

UNIVERSITY OF HAMBURG

Anti-Racism Advising and Information working group

Project "Collective Responsibility. Rassismus(kritik) an Hochschulen"

**Anonymous survey on anti-racism advising and information
at the University of Hamburg**

Hamburg, August 2025

Abstract

DE Der vorliegende Bericht analysiert den aktuellen Stand (2024) der rassismuskritischen Beratung an der Universität Hamburg und zeigt Handlungsbedarfe auf, um Diskriminierung wirksamer zu bekämpfen und eine inklusivere Hochschulkultur zu fördern. Im Rahmen einer quantitativen Befragung wurden Mitarbeitende verschiedener Beratungsstellen der Universität Hamburg (UHH) zu ihren Ressourcen, Kenntnissen und Unterstützungsangeboten im Umgang mit Rassismus befragt. Die Befragung umfasste insgesamt 38 Fragen. Die Ergebnisse offenbaren erhebliche Defizite in der Sichtbarkeit, Ausstattung und Expertise der Beratungsangebote. Es besteht ein hoher Bedarf an Weiterbildungen, Vernetzung und rassismuskritischen Inhalten, um die Beratungsqualität nachhaltig zu verbessern. Die Analyse liefert konkrete Empfehlungen, darunter die Erweiterung von Schulungsangeboten, die Entwicklung einer Feedbackkultur sowie eine stärkere Verknüpfung mit externen Stellen. Die Studie bildet die Grundlage für die Entwicklung einer strategischen, inklusiven und rassismussensibleren Hochschulkultur an der UHH und soll dazu beitragen, Diskriminierung effizienter zu verhindern und Betroffene besser zu unterstützen.

EN This report analyzes the current state (2024) of anti-racism advising at the University of Hamburg (UHH) and identifies areas for action to more effectively combat discrimination and promote a more inclusive university culture. As part of a quantitative survey, staff from various advising services at UHH were asked about their resources, knowledge, and support offerings related to dealing with racism. The survey consisted of 38 questions. The results reveal significant gaps in the visibility, capacity, and expertise of existing support services. There is a high demand for further training, networking, and anti-racism content to sustainably improve advising quality. The analysis provides concrete recommendations, including the expansion of training programs, the development of a feedback culture, and stronger links with external organizations. The study forms the basis for the development of a strategic, inclusive and more racism-sensitive university culture at UHH and is intended to help prevent discrimination more effectively and provide better support for those affected.

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1. Equity and combating racism at the University

In the last few years, there has been increasing awareness of racism and racist discrimination in society. This is also due to an increase in publicized racist incidents and assaults, which have led to greater public debate. Movements such as Black Lives Matter have attracted worldwide attention. In Germany, the attack in Hanau, and efforts of relatives and the Initiative 19. Februar Hanau to bring it to light have further raised awareness of social and structural (as well as institutional) racism.¹ There are specific, measurable experiences of institutional racism in the German educational system, highlighted, for example, by the Afrozensus 2020. The majority of respondents experienced racial discrimination directly or indirectly within German schools and universities or other educational institutions.² In the wake of these developments, it has become increasingly clear that racism is deeply rooted in many social structures and takes many forms, from overt discrimination to subtle, everyday racist conduct.³

Universities are increasingly striving to create diverse and inclusive learning environments. The topic of diversity is now an integral part of the discourse at and about universities. Diversity is not only being addressed in university policy documents, but is also making its way onto the agenda in government offices, into funding-related performance agreements and university-adjacent funding institutions, with the aim of encouraging universities nationwide to more actively engage with the topic.⁴ The aim is to foster opportunities and potential for everyone equitably by ensuring access and participation. There are different ways to incorporate diversity and inclusion in university guidelines. Although there are policies and concept papers available, these seldom provide specific courses of action and are often conflated with equal opportunity measures⁵. Additional advising and counseling services provide help for different types of discrimination cases, such as gender, psychological health, and sexualized violence. The provision of counseling that combats and is sensitive to racism—and is clearly recognizable as such, with appropriate services and content—remains thus far an exception at universities⁶. In most cases, available services are the result of student initiatives and provided on a volunteer basis, rather than being firmly established at institutional level and equipped with sufficient resources.

Several German universities have already developed specific services and programs or⁷ are taking a critical look at the racist discrimination faced by their members and offering support to those affected. Universities such as Freie Universität Berlin, Humboldt-Universität zu Berlin, the University of Bonn, and the University of Bremen have special counseling centers or projects explicitly providing anti-racism services. These offices offer information, one-on-one meetings, workshops, and seminars to support students and employees. In addition, for example, the University of Bremen hosts events on oppression, racism, and sexism in academia. A few universities have also integrated interdisciplinary

research projects and courses on topics critical of and sensitive to racism into their curricula. These efforts aim to raise awareness of racism, combat discrimination, and foster open discourse on the topic, and show that universities are consciously addressing the complexity of racism. Despite these isolated efforts, it is generally clear that raising awareness of racism plays a crucial role in effectively combating discrimination and promoting an inclusive educational landscape⁸. This highlights the importance of offering a holistic concept that benefits and supports staff and students, rather than isolated counseling or advising services.

2. The need for racism-relevant knowledge and awareness in advisory roles: principles of effective support

Universities also reflect larger social developments. They are microcosms of society and therefore also subject to the racist structures that can create the conditions for racist conduct. Universities not only have a responsibility to actively address discrimination and its manifestations, but also to take appropriate measures to prevent and combat it. This includes raising awareness, training employees and students, promoting diversity and inclusion, and creating contact points for those affected. Creating an environment that provides (adequate) support and assistance for those affected by discrimination requires a holistic, contemporary, and inclusive approach⁹.

Knowledge about discrimination in general and racism in particular is crucial in counseling contexts, as counselors are often the first (institutional) point of contact for people who have experienced racial discrimination. For counselors to handle incidents or reports of racism with empathy, skill, and purpose, they need to be aware of it and know how to address it. This helps to strengthen trust in counseling centers and give those affected concrete help and orientation.¹⁰

In this context, it is important to mention that the underrepresentation of BIPoC (Black, Indigenous, People of Color) at many universities and in other areas of work points to a structural problem.¹¹ This has far-reaching consequences for advising services and for the perspectives informing advising and counseling. Therefore, developing preventive measures to create a less discriminatory environment requires sound knowledge of racism-related issues. Ultimately, proper support for those affected must meet their needs with empathy, professional competence, and the necessary assistance. This is crucial to positive long-term change.

An Antidiscrimination Center (ZAD) was recently established at the University of Hamburg (October 2024) to provide advice to those affected by all dimensions of discrimination.¹² With ZAD, the University of Hamburg is taking a horizontal approach that targets different groups and intersectional discrimination. This facilitates the handling of cases beyond specific categories and it creates synergies when representing those affected. Nonetheless, we need to include specific services that target individual aspects to ensure expertise that

is well-founded and specific to the issue at hand to better address the needs of different groups (peer counseling).

For sexual and gender discrimination, the ZAD is already working with experts in the field of equal opportunity and diversity. It is just as crucial to establish independent infrastructure to address racism and discrimination based on nationality or ethnicity. This would add to existing services connected to the ZAD and facilitate better prevention, advice, and awareness. The antidiscrimination guidelines see the qualifications of all advisors, counselors, and staff as essential to recognizing, identifying, and adequately fighting racism. The guidelines further emphasize the necessity for the different offices and staff responsible to receive training with regard to racism to ensure more effective support. Establishing specialized infrastructure to address racism at the University would contribute meaningfully to the ZAD's existing work and significantly strengthen our ability to respond in this highly sensitive area. AStA's antidiscrimination section also provides counseling in cases of discrimination anonymously for students if AStA currently has the available capacity.

But what happens when those affected turn to other offices? Are staff trained to recognize and, if necessary, identify discrimination? How is the topic of racist discrimination rooted in daily work or study? How do we reflect on our own sense of belonging and experiences and how do our own views affect our personal and professional attitudes? What antidiscrimination services does the University of Hamburg provide? The survey discussed in this report was designed to investigate the questions below.

3. Topic and objective of the “Anonymous survey on anti-racism advising and information at the University of Hamburg”

A survey was conducted in 2023/2024 within the scope of the Anti-Racism Advising and Information working group at the University of Hamburg to determine whether and to what extent employees or students have already sought and/or received advice or support with regard to racism-related concerns and issues. The survey was carried out by the University of Hamburg. It aimed to reveal the advising services and resources within the University and to record the wishes of the advising staff. Accordingly, we want to see to what extent the staff at advising and counseling offices have access to resources and support, e.g., exchange opportunities, professional development and continuing education, in order to respond to questions about racist discrimination and what their wishes are for support in the future. Since there have been no prior data on anti-racism work at the University, a comprehensive list of questions was drawn up. These focused on nearly all advising and counseling services at the University of Hamburg and the relevant staff and work areas.

Preparation for the survey included reviewing the survey and translating it into English; creating an email list; and putting the final survey into LimeSurvey in October 2023. Prior

to that, there was a longer approval phase, discussion by the Executive University Board, and approval from the staff councils. After testing and adjusting the questionnaire and the contact list several times, the link to the activated questionnaire was sent on 14 November 2023. Reminders were sent on 18 December 2023, 15 January 2024, 30 January 2024, and 7 February 2024. The survey was completed at the end of February 2024 and evaluation began in March 2024.

The survey was provided in English and German and consisted of six question blocks with a total of 38 questions, which took around 20 minutes to complete. The responses were received anonymously. A total of 310 employees, all of whom work in advisory contexts, were invited by email to take part in the survey. After the data set was cleansed, 103 questionnaires were evaluated.¹³ The sample cannot be considered representative, even though the survey provides initial data relevant to fostering an opportunity at the University of Hamburg to counter racist discrimination and create the basis for the further development of advice and support services that are nondiscriminatory and sensitive to the issue of racism.

Administrative staff who work at the junction of management, staff, and students need to take a clear stance now more than ever (see current findings in the Mitte-Studie and SHELL-Jugendstudie)¹⁴. They should be empowered to develop a clear position on issues of inequality so they can offer adequate counseling services and have the confidence to provide substantive advice on discrimination relevant to racism.

4. Analysis of the data / lines of analysis

4.1 Main findings: summary

The staff survey revealed that the majority of respondents generally receive around one-to-five queries annually from students regarding incidents of racial discrimination (see Fig. X1 in the appendix). According to 86.3 percent of respondents, advising services are currently inadequate to cover these queries (see Fig. 1, p. 8). This gap results from the fact that there are currently limited or no resources or opportunities for staff to receive continuing education in racism-critical and sensitive action at the University of Hamburg. In addition, respondents who have not previously dealt with racism as part of their work lack knowledge of possible referral centers in the case of queries related to racial discrimination. To close these gaps, 34 percent of the respondents would like professional development or continuing education opportunities; 30 percent would like workshops; and 23 percent would like supervision (see Fig. 12, p. 16).

4.2 To what extent have employees and students already sought advice for dealing with racism?

At the start of the survey, we determined whether people had previously sought services from University advising and counseling offices due to experiences with racism and

whether these were primarily students or staff. The survey revealed that 77.8 percent (n=28) of those surveyed said they had in fact received one to five queries related to racism, while 2.8 percent (n=1) said that they received more than 20 queries per year (see Figure X1 in the appendix). The majority of these inquiries came from students (see Fig. X2 in the appendix), while a comparatively small number of inquiries came from employees (see Fig. X3 in the appendix). The students generally approached the advisors personally and asked for support (80 percent (n=28), see Fig. X4 in the appendix). The experiences of racism that led to counseling involved mainly verbal encounters, structural discrimination, or microaggressions (48.7 percent, see Fig. X5 in the appendix),¹⁵ predominantly occurring between teachers and students.

Summary: According to the results, counseling for racial discrimination has already been sought frequently at various counseling centers of the University of Hamburg. Thus, there is demand, generally from students, for anti-racist and racism-sensitive advising and counseling.

4.3 Current services and counseling resources for racial discrimination at the University of Hamburg

The aim of the survey was not only to find out whether counseling was sought at the University of Hamburg due to racist incidents and by whom, but also whether there is such a service at all for people seeking advice and whether the counselors receive appropriate resources or can refer them to relevant services if necessary.

4.3.1 Current services

Part of this survey looked at whether current services, in the opinion of those surveyed, offered targeted help for people who experience racism. According to the majority (86.3 percent, n=63) of respondents, there are no counseling services for people who have experienced racism at the University of Hamburg (see Fig. 1). It is interesting to note, however, that more than half of the respondents stated that their counseling services covered discrimination on the basis of ethnicity and nationality (55.2 percent, n=32 and 53.4 percent, n=31, see Fig. X6 in the Appendix).

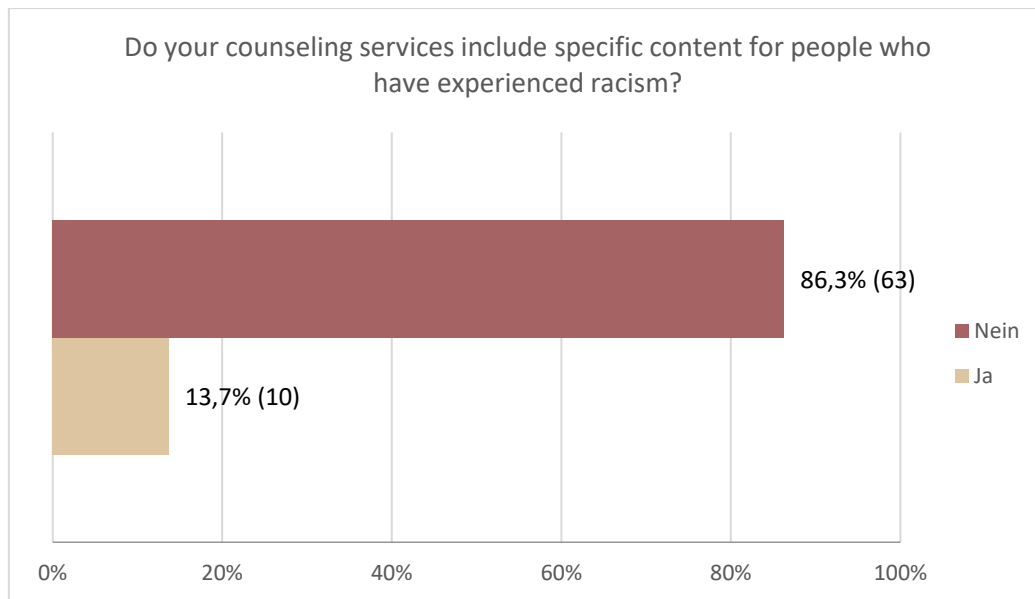


Figure 1: Questions about the availability of specific content for people with experiences of racism in the counseling services of the respondents (n=73)

In the survey, we sought information about whether the interviewees had already dealt with racism in a professional context. One hypothesis was that the data could also vary depending on the level of employment. The majority of respondents had already dealt with racism in their professional context, although the extent to which they had done so varied greatly (see Fig. 2). The level of knowledge on the topic indicated here ranges from “personally affected (e.g., comments by employees such as professors or colleagues)” to “discussions with employees, colleagues,” “attending demonstrations, events, reading literature,” to “participation in professional development and training courses” and “personal research, teaching offers.” Those who had not yet dealt with the topic of racism responded that they had “not received any queries so far,” that the topic was “outside their area of responsibility,” or that they had “little interest” in the topic.

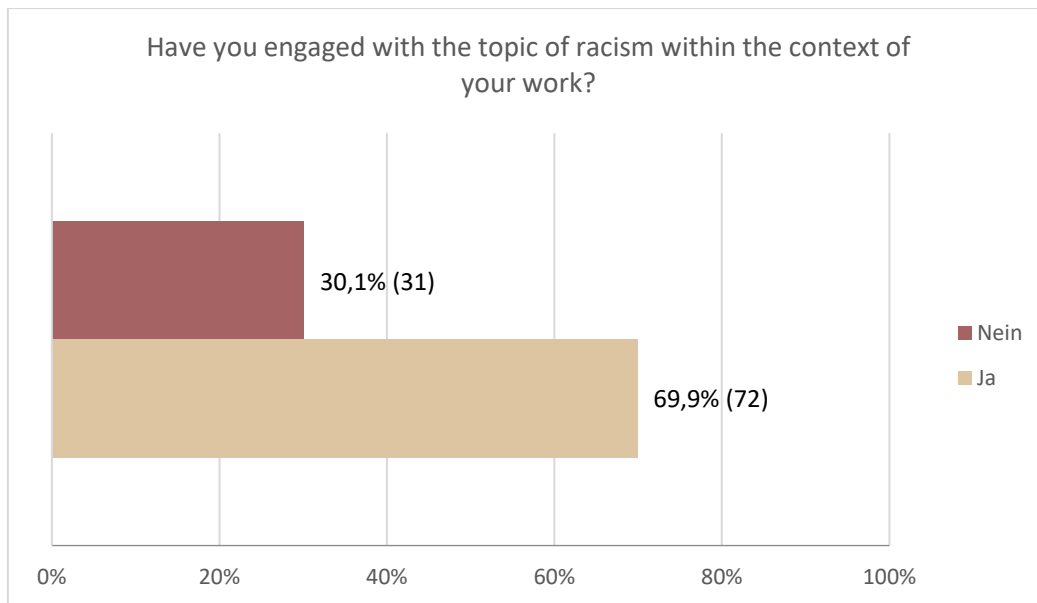


Figure 2: Questions on previous engagement with the topic of racism in a professional context (n=103)

Nevertheless, the results of the two-dimensional (“bivariate”) analysis provides a clear picture: racism is not covered in the counseling services of most respondents, regardless of whether or not they have already dealt with the issue of racism. Only 13.7 percent (n=10) of respondents who have dealt with racism state that their services encompass adequate resources (see Fig. 3). This low number disproves the assumption that counselors who have already dealt with racism in a professional context have greater confidence in their ability to address racism in their counseling. On the contrary, the majority of respondents see a gap in their services with regard to the topic of racism.

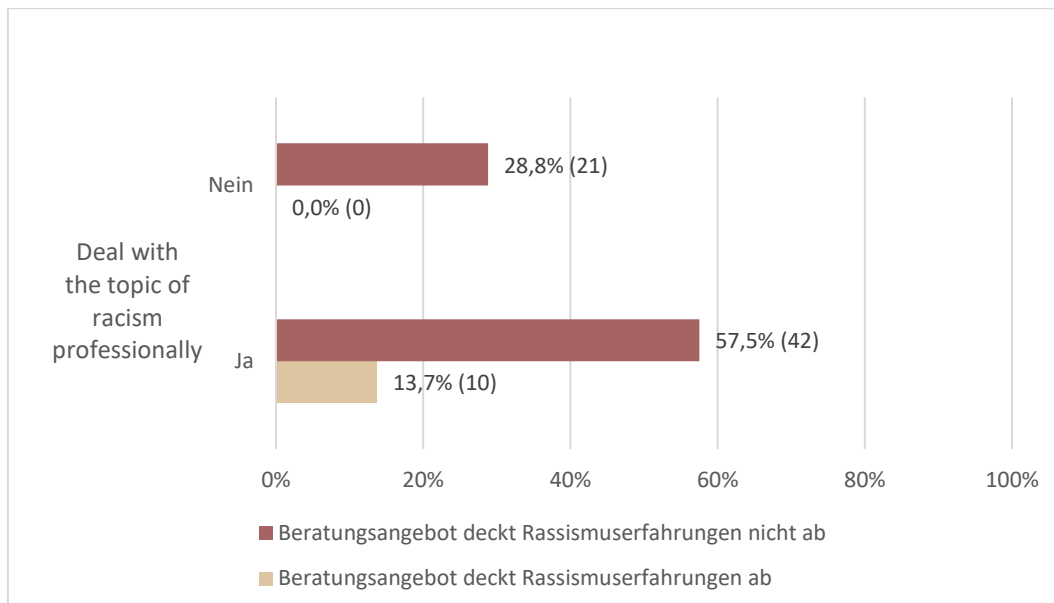


Figure 3: Information provided by respondents on whether their counseling service covers experiences of racism, against the background of whether they have already dealt with the issue of racism in a professional context (n=73)

A similar picture emerges when the data on racism-critical counseling services are considered in conjunction with requests for counseling related to experiences of racism. Among the respondents who receive inquiries about racism, only 11 percent (n=10) state that their services cover racism (see Fig. 4). In contrast, the majority of respondents, regardless of their engagement with racism, stated that their offers did not cover racism, further confirming a lack of information on the topic of racism.

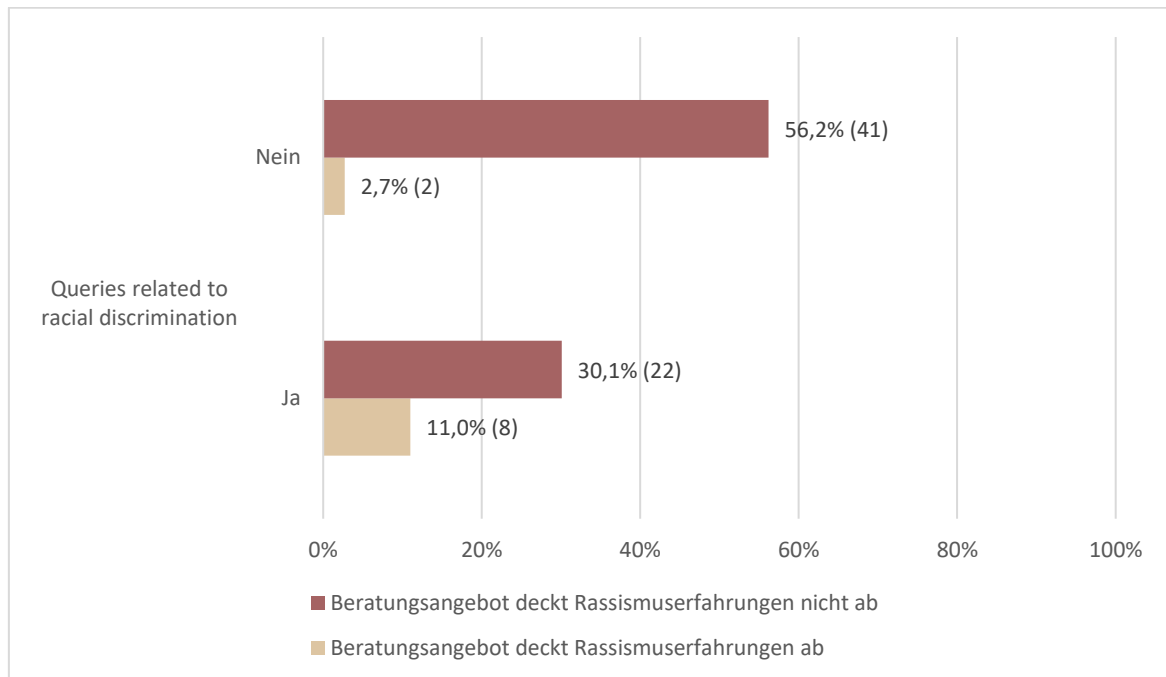


Figure 4: Information provided by respondents on whether their counseling services cover experiences of racism, against the background of whether they received a inquiries regarding a racist incident (n=73)

The respondents also increasingly expressed their wishes and concerns on these topics, with one person writing that the university “should also regularly offer services on this topic and hire appropriate employees who are trained.” Thus far, that individual had been required to “somehow help themselves,” which is not ideal. Another person stated:

“[W]e need professional development on awareness/white fragility (also for professors!) that are actually conducted and empowerment workshops for those affected. We also need courses for students from all faculties in which racism/criticism of racism etc. can be given space, which provide empowerment and awareness in equal measure.

Furthermore, there should be “compulsory courses [that] must find a place in all pay grades and in the faculties, units, as well as [...] [the] administration”.

It is also difficult for those seeking advice to access information about the services on offer (see Fig. 5). According to the respondents, the easiest way to obtain information is to visit the University of Hamburg website. Other information channels, on the other hand, are hardly used. In addition to creating a racism-aware counseling service, steps to ensure

better awareness of the University of Hamburg's counseling landscape for those seeking advice should be undertaken.

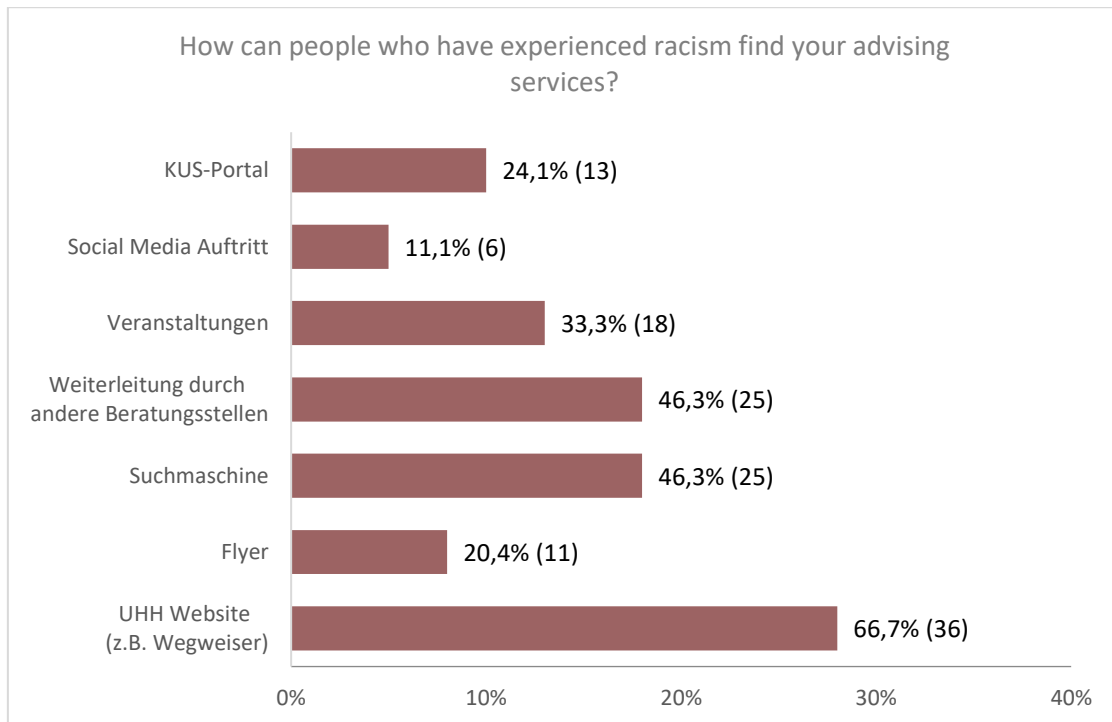


Figure 5: Ways in which counseling services can be found by people who have experienced racism (n=54; multiple answers possible)

Summary: These results clearly show that current counseling services do not sufficiently address the topic of racism. There is an urgent need to fill this gap and to specifically expand advising and counseling services and information channels and make them more inclusive and visible to meet the needs and experiences of people who have experienced racism.

4.3.2 Resources and awareness of contacts for referrals of respondents

More than half of the respondents (57.7 percent, see Fig. 6) have not yet received any resources or opportunities for continuing education with regard to racism-sensitive and critical action.

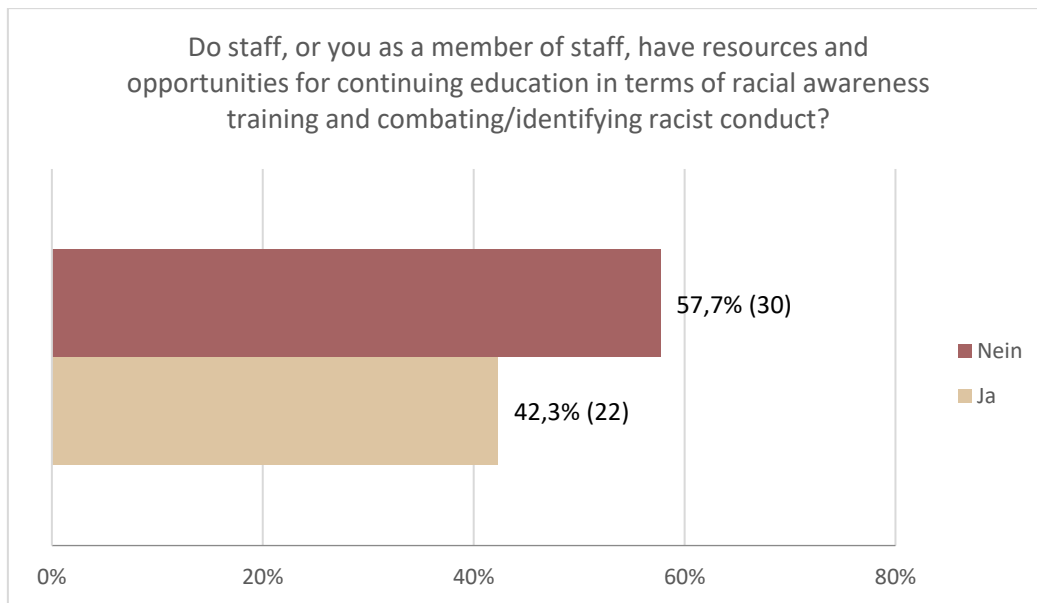


Figure 6: Question about resources and opportunities for continuing education with regard to raising awareness of and combating racism (n=52)

The majority of those who have dealt with racism professionally complain about a lack of resources (38.5 percent, see Fig. 7).

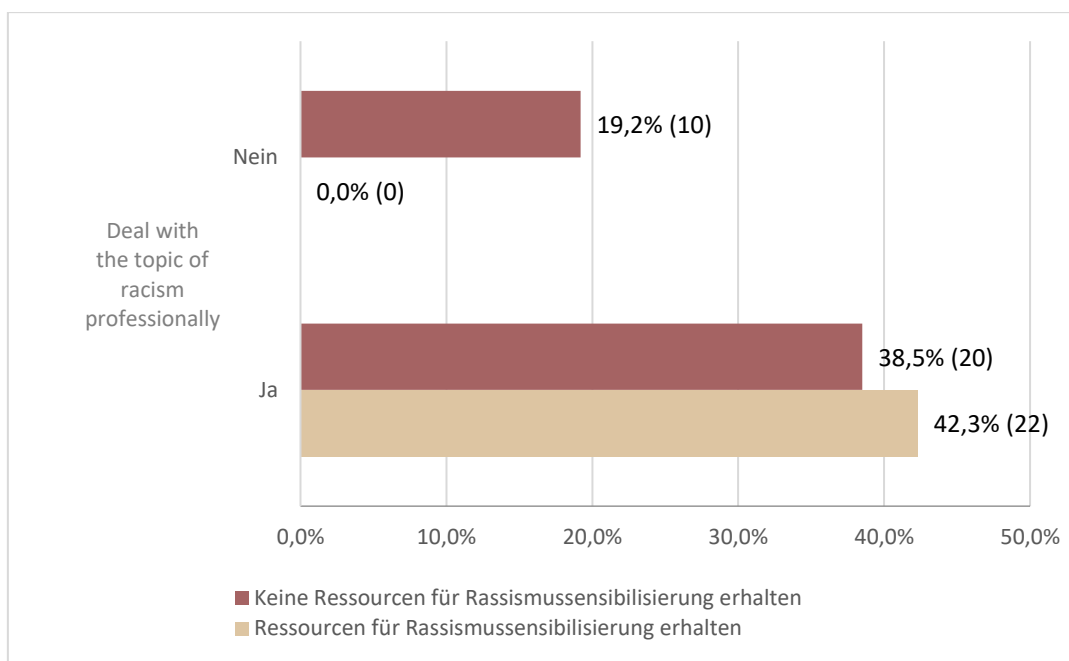


Figure 7: Information from respondents on whether they receive resources for raising awareness of racism and acting to combat racism, according to whether they have already dealt with the issue of racism in a professional context (n=52)

If resources and opportunities for continuing education were available, these primarily include further training, workshops, and personal research (see Fig. 8). The existing services offered are broadly diversified, which indicates that there is a fundamental theoretical basis, albeit very limited, for continuing education in the field of combating

racism. The targeted expansion of this foundation would tap existing potential and significantly improve race-sensitive services.

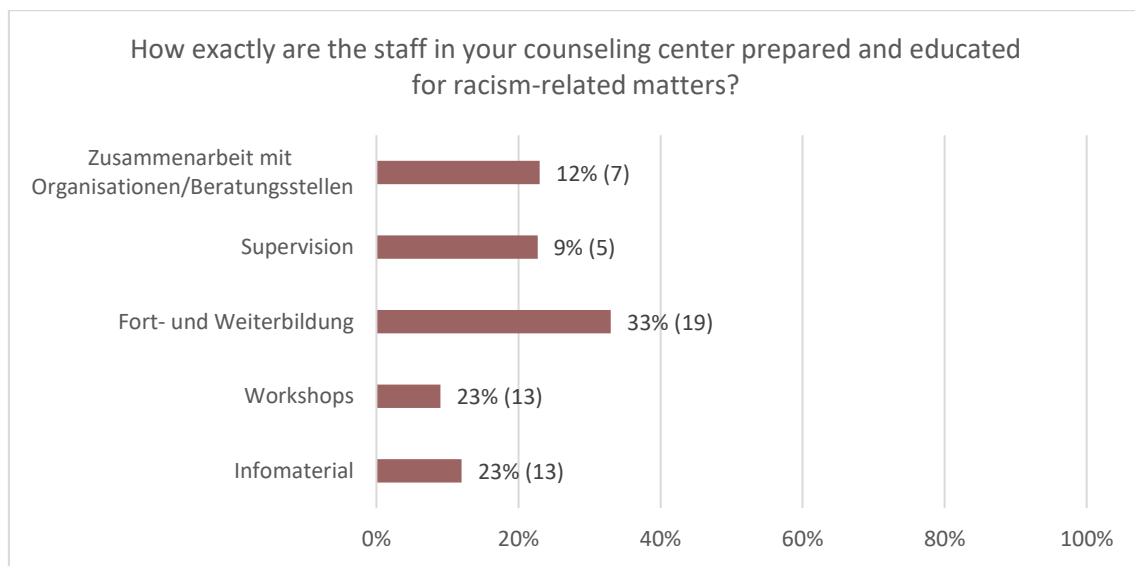


Figure 8: Opportunities thus far for respondents to receive training on racism-sensitive topics (n=52, multiple answers possible)

Equally, the lack of resources for combating racism means that only 39.3 percent of respondents are aware of institutions and contact points for referrals that address the topic of racial discrimination and empowerment (see Fig. 9).

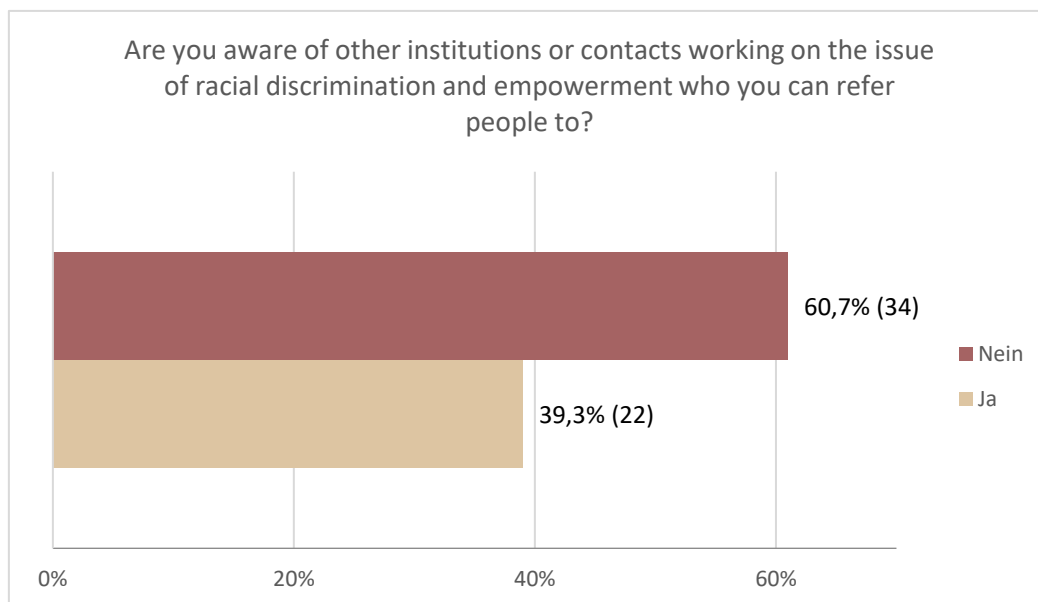


Figure 9: Survey on the awareness of institutions and referral points that address racial discrimination and empowerment and to which referrals can be made (n=56)

Among those who had actually received an inquiry related to racism, 21.4 percent knew of a contact point for referrals, while 23.3 percent had no knowledge of relevant agencies (see Fig. 10). This therefore also indicates a lack of resources resulting from a lack of knowledge.

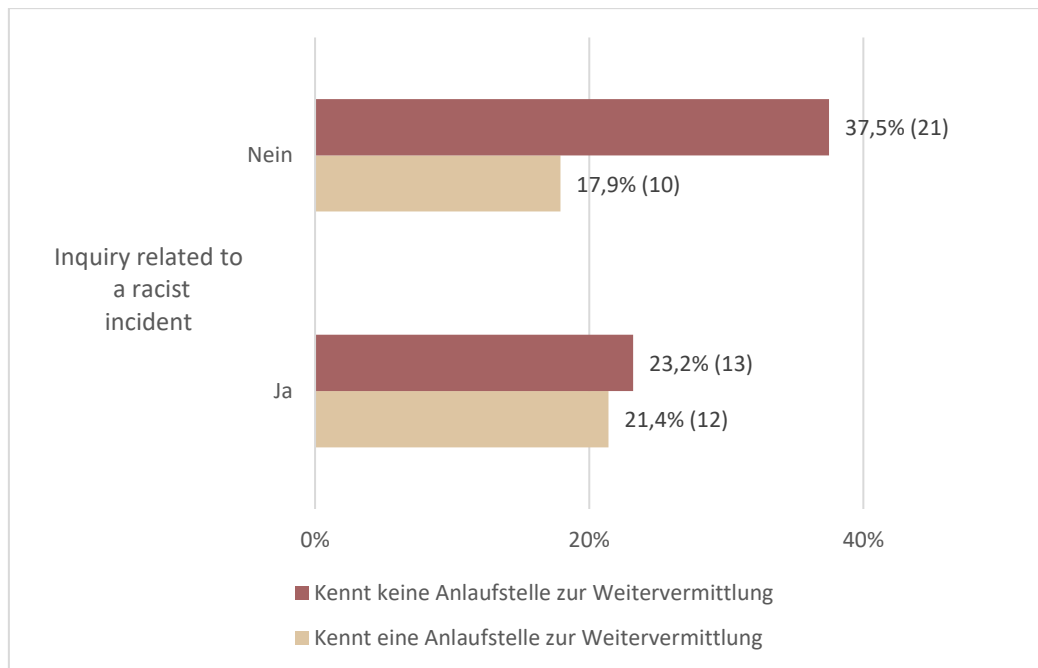


Figure 10: Information from respondents as to whether they know a contact point for referrals, in light of whether they received an inquiry about a racist incident (n=56)

It is interesting to note that this is another correlation with the level of previous engagement with the issue of racism. The results of the bivariate analysis show that respondents who had actively dealt with racism were significantly better informed about contact points than their colleagues who have not (see Fig. 11). Providing resources and training in combating racism can thus contribute to giving counselors greater knowledge about contact points for referrals and improving counseling service. Examining the topic of racism and the provision of resources can thus be seen as essential in order to close the gaps in racism-responsive counseling.

However, the bivariate analysis also shows that despite greater knowledge, 37.5 percent of respondents who had dealt with racism stated that they were not aware of certain contact points (see Fig. 11). This suggests that there may be a lack of targeted information and networking, even among those who deal with racism in their professional environment. Therefore, networking advising and counseling centers would also be desirable.

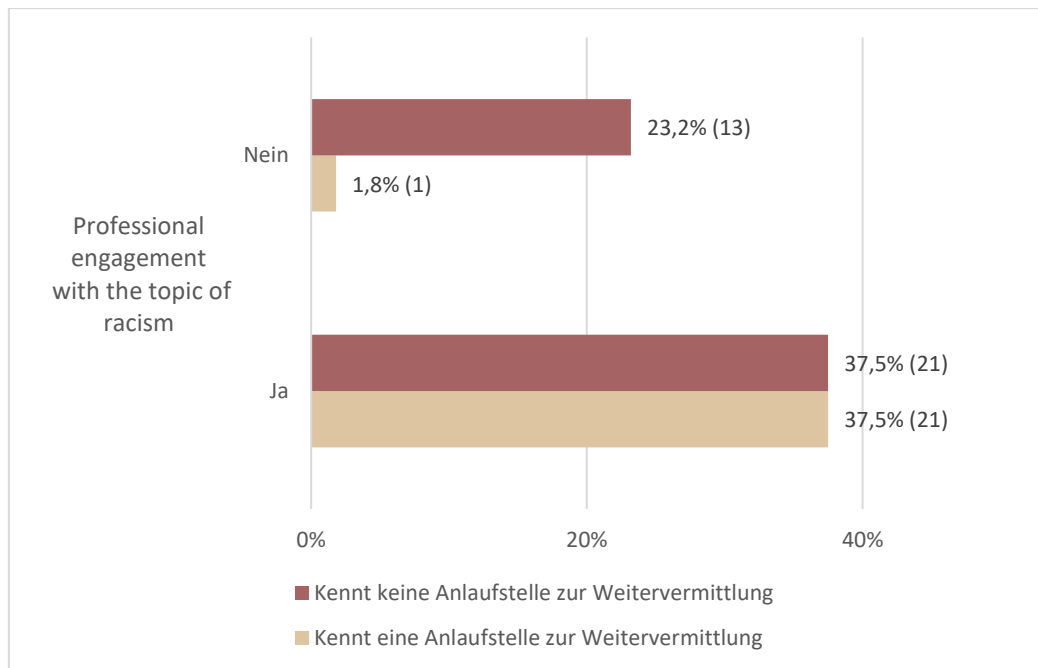


Figure 11: Information from respondents on whether they know a contact point for referrals, according to whether they have already dealt with the issue of racism in a professional context (n=56)

These results illustrate the need to increase resources for anti-racism and racism-responsive continuing education, as well as providing information and awareness-raising measures for suitable support services. In addition to actively addressing racism, awareness of existing resources and services needs to be raised. Measures are needed to make counselors more sensitive to racism, to expand their knowledge of referral services, and to expand service networks.

Respondents also expressed a desire “for independent advising services to be established with their own resources for racism-sensitive counseling and awareness raising at the University and in the faculties, or at least that other offices, for example equal opportunity representatives, receive sufficient resources and further education opportunities to adequately address the issue.” One person from an academic office pointed out that the office, “as an advising service [...] [is] (still) insufficiently qualified” to advise on incidents of racism.

Brief conclusion: More than half of the respondents have not yet received any resources for continuing education related to racism-sensitive services, which limits the quality and range of anti-racism services. People who have actively dealt with racism are better informed about support services, but there are still gaps in knowledge. Counseling, continuing education, awareness raising, and better networking are necessary to improve the situation. Respondents also wish for independent, well-resourced services at the University to do justice to the requirements for addressing racism.

4.4 Desire for support for counseling services

As shown in 3.3.1 and 3.3.2, respondents have so far received few resources or opportunities for continuing education related to anti-racism services or awareness. However, the majority of respondents stated that they would like to have further and continuing education opportunities to be able to better address inquiries regarding racial discrimination (see Fig. 12). Just under 75 percent would like support in the form of workshops, and over 50 percent would like supervision (see Fig. 12).

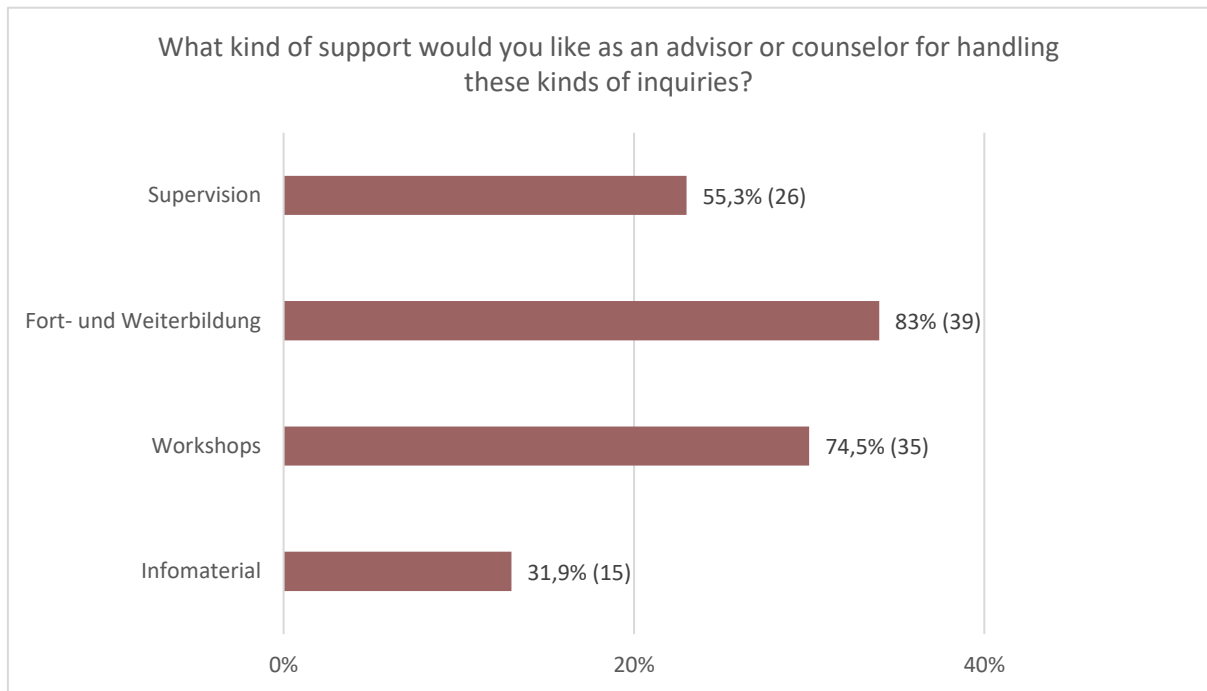


Figure 12: Respondents' desired support needs regarding the handling of racist incidents (n=47, multiple answers possible)

Here too, there is a bivariate correlation between addressing racism and the desire for support when faced with instances of racist discrimination. The analysis of the responses shows that respondents who have already engaged with the topic of racism were predominantly those who specifically expressed a desire for support. The bivariate analysis shows a similar result for the three most desired forms of support. Of the respondents who have already engaged with racism, 72.3 percent would like to receive professional development, 63.8 percent would like workshops, and 48.9 percent would like supervision (see Fig. 13). In contrast, only between 6 percent (workshops) and 10 percent (supervision) of respondents, depending on the format, who had not yet intensively addressed the issue of racism stated that they would like these forms of support (see Fig. 13).

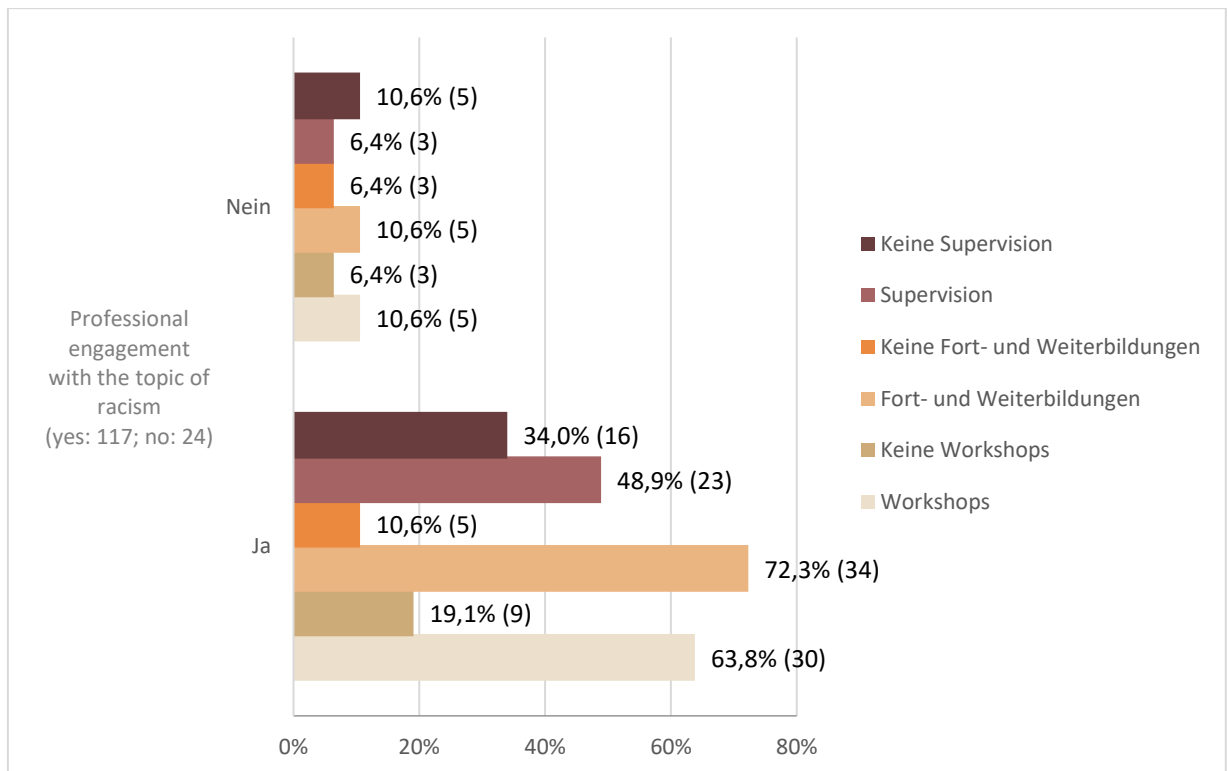


Figure 13: Information provided by respondents on what support they would like to see, based on whether they have already dealt with the issue of racism in a professional context (n=47)

There is a clear desire for further development and professionalization among people who have already dealt with the issue of racism. This suggests that awareness and engagement with the issue of racism has an impact on what kind of support is considered necessary. In summary, we can say that dealing with racism not only leads to an increased need for support and resources, but also to a more nuanced understanding of the requirements and challenges for advising services in the context of inquiries related to racism.

Brief conclusion: The interviewees have so far received few resources for continuing anti-racism education, but would clearly like support through workshops and supervision. Especially those who have already dealt with the issue of racism express a strong need for further development and professional support. This shows that dealing with the issue of racism increases the need for targeted support. Overall, there is a clear desire for better educational opportunities to be in a position to provide better anti-racism and racism-aware advising and counseling.

4.5 Demographics in the context of reflecting on racism

By looking at the demographics of the respondents and their experiences with the issue of racism, possible correlations emerge. A significant proportion of respondents who have preoccupied themselves with racism identify as female (61.2%, n=30; see plot 13 in

appendix). This could indicate that people who identify as female may be more likely to work in counseling contexts at the University of Hamburg that require them to deal with discrimination and the issue of racism. The highest proportion of people who have dealt with racism is in the 30–39 age group, at 25.5 percent (n=13). The next oldest group, 40–49 year olds reported 23.5 percent (n=12) and 50–59 year olds reported 21.6 percent (n=11; see plot 14 in the appendix). These data suggest that middle-aged respondents were more likely to have engaged with the issue of racism than younger respondents. The connection between education and engagement are another important aspect of racism (see plot 15 in the appendix). The data shows that the higher the level of education, the higher the proportion of those who say they have dealt with the issue of racism. It is particularly striking that 33.3 percent (n=17) of respondents with a master's degree in and 23.5 percent (n=12) of doctoral researchers have actively dealt with the issue of racism.

Brief conclusion: The analysis shows that a larger proportion of respondents who deal with racism identify as female and middle-aged (30–59). These results indicate that these people and people with a higher level of education are more likely to be aware of issues related to racism within the counseling context. Overall, the data suggest that demographic factors influence interest in and engagement with racism.

5. Recommendations for improving counseling services at the University of Hamburg with regard to racial discrimination

Based on the results of our survey on racism and advising and counseling services, there is a need for various kinds of action on the part of the University of Hamburg. The following recommendations are intended to assist advisors and counselors and raise awareness of racism-critical topics:

- **Institutionalization of anti-racism and racism-responsive advising and counseling services**

The University should set up a permanent institution for anti-racism and equip it with its own budget, staff, and reporting obligations; this should steer and evaluate strategic advising and awareness-raising measures and serve as a port of call for racist incidents.

- **Binding minimum standards for advisory and counseling services**

All advisors and counselors should take part in mandatory anti-racism and racism-responsive training; this should involve well-defined quality standards such as guidelines, checklists, and evaluation forms to ensure racism-sensitive counseling.

- **Develop a communication strategy**

A central, regularly updated guide to services as well as target group-specific information and awareness campaigns should be implemented to increase service visibility and improve their accessibility for all target groups.

- **Create procedural certainty in cases of discrimination**

Clear, transparent complaints procedures should be established that are easily accessible and clearly communicate procedures, response times, parties involved, and protection mechanisms (e.g., anonymity, confidentiality). In addition, consequences for discriminatory behavior must be defined and binding, as well as communicated.

- **Embedding of anti-racism and racism-responsive education in teaching and administration**

Perspectives critical of racism should be systematically integrated into study and continuing education programs, for example through mandatory modules on anti-racism, intercultural competence, and diversity. Teachers and administrative staff should be supported in actively integrating content critical of racism into teaching, counseling, and administrative processes through targeted continuing education.

- **Monitoring and indicators**

The University should establish regular monitoring of racism-related incidents, including standardized surveys and reports. Quantitative indicators (number of incidents, duration of procedures, response times) and qualitative assessments (feedback from those affected and employees) must be taken into account to measure progress and purposefully adapt measures.

- **Cooperation with external experts**

Long-term partnerships with civil society organizations, anti-racism research institutes, and advising centers should be established to develop joint events, continuing education, and exchange formats that continuously strengthen the University's expertise in combating racism.

These measures form an important basis for a comprehensive anti-racism strategy at the University. They should be understood as practical ideas to increase the effectiveness of the strategic approaches and ensure implementation.

6. Conclusion

The staff survey at the University of Hamburg highlights significant (structural) gaps in current counseling services with regard to racism and dealing with experiences of racism. A large majority of participants, 86.3 percent, did not identify any specific counseling services for people who have experienced racism. While some of the respondents state that their services cover racial discrimination, practice shows that racism remains largely unaddressed in the counseling sessions. Only 13.7 percent of those who have dealt with racism report corresponding resources in their counseling services. The data also show that a significant lack of knowledge and resources regarding existing points of contact for support. Only 34 percent of participants are familiar with the relevant institutions, and those who have already received queries about experiences of racism also have a low level of knowledge about support facilities.

Overall, it can be said that protection against discrimination is strongly dependent on the understanding of (racial) discrimination held by those who run the services. Thus, there is a clear connection between active engagement with racism and knowledge of relevant contact points. Participants who have already dealt with the issue would like targeted training and further education measures as well as workshops and supervision to be better able to respond to racist discrimination. Only if people acquire knowledge on the subject of racism and learn the skills to recognize racism will they be able to respond adequately to queries from those affected by racist discrimination.

Overall, the results show that there is a need for action to close the existing gaps. This includes providing resource training and raising awareness of racism among counselors; increasing awareness of existing support services; and improving networking between counseling centers. It is therefore crucial to expand and specifically optimize the counseling services at the University of Hamburg to meet the needs and experiences of people who have experienced racism.

A student survey will also be conducted in Summer Semester 2025. This is particularly important as 33.3 percent of respondents state that all queries about racism come from students. The results of the student survey will provide further valuable insights that will make it possible to develop targeted measures to meet the needs of the student body and promote a more active approach to issues relevant to racism at the University of Hamburg.

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- ⁵ Aikins, Joshua Kwesi; Bartsch, Samera; Gyamerah, Daniel; Wagner, Lucienne. 2018. *Diversität in öffentlichen Einrichtungen: Antidiskriminierungs- und Gleichstellungsdaten in der Praxis*. Citizens For Europe (non-profit limited-liability company)
- ⁶ Birte Klingler and Paul Mecheril. 2024 "Rassismuskritik der Hochschule" In: *Differenzkritische Perspektiven auf Fachhochschulen und Universitäten Analysen und Interventionen*, Springer VS
- ⁷ Advising services and positions at the University of Hamburg refer to those who advise students and constitute the first port of call for anyone seeking help in the case of racism and discrimination (e.g., in academic offices, international offices, advisory offices, etc.). These people were identified and a list was created for managing the invitation to the survey (see all section 2).
- ⁸ "Sensibilisierung für rassistische Diskriminierung in akademischen Einrichtungen," Kumar Ashish; In: *(Un-)Sichtbarkeiten: Diversität an Hochschulen*: https://www.kcs-sachsen.de/fileadmin/user_upload/Veroeffentlichungen/Publikationen/2024_KCS__Un-_Sichtbarkeiten_Diversitaet_an_Hochschulen_Reihe-Band-2.pdf
- ⁹ "Differenzverhältnisse an Hochschulen neu denken: Von diversitätsaffirmativen zu differenzreflexiven Ansätzen im (Fach-)Hochschulkontext," Susanne Burren, Carolina Toletti and Maritza Le Breton. In: *Differenzkritische Perspektiven auf Fachhochschulen und Universitäten: Analysen und Interventionen*. Maritza Le Breton, Susanne Burren, Susanne Bachmann (eds.), 2024.
- ¹⁰ Federal antidiscrimination legislation. 2022. *Leitfaden: Beratung bei Diskriminierung: Erste Schritte und Weitervermittlung*. Available at: https://www.antidiskriminierungsstelle.de/SharedDocs/downloads/DE/publikationen/Leitfaeden/leitfaeden_verweisberatung_20121109.html (last accessed: 28 April 2025)
- ¹¹ Andreas Blätte, Laura Dinnebier and Merve Schmitz-Vardar. *Vielfalt sucht Repräsentation Amts- und Mandatsträger*innen in der Kommunalpolitik*. Heinrich Böll Foundation (ed.). Available at: https://www.boell.de/sites/default/files/2023-10/vielfalt-sucht-representation_vielfaltsstudie-teil-3_0.pdf (accessed: 10 June 2025)
- ¹² University of Hamburg's Antidiscrimination Center. Available at: <https://www.uni-hamburg.de/antidiskriminierung> (last accessed: 10 July 2025)
- ¹³ The number of evaluated responses: N=103. Percentages in this report are derived from this overall number. Several plausibility checks of the data were undertaken to determine which incomplete answers

could be considered in the analysis. We first considered the people (incomplete answers) who answered the questions “Have you already engaged with the topic of racism within the context of your professional work? ” and “Are you, as an advising person, confronted by cases of racial discrimination or racist incidents?”. Some missing answers were supplemented by the written responses provided in many of the items.

¹⁴ Albert, Mathias, de Moll Verian, Frederick, Quenzel, Gudrun. 2024. *Jugend 2024. Pragmatisch zwischen Verdrossenheit und gelebter Vielfalt*. Available at : <https://www.shell.de/ueber-uns/initiativen/shell-jugendstudie-2024.html>; <https://www.fes.de/referat-demokratie-gesellschaft-und-innovation/gegen-rechtsextremismus/mitte-studie-2023>. (last accessed: 10 June 2025)

¹⁵ Microaggressions are short, hurtful, and demeaning (non)verbal messages that marginalized and underrepresented groups experience in their professional and everyday lives. Microaggressions can be described as repeated digs or slights, which may be small or large, subtle or overt in form. An example would be a Person of Color being asked about their origin. (Nguyen 2013, p. 22). Nguyen, Toan Quoc: “Es gibt halt sowas wie einen Marionettentäter. Schulisch-institutionelle Rassismuserfahrungen, kindliche Vulnerabilität und Mikroaggression” in: ZEP: *Zeitschrift für internationale Bildungsforschung und Entwicklungspädagogik* 36 (2013) 2, pp. 20-24 - URN: urn:nbn:de:0111-pedocs-106206 - DOI: 10.25656/01:10620

Appendix

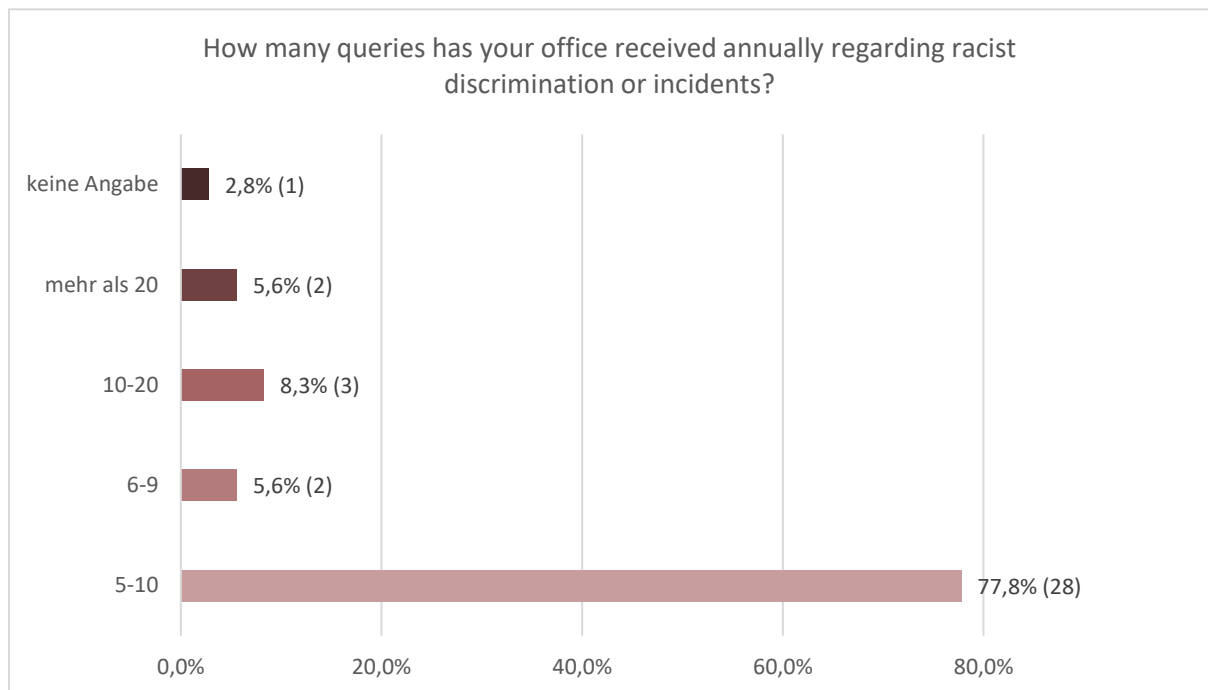


Figure (X1): Information from respondents on how often their offices receive queries due to racist discrimination or racist incidents per year (n=36).

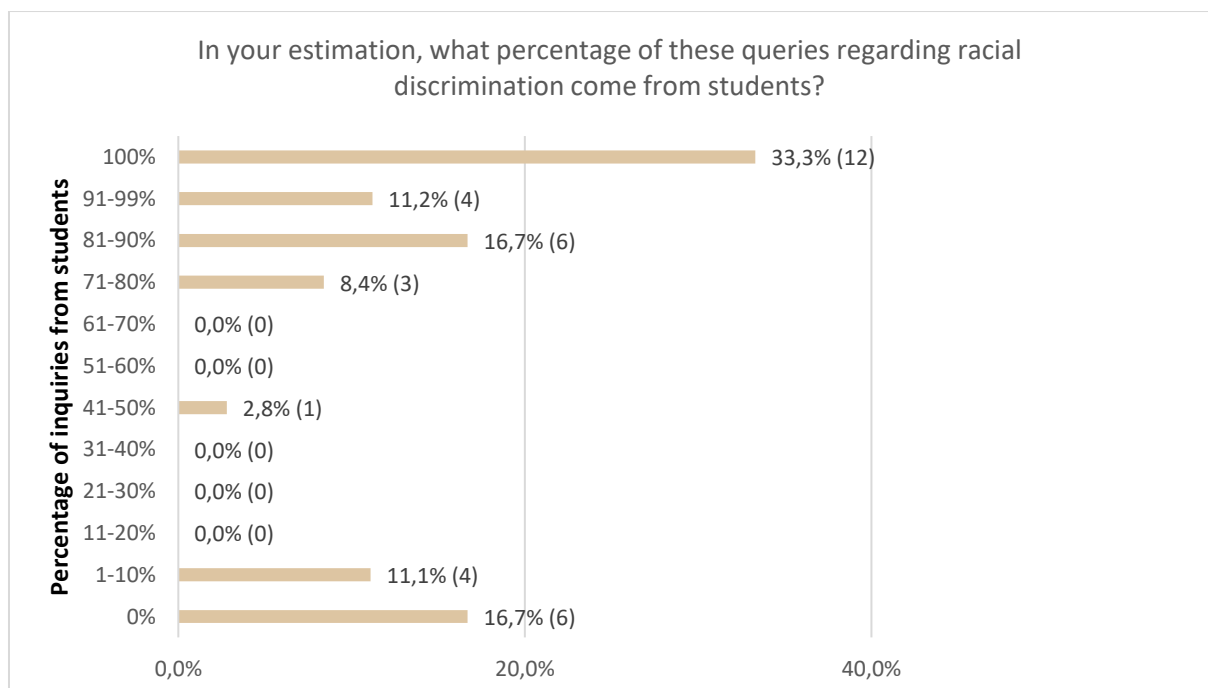


Figure (X2): Information from respondents on how often students have made contact regarding matters related to racist discrimination (n=36)

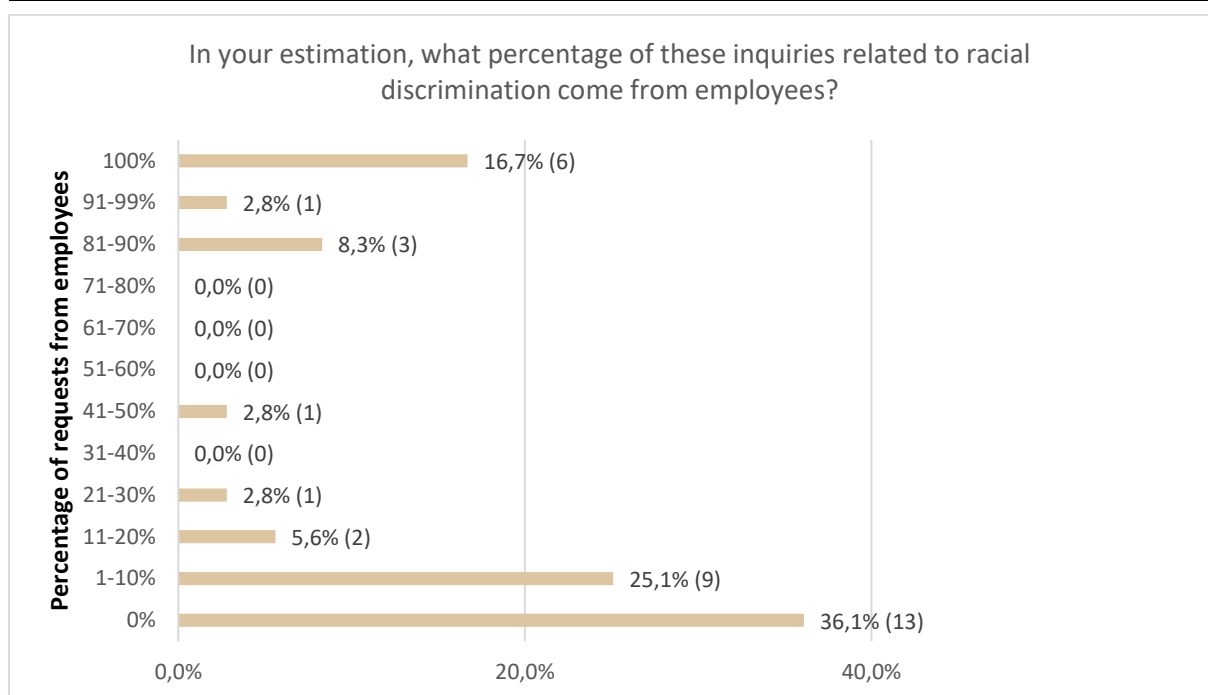


Figure (X3): Information from respondents on how often employees have contacted their advice center due to racist discrimination or a racist incident (n=36).

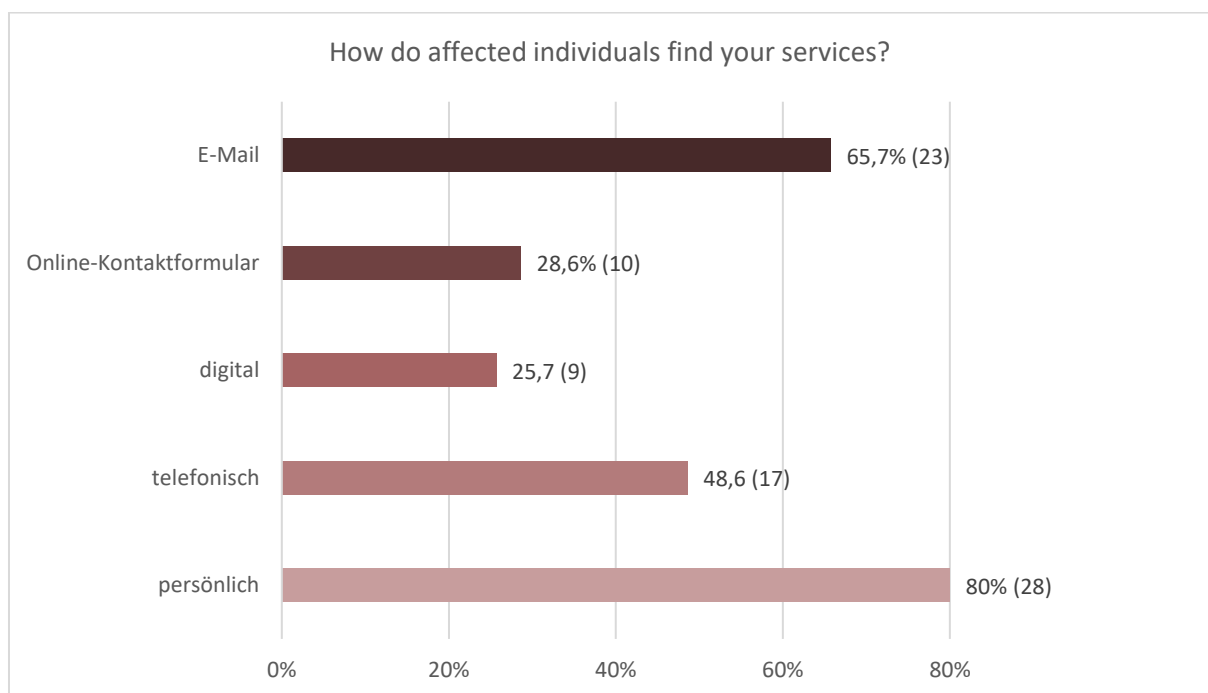


Figure (X4): Information from respondents on the options available for filing a complaint or seeking advice or counseling for racist discrimination or racist incidents (n=35).

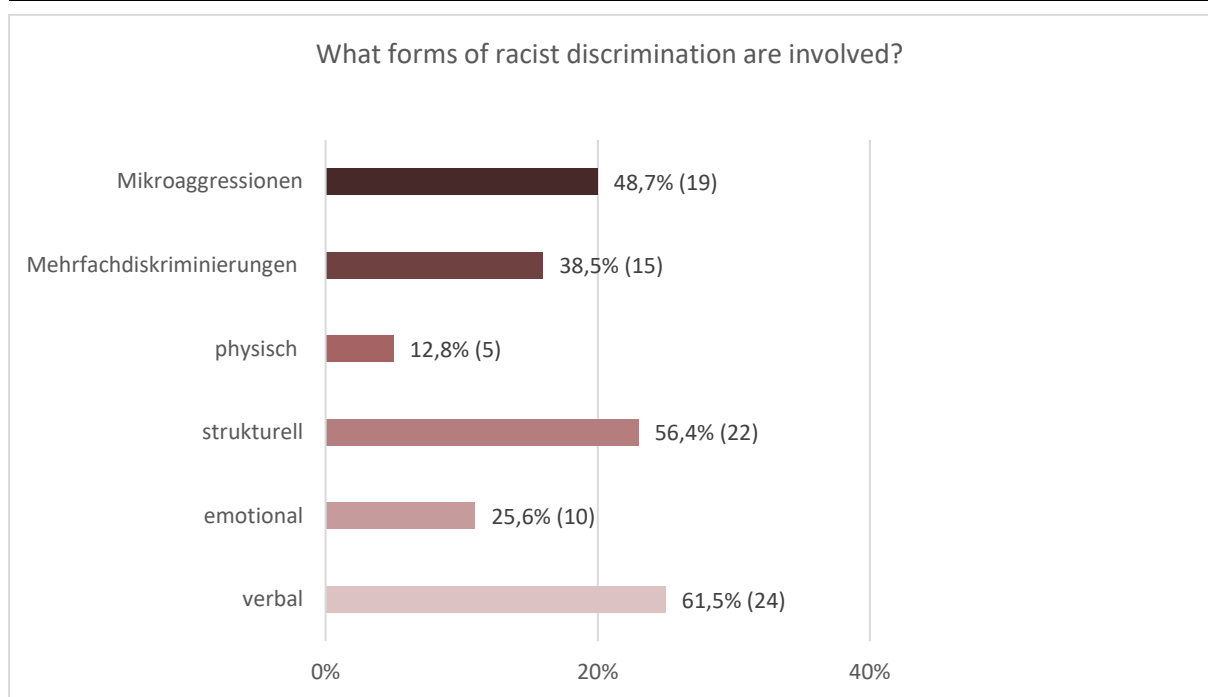


Figure (X5): Information provided by respondents on the type of racial discrimination they have experienced (n=39).

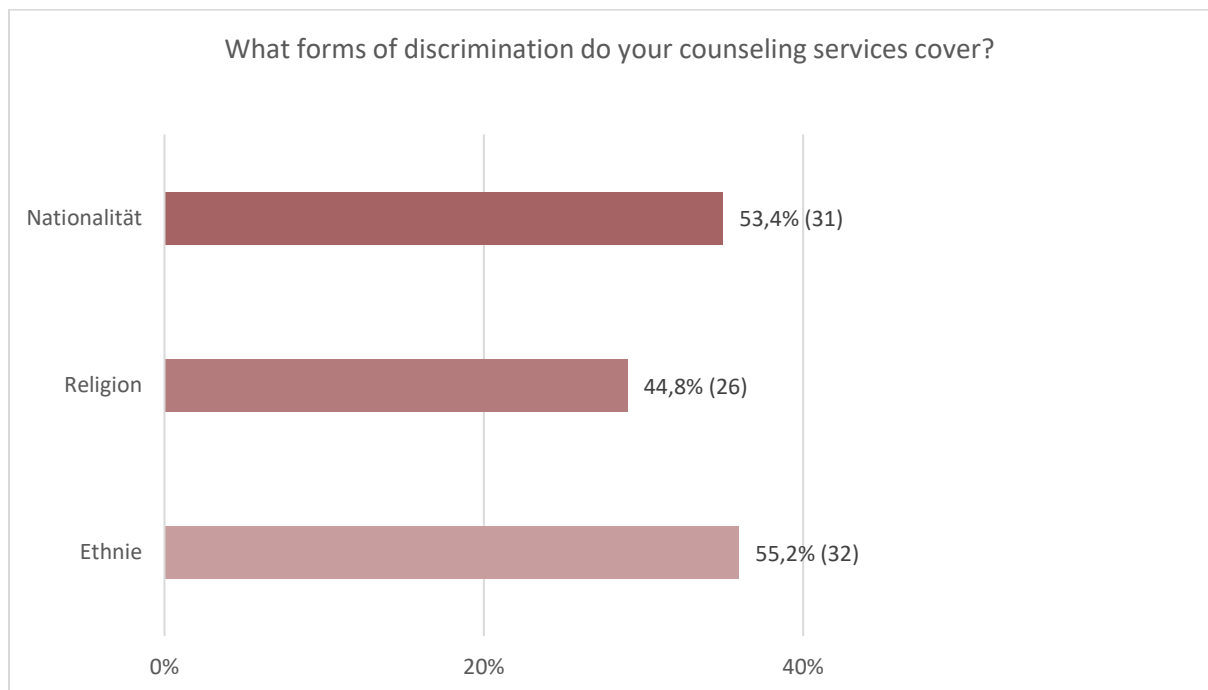


Figure (X6): Information from respondents on which forms of discrimination they believe are covered by their counseling services (n=58)

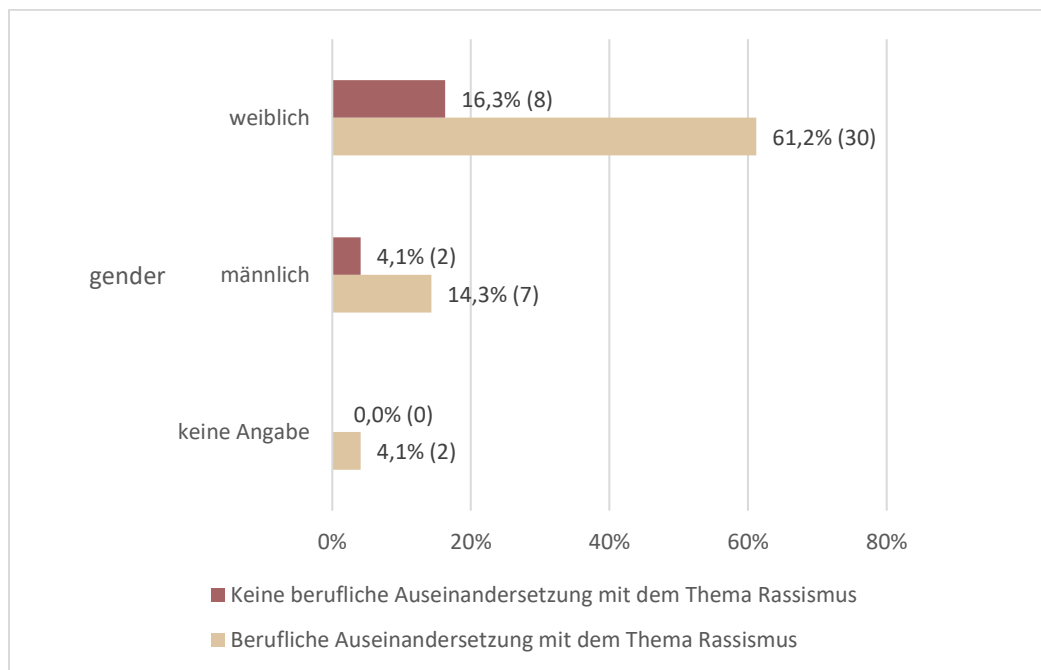


Figure (Plot 13): Gender information provided by respondents, against the background of whether they have dealt with the issue of racism in a professional context (n=49)

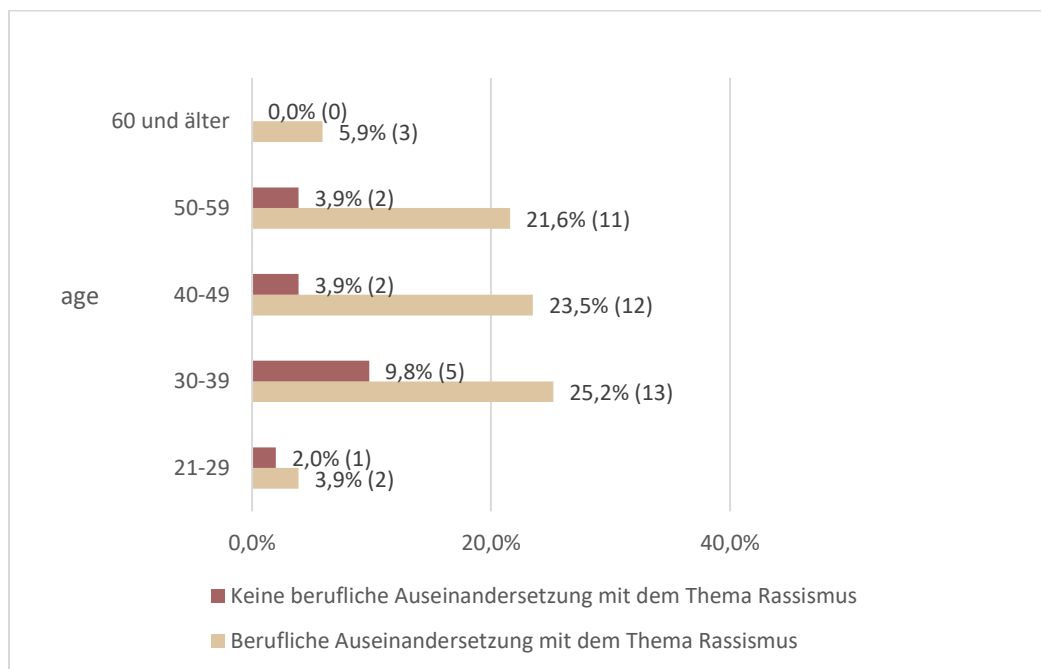


Figure (Plot 14): Age information provided by respondents, against the background of whether they have dealt with the issue of racism in a professional context (n=51)

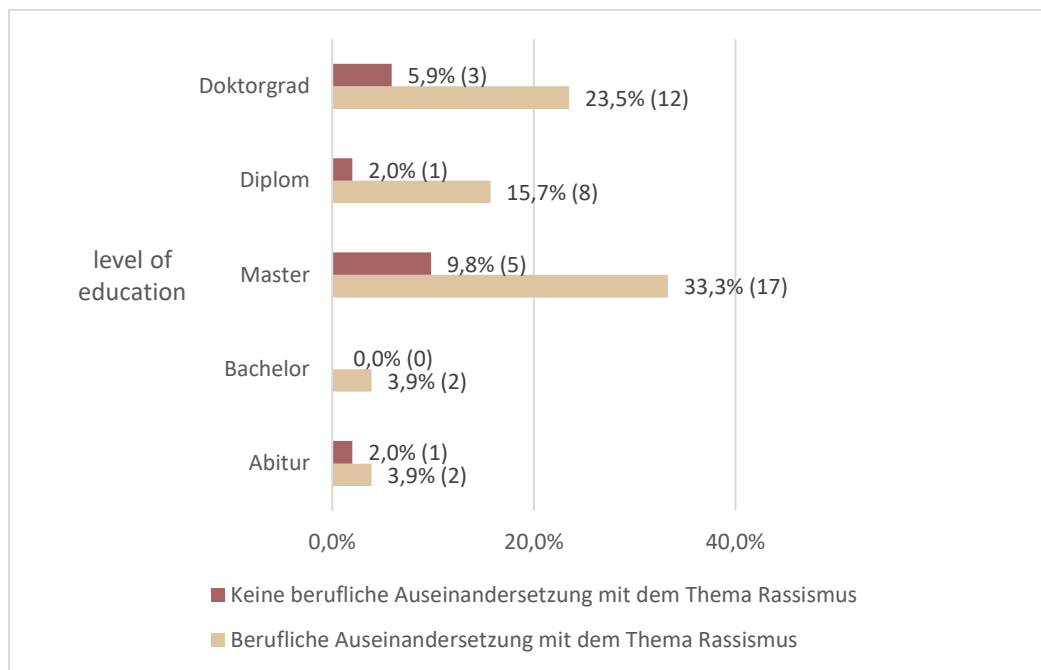


Figure (Plot 15): Information provided by respondents regarding their level of education, against the background of whether they have dealt with the issue of racism in a professional context (n=51).

Project "Collective Responsibility. Rassismus(kritik) an Hochschulen"
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