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INTERNATIONAL
UNIVERSITY OF
APPLIED SCIENCES

ANNUAL

ACADEMIC REPORT

2022

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IU INTERNATIONAL

UNIVERSITY OF APPLIED SCIENCES

ANNUAL REPORT 2022

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EDITORIAL

Dear Reader,

There is no single road to success – especially in education. Flexibility and personalisation through innovative teaching and study concepts, both in person and online, are becoming increasingly important. They are closely intertwined with digitisation, which continually creates new opportunities. At IU International University of Applied Sciences (IU), we see ourselves as co-designers of digital change and empower our students to study independently, actively and autonomously, and to use and deepen what they have learned after graduation in their private and professional life. Therefore, we are particularly pleased to be the first German university of applied sciences that carries the **EXCELLENCE IN DIGITAL EDUCATION** quality seal of the FIBAA accreditation and certification commission in the “Premium” category (page 13). This excellence in digital teaching benefits our students across all study formats. Each format adapts to students’ reality of life thanks to digital infrastructure, teaching materials adapted to different learning types, and innovative didactics. **Everybody can access education to grow** – with this vision and the opportunities offered by digitisation, we want to enable anyone to access education, regardless of whether they have a high school diploma, want to study part-time or full-time, whether they are single parents, physically impaired, or whether they live in rural areas or abroad.

Our research structure also follows this idea and has been further adapted (page 18). It is now based on three pillars: The IU Incubators offer professors creative spaces to develop and implement research ideas. The Research Centers support the further development of

an existing research focus, and the IU Research Institutes promote research on socially relevant topics involving interdisciplinary collaboration.

One of the current Incubator research projects is **YOUNG WOMEN IN STEM**. We are investigating why young women undertake studies or training in STEM fields less frequently than men, i.e., in the subjects of Science, Technology, Engineering, and Maths, and which measures can be used to eliminate these barriers and inspire young women to choose these subjects. At IU, female students are also significantly underrepresented in STEM programmes, accounting for only 26% of students.

A lack of interest from young women is not the issue, as our short study “STEM Education: What Young Women Think About It” found, which kicked off the **WOMEN IN TECH INITIATIVE** at IU (page 30). Nevertheless, only a few girls and women opt for this educational path. The cross-institutional STEM initiative with research projects, studies, lecture series for schoolgirls, and expert interviews draws attention to this topic, showcases female role models, and is intended to be established at IU in the long term to inspire more girls and women to choose STEM programmes, show opportunities, and thus ultimately counteract the shortage of skilled workers in this field.

IU is also socially committed beyond its contribution to the democratisation of education. Whether it’s the institution’s TÜV-certified climate neutrality (Page 55), a Diversity Day (Page 59), its membership in the UNESCO global education coalition (Page 38), or the awarding of

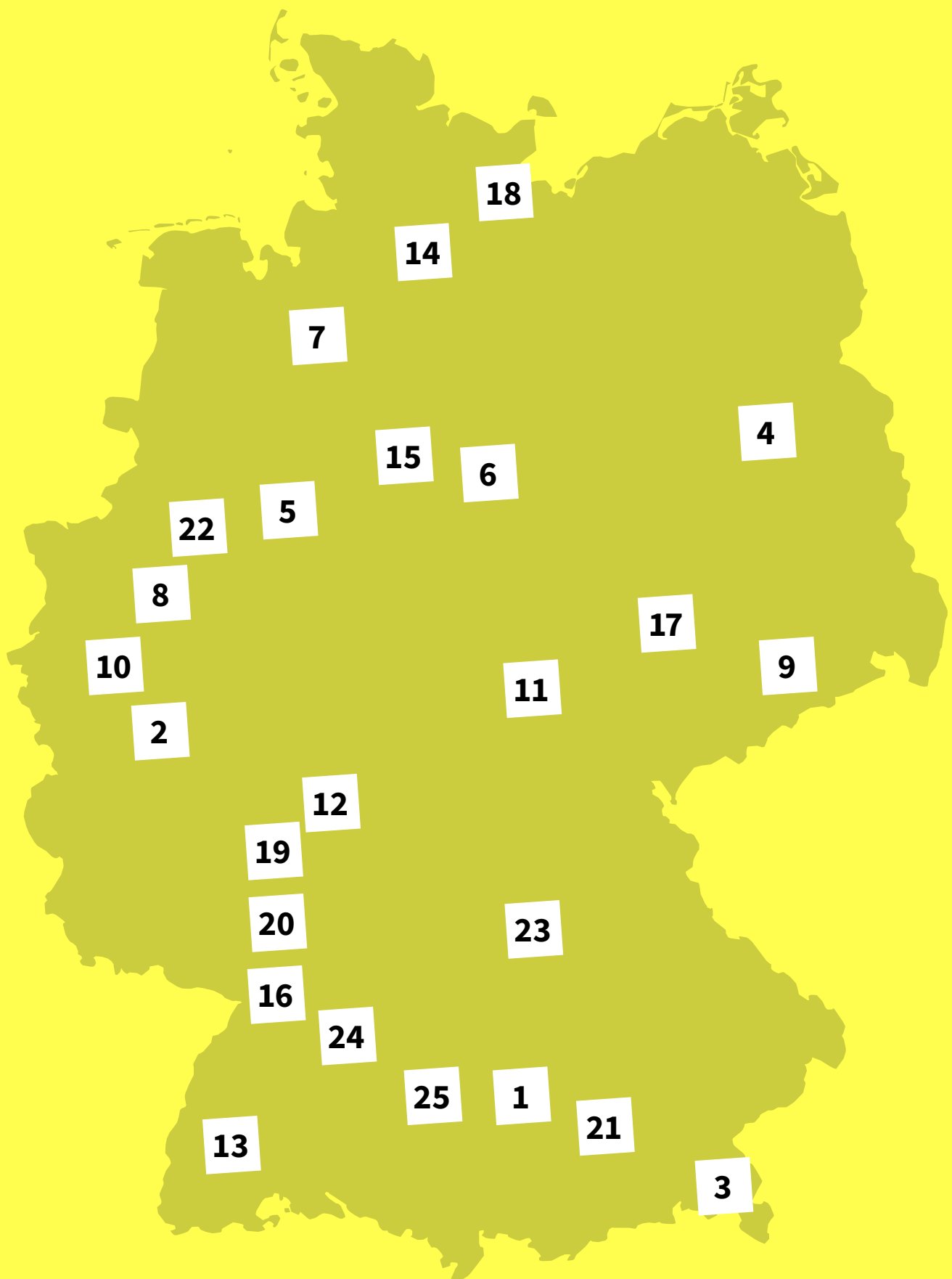


scholarships to people in and refugees from Ukraine, our institution takes social responsibility very seriously. As UNICEF patron Elke Büdenbender said back in 2018: “Alongside poverty and underdevelopment, war and violence are the biggest enemies of education today.” Our greatest motivator is and remains our vision to enable as many people as possible to access education: **Everybody can access education to grow.**

With warm regards

Prof. Dr. Holger Sommerfeldt
Rector

FACTS AND FIGURES



Over

30

locations and over
45 examination centres
in Germany, Austria and
Switzerland

Over

10.000

Co-operations
with renowned
partner businesses

Students
from over

110

Nations

Study at the

Virtual Campus

Over

90.000

Students

Over

200

study programmes,
of which almost one-third
are in English

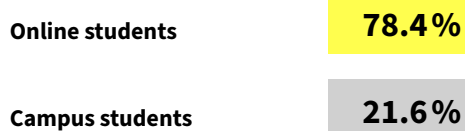
STANDORTE

- | | | |
|--------------------|--------------------------------------|--------------------|
| 1. Augsburg | 10. Düsseldorf/Cologne/Duisburg | 19. Mainz |
| 2. Bad Honnef | 11. Erfurt (University headquarters) | 20. Mannheim |
| 3. Bad Reichenhall | 12. Frankfurt am Main | 21. Munich |
| 4. Berlin | 13. Freiburg | 22. Münster |
| 5. Bielefeld | 14. Hamburg | 23. Nuremberg |
| 6. Braunschweig | 15. Hannover | 24. Stuttgart |
| 7. Bremen | 16. Karlsruhe | 25. Ulm |
| 8. Dortmund/Essen | 17. Leipzig | 26. Virtual Campus |
| 9. Dresden | 18. Lübeck | |

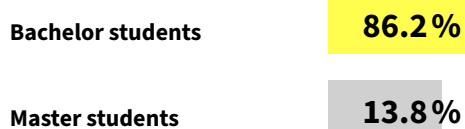
Study programmes planned from winter semester: Aachen, Bochum, Kassel, Mönchengladbach, Ravensburg, Regensburg, Wuppertal.

FACTS AND FIGURES

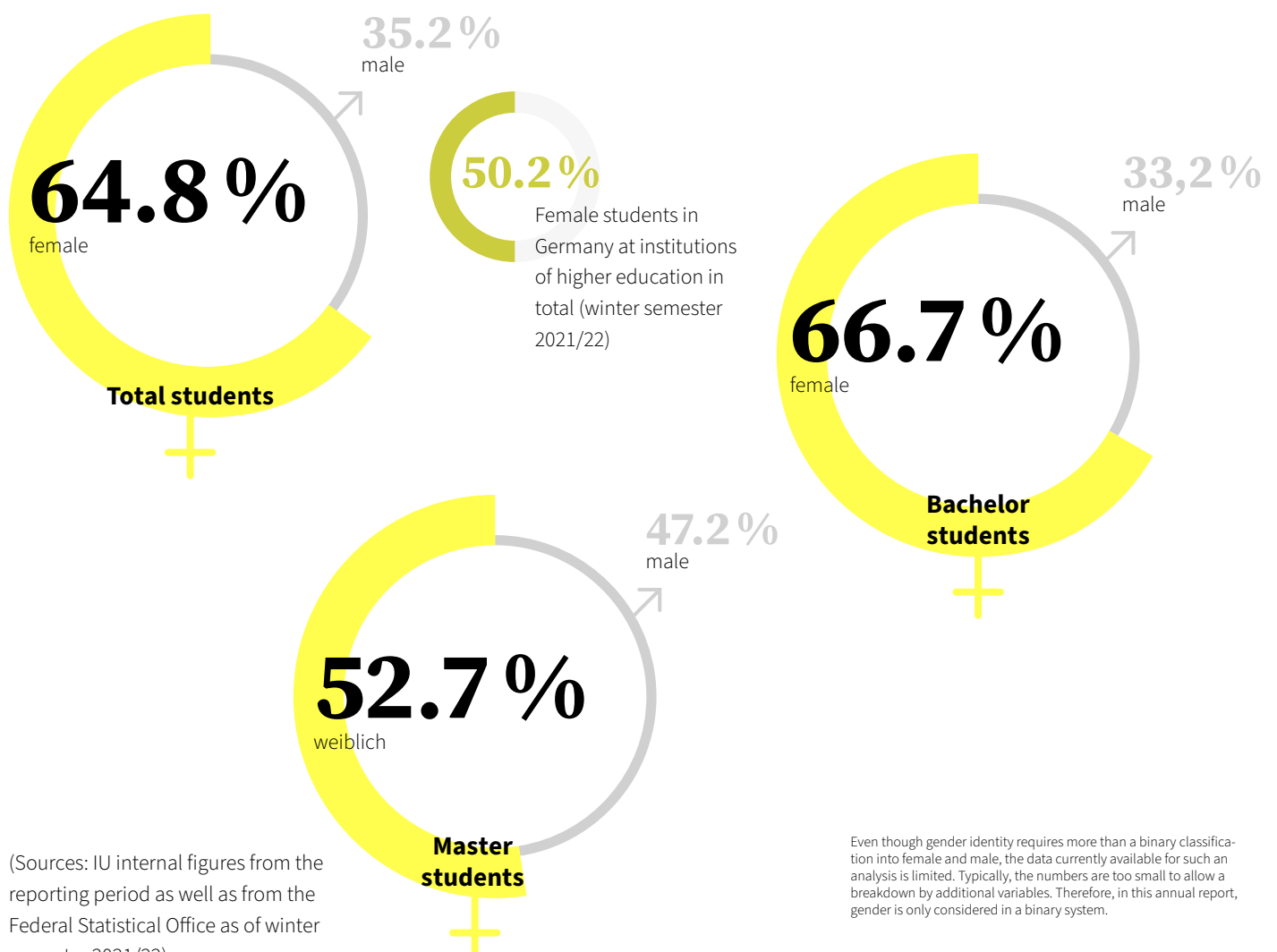
STUDENTS BY STUDY FORMATS



STUDENTS BY ACADEMIC DEGREES



GENDER DISTRIBUTION OF STUDENTS



STUDENTS BY SCHOOL-LEAVING QUALIFICATION

14.7%

without a diploma
(professionally qualified)

24.6%

with a vocational diploma

60.7%

with a high school diploma

2.9%

For comparison: 2020, new students in
Germany without a high school diploma

(Sources: IU internal figures from the reporting period as well as the final report of the University Education Report 2020 by the "Stifterverband")

AVERAGE STUDENT AGE

26.37 years

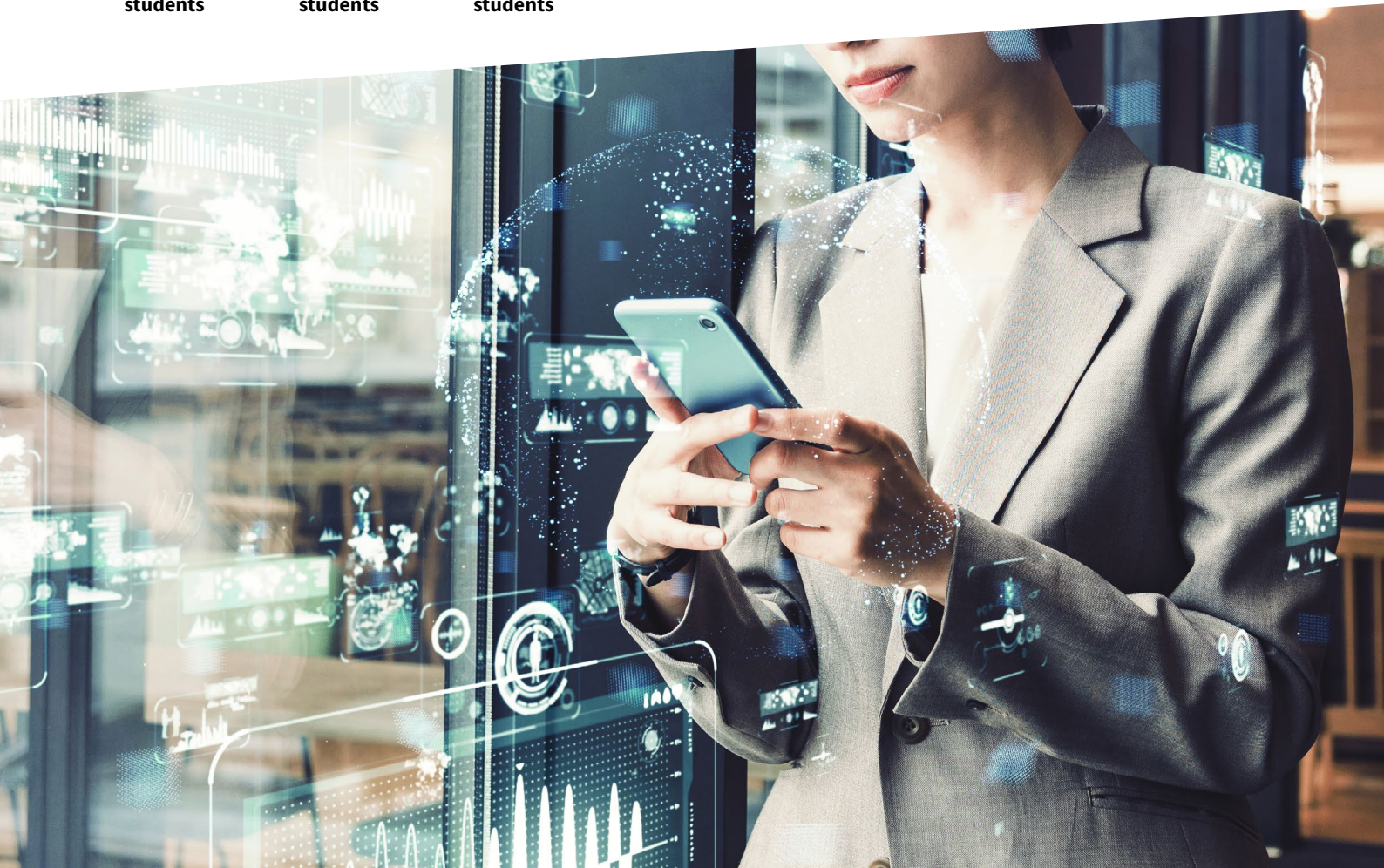
**Among all
students**

28.80 years

**Online
students**

21.21 years

**Campus
students**



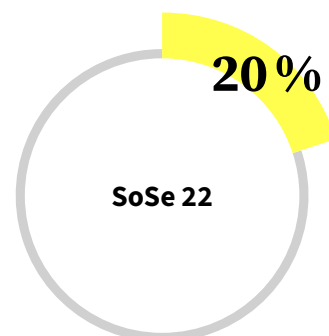
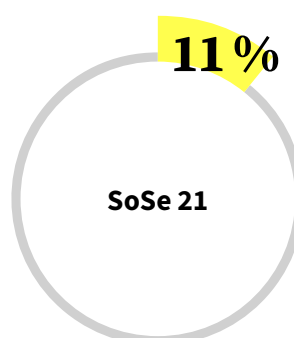
NUMBER OF PERMANENTLY EMPLOYED FEMALE PROFESSORS

549

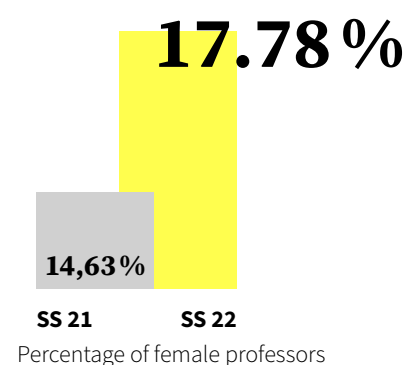
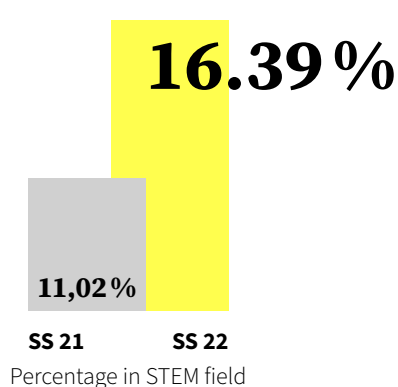
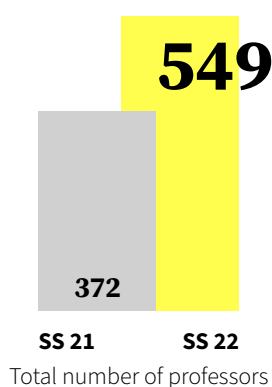
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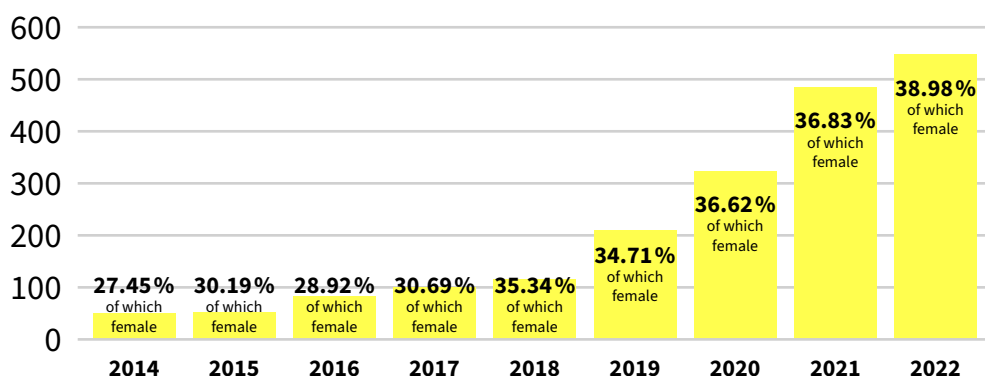
DEVELOPMENT OF THE PROPORTION OF FEMALE PROFESSORS IN THE FIELD OF IT & TECHNOLOGY



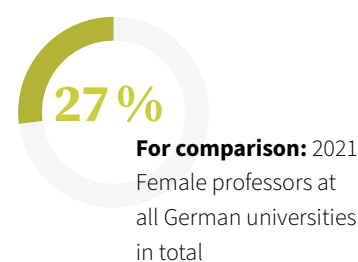
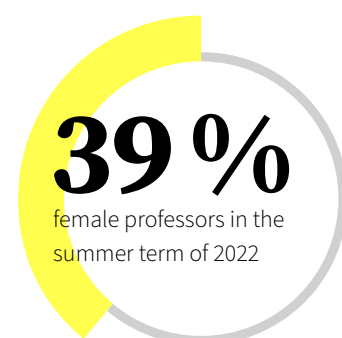
DEVELOPMENT OF PROFESSORS IN THE STEM FIELD



NUMBER OF PROFESSORS BY GENDER (DEVELOPMENT FROM SUMMER SEMESTER 2012 – SUMMER SEMESTER 2022)



(Sources: IU internal figures from the reporting period and Federal Statistical Office as of 2021)



**IU International University
of Applied Sciences**



TEACHING

NEW STUDY PROGRAMMES

AT IU

The “STEM Spring Report 2022” (concerning the fields of study of Mathematics, Computer Science, Natural Sciences and Technology) from the German Economic Institute is quite revealing: There was a shortfall of 320.600 STEM employees in April 2022, with the largest vacancies in the Energy/Electrical and IT sectors. Immigration alone cannot fill these gaps: It is also the responsibility of institutions of higher education to train the next generation adequately and create suitable offerings.

During the academic year 2021/22, the IU International University of Applied Sciences (IU) focused on expanding its practical course offerings to programmes in the digital transformation sector: With Electrical Engineering, Computer Science, and Industrial Engineering in Mechanical Engineering, IU now offers three new dual bachelor's degree programmes in the field of IT & Technology. Additional technical courses such as Digital Engineering and Mechanical Engineering will supplement the offerings by winter semester 2022/23. There were 13 new online degree programmes in the field of IT & Technology as well. These include

master's programmes such as Industrial Engineering, Engineering Management, Cyber Security and Information Technology Management, but also English-language bachelor's programmes such as Applied Artificial Intelligence or Software Development. IU demonstrates how to inspire women of all ages to seize opportunities and train for professions in STEM through projects such as “Women in Tech”, which is presented in more detail on page 31.

In response to requests from the fields of sustainability, climate protection or responsible entrepreneurship, IU has responded with the introduction of its

master's programme in Sustainable Management, which became part of the online studies offering in June 2022. The English-language study programme was supplemented by master's programmes such as Finance, Accounting and Taxation, Innovation and Entrepreneurship, and Project Management. In the field of social sciences, students of the bachelor's degree programme in Social Work now have the opportunity to choose between different pedagogical master's programmes such as Special Education/Inclusive Education, E-Counselling in Pedagogy, Management in Pedagogy or Social Management. In the winter semester of 2022/23, IU is expanding its range of study programmes to courses in the legal field.

TOP 10

Total study programmes

2022

1. Social Work (B.A.)
2. Psychology (B.Sc.)
3. Business Administration (B.A.)
4. Business Psychology (B.Sc.)
5. Media Design (B.A.)
6. Master of Business Administration (MBA)
7. Health Management (B.A.)
8. Tourism Management (B.A.)
9. Early Childhood Education (B.A.)
10. Business Informatics (B.Sc.)

2021

1. Social Work (B.A.)
2. Business Administration (B.A.)
3. Psychology (B.Sc.)
4. Master of Business Administration (MBA)
5. Business Psychology (B.Sc.)
6. Health Management (B.A.)
7. Tourism Management (B.A.)
8. Business Informatics (B.Sc.)
9. Nutritional Sciences (B.Sc.)
10. Media Design (B.A.)

Online study options (all degrees)

2022

1. Social Work (B.A.)
2. Psychology (B.Sc.)
3. Business Studies (B.A.)
4. Business Psychology (B.Sc.)
5. Master of Business Administration, 90 credits (MBA)
6. Nutrition Sciences (B.Sc.)
7. Business Law (LL.B.)
8. Health Management (B.A.)
9. Business Informatics (B.Sc.)
10. Media Design (B.A.)

2021

1. Social Work (B.A.)
2. Business Studies (B.A.)
3. Psychology (B.Sc.)
4. Master of Business Administration (MBA)
5. Business Psychology (B.Sc.)
6. Health Management (B.A.)
7. Nutrition Sciences (B.Sc.)
8. Business Law (LL.B.)
9. Business Informatics (B.Sc.)
10. Media Design (B.A.)

Dual Study Programmes

2022

1. Social Work (B.A.)
2. Tourism Management (B.A.)
3. Marketing Management (B.A.)
4. Media Design (B.A.)
5. Business Administration (B.A.)
6. Architecture (B.A.)
7. Childhood Education (B.A.)
8. Health Management (B.A.)
9. Real Estate Management (B.A.)
10. Human Resource Management (B.A.)

2021

1. Social Work (B.A.)
2. Tourism Management (B.A.)
3. Marketing Management (B.A.)
4. Business Administration (B.A.)
5. Media Design (B.A.)
6. Health Management (B.A.)
7. Human Resource Management (B.A.)
8. Architecture (B.A.)
9. Real Estate Management (B.A.)
10. Childhood Education (B.A.)

EXCELLENCE IN DIGITAL EDUCATION

IU RECEIVES FIBAA'S

“PREMIUM” QUALITY SEAL

IU International University of Applied Sciences (IU) surpasses the quality requirements for digital teaching. After a pilot phase, it was the first German university of applied sciences to be awarded the quality seal of the FIBAA accreditation and certification commission in the “Premium” category in March 2022.

Digitisation strategy, personnel, technology, didactic design and quality assurance – these five standards, to which 23 criteria are assigned, were assessed in the area of online teaching by an independent review panel from the

Foundation for International Business Administration Accreditation, or FIBAA for short, at the institutional level. While IU meets the quality requirements in eight criteria, it even exceeds them in 15 of the 23 criteria. With these excellent

ratings in the area of digital teaching, IU receives the quality seal “Excellence in Digital Education” in the “Premium” category as one of the first German universities of applied sciences in March 2022. “At IU, we see ourselves as

”

IU IS A PIONEER IN THE AREA OF DIGITAL EDUCATION.

Prof. Dr. Regina Cordes

pioneers in the field of digital education. Creating access to education that is as flexible and personalised as possible, while at the same time ensuring the quality of teaching, is the main driver of our work,” explains Prof. Dr. Regina Cordes, Prorector for Accreditation and Programme Formats.

IU EXCEEDS QUALITY REQUIREMENTS

IU stood out in particular with its technical infrastructure, which includes the self-developed teaching and study app IU Learn, as well as the proctoring of digital exams and the quality assurance of teaching and technology. The criteria of academic support and technical support for students also exceeded the quality requirements, amongst other criteria. Prof. Dr. Regina Cordes: “The digital infrastructure, teaching materials, and pedagogy at IU are already at a very high level, and we continue to develop our teaching concepts and formats with a focus on the students’ experience. We were thinking about digital education

long before the pandemic.” The seal provides IU with another opportunity to present itself externally as an innovative university in the area of digital education and also confirms IU’s pioneering role in digital education. Moreover, the



evaluation of the quality requirements provides feedback and shows opportunities for organisational development. “The seal confirms that our efforts are playing out and we can offer our students a modern, digital learning environment,” says Prof. Dr. Cordes.

QUALITY ASSURANCE OF NEW DIGITAL TEACHING AND STUDY FORMATS

The rapid development of digital teaching and study formats in higher education in recent years requires a corresponding development of quality assurance. For this reason, FIBAA started with the development process of a new certification in 2020, followed in 2021 by a pilot phase. Under the name “Excellence in Digital Education”, the performance in digital teaching is now certified with the categories “Advanced” and “Premium”. IU was awarded this seal for its formats in April 2022 in Bad Reichenhall, Germany. It is valid for five years unconditionally.

HOW CAN STUDYING BE EXHILARATING?

The core task of the Prorectorate for Quality of Teaching? To ensure this very quality at IU International University of Applied Sciences (IU). To achieve this goal within the rapidly growing institution, the IU relies equally on innovation and expert knowledge. Last academic year, under the leadership of Prof. Dr. Anastasia Hermann, the prorectorate spearheaded several innovative projects in quality measurement and development.

“The time that we spend studying, in general, is often remembered in life. Studying can sometimes feel exciting, but often, it feels boring or unsatisfactory. We wanted to explore whether it's possible to make studying an exhilarating experience. And if yes – what do students need for this?”, reports Prorektor Prof. Dr. Anastasia Hermann on the initial considerations of the project Excite2Learn. The aim of the project: To make students feel excited within their study programmes. How? By finding out what exactly triggers enthusiasm when studying and if and how a study programme can actually continuously inspire. Just under 9.000 students from all study models participated in a quantitative survey from autumn 2021, which

was conducted by an external institute. IU staff and lecturers were also involved. In the six qualitative focus groups, topics such as satisfaction with exams, the quality of learning materials and teaching as well as moments of excitement or expectations were discussed thoroughly.

The results: Overall, the study made it abundantly clear that meeting all hygiene factors generates enthusiasm among students: These include functioning organisation and administration, high quality of teaching, teaching delivery and teaching materials. If these factors are not met, it becomes difficult to generate enthusiasm on other levels. Furthermore, it became clear that the link between theory and practice is the

most important factor that takes a study programme from good to exhilarating, and that lecturers often play a decisive role. “The IU’s offering is flexible, diverse and versatile – students appreciate the necessary complex coordination associated with this is. Many are enthusiastic when they realise that the promises we made are actually fulfilled and everything works,” said Prof. Dr. Anastasia Hermann about the project results. These were presented in detail to the institution. Prof. Dr. Anastasia Hermann on taking things further: “We have discussed the results in several rounds at different levels and used them as inspiration as well as a basis for action or even as a corrective for ongoing measures.”



In the team of the Prorectorate **QUALITY OF TEACHING**, experts from different fields, such as evaluation, data analysis, accreditation, communication, higher education didactics and process design, work together on the team mission: Data-supported quality management that is carried out across all processes in teaching, so that data correlations form a valid basis for decision-making for quality improvement measures.

REAL-LIFE AND VIRTUAL DESTINATION MANAGEMENT: A HYBRID EXCURSION TO THE SAUERLAND

As part of the course Destination Management, Prof. Dr. Felix Wölflle conducted a hybrid excursion to Plettenberg in the Sauerland during the summer term 2022 with the students of the dual study programme Tourism Management. The students studying in Bad Honnef and at the Virtual Campus either participated in the excursion on site or online.

In addition to lectures and working with the partner business, students of the dual Tourism Management degree programme visited the four-valley town of Plettenberg in western Sauerland. The 27 participants included students from Bad Honnef, who visited Plettenberg with Prof. Dr. Felix Wölflle, and students from the Virtual Campus who participated in the excursion online.

VISITING SAUERLAND TOURISM

The first stop on the hybrid excursion was a tour of the holiday houses and huts at the AquaMagis Resort in Plettenberg. This was followed by a lecture by the Managing Director of Sauerland-Tourismus e.V., who also helped organise the excursion. Finally, the excursion led students to the centre of Plettenberg, where the mayor and city marketing welcomed the students to a lecture on the city's tourism development and strategy.

TECHNICALLY WELL- EQUIPPED

"In preparation for the excursion, I also had to ensure that there was Wi-Fi with good network coverage at all locations," explains Prof. Dr. Felix Wölflle. In order to guarantee good quality of sound for the participants in the virtual space, the locations for speaking parts were chosen so that there was no noise in the environment. The technical equipment was limited to the participants' smartphones, which they used to connect via an online meeting. The event was transmitted via camera. The person speaking at any given time was equipped with a microphone, but interaction of the participants from the virtual space took place via chat. This way, the excursion could run smoothly from a technical point of view.

PROF. DR. FELIX WÖLFLLE

has been a Professor of Tourism Management in Dusseldorf since April 2017. His main topics are destination management and outdoor/sports and adventure tourism, both in teaching and in research (including (third-party) projects on hiking tourism in the Eifel and various mountain biking projects in several German regions). The first hybrid excursion was born out of necessity due to the Coronavirus pandemic. Prof. Dr. Felix Wölflle was forced to teach more online and discovered the hybrid excursion to be a new and exciting form of knowledge transfer. He has repeated it almost every semester since then.





Excursion in practice. From left to right: Students Marlen Bauer and Lara Kreuzer, Kevin Osterfeldt (Sauerland Tourism e. V.), Ulrich Schulte (Mayor of Plettenberg) and Jannik Müller (Deputy Managing Director, Sauerland Tourism e. V.).

FLEXIBLE EXCURSION MODEL

Not only during the Coronavirus pandemic can a hybrid excursion model be an alternative to a classic excursion. “Although it is important in tourism management to get a live impression of the location and an excursion on site is undoubtedly also a socializing event, the model of the hybrid excursion makes it possible to show students places that

are not easily accessible or only with a lot of travel time. So the choice of location extends from the North Sea to Lake Constance, and guest speakers can be included online regardless of their location,” explains Prof. Dr. Felix Wölflé and is convinced of the concept: “I can also imagine doing this on future excursions.”

**IU International University
of Applied Sciences**



RESEARCH

SOMETHING'S HATCHING

THE IU RESEARCH INCUBATOR

Incubator – that's the name of the new research promotion instrument at IU International University of Applied Sciences (IU). Since the summer semester of 2022, IU has used this tool to promote projects through start-up funding and opens up time and resources for researchers to further develop and flesh out research, project or application ideas.

Originally, the term “incubator” comes from medicine, but it is now also used for organisations that support entrepreneurs. IU understands this as institutionalised initial financing for lecturers and their research ideas. With the development of the incubator, it is reacting to typical challenges of practice- and application-oriented institutions, explains Prof. Dr. Kamal Bhattacharya, Prorector for Research and Transfer: “Professors at universities of applied sciences are encouraged to research, but implementation is difficult as there is little scope besides teaching. Added to this is the fact that many of our colleagues bring many years of practical professional experience with them in which research has hardly played a role. We created the IU Incubator to give our colleagues the freedom to develop an

idea, write publications or work towards a third-party funding application, which then allows for somewhat longer-term research.” Prof. Dr. Bhattacharya's approach: “I believe that every person can generate good ideas. Transforming a reality into measurable insights requires creative freedom. I hope that the competitive approach and the work of the research department, including explaining rejections to colleagues in terms of content, motivates applicants to persevere and find joy in research.” By the first application deadline at the end of March 2022, 26 applications had been submitted. The jury, consisting of the research department and the eight heads of department, eventually selected five projects to be funded for one to two years with a maximum of 8.000 euros. In addition, the successful teams and

individuals receive the opportunity to devote more time to research during the project period.

DIVERSITY OF RESEARCH TOPICS

The overview of the selected projects demonstrates the diversity of topics represented by IU. In addition to technical topics such as the incubator for assessing component properties and the scaling of laser-accelerated ion beams using machine learning, social science projects on organisational learning in the dual study model, early childhood pedagogy, and encouraging women in STEM professions (Science, Technology, Engineering, Mathematics) were chosen.

The research structure of IU International University of Applied Sciences is based on three pillars: **IU INCUBATOR**, **IU RESEARCH CENTRE**, and **IU RESEARCH INSTITUTE**. Teams – including members from external institutions – or individual researchers can apply.

Funding is awarded on a six-monthly basis and lasts for one to two years. The deadlines for application are March 31st and September 30th of each year. The support includes a reduction in semester hours per week (SWS) and financial assistance, such as for student assistants or travel expenses.

COMMUNICATION IN DIFFERENT DIRECTIONS

As part of the external communication for this pillar, there is a separate website as well as the opportunity to present the project to colleagues as part of the “What’s Up Research” event series.

At an annual research day, the professors involved in the ongoing incubators can exchange information and discuss the status of their projects.

Further information can be found at: iu.de/forschung/projekte/iu-incubator

SELECTED INCUBATOR PROJECTS 2022 Q1

The generation of laser-accelerated ion beams and their potential applications in tumour therapy, material analysis, and inertial fusion is an area that has been actively researched worldwide for about 20 years.

Significant advancements in laser technology have significantly propelled us on the path to practical use of such particle beams in recent years. This project is concerned with developing scaling laws and the application of machine learning methods to optimise the parameters of laser-accelerated ion beams relevant to applications.

Contact persons: Florian Wasser, Kristina Schaaff, Christian Müller-Kett and Thomas Zöller – department IT & Technology

LASER-ACCELERATED ION BEAMS AND MACHINE LEARNING METHODS



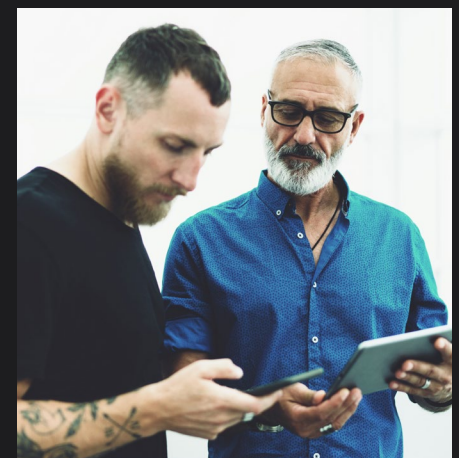
ELEMENTARY PEDAGOGY AND RACISM (ELERA)

Explorative findings and fundamentals for the research of racism experiences of families for integration into early child- hood education

The literature on elementary pedagogy largely ignores racism. This project aims to generate empirically founded, multiperspective knowledge about racist experiences with discriminatory practices in institutions of early childhood education (ECE) for the first time and establish fundamentals for concepts in training and further education in pedagogical practice to strengthen resilience and empowerment strategies for BIPOC families (Black, Indigenous and People of Color).

Contact persons: Emra Ilgün-Birhimeoğlu and Michaela Quente – Social Sciences department

ORGANISATIONAL LEARNING FROM PRACTICE ORGANISATIONS (OLPID)



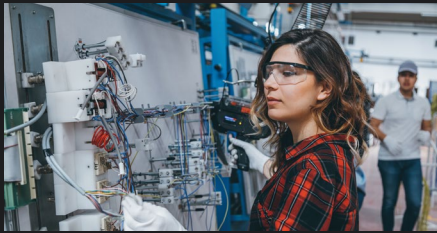
OLPID starts with an exploratory research project that pursues the following questions:

1. How do dual students deal with the challenge of reconciling theory and practice in dual studies?
- How do they succeed in integrating the knowledge from their studies into their work within the practical organisations?
2. To what extent does the new knowledge introduced by dual students lead to irritation among other employees (especially trainers and colleagues)?

Contact persons: Stefanie Kessler and Karsten König – Social Sciences department

YOUNG WOMEN IN STEM

What barriers exist for female students and young women entering STEM sub- jects and what tools are appropriate to breakdown these barriers?



In a first step, we want to understand and analyse the framework conditions of STEM study programmes which enable or hinder young women to enter STEM programmes. Consequently, we develop an approach that is aware of the existing perspectives on female STEM participation and stimulates young girls/women to self-question in relation to the prevailing gender stereotype, particularly in relation to STEM as a career path.

Contact persons: Janki Dodiya, Cornelia Heinisch, Claudia Hess, Sibylle Kunz, Sandra Rebholz, Inga Schlomer, Adrienne Steffen and Silke Vaas – IT & Technology department and Business & Management department

ASSESSMENT OF COMPONENT PROPERTIES

Saving of resources through an angle-resolved, function-oriented as- sessment of component properties

The research questions are: 1. What correlations exist between the angular distribution and the functional properties of the surface or how can the behaviour of the component with regard to friction, wear and lubrication be assessed only with knowledge of the statistical distribution of the surface angles? 2. How can these relationships be used for monitoring manufacturing processes, so that the detection of deviations in manufacturing occurs as early as possible and fewer faulty components are produced until the correction of the deviations?

Contact person: Matthias Eifler – IT & Technology department

CULTURAL EDUCATION AT IU

MAKE CULTURE ACCESSIBLE!

THE RESEARCH PROJECT

How can research and practical application of cultural education connect with each other? This and other questions are addressed by the project “Knowledge Transfer in Cultural Education” funded by the Federal Ministry of Education and Research (BMBF), led by Prof. Dr. Lisa Unterberg in cooperation with the Federal Academy of Cultural Education Wolfenbüttel.

Cultural education has become an area of focus at IU International University of Applied Sciences (IU): In 2020, the bachelor's degree programme in Culture and Media Education was introduced as an online studies course. In addition, Prof. Dr. Lisa Unterberg oversees the multi-year research project “Knowledge Transfer in Cultural Education. MAKE CULTURE ACCESSIBLE!

CULTURAL EDUCATION AT IU”. In this context, IU is also part of the Research Network for Cultural Education. Additionally, Prof. Dr. Lisa Unterberg founded a dedicated Research Center for Cultural Education at IU together with her colleagues Prof. Dr. Tom Braun and Prof. Dr. Jule Korte.

More information can be found on the project's website: witra-kubi.de/kontakt

WHAT IS CULTURAL EDUCATION?

Cultural education enables people to perceive the world and their own lives as cultural. It puts an emphasis on aesthetic and artistic practices as well as practices of play. In doing this, cultural education combines cognitive, emotional and creative action processes and thus encompasses questions of

personality development and cultural participation, artistic education as well as school and professional training and further education. Therefore, research on cultural education deals with cultural, media and art theory discourses as well as with sociological, education-related and socio-political questions.

Cultural education programmes can be found in art and music schools, cultural centres and associations, museums and libraries, opera houses and theatres, play-mobiles and interactive circuses. But cultural education practice also takes place in youth centres, nurseries, schools and social institutions.

THE NETWORK

The establishment of the Research Network for Cultural Education in 2010 was based on an initiative of the University of



GAMED - GAMING FOR DEMOCRACY IN THE CONTEXT OF CONTEMPORARY FORMS OF EXTREMISM

Hildesheim, with the aim of networking and structuring research initiatives in the field of cultural education and promoting early-career researchers. Since the summer of 2022, IU has taken over sponsorship. It is now responsible for a network of around 900 actors from research and practice.

The network enables collegial, interdisciplinary exchange about theories, research questions, and research methods in the field of cultural education. The objective, alongside networking, is the further development of heterogeneous research approaches that do justice to the field of Cultural Education and are linked to practice. The network focuses on promoting early-career researchers who come together in research colloquia as well as the annual conferences. It is possible to register for the network via the website.

Further information can be found on the network's website:
forschung-kulturelle-bildung.de

RESEARCH CENTRE FOR CULTURAL EDUCATION AND DIGITISATION

What do the cultural changes brought about by digitisation mean for the development of subjectivity and individuality? These questions are addressed by The Research Centre for Cultural Education and Digitisation, led by Prof. Dr. Tom Braun, Prof. Dr. Jule Korte and Prof. Dr. Lisa Unterberg. More specifically, the Research Centre investigates how transformation processes in media culture coincide with changes in subjectification practices and how these are understood from a cultural education perspective. Aesthetic-cultural practices encompass

not just "artistic" but also media and everyday cultural practices in this respect.

The activities of the Research Centre include designing and implementing regular lecture series for researchers and students, intensive research workshops on content-related questions, initiating subsequent research collaborations, preparing grant applications and implementing an IU Summer School on a variety of topics in cultural (media) education in cooperation with the bachelor's degree in Cultural and Media Education.



In this Erasmus+ project, an innovative game is to be developed that improves how people deal with extremism and radicalisation.

PROF. DR. JENS OSTWALD wants to embark on this new path for active citizenship along with seven other partners under the leadership of the University of Vienna and in collaboration

with teenagers. In the context of the game, users will be educated about critical and responsible action. The goal is to create an inclusive society and fight against hate speech, prejudice and discrimination.

FIRST PROJECT AT IU FUNDED UNDER HORIZON EUROPE

SEAWAVE



The Facts:

- Start: 01.06.2022
- 15 institutions from all over Europe
- Coordinator: Aristotle University of Thessaloniki (Greece)
- Funding amount: nearly €8 million

Mobile communication via 5G: What are the risks and how are they understood by the public? Prof. Dr. Christoph Böhmert is examining the scientific communication on this current issue in his project SEAWave. In an interview with Dr. Christina Nagler, EU project manager in the research department of the IU International University of Applied Sciences (IU), he talks about his research project.

IU: Dear Christoph, as PI – Principal Investigator, so to speak head scientist – in the flagship project “SEAWave – Science-Based Exposure and Risk Assessment of Radiofrequency and mm-Wave Systems from children to elderly”, we would like to ask you a few questions. First of all, we would like to congratulate you on this success. Can you tell us something about your background? Since when have you been working at IU and what does your research focus on?

CB: It's nice that I can talk about my research today – it's a rare opportunity to do that in this form. I am a psychologist. After my studies I worked as a

science journalist, which brought me to my favourite subject: science communication. Above all, I am interested in how scientifically assessed risks – e.g. of new technologies – can best be communicated to the general public. I have been at the IU since October 2020.

IU: What exactly is this project about? What are the goals? How do your research interests fit in with this project?

CB: The consortium is primarily made up of physicists, biologists, and medical professionals. They are concerned with possible health effects of the new mobile communications standard 5G. As social scientists, my team from IU and I are the exotic ones on the project. The other project partners, however, recognise the importance of our contribution. A contribution that was also explicitly requested by the EU in their call for proposals.

IU: What exactly is your task in this innovative project?

CB: We are researching communication about the risks of mobile communication via 5G; that is, we are asking how information can best be communicated to the general public – in such a way that people can decide for themselves, based on an informed understanding of the scientific situation, whether they consider “mobile phone radiation” to be

dangerous or not. To this end, among other things, we will be developing a serious game that, on the one hand, provides information about 5G and, on the other, strengthens trust in science and science communication.

IU: To finish, could you tell us about your experience when applying for funds?

CB: The application process was extremely well organised. There was a dedicated coordination team that collected all contributions, held regular meetings, etc. It wouldn't have been any different with a project involving 15 participating institutions. Of course, for me personally, this was also a huge effort, which fortunately is now paying off. Not to forget the important contribution you made with the research department, of course. You provided excellent support in the application administration, so that I could focus on the content. A big thank-you for that!

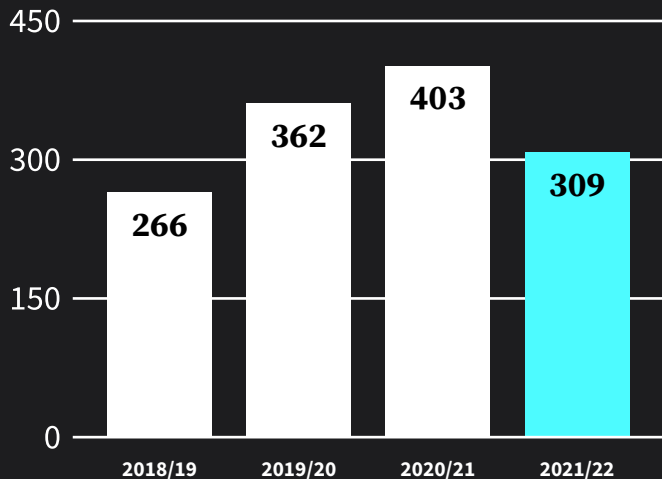
IU: Thank you for these very interesting insights and your time. We wish you all the best and much success with your project.

PROF. DR. CHRISTOPH BÖHMERT

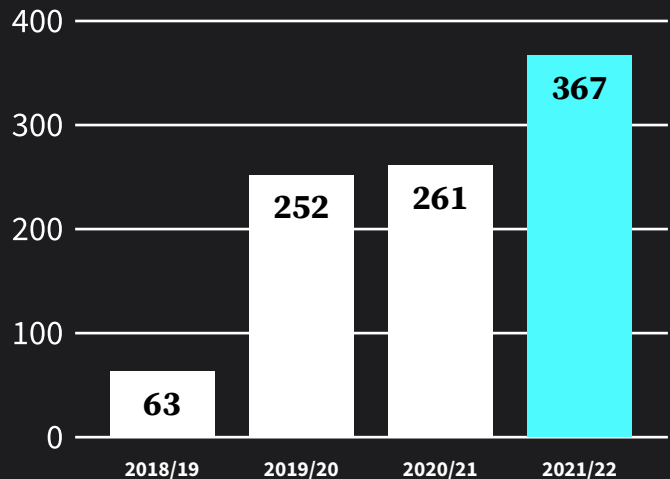
completed his doctorate after his study of Psychology in 2018 at KIT (Karlsruhe Institute of Technology) in communication psychology. As a science journalist, he worked for the publishing house Spektrum der Wissenschaft and taught at NaWik (National Institute for Science Communication). Following his professional involvement in risk assessment at the Federal Office for Radiation Protection, he is now a Professor of Communication Psychology at IU.

RESEARCH STATISTICS

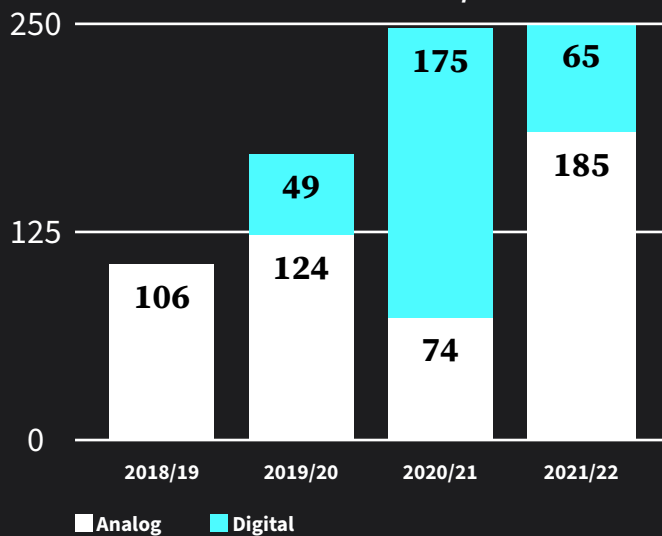
PUBLICATIONS PER SEMESTER



MEDIA PRESENCE



DISTRIBUTION OF CONFERENCE CONTRIBUTIONS ANALOG/DIGITAL



TOP 5 ACTIVITIES UNDER THIRD MISSION ACTIVITIES

1. Examiner/Reviewer
2. Committee work
3. Advisory board member
4. Guest speaker
5. Consultant/Advisor

An overview of current research projects and collaborations at IU, as well as the institution's own publications, can be found on the research landing page of the IU website: iu.de/forschung





SUSTAINABILITY AND BRAND COMMUNICATION

RESEARCH PAPER

WINS EMMA BEST

PAPER AWARD 2021

The research paper “Sustainability and Brand Communication: Consumer Segment and Media Platform Implications” by Prof. Dr. Lisa-Charlotte Wolter and her co-authors was awarded with the emma Best Paper Award 2021. It is considered the pilot study of the cooperative research project “Sustainable Media Management” (SuMM).

In partnership with her co-authors Sylvia Chan-Olmsted, Professor at the College of Journalism and Communications at the University of Florida/USA, and Rhiannon Eilertson, project manager of a digital company, Prof. Dr. Lisa-Charlotte Wolter, IU Professor for Online Marketing & Media, won the Best Paper Award 2021 at the annual conference of the European Media Management

Association, in short: emma, in October 2021. Media Management & Sustainability was the core theme of the conference, which took place in Jönköping, Sweden in 2021 and is considered an important academic conference in the field of media, management and communication across Europe. A jury of five experts selected the paper “Sustainability and Brand Communication: Consumer

Segment and Media Platform Implications” by the three authors out of many submissions.

SUSTAINABILITY ASPECTS IN THE MEDIA

The international research team examined in the study which sustainability aspects are relevant with regards to



media and brands and how different media are perceived in terms of sustainability. Furthermore, it addressed the question of whether sustainable media as a communication platform also have positive effects. Valuable insights for practice and research were explored in a quantitative consumer survey representative of Germany: “For example, we were able to find out that transparent sustainability communication is even a purchasing decision for many consumers,” says Prof. Dr. Lisa-Charlotte Wolter. “The comparison of media has made it clear that their credibility has a decisive influence on the perception

of sustainability information and that media selection is an important building block for sustainability management.”

DEVELOPMENT OF A SUSTAINABLE MEDIA MODEL

The award-winning paper marks the beginning and catalyst of the IU Sustainability project “Sustainable Media Management” (SuMM), which was initiated in cooperation with the German media and innovation agency Mediaplus Group for Innovative Media GmbH & Co. KG and the University of Florida (USA), and is part of the international

PROF. DR. LISA-CHARLOTTE WOLTER

has been a Professor of Online Marketing & Media in online studies and head of the Online Marketing degree programme since December 2020. Her focus topics are consumer & media engagement, sustainable media, and brand strategies. More information about the **SUSTAINABLE MEDIA MANAGEMENT** (SuMM) project can be found [here](#).

research coalition, “Consortium on Trust in Media and Technology of the University of Florida”. “We will continue to explore the relationships between brands, media, content and audiences in the context of sustainability. The aim of the project is to develop a practical and scientifically sound model for media planning that meets the demands of modern sustainability strategies,” explains head of research, Prof. Dr. Lisa-Charlotte Wolter.



**IU International University
of Applied Sciences**

TRANSFER

EXPERTS@IU: EDUCATION FOR ALL

PROFESSORS DISCUSS WITH THE PUBLIC

The Experts@IU series makes education possible for everyone. Professors from IU International University of Applied Sciences (IU) address societal themes together with guests from a variety of fields and illuminate them against the backdrop of their own expertise.

900 interested parties registered for the session on September 15th, 2022, when Prof. Dr. Stefan Remhof, IU Professor of Business Administration, and Daniel Zinner, Associate Partner at CLEVIS Consult and Co-Founder of the SaaS Relocation Tech Network start-up Noah Mobility, spoke on the subject of emotional intelligence. The two speakers discussed how to make emotions intelligent and what exactly this means. The topic was examined against the backdrop of two events: The storm on the US Capitol during the US presidential elections in 2020 and Russia's attack on the Ukraine in spring 2022. The international

audience was impressive: Listeners from a total of 40 different countries attended. Besides the DACH region, there were participants from Burkina Faso, Bangladesh, Kenya, Mexico, South Africa, Thailand, Bolivia, Finland, Togo, Angola, Ghana, the Netherlands, Romania, India and many more.

FROM CONCEPT TO SUCCESS

The idea for the concept was developed over the course of 2022. "We thought about how we could make the knowledge at our university freely accessible to a wide audience. And we wanted to

give our professors the opportunity to enter societal discourse in a context outside the university and to share their expertise publicly," says Prof. Dr. Alexandra Wuttig, Chancellor of the IU. Together with Public Affairs officer, Lena Sälzle, and numerous other colleagues from the university of applied sciences, the new format was developed. Now the series highlights societal topics with the professional expertise of the professors.

The first event was realised in July 2022. Prof. Dr. Florian Hummel, Prorektor for International Affairs and Professor of International Service Sector



**EMOTIONAL INTELLIGENCE IN
A GLOBALISED WORLD**

Prof. Dr. Stefan Remhof, MBA (li.) und Daniel Zinner, MBA



**COLLECTIVE AND EMOTIONAL
INTELLIGENCE AT THE WORKPLACE**

Prof. Dr. Regina Cordes

Management, explored in his lecture how trends develop and where the hype around a particular product comes from. The event captured the interest of an international audience and feedback was positive. In September 2022, the series of events, previously named Masterclass, was given an IU-specific name and has since been promoted as **EXPERTS@IU**. Experts@IU takes place once a month online, is free of charge and publicly accessible. The event lasts a

total of one hour and is divided into the main lecture of about 30 minutes and a subsequent Q&A. Professors are invited on stage and present alone or in collaboration with alumni, practical partners or other experts on a focus topic.

Experts@IU is recorded in IU's own studio in Berlin and then published on YouTube to give even more people the opportunity to enjoy these exciting

contents. The aim of Experts@IU is to make the professors visible, to focus on societal issues, to make education broadly accessible and to increase the recognition of IU.

In the next few months, topics will include "Artificial Intelligence in Online Games", "Founder's Intelligence" and "Intelligence at Work".

IU STUDY INVESTIGATES HOW YOUNG FEMALE STUDENTS CHOOSE AN EDUCATION IN STEM

How interested are female students in a STEM educational path, and which factors influence their choice of education? A conversation with the STEM professors Prof. Dr. Janki Dodiya, Prof. Dr. Cornelia Heinisch, Prof. Dr. Claudia Heß, Prof. Dr. Sibylle Kunz, Prof. Dr. Sandra Rebholz, Prof. Dr. Inga Schlömer, Prof. Dr. Adrienne Steffen and Prof. Dr. Silke Vaas, who are exploring these questions in a study.

"What fascinated me was the logical orientation of the subject. There was little to learn by heart; a lot of content was systematically derivable", Prof. Dr. Silke Vaas, Professor of Business Intelligence at IU International University of Applied Sciences (IU), explains her educational choice of computer science. The STEM report of the Institute of German Economy published in November 2021 shows

a dramatic increase of the skill shortage in the areas of science, technology, engineering and maths, in short: STEM. In a panel survey by the IU in May 2022, 777 female students between 16 and 20 years old were asked about their interest in STEM subjects and training professions as well as about factors that would cause them to go for or dismiss educational options in STEM.

OBSTACLES TO STUDYING STEM

Despite 70% of girls liking these subjects, they choose an educational path in STEM less often than boys and experience difficulties in STEM subjects. "This ranks from Biology, Mathematics, Chemistry, Physics, and Computer Science to Technology, in decreasing order", says Prof. Dr. Sibylle Kunz, IU Professor of Media Informatics. "The interesting question now would be how this relates to the curriculum", says Prof. Dr. Claudia Heß, IU Professor of Digital Transformation. Moreover, the study shows that there are few female role models. "The stereotype of the nerd has unfortunately become established in people's minds. This deters many because they cannot identify with it", says Prof. Dr. Sibylle Kunz.



The brief study **"STEM Education. What Young Women Think About It"** is the kick-off for the IU campaign "Women in Tech", which aims to encourage female students to follow an educational path in STEM. Further parts of the initiative include the Incubator project "Young Women in STEM", the online series **"Yes she can – Girls in IT"** and the cooperation project **"FRIDA"**. For more information, visit: iu.de/women-in-tech

FEMALE IU PROFESSORS PROVIDE GUIDANCE

The eight female professors agree that the supporting conditions must be changed. “We need to start early and carry the change out broadly and continuously, starting in kindergarten”, explains Prof. Dr. Inga Schlömer, IU Professor of Digital Transformation. “It is important to maintain a level of interest so that they actually make the decision

in the end to study a STEM subject”, says Prof. Dr. Claudia Hess. With a lecture series for female students, the professors want to be role models, help develop an understanding of the big picture and show career perspectives and possibilities in IT. “We simply want to cast a realistic view on computer science”, says Prof. Dr. Cornelia Heinisch, IU Professor of Computer Science, “because strengths such as creativity and communication skills are also vital and female

abilities can be specifically leveraged”. The study has triggered great media response, for which the professors are as grateful as for the support they have received from many areas of the IU.

WOMEN IN TECH

Women in the tech and IT industry are still significantly underrepresented. The goal of the Women in Tech initiative of IU International University of Applied Sciences (IU) is to change this. Various projects aim to dismantle misconceptions about the working world and promote various roads into IT.

Under the leadership of the institution's Chancellor Prof. Dr. Alexandra Wuttig and Lena Sälzle, Public Affairs Officer, the Women in Tech initiative was inaugurated. Besides the chance to apply for a scholarship at IU, additional offers are designed to pique the curiosity of girls and women in the IT industry.

YES SHE CAN – EXCITE FOR STEM FROM THE START

IU aims to excite female students for STEM (science, technology, engineering, mathematics). That is why we are designing a lecture series in collaboration with the technology and IT professors of IU which is geared towards female students from the 10th grade onwards. Over the course of six weeks, girls can interactively get to know technical correlations and dip their toes in various areas of application.



WE ARE FRIDA

Most girls and women lack female role models within their own environment who work in IT. However, the influence of the environment is significant when choosing a career path. We need more female role models who work in the IT industry. For this, stereotypes must be dismantled. In addition, we need education about jobs in IT.

Together with #SheTransformsIT and the industry association Bitkom, IU has launched the project FRIDA. FRIDA stands for “Frauen in der Digitalen Arbeitswelt” (Women in the Digital Workplace) and wants to offer authentic insights into the digital working world, showcase women and their career paths, and show how colourful and diverse the digital economy is.

In September 2022, a total of 21 women who work in IT were interviewed on video in Munich and Berlin. The result are 21 short films that tell individual life stories and aim to inspire a passion for IT. The Women in Tech initiative is intended to become a permanent part of IU initiatives and continue to offer social added value through various projects in the future. It aims to educate, spark curiosity, inform, inspire and follow the 50/50 goal.



Promoting the IU initiative Women in Tech are Kimberly Klebolte, Head of #SheTransformsIT | Bitkom e.V. and IU Public Affairs Officer Lena Sälzle.



WOMEN ENROL IN STEM PROGRAMMES LESS OFTEN THAN MEN. TO DO SOMETHING ABOUT THIS, WE NEED TO START EARLY. FOR EXAMPLE, WITH GENDER-SENSITIVE TEACHING THAT ADDRESSES GIRLS AND BOYS EQUALLY, PROVIDES DIVERSE ROLE MODELS AND PAYS ATTENTION TO VISUAL LANGUAGE.

Prof. Dr. Alexandra Wuttig, Chancellor IU International University of Applied Sciences

“WE FEMALE FOUNDERS”: THE ONLINE PROGRAMME FOR WOMEN INTERESTED IN STARTING A BUSINESS

FEMALE FOUNDERS AS AN ECONOMIC FORCE

In order to empower female founders and increase diversity in the start-up scene, IU International University of Applied Sciences (IU) has teamed up with the Food Start-up Incubator to launch the online programme “we Female Founders” for the second time.

“We as a society need female founders as an economic powerhouse. Unfortunately, the number of female founders is still too low. We want to change this with our project and are delighted with the success we can report”, explains Prof. Dr. Alexandra Wuttig, Professor of Entrepreneurship and Chancellor of IU. In collaboration with Weißenstephan Triesdorf University of Applied Sciences and the Strasczeg Center of Munich University of Applied Sciences, the support programme for women interested in starting up was held for the second time in 2022. Over 90 women had the chance to develop their start-up ideas in more than 15 live workshops, networking sessions, and webinars, and present their companies during a pitch event in front of a selected jury. The events were led by Prof. Dr. Alexandra Wuttig and Sabrina Micklich, research assistant at IU.

In the 2022 programme cycle alone, 20 women founded companies and successfully established themselves in the fields of Health Food, Natural Cosmetics,

Sustainable Fashion, (E-)Learning, Social Entrepreneurship and Social Consulting. Founder Jen Martens with her product ÖMAKA Natural Cosmetics was so successful that she received the Digital Female Leader Award after the programme, which is awarded annually to women in the digital society. Martens gave an interview about her founding



process in the ZDF documentary “Digital Empire”. Michelle Luckas, founder of Peas of joy, now collaborates with specialised innovation hub AIM Ventures to soon launch her first product, and Justine Weiss will start an online

marketplace for sustainable textiles, LAMA Living, in October 2022. Eliana Garron Liendo, another founder who participated in “we Female Founders”, will also be distributing her products on this platform.

A network has now formed that goes far beyond what was initially planned. IU supports this by developing and providing an AI-based platform where the founders can share their knowledge in a Safe Space, learn from each other's experiences, and get into contact with female Business Angels. 100 female founders and Business Angels have already joined the platform, and the number is growing daily. The “we Female Founders” programme will start its next round in February 2023.

More information can be found at:
we-female-founders.de



we **Female Founders**

we Inspire. we Empower. we Connect.

IU ALUMNI AWARDS



ALUMNI AWARD 2021

„ENTREPRENEURSHIP“

Anita Wandinger

Graduate B.A. International Hospitality Management, CEO at AWA Hotel



Anita Wandinger, born in Munich in 1990 to an Italian mother and a German father, initially wanted to become an opera singer. Inspired by her parents, hoteliers Anton and Marina Wandinger, she instead decided to pursue a career in her family's hospitality business. Today, she is CEO of the 4-star AWA Hotel in Munich and the winner of the IU Alumni Award 2021 in the Entrepreneurship category.

“For me, the hotel is a family affair. My father, Anton Wandinger, took the risk in 1993 to buy an old, rundown hotel in the heart of Munich. Over the next 25 years, my parents renovated the building and developed the thriving Condor Hotel under the management of my mother Marina. In 2004, our family finally bought a second hotel around the corner – a hotel that would mark an important milestone on my path into the hospitality industry.

THE IMPORTANCE OF PRACTICAL EXPERIENCE

It was my father who convinced me to study something within the family industry. I decided to enrol in the dual-degree bachelor's in International Hospitality Management at IU International University of Applied Sciences (IU), as this programme offered me the opportunity to study abroad for a year at

one of IU's partner universities – I chose Northern Arizona University in the USA. At IU, I was impressed that all professors have practical work experience in their respective teaching area. This experiential knowledge is ultimately the most useful thing that can be passed on to students. The small classes were also very helpful in creating a good learning environment.

CAREER, PASSION AND IMPORTANT LIFE VALUES

Eventually, I took over the management of the second hotel my family bought. That's my professional role today: General Manager of AWA Hotel with 88 rooms and 4 stars. It's more than a profession, it's a project of passion, a hotel concept I developed as a tribute to my father and which at the same time

stands for my most important values in life: Female Leadership, Consciousness and Creativity.

STRATEGIC THINKING IN THE FACE OF CHALLENGES

My IU experience has helped me in my career in many areas, from business planning to the creation of the business plan up to more abstract topics like the development of the hotel concept from a creative and entrepreneurial

perspective. The course has helped me think strategically and respond calmly to the various challenges of everyday business life.

As for the **IU Alumni Award** for Entrepreneurship, I was incredibly proud of the nomination, which was based on statements from my colleagues. But I felt even better when I was finally announced as the winner! The comments of the jury really confirmed the ethos behind the AWA project.”

ALUMNI AWARD 2021

„PROFESSIONAL SUCCESS“

Vivien Sohn

**Graduate B.A. Property Management and M.A. General Management,
Managing Director at HÜBSCHER HOLZBAU AG**



Vivien Sohn is the Managing Director at HÜBSCHER HOLZBAU AG and an alumna of IU International University of Applied Sciences (IU). She has a bachelor's degree in Real Estate Management and a master's in General Management, both from online study programmes. She is convinced: “Without the flexibility of IU, I wouldn't have been able to combine my studies with having a job and a family.”

Dear Vivien, how would you describe yourself in three sentences?

I am full of life, I never lose my smile and try not to take life too seriously. I stay true to my values and know that in the end, everything will be okay. My greatest passions are building and focusing on “the big goal”.

You completed a bachelor's degree in Real Estate Management and a master's in General Management in quick succession at IU – all while working and starting a family. Why did you choose IU online studies?

I wanted an online study programme to stay flexible – and IU was the only institution that met all my requirements. I was able to set my own pace, study anywhere and at any time, exchange ideas and take exams online. Fortunately, IU's online study programmes are 100% digital and flexible, otherwise, I probably would have never made it – even for me, work or family got in the way from time to time.

How did you manage to combine studying with work and private life? How did IU online studies help you in the process? And what was your greatest source of motivation?

I sometimes wonder myself how I managed to do everything! My passion for goal-oriented work is probably my greatest contributor to success. I kept imagining what it would feel like to graduate. As a result, I was able to muster enough motivation to accomplish my self-defined milestones. On top of that, I have a wonderful family who often had my back.

After completing your master's degree, you joined the HÜBSCHER HOLZBAU AG as a managing director at just 34 years old. What are your daily tasks and how does the knowledge from your studies help in daily business?

In daily business, I lead our staff and support other management members, take control of all projects, coordinate the sectors among each other, and define necessary measures to achieve the company's goals. Anyone who is

currently studying will undoubtedly recognize many course contents here. I've learned a lot of theoretical knowledge and can now connect it even better to the practical side of things.

In my bachelor's degree in Real Estate Management, for example, I learned how to develop a reference model and implement holistic process management. In my master's thesis in General Management, I then directly implemented this at HÜBSCHER HOLZBAU AG. I recognise a lot of points of connection between my studies and my job and received the necessary tools at IU.

What certainly helped me progress a lot in recent months was the career coaching at IU. My coach, Kai, showed me once again that I am on the right path and should keep working towards my goals even after my studies. h nach dem Studium dranbleiben soll.

You won the IU Alumni Award 2021 in the Professional Success category. What does this award mean to you?

I was delighted about it. This interview with you is a chance to draw attention to my career path and get closer to my goal: I want to inspire other people to set goals and work towards them. It's worth persevering!

Was it a special challenge for you to assert yourself as a female CEO in a traditionally male-dominated industry? Do you promote equality/diversity among your staff?

I must honestly admit that I rarely focus on this issue. I don't think about it, rather I try to do my job as best as possible. The most challenging part in the construction industry is implementing the diversity and equality of everyone involved in construction. I try to be a role model and generally not to judge anyone prematurely. I want to give everyone a chance, or even a second and third one.

IU online studies are turning 10 years old this month! What defines online studies for you?

I find IU's online studies to be 100% flexible and tailored precisely to my lifestyle. IU has also grown and developed. There is surely still potential for improvement, but when it mattered, I could rely on IU. Congratulations!

How has the IU online studies programme retrospectively helped you achieve your goals?

I wanted to learn alongside my job and develop flexibly. For a long time, it was unclear what I would do with my

degrees. Therefore, I focused on my interim goals: my bachelor's or master's degree. I continually envisioned this feeling of freedom when I would finally pass all exams and assignments. Studying online helped me to specify my goals and confirmed that I can achieve anything – if I really want it.

Looking at the next 10 years: How would you advise other students on achieving their goals?

Just picture the feeling of graduating – you'll instantly feel a sense of relief and start to smile. Draw new motivation from this feeling. The success formula "Stress + Rest = Growth" also plays a crucial role for me. For lasting success, without burning out, I highly recommend "Peak Performance" by Brad Stulberg.



**WITHOUT THE FLEXIBILITY OF IU,
I COULD NOT HAVE COMBINED MY STUDIES
WITH A JOB AND MY FAMILY.**

Vivien Sohn

**IU International University
of Applied Sciences**



INTERNATIONAL

IU BECOMES MEMBER OF UNESCO'S GLOBAL EDUCATION COALITION

The IU International University of Applied Sciences (IU) is the first institution in the European Union (EU) to gain membership in UNESCO's Global Education Coalition.

Member of
Global Education Coalition
launched by UNESCO



IU is the first higher education institution in the EU to join **UNESCO's GLOBAL EDUCATION COALITION**. IU membership provides students in crisis situations with the opportunity to acquire useful skills while simultaneously earning ECTS credits that they can put toward a globally recognised bachelor's degree at IU. In this way, IU can support students in need.

In line with the mission of the coalition, IU will offer students free flexible online micro-credentials (totalling 5 ECTS credits) in the fields of computer science, engineering, and data science which can later be credited towards a bachelor's degree. Dr. Sven Schütt, CEO of IU International University of Applied Sciences, said, "We need to optimise the

potential of digital technologies to cushion the unprecedented disruption in the education sector and beyond. At IU, our main principle is the democratisation of education: everyone should have access to education in order to develop. By joining the Global Education Coalition, we want to participate in collective efforts to build more resilient education systems for the future."

Dr. Borhene Chakroun, Director of UNESCO's Policy and Lifelong Learning Systems Division, commented on IU's membership in the Global Education Coalition as follows: "Our common goal is to bridge the digital divide in education and leave no child, adolescent or adult behind in the pursuit of education and lifelong learning. IU's contribution

in providing digital curricula and free educational content in the fields of computer science, engineering and data science is of great benefit to learners worldwide. We are pleased that not only new learning opportunities for students are being created, but also that the way education is delivered and how students learn will change in the coming years."

For more information on IU's membership in UNESCO's Global Education Coalition, please visit:
gloaleducationcoalition.unesco.org/Members/Details/399

INTERNATIONALITY IN NUMBERS

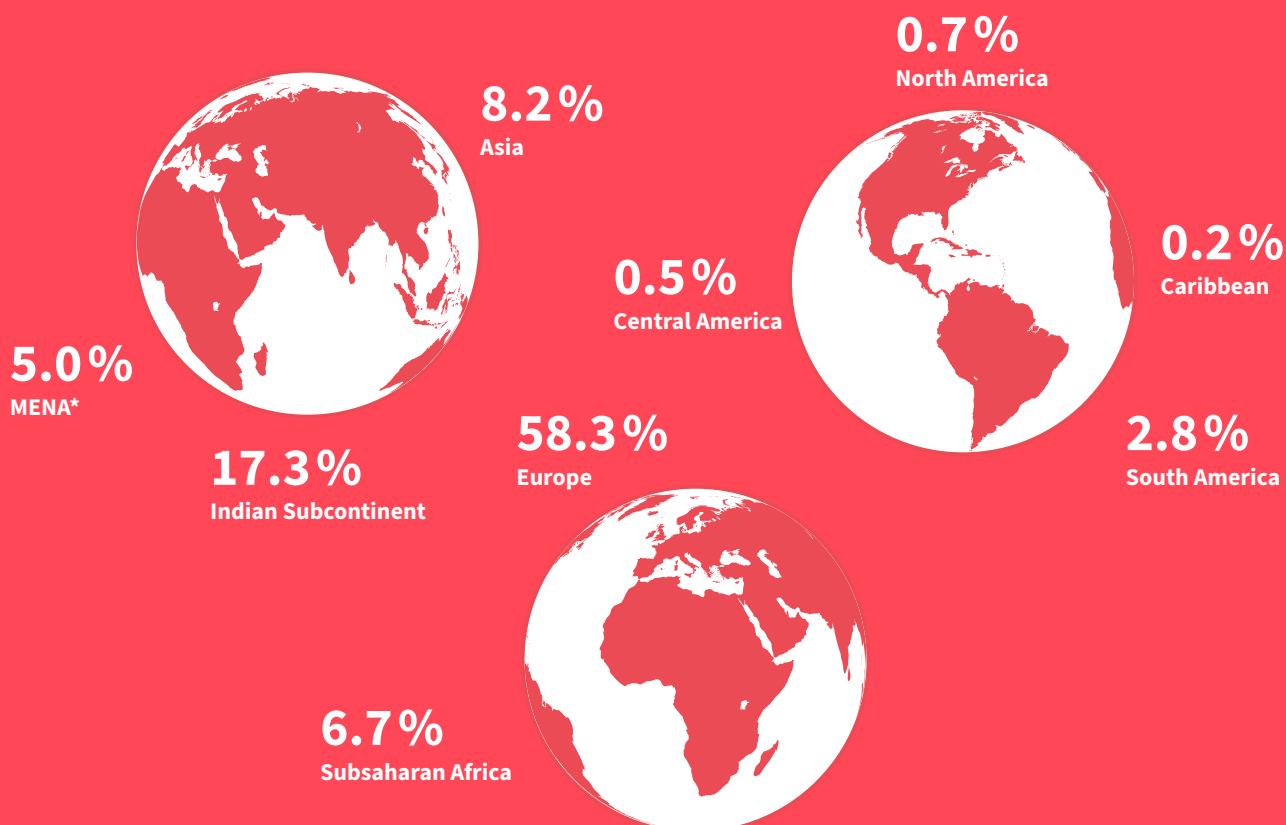
166

different nationalities in 2022

TOP 8 OF INTERNATIONAL STUDENTS BY NATIONALITIES

1. Austria
2. India
3. Switzerland
4. Luxemburg
5. Italy
6. Türkiye
7. Poland
8. Croatia

ORIGIN OF INTERNATIONAL STUDENTS IN 2022

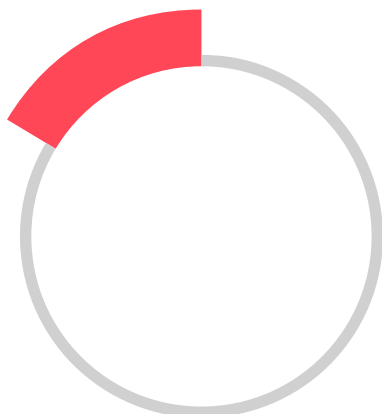


*MENA: Middle East and North Africa

PERCENTAGE OF INTERNATIONAL STUDENTS IN REPORTING PERIOD

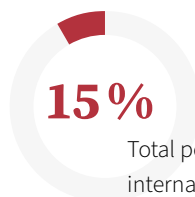
16.5 %

international
students



15 %

Total percentage of
international students
at German institutions
of higher education



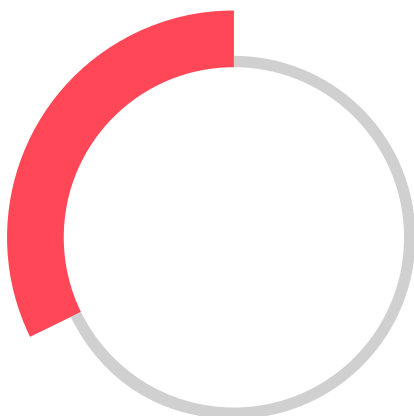
Period: Winter term 2021/2022

(Sources: IU-internal numbers from the reporting period as well as from the “Statistisches Bundesamt” from winter term of 2021/2022)

PERCENTAGE OF ENGLISH STUDY PROGRAMMES

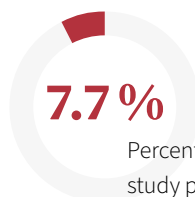
32 %

Of 213 study pro-
grammes, almost a
third are in English
language



7.7 %

Percentage of English
study programmes at all
German institutions of
higher education



(Sources: IU -internal numbers from the reporting period as well as from the “German Academic Exchange Service” and the “German Centre for Higher Education Research and Science Studies” from winter term of 2021/2022)



NINE TIMES AROUND THE WORLD FOR BETTER ACCESS TO EDUCATION

IU International University of Applied Sciences (IU) has provided 90 bicycles for the organisation World Bicycle Relief

In March 2022, the staff of IU went around the world nine times in a combined effort. As part of the fitness challenge “**I&U AROUND THE WORLD**”, IU employees from all locations worldwide participated in sports activities, tracked their kilometres in an app and covered 355,380 kilometres in total for a good cause: For every lap around the globe, IU donates ten bicycles to the organisation World Bicycle Relief (WBR) – meaning that a total of 90 bicycles was donated. WBR is an international development aid organisation, which provides people in developing countries with bicycles to increase their mobility and thereby independence. In rural development regions, there is often minimal or no transport infrastructure. The bicycle, as a reliable and inexpensive means of transport for the local people,

is a suitable way to shorten the often very long school, work and shopping trips. In line with IU's vision “**Everybody can access education to grow**”, the provision of bicycles enhances access to education, work and health, thus offering the opportunity for independence, financial autonomy and greater safety.

“We thought five circumnavigations of the world were realistic. The fact that, by combining our forces, we managed to make it around the world nine times in the end, brings us immense joy. A perfect example of the fact that together, even small steps can achieve great things. With this commitment, we support the World Bicycle Relief organisation with a total of 90 bicycles, which should enable greater mobility for people in developing countries,” explains

Tim Kaltenborn, Director of People Organisation & Culture at the IU.

Following the motto ‘For each other, with each other’, we wanted to motivate as many colleagues as possible to participate. For this reason, the fitness challenge was designed in such a way that any form of activity counted – whether it was cycling to work, an extensive walk in the forest, laps in the swimming pool or kilometres on the treadmill,” continues Kaltenborn.

The activities were recorded and converted into kilometres using a fitness app. Almost 100 teams from all IU locations worldwide came together to work out and motivate each other to achieve top performances.





STUDY ACCESS ALLIANCE

100,000 SCHOLARSHIPS FOR AFRICAN TALENTS

The Study Access Alliance was initiated by IU International University of Applied Sciences (IU) to provide people from Africa in financial need with access to university education. For this, IU is providing up to 100,000 scholarships to the newly founded non-profit organisation. The pilot projects with partner organisations were launched in Summer 2022.

According to the World Bank, only 9% of young people in Africa are able to study – the world average is about four times higher. Many people cannot afford a degree. This is why the Study Access Alliance was founded as a non-profit organisation in May 2022. IU is providing it with up to 100,000 subsidised scholarships for online bachelor's and master's degree programmes. The remaining

costs of the scholarships are covered by the Study Access Alliance and financing partners, in order to remove all financial barriers for the scholarship holders. The Study Access Alliance supports students during their studies and prepares them for the job market. For this, the IU focuses on content that is relevant for the job market and is also planning to expand the career service.

The Study Access Alliance, in partnership with African partner organisations, awards the scholarships. These partners also support the students locally, for example, in the development of soft skills for the workplace. Or they place them in internships, where they can apply their knowledge from their studies. The initiative also works with NGOs and companies to create a partner network

for improved learning infrastructure: Many still do not have access to computers or an internet connection. This way, the Study Access Alliance, together with IU, creates a valuable and scalable offer to further democratise education.

Dr. Sven Schütt, CEO of IU, is convinced that the Study Access Alliance contributes significantly to IU's vision: Everybody can access education to grow.

“Providing all people, regardless of their background and financial means, access to high-quality education and personal growth is fundamental to us. That’s why we’re proud to have launched this initiative. By making higher education widely accessible to talent in Africa, and focussing on digital skills relevant – indeed, necessary – for the future, we make a significant contribution to reducing educational injustice and skill shortage in Africa.”

In the summer of 2022, the Study Access Alliance piloted with its first partners TooShare, Artsy Africa, HI², Mully Children's Family and CASBI. The first scholarship students will soon begin their studies at IU.



**STUDY
ACCESS
ALLIANCE**



An overhead photograph of five students sitting in a circle on red leather armchairs on a wooden parquet floor. They are engaged in a study session, with one student holding a large open book, another a tablet, and others looking at papers or books. A yellow banner is overlaid on the top left, and two large yellow banners with black text are at the bottom.

**IU International University
of Applied Sciences**

ORGANISATION

AND STRUCTURE

WFH IS CRUCIAL ARGUMENT WHEN CHOOSING AN EMPLOYER

Working from home (WFH) has – accelerated by the pandemic – become an essential factor for many in their choice of company. This is suggested by the study “The New Normal? Homeworking Check”. For 63.8% of those surveyed, the option to work from home is vital. Nearly three quarters (72.8%) enjoy the feeling of having more self-determination and over half (61.6%) have more leisure time due to working from home – and even feel more productive at home (61.0%).

“There is no way around offering WFH options in the future. Companies that do not offer this will be judged negatively. They will struggle to attract and retain employees”, explains Prof. Dr. Regina Cordes, Professor for Personnel and Organisation and Prorector Accreditation and Academic Portfolio at the IU International University of Applied Sciences (IU).

LONELINESS AND OVERTIME – NO EXCEPTIONAL PHENOMENA

Nevertheless, working from home also has its disadvantages: A quarter (26.5%) feel lonely working from home and over half (53.9%) miss social interactions. One in five (21.1%) report having a harder time disconnecting after work and

on weekends, and more than a quarter (28.0%) work more overtime.

“Managers must anticipate the mood of their employees even more strongly in these structures. Overload and physical

and mental health problems can be overlooked more quickly. Therefore, actively seeking feedback is particularly important,” emphasizes new work expert Prof. Dr. Cordes.



As part of the IU study **THE NEW NORMAL? HOME OFFICE CHECK**, 1.030 individuals from Germany were surveyed in January 2022, who were working from home during the Coronavirus pandemic or at the time of the survey. The study wanted to find out how employees are coping with the new WFH standard, what advantages and disadvantages arise from it and what challenges this poses for companies to be seen as attractive employers in the future. The whitepaper on the study is available [here](#).

WORKING FROM HOME FROM THE MANAGERS' PERSPECTIVE

Managers are aware of this: Over half (58.4%) feel that WFH is a challenge to their role. However, 59.9% of them are convinced that they can carry out their tasks as supervisors just as well.

Nearly three-quarters (73.0%) trust their employees to work just as productively. “Mutual trust is a fundamental pillar of the new work culture. Managers need to learn to let go without losing contact with their employees. This requires open communication and emotional intelligence,” explains Prof. Dr. Cordes.

WORKING FROM HOME: A NEW CRITERION FOR THE EMPLOYER BRAND.

To what extent do you agree with the following statements on the subject of WFH post-Corona?

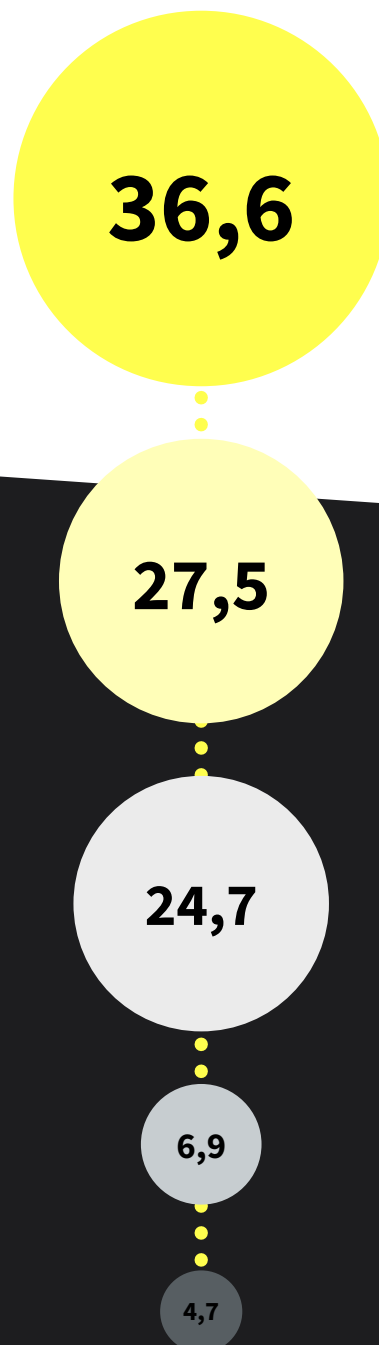
■ 1 – Fully agree

■ 2

■ 3

■ 4

■ 5 – Do not agree at all



“For me, the ability to work from home regularly even after the pandemic, is essential in an employer.”

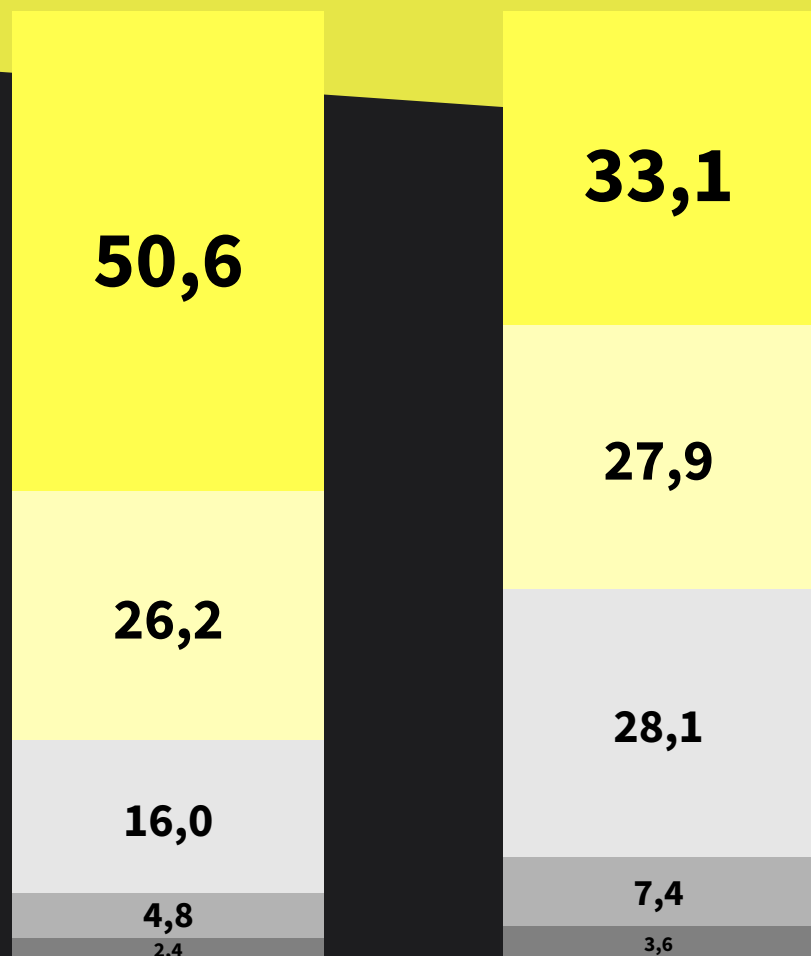
”

OVER THE LAST TWO YEARS, PRODUCTIVITY WHEN WORKING FROM HOME HAS ...

... proven to be comparable and sometimes even higher than at the office. However, leaders can more easily overlook difficulties such as overwhelm, excessive workload or health problems that would be perceived through non-verbal signals in everyday office life. Consideration for employees and actively soliciting feedback is therefore of particular importance.

Prof. Dr. Regina Cordes

**WORKING
FROM HOME
IS POPULAR.
AND MAKES
YOU MORE
PRODUCTIVE.**



**"I generally like to work
from home."**

**"I am more productive at home
than at the office."**

A FORUM FOR EVERYONE:

THE SENATE

An academic collegial body with self-governing tasks – that sounds quite abstract. More specifically, the senate of IU International University of Applied Sciences (IU) provides advice on matters of university development, participates in the appointment of management bodies and passes regulations for the course of study.

A place for exchanging views and discussing with colleagues from other departments. With the shared goal of co-shaping the strategic direction of the institution for the future. This is how Sandra Alansigan would describe the work of the IU senate. The project manager for internal programme accreditation procedures is an elected member of the senate and represents the interests of her colleagues there. “In the senate, we can exchange ideas with all groups – from the rectorate to colleagues in administration and academia, to the professors or student representatives.” The body consists of 22 members and meets several times in an academic year. The topics range from commenting on plans and offers of study programmes, to the issuance of regulations or the discussion of the strategic orientation of the

university of applied sciences. Sandra Alansigan and the other members read up on the topics, discuss and decide.

One added value of the senate? The members must look beyond their own horizons. According to Sandra Alansigan, “It’s good that there is a forum where topics can be viewed and discussed from different perspectives.” Not everything can be resolved. But at least valid points are raised which can then be pursued elsewhere.

EXCHANGE AND PARTICIPATION

Due to the pandemic, the senate meetings had to be held online in recent years. Sandra Alansigan is pleased that from October 2022, meeting face-to-face

will be possible again. “In person meetings just offer another level of collaboration, not just in the plenary discussions. The interaction before and after the meetings is completely different.” Whether she will put herself up for election in the next senate election, she cannot say yet. “But I think it’s good to contribute to the fate of the institution. You get to weigh in and give something back.”



The IU senate is responsible for issues that concern the university of applied sciences as a whole. It consists of 22 members from all groups of the university of applied sciences: All prorectors and the chancellor as well as six professors, three research assistants, three full-time administrative staff, and three students as directly elected members.

BRAND AWARD

IU INTERNATIONAL UNIVERSITY OF APPLIED SCIENCES WINS BRAND AWARD 2022 IN THE CATEGORY “BRAND LEADERSHIP”

On 23rd August 2022, companies with excellent brand leadership were honoured. One of the nominees: the IU International University of Applied Sciences (IU).

“With our innovative study formats, everyone gets to study the way they want to,” explains the IU Brand Team. “Students are supported right when they really need it”. Innovative study apps or interactive learning sprints make this possible, whether you study full-time, dually, online, in person or in blended formats.

“Our recognition within the university landscape was only at 0.15% despite high growth in four years,” the team explains. Since the rebranding in 2019, brand leadership and recognisability have been the primary focus.

The university of applied sciences conducted an intensive analysis with “gmK brand” consulting.

“We interviewed staff, conducted target group testings, brand language workshops, awareness and image tracking, surveys among students, teachers and customers or continuous A/B website tests.”

IU INTERNATIONAL UNIVERSITY OF APPLIED SCIENCES: 96% RECOMMENDATION RATE

And so, the IUBH International University became the IU International University of Applied Sciences, whose awareness increased by 10% in a short time. “Within two years, we were able to double the monthly user numbers and at the same time reduce the cost per applicant,” the team explains. “A plethora

of metrics, so-called KPIs, evidences the success of IU and its transformation.”

What’s almost even more important: “The recommendation rate of the students on independent platforms such as Studycheck or Fernstudiumcheck is at 96%,” the team reveals. The educational offer is also aimed at people without a high school diploma, of whom the Informationsdienst Wissenschaft in Germany counts 66.000. “The majority of them are with us. In December 2021, we had about 74.200 bachelor’s students at our locations, of which around 12.000 without a high school diploma.”



EMPLOYEES IN THE FOCUS OF EDUCATION

THE INTERNAL EDUCATION PLATFORM OF IU INTERNATIONAL UNIVERSITY OF APPLIED SCIENCES IS WELL RECEIVED

The IU International University of Applied Sciences (IU) also wants to encourage its employees to learn: Since June 2021, it has been bundling its internal educational offers in the learning management system “IU Learning Hub”.

Around 550 courses in areas such as IT application training, specialist training, soft skills training or language courses can be taken by the employees in the internal learning management system around the clock. The course range in German and English language is continuously expanded with feedback from the learners. Already during onboarding, new IU members follow a comprehensive learning path in the IU Learning Hub.

The good usability and the diverse courses convinced the “eLearning Journal”. The IU Learning Hub was given the title “Project of the Year 2022” and IU received the award in the category “University of Applied Sciences”. “Personal and professional development are key values for us. The IU Learning Hub is supposed to establish this learning culture among our employees. They can educate themselves independently of time and place,” explains Tim Kaltenborn, Director People Organisation & Culture at the IU. “We are pleased about the award, but above all about the fact that our IU Learning Hub is used so extensively.”

Since its introduction, around 30.000 training sessions have been successfully completed and almost 90% of employees take advantage of the learning opportunities. “The IU Learning Hub offers me a multitude of opportunities to acquire new competencies – professionally and personally,” says Sonja Zeller, project manager for websites at IU. The course range provides appropriate further training for both experienced employees and beginners. “As a dual student, I particularly benefit from the IU Learning Hub, as I have, on the one hand, acquired a significantly safe handling of software systems and, on the other hand, devised my own motivation and learning strategy,” confirms Jessica Barczyk, trainee of the Human Resources department. Another plus point is the easy handling: The process from the wish to participate through approval by the team leader up to starting the course is fully automated and digital. “I can arrange the times to suit my daily rhythm. This allows me to learn in a relaxed and successful way,” confirms Jörg Doeblér, IT project manager at IU. “All courses are stored in my personal dashboard, so I can start a new course or continue studying where I last left off at any time.”

RETHINKING EDUCATION

IU ACQUIRES INTERNATIONAL THOUGHT LEADERS FOR ADVISORY BOARD

Education that is accessible to all people. Through digitised, personalised learning, it imparts precisely the skills that are needed tomorrow: On its way to realising its mission, the IU International University of Applied Sciences is setting itself up with a newly constituted advisory board.

For this, the university of applied sciences was able to acquire distinguished personalities from science, business, and politics: The committee now includes Dr. Frank Weise, former chairman of the Federal Employment Agency in Germany, Prof Dr. Tobias Bonhoeffer, a neurobiologist and researcher on learning, Ambassador Kamissa Camara, former foreign minister and Minister for Digital Economy of the Republic of Mali, Dr. Karina Montilla Edmonds, responsible for relations with universities and scientific institutions at the software corporation SAP, Raffaella Rein and Lucy Stonehill, entrepreneurs in the field of digital education and Jimmy Wales, co-founder of the online encyclopaedia Wikipedia.

With the expertise and varied experience of its members in key strategic fields of IU, the board will comprehensively advise the institution on its further development – this applies both to its content, the study formats developed by it, and its presence in international markets.



BEST THESIS AWARD

OUTSTANDING STUDENTS WINTER SEMESTER 2021/2022

Philipp Blumenstein

General Management (M.A.)
Online studies

- Thesis Title: Development of Control Metrics of Capital Market-Oriented Companies in the Prime Standard Since the Introduction of the DRS 20

Cornelia Elster

Social Work (B.A.)
Online studies

- Thesis Title: Integration assistance for Children and Young People with Disabilities § 35a SGB VIII vs. § 99 SGB IX

Alexander Gerber

Marketing Management (M.A.)
Online studies

- Thesis Title: Podcast: Promising Supplement in the Media Mix or Overrated Trend? – An Analysis of the Medium and Its Potential Performance Contribution to Different Marketing Goals

Jithin Govind Kambrath

International Management (M.A.)
Campus Bad Honnef

- Thesis Title: Improving the Assessment and Execution of Master Data Changes on the Example of Infineon Technologies

Valentin Meurice

Aviation Management (B.A.)
Campus Bad Honnef

- Thesis Title: An Analysis of the Potential Fleet Renewal and Network Adaptation of Luxair - Luxembourg Airlines

OUTSTANDING STUDENTS SUMMER SEMESTER 2022

Lea Braschoß

International Event Management (B.A.)
Campus Bad Honnef

- Thesis Title: Networking Via Corporate Online Events - An Evaluation of different Online Networking Tools before, during, and after Online Events in the German Corporate Event Market

Osama Butt

Engineering Project Management (M.A.)
Campus Bad Honnef

- Thesis Title: Investigation of Air Distribution Patterns in Hospital Rooms to Prevent Viruses

Lena Häberlein

Project Management (M.A.)
Online studies

- Thesis Title: New Work – Between Theory and Reality: An Empirical Study on Employees' Willingness to Change in Hierarchically Organised Companies

Katharina Klemm

Human Resources Management (M.A.)
Online studies

- Thesis Title: Benefits and Challenges of Leading Employees Virtually
- Requirements for Virtual Leadership

Fabian Lorenz

Computer Science (B.Sc.)
Online studies

- Thesis Title: Development and Evaluation of a Framework for the Integration of Logic Programming into the Object-Oriented Programming Language C#

Sakeela Sathananthan

Human Resources Management (M.A.)
Online studies

- Thesis Title: Holistic Management of Employee Satisfaction in Companies

Andreas Spielmann

Master of Business Administration (MBA)
Online studies

- Thesis Title: Sustainable Financing Advice by Commercial Banks – Establishing an ESG Advisory Unit for advising on sustainable financial products for corporate clients under consideration of the Bavarian State Bank

Susanne Wubs

Social Work (B.A.)
Online studies

- Thesis Title: "My child is not ready." Prerequisites for Starting Toilet Training and Conditions for Mindful Support by Professionals in Daycare/Nursery in the Educational and Parental Partnership

ACADEMIC ACHIEVEMENT AWARD

OUTSTANDING INDIVIDUALS WINTER SEMESTER 2021/2022

Best Academic Achievement Bachelor: **Elke Susann Neudeck**
International Hospitality Management (B.A.)
Campus Bad Honnef

Best Academic Achievement Master: **Vibhindika Chawla**
International Health Care Management (M.A.)
Campus Bad Honnef

Best Academic Achievement Master: **Digant Parmar**
International Health Care Management (M.A.)
Campus Berlin

OUTSTANDING INDIVIDUALS SUMMER SEMESTER 2022

Best Academic Achievement Bachelor: **Elena Erhard**
International Hospitality Management (B.A.)
Campus Bad Honnef

Best Academic Achievement Master: **Ares Albà Roselló**
International Management (M.A.)
Campus Bad Honnef

Best Academic Achievement Master: **Luis Eduardo Morte Judez**
International Finance & Accounting (M.A.)
Campus Berlin

PUBLICATION SCHOLARSHIPS

SCHOLARSHIP HOLDERS IN WINTER SEMESTER 2021/22

Hendrik Adomat

Business Information Systems (M.Sc.)
Online studies
Supervising Professor: Margit Sarstedt
– Topic: A Plea for Air Traffic Control Simulators in Times of Crisis

Christoph Albers

Master of Business Administration (MBA)
Online studies
Supervising Professor: Ralf Kneuper
– Topic: Outsourcing in the Context of Agile Product Development – Direct Experience Report

Kirsten Bremer

Economic Sciences (B.A.)
Online studies
Supervising Professor: Sven Maertens
– Topic: Future Skills of Flight Attendants in Times of Covid 19-related Job Uncertainty – the Case of Germany

Juan Manuel Ciro Torres

Artificial Intelligence (M.Sc.)
Online studies
Supervising Professor: Tim Schlippe
– Topic: LSH Methods for Data Deduplication in Wikipedia Artificial Dataset

Sarah Heinrich

Controlling (M.A.)
Online studies
Supervising Professor: Gerhard Sälzer
– Topic: Cash-orientation in Corporate Control. Success Factors and Challenges in Practical Application

Ninon Hensel

Social Work (B.A.)
Online studies
Supervising Professor: Fabian van Essen
– Topic: Self-care of the Contact Ability of Assistants

Wiebke Kohl

Social Work (B.A.)
Online studies
Supervising Professor: Dominik Mantey
– Topic: Trans*-Teenagers as Target Group of School Social Work

Alexander Leiser

Artificial Intelligence (M.Sc.)
Online studies
Supervising Professor: Tim Schlippe
– Topic: AI in Art: Simulating the Human Painting Process

Vanessa Mertl

Tourism Management (B.A.)
Dual Studies
Supervising Professor: David Rempel
– Topic: Kenya as an East African destination For German Ecotourists: The development from a charitable organisation to a niche market using the example of Mully Children's Family

Laura Naumann

International Management (B.A.)
Online studies
Supervising Professor: Tim Herberger
– Topic: How are Ethics and Ethical Business Practices Communicated to Stakeholders? An Analysis of the Business Reports of the DAX30 Companies

Florian Perst

Digital Transformation (M.A.)
Online studies
Supervising Professor: Maik Günther
– Topic: Acceptance for Robotic Process Automation. How Employees Perceive RPA Projects

Elena Schlemmer

Business Administration (B.A.)
Online studies
Supervising Professor: Hubert Vogl
– Topic: Do Narrow-Body Long-Haul Aircraft Enable Low-Cost Models in Long-Haul Transport?

SCHOLARSHIP HOLDERS SUMMER SEMESTER 2022

Catalina Beckhoff

General Management (M.A.)
Online studies
Supervising Professor: David Rempel
– Topic: The Challenges of Undervalued Giftedness in the Workplace

Koen Bothmer

Data Science (M.Sc.)
Online studies
Supervising Professor: Tim Schlippe
– Topic: Paper 1: Investigating Natural Language Processing Techniques for a Recommendation System to Support Employers, Job Seekers and Educational Institutions; Paper 2: Skill Scanner: Connecting and Supporting Employers, Job Seekers and Educational Institutions with an AI-based Recommendation System

Charis Fuchs

International Hospitality Management (B.A.)
Campus Bad Honnef
Supervising Professor: Willy Legrand
– Topic: Synergy or Dissonance? Luxury Hospitality Experiences and Nature Conservation

Fabian Lorenz

Computer Science (B.Sc.)
Online studies
Supervising Professor: Maik Günther
– Topic: Expert Systems with Logic# A Novel Modelling Framework for Logic Programming in an Object-Oriented Context of C#

Stefanie Osterhage

Project Management (M.A.)
Online studies
Supervising Professor: Susanne Weber
– Topic: The Municipality 2.0: Knowledge Management as a Component of Modern Administrative Management

Maurice ten-Koppel

Artificial Intelligence (M.Sc.)
Online studies
Supervising Professor: Tim Schlippe
– Topic: Explainability in Automatic Short Answer Grading

”
**THE VARIETY
OF TOPICS
REFLECTS THE
DIVERSITY
OF OUR
UNIVERSITY
OF APPLIED
SCIENCES.**

Prof. Dr. Holger Sommerfeldt



**IU International University
of Applied Sciences**

ENGAGEMENT

IU INTERNATIONAL UNIVERSITY OF APPLIED SCIENCES RECEIVES “CLIMATE NEUTRAL” SEAL OF APPROVAL ONCE AGAIN

In the year 2020, IU International University of Applied Sciences (IU) became the world's first climate neutral online university of applied sciences. For the year 2021, TÜV SÜD renewed the IU's "Climate Neutral" seal of approval. Requirements for certification were a CO₂-neutral energy balance as well as a system for recording and accounting for all green-house gas emissions. In addition, the IU had to determine a measure-reduction for avoidable and unavoidable greenhouse gas emissions.



Dr. Sven Schütt, CEO of IU, affirms: “

“Education and climate protection are the great societal challenges of our time. We are working to make both work together. As the largest university of applied sciences in Germany, the IU is in a particularly responsible position.”

The number of students at IU continues to increase. Despite strong growth, CO₂ emissions in 2021 remained at the same level as in the year 2019. They did increase by 2.5 % from 7.451 tons to 7.639 tons. But in relation to turnover, IU reduced its emissions by 27 %. According to the greenhouse gas balance, IU primarily saved in the areas of business

travel and building heat emissions. For the calculation of its CO₂-footprint (“Corporate Carbon Footprints”), IU commissioned the DFGE, the Institute for Energy, Ecology and Economy. Based on the internationally valid “Greenhouse Gas Protocol”, the DFGE calculated not only direct emissions from its own, controllable sources (Scope 1), but also indirect emissions, for example from purchased electricity or heat (Scope 2) as well as upstream and downstream emissions, which can be caused by paper consumption, service providers and business trips (Scope 3). Especially the last two sources are a main driver of carbon dioxide for IU.

To compensate for their CO₂ emissions, IU has developed an action plan. This

includes, among other things, switching to electricity and heat from renewable energy sources. In addition, IU supports globally recognised climate protection projects in Papua New Guinea, Mexico and Zimbabwe. At the same time, climate protection and sustainability are important aspects of teaching, whether it is through modules, projects or entire programmes like the Sustainable Management course, which started at IU under the leadership of Prof. Dr. René Schmidpeter in June 2022 (more on this in the next article).

For more information on climate neutrality at IU, visit:

iu.de/ueber-uns/nachhaltigkeit

NEW ONLINE MASTER'S COURSE

“SUSTAINABLE MANAGEMENT”

Sustainability is an important factor for business success:

At IU International University of Applied Sciences (IU), students receive a comprehensive education.

Since June 2022, IU offers a new master's programme in Sustainable Management. Graduates will be capable of integrating sustainability as an entrepreneurial success factor into business processes. Thus, the study programme considers all disciplines of business administration from economic, ecological and social perspectives – because sustainability should also be profitable.

Renowned economist Prof. Dr. René Schmidpeter, an internationally recognised and distinguished thought-leader in the field of sustainable management, is in charge of the programme. He publishes the “International Journal of CSR” at Springer-Verlag and the management series “CSR” at scientific publisher Springer Gabler. Corporate Social Responsibility (CSR) refers to the societal responsibility or the sustainable commitment of companies.

KNOW-HOW FOR SUSTAINABLE BUSINESS IS A CAREER BOOSTER

Numerous larger and smaller companies now rely on sustainability and introduce environmental and social standards to their supply chains. It's no longer just about the “green image”, but about actual ecological and social responsibility.

According to recent studies, companies are more successful in the long term if they integrate sustainability into their business strategy – both in terms of product design and the company's production and administration.

“Sustainability and CSR are still a marginal topic in higher education. But in the future, there will be a huge demand for managers with the corresponding know-how. Companies need decision makers who change the future for the better and yet act economically in the long term. Therefore, the job prospects for graduates of the master's programme ‘Sustainable Management’ are excellent.”

Prof. Dr. René Schmidpeter

Depending on one's background, the online master's programme can be completed with 60 ECTS credits or with 120 ECTS credits. The former is aimed at graduates of a first degree in all subject areas with relevant professional experience.

The Sustainable Management study programme qualifies for positions such as business consultant for sustainable business transformation, managing director in companies that want to integrate sustainability into their business strategy, culture and organisation or founders of a company with responsibility for their social and ecological environment. The programme can also be attractive for heads of finance departments who write ESG-compliant investment applications in their annual planning, i.e. applications that take into consideration the areas of environment, social issues, and responsible corporate governance, and support other departments with regards to sustainable innovations and investments.

RAINBOW FAMILIES AND

GENDER-CONSCIOUS UPBRINGING

TWO BACHELOR'S THESES WIN DIVERSITY AWARDS

Twice a year, the best final papers in the field of diversity are honoured at IU International University of Applied Sciences (IU). In the academic year 2021/22, two social science bachelor's theses on the topic of rainbow families and gender-conscious education received the Diversity Award.

The IU Diversity Award has been presented twice a year since 2018, focusing on the research field of diversity. The winner receives 500 euros.

ON THE ACCEPTANCE OF RAINBOW FAMILIES

"Acceptance of rainbow families – do homosexual parents in our society encounter less acceptance than the classic family system?" Anika Dreesmann, who is a graduate of online studies in social pedagogy and member of a rainbow family herself, investigates this question in her thesis. In autumn 2021, she received the Diversity Award for this. "The work shows the challenges that rainbow families face and how important visibility is for the acceptance of all forms of family. This is something that Anika Dreesmann did extraordinarily well", explains Nicola Schmidt-Geheb, Equal Opportunities Officer at IU and jury member.

"My aim was to increase the visibility of alternative family structures," says

Dreesmann. In her work, she also describes bureaucratic obstacles in everyday life: "Many forms are based on the traditional father-mother-child family. After a birth, the child legally only has one parent initially, until the step-child adoption process has been

completed." Dreesmann particularly wishes politics would make bigger steps: "The discrimination resulting from the current legislation promotes heteronormative thinking."



GENDER-CONSCIOUS EDUCATION IN EARLY PEDAGOGIC INSTITUTIONS

“To what extent could gender-conscious education in early pedagogical institutions support the development of equal opportunities between the sexes? A critical view of possibilities and limits.”

With this research question, Jasmin Schüller, an online studies graduate in Childhood Pedagogy, researched this

question in her bachelor's thesis and was awarded the Diversity Award in the summer of 2022. “Jasmin Schüller raises awareness for gender-conscious education right from childhood. Her international outlook shows how diversity in everyday education can be promoted and provides a strong practical reference,” explains Nicola Schmidt-Geheb.

“Germany attained a mediocre score on the EU's gender equality index,” explains Schüller. As team leader in an international school in Singapore, she experiences daily how different cultures

and viewpoints collide, especially with regard to gender equality. “I want to work on role models, dissolve stereotype patterns and start to slowly change things,” she says. A new normal needs to be created in childhood to foster acceptance. “Gender-conscious education can accompany a new generation of open-minded people as they grow up,” explains Schüller. “This gives me hope that diversity will be recognised by even more people as a huge improvement.”



DIVERSITY DAY@IU

Diversity and equal opportunities are values at the heart of IU International University of Applied Sciences (IU) from the very beginning. They are essential to the institution's goal to enable access to education for everyone and have, in the past, significantly contributed to IU's successes. The common understanding at the institution is clear: Only with many great minds, individual strengths and voices can something meaningful be achieved in this world.

On 31 May 2022, we celebrated German Diversity Day, marking its tenth anniversary. This day is initiated by the **'Charta der Vielfalt' (Charter of Diversity)**, an association that fights prejudice and exclusion in the work environment. IU first signed the charter in 2019, thereby officially committing to diversity measures for respectful interaction – regardless of gender, nationality, ethnic origin, religion, worldview, age, disability, or sexual orientation. Nicola Schmidt-Geheb, Equal Opportunities Officer at IU, explains this voluntary commitment and membership in the association as follows:

“Diversity is anchored in the DNA of IU, part of our everyday lives, and firmly integrated into our vision.”

Not only within the institution itself, but also in initiatives and networks, IU strives to make equality and diversity

part of the lived culture in science and business. The concept of diversity shapes the work and study culture and manifests itself in a welcoming culture, where employees can feel safe, valued and part of a community. IU's efforts for equal opportunities and diversity were first recognized in 2022 with the TOTAL E-QUALITY award.

Diversity is more than an end in itself: “We understand diversity to be extremely enriching and are convinced that sustainable growth can only be achieved through different perspectives and potentials,” says Tim Kaltenborn, Director People Organisation & Culture.

On Diversity Day 2022, the IU celebrated this day with all employees with various activities. Lectures on various topics topped off the day. For example, Prof. Dr. Fabian van Essen, Professor for Special Education and Inclusive Education at IU, shared his experiences in the field

of “Diversity and inclusion in education” with those who were interested.

In addition, employees had the opportunity in a photo challenge to send a picture to the IU and show what diversity at the IU means to them. Establishing diversity goes beyond Diversity Day: Employees can continue their education on this topic in a specially created course at the institution.



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