

# CRITICAL DIVERSITY POLICY

Strategy for Antidiscrimination &  
Diversity *Berlin University of the Arts*



Universität der Künste Berlin





The UdK Berlin is continuously developing its *Critical Diversity Policy: Strategy for Antidiscrimination and Diversity* with the participation of the EOC, the women's representatives, the representatives for people with disabilities and chronic illnesses, and the diversity and antidiscrimination officer.

It is to be anchored in the colleges and institutions, and at all management levels.

The *Critical Diversity Policy* will be evaluated every two years.

## **Imprint**

Berlin University of the Arts, represented by the president

The *Critical Diversity Policy: Strategy for Antidiscrimination and Diversity* was developed by the Critical Diversity WG, a working group of the Standing Equal Opportunity Commission, and the women's representative, in cooperation with university management.

It was created with the participation of

StuPa (Student Parliament) Committee for Equity and Social Affairs

StuPa Committee for Intercultural Diversity, Empowerment, and Antidiscrimination

AStA (General Students' Committee) Department of Antidiscrimination

AStA Department for Diversity and Equity

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International Office

Studium Generale/Intercultural Mentoring

Staff Council

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The *Critical Diversity Policy: Strategy for Antidiscrimination and Diversity* was endorsed by the Academic Senate of the Berlin University of the Arts on 7 December 2022 and published in the *University Gazette* (the *UdK-Anzeiger*) 4/2023.

October 2023

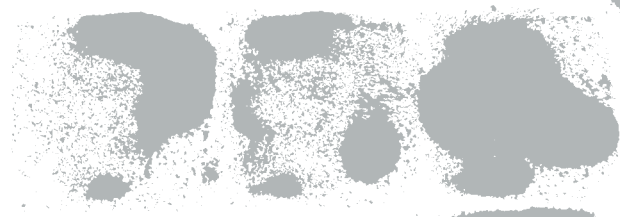
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# Introduction

The Berlin University of the Arts (UdK Berlin) is an institution with a long history. Situated in Berlin, it has witnessed and taken part in the many emancipation movements that shaped the city in the twentieth century. One thinks here, for instance, of the women's movements around 1900 and in the 1970s; the homosexual movement that formed in Berlin as early as the 1920s but was then destroyed under National Socialism; or queer culture and activism in the wake of Act Up and other groups. The student movement at the end of the 1960s likewise belongs to this history, as do the democracy movements during and after the Wende (the peaceful revolution, that brought about the end of the GDR, followed by German reunification), and today's (post)migrant movements such as Black Lives Matter.

As an internationally operating arts university, the UdK Berlin acknowledges its lighthouse role in standing up for the freedom of the arts and sciences, and in making it possible for this freedom to be exercised by those to whom it has been denied. Since the arts enable the articulation and perception of subjectivity, the capability for self-expression and agency, and belonging, they also play a crucial role in negotiating social participation. Excellence, as understood by the UdK Berlin, can emerge only from a dialogue between diverse artistic origins and points of view as facilitated and promoted in teaching and research. It also necessarily includes critical reflection on cultural and aesthetic paradigms and the effects they have in excluding certain voices and viewpoints or in opening teaching and research toward new perspectives.

As public educational institutions, universities are committed to achieving equal opportunity, ensuring access to education, and combating discrimination. Yet they are also institutions with traditional hierarchies and complex or unequal power relations. One consequence of this tension is that developing universities policies that are more responsive to the effect of discrimination is complex, and sometimes contentious, process—and that it requires the active involvement of all members of an arts university. To move this process forward, it is necessary for the UdK Berlin to take a nuanced and critical look at its own structures—be it in teaching, research, internal or external communication, examination and admission procedures, appointments and hiring, university management, or facilities and spaces. Institutions organize social life, reproduce social relations, and mold cultural conventions. They therefore carry a responsibility to determine how they can enable equal opportunity. All members of the UdK Berlin should be able to study and work in

a culture shaped by diversity, an appreciation for their specific contributions, and a critical awareness of discrimination.

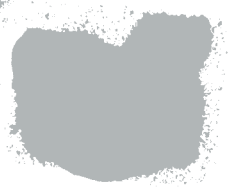
Building on a status analysis of the UdK Berlin, this *Strategy for Antidiscrimination and Diversity* outlines key action areas and proposes tailored measures. These are designed to make the UdK Berlin into an arts university that is not only more diversity-sensitive, but also more proactive and critical in combating discrimination. The aim is to duly recognize and honor the rich diversity of those who work and study at the UdK Berlin and to enhance their creative potential. In the spirit of equity, the aim is also to increase accessibility for those who wish to study or work at the university. The UdK Berlin will work to make its members more aware and critical of discrimination and exclusion, and to protect them from its effects. In seeking to combat and prevent discrimination, it will create conditions allowing the existing diversity of social and cultural experiences and forms of knowledge at the UdK Berlin to be openly expressed, both across the institution and in society [see 1.3].

Crucial prerequisites to achieve these aims include creating a network of actors, maintaining a culture rooted in respect for each other and transparency regarding information, offering counseling to those affected by discrimination, structurally dismantling discrimination, and actively promoting equal opportunity. In addition to actions that can be taken by individuals, the university's institutions of self-governance have an important role to play in making the university more transparent in its decision-making and power structures and increasing its diversity, enabling it to effectively respond to the social conditions of the present.

The Equal Opportunity Commission (hereafter: EOC; German: Kommission für Chancengleichheit), as a standing committee of the Academic Senate, has been assigned the task of formulating a *Strategy for Antidiscrimination and Diversity*. To carry out this task, the Working Group on Critical Diversity (hereafter: the Critical Diversity WG) was founded in 2016. In the Critical Diversity WG, members of the EOC work together with other actors in the field of antidiscrimination, all university status groups are represented in the Critical Diversity WG. The concept paper on developing diversity produced by the Critical Diversity

WG has been discussed with representatives of the university management, the AStA and StuPa, the Staff Council, the International Office, the representatives for students with disabilities and chronic illnesses, the women's representatives, and the diversity and antidiscrimination officer. The diversity strategy for the UdK Berlin that has now been jointly developed formulates positions and measures for the upcoming developments in higher education. The process of coming to a shared understanding and fostering a renewal in research, teaching, and institutions of university self-governance should begin immediately. Implementing the diversity strategy in a way that will prove to have long-lasting effects is a central concern of the UdK Berlin, to which it has chosen to devote energy, time, and resources.

This is the first *Strategy for Antidiscrimination and Diversity* that the UdK Berlin has developed in its long history. Hence it not only represents a significant instrument of strategic university planning, but also a first result of such efforts. We are only at the beginning of the important and challenging task of becoming an arts university that is more sensitive to diversity and more proactive and critical in combating discrimination. We can achieve this aim only by engaging in a university-wide discussion and evaluation process that requires our joint attention and is based on the willingness to self-critically promote these processes.



# 1. Foundations for the Policy

## 1.1 Preconditions

Institutional diversity development must begin by grappling with existing discrimination—as also envisioned by the Berlin Higher Education Act (Berliner Hochschulgesetz, Section 5b). The Berlin University of the Arts (UdK) aims to combat the dimensions of discrimination mentioned in the Berlin State Anti-discrimination Act (Landesantidiskriminierungsgesetz, Section 2, hereafter LADG): “gender, ethnic origin, racialized or antisemitic attributions, religion and belief, disability, chronic illness, age, language, sexual and gender identity, and social status.”<sup>1</sup> The UdK Berlin also takes care to protect its members from discriminatory behavior targeted against other characteristics such as parenthood, caregiver responsibilities, or body-specific abilities. In 2020, the LADG closed the gap in legal protection left by the German General Act on Equal Treatment (Allgemeines Gleichbehandlungsgesetz, AGG), which applies to employees but not to students. The UdK Berlin additionally follows the DFG’s standards for equal opportunity, which are geared toward research.<sup>2</sup> The UdK Berlin participates in the Working Group for Research Institutions in Women’s Studies and Gender Studies Berlin (Arbeitsgemeinschaft für Frauen- und Geschlechterforschungseinrichtungen der Berliner Hochschulen, AFG),<sup>3</sup> and in 2020, it signed the Diversity Charter (Charta der Vielfalt).

This *Critical Diversity Policy* takes an intersectional approach. Intersectionality here refers to the fact that different forms of discrimination intersect and reinforce each other. A distinction is made between a structural level and an individual level. The former concerns structural conditions—well-established processes and practices of the institution—that reproduce or can reproduce discrimination. The latter refers to every single member of the university community and to individual measures.

1 Landesantidiskriminierungsgesetz (LADG) 2020; see also Hochschulvertrag 2018–22, 2.1: “ethnic origin, gender, religion or belief, disability, age, sexual identity, and social origin.”

2 DFG (Deutsche Forschungsgemeinschaft/German Research Foundation), 2020, [https://www.dfg.de/dfg\\_profil/zahlen\\_fakten/evaluation\\_studien\\_monitoring/studien/studie\\_gleichstellungsstandards/index.html](https://www.dfg.de/dfg_profil/zahlen_fakten/evaluation_studien_monitoring/studien/studie_gleichstellungsstandards/index.html). This and all following URLs were verified on 20 June 2023.

3 <https://afg-berliner-hochschulen.de>.

This *Strategy for Antidiscrimination and Diversity* complements the regulations and policies already in force at the UdK Berlin in the area of antidiscrimination, as recapitulated below.

## 1.2 Status Analysis

The path to an arts university that is more proactive and critical in combating discrimination and more sensitive to diversity remains long, while the need to pursue it is high. The UdK Berlin has taken important steps by adopting the *Regulations for the Realization of Equal Opportunity* (*Satzung zur Verwirklichung der Chancengleichheit*) in 2020 and the *Policy on Protection against (Sexual) Discrimination, Harassment, and Assault* (*Richtlinie zum Schutz gegen [sexualisierte] Diskriminierung, Belästigung und Gewalt*) in 2019. These were largely developed by the Office of the Central Women's Representative and officer for diversity and antidiscrimination, together with the Equal Opportunity Commission (EOC).

The *Regulations for the Realization of Equal Opportunity*<sup>4</sup> defines gender equity as a governance issue that cuts across the entire university and is to be considered in all legal actions taken by the institution, and it adopts an **intersectional** perspective on gender equity that explicitly includes persons who are **trans**, **intersex**, and **nonbinary**. Following these regulations, the university adopted *Measures for More Gender Equity at the UdK Berlin* (*Maßnahmen für mehr Gendergerechtigkeit an der UdK Berlin*),<sup>5</sup> which regulate the implementation of gender-neutral language, the usage of self-chosen first names and pronouns, and the introduction of gender-neutral toilets.

4 The *Satzung zur Verwirklichung der Chancengleichheit an der UdK Berlin* were passed by the Academic Senate on 6 May 2020, [https://www.udk-berlin.de/fileadmin/2\\_dezentral/FR\\_Gleichstellungspolitik/Gleichstellungsstrategie/Satzung\\_Chancengleichheit\\_Ausschnitt\\_Anzeiger.pdf](https://www.udk-berlin.de/fileadmin/2_dezentral/FR_Gleichstellungspolitik/Gleichstellungsstrategie/Satzung_Chancengleichheit_Ausschnitt_Anzeiger.pdf).

5 *Maßnahmen für mehr Gendergerechtigkeit an der UdK Berlin* (2020), <https://www.udk-berlin.de/universitaet/gender-gerechte-sprache-und-weitere-massnahmen-fuer-mehr-gendergerechtigkeit-an-der-udk-berlin>.

The *Policy on Protection against (Sexual) Discrimination, Harassment, and Assault*<sup>6</sup> aims to raise awareness toward all forms of discrimination and violence. It highlights measures for combating discrimination and violence as well as actions that can be taken against violations.<sup>7</sup> This policy was coordinated with the establishment of the Contact Point for Support against Discrimination and Violence (Anlaufstelle bei Diskriminierung und Gewalt), which provides advising and support to those affected by discrimination and can open an anonymous and protected complaint procedure. The Contact Point, comprising representatives from all status groups, began its work in 2020.<sup>8</sup>

The action areas to advance critical diversity development at the UdK Berlin, as described below, have emerged through an intensive university-wide process of dialogue. The Critical Diversity WG developed various tools to formulate this diversity strategy:

- 1) holding workshops;<sup>9</sup>
- 2) launching the *Critical Diversity Blog*, which gathers discussions and statements on the topic and serves as an information platform both within and beyond the university community;<sup>10</sup>
- 3) and founding the Council for Diversity and Equity (Rat für Vielfalt und Gleichberechtigung), which brings together representatives from

6 *Richtlinie zum Schutz gegen (sexualisierte) Diskriminierung, Belästigung und Gewalt der UdK Berlin*, which entered into force on 29 June 2019, [www.udk-berlin.de/fileadmin/2\\_dezentral/FR\\_Gleichstellungspolitik/UdK\\_Richtlinie\\_zum\\_Schutz\\_vor\\_sexualisierter\\_Diskriminierung.pdf](http://www.udk-berlin.de/fileadmin/2_dezentral/FR_Gleichstellungspolitik/UdK_Richtlinie_zum_Schutz_vor_sexualisierter_Diskriminierung.pdf).

7 A brochure on the subject (in German and English) has been published to give clear guidance, <https://www.udk-berlin.de/en/university/welcome-to-the-womens-representative/advising-and-support-in-cases-of-discrimination/udk-booklet-information-on-sexual-harassment-and-sexual-assault/>.

8 The aim of the Contact Point for Support against Discrimination and Violence is to provide information on the topic of sexual harassment and assault to support those affected, and to recommend or initiate preventive measures and plans. See [www.udk-berlin.de/grenzueberschreitungen](http://www.udk-berlin.de/grenzueberschreitungen).

9 Workshops were evaluated on topics including antiracism, racial tokenism, critical *whiteness*, and trans inclusion; they took place as part of Teaching the Arts 2019, University Days 2018, 2019, 2020, and were organized by Interflugs, the International Office, and the Critical Diversity WG.

10 <https://criticaldiversity.udk-berlin.de>. The blog also allows anyone to submit an anonymous experience report, making it possible to at least partially document experiences of discrimination at the UdK Berlin, since the collection of corresponding data has not yet been institutionalized.

different areas of the UdK Berlin to jointly determine action areas to combat discrimination.<sup>11</sup>

The UdK Berlin has an exceptionally committed and informed student body. Two Student Parliament committees have addressed equity and antidiscrimination issues. The Committee for Social Affairs and Equity (Ausschuss für Soziales und Gleichstellung) has been instrumental in formulating and adopting the *Measures for More Gender Equity at the UdK Berlin*. In recent years, the General Students' Committee (ASTa) Department for Intercultural Affairs and Antidiscrimination has established its own counseling service for students affected by discrimination. In addition, student working groups have emerged to address specific structural problems: Interflugs, which sponsors study projects; I.D.A. (Intersectionality, Diversity, Antidiscrimination); and Common Ground, which supports people who have experienced forced displacement, as well as disadvantaged international students, before and during their student application process. Garnering some media attention in the summer of 2020, several student initiatives addressed **racism** at the UdK Berlin under *#extraracismUdK*. A protest video and an open letter were created from testimonials collected for the initiative. And the student Intersectional Antidiscrimination WG has formulated *19 Demands*.<sup>12</sup> Findings, experiences, and demands from these activities play a crucial part in this *Critical Diversity Policy*.

Bottom-up initiatives, such as those that have emerged at the UdK Berlin on the topics of critical diversity and antidiscrimination, have the advantage of providing a thick description of the current state of affairs. They have the disadvantage that those involved run the risk of exhaustion so long as professional structures are not in place. There is a great deal of invisible work being done by those who are themselves affected by discrimination. Role conflicts often arise. The large number of initiatives and working groups shows the immense need to foster exchange about experiences of discrimination, support those affected, and improve the university's working and study environment. This commitment to

11 It has sixty-two members, including the International Office, General Students' Committee/Intercultural Mentoring, Artist Training, student initiatives, women's representatives, and other actors from all groups and colleges at the UdK Berlin.

12 <https://extraracismudk.wordpress.com/>; Donna Schons, "Anti-Rassismus-Proteste an Kunsthochschulen Aufstand statt Rundgang," *Monopol*, <https://www.monopol-magazin.de/extraracismudk-protest-universitaet-der-kuenste>, 23 July 2020; Mania Godarzani-Bakhtiari and Esra Nagel, "Eisbein und Hundescheiße," *Texte zur Kunst*, <https://www.textezurkunst.de/de/articles/godarzani-bakhtiari-nagel-eisbein-und-hundescheisse/>, 12 August 2020.



the institution and the high degree of self-organization with limited financial resources are impressive, especially on the part of the student body, and deserve unqualified appreciation. It is, however, also clear that considerable gaps remain in the protection of those affected by discrimination and that there is a need for greater awareness of how some are being disadvantaged and excluded. Biases that lead to favoritism on the one hand, and to disadvantages on the other, continue to operate mostly unnoticed in large parts of the UdK Berlin [**bias, unconscious**].

The UdK Berlin is working toward providing permanent measures to combat this situation, both structurally and through individual actions.



So far, two new positions have been created: a psychological counselor for students and a diversity and anti-discrimination officer with a focus on antiracism. The university management of the UdK Berlin is aware of the fact that diversity development is a task requiring the engagement of leaders and actors from across the university.<sup>13</sup>

The UdK Berlin is also making use of its network with other Berlin universities, especially other arts schools, to further develop these approaches both conceptually and in practice.

### 1.3 Our Vision for the Berlin University of the Arts: Critical Diversity

Diversity is, most fundamentally, a descriptive term indicating that societies are heterogeneous structures.<sup>14</sup> The closer one looks, the more it becomes apparent that even a group defined by commonalities is itself internally diverse, since individuals have very different experiences

13 This includes the Academic Senate, the Extended Academic Senate, the Standing Commissions of the AS, College Councils, Institute Councils, Examination and Doctoral Committees, Deans' Offices and the administrative teams of all institutions, unit heads of the university management, and university offices. See the *Gleichstellungskonzept der Universität der Künste Berlin 2021–2025: Zehn Handlungsfelder auf dem Weg zur Chancengerechtigkeit* (2020), 5, [https://www.udk-berlin.de/fileadmin/2\\_dezentral/FR\\_Gleichstellungspolitik/Gleichstellungsstrategie/49-2020\\_Gleichstellungskonzept.pdf](https://www.udk-berlin.de/fileadmin/2_dezentral/FR_Gleichstellungspolitik/Gleichstellungsstrategie/49-2020_Gleichstellungskonzept.pdf).

14 For this subsection, see Kathrin Peters, "Differences are diverse" (2020), <https://criticaldiversity.udk-berlin.de/en/unterschiede-sind-unterschiedlich>.

when it comes to how others perceive or read them and the attributions on which this is based. Such attributions are often rooted in categories of **racialization**, religion and belief, disability or chronic illness, sexual and gender identity, and social status—the list could be extended. That such differences are becoming increasingly complex and nuanced is what makes the concept of diversity so diffuse—and also what gives it so much potential, because this perspective further reveals that such distinctions can change. Categories, for instance, can be contested (such as the term “Rasse” in the German Basic Law).<sup>15</sup> This mutability indicates that we are not dealing with the description of natural conditions, but with social and cultural distinctions. Making such distinctions is always a social, political, and cultural act. It is also true that there are different kinds of differences: they can either be associated with advantages and privileges or with disadvantages and exclusion.



Discrimination refers to the unequal, disadvantageous, and exclusionary treatment of individuals or groups on the basis of actual or ascribed characteristics.<sup>16</sup> It always occurs in situations of unequal power relations that have developed historically. In addition, different kinds of discrimination overlap and sometimes mutually reinforces each other. An **intersectional** perspective therefore calls for recognizing multiple kinds of discrimination and how they are interrelated—caregiving responsibilities and gender (the gender pay gap) is one example; migration and education (first-generation students) or age and social origin (old-age poverty) are others.

Why *critical* diversity? This formulation is intended to emphasize that diversity is to be understood through a lens that is critical of power. This lens is necessary inasmuch as diversity management, as it is practiced at some universities and other institutions, evinces a tendency to not perceive discrimination and not address exclusions. It might even become the case that simply giving the appearance of diversity will become an economic resource in global competition. Or only one **Person of Color** might be included and expected to stand in for the openness of an institution or company whose members are majority **white** [**tokenism**]. Such

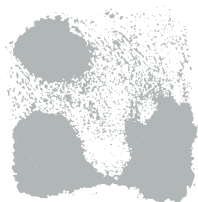
15 Matthias Quent, “Warum steht der Begriff ‘Rasse’ im Grundgesetz?” (2020), <https://www.bpb.de/themen/politisches-system/abdelkratie/312945/warum-steht-der-begriff-rasse-im-grundgesetz/>, and Maureen Maisha Auma, “Für eine intersektionale Antidiskriminierungspolitik,” <https://www.bpb.de/apuz/antirassismus-2020/316764/fuer-eine-intersektionale-antidiskriminierungspolitik>.

16 *Richtlinie zum Schutz gegen (sexualisierte) Diskriminierung*, “Präambel,” 2.

a notion of diversity is far removed from the emancipatory movements from the 1960s onwards—the women’s movement, the gay and lesbian movement, or the antiracist and crip movements are examples. However, perceiving discrimination and criticizing power relations is a prerequisite for becoming a university that is sensitive to diversity.

A critical concept of diversity must focus on the ways in which individuals and groups inside and outside the university in fact experience being disadvantaged, stereotyped, and denigrated, ranging from exclusion to violence. Inequality and violence can only be reduced if they are consciously singled out. Diversity can only be recognized where there is sensitivity for respect and differences. Discrimination can only be countered where there is an awareness of how disadvantages and advantages are intertwined. In short, developing critical diversity fundamentally means pursuing antidiscrimination policies.





## 2. Action Areas, Measures, and Implementation

In the following we describe action areas that traverse various forms of knowledge and practice. These areas are not exhaustive, but reflect current needs. They have resulted from the insights gained from the status analysis [see 1.2]. The relative weight of each area may shift in future updates to the diversity strategy. In particular, the action area on **ableism** is increasingly—and more fundamentally—drawing the attention of various departments at the UdK Berlin (measures including an inclusion agreement are being prepared).<sup>17</sup> It is planned that in a subsequent update following evaluation, a focus on antisemitism will be further differentiated as an action area.

Adopting a paper does not bring about change.<sup>18</sup> Transformation succeeds best when the decision-makers and management levels of the UdK Berlin take responsibility and the colleges, the university administration, and university commissions and committees participate in developing the organization to be sensitive to diversity.<sup>19</sup> The following measures are being discussed with the bodies of academic self-governance in the context of the Structural Planning Strategy (*Strukturplan*), where they are intended as guides for action. Binding monitoring will help implement the measures. The UdK Berlin is aware that diversity cannot be developed in a cost-neutral way, and resources will accordingly be made available for its implementation to the extent possible. The Strategy for the Promotion of Women (*Frauenförderplan*) remains unaffected.

### 2.1 The Specific Situation of an Arts University

The Berlin University of the Arts, together with its predecessor institutions, has a 300-year history, having emerged from an art academy and a conservatory, among other institutions. Institutions of artistic education have developed specific forms of teaching, such as individual lessons or master classes, and have historically relied on the concept of talent to determine admissions (though not all potential students have historically been allowed to participate in entrance exams: in Berlin,

17 Addendum: see the Inclusion Agreement for the Berlin University of the Arts, *University Gazette (UdK-Anzeiger)* 2/2023.

18 Sara Ahmed, *On Being Included: Racism and Diversity in Institutional Life* (Durham, NC: Duke University Press, 2012).

19 *Art.School.Differences*, 427.

the Musikhochschule began admitting women only in 1908, and the Kunstakademie in 1919). Since the fundamental reform of the University of the Arts in the 1970s, there has been an awareness that access to arts colleges and universities on the basis of artistic aptitude is a balancing act, because the biographies of applicants reflect different social and economic conditions and privileges. Today, access to study is granted through differentiated entrance exams involving all status groups, which seek to qualitatively assess personal aptitude. It nevertheless remains an ongoing task to counter unconscious prejudices and to constantly realign expectations of quality with social changes, critiques of the canon, and processes of self-reflection in various disciplines.

These unique characteristics of an arts university present challenges in terms of nondiscrimination.<sup>20</sup> The 2016 study *Art.School.Differences*, which elaborated a study of diversity at Swiss Arts Universities, is highly significant for analyzing the challenges arts universities in German-speaking countries face in developing diversity, and thus also for the policy outlined in this strategy.<sup>21</sup>

The UdK Berlin is an exceptionally broad-based arts university that brings together a wide variety of teaching and research in its four colleges—Fine Arts; Architecture, Media, and Design; Music; and Performing Arts. The university also includes the Berlin Career Center and two inter-university centers, the Center for Dance (HZT) and the Jazz Institute (JIB). Teaching practices differ in each of these areas:

20 See also the guide *Diskriminierungsschutz an Hochschulen: Ein Praxisleitfaden für Mitarbeitende im Hochschulbereich*, published by the German Federal Anti-Discrimination Agency (Antidiskriminierungsstelle des Bundes) in 2019.

21 Philippe Saner, Sophie Vögele, and Pauline Vessely, *Art.School.Differences. Researching Inequalities and Normativities in the Field of Higher Art Education*, Schlussbericht (2016), <https://blog.zhdk.ch/artschoolifferences/schlussbericht>; project sponsor: ZHdK, which also includes statements from the participating universities. For discussion of the study, see Ruth Sonderegger, "Doing Class: Hochschulzugang, Kunst und das Gewürz-Andere," special issue on "Klasse," *Zeitschrift für Medienwissenschaft* 19, vol. 10, no. 2 (2018): 93–100, <https://doi.org/10.25969/mediarep/1335>. See also Claudia Hummel, "Demokratisierung der Kunstuniversität: Ein Gespräch mit Sophie Vögele" (2020), <https://criticaldiversity.udk-berlin.de/gespraech-mit-sophie-voegele/>.

in art classes, academic seminars and lectures, or in one-on-one music instruction, which sometimes include physical contact and high levels of copresence, as in dance and the performing arts. This can produce specific discrimination-related problems pertaining in different ways to the relevant groups—students, administrative staff, academic staff, and professors. Selection processes continue within each course of study (admission to a class, participation in exhibitions, concerts, etc.). Power imbalances between teachers and students, as well as within the student body, always plays a part.

A misperception commonly held within art universities themselves, that these institutions are discrimination-free spaces, can make it difficult to address this issue: in this case, naming the problem appears to create it in the first place. In committee work and especially in teaching, given the power imbalances this creates, such a state of affairs is not only an obstacle to combating discrimination, but also means **silencing** those affected.

# Overarching Measures

## Structural Level

### Diversity and Antidiscrimination Officer

The position of a diversity and antidiscrimination officer will be permanently established and funded.<sup>22</sup> To respond to pressing problems, the position will initially focus on **intersectional** antiracism. It offers confidential consultation and represents the interests of BIPOC and (post) **migrant** individuals. The diversity and antidiscrimination officer works on both a structural and individual level, cooperating with the women's representatives, the representatives for people with disabilities and chronic illnesses, and the committees and other administrative bodies of the UdK Berlin, in particular the Academic Senate and the university management. This serves to better coordinate existing initiatives and advisory services.

### Code of Conduct

A code is being developed that describes a culture of mutual appreciation and respect. It sets out the expectation that members and guests of the UdK Berlin reflect on their own prejudiced behavior, practice their ability to accept criticism and be critically aware, and acknowledge others in their needs and feedback. Professional distance is to be maintained even in close working and teaching relationships. The code emphasizes that considerate forms of expression and language that is diversity-sensitive and gender-neutral are to be fostered. It encourages individuals to break down barriers where they can. It lists contact points in case individuals experience discrimination or violence, and it explicitly addresses digital violence. The code will be posted on the website and handed out for reference with new contracts, new hires, and enrollment. The Department for Funding and Cooperation will also include the code as an appendix to cooperation agreements. Colleges are encouraged to review the code for their specific situation and to supplement it as necessary.





### Anchoring Diversity Development

Improving diversity sensitivity is a key element of quality development. It is directly bound up with realizing equal opportunity and is thus a task that extends across the entire university and requires management leadership. A regular *jour fixe* with actors and representatives of status groups can be used to discuss current and long-term issues. Roundtables provide opportunities to discuss diversity issues university-wide. Deans, unit heads, department heads, and university offices are regularly and actively involved and informed.

A specific individual in university management (e.g., the first vice president) will be familiar with the issues of diversity development and actively support its concerns organizationally and strategically. University policy decisions of central importance are to be made with the involvement of the women's representatives, the diversity and antidiscrimination officer, and the representatives for people with disabilities.

### Promoting Marginalized Groups

The UdK Berlin actively promotes the expression and visibility of marginalized groups. The networking of students and staff within the UdK Berlin, as well as with other universities and nonacademic interlocutors, is to be supported organizationally and financially by an annual budget. This also includes making visible corresponding issues in research and teaching.

### University Statistics/Monitoring

Well-developed university statistics capture various characteristics with the aim of adequately depicting the social situation at the UdK Berlin and better responding to problems (categories might encompass gender, including **nonbinary**; first language/second language; experience of forced displacement; chronic illnesses/special needs; or religious practices—yet always with the option to answer “n/a” and on a voluntary basis). Without violating privacy, it must be possible to incorporate the realities of individual lives into institutional action.

The chancellor shall provide the full-time women's representative and, if applicable, the diversity and antidiscrimination officer with the relevant data in accordance with the *Regulations for the Realization of Equal Opportunity* (*Satzung zur Verwirklichung der Chancengleichheit*), Section 14. A monitoring position between the Department for Planning, Organization and Data Handling, university management, women's

representative, and diversity and antidiscrimination officer is planned (*Gleichstellungskonzept [Equity Framework]*, 7).

If any results of the statistical monitoring indicate discrimination, they should be considered and discussed in the planning of procedures for appointments, admissions, and recruitment so far as legally possible.

### Public Relations and Internal Communication

Reports on diversity development and antidiscrimination initiatives underscore the importance of this issue for the institution and give it weight internally and externally. The use of images and language will continue to be examined from a perspective sensitive to diversity (see also *Regulations for the Realization of Equal Opportunity*, Section 9). These measures will generally strengthen diversity-sensitivity and efforts to combat discrimination. The website is to be designed and maintained in forms that are accessible [see also 2.6]. Information on teaching and studies, university self-administration, personnel matters, and administrative procedures should be made more accessible and easier to find.

## Individual Level

### Counseling and Support for Those Affected by Discrimination and Violence

Contact points include the women's representatives, the diversity and antidiscrimination officer, the Health Team, and the Contact Point for Support Against Discrimination and Violence (formerly the Confidence Council, or Vertrauensrat). The AStA's counseling and support services are the lowest-threshold contact point for students. Because of their extremely high workload, the College of Fine Arts, for example, provides financial support to AStA and the Contact Point for Support against Discrimination and Violence to hire external consultants. In order to meet the demand, the existing structure was expanded and a position for psychological student counseling was established. Care is taken to ensure that all counselors, including external mediators, are diversity-sensitive. Guidance and mentoring will be offered to persons in counseling and advising functions. Another goal is to document complaints (preserving anonymity), which is not yet happening at all.

### Workshops/Training on Various Aspects of Diversity

Workshops in the various areas of antidiscrimination serve a) to raise awareness and b) to foster empowerment. They are regularly offered by Human Resources Development and are generally accessible. The

workshops are aimed at students, administrative staff, and colleagues in teaching and research (a division into status groups is sometimes necessary). To make the visit more engaging for those who do not yet feel addressed, new hires and new appointments, as well as individuals taking on a management function, are routinely invited to participate. Decision-makers, as well, receive regular invitations to participate.

### Recruitments and Appointments

Diversity-sensitive recruitment is to be expanded—in teaching, research, and administration. Groups who have been underrepresented at the University of the Arts are to be targeted, and the appointment regulations are to be revised with regard to diversity sensitivity.<sup>23</sup> Appointment committees should be composed with gender parity in all status groups as far as possible, but must at least comply with BerlHG, Section 73. See also the *Satzung zur Verwirklichung der Chancengleichheit (Regulations for the Realization of Equal Opportunity)*, Section 4. The involvement of the diversity and antidiscrimination officer in recruitment and appointment procedures is to be examined. Job postings, especially the framing text sections, will be revised to be respectful and inviting.

Additional training on gender- and diversity-sensitive appointment and recruitment procedures are to be offered on a regular basis.

### Access to University Studies/Information for Prospective Students

Strategies for approaching and communicating with prospective students will be revised with regard to inclusion and diversity. Application consultations are to be established where this has not yet taken place. Colleges may develop efforts to actively address previously underrepresented groups, with formats such as a *Studenttag*—a day where students and faculty come together for workshops, presentations, or discussions on a specific topic. Diverse groups should see themselves represented in the language, images, and media codes used in university communications, as representations of individuals participating at the UdK paint a picture to the

outside world of who is perceived as belonging to arts universities and who is not.

Tours, information days, and portfolio consultations are crucial to securing and expanding access to arts education at the university level. Here, offerings that are sensitive to diversity and to be developed and communicated.

### Student Advisory Service

The advising for each degree program provided for in Section 28 of the BerlHG (by a university lecturer and at least one student assistant) is to be established in all institutes and degree programs. Indicating general accessibility of professors is not sufficient to meet this aim.

### Transition from Study to Career/Support for Young Scholars and Artists

Given the specific professional needs and expectations of employers in the cultural sector, guidance in transitioning to a career makes sense for all students, but is of central importance for students from disadvantaged student groups. The Career and Transfer Service Center assists selected graduates in developing business models. The Graduate School offers fellowships to a small number of artists through a highly competitive process. The Mentoring Program for Highly Qualified Women Artists and Researchers coordinated by the women's representative should also be mentioned here. The UdK Berlin is striving to expand its offerings for students to acquire professional qualifications and will strengthen the expertise related to diversity for all of those involved.

In order to continue fostering outstanding work in research and the arts, additional support will be given to project-based and nontenured individuals working to obtain qualifications (research periods, academic supervision, contract modalities, level assessment within the collective bargaining agreement for public employees, qualification opportunities for artistic staff). More tenure-track positions for postdocs will also be created.

## 2.2 Diversity-Related Teaching, Research, Artistic Practice, and Communication

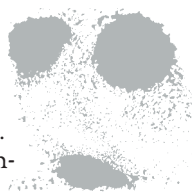
### Action Area

#### Diversity in/of Knowledge

An arts university is an institution that not only reproduces, but also critically questions and possibly deconstructs an artistic canon. The artistic canon taught in a field of study often follows a **hidden curriculum**—a program of learning in which the content and knowledge to be taught, as well as performance expectations, remain partially tacit.

What counts as knowledge at an arts university depends in part on a particular understanding of art and culture that determines which works and artists are relevant—but without explaining or justifying itself. Such implicit knowledge is embedded in social conditions, which also means that it is constantly changing. At a globally networked arts university in the twenty-first century, different actors contribute different skills, insights, and forms of knowledge—though these are recognized to different degrees. However, it is precisely the perception of different forms of knowledge, skills, insights, and practices—including those from marginalized perspectives, e.g., from migrant and **postmigrant**, **Black**, decolonial, or **transgender** perspectives—that enables pluralistic learning and teaching in the first place. Students are contributing in significant ways to strengthening perspectives critical of discrimination, including through independent student initiatives.

A lens critical of discrimination is already being substantively applied to questions and materials in individual instances of teaching and research. Four junior professorships explicitly devoted to gender studies have been permanently established as regular positions at the UdK Berlin (based on positions originally funded by the Berlin Senate). The UdK has also had regular success in obtaining visiting professorships funded through the Berlin Equal Opportunity Program. Currently, the possibility of structurally anchoring gender studies in the various degree programs through a tenured professorship has not yet been realized. Given this situation, a more strategic focus on an inter- and transdisciplinary approach is to be developed among actors from all colleges in research and teaching.<sup>24</sup> The event DiVAversity of Arts 2019 showcased the exceptionally productive



impact already being made by research and artistic practice in this field at the UdK.<sup>25</sup> The UdK Berlin's examination of its own history is a further instrument of critical reflection and contextualization.<sup>26</sup>

### Differentiated University Teaching and Forms of Learning

Methods of teaching and learning at an arts university are shaped by various, often implicit pedagogical concepts, depending on the discipline or institution, the artistic practice, and its history. Embodied or cognitive forms of learning produce different challenges for dealing with distance and closeness, or with resources of space and time, and require continuous reflection about performance expectations and notions of

physical and cognitive abilities that may have been shaped by dominant norms. Whether the regular degree requirements support the artistic development of all students, or whether they do not rather reproduce **ableism**, is a question that must always be posed—at all levels of the university.

There is a need for university teaching that is critical of discrimination, and that encourages different ways of speaking, expressing, and sharing, in addition to providing spaces where students can be free of fear (e.g., **safer spaces**). Support for academic accommodations (e.g., for students who are dyslexic) must be offered and communicated by universities [see also 2.6].

### Teacher Education

At arts universities, a distinction is often made between students studying to become artists and those studying to teach art in schools. In this context, debates that have been ongoing since modernism about the autonomy versus functionalization of art, and about the relevance of art and music education, continue to play a central, contentious role.

25 *DiVA: Strategien zur Gleichstellung in den Künsten*, published by the women's representatives at the UdK Berlin 2019; 1999–2011, appeared in the publication series *Musen und Mythen*, also published by the women's representatives at the UdK Berlin.

26 The UdK Berlin's archive offers the foundations for a systematic, source-critical reappraisal of the institution's own history with attention to colonial history, history under National Socialism, gender history, etc. A research center devoted to "Exil und Nachkriegskultur" already exists. Since 1993, Dietmar Schenk has published the series *Schriften aus dem Archiv der UdK Berlin*.

When discussions about quality and excellence are divorced from teacher education, students and teachers in this field can feel less valued. The fault line of this conflict is telling for the development of diversity at the UdK Berlin, in that many applicants who choose teacher education degrees do so precisely because they are actively seeking a professional future with more secure conditions for their activities. A nonjudgmental attitude toward feminized fields such as teacher training can help reduce pressure on students and faculty to legitimate, as well as reduce over-identification, stress and conflict. Improving the current situation thus requires that we reflect, from an **intersectional** perspective, on persistent prejudices about the value of different degree programs, prejudices that are deeply embedded in the institution.

### Professionalization Programs for Specific Groups

The UdK Berlin operates two programs for graduates that address disadvantaged groups in the spirit of realizing equal opportunity: the Mentoring Program for Highly Qualified Women Artists and Researchers and the Artist Training program. The Mentoring Program has been targeting women seeking to obtain a professorship since 2002 and has so far supported 100 women artists and researchers who have been recognized for their artistic work or who have an outstanding research profile. The Artist Training program has been operating since 2016 and is a continuing education program at the Berlin Career College to help artists in exile with qualifications, advising, and networking. So far, the program has supported 400 artists from various artistic fields.<sup>27</sup> Currently, there is no permanent funding for either program; the Artist Training program is funded solely by outside grants obtained by the program director. The UdK Berlin is working to support these highly sought-after programs, to make them permanent if possible, even in the absence of outside funding, and to further develop their content through regular evaluation and consideration of current circumstances.

27 <https://www.ziwi.udk-berlin.de/weiterbildungsangebote/artist-training/>; *Conversations on Exile: Artist Training 2016–2020*, ed. Artist Training (UdK Berlin 2020).

# Measures

## Antidiscrimination in Teaching and Research

By strengthening antidiscrimination topics in research and teaching in line with the goals that the UdK Berlin has set for itself, the university meets international standards of teaching and research excellence.<sup>28</sup> Approaches and concepts from the field of critical studies should thus be integrated more strongly into teaching and research. In preparation for projects with greater structural scope, mediating measures are to be initiated and incentive systems established, such as announcing prizes, organizing event series, university-wide action days, and workshops. Through coordinated cooperation between the colleges, the Central Institute for Continuing Education, and the inter-university centers at UdK Berlin, plans are being made to structurally anchor intersectional topics in teaching, research, and artistic development.

An essential role is to be played here by the junior professorships, which will be converted to tenure-track positions for new appointments (in accordance with BerlHG, Section 102a). The prompt implementation of tenure track at W2 is actively supported by the university management. In addition, discussions will be fostered in the relevant university bodies on appropriate (partial) designations and descriptions for new professorships to be appointed as well as the revision of study and examination regulations. Student engagement for antidiscrimination perspectives, especially through independent student initiatives, must not have negative repercussions for students who are involved and will be supported and protected.

## Differentiated Approaches to Teaching and to Research into Teaching in the Field of Arts

There is a need for antidiscrimination expertise in all degree programs that involve teaching, and especially in programs for teaching art, music, and theater. Here, experiences from the continuing education offered by the KontextSchule/Institut für Kunst im Kontext and from the UdK



teacher education programs offer a foundation. The development and cross-linking of offerings aimed at the intersection of teaching methods and personality development, as well as studies of innovative methods and systemic change, is to be ensured by a professorship (either newly created or reassigned from an existing position). This also applies to educational offerings that provide qualifications for university education, e.g., in the form of antidiscrimination pedagogy.

### Professionalization Programs

The Artist Training program for artists in exile and the Mentoring Program for Highly Qualified Women Artists and Researchers are highly sought-after empowerment programs for underrepresented groups and flagship projects operated by the UdK Berlin. They will be financially consolidated and the coordination offices will be provided with institutional security. The Mentoring Program is will be offered free of charge. The Artist Training program is to be given a permanent place among Berlin Career College's continuing education offerings.

## 2.3 Gender Equity and Sexual Diversity

### Action Area

#### The Situation of Women at Arts Universities

Even though the representation of women has improved in recent years, the goal of 50 percent of professorships being held by women has not yet been achieved.<sup>29</sup> The glass ceiling is real and support for women researchers and artists in the early stage of their career is needed. In teaching, academic appointments, and appointments to leadership positions, as well as in committee work, prejudices and patterns of behavior that reinforce patriarchal structures must be dismantled.

Women are still mainly expected to take on caregiving responsibilities. The coronavirus pandemic and the regulations and changes it prompted have increased the need for action—making it possible, for example, to combine working at home with caregiving when daycares and schools are closed.

#### Trans, Intersex, and Nonbinary Gender Identities

**Trans**, **intersex**, and **nonbinary** individuals belong to the university community at the UdK,<sup>30</sup> and their gender diversity plays a role in the artistic work produced by its members. Until now, however, the topic has been present almost exclusively in the student body—and put aside as a student issue by other university groups or offices. And yet not all teachers and administrative staff identify with a gender binary clearly structured as male or female—even though coworkers in many cases are entirely unaware of it.

Since the German Personal Status Act (Personenstandsgesetz) was amended in 2018, introducing a third official gender option of “diverse,” the UdK Berlin has been working to update all personal forms and online data input fields. So far, however, the university statistics reflect gender diversity at the UdK Berlin only minimally and not in any representative way.



## Sexual Identities at the UdK Berlin

Berlin is particularly significant for queer life and queer ways of living, both historically and today. There are lesbian, gay, and bi-, pan-, and asexual individuals studying and working at the UdK Berlin.<sup>31</sup> Yet this diversity of sexual identities has hardly been reflected so far in both the university's public presentation and its self-perception. Experiences of students and employees whose sexual identities do not correspond to heteronormative conceptions—often constituting discrimination—become institutionally visible only in limited cases.<sup>32</sup> In contrast to other universities, at the UdK Berlin there is no queer feminist office or network of staff members that continuously explores and addresses LGBTQ+ issues and concerns.

## Personal Boundaries and Teaching

The specific characteristics of an arts university include teaching styles—such as one-on-one instruction in music performance, physical engagement in performing arts and music, or arts classes—that have quasi-familial qualities. These forms of teaching are particularly vulnerable to sexual violations of boundaries.<sup>33</sup> The power difference between instructors and students is high and an environment that can act as a corrective is limited.

The UdK Berlin has already implemented various measures to protect individuals against sexual violations of boundaries. These have included an action day on the topic of “Getting Close and Keeping Distance” in

31 A commonly used abbreviation in German is LSBQ\* (lesbisch, schwul, bisexuell, queer) or LGBQ\* (with “schwul” replaced by “gay”). The acronym is continually changing and expanding and can be augmented with A for asexual and P for pansexual. The asterisk used in German after LSBQ\* calls attention to sexual diversity that is not reflected in the identities denoted by these four letters. This English version of the *Critical Diversity Policy* follows the more widespread English usage of adding a plus sign after the acronym.

32 In 2014, the UdK Berlin joined the Bündnis gegen Homophobie (Alliance Against Homophobia), initiated by the Lesben- und Schwulenverband in Deutschland (LSVD, Lesbian and Gay Association in Germany). The UdK Berlin also raises the rainbow flag once a year in a joint campaign with other public institutions, thus taking a stand against antequer discrimination and for sexual diversity.

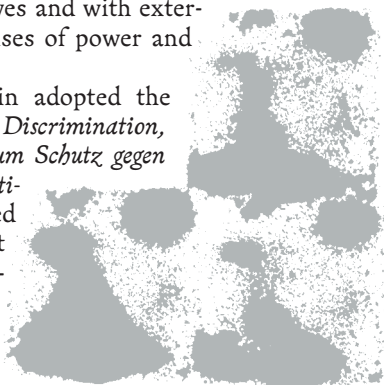
33 For an account of experiences at the UdK Berlin, see “If You Go against One, You Are Dealing with a Whole System.” An interview with artists Camilla Goecke and Marieke Helmke (2020), <https://criticaldiversity.udk-berlin.de/soundarbeit-zu-sexualisierter-diskriminierung>.

2019, organized on the initiative of the women's representatives at the Hanns Eisler Academy of Music Berlin and the UdK Berlin. Its wide-ranging formats allowed for a substantive exchange, from various professional and institutional perspectives and with external guests, on how to deal with abuses of power and sexual discrimination.<sup>34</sup>

Likewise in 2019, the UdK Berlin adopted the *Policy on Protection against (Sexual) Discrimination, Harassment and Assault (Richtlinie zum Schutz gegen [sexualisierte] Diskriminierung, Belästigung und Gewalt)*, which established

a Contact Point for Support against Discrimination and Violence and defines the complaint procedure in cases of discrimination. An information brochure on sexual harassment and sexual assault focusing in

part on this policy, in addition to offering an overview of contact and counseling centers, was prepared by the Office of the Central Women's Representative and Equal Opportunity Officer in German and English. In addition, the degree program in musical/show has developed a code for maintaining integrity in personal boundaries. Additional such codes are planned.



### State and Cathedral Choir Berlin

The State and Cathedral Choir of the UdK Berlin comprises 250 boys and men between the ages of five and twenty-five. The excellent support they receive has a centuries-old tradition from which girls were excluded until well into the twentieth century. To offer similar opportunities to girls and young women, the Girls' Choir at the Singakademie was founded in 2006; collaborations with the State and Cathedral Choir are frequent. Choral singing for women is also supported at the UdK Berlin in a number of other choirs. The UdK Berlin has begun a process of making approaches sensitive to diversity and providing extensive support for cooperation with the Girls' Choir. Children and young people of all genders can audition at the UdK Berlin and receive advising that recognizes and supports gender diversity. The choirs offer and actively develop safer

34 Aktionstag Nähe und Distanz, 24 May 2019, Hochschule für Musik Hanns Eisler Berlin, <https://www.udk-berlin.de/universitaet/gleichstellungspolitik/was-tun-bei-diskriminierung-what-to-do-about-discrimination/aktionstags-zu-naehe-und-distanz-dokumentation/aktionstag-naehe-distanz>.

spaces for children and young people to develop who do not conform to, or who feel uncomfortable with, dominant conceptions of gender. The State and Cathedral Choir has also taken steps to expand access to classical (Western) music to children and young people who grow up with other music cultures and to provide them with excellent training.

# Measures

## Family Office/Contact Point for UdK Members with Caregiving Responsibilities

The working group envisioned in the *Equal Opportunity Framework (Gleichstellungskonzept)*, tasked with developing recommendations for implementing a family-friendly university on the basis of expert knowledge and a status analysis, will be established. The need for information and assistance among students and staff during the pandemic is an indication of the urgency here. This particularly affects colleagues in administration who carry double and triple workloads with poor or private technical equipment.

## Measures for More Gender Diversity and Sexual Diversity at the UdK Berlin

Monitoring will be used to implement the *Measures for More Gender Equity* that have been agreed upon at the UdK Berlin, and public relations work on gender and sexual diversity will be increased.

Gender-neutral and diversity-sensitive language and forms of address will be implemented if not yet available and used in all areas. Training will be offered and contact persons will be named. The educational status of “master student” (“Meisterschüler”) will be renamed. EOC has established a language consultation service to offer help here (gender-sensibel@udk-berlin.de).

Events and/or workshops for various employee groups raise awareness of the needs of trans, intersex, nonbinary, and LGBTQ+ members of the university.



All-gender toilets will be implemented at all UdK locations, and designations will be standardized: pictograms reproducing stereotypes and exclusionary designations such as “ladies” and “gentlemen” (“Damen” und “Herren”) will be replaced by a cost-neutral symbol system. When new toilet facilities are designed, at least one single cubicle per toilet unit will be equipped

with a handwashing sink. Changing facilities will be installed (not only in the women’s toilet). Breastfeeding rooms will be made accessible and marked in a guidance system. The feasibility of all-gender changing rooms will be examined.

The gender entry “diverse,” nonbinary forms of address, and the use of one’s self-chosen first name will be fully guaranteed in all areas (personal

data, forms, digital communication). In the long-term, it will no longer be necessary to present a supplementary ID card issued by dgti e.V.

#### State and Cathedral Choir Berlin

The process of diversity-sensitive choir training that has been begun will be continued in all age groups. The opportunity to audition will be actively promoted for children of all genders and discrimination based on gender will be counteracted in all vocal ensembles of the UdK Berlin. The staff will raise awareness of gender and diversity, especially for the needs and counseling of intersex and trans children and young people. Internal and external communication will be further developed, and the cooperating Girls' Choir and existing initiatives will be made more visible. The statutes of the State and Cathedral Choir Berlin will be reviewed.

## 2.4 Antiracism and Arts Universities in a Society Shaped by Migration

### Action Area

Signs of solidarity from individual groups against racism and official statements from the UdK Berlin in social media are important; if change is to be achieved, it must come hand in hand with institutional work within the university against structural racism.

The UdK Berlin remains committed to resolutely opposing antisemitism, in any of its constantly changing forms and codes, including in the arts.

#### Black People and People of Color at Arts Universities

If we look at the representation of **Black** people and **People of Color** at the university, it appears that the higher the level of hierarchy, the *whiter* the participants. While **BIPOC** are certainly represented within the UdK's student body, the faculty and administration are largely *white*. This has implications for decision-making processes and participation structures, where the interests of BIPOC have little voice. The composition of the UdK Berlin's staff does not reflect the social reality of a society that has been shaped by migration.<sup>35</sup> In the case of the workforce, structures of social exclusion—in the overlapping of racist ascriptions and **classism**—play a role, shaping educational biographies across all educational institutions. When a diverse student body encounters primarily *white* teaching and research staff, situations arise that can promote everyday racism, **othering**, or **exoticization**. The danger of exclusion, oftentimes unconscious, that are faced by individuals or groups of students can only be countered by comprehensive work to raise awareness among all status groups.

#### If You're Not Counted, You Don't Count

Currently, university statistics primarily distinguish between “men,” “women,” and “foreigners.”<sup>36</sup> These categories can hardly account for gender diversity, and “foreigner” is not a meaningful category at all, as it cannot portray the diversity of university members. These statistics are

35 On Germany as a migration society, see Jannis Panagiotidis, *Migrationsgesellschaft Deutschland* (2019), <https://www.bpb.de/izpb/298556/migrationsgesellschaft-deutschland>.

36 As in the structural planning strategy (*Strukturplan*) and performance reports (*Leistungsberichte*); internally, the country of origin is also recorded.



incapable of capturing the representation and participation of Germans with a migration background and students without German nationality who have acquired their higher education entrance qualification in Germany, or of BIPOC with or without a German passport. This policy makes it impossible to document factors leading to racialization, posing the danger that racial discrimination and violence will be concealed.<sup>37</sup>

### A Postmigrant Arts University?

The call for diversity at universities is often answered by references to the large number of international students. Internationalization should be fostered, and yet it should not be the only tool to increase diversity. There is a widespread impression that Germans with a migration background or students without German nationality who have acquired their higher education entrance qualification in Germany are especially underrepresented at the UdK Berlin—and not only among faculty and staff, but in the student body, as well (figures are not available for the reasons noted above). The same can be said about students, teachers, and researchers who have experienced forced displacement. Internationalization tends to promote students who belong to educational elites in their countries of origin,<sup>38</sup> while migrants and/or BIPOC in Germany have little access to arts universities—precisely because they are marginalized at home and/or do not feel addressed by the university, and thus do not even consider applying. Here, social origin and the experience of being racialized can overlap and reinforce each other [see 2.5].

The UdK Berlin strives to be open to applicants from a wide range of social and educational backgrounds and to critically question the expectations placed on applicants. It is therefore to be welcomed that practices of intercultural communication are also increasingly adopting an intersectional perspective.<sup>39</sup>

37 Joshua Kwesi Aikins, Daniel Gyamerah, Josefine Matysiak, and Anne Piezunka, "Wer nicht gezählt wird, zählt nicht: Empirische Forschung zu Schwarzen Menschen in Deutschland," *WZB-Mitteilungen* 169 (2020).

38 Paul Mecheril et al., eds., *Differenz unter Bedingungen von Differenz: Zu Spannungsverhältnissen universitärer Lehre* (Wiesbaden: Springer, 2013).

39 Concepts such as hybrid culture are helpful for continuing education and training in the field of interculturality.

In order to foster educational justice, it is extremely important for German universities—and for arts universities in particular—to consider the specific situation of postwar immigration history in the FRG and the GDR and to understand Germany as a **postmigrant** society in which migration is a reality callings for changes and communicative processes of mutual accommodation and understanding.<sup>40</sup>

### Internationalization

Over the past twenty years, the rate of international students (degree-seeking students) has increased from 15 to 33 percent.<sup>41</sup> The International Office at the UdK Berlin advocates for the interests of exchange students (both incoming and outgoing) and of international students. In 2018, a position for intercultural diversity was secured through outside funding, expanding the opportunities for international students and coordinating a network of staff and students to improve the *Willkommenskultur*—the welcoming stance toward those coming from abroad, especially through migration—at the UdK Berlin. This position was extended through renewed success in obtaining outside funding and expanded in cooperation with the Intercultural Mentoring program, which is part of the Studium Generale.<sup>42</sup> The Intercultural Mentoring program offers support to international first-year students.

These are important steps to facilitate the ability of international students and applicants who have experienced forced displacement to find their way amid a complex university structure and an educational system and language that are potentially unfamiliar. The proportion of students at the UdK from countries in the Global South remains low.

40 Naika Foroutan, "Die postmigrantische Gesellschaft" (2015), <https://www.bpb.de/themen/migration-integration/kurzdossiers/205190/die-postmigrantische-gesellschaft/>.

41 See the report issued by the International Office in the Hochschulrat (15 June 2020), "Die meisten internat. Studierenden kamen aus Korea" (2020: 159, 2010: 134); China (2020: 98, 2010: 38); Japan (2020: 67, 2010: 47); Austria (2020: 64, 2010: 54). There were 19 students from Syria in 2020 (2010: 1) and 31 from Iran (2010: 11). The status "refugee" ("geflüchtet") is not recorded as part of the admission process.

42 MyMATE 2021–23, funded by the DAAD.

### Students, Scholars, and Artists at Risk

Migration, forced displacement, and flight characterize our present and will continue to do so. The UdK Berlin has already done a great deal to support students and artists who have experienced these realities. The DAAD Integra program Fit for the Arts (Fit für die Künste) offers workshops to prepare students for studies at arts or music schools, while the Artist Training program offers workshops for artists living in exile. There is more potential for development in supporting arts students who have had to flee their home countries and scholars/artists at risk (SAR/AAR) to help them more quickly participate on an equal footing in regular teaching and research.

# Measures

## Formats for Critical Reflection and Empowerment

Intersectional antiracism work is not a finished process, but requires regular critical reflection (for example, regarding one's own *whiteness*) or formats (such as working groups, workshops, networks, trainings, etc.) in which people who are disadvantaged by racism can empower themselves. Berlin University of the Arts strives to provide and promote these formats.

## Measures against Sexual Discrimination

Awareness-raising on the issue of sexual discrimination, violence, and harassment is to be further developed from an intersectional perspective in coordination with the Contact Point for Support against Discrimination and Violence; particularly vulnerable university members are to be given special consideration in information campaigns and advising.<sup>43</sup>

## Internationalization

After the externally funded positions in the International Office and the Intercultural Mentoring have expired, the positions in the area of intercultural diversity will be made institutionally secure and strengthened for the long term, if possible. These are permanent tasks. Guidance and mentoring will be made available to those with advisory activities in the field of internationalization, diversity, discrimination, and antiracism.

## Students, Scholars, and Artists at Risk

The UdK Berlin is revising and expanding its offerings for arts students, artists, and researchers with a history of forced displacement. It strives to enable access and sees itself as a place where the Western canon is critically reflected. The UdK Berlin is developing structures to provide access for refugee arts students to continue their studies at the UdK Berlin. Opportunities to learn German at an affordable cost will be supported. Moreover, students or prospective students who have experienced forced displacement or



43 K. Weller, G.-W. Bathke, A. Kruber, and H.-J. Voß, *PARTNER 5 Jugendsexualität 2021. Primärbericht: Sexuelle Bildung, sexuelle Grenzverletzungen und sexualisierte Gewalt*. (Merseburg: Hochschule Merseburg 2021) 23ff., <https://www.ifas-home.de/wp-content/uploads/2021/07/Primaerbericht-Gewalt-PARTNER-5-Jugendliche-FINAL.pdf>.

flight can apply for admission even without providing proof of language proficiency, and the same applies when proof of eligibility to study at an institution of higher education is lacking. For this, a plausibility procedure is being developed. Researchers and artists whose academic freedom is threatened will be supported in applying for research grants; those who are at the UdK Berlin through external funding will be allowed to fully access and participate in university infrastructure as well as academic and institutional networking. In cases where arts students are threatened with imminent deportation to third countries, arrangements will be made with the colleges on a case-by-case basis.

### Language Requirements and

#### Language Courses

High-quality, certified language courses are to be offered at affordable cost at the UdK Berlin and, in applicable cases, completed with a certificate recognized outside the university.

It is to be made transparent to applicants which languages are used at the university—in examination situations, in teaching, and in administrative matters. If knowledge of English is expected in addition to German for comprehension in teaching situations, this should be made known.

## 2.5 Social Origin and Educational Equity

### Action Area

#### Arts Universities as a Social Space

There are people from different social backgrounds working and studying at every university. In a university setting, the term “status group” captures the distinct social position and role that individuals with similar characteristics or functions hold within university structures. Tensions caused by differing social positions occur regularly in such a situation. Although engagement and mutual respect is almost always the basis for close cooperation between faculty, students, and administrative staff at the UdK Berlin, accusations of classism can arise between administrative staff and professors, making cooperation difficult. Most of the mid-level academic staff work in temporary half-time positions or as postdocs without the prospect of permanent employment, i.e., in a situation that is fundamentally precarious.<sup>44</sup> This precarity particularly applies to the status and financial situation of adjunct faculty. Facilities staff may sometimes display prejudice toward students expressed through access restrictions and disproportionate reprimands, while the service and cleaning staff often remain completely invisible.<sup>45</sup>

#### Who Can Study at Arts Universities?

The study *Art.School.Differences* revealed that in the various degree programs at arts universities, 40 to 60 percent of students have parents within the field of academia.<sup>46</sup> Early music education, instrument lessons, painting and art courses, theater clubs, and a background with an affinity for the arts, all made possible by requisite time and financial capacity, allow children and young people to attend these programs and thus make it more likely that these students will have access to studying at arts universities. “Artistic aptitude” is no neutral characteristic, but is bound up with Western academic educational backgrounds and a history of having received support. It is thus often the case that applicants are admitted who are familiar with the codes of entrance exams because

44 On this point, see the Netzwerk für gute Arbeit in der Wissenschaft, [mittelbau.net](https://www.gew.de/wissenschaft/wissenschaftszeitvertragsgesetz), and <https://www.gew.de/wissenschaft/wissenschaftszeitvertragsgesetz>.

45 See also Maureen Maisha Auma, “Nur tagsüber sind Universitäten weiße Institutionen,” interview in *Der Tagesspiegel*, 18 December 2020.

46 In Switzerland; see *Art.School.Differences*, 150.

they have had access to students and teachers at arts universities or have been socialized with a *habitus* that allows them to successfully master the situation of an entrance examination. Those who lack this *habitus* as a consequence of the milieu in which they were socialized and/or lifelong experiences of discrimination find it much more difficult to be successful in this situation. Especially in personal admissions interviews, the risk of reacting with prejudice to applicants' external and linguistic characteristics, even despite the explicit intention of the admissions committee, is quite high.

### Social Habitus

Helping to craft university policy, to improve the institution in committees and working groups, and to shape everyday university life requires in-depth knowledge of its existing structures, and often this can only be acquired through personal contacts. At the same time, being able to exercise one's right to have a voice and participate in shaping the institution also requires an ability to articulate oneself and a self-confidence gained as a form of *habitus*. Hierarchies and unequal power relationships between the various status groups make it difficult for all to openly participate and articulate their perspectives and interests. Moreover, broad diversity in university self-governance is only assured if those who can participate are not limited by the difficulty of locating information and by language barriers. Consciously structuring communication (so that it is transparent and follows clearly articulated aims and expectations, with terms, language usage, and body language that are carefully chosen, and that takes place in appropriate spaces) in teaching, projects, and everyday life at the university is vital to undoing hierarchies. The specific tensions structuring the field of the arts between currents of individualization, which are sometimes competitive, and solidarity across disciplines and milieus can be constructively engaged through an approach that is sensitive to diversity and combats discrimination.

Artistic work represents one possibility for productively engaging with one's own social situation. Here, the arts university has the important task of promoting social mobility and offering spaces for diverse debate. In particular, degree programs for future art teachers in schools designed with a critical approach to combat discrimination can support this aim.

# Measures

## Access to University Studies/Entrance Exams

Care will be taken to ensure that admissions committees are as diverse as possible. Tasks should be assigned in ways that are nondiscriminatory and in consideration of the educational expectations with which they are associated. College-specific exchange processes will be initiated. The work of admissions committees needs to better acknowledge and be more responsive to the diversity of applicants. Workshops to raise awareness can be helpful here. Entrance exams should be free of charge upon request.





## 2.6 Accessibility at/of Arts Universities

### Action Area

There are very different forms in which rejection of and discrimination against people with disabilities can be expressed: not addressing or over-emphasizing disability, direct hostility, paternalistic caretaking, avoidance, projecting fears and conflicts, devaluation, placing special emphasis on majority norms (such as autonomy, efficiency and performance, prevailing ideals of beauty). All of these various forms of discrimination against people with disabilities are buttressed by a notion of inequality.<sup>47</sup>

The demand for more inclusive ways of thinking and acting has not yet been adequately addressed at the UdK Berlin.<sup>48</sup> Barriers still exist, for instance, in terms of space, time, language, organizational structures, and habits. In recognition of this problem, the UdK Berlin strives to promote art by and with people with disabilities and chronic illnesses in all of its forms of expression and production. The UdK Berlin thereby aims to continually advance the understanding of inclusion, disability, and participation in all its complexity, in thought and action.

#### Accessibility of Spaces

The facilities of the University of the Arts are not entirely barrier-free, and in some cases, this lack of accessibility poses serious problems.<sup>49</sup> This applies to many situations, including the accessibility of rooms or even entire buildings, the availability of parking spaces, barrier-free toilets, and elevators. These problems are currently being recorded and evaluated so that strategies and measures can be initiated to implement low-cost solutions immediately, despite the considerable underfunding

47 See German Federal Anti-Discrimination Agency (Antidiskriminierungsstelle des Bundes), *Diversity Mainstreaming für Verwaltungen*, Berlin 2020 (2nd ed.), 67, [https://www.antidiskriminierungsstelle.de/SharedDocs/downloads/DE/publikationen/Diversity\\_Mainstreaming/leit-faden\\_diversity\\_mainstreaming\\_fuer\\_verwaltungen\\_20140527.pdf](https://www.antidiskriminierungsstelle.de/SharedDocs/downloads/DE/publikationen/Diversity_Mainstreaming/leit-faden_diversity_mainstreaming_fuer_verwaltungen_20140527.pdf).

48 As enshrined in the German Basic Law, Article 3, Paragraph 3, Sentence 2, and in the Act on the Equality of Persons with Disabilities (Gesetz zur Gleichstellung von Menschen mit Behinderungen, BGG).

49 Regarding the degree to which the facilities of the UdK are barrier-free, see the following list (2020): [https://www.udk-berlin.de/fileadmin/2\\_dezentral/Referat\\_Studienangelegenheiten/Sonderinfos/12012022\\_Barrierefreie\\_Erschliessung\\_der\\_Gebaeude.pdf](https://www.udk-berlin.de/fileadmin/2_dezentral/Referat_Studienangelegenheiten/Sonderinfos/12012022_Barrierefreie_Erschliessung_der_Gebaeude.pdf).

of necessary construction measures at the UdK Berlin, or to determine how more large-scale measures to improve accessibility can be financed.

### Accessibility of Studying at the University

All examination regulations at the UdK Berlin include a paragraph that regulates the procedure for academic accommodations in degree programs. However, it is not yet possible to study at the UdK Berlin in ways that individuals with disabilities can consistently access, approach, and use. Entrance exams present a particular challenge for ensuring the accessibility of studying at an arts and music university. Most entrance exams and study regulations are not designed inclusively, as they fundamentally assume (potential) students have no disabilities [ableism]. Currently, academic accommodations are granted in isolated cases when individuals with disabilities explicitly request or even insist on them.<sup>50</sup> What is needed, however, is structural improvement.

What is missing is a conceptual openness to inclusive action and communication with advanced secondary schools with an inclusive focus that would encourage applications to the UdK Berlin. Several measures have been initiated in limited areas: the Inter-University Center for Dance (HZT), for example, has signaled its commitment to accessibility by including a passage in its application information about the topic and naming a contact person. The representative for students with disabilities and chronic illnesses has begun networking with the colleges and departments in order to better take into account the accessibility of the respective teaching methods and study regulations, and to make them visible on university websites.

### Digital Accessibility

The UdK Berlin website was audited for digital accessibility for the first time in 2016, and a further audit is being prepared.<sup>51</sup> Digital accessibility can also pertain to library services, video conferencing systems, email accounts, and end devices. There is still a need for action here.

50 The basis for this is Section 5b, Paragraph 5, BerlHG.

51 The European Directive 2016/2102 on the accessibility of the websites and mobile applications of public sector bodies obligates the UdK Berlin to meet certain accessibility standards.

## Inclusion in the Arts

An aesthetics of difference can open up artistic languages or paths to a diversity-based cultural landscape,<sup>52</sup> significantly expanding the spaces in society in which art can operate and have an impact.<sup>53</sup> Opening access is an important step toward realizing inclusion in this conceptual sense, and this includes explicitly addressing **ableism**. At the same time, communication and cooperation with artists, researchers,<sup>54</sup> and communities should be intensified. Pioneering approaches such as the *Artist Career Forum II* in the Artist Training program in April 2021,<sup>55</sup> or the project *Making a Difference*<sup>56</sup> at the Inter-University Center for Dance illustrate that the UdK Berlin can be an excellent space and multiplier for inclusion and innovation in the arts.

52 See the EUCREA position paper: "Diversität im Kunst- und Kulturbetrieb in Deutschland: Künstler\*innen mit Behinderung sichtbar machen."

53 See artists and collectives such as Theater Hora Zurich, dancer and choreographer Claire Cunningham, or the Sickness Affinity Group.

54 As is seen, for example, with the Center for Inclusion Research Berlin at the Humboldt-Universität zu Berlin and in particular also the graduate research group "Inklusion, Bildung, Schule" funded by the Hans Böckler Foundation, in which the arts have so far received little attention.

55 For Artist Training, see [https://www.ziw.udk-berlin.de/fileadmin/user\\_upload/211026\\_FachTag\\_Digital\\_DE.pdf](https://www.ziw.udk-berlin.de/fileadmin/user_upload/211026_FachTag_Digital_DE.pdf).

56 For HZT projects, see <https://www.hzt-berlin.de/forschung/projekte/making-a-difference>.

# Measures

## Accessibility of Spaces

Barrier-free access will be established for all spaces at the UdK Berlin. Accessible guidance systems will be developed and implemented in analog and digital form as needed in cooperation with the Department for Planning, Organization, and Data Handling, as well as with the Department for Planning, Organization, and Data Handling, in a process involving affected individuals (ensuring uniformity, utilizing considerate terms and pictograms, multilingualism, and Braille, etc.). The accessibility of the facilities and spaces at the UdK will be regularly inspected. Especially in the UdK Berlin's older buildings (Fasanenstraße, Bundesallee), there is a need for adequate structural equipment.

Information will be provided in a clearly visible place about where barrier-free access has not yet been established and what specific support is available.

## Accessibility in Communication

The UdK Berlin strives to employ a comprehensible system of forms and contracts. Contracts and forms should also be available in English. University communication should be consistently bilingual (German/English). Care will be taken to ensure a uniform translation of terms and designations across the university and to make sure that language used is understandable across different cultural contexts. Specific information will also be provided in other languages.

Digital accessibility will be established: Braille displays and the greatest possible accessibility of digital image material for blind and visually impaired people, videos with sign language and texts in simple language.

Projects such as "BIK for All" (barrier-free information and communication),<sup>57</sup> as well as contact points for accessibility in the Berlin state government<sup>58</sup> and the German federal government<sup>59</sup> and best-practice examples, are sources to find solutions for digital accessibility.

Regular training courses will be offered for employees on how to create accessible information material.

57 <https://bik-fuer-alle.de>.

58 <https://www.berlin.de/hvp/ikt-zustaendigkeiten-der-hvp/digitalisierung-digitale-barrierefreiheit/artikel.831910.php>.

59 <https://www.bundesfachstelle-barrierefreiheit.de>.

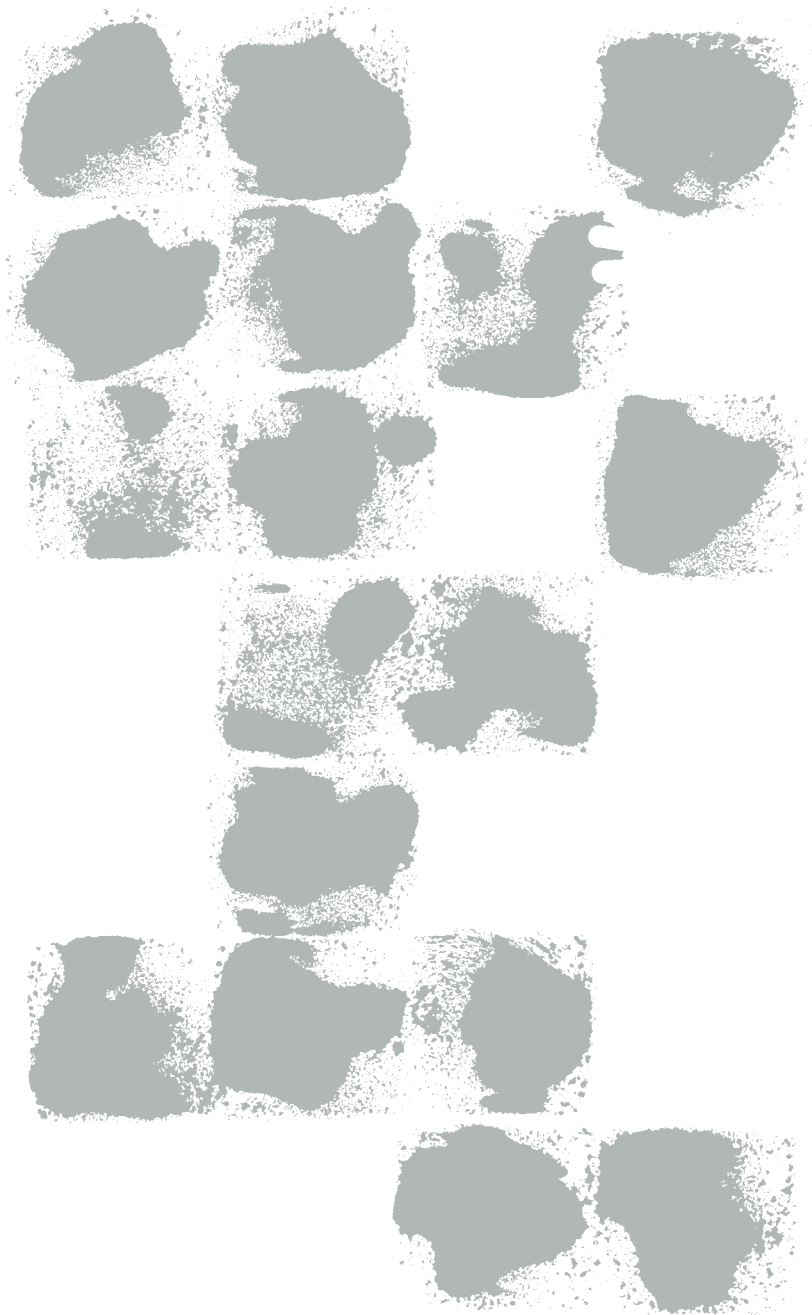
## Academic Accommodations, Accessibility of Studying at the University

The right to academic accommodations and part-time study will be embedded in all study regulations and application forms and will be actively communicated to spare those affected the necessity of individual inquiries. The right to accommodations should be made even easier to find in the admission regulations, for all concerned. Active support is to be offered in teaching to students with special needs. Training courses, especially for teachers, will be offered to reflect on and avoid (unconscious) ableist discrimination in one's own thinking and actions.

Expectations of attendance must not lead to exclusions and disadvantages for students with chronic conditions; students must not be put under pressure to legitimize themselves and/or be put in the position of having to indicate the exact nature of their impairment to teaching staff. The same applies to students with caregiving responsibilities.

### Accessibility Network

The representative for students with disabilities and chronic illnesses will be actively supported in establishing a network to point out the needs of people with disabilities, to be incorporated into revisions of the study regulations, and to sensitize commissions to the issue.



# Glossary

## **Ableist, ableism**

describes discrimination against people with disabilities that occurs by measuring people against certain abilities and reducing them to their impairment and/or by making access more difficult or impossible for them.

## **Antisemitism, antisemitic**

is a widespread term for hostility toward Jews. It describes all forms of hatred, hostile attitudes, expressions, actions, and prejudices directed against Jews and all those perceived as Jewish.

## **Bias, unconscious**

describes cognitive perceptual distortions, such as prejudices, stereotypes, and other thought patterns.

## **BIPOC**

stands for: Black, Indigenous, and People of Color. A collective, political term expressing solidarity used to designate all Black, Indigenous, and non-*white* people affected by racism.

## **Black**

is often chosen as a self-designation by people of African and Afro-diasporic descent, by Black people, and by People of Color.

“Black” is capitalized to clarify that it is a constructed pattern of assignment, not an objectively real characteristic attributable to skin color.

## **Classism, classist**

refers to discrimination based on social origin and/or social and economic status.

## **Empowerment**

refers to a process that resists oppression and external control, achieved through reinforcement, encouragement, activation, and (re)discovery of one’s own capabilities, strengths, and power, often realized in one’s own community or by those affected by powerlessness and helplessness themselves.

## **Exoticization**

is a strategy of othering that serves to stereotype and create hierarchies among socially constructed groups. Drawing a distinction to one’s “own” norms and values, exoticization ascribes a fundamental alterity to those perceived as Other. Ostensibly “positive” attributes are often used as the basis for othering, implicitly constructing those who are othered as “uncivilized.”

**Habitus, habitual**

refers to an acquired demeanor based on a certain fundamental disposition; attitude, behavior, comportment.

**Hidden curriculum**

describes a curriculum in which teaching content and knowledge, as well as performance expectations, remain partly unspoken—concealing, for example, Eurocentric perspectives in teaching.

**Intersectionality, intersectional**

describes the intersection, interaction, and mutual reinforcement of different forms of discrimination.

**Intersex (also intersex\*)**

is an emancipatory umbrella term that denotes the diversity of intersex realities and corporealities. Individuals whose genetic, hormonal, or physical characteristics are designated as medically “ambiguous” are considered intersex.

**Multiple discrimination**

refers to the situation in which a person who simultaneously belongs to several disadvantaged groups experiences discrimination for more than one reason. Different, converging dimensions of discrimination mutually reinforce each other.

**Nonbinary**

describes a gender identity that is neither wholly/always female, nor wholly/always male. It is also often used by genderfluid or transgender individuals, or those who locate themselves outside the binary gender system.

**Othering**

occurs when a group or individual distinguishes itself from another group by describing the group it is Othering as fundamentally different. This usually happens within an unequal power relation: those characterized as Other are affected by discrimination and thus have few possibilities to defend themselves against this attribution.

**Person of Color, People of Color**

is a self-designation used by people who experience racism. [See also BIPOC.]

**Postmigrant**

describes processes of social negotiation that occur in the phase following migration, and in which structures, institutions, and political cultures are retrospectively (from a postmigrant perspective) adapted to the recognized reality of migration.



**Racialization, racialized, racism** is the process in which, based on actual or perceived physical or cultural characteristics (attributions such as “skin color,” origin, language, religion), people are constructed as a homogenous group, hierarchically evaluated, and excluded.

### **Safer spaces**

refer to specific (physical) spaces where people with similar experiences of discrimination and marginalization can retreat to share their experiences, organize, and empower each other. These spaces aim to be safer by consciously striving to dismantle discrimination. This also results from the fact that these spaces are created by and for those affected.

### **Silencing**

is a method of discrimination where affected individuals are not given a space to speak or are not heard and thus silenced.

### **Tokenism**

describes the phenomenon where dominant groups allow a small number of marginalized individuals to participate or be present in the center, while only accepting them if they confirm the ideology of the dominant group—that is, if they hold the same opinions as the dominant group.

**Trans/transgender (also trans\*)** is a self-designation by and for people who do not identify with the gender assigned to them at birth.

### ***Whiteness, white***

denotes a sociopolitical norm and position of power. It is used in contrast to BIPOC and written in italics as a reference to the fact that it is socially constructed.



# Antidiscrimination Policies at the Udk Berlin (as of 2022)

