building and technical equipment, social integration, compensation for disadvantages).
- **Contact point for discrimination:** As a confidential contact point, it receives reports and complaints regarding discrimination, sexual harassment, or other equality issues. After clarification by the university management, it may initiate appropriate measures to eliminate grievances or improve the situation.
- **Coordination of equality activities:** She develops initiatives and programs to achieve mdh's equality goals and coordinates these with all stakeholders. This also includes participation in defining equality indicators and in monitoring (collecting and analyzing statistically relevant data).
- **Participation in committees and appointments:** The Equal Opportunities Officer is a member entitled to information, speaking, and submitting proposals in important committees, particularly appointment committees for professorships. In this way, she ensures that equal opportunities aspects are taken into account in personnel decisions (e.g., the selection of professors and management positions).
- **Awareness raising and training:** It initiates training programs and raises awareness among university members about issues of equality, diversity and respectful interaction (e.g., workshops on unconscious bias, diversity-sensitive teaching, gender-inclusive language and image use, anti-discrimination).

Through these tasks, the equal opportunities officer makes a significant contribution to ensuring an equality-oriented organizational culture at mdh. When new degree programs or organizational units are established, it will be involved in the planning at an early stage to ensure that equality concerns are considered from the outset.

5. Situation analysis 2025

Current gender composition of mdh (as of 2025)

- **University management:** 3 men, 2 women
- **Academic Senate:** 6 men, 5 women (49% female representation)
- **Administration:** 18 Men, 22 women (female share 55%)
- **Professors:** 22 men, 8 women (female representation 24%)
- **Lecturers (instructors):**
 - Berlin location: 19 women, 25 men
 - Munich location: 5 women, 11 men
 - Location Düsseldorf: n women, n men
 - (Across all locations, the proportion of women in teaching assignments is approximately n%)*
- **Working students:** 3 men, 1 woman (female representation 30%)
- **Students:**

Berlin: total: 354 students, 199 women, 155 men, 0 non-binary (*female 56%; non-binary 0%*)

of which international students: 207, of which 113 are women and 94 are men (*female percentage 54%; diverse 0%*)

Düsseldorf: a total of 163 students, 100 women, 63 men, 0 non-binary (*female participation 61%*)

of which international students: 15, of which 6 women and 9 men (*female percentage 40%; diverse 0%*)

Munich: total: 117 students, 75 women, 41 men, 1 non-binary (*female percentage 64%; non-binary 1%*)

of which international students: 7, of which 4 women and 3 men (*female percentage 57%; diverse 0%*)

These figures show an overall balanced gender distribution in the student body and administration, however, show underrepresentation in certain areas (e.g., women among professors and men in some degree programs). These serve as a basis for identifying specific needs for action and for tracking progress in the coming years.

6. Areas of action, goals and measures

The following describes the key areas of action in which the mdh will focus from 2025 will further develop equality and equal opportunities by 2030. All existing Measures from the previous concept have been reviewed and will be implemented – where necessary – continued or expanded. Additionally, new measures and structural adjustments will be implemented. integrated to take current developments into account.

6.1. Studies and Teaching

6.1.1. Gender-equitable and diversity-oriented teaching

The mdh aims to design teaching in all degree programs that equally supports students regardless of gender or background. Course content should include diverse perspectives and not exclude or stereotype any group of people. Teaching methods and organization are designed to enable all students to participate equally. The university raises awareness among instructors to consider gender and diversity aspects in their field. For example, it is expected that case studies, projects, and literature will reflect the diversity of society, address aspects of discrimination, and explain alternative courses of action.

To support teachers, mdh will publish a **guide to diversity-sensitive teaching**. develop. This guide poses reflective questions for planning.

Courses, for example:

- *Are the teaching materials age-, gender-, disability-, ethnicity-appropriate? Origin, social status, sexual orientation or religion/worldview are diverse designed?*
- *Are different life realities being encountered (e.g., regarding age, disability, sexual orientation, religion) in the analysis and solution of tasks*

Was it taken into consideration?

- *Are the classrooms barrier-free and accessible to everyone (good visibility, consideration)? (of walking and hearing impairments)?*

- *Are examples and studies used that illustrate the diversity of people? represent?*

- *Is seminar participation moderated in such a way that all genders have a balanced opportunity to speak?*

How can dominance be avoided?

- *Are topics also discussed with regard to different levels of impact and Life situations discussed?*

- *Are heterogeneous groups encouraged in group work and project teams, instead of Purely homogeneous groups (e.g., only one gender or only the same performance level) to create?*

- *Are gender roles and power relations addressed where relevant? critically reflected upon?*

These questions help to continuously review **teaching organization and content and** to improve. Integrating a diversity perspective into teaching contributes to a contributes to an inclusive learning atmosphere in which all students feel represented. Especially with the increasing **digitalization of teaching** – for example through learning-Platforms, digital and online tools, and AI applications – mdh ensures that digital formats are designed to be accessible and non-discriminatory. Lecturers are encouraged to use new digital tools. To use teaching methods that cater to different learning styles, while at the same time the Keeping an eye on the risks of bias in automated systems.

As part of regular teaching evaluations, aspects of gender- and diversity-sensitive courses are assessed and, if necessary, further developed. The Dean's Office is responsible for implementing measures regarding gender-equitable and diversity-oriented teaching.

6.1.2. Compensation for disadvantages for students

The mdh has been practicing **compensation for disadvantages** for students with disabilities for years. Disabilities or chronic illnesses, as well as for students with disabilities or chronic illnesses Caregiving responsibilities (e.g., with children or dependent relatives).

The legal basis for this is found in § 24 of the General Study and Examination Regulations of the mdh .

The equal opportunities officer monitors compliance with these regulations in the This should be consistently implemented in everyday university life. She is committed to ensuring that those affected

Students should be able to know and utilize their rights to accommodations for disadvantages. Furthermore,

She organizes – in cooperation with examination offices and lecturers – regular **Raising awareness and providing training** on the topic of accommodations for people with disabilities. This includes, in particular, the following measures:

- Review of existing organizational processes in the examination system for accessibility and fairness, as well as the improvement of equal opportunities and compensation for disadvantages.

- Training for examiners (professors , *lecturers*) and staff of examination offices on typical forms of accommodations, e.g.:
 - Approval of technical aids for students with visual or hearing impairments
 - Extension of processing times or deadlines for examinations
 - Adjustments to internship conditions (e.g., flexible scheduling)
 - Relocation of lectures to accessible premises
 - Modification of examination formats (e.g. oral instead of written)
 - Granting of additional breaks or time credits in examinations
 - Splitting an exam into several time periods (split exam)
- For students with children or dependent relatives, individual solutions are found where possible to reconcile studies and family life (e.g. part-time studies, leave of absence, flexible submission deadlines).

These precautions ensure that **no one is disadvantaged due to special circumstances.**

Circumstances that disadvantage students during their studies . The mdh thus promotes actual [something - likely a specific outcome or situation].

Equal opportunities in higher education. The effectiveness of accommodations for students with disabilities is regularly evaluated by the examination offices. The regulations are adjusted or expanded as needed.

6.1.3. Equal opportunities for students

Beyond the aforementioned compensatory measures, mdh promotes equal opportunities in higher education through further initiatives. For example, the transition from diverse educational backgrounds to university studies is facilitated (e.g., through preparatory courses or mentoring). First-year students). Students who are the first in their family to study or who come from abroad can take advantage of specific counselling services.

These measures in studies and teaching are intended to ensure that every student – regardless of gender or other diversity characteristics – have the same opportunities, to learn successfully, achieve results, and develop oneself.

6.2 Research, scientific development and artistic practice

The mdh is in a process of strengthening its profile in research and Development. Equality and diversity are also being addressed in the research sector. This has been taken into consideration. Specifically, this means:

- **Supporting female scientists and artists:** In developing and expanding research activities, particular attention is paid to supporting and increasing the visibility **of female scientists and artists** . **Early-career female researchers receive targeted support, for example, through mentoring, networking opportunities, and information on funding opportunities (mentoring programs, participation in funding initiatives such as the Federal Government's Professorinnenprogramm , where possible).** The mdh aims to increase the proportion of female researchers in projects and leadership roles.
- **Gender and diversity aspects in research content:** In research and development projects, the relevance of gender and diversity should be given special consideration where relevant to the discipline (for example, in studies involving users *or participants* , or in design projects with societal impact). This corresponds to the principle of *gender mainstreaming* in research. The university supports approaches that incorporate gender-specific differences or diverse

target groups into design and conception from the outset (e.g., in UX studies, in research in gender-segregated fields, etc.).

- **Research organization and funding:** Internal processes for awarding research grants or participating in collaborations are transparent. Care is taken to ensure that no unconscious biases influence the selection of project partners or the composition of research teams. Committees that decide on research questions are also composed of diverse members. Should mdh offer its own doctoral programs or cooperative doctoral programs, gender equality aspects will also be considered within these programs (for example, through family-friendly supervision agreements or by taking into account [relevant factors]). mdh aims to create a research environment in which *all* researchers – regardless of gender or background – have equal opportunities to engage and succeed. This also contributes to achieving more innovative and inclusive research results that benefit society in all its diversity.

The Research Commission is responsible for implementing the measures regarding equality in research, artistic practice and scientific development.

6.3 Personnel, Career Development and Organization

- **Recruitment and development:** mdh strives for parity in the representation of different gender identities in administrative, teaching, and other positions. Management level The aim is to reduce imbalances and safeguard parity already achieved. In particular, qualified female scientists, artists, and women with practical experience should be encouraged to apply for newly appointed professorships and leadership positions. Specifically, job postings will be formulated to promote diversity (gender-neutral language, highlighting the university's equality goals). During appointment procedures, the commission—in cooperation with the equality officer—ensures a balanced pre-selection process and assesses the suitability of candidates according to objective, competency-based criteria. If women are underrepresented in a particular area, the commission will examine whether targeted **measures to promote women** can be implemented (e.g., actively recruiting female candidates, participating in Women in Tech networks, utilizing the professorship program for women).
- In parallel, mdh supports its existing employees in their professional development, regardless of gender. **University careers for women** are explicitly promoted by offering qualified female lecturers opportunities for further professional development (such as doctoral studies or pedagogical training) and encouraging them to pursue professorships. In general, care is taken to offer all employees opportunities for further training and career advancement – for example, through regular internal discussions, mentoring programs, and professional development courses that also cover topics such as leadership in part-time roles or career paths after parental leave.
- **Working conditions and work-life balance:** mdh sees itself as a family-friendly university, as described in its principles. In practice, this means, for example: flexible working hours for employees with caregiving responsibilities, opportunities for working from home or remotely, understanding handling of business trips or scheduling for parents of young children, support for returning to work after parental leave, etc. These measures apply equally to all genders – the university explicitly encourages, for example, fathers to take parental leave or to care for relatives without suffering career setbacks. Where possible, individual solutions are also found for students (see 6.1.2) to reconcile their studies and family life.

- The increasing **digitalization of public administration** is being used as an opportunity: Digital workflows enable more location- and time-independent work, which particularly benefits employees with family responsibilities. However, care is also taken to ensure that digital collaboration is inclusive and that no one is left behind due to a lack of technical equipment or skills. Therefore, the university offers training courses for all employees to strengthen digital skills – an aspect that is also important in terms of equal opportunities.
- **Organizational integration of equality:** In light of the planned new **degree programs** (law/economics/computer science and healthcare), equality aspects are being structurally integrated into these programs as well. The implementation of university-wide equality goals will be ensured in every new degree program.

The issue of equality is present at **all organizational levels** : from university management to study programs to individual functional areas and administrations.

The responsible organizational units or bodies of academic self-governance (executive management, academic senate, university management) assume responsibility for implementing measures regarding equality in personnel, career development, and organization within their respective areas – for example, in shaping internal university processes, staffing committees, promoting early-career researchers, and designing and implementing degree programs. The equality officer will work closely with the university management, program directors, commissions, committees, and functional areas through regular exchange meetings.

6.4 Visibility, communication and networking

An important component of equality work is **visible communication** after

Inside and out. A separate subpage for this was created on the university's website.

A *women's and equality* department has been set up, where contact persons and services are listed. and documents (like this concept) are easily accessible. This information service will continuously updated and expanded, for example through FAQs, references to Events or consultation times.

The mdh is also committed to equality goals **beyond the university** and

Societal diversity. One expression of this is the university's accession to the *Charter .*

der Vielfalt eV – a nationwide employer initiative for diversity in the workplace.

By signing the Diversity Charter, mdh is sending a signal internally and

externally, it is explicitly stated that diversity is desired and promoted. Furthermore, the

The university exchanges with external networks and bodies, such as the state conference

the women's and equal opportunities officer (where possible for private universities) and

participates in events such as the German Diversity Day and Girls' Day.

Internally, awareness of equality issues is raised through various means.

Communication measures strengthened: In employee meetings and on

The equal opportunities officer regularly informs student assemblies about

Current topics and offers. Successes of equality work (e.g., newly appointed female professors,

Successful inclusively designed projects, awards in the field of diversity) are presented via

newsletters and social media to generate positive momentum. The message

The following is stated: **Equality is an integral part of the quality development of mdh.**

and a shared concern of all university members.

6.5 Gender- and diversity-sensitive use of language and images

- Language shapes our perceptions and the atmosphere at the university. The mdh is therefore committed to **gender-fair and inclusive language use** in both spoken and written communication. Respectful, non-discriminatory language is an important means of making equal opportunities visible and promoting them. Specifically, this means that all official documents (correspondence, guidelines, regulations, statutes, websites, forms, etc.) are formulated in a way that addresses *all genders*. In accordance with the recommendations of the Berlin Senate ("*Guidelines for Gender-Fair Language in Public Administration*") and the guidelines of the *Genderleicht initiative*, the mdh uses either gender-neutral terms (e.g., *students* instead of male/female students, *lecturers* instead of male lecturers) or gender-inclusive forms. The latter can be achieved through gender-inclusive writing styles that include not only male and female but also non-binary individuals. In German, this is achieved, among other things, by using the colon , e.g., *Professor:innen* (female professors) . In forms with multiple-choice options , *female, male, diverse (f/m/d)* are always offered.
- Images speak their own language and are a key design element, especially in publications such as flyers, brochures, informational materials, and on the mdh website. **When selecting images, mdh ensures that diversity in terms of gender, ethnicity, religion, age, disability, and other dimensions of diversity is appropriately represented, particularly in areas where stereotypical representations are prevalent.** All people should be depicted equally, especially in connection with technical professions and in management and leadership positions. Service-related activities and work-life balance topics should also include men in the visual language.

All central templates, text modules, and presentations of the university will be revised linguistically and visually based on this foundation. Furthermore, as a measure, the marketing department, in collaboration with the equal opportunities officer, will create an internal language and image guideline that provides all employees and lecturers with practical tips for inclusive language and image use. This guideline explains the reasons for gender-inclusive language and imagery, presents various formulation and presentation options, and also addresses common pitfalls and frequently asked questions. It aims to reduce uncertainty and, in particular, to establish a consistent language practice at mdh .

By implementing these principles, the university aims to foster an environment in which everyone feels included. Language and images create reality – therefore, using them consciously helps to break down traditional role models and establish diversity as the norm.

7. Evaluation of gender equality, diversity and compensation for disadvantages, as well as further measures

promote equality, particularly for women, in research, teaching, and administration . The mdh will continuously monitor the implementation of these equality measures. The effectiveness of the measures will be regularly evaluated among both students and staff to verify and further develop actual equality and equal opportunities. The evaluation will include both qualitative and quantitative methods. These include self-reports from the university, document analysis, and the evaluation of key indicators such as the proportion of women in different status groups, appointment procedures, the proportion of female professors, salary structure by gender, use of family-friendly services, etc. Data will be collected using internal university statistics as well as through anonymous surveys of students (as part of course evaluations), staff, instructors, and, where applicable, focus groups and

university management. The results of the evaluations are reported to the Academic Senate and used to highlight successes, address gaps in a targeted manner, adapt existing measures if necessary, and continuously develop them further in line with the ideal of a learning organization and in the ongoing development of the equality concept.

8. Policy on protection against discrimination and violence

The mdh places the utmost importance on a **safe and respectful environment** for all members of the University – students, lecturers, staff and guests. Any form of harassment, Discrimination or (sexualized) violence is expressly prohibited at mdh and Not tolerated. Harassment is understood to mean any behavior that violates the dignity of the person concerned.

injured person and an intimidating, hostile, degrading or creates a humiliating environment – whether in person or in the digital space. This includes especially **sexual harassment**, but also bullying, stalking, racist or homophobic harassment Discrimination and similar abuses. Cases involving a relationship of dependency. is exploited (e.g., lecturers against students or superiors against employees) or in which personal or professional disadvantages are even threatened, are classified as particularly serious.

All persons with management, supervisory or examination responsibilities at mdh have a They have a special duty of care to ensure such a climate of respect. obliged to take **complaints** from victims or witnesses seriously and to be forwarded immediately to the responsible authorities. To the complainants as well as any involved trusted persons may be informed by reporting an incident no disadvantages will arise.

To give practical effect to these principles, mdh will establish a [missing information] in 2025.

"Guideline on protection against discrimination, harassment and sexualized violence"

to develop and implement this directive. This directive will establish clear procedures and responsibilities.

Establish procedures so that swift and appropriate action can be taken in an emergency. Important Elements of the policy include:

- **Low-threshold reporting options:** Those affected and observers can confidentially contact designated individuals. These may include the equal opportunities officer, members of a complaints committee yet to be determined, or external liaisons (such as counseling centers). The contact points will be publicized university-wide. Complaints can be submitted verbally, in writing, or – if desired – anonymously.
- **Procedure for handling complaints:** The policy clearly outlines the process following a report. This includes confidential documentation of the incident, a meeting with the affected person to assess their needs, and subsequent clarification of the facts by a neutral party. If the allegation is substantiated, appropriate measures will be taken – ranging from mediation to employment-related or academic consequences for the person responsible. The privacy of all involved parties is always protected.
- **Protective and support measures:** Those affected are offered immediate protective measures upon request (e.g., temporary changes to responsibilities, accompaniment by trusted persons, psychological counseling through external support services). Their well-being is paramount, and they will be kept informed of the progress of the process. Where

necessary, the university collaborates with external counseling and support organizations to provide the best possible assistance.

- **Awareness and prevention:** All members of the university community – especially managers and lecturers – receive regular training on this issue. Training courses and workshops on dealing with sexual harassment and discrimination in the workplace/at university are offered. New employees and students are informed about codes of conduct and contact points during introductory events. Campaigns (e.g., posters on campus or notices in online courses) clearly demonstrate mdh's zero-tolerance policy.

These measures are intended to ensure that the university not only reacts, but proactively creates an environment in which incidents are prevented from occurring in the first place. The **culture of Vigilance and action** are encouraged: All members of the mdh should be aware of their responsibility to contribute to prevention and awareness. The Equal Opportunities Officer, together with the university management, will monitor the implementation of the policy. A report will be submitted annually to the Senate (in anonymized form) detailing whether and which cases have occurred and how the procedures were handled, in order to implement further improvements where necessary. With this guideline, mdh not only fulfills its legal obligations under AGG §13 (right to complain in case of discrimination), but above all sends a clear signal:

Everyone at mdh has the right to a learning and working environment free from discrimination and violence.

9. Appendix: Legal Foundations and Standards

For further study and reference, the most important legal bases are listed below and The following are the orientation documents on which the mdh's equality concept is based:

- **General Equal Opportunities Standards of Berlin Universities** – Recommendation document of Berlin universities on equal opportunities work (State Conference of Women's Representatives) – https://www.lakof-berlin.de/media/AGS_A6_8_Seiten_final_II.pdf
- **Berlin Higher Education Act (BerlHG)**: Section 59 Women's and Equal Opportunities Officer - https://gesetze.berlin.de/perma?j=HSchulG_BE_!_59
- **Berlin Higher Education Act (BerlHG)**: *Section 5b University of Diversity and Section 5c Equal Opportunities for Genders* – Online version of Section 5b https://gesetze.berlin.de/perma?j=HSchulG_BE_!_5b | Online version of Section 5c https://gesetze.berlin.de/perma?j=HSchulG_BE_!_5c
- **Berlin State Equal Opportunities Act (LGG)**: Berlin State Law on Equal Opportunities for Women and Men in the Public Service – Information on the LGG - https://gesetze.berlin.de/perma?j=GleichstG_BE
- **General Equal Treatment Act (AGG)**: Federal law on protection against discrimination on the grounds of, among others, gender, ethnic origin or religion – https://www.antidiskriminierungsstelle.de/SharedDocs/downloads/DE/publikationen/AGG/agg_gleichbehandlungsgesetz.pdf?__blob=publicationFile
- **Amendment to the Model Legal Regulation (MRVO) 2024: esp. § 15** - https://www.akkreditierungsrat.de/sites/default/files/downloads/2024/2024_11_21-Musterrechtsverordnung.pdf see also: https://www.kmk.org/fileadmin/Dateien/veroeffentlichungen_beschluesse/2024/2024_11_21-Musterrechtsverordnung.pdf

- **United Nations 2030 Agenda**, in particular *Goal 4 – Quality Education* and *Goal 5 – Gender Equality* - <https://www.un.org/depts/german/gv-70/band1/ar70001.pdf>
- **Genderleicht.de**: Information portal with practical tips for gender-sensitive language in media and everyday life – <https://www.genderleicht.de/>
- **Guidelines for gender-inclusive language in public administration**: Publication of the Senate Department - <https://www.berlin.de/sen/frauen/oeffentlichkeit/sprache/>
- **Charta der Vielfalt eV**: Initiative for diversity management in companies and institutions (mdh is a signatory) – <https://www.charta-der-vielfalt.de/>

10. Duration of the equality concept 2025–2030

This equality concept will come into effect after its adoption. The university management and the Academic Senate of the mdh commit themselves to the implementation of the presented To actively support measures and regularly review progress. Together All members of the mdh are working to make the university a place that embraces diversity. and exemplifies and sustainably promotes equal opportunities. This equality concept comes into effect upon publication on the website.