

Report on Sustainable Development 2018 – 2020



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Fridays for Future, Scientists for Future, but also fake news and coronavirus pandemic are a few terms that run through my mind as I look back on the last three years. They mark a period of fierce struggle for science-based policies, with youth and science advocating for lasting changes in the way we deal with global problems. At the same time, populist and right-wing extremist ideas are gaining more and more ground worldwide, escalating from evil thoughts to evil words to evil deeds, to criminal and often radical right-wing actions.

At the same time, since 2020, all this has been overshadowed by the coronavirus pandemic, which is upsetting all familiar processes worldwide and causing the major world problems such as climate change, loss of biodiversity, and so on to fade into the background. And all of this is again accompanied by a cascade of fake news.

A doomsday scenario? I hope not.

With our Report on Sustainable Development, we show how the Eberswalde University for Sustainable Development (HNEE) endeavours, both on a small and large scale, to set positive examples to counteract these negative developments by implementing the principles of sustainability in all fields of activity, in studies and teaching, in research and transfer, and in governance. We, that is all students, all colleagues, do what we do best: we work for sustainable development, and we work on the Whole Institution Approach of the HNEE. What's that? See below, just keep scrolling ...

Is this megalomaniacal fake news? Judge for yourself, take a look at our sustainability report.

By the way: this will be my last sustainability report. On February 28, 2021, I will retire after more than 22 years as president. I would like to thank all my companions inside and outside the HNEE for the many years of fruitful cooperation ... and for their patience.

Wilhelm-Günther Vahrson

An era comes to an end

This is the last Report on Sustainable Development of the HNEE under the leadership of President Dr. Wilhelm-Günther Vahrson, who will hand over the reins of the university to his successor in March 2021. When he took up this post in 1998, many of the students here today were not even born yet. In his more than 22 years in office, he has left a lasting mark on the profile of the university and its reputation.

Wilhelm-Günther Vahrson has been a member of the Eberswalde University for Sustainable Development (HNEE) since 1993. Since 1998, as its president, he has been instrumental in continuing its 'green thread' and, with strategic decisions, has strengthened the university's formative motto 'With nature for people' as its profile.

From EMAS certification to sustainability management

The Eberswalde University for Sustainable Development (HNEE) is one of the pioneers of public institutions whose environmental management is certified according to the Eco-Management and Audit Scheme (EMAS). Vahrson has decisively supported and promoted this process. This has been recognised: the first environmental statement in 2009 was followed in 2010 by the presentation of the EMAS Award by the European Commission, which awards this prize every two years to organisations with exemplary environmental management. And in 2017, the President again accepted the EMAS Award in the category 'Public Sector Organisations' for the HNEE.

In the same year, after an intensive discussion process, the University of Applied Sciences Eberswalde was renamed the Eberswalde University for Sustainable Development. The name says it all – and will do so in the future. Sustainability is more than energy efficiency, green electricity, and waste separation. In particular, the social aspects of sustainability are demanded and appreciated by many university members – above all the students. The environmental certification was followed by certifications as

a 'family-friendly university' and a 'cosmopolitan university against xenophobia'. The wealth of activities for promoting sustainable development at the university is being strategically expanded and extended from resource-saving operations to the areas of teaching, research, transfer, and governance. To support him, the president established a sustainability staff unit.

The GreenCard, which serves as a student ID and as a semester ticket for the Berlin-Brandenburg Transport Association (VBB), has been available since the 2008/2009 winter semester. It almost goes without saying that it is climate-neutral. In 2014, the HNEE became the first climate-neutral university in Germany. The sustainability principles drawn up by the 'Round Table on Sustainable HNEE Development', an internal democratic body jointly supported by all the university's stakeholders, have been the guiding principle and benchmark for action at HNEE since 2013 →3 | Governance, p. 31.

The pioneering role in sustainability that the Eberswalde University for Sustainable Development has long held would be inconceivable without the foresight and impetus of its long-time president, who has also driven the stringent profiling with sometimes unconventional measures. In doing so, he did not always choose the path of least resistance. He was able to inspire the members of the university to follow, which is reflected in his repeated re-election and confirmation in office – both a sign of his recognition as a pioneer both in ideas and action.

Sustainability lecture and Whole Institution Approach

The systematic implementation of sustainability in teaching has been taking place since 2009 in the cross-curricular module 'With Nature for People – Introduction to Sustainable Development' for all beginners in the Bachelor's degree programs. The concept developed for this was published in 2018 by oekom-Verlag with the title 'Humans in the Global Ecosystem. An Introduction to Sustainable Development'. In this way, others will hopefully also benefit from the experience of the HNEE →Introduction to sustainable development, p.68.

The president has identified new possibilities and seized windows of opportunity for the university's continuous professional profiling, supporting colleagues in the acquisition of research projects as well as in the development of new academic programmes (e.g. Biosphere Reserves Management (BIOM)) →Range of courses, p. 54, and in establishing research centres such as the Research Centre [Sustainability – Transformation – Transfer] →Presentation of the research centre, p. 102.

In the transformative method of the Whole Institution Approach, the President takes the HNEE into a continuous process of reorganisation, which currently finds its expression in a revision of the existing mission statement. The associated participation process is largely coordinated by the Round Table, which has been established as a bottom-up body since 2010 and develops concrete proposals for the sustainable development of the university independently of status groups in order to present them to the Senate as a basis for decision-making. The President sees the Round Table as a cornerstone of his decision-making and actively involves it in his work.

When Wilhelm-Günther Vahrson leaves the Eberswalde University for Sustainable Development on February 28, 2021, he will hand over a well-prepared foundation and will thus hopefully find it less difficult to say goodbye, to bring things to a close, to hand over responsibility, to let go.

We are grateful for his strategic vision in profile development, the great commitment, the sometimes unconventional approach, and last but not least for his specific sense of humour.

Author

Dr. Uta Steinhardt, Chair of the Senate of the HNEE

2 | Development



The policy framework

As a university in the north-east of Brandenburg, the Eberswalde University for Sustainable Development (HNEE) is extremely specialised with its focus on the subject area of sustainability. It thus stands out from other universities due to the uniqueness of its profile. However, political and social conditions of the world outside the university do not stop at the doors of the HNEE and make action and reaction necessary. The importance of scientific freedom, the necessary adjustments due to Brexit, the Fridays for Future movement, new political actors, funding programmes and, most recently, the coronavirus pandemic have brought about a multitude of actions during the reporting period.

Between 2018 and 2020, the importance of independent, free science as well as teaching and research institutions was more present in the media, discussed more often in society and played a bigger role in political persuasion than ever before. Nevertheless, a further advance of anti-scientific, right-wing populist activities can very clearly be noted in this period: The Alternative for Germany party, AfD for short, is succeeding in the Bundestag and state parliaments; 'populist', right-wing ideas are worming their way into many places. After 2017, the second March for Science took place in April 2018 with scientists from all over Germany, including those from HNEE, met on the streets to make a joint statement for scientific freedom, knowledge- and research-based policies, and thus against alternative facts, populism, and fake news → marchforscience.de.

Universities have committed themselves to freedom of expression, freedom of research and teaching, and anti-racism and

anti-discrimination. The HNEE is no exception in this respect, but rather focuses on an international orientation in order to counteract the increased advance of right-wing extremist ideas, parties, and organisations, especially in the public sphere. Various events, many in close cooperation with the city of Eberswalde, testify for the university being a real constant in the areas of cosmopolitanism and welcome culture → [Equality and Diversity](#), p. 47.

Brexit does not detract from these efforts either, even though it poses new challenges, especially in the area of student mobility and in the field of science, which are not yet foreseeable in detail. It is therefore likely that exchange programmes such as ERASMUS+ will have to overcome greater obstacles in the future. International scientists in particular will have to find new ways of cooperating on joint research projects because they do not belong to the European Union → [Internationalisation](#), p. 15.

The worldwide Fridays for Future movement initiated by Greta Thunberg also had an influence on developments at the HNEE. Here, pupils and students clearly expressed their concern for the planet and its health and took to the streets to demand effective action from political actors to protect the climate. These included topics that inspired many people to step out of their comfort zone and were accompanied by concrete recommendations of less air travel, less consumption, more environmental awareness through renunciation. This movement has also been supported by Scientists for Future since March 2019. Both groups are present and active at HNEE → [Student Initiatives](#), p. 82.

In parallel, at the beginning of 2020 Germany committed itself to a much-discussed and controversial coal phase-out by 2038. This phase-out is considered to be much too slow, but is coupled with massive structural support in the affected coal regions. In Brandenburg, this concerns the region in the south, Lusatia. This political decision did not pass the HNEE by without a hitch. Committed students spoke out on this, criticising the pace of this scheme in an open letter to members of the Commission for Growth, Structural Change and Employment back in January 2019 → hnee.co.uk/E9902.

And then came the coronavirus pandemic, which began in late 2019 and upended previous normalcy in March 2020. Personal restrictions, the closure of social institutions, colleges, schools, shops, explicit hygiene regulations, avoidance of contact – sometimes drastic measures were imposed on society from the political level. Nationwide, universities also converted their operations to online formats in a very short time → [Consequences of the coronavirus pandemic](#), p. 14. At the same time, high-ranking scientists came to the public's attention – after all, they were the ones who made recommendations based on facts and their many years of research experience. However, coinciding with their commitment to science communication, there was a lot of Fake News surrounding the pandemic that shook society and put science to the test.

Science funding in Germany

Starting in 2020, the era of higher education pact funds provided by the federal government to universities came to an end. After the Higher Education Pact, funding was to continue – so it was necessary to discuss, formulate and adopt a successor programme in a timely manner. From 2021 onwards, there will be a 'Zukunftsvertrag Studium und Lehre stärken' ('Contract for the future to strengthen education and teaching', ZuSL), which, with new parameters as the assessment basis for the allocation to the federal states, clearly ends the strong fixation on the number of students in the first university semester. In the future, first-year students in their first semester at university will only be weighted at 20 %, students in the standard period of study (plus two semesters) will count for 60 % and graduates for another 20 %. These different parameters reflect the universities much better. The focus is moved from the exclusive promotion of first-year students to rewarding graduates. For the HNEE, this means a much better reflection of its performance.

In 2018, the institution of University of Applied Sciences (UAS) celebrated its 50th anniversary nationwide. At the same time, after lengthy discussions and negotiations, a new programme worth 430 million euros over eight years was launched nationwide with the aim of increasing the appeal of professional careers at universities of applied sciences. In

addition, 60 million euros a year over a period of five years will flow into strengthening research at universities of applied sciences, from which the HNEE has been able to benefit regularly in the past. However, the amount was not yet known at the time this Sustainability Report went to press on December 15, 2020.

Brandenburg for Future

In 2019, the citizens of Brandenburg elected the Kenya coalition. With Dr. Manja Schüle, the Ministry of Science, Research and Culture of the State of Brandenburg (MWFK) got a new minister, who also visited the HNEE in September 2020. The state government has been focusing in particular on Lusatia for some time now. In the higher education sector, this still concerns the development of the Brandenburg Technical University Cottbus-Senftenberg (BTU), which is located there and whose student numbers have continued to decline significantly.

There were also many elections for the presidents of Brandenburg's universities between 2017 and 2019, with new heads at the Technical University of Wildau (TH Wildau), the University of Applied Sciences Potsdam (FH Potsdam), the Brandenburg University of Technology (TH Brandenburg), and the Viadrina in Frankfurt/Oder. The former president of the BTU, Dr. Jörg Steinbach, was appointed to the Brandenburg cabinet as Minister of Economics in 2017. At all other universities, including at HNEE, the incumbents were re-elected → [Chronicle](#) | 2019, p. 26.

On January 1, 2018, the second higher education contract was concluded between the MWFK and the universities. In this context, university-specific and inter-university projects were funded by the Ministry. New projects include the 'Open Access' project, health management → [Health management](#), p. 45, the network of Brandenburg universities for the promotion of sustainability, which is coordinated by the HNEE → [Education for Sustainable Development](#), p. 20, and the topic area 'Good Work'.

In November of the same year, the German Rectors' Conference (HRK) adopted the recommendation 'Towards a Culture of Sustainability', advising all higher education institutions, depending on their profile and conditions, to give sustainable development a special role in their system of objectives. In addition, climate action weeks were launched at universities throughout Germany.

Authors

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Developments

The HNEE wants to continue to set impulses in the field of sustainability - after all, since its foundation it has drawn the 'green thread' between all the academic programmes and in 2010 consequently renamed itself the University for Sustainable Development due to its profile and its strong teaching and research topics focused on sustainability → 3 | *Governance*, p. 41. In the university contract, for example, the HNEE pledges to keep its ecological footprint low, to promote climate-friendly mobility and to make sustainable purchases. But the HNEE must not rest on its laurels either. For example, it is currently concentrating more on the subject area of social sustainability - here, too, in teaching, research and administration.

Key points from the higher education contract

An important point in the university contract is the financing of the HNEE. The basic budget of the educational institution shows only a slight increase. This stands in contrast to the negotiated agreed increases. In addition, there was a change in the funds for profile and structure development during the reporting period, as well as a slump in the Higher Education Pact funds, which meant that some tasks from this area had to be reallocated to the basic budget.

However, the development in the area of third-party funding is particularly pleasing. There has been a steady increase in funds raised for many years.

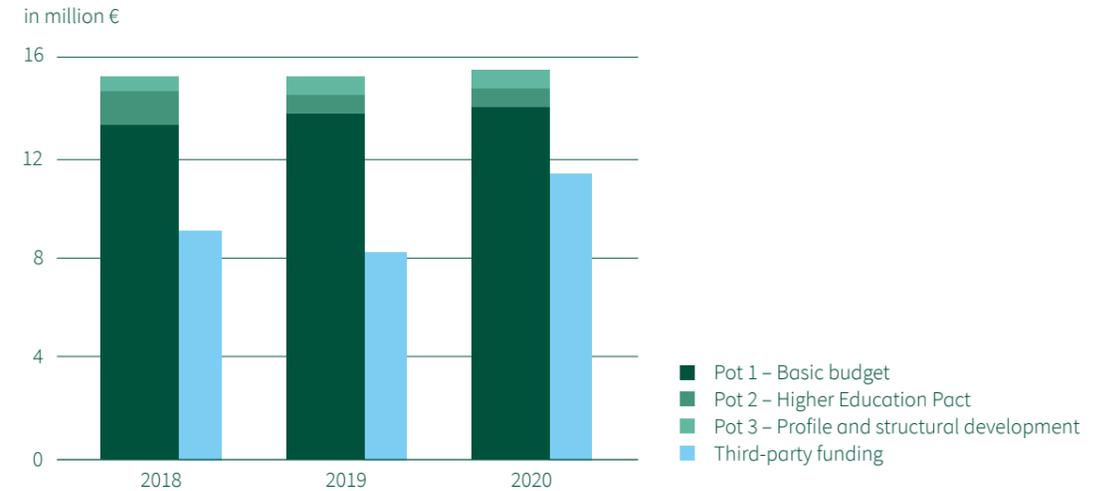
The HNEE is undergoing an in-depth strategy process in which, among other things, the goal of the Whole Institution Approach is being more clearly defined. This term originates from the environment of Education for Sustainable Development (ESD) and means that the entire organisation, all its fields of work from the courses and teaching areas, the research and transfer topics to the administration, from the building management to the personnel management, consistently pursues and implements the goals of sustainable development. The draft of a general mission statement for the university derived from this strategy process is currently under discussion. At the

same time, a transfer strategy, a research strategy → hnee.de/strategiepapiere and a mission statement "Teaching" were developed and adopted → University-wide strategy process, p. 22.

With the involvement of the State University Council and external experts, the Faculty of Sustainable Business has been undergoing a reorganisation since 2019 with the aim of focusing much more clearly on the issues of sustainable development, expanding the HNEE's expertise in the field of social sustainability, and thus strengthening the university's core profile. This reorganisation will take effect in the winter semester (WiSe) 2021/2022 and will offer a total number of about 540 study places with about 120 admissions in the degree programme 'Sustainable Economics and Management' (NOEM), a further development of the previous degree programme in Business Management, as well as about 90 admissions in the three Master's programmes Sustainable Tourism Management, Sustainable Business Management, and the new degree programme Sustainable Entrepreneurship and Social Innovation (MASESIN) → [Range of courses](#), p. 54.

Major projects in the IT area are defined and, in part, tackled with delay due to the effects of the 2020 coronavirus pandemic; for example, the campus management system will be updated to Campus-Net NT, and the teaching management system (LMS) will be converted to Moodle → [Digital teaching](#), p. 62.

Revenue by source of funds



The new research centre [Sustainability – Transformation – Transfer] is to provide new impetus in the field of sustainability, especially in sustainability transfer, in order to position the HNEE in a sub-segment of the international sustainability discussion → [Presentation of the research centre](#), p. 102.

Consistently, the HNEE has been coordinating the development and implementation of ESD at all universities across Brandenburg since 2019 → [Education for Sustainable Development](#), p. 20.

Future programme for the universities of applied sciences in the state of Brandenburg

In 2018, Brandenburg's UAS had the opportunity to participate in the application process of the 'Future Programme for the Universities of Applied Sciences of Brandenburg (FH-Zukunft-BB)'. They submitted concepts for the establishment of research training groups, for new professorships, and for the expansion of capacities and strategies. Initially, five positions were successfully applied for to expand strategic development in the areas of quality management, university controlling, and research and transfer funding. The latter is bundled in the newly structured InnoSupport Research | Start-up | Transfer → [Range of tasks of InnoSupport Research | Start-up | Transfer](#), p. 107 and strengthens third-party funding capability by establishing acquisition and administration structures. This decision was timely and considered necessary: with more than ten million euros in third-party funding and an increase of 20%, 2020 was the year with the highest revenue since the university was founded on April 1, 1992. In the process, 213 projects were completed, the number of research professorships was increased to currently eight, and applications were submitted for state, federal, EU, and other programmes. In some EU projects, HNEE has the lead → [Research activities](#), p. 99.

Early on, the Research Training Group was oriented towards the topic of 'Process design for the implementation of biodiversity-conserving land use - focus on biosphere reserves (ProBio-LaB)'. Nine professors with strong research backgrounds from the faculties of 'Forest and Environment', 'Landscape Management and Nature Conservation', and 'Sustainable Economy' provided the thematic input for a successful proposal, which included a graduate college with five qualification positions,

three professorships, one postdoc position and one position for coordination. Since 2020, this project has been established as the interdisciplinary Biosphere Reserves Institute (BRI). The PhD programme cooperates with the Leuphana University in Lüneburg → [Biosphere Reserves Institute](#), p. 114.

In parallel, a joint graduate research group on the topic of 'Integrated Engineering' was established with the Brandenburg University of Technology Cottbus-Senftenberg (BTU) and the Technical University Wildau (TH Wildau) with the involvement of the Faculty of Wood Engineering. In addition, two further professorships have been approved to increase capacity. However, they are currently not filled due to budgetary reasons.

Changes in the academic programme

In addition to the above-mentioned restructuring and new programmes, further changes have been made to the academic programme:

For the winter semester 2020/2021, the start of the tuition-financed continuing education programme (Master) 'Education – Sustainability – Transformation' (BNT) was successfully realized with 21 students. At the same time, enrolment in the Master's in Municipal Economics was discontinued. The Faculty of Wood Engineering ambitious attempt to launch a dual degree programme in wood mechatronics was suspended after three attempts, and a new launch in 2023 will be discussed in 2022.

As of December 2020, HNEE has 1771 study places in 20 academic programmes. In most cases, they are in high demand, and most courses have restricted admission. The number of students increased by almost 200 to 2302 during the reporting period and the proportion of foreign students rose to 10% (as of: December 15, 2020) → [Developments in the area of study and teaching](#), p. 54.

Rooms are needed for all these activities: the planned extensions to the Waldcampus (approx. 4000 square metres of floor space) were hotly debated. It is still uncertain when they will come. As an interim solution, the HNEE is increasingly renting space in the area close to the campus.

Upheavals in the personnel sector

The flexibilisation of the staffing plan from 2019 made it possible to develop a separate staffing plan and, in close consultation with the staff councils, to make a large number of criteria-bound fixed-term contracts (in 24 contractual relationships).

The most significant changes are taking place among the professors: In the next few years, many of the staff who joined the university when it was founded in the 1990s will be leaving. This and the new programmes just mentioned are leading to a large number of appointment procedures: For example, twelve procedures were started in 2020 alone. Only about three to four of these were normal up to now. The HNEE hopes to be able to professionalise these procedures through the 'FH Personal' project of the Federal Ministry of Education and Research. During the reporting period, the number of professorships increased from 61 in 2018 to 66 in 2020.

Another change took place in the university management: Markus Koenecke became the new chancellor in October 2020, replacing Jana Einsporn. On February 28, 2021, President Wilhelm-Günther Vahrson will retire after more than 22 years in office → *An era comes to an end*, p. 6, and thus there will also be a new election for the Vice-Presidents Heike Walk and Alexander Pfriem.

Consequences of the coronavirus pandemic

For HNEE, the coronavirus pandemic initially meant complete closure and conversion to online formats, decided by the state government on Friday, March 13, 2020, and effective Monday, March 16, 2020, the start of the summer semester. Swift action and rescheduling were required. Students learned and lecturers taught online. The university library and PC rooms closed. A university crisis team was set up, which dealt with the current guidelines and regularly communicated them to specific target groups within the university. Particular challenges were to pass on the rapidly changing framework conditions and regulations of the federal government and the state in a timely manner as well as to appropriately cast the very practice-oriented modules of the HNEE in new formats. This has not always been possible on a one-to-one basis in online formats due to the practical nature of the work. This required a great deal of creativity and understanding on the part of both students and lecturers. Additionally, the easing of restrictions and the hope for normality made new rescheduling necessary. Hybrid courses – rooms in which only about one sixth of the capacity was available due to the distance regulations – required a great deal of additional organisational and technical effort.

All colleagues at the university were similarly affected. In administration, mobile working first had to be learned; in research projects, for example, it was necessary to deal creatively with prohibited business trips, cancelled conferences, events and a temporary ban on access to the university.

During the second partial lockdown in the fall of the same year, the university felt better equipped to deal with the potential constraints because of its well-established crisis team. Both preparations for online teaching → *Digital teaching*, p. 62, the division of teams, and the gradual planning of possible further lockdowns was better implemented.

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Internationalisation

The aim of the HNEE is for qualified graduates and employees to carry the principle of sustainable action beyond the university and to actively live these principles in society. Students, lecturers, and guests from other universities and institutions are welcome at HNEE to study, teach, and strengthen mutual learning in the field of sustainability. They enrich diversity at the university in a special way and thus make an important contribution to intercultural tolerance in the city and the region. Internationalisation is seen as a cross-sectional task that affects the faculties, the central institutions, and the administration of the HNEE. At the same time, it is an opportunity in the competition for the best minds – be it students or staff – and is thus increasingly indispensable for maintaining and increasing the attractiveness of the university. The number of international students increased from 137 (2018) to 202 (2020).

Internationalisation has become an indispensable part of the HNEE. After an intensive discussion process, an internationalisation strategy was adopted by the Senate for the first time in 2015 and the position of the Internationalisation Officer was created. The tasks of this position include supporting the implementation of the internationalisation strategy and advising the Executive Board on strategic issues. For effective coordination of international research cooperation, an EU Research Unit was also established at HNEE → *European and international research*, p. 100, to assist, among other things, with EU research applications and contract preparation as well as project management and coordination. At the same time, it plays an important role in providing professional and strategic advice to staff on possible funding programmes, especially in the area of research and transfer.

Language training as a door opener for the international labour market

Students at the HNEE are prepared for the international job market through high-quality language training and the promotion of intercultural skills. In the Language Centre, an international team of qualified lecturers offers language courses across all faculties and, since 2019, also an intensive German language course that prepares students for the

DSH examination, a German language test for university admission. This course was designed in 2017 as a German course for refugees and opened to prospective international students → *Language Centre*, p. 69.

More international networking in the academic programmes

At the faculty level, two new international Master's programmes were developed and established: Forestry System Transformation (FST) in WiSe 2018/2019 and Biosphere Reserves Management (BIOM) in WiSe 2020/2021 → *Range of courses*, p. 54. The BIOM academic programme is supported by the Biosphere Reserves Institute (BRI), an institution at the HNEE that combines the specific expertise on biosphere reserves at the university and consists of a research training group in cooperation with Leuphana University Lüneburg → *Biosphere Reserves Institute*, p. 114.

At the same time, various academic programmes, such as the Master's degree programmes in Forest Information Technology (FIT) and Eco-Agricultural Management (ÖAM), have realigned their academic programmes, reintegrating collaborations with international partner universities: universities. In the case of ÖAM, there is a partnership with Zurich University of Applied

Sciences (ZHAW) in Switzerland. Regarding FIT, new cooperative academic programmes were established in Finland, Spain, and Vietnam.

Realignment of the International Office

The International Office was reorganised in 2017 and integrated into the Student Services department, with a focus on, among other things:

- Supporting staff members in applying for additional funding in the area of internationalisation, e. g., ERASMUS+, support from funding line KA107 and KA2 and in calls for proposals from the German Academic Exchange Service (DAAD).
- increasing the international mobility of students and staff to the HNEE and vice versa.
- Expansion of advising and support for international full-time and exchange students in cooperation with the Welcome Centre of the Student Services Department

Improving mobility

In the area of personal mobility (students, lecturers, and staff), progress has been made up to 2020. The number of incoming students in the 'ERASMUS+ MOBILITIES' programme with partner countries (this includes all countries that are mainly non-European) increased from 20 (2018) and 19 (2019) to 24 students in 2020 during the reporting period. The number of full-time international students at the HNEE has increased from 137 to 202 during this period – that is 10% of the total number of students → [Developments in the area of study and teaching, p. 54.](#)

There was also a positive development in the incoming staff. In 2018, 23 employees from other universities came to HNEE. In 2019, that number was already 38. Due to the impact of the coronavirus pandemic, all staff exchanges had to be cancelled as of March 2020.

There was also an increase in HNEE students going to a partner university for an exchange semester. 23 students took advantage of this programme in 2018, 35 in 2019, and 28 in 2020.

In addition, numerous international events took place, including summer schools, master classes, guest lectures, and many more, in which international guests, students, and HNEE staff took part. This included, for example, the 2018 Summer School for the project 'GeoServices – 4 – Sustainability' (GeoS4S) → [hnee.de/GeoS4S](#), which was one of the largest projects at HNEE in the reporting period with 74 participants from Thailand, China, and Europe. In the same year, the 'European Masterclass on eTourism' was also held for the first time → [hnee.de/E9720](#).

The exact number of participants in all HNEE events geared towards international exchange is not yet known. This is to change in the future following the continuation of the internationalisation strategy from 2015.

Funding for international projects

HNEE has been able to attract funding under ERASMUS+ Key Action 1 'Mobility with Programme and Partner Countries' every year since 2016 (1,632,782 euros in total since 2016). Key Action 1 focuses on the promotion of individual mobilities in the framework of cooperation with Programme Countries (countries within Europe) and Partner Countries (countries

outside Europe). Within Europe, mobility, and cooperation projects with universities in the Netherlands, Finland, Spain, Portugal, Poland and France were carried out in the ERASMUS+ programme line with programme countries, but also in ERASMUS+ projects in Key Action 2 and via other funding bodies. In the case of the partner countries, the focus in the application process to date has been on Albania, Kosovo, Ukraine, Ghana, South Africa, Moldova, and Myanmar.

The International Office has also supported staff in central applications in the field of international affairs, such as the DAAD programme 'HAW International – Internationalisation of Universities of Applied Sciences', through which the project 'Transformation for a Sustainable Development in South-East Asia' was successfully applied for (TranSEA; 2019 to 2023, 998,243 euros). The establishment of this competence centre is intended to promote the further development and expansion of academic partnerships in Southeast Asia and to connect the various activities and projects. In addition to the exchange of staff and students, the focus lies on consolidating and strengthening cooperation with practice partners from Southeast Asia. Through the project, the HNEE aims to gain expertise on the region while bringing together all existing activities in the region and creating synergies. The two faculties 'Forest and Environment' and 'Sustainable Business' are particularly involved here, having cultivated academic partnerships for years and implemented ERASMUS+, BMBF and DAAD projects with partner universities in Myanmar, Vietnam, Cambodia and Thailand → [hnee.de/transea](#).

The ERASMUS+ partner country cooperation with the National Forestry Technical University of Ukraine in Lviv (UNFU) has resulted in a successful application for the DAAD programme called 'Joint Digital Future: A Ukrainian-German Partnership for digitally supported Learning and Teaching' emerged (September 1, 2020 to August 31, 2022; 200,000 euros) → [hnee.de/E10980](#) → [Centre for Econics and Ecosystem Management, p. 115.](#)

In addition, the faculties were able to acquire various → [List of Publications, p. 126](#) international third-party funded projects, such as the project 'BioEcoN – European-Vietnamese Higher Education Network for Sustainable Forestry and Bio-Economy' in the ERASMUS+ 'Capacity Building in Higher Education' programme line. The HNEE is cooperating with an international team consisting of researchers from two European universities, Valladolid (Spain) and South-Eastern Finland University of Applied Sciences, as well as the Vietnamese universities Thai Nguyen University of Agriculture and Forestry, VNU University of Science and Vietnam National University of Forestry. BioEcoN promotes environmental and economic sustainability in the bioeconomy sector at the interface of academic concepts and available graduate programmes. It requires skill and expertise. The project addresses the academic, methodological, and institutional capabilities of all universities through the design and development of a new blended or e-learning programme for graduates → [hnee.de/bioecon](#).

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Manuela Pelz, Coordinator of the International Office

HOCH^N – Sustainable development at universities

In the period from January 2019 to October 2020, the HNEE participated in the joint project HOCH^N 'Sustainability at universities: develop – network – report', which was funded by the Federal Ministry of Education and Research. This was preceded by an initial funding phase for the HNEE (January 2017 to December 2018), focusing on the 'Transfer' field of action and funded by the Ministry of Science, Research and Culture of the State of Brandenburg. The interdisciplinary research team of the HNEE developed the concept of sustainability transfer.

The joint project HOCH^N combined practical and scientific demands and pursued the overriding goal of promoting sustainable development at universities. For this purpose, expert knowledge and process competencies on the topic were bundled, processed, and further expanded. Specific sub-goals were:

- Establishment of a network for the exchange of experience
- Development of a common understanding of sustainability
- Promotion of sustainable university development in the areas of teaching, research, transfer, governance, operations, and sustainability reporting
- Preparation of guidelines for sustainable university development for these fields of action

In addition to the HNEE, ten other German universities cooperate in the network. The Free University of Berlin, the University of Bremen, the University of Duisburg-Essen, the Eberhard Karls University of Tübingen, the University of Hamburg, the Leuphana University of Lüneburg, the Ludwig Maximilian University of Munich, the Technical University of Dresden, the University of Vechta, and the University of Zittau-Görlitz → [hochn.uni-hamburg.de](#).

Responsibilities and goals of the HNEE

As a sustainability pioneer among German universities, the HNEE contributed its experience to the work of the network, especially in the areas of governance, teaching, operations, and sustainability reporting. The focus of the HNEE team was on the topic 'Transfer of Higher Education for Sustainable Development'.

'Transfer' forms an interface between university and society. The central functions of universities are teaching to educate and train students as well as researching to generate knowledge. These functions can come to nothing if they remain 'in the ivory tower of science' and no connections are made to society. The German Rectors' Conference (HRK) calls on universities to provide impulses for dealing with major social challenges.

Thus, the HRK General Assembly of November 14, 2017, stated:

"Universities develop and define their central role in constant dialogue with all societal forces. In fulfilling this role, they provide services that are of crucial importance for Germany's scientific, economic, social, and cultural development."
→ [bit.ly/3ohvmlI](#)

The HNEE team brought together the previously separate thematic and research strands of ‘transfer’ and ‘sustainable development’ at universities and developed the new concept of ‘sustainability transfer’ from this. The conceptual work was based on the diverse activities and experiences of the HNEE colleagues with sustainability transfer. In addition, interviews with experts were conducted and interim results were discussed within the HOCH^N network and at specialist events.

Results of sustainability transfer

Sustainability transfer in practice-university cooperations can be described on the basis of the sustainability orientation, the transfer actors and topics, as well as the different degrees of complexity. An important concern of the working group was to anchor ‘transfer’ not only in Third Mission but also in the core functions of teaching and research at the university. They form the professional basis for the discussion of sustainability issues in exchange with practitioners from business, politics, administration, and civil society. This can be illustrated by two examples from the HNEE:

Sustainability transfer in teaching takes place at the InnoForum Ökolandbau Brandenburg → innoforum-brandenburg.de. This network forms an open platform for a continuous exchange between practitioners, students, and academics. It is connected to the academic programmes ‘Organic Agriculture and Marketing’ (B.Sc.) and ‘Organic Agriculture and Food Systems’ (M.Sc.), previously Organic Agricultural Management (M.Sc.). Around 80 partners from the organic food and farming sector, science, civil society, and interest groups are represented there → [Innovationsforum Ökolandbau Brandenburg: linking teaching, research, and practice, p. 108](http://Innovationsforum%20%C3%96kolandbau%20Brandenburg%3A%20linking%20teaching%2C%20research%2C%20and%20practice%2C%20p.%20108). The cooperation between companies and the university results in innovative teaching concepts, e. g. research-based learning, through which students gain insights into real (organic) agriculture and companies in the value chain. The students are confronted with practical questions and the companies, in turn, receive answers to their questions. For example, students in the ‘Project Study Partner Organic Farm’ module in the academic programme ‘Organic Agriculture and Marketing’ (B.Sc.) work in groups on issues on a farm, where they are also assigned one day a week to be taught by the farm managers. The module was awarded the Ars legendi Prize of the Donors’ Association for the Promotion of Sciences and Humanities in Germany for excellent university teaching in 2017 → stifterverband.org/ars-legendi-preis.

Sustainability transfer in research can be illustrated by the project on guitar construction without tropical wood. Tropical woods are traditionally used in guitars and also in other instruments. Some of these are subject to increasing trade restrictions due to stricter species protection measures. With the desire to replace tropical woods, Bestacoustics Reinhardt GmbH from Tübingen – a manufacturer of guitars – initiated a joint research and development project with the HNEE. The aim was to come close to guitars made of woods such as mahogany or rosewood in terms of sound by using local woods and thus make do without tropical woods in the future. For this purpose, a thermal modification process was developed to improve and optimize the sound properties of native hardwoods. The tropical woods in the guitar body could thus be substituted with modified domestic woods. The result was presented at the Musikmesse in Frankfurt/Main 2017: acoustic guitars that are made without tropical wood, but are just as sonorous as conventional guitars. These tropical wood-free guitars have been

manufactured and distributed since late 2017 under the brand name rECOTimber → Chronicle | 2018, p. 24.

The HNEE team created a guideline that can be used for planning sustainability transfer in teaching and research. Transfer formats and phases of sustainability transfer are crucial for implementation. Furthermore, two handouts with practical tips and hints for everyday university life were created.

These and other results can be viewed online at → hnee.de/E8878

Outlook: Sustainability transfer with transformation potential

The HOCH^N project has shown that sustainability transfer is an important element of sustainable development at universities. It is precisely in the debate and cooperation with practitioners that universities can make important contributions to sustainability transformation – and conversely take up impulses from society and use them for their own sustainability transformation.

Thus, sustainability transfer fits very well with HNEE's profile. As a university of applied sciences, it pursues an application- and practice-oriented approach in teaching and research. This is reflected in a wide range of transfer activities, from classic technology transfer to participation in social debates → [Transfer activities: From technology transfer to participation in social debates, p. 106](http://Transfer%20activities%3A%20From%20technology%20transfer%20to%20participation%20in%20social%20debates%2C%20p.%20106). Results from the HOCH^N project have in turn been incorporated into HNEE's strategy process → [University-wide strategy process, p. 22](http://University-wide%20strategy%20process%2C%20p.%2022), especially the 2020 transfer strategy → hnee.de/strategiepapiere and the conception of the research centre [Sustainability – Transformation – Transfer] → [Presentation of the research centre, p. 102](http://Presentation%20of%20the%20research%20centre%2C%20p.%20102).

Authors

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“I dream of a society that can get excited about change.”

Julius Gebler
Student in the Bachelor's programme in Forestry

Education for Sustainable Development

Since October 2019, the HNEE has been coordinating the Sustainability Working Group (WG) at Brandenburg universities. The aim of the working group, which includes eight state universities in the country, is to anchor university education for sustainable development in the minds of all university members in the long term. This includes eight state universities in the country. The WG thus contributes to the implementation of Goal 4.1 of the Brandenburg Sustainability Strategy and fulfils the mandate of the Brandenburg Higher Education Agreements 2019 to 2023.

The topic of education for sustainable development, or ESD for short, found its way into Brandenburg's higher education contracts against the backdrop of Brandenburg's sustainability strategy (update of 2019, → bit.ly/3ivCjxy). It formulates Objective 4.1 for the area of higher education: 'Encourage, support and allow serious participation of students and graduates as key shapers of sustainable development.' (Ministry of Agriculture, Environment and Climate Change, 2019). National ESD monitoring processes had identified development potential for anchoring higher education ESD at state level. The Brandenburg Ministry of Science, Research and Culture (MWFK) and Brandenburg's universities took up the challenge and set themselves the goal of systematically anchoring sustainability in the university landscape.

Status quo on ESD at Brandenburg university

At the beginning of the work of the coordination office, an inventory of sustainability in all Brandenburg academic programmes was taken. This was to enable an assessment of the status of sustainability in the curriculum. The survey found that 30 percent of Brandenburg's degree programmes had a sustainability connection (particularly in engineering and natural sciences, survey period December 2019 to February 2020). This was more strongly visible in about 12 % of the academic programmes, although there was still potential for development in terms of the qualitative and permanent integration of sustainability. Beyond the curricular level, there is a very active commitment to sustainability at some universities.

At the HNEE, 100 % of the academic programmes are related to sustainability at the curricular level. There are however, qualitative differences in the intensity of the integration; there is potential for development here in the methodological orientation of the teaching/learning formats to the development of competences relevant to sustainability. In addition, the HNEE has continuously developed as a transformative place of learning. The interdisciplinary introductory lecture for all first-year students on the fundamentals of sustainable development has been given a more project- and practice-oriented focus as of the 2020/2021 winter semester. Like many of the HNEE's teaching/learning formats, it is intended to make a stronger contribution to sustainable urban development in order to stimulate the transfer between the university and the city of Eberswalde → [Introduction to sustainable development](#), p. 68. In addition to transdisciplinary formats such as project workshops and service learning → [Innovative forms of teaching](#), p. 70, one of HNEE's development goals is to further expand the theory-practice link in the university's operational sustainability management → [Sustainability management – a development process](#), p. 32. As a pioneer in this field, the HNEE can stimulate the transfer of know-how with other universities in the state and at the same time benefit from the exchange of experience with them.

Goals of the Sustainability Working Group at Brandenburg Universities

With the establishment of the Coordination Office for Sustainability at Brandenburg Universities at the Vice President's Office for Studies and Teaching at the HNEE in 2019, the course was simultaneously set for the working group (WG) of the same name, which should be the foundation for better networking. As a result, the sustainability commitment of the eight state universities in Brandenburg is made visible and actors and good practice for sustainability at the universities are identified. This is intended to ensure that, in addition to networking in Brandenburg, contacts can also be established with state and national actors in higher education ESD. In a first step, examples of sustainability from the fields of teaching, research, governance and transfer will be collected. Selected examples of good practice are bundled on a platform → nachhaltigkeit-an-brandenburger-hochschulen.de.

The WG supports universities in their continuous development by initiating strategy processes and providing advice. This is done with the support of the coordination office at the HNEE. Specific goals and measures for individual fields of action are then developed together with the relevant actors and tailored to the profile of the respective university. In addition, regular WG meetings are held to exchange views on selected fields of action, e. g. in November 2020 on the focus topic 'Sustainability in Teaching'. Further meetings for the fields of action research, transfer, and governance are planned. The team uses the gained experience, for example, in the joint project HOCH^N → HOCH^N – Sustainable development at universities, p. 17 to develop new advisory and training formats.

Brandenburg as a location for diverse sustainability studies

Long-term awareness of sustainability is developed by a variety of measures. The impetus comes from continued education and coaching programmes, as well as mission statement and strategy processes. In order for Brandenburg to develop as a location for diverse sustainability studies by 2023, permanent

personnel, financial and legal structures are essential. In the view of the WG, the topic of sustainability must be included in the central strategy documents of the universities and the state (Higher Education Act, university development plans and contracts, strategy and mission statement documents, etc.). A prerequisite, however, is that universities establish an understanding that sustainability is a task for all disciplines and groups of actors. The participation of students plays a special role here. There should be a state-wide, long-term support structure for their sustainability commitment.

Authors

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University-wide strategy process

In the course of the recommendations on higher education governance of the Council of Science and Humanities, higher education institutions are encouraged to design their strategic processes and governance structures with regard to societal challenges and in accordance with their own circumstances and possibilities → bit.ly/3s16RRt. The discussions about qualitative growth and quality of life require the HNEE to have a visible sustainability profile and transformative solutions for innovations that are oriented towards both international and regional needs. Against this background a university-wide strategy process was launched at the HNEE in November 2018 with the aim of involving all university members in a joint process for strategic university development.

Initiated by the Vice President for Studies and Teaching, the strategy process began with a preparatory meeting open to all university members. In November 2018, the 'Round Table on Sustainable HNEE Development' → [Sustainability management – a development process, p. 32](#) met in preparation for the Higher Education Strategy Conference to search for ideas, expectations, and relevant topics from the various university groups. The aim for the further process was to reduce information deficits among university members on existing, ongoing, and planned development and decision-making processes within the university. The strategy development process was therefore deliberately designed to be a participatory and bottom-up process.

Different activities were to be brought together, dialogue on strategically important issues promoted, and transparent structures established. Appropriate communication helped to structure the many internal university processes, decision-making channels, structures, and heterogeneous interests. Furthermore, participation possibilities for the different university groups were elaborated and applied.

The University Strategy Conference then took place on February 14, 2019, where formulated ideas and expectations were further developed in mixed groups by all involved university members. The focus was on the following questions:

What are the goals for the next five years under the existing higher education contract (2019 to 2023) → [Key points from the higher education contract, p. 12](#), taking into account the need to develop the next higher education development plan (2021 to 2025)?

Which decision-making/communication/working structures should/must be (further) developed for this purpose?

After around 130 members of the university had discussed various topics at the strategy conference and summarised their results in text documents, the university management, the Board and the Senate of the HNEE participated in a further round to evaluate and cluster the results to plan specific measures. The resulting documents could be divided into four thematic areas with corresponding contact persons and coordinators, who worked together with the HNEE staff in working groups over the years 2019 and 2020:

Studies and Teaching, responsible: Vice President for Academic Affairs

- Development of a teaching model with a focus on education for sustainable development
- Establishment of projects in the field of social sustainability and service learning
- Expansion and promotion of innovations in teaching

Research and Transfer, responsible: Vice President for Research and Transfer

- Revision of the transfer strategy incl. stocktaking
- Establishment of the transfer indicator of the Ministry of Science, Research and Culture (MWFK)
- Transfer catalogue is being revised to form the Higher Education Competence Atlas

Administration and Personnel, responsible: Chancellor of the university

- Elaboration of a personnel development concept incl. further training and a welcome- and farewell-culture
- Development of a service agreement for mobile working
- Improve collaboration between administration and faculty

Cross-thematic, responsible: President of the university

- Growth and the HNEE's understanding of sustainability
- Faculty structures
- USP, HNEE profile, and corporate identity with the goal: Whole Institution Approach → [Key points from the higher education contract, p. 12](#)

The process was concluded at the beginning of October 2020 during a final online conference with significant results. For the first time, there is a mission statement for teaching at HNEE → [Mission Statement Teaching, p. 52](#), which was developed in a participatory process and adopted by the Senate in October 2020. The teaching mission statement serves students and teachers as orientation and identification for the teaching and learning processes at the HNEE and will in future be communicated both internally to all members of the university and externally to stakeholders from politics, cooperation partners, and in particular prospective students. The following developments have taken place within this framework: in 2019, a new module on the topic of service learning was launched, in which students can concretely link their voluntary and civic involvement and the associated practical work with teaching at HNEE. → [Service Learning, p. 71](#). A pilot project on student employment and social counselling followed in September 2020. The previously established sustainability lecture, which is part of the compulsory annual programme at the start of studies at the HNEE, was cast in a new didactic and interdisciplinary format. For the first time in the winter semester 2020/2021, 400 first-semester students will study the topic of sustainability in 30 different projects → [Sustainability management – a development process, p. 32](#).

With regard to the cross-thematic areas, an external expert opinion has been prepared, where the sustainability principles should be revised in addition to the teaching mission statement → [Sustainability principles, p. 33](#). This process started in November 2020 with the participation of the 'Round Table on Sustainable HNEE Development' and expert support from the Research Centre [Sustainability – Transformation – Transfer]

→ [Presentation of the research centre, p. 102](#). It is scheduled for completion in the first half of 2021.

Already completed are the new strategies in the areas of research and transfer → hnee.de/strategypapiere. On 17 September 2020, the research strategy, developed by the Research Commission of the Eberswalde University of Applied Sciences between January and August 2020, was adopted by the Senate of the HNEE. The focus here is on application-oriented research for sustainable development up to 2030. The aim is to achieve a higher reputation in this area, whereby the HNEE sees itself as a source of impetus. The goal is a transformation towards sustainability by means of interdisciplinary and transdisciplinary research, whereby strategic goals are also named and refer to the institute's own research priorities → [Research activities, p. 99](#). This was followed on November 25 by the Senate's decision on the new transfer strategy. Under the motto 'Transfer Strategy | Mission Sustainability – Implementing Sustainability Transfer Effectively', the focus is on understanding transfer and sustainability transfer. The HNEE sees itself as a pioneer for the latter. In the future, the university will strive to work on practical sustainability problems together with practitioners on an equal footing. This is intended to contribute to sustainable development with a focus on sustainability transfer in practical-university-cooperation → [Transfer activities: From technology transfer to participation in social debates, p. 106](#).

The personnel development concept will be drawn up in 2021 on the basis of feedback and needs and successively implemented. In general, the feedback shows that topics such as personnel development, onboarding, and offboarding are met with a positive response. The employees see many opportunities for improving their working environment as well as for their personal development in personnel development. Due to their important role in personnel development, special attention is initially paid to managers: They should be given more support in carrying out their management and leadership tasks → [Health management, p. 45](#).

The service agreement for mobile working will come into force in January 2021 and will thus enable non-scientific employees to have a great deal of flexibility and personal responsibility in designing the working conditions that suit them, even after the coronavirus pandemic → [Consequences of the coronavirus pandemic, p. 14](#). The university would like to:

- improve the quality of work and productivity
- achieve higher job and result satisfaction through more self-responsibility of employees in the design and execution of their work
- improve the reconciliation of work and family life, and
- make a contribution to environmental protection

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March

For the first time, the Faculty of Sustainable Business presented the Eco-Good-Award for the best paper in the module 'Corporate Environmental Management'. The award focused on transfer projects that promote environmental awareness in civil society.

1 The HNEE journeyman carpenter Julia Schröder participated in the national competition of carpenters and joiners 'Gute Form' 2018 in Munich with her journeyman piece. Two years later, HNEE journeyman Raphael Schütte also qualified.

April

The cooperation with the Zurich University of Applied Sciences (ZHAW) is bearing fruit: the first exchange took place in spring 2018 as part of the Swiss-European Mobility Programme. In the future, the Faculty of Landscape Management and Conservation wants to build on this with a double degree at Master's level.

May

Participation in 'City biking - Cycling for a good climate': the HNEE provided a team of over 30 students, staff, and professors for the nationwide initiative. Within one month the team reached 5,191 km, and thus 737.1 kg of avoided CO₂ emissions, and came in 2nd place in Eberswalde.

June

2 For the first time the HNEE was part of the annual Tour de MOZ, organised by the Märkische Oderzeitung. It presented itself to the public with three research projects in the field of 'Landscape Use and Nature Conservation' in the Eberswalde area. In 2019, an own HNEE tour called 'Tour de BarUm - Knowledge on Wheels' took place in the Angermünde area, organized by the office located in Schwedt | Uckermark.

3 Two-time Olympic swimming champion Britta Steffen was a guest at the HNEE's 3rd Health Day. As part of the BARMER project 'Top athletes move employees', she provided information on the interplay of nutrition, sport, and mental well-being for good health. Around 100 HNEE members participate in the event every year, which has existed at HNEE since 2016.

4 The 13th Sustainability Lecture (SusLec) in June was dynamic and raucous, with Ecuadorian visionary Alberto Acosta and the band 'Grupo Sal' as guests. They addressed ways out of the growth compulsion on the basis of the South American concept of Buen Vivir. Among the renowned guests at SusLec during the reporting period were Graeme Maxton, Maja Göpel, Henrik von Wehrden, Niko Paech, and Dirk Messner.

July

STEM Coordinator Mario Schmitz (Faculty of Wood Engineering) won the State Teaching Award of the Ministry of Science, Research, and Culture in the category 'Student Proposals'. In 2019, Dr. Christina Bantle (Faculty of 'Landscape Use and Conservation') received it in the same category.

Publication of the book 'Humans in the Global Ecosystem - An Introduction to Sustainable Development'. It emerged from the interdisciplinary sustainability lecture, which was developed by a team of professors at the HNEE and has been continuously refined.

August

Since 2018, coffee vending machines can also be used with the reusable cups from the HNEE-initiated project 'Refillable Eberswalde'. This was made possible by the company Neumann & Nitzschke.

September

The Faculty of 'Forest and Environment' celebrated the 20th anniversary of its English-language International Forest Ecosystem Management (IFEM) Bachelor's degree programme in the autumn.

Three HNEE teams competed in the Eberswalde city run and achieved 16th, 31st, and 51st place. In total 74 teams started. The proceeds of the team run always benefit a social project.

5 For the first time, the conference of the network 'Environment at Universities and Research Institutions' took place at the HNEE on the topic of climate and environmental protection management. 25 institutions participated.

October

On October 2, 2018, the 25th anniversary of the Faculty of 'Landscape Use and Conservation' was celebrated on the city campus.



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January

1 Until the sesame seeds danced in the pan: sustainability icon Sarah Wiener gave an exclusive cooking class for beginners. The three-day event took place in the Forest Campus cafeteria thanks to the support of the Studentenwerk Frankfurt/Oder.

The Faculty of Wood Engineering organised the first Eberswalde Wood Construction Conference together with the Landesbeirat Holz Berlin/Brandenburg e. V. and the Brandenburg Chamber of Engineers.



February

On February 12, 2019, Dr. Martina Münch, Brandenburg Minister for Science, Research and Culture (MWFK), handed over the funding decision for the HNEE's Schwedt | Uckermark location. Since October 2018, the new office location has been active as a competent contact partner for questions regarding the offers of all Brandenburg universities in the areas of study, research, and practice transfer in the Regional Growth Core Schwedt/Oder and the surrounding area.

Around 130 members of the university took part in the University Strategy Conference in February, where they discussed their ideas for the future shape of the university.

Since February 2019, HNEE has been implementing a new, contemporary corporate design. It is a collaborative effort that was preceded by an intensive branding process involving university members and representatives of faculties and institutions.



March

In spring 2019, Brandenburg's universities signed a new higher education contract with the Ministry of Science, Research and Culture. The HNEE has been promised a sum of four million euros until 2023.

The National Forestry University of Ukraine (UNFU) in Lviv awarded HNEE President Dr. Wilhelm- Günther Vahrson an honorary doctorate on March 29, 2019. The award honours his commitment to the successful development of scientific cooperation between the two universities. Vahrson had started his fifth term at HNEE shortly before in January.

May

"How consistent are we?" – This question was the common thread for all events of the first Sustainability Days at HNEE.

For the first time, exchange students from Yangon University of Economics (Myanmar) are spending a semester at HNEE. Their university and the Royal University Phnom Penh are partners for the development of the joint Master's programme 'Sustainable Entrepreneurship and Social Innovation'.



June

2 Open House Day is the largest public event at HNEE. In 2018, 819 people visited the study programme presentations. In 2019 it was 899. Due to Covid-19, the event was held as an online-only event for the first time in 2020.

The Berlin-Brandenburg Business Plan Competition (BPW) is Germany's largest regional start-up initiative. In 2019, HNEE students received 1st place in the category 'Best Commitment in Brandenburg' for their idea for a dating platform for bees and flowers (BeesonGroup). In 2020, a 3rd place followed for the idea of a sensor-based remote monitoring system for beehives (Jacob's bees).

July

In summer 2019, the largest Summer School at HNEE in the reporting period took place as part of the research project 'GeoServices – 4 – Sustainability' (GeoS4S). A total of 74 participants from Thailand, China, and Europe were on hand to exchange ideas on new learning content and modules in the field of geoinformation.

September

The Silence Space in Eberswalde, in the form of a Kyrgyz yurt, was opened on the Forest Campus at the end of September 2019. A dedicated team of students, active as Silence Space WG at the HNEE, implemented the project.

October

The HNEE presented the sustainability award 'Stachel' at the Eberswalde Filmfest Provinziale. It has been awarded since 2017 to honour films that tackle the topic of sustainability, even at times in an uncomfortable way.

December

3 New design possibilities through Industry 4.0 – interested parties were able to marvel at this in December at the Faculty of Wood Engineering when the results of the two-month, international workshop Paramateria were presented to the public.

November

Together with the non-profit association Tiny Collective, a cross-faculty workshop on Tiny Living was held for the first time in November.

4 Record! 45 HNEE students received a Germany Scholarship in 2019. It has supported high-achieving, dedicated students since 2011 (2018: 38, 2019: 45, 2020: 36 scholarships), made possible by private donors, local medium-sized companies, and partly nationwide non-profit organisations.

With the foundation of the Biosphere Reserve Institute, the HNEE entered new international territory. For the first time, a scientific institution was established for the comprehensive support and further development of biosphere reserves. The grand opening took place on November 29.



January

Since 2020, an all-electric minibus from the local car-sharing project BARshare has been parked on the HNEE city campus. A main user contract was concluded with the district works in order to use the vehicle for business trips and excursions in the future.

1 During the reporting period, approximately 400 students successfully completed their studies each year. Similarly, around 650 students were enrolled in each winter semester.



February

Students benefit from international networking in the Master's programme in Sustainable Tourism Management. In 2020, they were part of the organising team of the world's first competition on social entrepreneurship in tourism.

Excellent! The joint HNEE project SubMat4Music was awarded second place in the Franco-German Business Prize.

March

2 The Children's and Youth University is an established programme for regional schools to get to know the HNEE. Each March, classes can choose from around twelve lectures, which are organised jointly with the Barnim Uckermark community foundation. An average of 700 children accepted the invitation during the reporting period.

July

4 The HNEE carpentry team finishes a wall panel made of regional oak wood they cut themselves on the forest campus. It serves as weather protection for the stored wood in the new high rack.

September

3 Brandenburg's Minister of Science, Dr. Manja Schüle, visited the HNEE for the first time in September as part of her district tour and praised it as a unique institution nationwide.

October

5 Change in the Chancellor's Office: Markus Koenecke took over from Jana Einsporn on October 1. The new chancellor would like to focus in particular on the personnel development of the university.

November

At the Faculty of Forest and Environment, the 170th student was presented with the forest education certificate. The advanced training has been offered at the HNEE together with the Brandenburg State Forestry Office since 2012.

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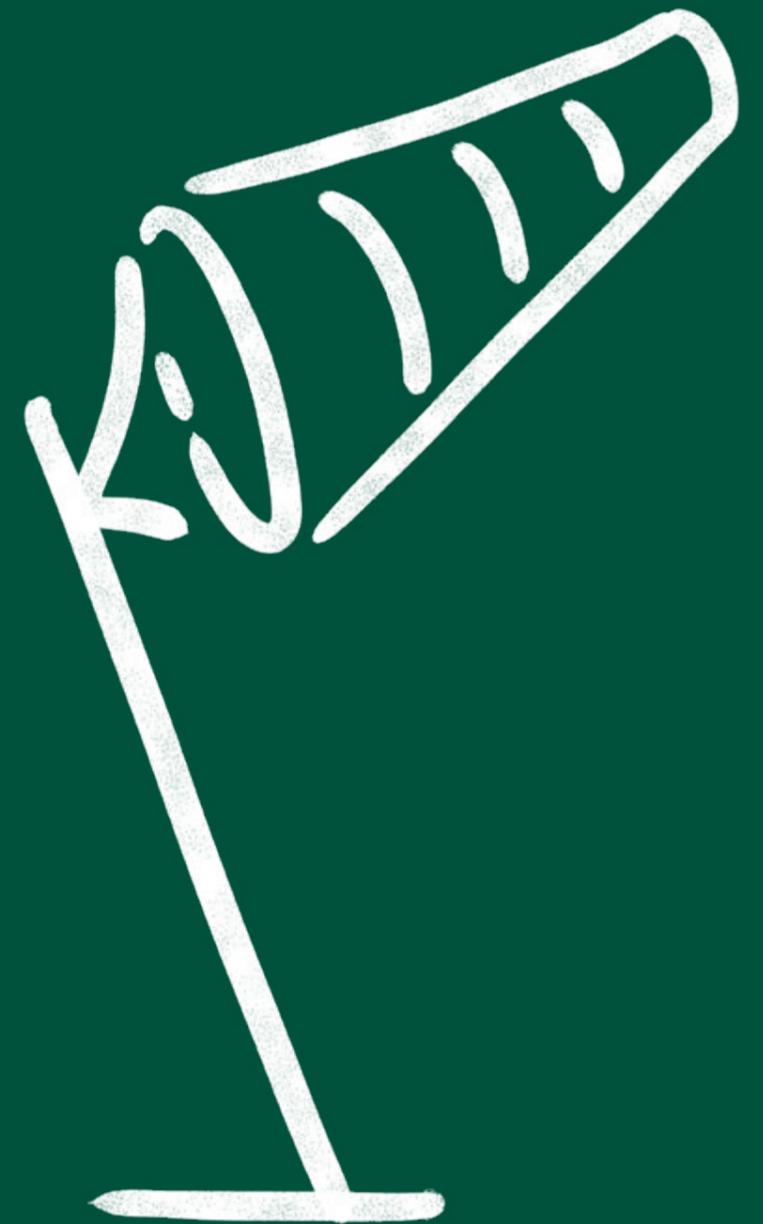


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3 | Governance



Sustainability management – a development process

The naming ‘Hochschule für nachhaltige Entwicklung Eberswalde’ (Eberswalde University for Sustainable Development) in 2010 caused us to critically question our own organisation and to stringently align it with the principle of sustainability in the future. The aim is to actively shape sustainability: to manage the campus sustainably in the university environment, to permanently anchor sustainability in teaching and research, and to link processes with each other. Sustainability is not only taught and researched, but implementation methods are also shown, tried out by way of example, and designed together with partners. This Whole Institution Approach characterises the HNEE’s activities and at the same time its assumption of responsibility for transformation processes.

From 2007, the decision to professionalise significantly accelerated the handling of operational ecological issues. Hiring a full-time environmental manager allowed us to establish a structured environmental management system, validate it according to EMAS (Eco-Management and Audit Scheme) in 2010, and regularly revalidate it since then. Following the environmental management process, a climate protection concept was developed in a participatory process and a climate protection manager was involved from 2014. Since then, the HNEE has been operating a coordinated sustainability management which integrates environmental and climate protection management. This structure makes it possible to initiate

and coordinate various activities in different fields of action, as well as to network with each other and discuss them across universities. The aim is to shape the sustainable university by integrating teaching, research, transfer, operations, and governance.

In parallel, the ‘Round Table on Sustainable HNEE Development’ (Round Table) was founded → hnee.de/rundertisch. Every member of the university can get involved in regular meetings organised by the sustainability manager and coordinator of the family-friendly university and help shape the sustainable development of the university. In the meantime, the Round

Table has developed into a very efficient bottom-up driver that pushes the issue of sustainability at all levels and was also intensively involved in the strategy process → [University-wide strategy process, p. 22](#). In addition, the sustainability officer has been appointed by the university management as resource conservation officer → hnee.de/E1942.

Sustainability principles

The ‘Principles for Sustainable Development of the HNEE’, briefly: Sustainability Principles, formulate objectives for the sustainable development of the university → hnee.de/nachhaltigkeitsgrundsätze. Created in 2013 in a bottom-up participatory roundtable process, they were revised in 2016 and subsequently adopted by the Senate. Since 2020, the sustainability principles and mission statement have been fundamentally discussed and developed as part of the university strategy process. The strategic goals for the further development of the university are to be mapped and the teaching mission statement, the transfer strategy, the research strategy, and other strategies such as the personnel development, diversity, and internationalisation concepts integrated → [University-wide strategy process, p. 22](#).

Goals, strategies, and participation in sustainability management

The aim of the university’s sustainability management is to analyse specific fields of activity relevant to the university’s activities for sustainable development and to define processes for continuous sustainable development on this basis. In accordance with the Whole Institution Approach, teaching, research, transfer, operations, and governance are considered and the corresponding actors at the university are networked with each other. The HNEE understands sustainable development as an integrative concept. Education and participation are core elements of organisational learning. The goals range from the resource-saving operation of the university to the assumption of responsibility for the global processes of climate change. The sustainability officer provides impulses and coordinates the overall process and initiates individual projects. With the decision to assign this staff position to the president, the HNEE sent a clear signal about the importance of further developing the sustainable university.

The design of the socially-sustainable living environment of the university takes place under participatory further development of the organisation’s internal understanding of sustainability. The great opportunity for sustainable development at a university lies in the joint development of concepts and their active implementation with the participation of students. In this way, individual topics are developed in teaching, initiatives are bundled, and sustainable organisational development is promoted in the sense of the Whole Institution Approach. Persistence and perseverance are often required to initiate change and make it a lasting process. Appreciative communication in change processes that includes the experience of all participants is crucial.

Sustainability management events

Public relations work is indispensable for successful sustainability management. Several events were held in loose order for various internal and external target groups during the reporting period.

Climate Protection Week

HNEE’s fourth annual Climate Protection Week took place from May 28 to June 3, 2018 and was embedded in the university-wide Open House Day. A panel discussion with high-ranking representatives from the city, civil society, and the university debated the topic of ‘climate-friendly living’ both inside and outside the HNEE. The ‘Do It Yourself’ day was held under the motto ‘Climate protection yourself’ and brought together many civil society initiatives in the region. In an exhibition, the HNEE together with Ivakale e. V. presented the joint compensation project ‘Protection of the Kakamega Rainforest in Kenya’ → ivakale.org. From cafeteria climate balances to lectures, film evenings, and the regional week in the two cafeterias on the city and forest campus, run by the Studentenwerk Frankfurt/Oder, numerous university members and guests learned about the topic of climate change. They were able to get to know different participation possibilities → hnee.de/klimaschutzwoche.

Sustainability Days

The first Sustainability Days of the HNEE are a further development of the Climate Protection Week. Climate protection was not the only focus of the five-day programme from May 20–24, 2019. It also covered various facets of sustainable development. Among them, for the first time, the areas of teaching and research at the HNEE. There were five theme days with the following focal points:

- Sustainable learning
- Work and action
- Wednesday for Future
- Health Day ‘Hand on Heart’
- Being fair – being human

More than 20 events took place, including several workshops, a panel discussion as a kick-off, an improv theatre performance, various exhibitions – including the poster exhibition on HNEE research projects related to sustainability at the forest and city campus, an action afternoon, an open mic → [HNEE storytelling, p. 122](#), a come-together with alumni, film evenings, excursions and the → [Health management, p. 45](#) internal university health day. Members of the university, civil society actors and political representatives in Eberswalde and the region were involved in the implementation. The event was coordinated by the HNEE.

Future Week

For 2020, the concept of the Sustainability Days was revised again together with stakeholders from the city of Eberswalde, the district of Barnim, civil society and the regional climate protection network, which includes all climate protection managers from the Barnim-Uckermark region in public institutions and nature parks. The wish and goal of all those involved was to establish a new format after the success of the first Sustainability Days of 2019, which would carry the guiding idea of sustainability beyond the city of Eberswalde. Whereas in the past it was primarily university members and partner organisations at the local level that were reached, the Future Week addresses a much broader public audience. Ideally, the programmes in this format are suitable to inspire different target groups to engage with the approaches and ideas from research, teaching, society, and practice and to become shapers of a sustainable future themselves. In addition, the partners involved agreed on the joint organisational responsibility that



◀ Sustainability Days 2019:
Panel discussion on “How consistent
are we when it comes to moving from
knowledge to action?”

everyone would be equally involved in the planning, conception, and implementation. The first joint Future Week took place in May 2020. Participation projects, scientific and artistic exhibitions, various event formats for the development of sustainable mobility concepts, a sufficiency workshop, a themed cinema, special excursions to nature parks and forward-looking city tours, a conference for school students on climate protection, and, finally, a large future festival in the Eberswalde family garden were planned. Due to the coronavirus pandemic, the project had to be postponed to the following year.

Networks and cooperation

The HNEE is active in various networks, including sustainability management. Actors of public and civil society organisations, also outside universities, are actively linked. One example is the network of environmental management officers in the public sector from counties, municipalities, universities, state, and federal authorities. HNEE hosted a three-day symposium as part of this network in 2019.

In the joint project ‘netzwerk n’, students, initiatives, doctoral students, and young professionals committed to a structural change of universities in the sense of sustainability. HNEE has been on the elected advisory board since 2018.

In the regional climate protection network co-initiated by the HNEE, the Barnim district utility, the city of Eberswalde, the Barnim Nature Park, and the Schorfheide-Chorin Biosphere Reserve have also been working together since 2019. The climate protection officers meet monthly to exchange experiences, promote joint projects, and exploit synergies.

A particularly intensive exchange takes place in the ‘Network Environment at Universities and Research Institutes in the Eastern Region’ (NUHF), in which about 40 universities and research institutes, also from western German states, are involved. Here the HNEE is represented in the steering commit-

tee. The aim is to initiate environment and sustainability-related projects in the respective organisations, to benefit from each other by passing on experience, and to develop projects jointly. With more than 25 participants, the HNEE hosted the conference in September 2018 on the topic of environmental and climate protection management.

In addition, the HNEE is active as a member of the Sustainability Council of the Technical University of Berlin, providing impetus and advice.

Author
Kerstin Kräusche, Sustainability Officer

“My vision is for us to create the framework for sustainable action and ecosystem awareness.”

Simon Reuter
Student in the Master’s programme ‘Sustainable Tourism Management’

Environmental Management: Concepts and impact

The HNEE's environmental management system in its current form is the result of many years of continuous development since 2005. It was first successfully validated under EMAS (Eco-Management and Audit Scheme) in 2009 and has been regularly revalidated since then. It was awarded the highest recognition in the field of environmental management – the EMAS Award – by the European Commission twice (2010 and 2017) in the category 'Public Sector Organisations'. Top priority is given to particularly resource-conserving and efficient management with the aim of continuously reducing negative environmental impacts emanating from the university. In particular, the Sustainability Management (NHM), the Property and Environmental Management (LUM), and Budget and Procurement departments work closely together.

The sustainability principles of the HNEE → Sustainability principles, p. 33 anchor environmental management and sustainable operation as fundamental actions of the university according to the Whole Institution Approach. The environmental management system serves to optimise processes in operational environmental protection. The aim is to improve environmental performance by analysing potential for optimisation in the use of materials and energy, in the control of technology, and in the operation of processes. Change processes initiated on the basis of the results of the analysis require process-accompanying information and motivation for behavioural changes. Resource-conserving, efficient, and also sufficiency-oriented management in the context of environmental management includes, in particular, the sparing use of natural resources.

For the design of a sustainable university, operational environmental and climate protection management are indispensable components of sustainability management.

The following text outlines aspects of the environmental management system, presents methods of analysis and developments, and explains individual measures – always with a view to the effect they have. All validated EMAS environmental statements are published on the university website → hnee.de/emas, including specific results of environmental analyses, developments, e.g. in consumption, targets, projects, and the impact of environmental management.

Environmental analysis

The environmental analysis at the HNEE forms the basis for assessing environmental impact and initiating environmental protection measures where necessary. The analysis comprises three essential processes that complement each other and run on a regular basis. This includes ecomapping, in which university premises are analysed for environmental impacts based on building floor plans and using the core indicators of energy, water, waste, emissions, soil protection, and storage. In addition, an anonymous online survey of students and staff on their personal perception of the current environmental situation at the HNEE based on the core indicators takes place every two years. The third part of the environmental analysis is carried out via environmental controlling. For this purpose, the LUM department collects data on the consumption of electricity, water, heat (primary energy by energy source), and waste at the HNEE. The summary of all analysis results gives an overall picture of the HNEE's environmental impact, which is presented in detail in the annual EMAS environmental statements → hnee.de/emas. It is published in the spring of the following year, which is why this sustainability report could only draw on data from 2018 and 2019.

The results of the analysis led to a wide range of measures, which are listed in the regularly updated environmental plan. Changes are possible and necessary, particularly in the organisation of processes, e.g. in the control of building management systems, procurement, energy use, and university-related mobility. This also applies to the cooperation with partners such as the Studentenwerk Frankfurt/Oder for the further development of the sustainability cafeterias or the coordination of regional projects in climate protection management.

Power consumption

The university's electricity consumption has stagnated at a similar level since 2016. In the future, the HNEE will be able to access an optimised meter structure provided by the Brandenburg State Office for Building (BLB), so that specific consumptions can be analysed more precisely. Currently, the university still has an unfashionable and poorly differentiated meter structure. Therefore, more detailed information on building-related energy consumption is not possible. We expect that the new energy concept already approved by the Ministry of Science, Research, and Culture in 2016 can be implemented starting in 2021.

Thermal energy

At the HNEE, the thermal energy is generated by the company itself. The main energy sources used are wood pellets and wood chips, which have only a minor impact on the university's CO₂e balance. Since the 2015/2016 heating period, almost all buildings have been heated with renewable energy. Wood pellet heating systems are in use at the city campus and the Forest Botanical Garden and a wood chip heating system is in use at the third university location, the Forest Campus. It is worth mentioning that the wood chips are produced in Schleswig-Holstein and the wood pellets in Schwedt/Oder, not far from Eberswalde.

Since the existing biomass heating systems can only feed the generated heat into the heating system with a time delay and in a poorly differentiated form, buffer storage is necessary for low heat demand and strongly fluctuating temperatures (especially in seasonal transitions). Unfortunately, this was not taken into account when the wood chip and wood pellet heating systems were installed at the college. Due to the lack of storage systems, gas heaters have to be used to provide the heat volume, which is limited in time and quantity, at the Forest Campus during the transition months in autumn and spring. The subsequent installation of a buffer storage tank at the administration building of the Forest Botanical Garden and at the city campus has led to a measurably optimised control of the heat demand in 2019. Heating with gas is avoided in the transitional phases and gas consumption is significantly reduced. The BLB has targeted the renovation of the heating system with the installation of an additional buffer tank at the wood chip heating system at the forest campus for the next few years.

Two other smaller buildings are not connected to the woodchip heating system and continue to be heated with gas. For heating, the HNEE uses a natural gas product that is already offset by the energy supplier through the retirement of emission certificates (according to the Verified Carbon Standard or the Gold Standard).

Water and waste water

Water consumption has decreased slightly in 2019 compared to 2018. Routine inspections of water taps continue to be carried out regularly during term time to repair dripping taps and other issues as well as to ensure the economical use of water from a technical point of view. In addition, the time intervals for sensor-controlled taps are regularly checked and adjusted if necessary. This also done with the WC tanks. The aim of these measures is to avoid unnecessary waste of water.

Waste

The waste quantities are recorded by documenting emptying rhythms and waste container volumes. At regular intervals, the HNEE caretakers check the actual fill level of the containers before collection in order to be able to make any necessary improvements. The rhythms are adapted to attendance and lecture-free periods. Waste volumes did not change during the reporting period.

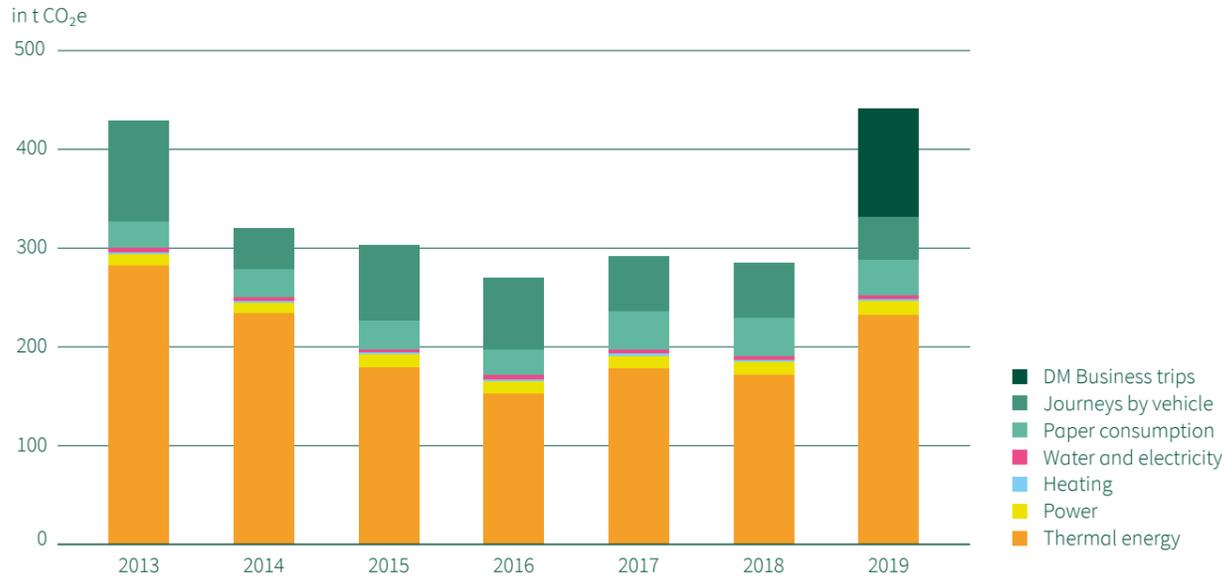
The regular book flea market of the university library, for instance, represents a completely different form of waste prevention and sensible re-use of materials. Old stocks are sold at a low price in order to be able to purchase new teaching materials.

Printer and copier paper

At the HNEE, only recycled paper has been used for printers and copiers since 2010. Paper consumption has been falling steadily since 2017. The basis for this are various actions to save paper and advancing digitalisation.

Missing copies and misprints with non-sensitive data are collected at the HNEE and converted into HNEE notepads by the student project ReBlock Berlin, which are used in the field of university marketing → facebook.com/reblockberlin.

Emissions from the HNEE since 2013 by emission source



Emissions

In other good news, emissions in the area of mobility – excluding business trips in third-party funded projects (DM) – were reduced by around 15 metric tons of carbon dioxide equivalents (t CO₂e). Since 2019, emissions from business trips in third-party funded projects have also been accounted for (previously this was not possible for technical reasons). The flight intensity of business trips in third-party funded projects, often located abroad, cause high greenhouse gas emissions of currently 110 tons of carbon dioxide equivalents (tCO₂e) per year and increase the balanced greenhouse gas emissions of the HNEE to a total of 441 tCO₂e in 2019.

The continued goal is to reduce HNEE’s total emissions by 40 %. The year 2013 is taken as the basis for this, because since then it has been possible to record more detailed information on the core indicators thanks to an extensive expansion of the analysis of measurement data.

All other unavoidable emissions have been compensated for since 2014 via the rainforest protection project of the Ivakale e. V. association. The HNEE accompanies this project scientifically as well as through involvement in teaching → **Environmental management in teaching, p. 40.**

Effective triad

The following are individual examples that illustrate where sustainability management works in conjunction with our own environmental and climate protection management.

Green electricity for all state properties

In the course of using certified green electricity at all three HNEE locations (City Campus since 2007, Forest Botanical Garden since 2009 and Forest Campus since 2013), the university has also advised the State Real Estate Office in this regard in advance of a planned tender. As a result, high-quality green electricity has since been procured for all state properties, with one third of the electricity coming from new plants no more than six years old, one third from plants no more than twelve years old, and one third from old plants.

Energy efficiency through more LEDs and new photovoltaic systems

Various energy efficiency measures were implemented at the university during the reporting period. For example, the HNEE has continued to push the switch to more energy-efficient light sources. For example, the Wilhelm Pfeil Auditorium with its two lecture halls on the Forest Campus was completely equipped with LEDs, as were the carpentry workshop and all elevators. Furthermore, the retrofitting of the lighting control in sanitary rooms and corridors via motion detectors is being expanded.

Due to the increasing demand for technology in the IT sector and the expected increase in electricity consumption, a further photovoltaic system was installed on the city campus in November 2020. This is a 17.28 kilowatt peak (kWp) system, which can generate an energy quantity of approx. 15,780 kWh per year. This makes it the largest of the three photovoltaic plants at the HNEE. The two smaller ones, with seven and three

More efficiency: In November 2020, another photovoltaic system was installed on the roof of House 1 on the City Campus. This means that the HNEE has a total of three plants in operation. ▶



kilowatt peak outputs, currently generate around 8,000 kilowatt hours of electricity per year. They are located on the roof of the administration building at the Forest Botanical Garden and on the gable wall of house 11 on the Forest Campus.

Sustainable procurement

In addition to the general legal requirements, since 2015 the HNEE has regulated attention to sustainable criteria in all procurement activities through the guideline for sustainable procurement → hnee.de/nachhaltige%20beschaffung. Procurement geared to the life cycle of products can also be expected to save financial resources.

Sustainable event management

In the sense of a Whole Institution Approach and in conformity with the sustainability principles, it is of course important for the HNEE to organise events outside of teaching (e.g. specialist conferences, workshops, symposia with external partners) in such a way that the events meet the self-imposed sustainability requirements and that negative environmental impacts are largely avoided. Together with students of the course 'Regional Development and Conservation', since 2021 'Sustainable Regional Development: Education-Management-Nature Conservation' (NAREGIO), a checklist for the organisation of sustainable events was drawn up and further refined during the process. The checklist is intended to support colleagues and students in incorporating sustainable aspects into the preparation, implementation, and communication of the event and provides an overview of all relevant aspects of sustainable event management.

It incorporates concrete HNEE-specific suggestions for action and practical tips, links, and contact data for responsible persons → hnee.de/nachhaltige%20Hochschule. The checklist for sustainable event organisation is often requested by external cooperation partners and is used in many ways after it has been adapted.

Particularly in the calculation and compensation of emissions that arise in connection with events, there is still some potential for optimisation at the university. Up to now, emissions from conferences organised by the university's sustainability management have been calculated as a matter of priority and offset via Ivakale e. V. → ivakale.org.

Environmental management in teaching

In order to continuously reduce negative environmental impacts and implement new methods, sustainability management actively involves students and employees in the further development of the management system → [Education for Sustainable Development](#), p. 20. This starts with the compulsory → [Introduction to sustainable development](#), p. 68 sustainability lecture for first-year students. In addition, there are numerous interfaces with individual academic programmes in which content from the field of sustainability management is taken up and dealt with and further developed in the form of project work or discussion groups. In 2019/2020, the collaboration in the module 'Methods of Empirical Research' in the Master's pro-

gramme 'Sustainable Business Management' at the Faculty of Sustainable Business was particularly intensive and successful. A survey was conducted on the willingness of university staff to take action in the area of environmental and climate protection management. The aim was to analyse successful options for action by the university in the fields of energy use, mobility, and nutrition and to find suitable instruments (motivation/voluntariness, regulatory requirements or incentive systems) for each topic.

Equally intensive was the exchange with the Bachelor students in the module 'Operational Environmental Management' at the same faculty. Here, the topic 'Sustainable Procurement' was taken up and analysed in 2019/2020, with individual aspects being further developed in collaboration with the 'Budget and Procurement' department, for which individual student teams were nominated for the HNEE Eco-Good Award in both years → [Eco-Good Award](#), p. 74.

Since the 2020/2021 winter semester, students in the Faculty of Sustainable Business have also been working on optimising waste disposal, the Ecomapping method, the further development of the sustainability cafeteria, and more advanced aspects of sustainable procurement. Courses on university-related sustainability management are also held in the academic programmes Global Change Management, 'Regional Development and Nature Conservation', Sustainable Tourism Management, Sustainable Business Management, Corporate Management, and Regional Management. In addition, students can also complete internships with the sustainability management team and have their theses supervised on selected topics.

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Climate Protection Management: Concepts and impact

HNEE has had a strategic climate protection management since 2015 – initially co-financed via third-party funded projects and established as a permanent part-time position since 2020. The objectives and measures are set out in the → [climate protection concept](#) → hnee.de/klima The university has been offsetting its greenhouse gas emissions within clearly defined system limits since 2015 via a climate protection project certified by the Gold Standard Foundation → goldstandard.org. For this purpose, the HNEE cooperates with the non-profit association Ivakale e. V., founded by university graduates → ivakale.org to implement a rainforest protection project in Kenya. In addition to the reduction of direct emissions on-site in cooperation with partners, a strong focus is placed on the reduction of their indirect emissions and on climate protection through transfer to society. In 2019 and 2020, the HNEE climate protection management focused on the topics of sustainability cafeteria, sustainable mobility, and sustainable energy use.

Sustainability cafeteria

21 to 37 % of global CO₂ emissions can be attributed to the global food system → ipcc.ch/srcccl. The sustainability principles of the HNEE state the goal of developing sustainability cafeterias together with the Studentenwerk Frankfurt/Oder → [Sustainability principles](#), p. 33. In a working group of the 'Round Table for Sustainable HNEE Development', students, employees and those responsible for the catering of the Student Union work together on the implementation. In addition to health aspects, the focus lies on an environmentally conscious and sustainable approach to food. Thanks to the good cooperation with the Studentenwerk, important milestones on the way to sustainability cafeterias were reached during the reporting period:

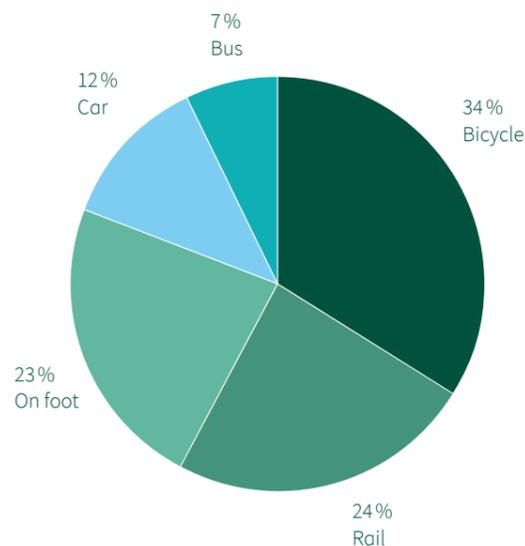
October 2017 Launch of 'Refillable Eberswalde', an Eberswalde-wide reusable cup deposit project for coffee to go, which was implemented during the reporting period.

January 2018 Completion of the strategy paper 'More sustainability on the plates! Development of the HNEE cafeterias into sustainability cafeterias'

January 2020 Strategy meeting 'Sustainability cafeteria – How can a sustainable menu be implemented and financed in the cafeterias of the HNEE?'

August 2020 Handover of the returnable cup deposit project to Kreiswerke Barnim for continuation and expansion of the project to other shops and cafés in the Barnim district

Modal split commuting



November 2020 Restructuring of meal plans:

- To support the positive effects of the vegan/vegetarian diet: daily vegan offerings and two meat dishes weekly
- Coffee, peeled potatoes, rice, and beef always 100 % organic quality
- Fish from 100 % sustainable fisheries
- More than 50 % of the meat comes from the region and species-appropriate animal husbandry

Sustainable mobility

The field of mobility represents a significant environmental aspect for the HNEE, as it is often associated with high greenhouse gas emissions, nitrogen oxide emissions, particulate matter emissions, and noise emissions → Emissions, p. 38. University-related mobility occurs in the following situations:

- Employee commuting
- Student commuting
- Student excursions
- Internship semester of students
- Business trips by employees of the administration and the faculties
- Business trips in third-party funded projects
- Official trips between the campuses and for procurements

The HNEE's mobility management aims to reduce mobility to a necessary level and, when choosing a means of transport, to favour and promote those that are associated with the lowest possible emissions.

Business trips

The HNEE records all greenhouse gas emissions associated with business travel. Until 2018, business trips in third-party funded projects could only be included if they were carried out with the HNEE vehicle fleet. Since 2019, the university has completely analysed business trips in externally funded projects. The majority of emissions are caused by air travel. Following a

board decision on September 18, 2019, and implemented as of December 2019, all short-haul flights that can be replaced by rail journeys of less than ten hours' travel time are only eligible for approval in exceptional circumstances. In addition, possibilities have been created for meetings to take place online. These have been used extensively since the coronavirus pandemic.

Vehicle fleet

The HNEE operates its own fleet of vehicles – consisting of seven minibuses, six passenger cars, a multicar, and a tractor. In 2019, two diesel minibuses were replaced with two natural gas passenger vehicles. The three natural gas vehicles in the fleet are fuelled with biogas from waste or secondary residues. In addition, a main usage contract for an electric minibus was concluded with Kreiswerke Barnim, which operates a local car-sharing project called BARshare, effective January 1, 2020 → barshare.de. The matching university-owned fast-charging station went into operation at the same time on the city campus. For shorter business trips, HNEE employees have access to four e-bikes.

Commuting mobility

Commuting between home and university generates high emissions. 21 % of the university members travel from Berlin, about 7 % from the surrounding area of Eberswalde (up to 30 kilometres away). In 2016, these emissions were still estimated to be around 1,000 tonnes of carbon dioxide equivalents (tCO₂e). Therefore, since the winter semester 2017/2018, the commuting mobility of students has been made climate neutral in a pilot project that is unique in Germany. Through contractually regulated additional purchases of green electricity with the transport companies (S-Bahn Berlin, DB Regio Nord-Ost, Barnimer Busgesellschaft), students use green electricity in public transport. The climate-neutral semester ticket is considered ground-breaking for other universities. Negotiations on the continuation of the pilot project are already underway.

In addition, the modal split, the distribution of the transport volume among different means of transport, is exemplary in the commute of university employees. In the online 2019 Environmental Survey, only 12 % of respondents said they come to the university by car, 34 % come by bike, 24 % by train, 23 % by foot, and 7 % by bus.

Excursions

Excursions within the framework of courses usually take place in the region. In order to support the sustainable realisation of excursions, a factsheet was created by the sustainability management, which can be downloaded on the university website → hnee.de/K6238

Author

Henning Golüke, Climate Protection Manager

Don't waste food – this also applies to goods sold at the Eberswalde fresh market. Twice a week, food savers of the initiative Foodsharing Eberswalde, among them many HNEE students, pick up still usable food there. ►



Social aspects of sustainable development

In the principles for sustainable development → *Sustainability principles*, p. 33 of the HNEE, it is formulated as a goal to develop ecological and social systems according to the precautionary principle at the university itself. This includes the responsible use of financial and human resources. This explicitly includes respectful, appreciative, just, and fair dealings with one another. At the HNEE, every person should be able to study and work successfully, regardless of their biographical and cultural background, possible family responsibilities, physical limitations, psychological resilience, religious affiliation, sexual orientation, age, or gender. Aspects of social sustainability also play a significant role in the higher education strategy process and the discussion of mission statements → *University-wide strategy process*, p. 22. Satisfaction and empowerment are promoted through participation opportunities, such as the Round Table on Sustainable HNEE Development, which is aimed at all university members, and the project workshops for students → *Student project workshops*, p. 70. In each case, ideas that advance and develop the university in its teaching and governance are welcome. In addition, social aspects play an important role in the areas of family-friendly university and health management.

Health management

Health promotion is becoming increasingly important in all areas of social life. The HNEE has been actively promoting the health of its employees and students since 2015, as it sees itself not only as a place of teaching and research, but also as a living environment for all university members. This is anchored in the sustainability principles and is supported by the position of the certified coordinator for health management and by the WG Healthy University.

The health management of the HNEE combines occupational health management (BGM) with student health management (SGM). This means that health is integrated into all areas of university culture. Health-promoting working and study conditions should enable everyone to remain healthy and productive in the long term. This includes strengthening the competencies, coping skills and resistance resources of university staff in dealing with work- and study-related stress, e.g. through traditional occupational health and safety, gradual reintegration after long-term illness (company reintegration management, BEM), and modern personnel management. This preventive behavioural approach as well as the creation of health-promoting framework conditions and structures characterise health management at the HNEE.

Measures taken during the reporting period

HNEE's annual Health Day, which took place for the fifth time in 2020, is an integral part of the university's event programme. Every year, around 100 university employees take advantage of the all-day programme and the various training sessions and physical check-ups, as well as informational talks on various health topics, such as nutrition, ergonomics at work, and mindfulness. As an annual highlight, several teams, in a mix of students and employees of the HNEE, regularly participate in the city run of the city of Eberswalde. In 2020, there were a total of 20 runners in five teams, which was the highest number ever → *Work in the region*, p. 93.

Year-round sports activities, on the other hand, are made possible through cooperation with the Förderverein Hochschulsport e. V. (University Sports Association). This offers a new sports programme with various courses for students and employees of the university every winter semester.

The health programme of the HNEE also includes mobile massages and a work-out called 'Active Break'. Employees can take advantage of these offers on a bi-weekly basis and did so during the reporting period, so that both programmes will be continued in the future. As an additional preventive measure for employees, flu vaccinations were offered for the first time in 2020 in the health room, a room on the city campus set up specifically for health-promoting measures. A local GP practice assisted with this vaccination day, which will be held again in the future due to high demand.

In addition, workshops specifically for professors, managers, teams, and students were offered for the first time in the reporting period, including voice training for lecturers and two workshops on agile leadership for managers and self-management for teams → *University-wide strategy process*, p. 22. In 2020, in the wake of the coronavirus pandemic, there were three live sessions on 'Mindful and Fit in the Home Office' with business trainer Anja Termoellen, which employees could attend online.

This programme was re-launched in a similar form as an online office yoga course at the end of the year and continued until February 2021.

In addition, psychological counselling has been available to all members of the university since 2017, which can be used by students and staff in individual appointments. This programme will be evaluated in 2021 to better assess and optimise demand and needs.

The Campus Coach, a comprehensive online programme on the topic of physical and mental health from BARMER was activated for the university in July 2020 as health support for students. This project offers tips on topics such as nutrition, stress, and addiction, as well as numerous fitness exercises → hnee.de/E10508. In addition, other online workshops and a meditation app can be used free of charge.

Networking inside and outside the university

The establishment of the WG Healthy University in 2015 marked the beginning of the development of health management at the HNEE. The WG sees itself as a steering group and supports the development of health-promoting measures and their implementation at the university. It is organized and coordinated by the Health Management Coordinator, who informs the WG members about individual developments and requests within the university. They include the chancellor, the head of the human resources department, the health management coordinator, the occupational safety specialist, a member of the staff council, and one member of the student council.

The WG advises and decides which measures and actions are implemented and, if necessary, involves external stakeholders such as health insurance companies, coaches, or the company doctor for advice. In order to advance the sustainable implementation and continuous development of health management, the HNEE is a member of the nationwide working group of health-promoting universities and regularly participates in working group meetings and networking events.

The recently established Central Office for Health Management (ZSG) at the Brandenburg Ministry of the Interior and Local Government provides information and networking support to those responsible for health management at Brandenburg's state institutions. This includes the development of minimum standards in central health management, advice and support for the departments, networking of existing competencies and evaluation of health management. At the same time, the HNEE receives a budget for the implementation of health-promoting measures. Per decision of the ZSG, this has been in effect since 2018 until the end of 2020. A decision on whether to continue will be made in the budget discussions for 2021.

Further information on health management at the HNEE can be found on the university's website → hnee.de/K6135

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Family-friendly university

In its sustainability principles, the HNEE sets itself the goal of reconciling study or work and family in the sense of a family-friendly university. This is implemented not least through the signing of the 'Family in the University' charter and thus the connection to its concept → familie-in-der-hochschule.de/charta/.

The number of student parents in the HNEE parent network of the family-friendly university was about 120 students with over 140 children in the reporting period. In 2019, there were as many as 130 students with a total of 164 children. Of these, a good third are male.

During the reporting period, the offer of individual counselling for students with (upcoming) family obligations was increasingly accepted. The basis for this is the greater awareness of the offers through presentations of the family-friendly university on open house day, in the introductory events for first-semester students, and at the beginning of each semester for all students. Increasingly, student parents who have already become acquainted with the programmes of the family-friendly university also point them out to other (future) parents. Furthermore, the increased use of the offers can be attributed to the amendment of the Maternity Protection Act. Among other things, this obligates the universities to prepare individual risk assessments for pregnant women among the students that show what must be observed for the individual protection of mother and child during pregnancy during studies and, if necessary, what must also be prohibited. The corresponding process at the HNEE was deliberately designed so that pregnant students are simultaneously informed about the offers of the family-friendly university and thus make more frequent use of the overview consultation provided by the coordination office. They receive information on how to reconcile studies and family life and receive an overview of possible sources of funding and further advice.

Every winter semester, the family-friendly university pays out a semester ticket grant to student parents. This programme not only relieves the financial burden on student parents, but also serves to make new students aware of the support offered by the family-friendly university and to recruit further students for the HNEE parent network. As a result, in the period under review, well over 50 student fathers and mothers were supported each year, usually with 50 to 75 euros each.

Support services for students with children

In the meantime, other offers of the family-friendly university have also proven their worth. These include the parent-child rooms at the Forest and City Campuses, which are regularly used primarily by student parents and mostly with children, and the loaned laptops for employees and students with family obligations, which were supplemented with new, more powerful devices in 2017 and have since generally been fully loaned out. Mainly student parents use this programme, but also parents among the employees profit from it, if they must bridge the time until new equipment can be acquired or if short-notice mobile working is necessary.

The cooperation with the city of Eberswalde, especially in the area of child care, lives from the regular exchange within the framework of the 'Local Alliance for Family Eberswalde', which is committed to a family-friendly city. The alliance offers space for regular exchange on family topics in Eberswalde, networks the HNEE with other institutions such as the Employment Agency, the Parent-Child Centres as well as the city administration, and often offers clarification on family topics over short distances: for example, when solutions have to be found at short notice for urgently needed care for the children of university employees. The already long-standing cooperation with childminders in the city of Eberswalde, who look after the children of university employees, was also continued during the reporting period, thus promoting the provision of childcare for young children. In addition, the HNEE cooperates with Kinderwelt gGmbH, which has taken over childcare at several events at the university.

It is also helpful to exchange information with other family-friendly universities through the HNEE's membership in the association 'Familie in der Hochschule' (Family in Higher Education) as well as the network of family-friendly universities in the state of Brandenburg. In this way, ideas – e.g. on the implementation of the amended Maternity Protection Act – could be taken up and further developed. In addition, it was possible to take a joint stand at the state and national level, for example to draw attention to the value and principles of family-conscious leadership and to the particularly tense situation of university staff with children in 2020 due to the pandemic.

The coronavirus pandemic was and is a drastic event for all university members with family obligations → [Consequences of the coronavirus pandemic, p. 14](#). Thus, on the one hand, the switch to increased online teaching was a benefit to some student parents, as they could now catch up on recorded courses during their children's downtime. On the other hand, an additional burden often arose for student parents. The high degree of flexibility expected by students and employees could hardly be achieved if childcare was provided exclusively or more frequently at home alongside studies or work. This was also due to the fact that study days were drawn out. The family-friendly university therefore regularly encouraged students in 2020 to contact the family-friendly university team in case of problems via direct contacts during consultations and via the student internal email distribution list of the Parents' Network, so that they can be supported in finding individual solutions.

Authors

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Equality and Diversity

The university's mission statement and basic regulations contain gender equality and equal opportunities in education and career as mandatory requirements. Equal opportunities as a basic prerequisite and principle of sustainable development play a role as a cross-sectional task in all fields of action of the university.

Preliminary remark: In the following, the terms women and men are used. This formulation is in line with common usage and traditional statistical management. The binary classification of people into male or female does not reflect reality, but no other data are available (yet).

The aim of equality and diversity work is to avoid discrimination against university staff on the grounds of gender, age, geographical and social origin, state of health, or other personal characteristics. Everyone should have equal opportunities to realise their own interests, abilities, and career plans.

Proportion of women professors

The percentage of women in management positions and professorships is used as an indicator of equality. The 2019 higher education contract sets a target of '25 % female professors' → [Key points from the higher education contract, p. 12](#). Currently, this has almost been achieved – the proportion of women professors is 24.5 % (as of October 2020), which is almost equal to the national average for the proportion of female professors of 26 % (Cf. Forschung & Lehre of 16.10.2020 → bit.ly/3ge0Eqw). For comparison: in 2019, 23.7 % of professorships at HNEE were held by women. However, the supposed increase results from the fact that male professors have left the university and the reappointment procedures have not yet been completed.

The increase in the number of female honorary professors is gratifying. In 2017, the first female honorary professor in the history of the university was appointed. By October 2020, this number has already increased to five. In the new HNEE appointment regulations adopted in 2018, the role of the Equal Opportunities Officer in appointment procedures was strengthened → hnee.de/E1942.

In principle, the promotion and qualification of women for professorships will continue to be pursued, e.g. by promoting women in doctoral studies and by taking family phases in the curriculum vitae into account in the evaluation of scientific achievements in the appointment procedure. The funds from the female professors programme were helpful in this respect. This is a federal-state programme for the promotion of young female scientists → bit.ly/37Bmgce. With funds from the Professorinnen-Programm II, 18 women were financially supported to varying degrees in their doctoral projects. With the equality concept updated in 2019, the HNEE had once again successfully applied for the Professorinnen-Programm III → hnee.de/E8484. If a female professor is reappointed by June 2021, funding for the advancement of women could be accessed from this programme. Due to delays in the appointment process since March 2020 as a result of the coronavirus pandemic, there has not yet been a new appointment of a professor (as of December 2020).

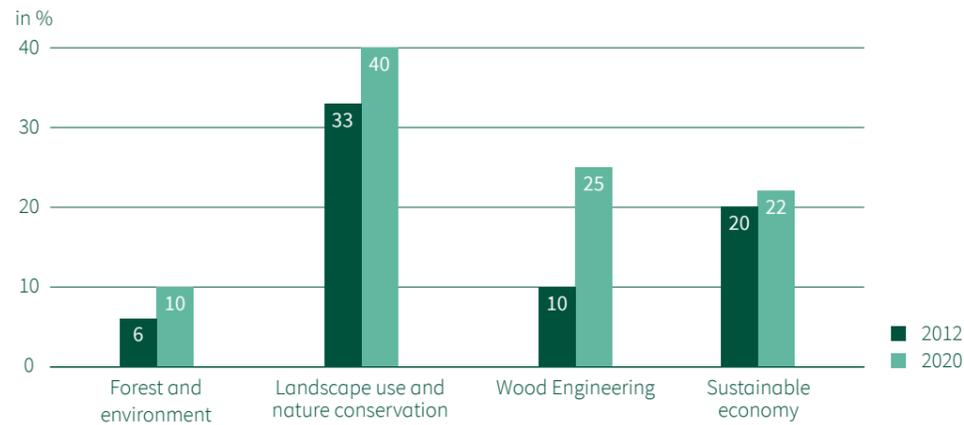
Proportion of women in management positions

Another indicator of equality is the proportion of women in management positions. This was 33 % at the HNEE in December 2020. The exact distribution can be seen in the table below. During the period from 2014 to October 2020, a female chancellor led the administration of the university → [Upheavals in the personnel sector, p. 14](#). For example, to prepare women for leadership positions, two workshops were offered in December 2019 to specifically prepare women to operate in 'male-dominated professional environments'. In the workshop for male and female managers, the participants practised how to deal with their own role security as well as with the stress that leadership tasks entail. In the second workshop, female students in the traditionally male-dominated disciplines of forestry and wood technology were invited to examine their role and behaviour in a professional environment dominated by men. Both workshop offerings were rated highly and will be offered again in the future once the Corona-related restrictions on face-to-face events are lifted → [Consequences of the coronavirus pandemic, p. 14](#).

Women and men in leadership positions at the HNEE 2020

	Women	Men
President		•
1. Vice president	•	
2. Vice president		•
Chancellor		•
Chair Senate	•	
Budget and Procurement Department		•
Department of Student Services and International Office	•	
Real Estate and Environmental Management Department		•
Library	•	
IT Service Centre (ITSZ)		•
Dean's Office Faculty of Forest and Environment		•
Dean's Office Faculty of Landscape Use and Nature Conservation		•
Dean's Office Faculty of Wood Engineering		•
Dean's Office Faculty of Sustainable Economy		•

Proportion of women professors in the four faculties of the HNEE



Proportion of female students

At the HNEE, the gender ratio among students is balanced overall, with around 50 % of all students being female. Here, too, there are major differences in the individual academic programmes. In the Bachelor's degree programme in wood technology, the proportion of female students is around 15 %. In order to increase the proportion, female role models have been specifically featured in all of the faculty's advertising media since around 2015. However, after a slight increase in the proportion of women among wood technology students in the winter semester (WiSe) 2016/2017 to almost 20 %, the proportion of women declined again in subsequent years to 15 %.

On the other hand, the academic programme in sustainable tourism management is specifically aimed at attracting men to the field of tourism. Here, too, role models are used accordingly in the HNEE's advertising media. The percentage of men was 22 % percent in WiSe 2018/2019.

In order to break down the gender-specific occupational segregation, which is very typical and very persistent in Germany, with its own contribution, the HNEE supports the national cooperation 'Klischeefrei' (free of stereotypes) in the choice of occupation and studies → klischee-frei.de. For example, the Equal Opportunity Officer gives lectures on occupational segregation in the academic programmes Sustainable Tourism Management, 'Landscape Use and Nature Conservation' and 'Organic Farming and Marketing'. She also makes sure that stereotypical assumptions and gender-specific attributions do not come into play in job interviews.

Diversity

One diversity issue in particular stands out in the 2018–2020 reporting period: The commitment against anti-democratic forces and against racism → [The policy framework, p. 10](#). From March 2019 to March 2020 and since November 2020 has had a coordinator for anti-racism work. Especially in the field of nature conservation there are numerous links to right-wing esoteric ideas. At the HNEE, different formats are offered for information, education, and action against anti-democratic and inhuman ideologies. Of particular note was the 'Hate Gets You Nowhere' exhibition in 2018, which promoted greater tolerance of people's differences across the board. The exhibition 'Silent

Heroines' in the summer of 2019 provided a glimpse beyond the proverbial horizon, drawing attention to the everyday lives of African women and their contribution to sustainable development. A highlight was the lecture by renowned racism researcher Mark Terkessidis on the International Day Against Racism on March 21, 2019, in which he explored the question: "Does racism belong to Germany?". The film evening 'The Girl Hirut' was well attended on the International Day against Violence against Women on November 25 of the same year.

In addition, there were and are argumentation trainings, empowerment workshops for international students, readings, workshops on anti-racism work for students and for teachers. Cooperation has proven successful, for example, with the Eberswalde-based Amadeu Antonio Foundation, the association Glocal e. V., and the Agency for the Prevention of Radicalization and Commitment to Nature Preservation (FARN) of the Friends of Nature. HNEE has been a partner in FARN's 'NaturSchutzRaum' project since 2019. In this model project, educational formats are developed to enable students to identify anti-democratic dynamics and radicalisation tendencies in nature conservation and environmental protection. These educational formats also enable students to develop and implement distancing strategies. To this end, a kick-off meeting was held in May 2020 and a working meeting in October 2020, the first step of which was to prepare a student survey on their experiences in the topic area of 'nature conservation and right-wing extremism'.

In the area of diversity and anti-discrimination, the contributions of the AStA, especially the department of anti-discrimination and anti-racism (RADAR), should also be emphasized. Here, students who have experienced discrimination receive direct help – from students for students. In 2019, HNEE also actively participated in the Intercultural Weeks of the Barnim district with a film evening ('The Feast of the Chicken'). Results of a survey among international students in 2019/2020 on experiences with everyday racism will be incorporated into a concept for HNEE's anti-racism work. The concept will be presented at the end of 2020, first to the Presidential Board and then to the Senate and the university public.

Author
Dörte Beyer, Equality and Anti-Discrimination Officer

"I feel like I'm part of a community that has a common goal, umbrella, and profile. That's what makes us strong."

Dr. Heike Molitor
Professor for Environmental Education / Education for Sustainable Development (ESD)

"I dream that the function of Equality and Anti-Discrimination Officer is no longer necessary because equality and equal opportunities have become self-evident."

Dörte Beyer
Equal Opportunities and Anti-Discrimination Officer, as well as subject advisor for the postgraduate Master's programme 'Education – Sustainability – Transformation'

4 | Studies and Teaching



Mission Statement Teaching

The Eberswalde University for Sustainable Development (HNEE) is committed to high-quality teaching in which student participation and interaction are encouraged. Students should be encouraged to analyse and help shape the challenges of the present as well as the transformation processes in politics, science, the economy, and civil society. Sustainability and social transformation require cooperation with practitioners and the bringing together of different disciplines. Didactic forms that enable the acquisition of competencies for sustainable development are characterised by transformative pedagogy as well as transformative teaching-learning formats.

Education for Sustainable Development (ESD) is central to the HNEE in advancing transformative education and empowerment for change. Consequently, in 2019 HNEE also took over the overall coordination on the topic of sustainability at Brandenburg universities → [Education for Sustainable Development](#), p. 20. Didactically, this involves reflecting on sustainability together with students, conducting research, and implementing sustainability projects. The strengthening of research and experience-oriented learning on real problems in the interdisciplinary theoretical connection and personal reflection promotes an interdisciplinary and systemic understanding of the students and at the same time promotes the knowledge of the transformation requirements and one's own role in the change process.

HNEE is committed to transformative learning through engagement. Service Learning → [Service Learning](#), p. 71 is an important building block in this context to strengthen students in the development of a responsible democratic identity. The format offers them the opportunity to acquire the key competencies they need to take on professional responsibility within the framework of their voluntary work. The concept of transformative learning through engagement seeks to engage students in critical, science-based engagement with the future challenges of sustainability, justice, and democratisation. The HNEE offers students spaces to reflect on their role in society. Project workshops, in which students can apply the acquired knowledge in a research-based and practice-oriented manner, represent a suitable methodological approach to provide scientifically sound knowledge for the professional facilitation of

transformative learning processes. This is already done at the beginning of the studies with the interdisciplinary introductory course 'With Nature for People – Introduction to Sustainable Development' → [Introduction to sustainable development](#), p. 68.

At the same time, the HNEE foresees a continuous development of digital teaching and learning with simultaneously diverse digital formats. The aim is to expand, bundle, and strengthen university competence in the areas of online didactics and online teaching. HNEE aims to expand digital and virtualised distance and e-learning offerings, i. e. to further diversify the range of courses offered in order to increase the visibility of HNEE in the education sector for social and environmental sustainability and international accessibility of HNEE offerings → [Digital teaching](#), p. 62.

In order to do justice to the living conditions and educational biographies of an increasingly heterogeneous student body and to create attractive study conditions conducive to learning, the aim is to make the range of offered courses more flexible for prospective students, students, and graduates.

Vision and demands regarding teaching and learning were defined in a mission statement on teaching in October 2020.

HNEE develops its teaching mission statement

The goal of a mission statement for teaching is that student representatives, teachers, university administrators, faculties, and course directors agree on the overarching educational

goals in accordance with the respective university profile. Target groups can be students and teachers who are involved in the further development of a teaching model. This is also a means of communication with which prospective students, university partners, and practice partners are to be addressed.

The HNEE's teaching mission statement was developed in a one-and-a-half-year participatory process with members of all university status groups and adopted by the Senate at the end of October 2020. Building on the results of the → [University-wide strategy process](#), p. 22 strategy conference and together with the Sustainability Teaching and Learning Working Group (WG), various expectations and requirements as well as topics and content were summarised for the teaching mission statement. Members of the university from all status groups of the HNEE participated in the working group and gave important impulses and topics for the development of the mission statement in public meetings. The target groups of the HNEE teaching model are lecturers, students, prospective students, practice partners, and cooperation partners. It serves students and teachers as orientation and identification for the teaching and learning processes at the HNEE and will be communicated internally to all university members as well as externally to actors from politics, cooperation partners, and especially prospective students.

The guidelines

Our central task is to train and educate committed people who can act in a scientifically sound and reflective manner in their profession and society and contribute to sustainable development. The aim of our teaching and learning processes is therefore to strengthen and develop competencies. These equip students with the skills they need for professional practice as well as for shaping social transformation. Acting on one's own responsibility is an important component and is promoted by the ability to reflect as well as communication skills.

Our teaching mission statement serves as orientation and identification for students and teachers in this process. It defines our aspirations, our understanding, our shared responsibility, and our cross-curricular and cross-faculty goals of transformative teaching and learning.

We take responsibility

The functioning of the global ecosystem is a prerequisite for human life and economic activity. The aim of our education in the context of sustainable development is to keep ecological and social systems functioning and capable of development in accordance with the precautionary principle. We create an awareness of socio-ecological challenges, promote the formation of sustainability-oriented identities, and develop the ability to act for a sustainable society.

We shape sustainable transformation

With higher education for sustainable development, we want to enable people to shape social transformation. Teaching and learning promotes professionally competent and democratically educated personalities who are prepared to take responsibility in processes of change towards sustainability. This means being able to think ahead and systemically, critically, and creatively to

identify and solve problems. This includes strategic action, collaboration, and self-reflection. We develop and promote these competencies through methods that support transformative learning and are based on participatory principles.

We are networked and practical

Innovative teaching and learning formats support students in acquiring key competencies to analyse current developments and contexts, to develop viable solutions to problems, and to take action. We want to support students' independent, autonomous, and cooperative or collaborative learning. Our learning processes are embedded in a real context through cooperation with actors from practice and the university. Through sustainability transfer, students test their knowledge in practice, develop sustainable solutions for socio-ecological challenges and participate in their implementation in regional and global cooperations.

We see digitisation as an opportunity and an obligation

We consider preparing our graduates for a working world transformed by digital change an important interdisciplinary task. This includes the responsible, safe, reflective, and professional handling of information, digital technologies, and forms of communication. Digitisation and virtual teaching-learning environments make studying at the HNEE more flexible, mobile, and family-friendly, offering more freedom for particularly valuable attendance formats and innovative and individualised learning spaces, which at the same time place emphasis on transfer and social transformation. Supplementary virtualised teaching and the possibilities of expanded didactic concepts serve to break down barriers and at the same time get new social groups interested in studying.

We are international, diverse, and equal

With a systemic understanding of global interrelationships, we can effectively meet local and international challenges. Our worldwide networks and collaborations promote multi-faceted teaching and connect institutions and people. In this way, we contribute to cosmopolitanism in the region and actively participate in the discourse on shaping a global sustainability transformation.

Respect, recognition, and appreciation are prerequisites for a motivating learning environment. Teachers and learners see themselves as partners who take joint responsibility for the educational process. The diversity and different (educational) biographies as well as life circumstances are mutually accepted and taken into account. Fundamental and human rights are the basis of our values.

Author
Dr. Heike Walk, Vice President for Studies and Teaching

Developments in the area of study and teaching

As part of the application, student and academic programme statistics, the number of students, graduates and applicants at the HNEE is analysed each year. From this, we draw conclusions about the success of the studies in connection with the assessment of the courses offered and the study organisation as a whole.

Developments in student numbers

Between 2018 and 2020, HNEE recorded a stable student population between 2,100 and 2,300 students. Here the gender ratio was almost balanced. In 2019 just more than 50 % of Bachelor and 60 % of Master's students were female → [Equality and Diversity](#), p. 47.

In 2020, the total number of students increased slightly due to a further development in terms of content with two new Master's programmes in the Faculty of Landscape Use and Conservation. Thus, the HNEE recorded a total of 20 academic programmes, some of which can also be studied as dual programmes. For the first time in 2020, the HNEE also recorded almost 10 % international students, i. e. people who acquired their university entrance qualification or Master's degree abroad. In the winter semester (WiSe) 2020/2021, more than 200 foreign students studied at the HNEE, including around 80 international first-year students.

Compared to the previous reporting period (between 2016 and 2017), increasing numbers of exchange students and international guests have come to HNEE for teaching and further education. This was primarily due to increasing ERASMUS mobility with cooperating universities from Ukraine, Albania, Myanmar, Kosovo, and from ERASMUS programme countries such as Poland, the Netherlands, and Finland. Furthermore, additional funds were obtained for funding through the German Academic Exchange Service (DAAD) during the reporting period. These included, for example, the programme 'HAW

International – Internationalisation of Universities of Applied Sciences' with the project 'Transformation for a Sustainable Future in South-East Asia' (TranSEA) and the programme 'Joint Digital Future: A Ukrainian-German Partnership for digitally supported Learning and Teaching', which aims to deepen cooperation between Ukrainian and German universities and, in parallel, to support the internationalisation of Ukrainian universities. This has enabled existing international university partnerships to be further expanded and intensified → [Internationalisation](#), p. 15. The newly introduced English-language Master's programmes Forestry System Transformation (FST, since 2018) and Biosphere Reserves Management (BIOM, since 2020) also contribute to bringing more international students to HNEE.

Range of courses

During the reporting period, new academic programmes were established at three of the four HNEE faculties. These include the aforementioned FST Master's programme at the Faculty of Forest and Environment, which started in WiSe 2018/2019 with ten students. Exactly one year later, the number of enrolled students already rose to 22 and levelled off at 21 students in the winter semester 2020/2021. At the Faculty of Landscape Use and Nature Conservation, the range of Master's courses was also expanded. From the scientific institution of the Biosphere Reserves Institute (BRI) → [Research professorships](#), p. 101, the English-language Master's programme Biosphere Reserves Management (BIOM) was developed and started in WiSe 2020/2021 with 19 students. Furthermore, the range of Master's

Development of student numbers

Students	2015	2016	2017	2018	2019	2020
Bachelor	1,467	1,395	1,460	1,421	1,493	1,462
Master	673	678	701	682	704	840
HNEE	2,140	2,073	2,161	2,103	2,197	2,302

degree courses offered by the faculty was expanded. The part-time programme 'Education – Sustainability – Transformation' (BNT) also started in winter semester 2020/2021 with 21 students and thus, like BIOM, almost reached the maximum capacity of 25 places in the first run. Unlike the study programmes at the HNEE, this course is divided into classroom, practical, and distance learning phases.

In addition to the full-time Wood Technology academic programme (B. Eng.), the 'Wood Technology dual' programme has also been offered as an apprenticeship-integrating dual Bachelor academic programme since winter semester 2018/2019. In the first round, nine students were able to start their studies in cooperation with companies. The development of the dual academic programme 'Mechatronics in Wood Engineering dual – B. Eng.' was advanced. The goal is to introduce it in 2023. Together with the academic programme 'Organic Agriculture and Marketing' (ÖLV), there are a total of three dual academic programmes at the HNEE.

Bachelor's degree programmes have decreased since 2018 from ten to eight in 2020 due to the generalisation/merging of undergraduate programmes in the Faculty of Sustainable Business. The utilisation and graduation rates of the three original Bachelor's degree programmes, Financial Management, Corporate Management, and Regional Management, fluctuated widely in previous years. This was to be improved by a new, attractive range of courses, which is why a realignment was initiated, which has been accompanied by a strategic development in the faculty since mid-2019. As a result, the content of the Bachelor's programme was combined and only the Business Management programme was offered in winter semester 2020/2021. Existing competencies and resources were concentrated in parallel on the fundamental revision of the Bachelor curriculum, which will result in the new degree programme 'Sustainable Economics and Management' (NOEM), which is scheduled to start in winter semester 2021/2022. This programme combines the capacities of its three predecessors. In addition, another international Master's programme called Sustainable Entrepreneurship and Social Innovation (MASESIN) is being planned at the faculty. It is also scheduled to launch at the same time.

Applicant development

Overall, the number of applicants continues to exceed the annual capacities of the degree programmes by far. During the reporting period, the HNEE received 2,000 to 2,300 applications per year for the approximately 1,771 available study places. While the number of applications declined somewhat at the beginning of the reporting period with less than 2,000 applications, it increased to 2,100 in 2019 and was back to about the same level as 2015 with 2,300 applications in 2020. The Bachelor's degree courses in 'Forestry' and 'Organic Agriculture

and Marketing' (ÖLV) as well as the Master's degree courses in 'Global Change Management' and 'Sustainable Business Management' were in high demand. An average of six to twelve people apply for one spot, in particular, in the study programmes 'Forestry', 'Global Change Management', and 'Sustainable Business Management'.

Enrolment figures

Although the Faculty of Sustainable Business lowered its capacity somewhat for WiSe 2020/2021 as part of its restructuring, the desired 5 % increase in capacity, a set goal from the 2014 Higher Education Development Plan (HEP), was achieved. This can be explained, among other things, by the establishment of the two new degree programmes BIOM and BNT as well as the complete capacity utilisation of most of the degree programmes. This increase will be even more pronounced in 2021. The enrolment figures for some academic programmes, such as Forest Information Technology and Sustainable Tourism Management, rose so sharply during the reporting period that it is necessary to examine annually whether the introduction of a numerus clausus is (again) necessary in order not to overload the study place capacities. However, acceptance patterns fluctuate widely each year. For example, in 2018 the acceptance rate for the Master's programme 'Regional Development and Nature Conservation' was higher than usual, whereas in 2019 it was the programmes 'Sustainable Business Management' and '2020 ÖLV' for which an unusually high number of applicants accepted the offered place. The reasons for different application and acceptance behaviour are manifold. In the Forestry programme, the strong demand is probably due to a clear, traditional occupational field and the currently particularly good prospects of finding a job. The extent to which current social developments with regard to awareness of global challenges, especially climate change, and the Fridays for Future movement will have an impact on the development of applicants to the HNEE will only become apparent in the coming years. Some of the young people who are active in these areas and who may wish to study in these fields are not yet applying to university.

Dropout rate

The academic programme statistics, which have been quantitatively and qualitatively expanded since 2019 by the university controlling department, provide the HNEE with information on organisational development potential in the course of studies. This makes it possible to see whether students are successfully completing their studies or when they drop out prematurely. Almost one third of the students at the HNEE leave the university without obtaining a degree and the rate is significantly higher in the Bachelor's than in the Master's programme. There are great differences between the faculties and academic programmes.



▲ At the matriculation ceremony, the city of Eberswalde invites the HNEE students to the market place for an official welcoming ceremony.

As a rule, dropouts cannot be explained in a monocausal way, because there are a multitude of reasons that differ, for example, depending on the subject semester and duration. Thus, in the initial phase of studies, it is rather individual reasons for leaving studies without a degree, such as the loss of motivation to study or the offer of a more attractive place to study, work or train. In postgraduate studies, it is rather institutional reasons such as study conditions and study organisation. There is potential for development, for example, in the area of student orientation. Prospective students are introduced to teaching and learning formats both across the university and subject-specifically within individual projects in the faculties of the HNEE, in order to get an idea of the study content and organisation at an early stage → [Versatile study preparation](#), p. 65. With the further development of existing formats such as the sustainability lecture, the establishment of service learning, and other innovative projects, practical examples were integrated into teaching so that students can combine personal interests and commitment with their studies → [Innovative forms of teaching](#), p. 70. In addition, thematic projects such as the 'Maths Clinic' at the Faculty of Wood Engineering → [Awards for study and teaching](#), p. 74 enrich teaching with further methods and formats to support students in the best possible way.

Graduation rate

The number of graduates across the entire HNEE remains stable at approximately 400 graduates per year. Over 45% of HNEE students complete their studies in the standard period of study plus two semesters. This is much more common in the Master's programme than in the Bachelor's programme. The overall student success rate (SEQ) is around 60%, but there are large differences between faculties and between degree programmes. Here, too, the Master's programmes fare somewhat better. Within the Bachelor's degree programmes, the SEQs show great differences.

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Quality management

The overarching measures such as evaluations, further development of forms of teaching and learning and qualification of teaching staff are brought together at a central level at the HNEE. The external (re-)accreditation of the academic programmes and the organisational implementation of further quality assurance measures is carried out decentrally at faculty level. The measures and staff positions established within the framework of the Teaching Quality Pact are also located in the departments and contribute to the quality of the organisation of studies. Furthermore, the quality management of studies and teaching has content-related interfaces to the departments of student services, university controlling, digital teaching, the career service, and alumni management. This means that quality management is involved in important issues along the student life cycle.

Within teaching, the HNEE continuously pursues the quality goals 'Integration of the concept of education for sustainable development to promote design competence' and 'Digitisation in teaching and promotion of e-learning'. These goals also play a central role in the area of further education and qualification of teaching staff in particular → [Continuing education for teachers](#), p. 59.

In the reporting period, all established study programmes were accredited. In 2021, however, the current accreditations at the faculties of 'Forest and Environment' and 'Landscape Use and Nature Conservation' will expire, so these faculties already entered the process of re-accreditation in 2018. The central goal was, in addition to ensuring the availability of the study programmes, the further development of the quality goals in study and teaching.

The (re)accreditations are carried out as cluster accreditations and, if required, supported by the central quality management.

Within a cluster accreditation, related study programmes are accredited simultaneously. At the HNEE, these are usually all study programmes of a faculty.

At the Faculty of Forest and Environment, early consideration of the topic was particularly important, as the newly established English-language Master's degree programme Forest System Transformation (FST) was also to be accredited. This further advanced the internationalisation → [Internationalisation](#), p. 15.

At the Faculty of Landscape Use and Nature Conservation, on the other hand, the specialisation directions of the academic programmes were discussed. In the Bachelor's degree programme 'Organic Agriculture and Marketing', for example, no specialisation modules have been offered so far. In the future, this should be possible within three modules in order to enable a stronger profile and also to increase the professional depth in the modules. In the Master's programme 'Sustainable Regional Development: Education-Management-Nature

Conservation', NAREGIO for short (previously Regional Development and Nature Conservation), a new specialisation is planned with regard to 'Biodiversity Management in the Cultural Landscape' in order to further strengthen this topic. On the other hand, there will no longer be any specialisations in the Master's degree programme in 'Organic Agriculture and Food Systems', or OLE for short (previously Organic Agricultural Management). The re-accreditation processes are expected to be completed in spring 2021.

HNEE's performance in rankings

In the course of the annual CHE ranking of the Centre for Higher Education Development, the subjects Computer Science and Nursing Science were evaluated at universities of applied sciences in 2018, so that the HNEE did not participate with its academic programmes. In 2019, the subject of process engineering was among those examined and a survey was conducted in the Faculty of Wood Engineering. However, out of 189 students who were asked to participate, only 21 did. The results can therefore only be partially used for further development. In 2020, the ranking referred to the economic sector or the Faculty of Sustainable Business. However, as this faculty had been undergoing an internal strategy process and realignment of course provisions since 2019, it was decided not to undertake a survey at this time.

Further participation in the CHE ranking will be examined on a subject-specific basis in the future, as it is difficult to compare the HNEE within specific subject disciplines due to the special focus of its studies.

Decentralised structural development for better study quality

The project results of the first funding period of the Teaching Quality Pact (2011-2016) made it clear that a continuation of the project was necessary to continue to reliably guarantee the quality of studies via an adapted study organisation. Teachers who, against the backdrop of their capacity utilisation and the increasing complexity of administrative tasks, find themselves under time pressure, can partially hand over concerns of study organisation and development or receive support from quality officers at the departments. With the introduction of an integrated campus management system (CMS), the university has set the course for more efficient and effective study organisation, but in the course of the further process, a critical examination and, if necessary, modification of existing, often informally anchored structures and processes has been necessary. Therefore, within the second funding period from 2016 to 2020, the individual study organisation in CMS was expanded on a need-basis during the reporting period. For example, communication between students and teachers was significantly improved because they were able to use virtual spaces, for example, to map study progress agreements and special study plans. At the same time, an overview of all courses was created. This development proved particularly useful in 2020 during the coronavirus pandemic, when direct contact was severely restricted in some cases. The team sites, in which the

individual course groups could exchange information online about the organisation and content of their courses, proved to be particularly beneficial. Nevertheless, it became clear that not all needs could be addressed due to technical limitations of the campus management system. With a modernisation of the CMS and an upgrade starting in 2021, the HNEE wants to further develop in order to meet new needs and demands of students and teachers in the future → [Digital teaching](#), p. 62.

In 2018 and 2019, semester discussions were introduced in all faculties to establish a further contribution to the improvement of teaching. In addition to quantitative teaching evaluation at the course level, they offer a dialogue-oriented format for assessing the general study conditions in the faculties or degree programmes → [Surveys and evaluations in teaching](#), p. 60. In terms of content, they go beyond teaching evaluation to examine various topics that contribute to student satisfaction and success, such as study organisation, advisory services, and the support situation, workload, timetable organisation, opportunities for free learning, etc. However, there is no central and uniform system for the interviews. Their implementation is not obligatory for the programme directors and their teams. Rather, the central quality management leaves it up to the four faculties to try out their own formats, which are also appropriate in terms of effort and benefit. As a support, there is a list of questions that can be used as a basis for the discussion.

Since 2018, Share Point digital learning spaces have continued to expand and adapt to teaching needs. Teachers were introduced to digital teaching elements through workshops and webinars and the interface between the faculties and the Digital Teaching Officer was expanded. This has made it possible to extend the use of the learning spaces and, in some cases, restructure them to meet specific needs. Rather, external tools such as web conferencing tools and collaboration whiteboards were used to work together. In mid-2020, the central positions of the quality officers at the faculties and in the Language Centre were made permanent, so that the structures and areas of work in this field of activity are secured in the long term → [Language Centre](#), p. 69.

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Juliane Buba, Head of the President's Office

Continuing education for teachers

Further education in the context of studying and teaching is mainly oriented towards didactic methods and principles and is carried out in various internal and external formats. Together with all Brandenburg universities, the HNEE is a member of the Network Study Quality Brandenburg (SQB) and the Network eLearning Brandenburg (eBB). In addition, HNEE-internal continuing education offers are an integral part of the continuing education culture for teachers and are coordinated by Quality Management and the Digital Teaching department.

Since 2017, the topic of e-learning has been an integral part of the programme coordination between the SQB office and the HNEE. Further topics of coordination are the handling of heterogeneity in teaching (social sustainability) and university didactic concepts with which the development of competence-oriented teaching can be actively shaped, such as problem-based learning, research-based learning/teaching, and competence-oriented testing. These topics are especially based on the sustainability principles of the HNEE → [Sustainability principles](#), p. 33. They contribute to the development of further study elements such as the innovative forms of teaching and learning (ILL) as well as the sustainability lecture, with which central concepts of education for sustainable development are brought to the attention of the teachers. This ultimately also contributes to the support of students in terms of personality development and creative competence, for example in the new module Service Learning → [Innovative forms of teaching](#), p. 70.

Start-Me-Up for new recruits

New topics were also added during the reporting period, including 'Moderating and Visualizing – Promoting and Visually Accompanying Learning Processes' and collegial case consultation following the Start-Me-Up programme (SMUP) for newly appointed professors since 2018. The SMUP was attended by all six new appointments at HNEE in 2019 and 2020, with a focus on sharing their own teaching practices at their new university. This format serves to discuss experiences, requirements, and also advantages that have become anchored in the new understanding of the role of a professor or with which newly appointed professors are confronted.

From the 2017 cohort, it also became clear that there was a need for a format for collegial case consultation, which was implemented as a Brandenburg pilot project by SQB. In the meantime, this format is being continued independently by four professors from two faculties.

The SMUP, on the other hand, has since been further developed and rounded off with internal support and information services. For example, since 2019, new appointees have been given insight into the structures and departments they work with as faculty within the administration's informational afternoons. Through a personal round of talks with the Vice President for Studies and Teaching and the President of the HNEE, initial contacts with the university management are established.

Lunch Lecture for HNEE lecturers

In addition to the general continuing education and information events, the university management has established a special format for exchange in the area of teaching and teaching development – the Lunch Lecture has been in place since 2011. It is aimed at all interested teachers and provides an opportunity for cross-faculty exchange, such as in January 2019 when 'Digital Teaching at HNEE' was discussed. With a total of 37 teachers, participation was particularly high in the topics 'Support through digital media' and 'Presentation of funded innovative forms of teaching and learning'. The latter helped lecturers increasingly familiarise themselves with innovations in the fields of e-learning and digitalisation in teaching. Also, developments in 'video-based learning' and 'interdisciplinary model and demonstration projects' could be presented from all subject areas. Another high-demand topic during the Lunch Lecture was the handling of research results worthy of protection, with the support of the HNEE legal department.

New technology and new media in teaching

In addition, internal information events and webinars or workshops were offered on 'Expanding and structuring EMMA+ learning spaces', 'Interactive web conferencing', 'Activating students', and 'Filming with the smartphone', as an introduction to video production. The latter were carried out in the second half of 2020. Demand was so high that the first two workshops, each with ten participants, were quickly fully booked and another had to be added.

Furthermore, an online consultation was offered on the topic of e-learning and learning videos. This comprised a total of seven hours and was split over three dates. Furthermore, there were compilations of qualification offers for teachers from other external sources, such as E-Teaching.org (learning e-learning, Quickstarter online teaching) and the Fernuni Hagen.

In cooperation with the Network eLearning Brandenburg (eBB) and the participants of the projects for the 'Qualification of Student E-Learning Advisors'(QELB) in Brandenburg universities as well as with the financial support of the Ministry of Science, Research, and Culture (MWFK), existing materials for an online further education for academic assistants could be finalised module by module. They have since been made available as an Open Educational Resource. Thanks to the QELB training and the associated longer-term use of students, teachers receive technical and media-didactic support in the use of digital media in teaching. At the same time, students acquire skills that could be of importance for their future professional life.

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Surveys and evaluations in teaching

In order to help improve teaching and the student situation, the HNEE regularly conducts surveys. These are recorded and evaluated by the Quality Management Department, which is affiliated with the Office of the Vice President for Academic Affairs. The four most important central surveys and their results during the reporting period are listed below.

Non-subscriber survey

Although the number of applicants regularly exceeds the study place capacities of the HNEE, the acceptance behaviour of applicants in their respective study choice is very different. In the past years, it was hardly possible to orient the admission procedure on the acceptance behaviour of the previous years. Since 2017, a survey has been conducted for this purpose, with the aim of finding out the reasons why a study place was not accepted. In the years under review, the decisive reasons for studying at another university and against studying at the HNEE were: different (study) content, greater proximity to family and friends, as well as individual reasons that can be attributed to personal circumstances and the study location.

The HNEE pays special attention to the latter argument within the framework of the Open House Day and the University Information Days. In cooperation with the university communication and the city of Eberswalde, prospective students are introduced to Eberswalde and the surrounding area to show them the special features of the region and its advantages. Last but not least, the first-semester surveys clearly showed that as soon as students get to know the location and surrounding region better, their appreciation for Eberswalde as a place to live and study grows.

First-semester survey

The first-semester survey is primarily intended to provide information about the reasons for choosing the university and the academic programme as well as the place of residence of the first-semester students.

Throughout the years, more than half of the first-year students live in Eberswalde. However, Berlin also remains a popular place to live for 23.9 % of the survey participants. The remaining percentages are distributed among other districts in Brandenburg. The first-semester surveys from 2018 and 2019 show that students rate the practical relevance, the sustainability concept, and the diverse extracurricular activities of the HNEE positively. For 85 % of the respondents, the university was the first choice. This resulted in clear tasks for the HNEE for further development and positioning:

- Expansion of the USPs of the HNEE
- Further refinement of the successful and sustainable university profile

In the course of the strategy process, these topics were further developed → University-wide strategy process, p. 22.

Results of the teaching evaluations

In both 2018 and 2019, the desire for a second review period emerged based on teaching evaluations and semester discussions. According to an HNEE survey on exam management in 2018, about 70 % of the 530 survey participants complained that the timing of exams at HNEE is too short. Nearly 90 % further indicated that being able to write exams at their convenience on a first or later date would help them in preparing for and taking exams. More than 90 % would make use of the option to re-take an examination they had failed or had not taken due to illness in a secondary examination period.

The student body then addressed the request for a full second examination period to the university administration via the student representatives. In principle, this should be possible at any time, i. e. at the end of the semester, during the lecture-free period and at the beginning of the following semester. However, a precise distinction must be made between the different audit formats. Oral examinations, written examinations, assignments, and laboratory experiments and determination exercises differed considerably in terms of the effort required in preparation as well as in execution for students and lecturers. In recent years, the Study Commission, consisting of representatives from all status groups, has addressed these points and discussed possible options and compromises together with student representatives. As a result, it was agreed to pilot a second audit period in 2019 and 2020. From 2021 onwards, the Study Commission will examine the extent to which this pilot phase has had a positive effect on examination behaviour, whether the effort and benefits are in proportion, and how a continuation of the programme can be guaranteed.

It is also clear from the evaluations that many students would like to see more opportunities for interaction between faculties. Although there are formats such as the general sustainability lecture → Introduction to sustainable development, p. 68 and the block week per semester in which students can choose elective modules from all faculties, a further survey in 2019 showed that this programme either does not meet expectations or is not even known by students. About one third of the respondents are not informed about the offers within the block week. They do not know that they can choose elective subjects and receive ECTS across disciplines within the block week. Only just under 35 % are even aware of the services offered by their own faculty. Similarly, about one third would like to see courses and offerings that specifically cover more than one subject area in order to get to know other subject areas. The relevance for the study programme was rated by 75 % as very high to high. However, 65 % rated the available information on the offers as poor or insufficient and only 13 % were satisfied with the information. At the end of 2019, the University Executive Board, in conjunction with the faculties, agreed to review appropriate modules that would be suitable for cross-college content work as part of elective modules. The block week periods will continue and be expanded in terms of content similar to the long standing success of the Master Class Course Conference 'Renewable Energies' (MCCC) → hnee.de/mccc

In order to intensify the interdisciplinary exchange and to establish it as a fixed component in suitable formats, the Service Learning module was developed for the 2019/2020 winter semester → Service Learning, p. 71. At the same time, work has been ongoing since October 2019 to further develop the compulsory sustainability lecture for all Bachelor students 'With Nature for People – Introduction to Sustainable Development'.

“As a pioneer, you are not alone in Eberswalde. When you want to make a difference, you quickly find allies.”

Selena Dami
Student in the Bachelor's programme International Forest and Ecosystem Management, ASStA member and active in the student initiative 'Students for Future'

The first round of the new format started in winter semester 2020/2021 and combines short content inputs on sustainable development with project-based work in small groups.

Survey of graduates

In the winter semester 2017/2018, graduates of the graduation years 2015 and 2016 were surveyed about study conditions, graduation, and the career after graduation. The response rate was 19.5%. → [Alumni Management](#), p. 77. Only one third of the interviewees had acquired a professional degree before their studies and in most cases there was no professional connection with the academic programme. Exceptions were the academic programmes in forestry, financial management, and wood technology. On average, students completed 7.6 semesters of study in the Bachelor's programme and 5.5 semesters of study in the Master's programme before graduating. This generally corresponds to the standard period of study plus two semesters. Factors for exceeding the standard period of study were mostly writing the thesis, jobs to finance the studies, personal reasons, and failed exams. The HNEE hopes to minimise the latter by establishing the second examination period. The average grade of all graduates was 1.8, whereby the Bachelor graduates scored slightly lower with 1.9 than the Master graduates with 1.7.

The offers and conditions in the academic programme were predominantly evaluated as good in the mean value comparison. Contacts with teachers and access to required courses scored particularly well. There is room for improvement in the areas of research relevance and the acquisition of scientific working methods. The latter will be the focus of the work of the Career Service and the Centre for Continuing Education from 2021 → [Vision for teaching and studies](#), p. 78. According to the results of the survey, lectures were the primary teaching and learning method used; e-learning, on the other hand, was almost not used at all at this time.

In terms of advice and support offered in the academic programme, the subject-specific advice and support provided by lecturers came out best. On average, the equipment ratings are all in the good range and differ only slightly from each other. Access to IT services and, if applicable to the academic programme, the equipment of the laboratory places were rated best, but the availability of necessary literature in the subject library was rated worst.

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Digital teaching

The use of digital technologies and media is both an innovation and an obligation for the future-oriented university teaching at the HNEE. Digital techniques and methods play a large role in the lives of young people, which is why the university has set itself the task of introducing students to the reflected and professional use of new media and forms of communication for education and science.

We consider preparing our graduates for a working world transformed by digital change an important interdisciplinary task. This includes the responsible, safe, reflective and professional use of information, digital technologies, forms of communication, and media for education and science. In this context, the digitalisation and virtualisation of the courses offered at the HNEE is seen as a supplement to face-to-face teaching and examinations – and thus as an instrument and didactic concept. Where it makes didactic sense, courses are supported by the use of digital media. This also gives students of different learning types the opportunity to work on content independently at their own pace.

Through digitalisation with the complementary differentiated teaching and learning environments, studying at the HNEE becomes more mobile, flexible, and family-friendly and offers innovative and individualised learning spaces, which at the same time place emphasis on transfer and social transformation (e.g. in projects such as Smells Like, Terra Preta, in the social entrepreneurship competition in the field of tourism, in virtual forest walks or excursions, and much more). During the reporting period, a complete online course was created in cooperation with other universities as well as blended learning modules, e.g. for scientific work and in cooperation with the Zurich University of Applied Sciences (ZHAW) as an introduction to organic farming. The technology of interactive online mapping was also expanded and used in 2020 for non-contact mapping during the coronavirus pandemic. Thus, birds as well as flower characteristics and flower-visiting bees could continue to be mapped and evaluated during this time. Some of the teaching and learning opportunities at the HNEE are summarised in a MapJournal → bit.ly/38ydpB

During the reporting period, HNEE was involved in various activities throughout Brandenburg to raise awareness of digitalisation in teaching. One result of this commitment is, for example, the HNEE wood technology course. For this, the university participated in the cooperation project 'Profile-based Knowledge Checks 2.0', which is funded by the European Social Fund for Germany. In the process, it was one of seven Brandenburg colleges and universities, and it created student orientation tests for this course. The long-term goal: to drive forward the development of innovative, digital teaching and learning programmes and their networking in the state of Brandenburg by bundling higher education competencies → [prowichecks.de](#) → [Individual programmes of the faculties](#), p. 67.

Due to the coronavirus pandemic, Brandenburg's universities were initially forced to switch teaching completely to online teaching with digital teaching and learning scenarios in the summer semester of 2020. This has greatly changed teaching at the HNEE, which is mainly characterised by classroom lectures. Asynchronous (communication and interaction between teachers and learners takes place at staggered



◀ In front of the Wilhelm Pfeil Auditorium: students, staff, and guests in June 2018 at the 13th Sustainability Lecture (SusLec) on the Forest Campus of the HNEE

times) and synchronous (learners and teachers are in different places at the same time and communication takes place in real time) online learning opportunities, especially using the HNEE learning platform EMMA+ and software for web conferencing were created – initially using DFNconf software (Adobe Connect, Pexip) and GotoMeeting/Zoom (individual licenses), then almost exclusively using the open source software BigBlueButton, in order to ensure data protection and information security requirements even under crisis conditions. For this purpose, a data protection declaration has been created in order to comply with the disclosure duty pursuant to Article 13 of the EU General Data Protection Regulation (DSGVO). At the beginning of the winter semester 2020/2021, hybrid courses combining a face-to-face course with an online course were designed and implemented. Participants were free to choose whether to attend the event on-site or via the virtual classroom.

The teaching was supplemented by (live) feedback tools for active opinion polling and knowledge testing of students during the events such as Pingo, Kahoot, and Mentimeter, for collaborative work online whiteboards such as Miro, and other tools for mind mapping and surveys. For asynchronous teaching, presentations with audio commentary, complete online lectures or educational films were created, in which, for example, soil profiles, wood characteristics, or software are explained.

In addition, there was a handout on the digital conduct of oral examinations, which was approved by the University Senate. All lecturers at the HNEE were called upon to examine whether alternative forms of examination (for example, oral examinations with video conferencing systems, assignments, OpenBook examinations, etc.) could be offered in their modules in the summer semester 2020. The audit committees were able to approve these changes at short notice.

Despite all the advances within Digital Teaching, two key learning effects crystallised during the coronavirus pandemic. First, online teaching involves a considerable amount of additional time for the lecturers and second, not all module

contents and teaching formats from face-to-face teaching can be transferred and reproduced in digital formats to their full extent. This became clear in the course of a survey among lecturers, which the quality management of the HNEE launched during the summer. Above all, the social component is very difficult to replace in the virtual space. In addition, the digital switchover sometimes led to socially unjust and unfair study conditions, as students who were not technically equipped or not well equipped were only able to participate in online teaching to a limited extent, especially in software- and data-dependent exercises.

Information / Exchange / Events

The provision of information is a means of self-help and supports teachers and students alike. Therefore, the e-learning web pages have been continuously updated and have been heavily revised and expanded especially for the summer semester 2020 and winter semester 2020/2021 to provide better support. One website → hnee.de/K7051 provides didactic and technical information for the conversion to online teaching as well as information on handouts and events. In terms of the winter semester 2020/2021, continuing education courses as well as (open) self-study courses were offered. Likewise, web pages were created for students with questions and answers about the digital summer semester, access to corona-approved literature, and open courses.

The university library also offers a wide range of services, which were increasingly available in digital form during the reporting period. These include, for example, the information literacy programme, which was completely revised in 2017 and published in 2018 under the name 'InfoFit' → hnee.de/infokit. This programme was designed and implemented in cooperation with the module leaders 'Scientific Work' of the four faculties. It is aimed primarily at students and supports them at every stage of their work, which is divided into four categories. In addition to training courses on effective research, introductions to the library, e-media and Citavi, it also offers a programme for literature management and knowledge organisation, guides on correct citation and the basics of academic writing, video

tutorials, and screencasts. These are published on the YouTube channel of the university library → bit.ly/3oMon4w and are complemented by a weekly research consultation ‘Ask a Librarian’.

In addition, the digital media inventory has been significantly expanded from 2018 to 2020, particularly with regard to e-books through the Ebook Central platform. HNEE students make intensive use of the opportunity to suggest titles for purchase that are not yet in the university library’s collection.

At the end of 2020, the university library received the sum of 20,000 euros from the Ministry of Science, Research and Culture (MWFK) via the emergency programme for digital university teaching in Brandenburg #DigitaleLehreB for the expansion of the e-book offer. At the same time, since 2019 it has been possible to reserve or process carrels (reading booths) and request for the provision of card material from the magazine online.

In order to promote and improve the expertise of teachers and students in handling digital programmes and formats, thematically appropriate events were also held, such as the four-day ‘Conference’ on ‘Education, Bits & Trees – Universities Digital & Sustainable?!’ in November 2019 → hnee.de/E10425. Interfaces and synergies of digitisation and sustainability in the university context were examined from interdisciplinary perspectives and opportunities as well as difficulties were discussed and debated in a multi-faceted range of workshops. In the same year, the HNEE was the first university in Europe to host the European Masterclass on eTourism, which focused on international joint learning and exchange → [Internationalisation](https://Internationalisation.com), p. 15 → hnee.de/E9720.

Project applications for the promotion of digital teaching

A successful project application was submitted in 2019 in the funding programme of the German Academic Exchange Service (DAAD) ‘Support for the Internationalization of Ukrainian Universities’. The main goal of the project is to integrate and professionalise digital methods in learning, teaching, and administration at HNEE and Ukrainian National Forestry University in Lviv (UNFU). A key element in achieving this goal is the design and implementation of the cross-university digitally supported course ‘Project Planning and Proposal Writing’. This course includes various digital learning and teaching methods as supporting elements, in particular webinars, online tutorials, and online lectures → hnee.de/K7117.

Networks

During the reporting period, there was a regular exchange with the members of the eLearning Brandenburg (eBB) network. In this context, work continued on the existing QELB project and on the switch to online modules in 2020 → [Continuing education for teachers](https://ContinuingEducation.com), p. 59, with support from MWFK’s immediate programme. Exemplary is a concept to determine the mood in a seminar which was developed in the form of a Moodle plugin under the name ‘How can students signal how high the workload in a seminar is?’ at the Brandenburg Hackathon by a group of the University of Applied Sciences in Potsdam → hochschul-hackathon-bb.de. Since then, the project has been further developed in a network with various actors from the university landscape. The aim is to promote its sustainable implementation in the learning management systems (LMS) of universities.

Ideas for the expansion of online teaching at the HNEE

The experiences of the past years have shown that the teaching of digital formats at the HNEE should be partly rethought and redesigned. Many instructors became aware of this, especially during the summer semester of 2020, when the coronavirus pandemic forced many teaching and learning methods to be changed to online teaching. As part of the Higher Education Development Plan (HEP), which defines new strategies and paths for the university until 2025, they have already compiled various ideas for what digital teaching at the HNEE could look like. One aspect is to use the face-to-face time qualitatively differently in the future. In this way, parts of the content transfer could be shifted to the asynchronous phases, so that the online phases can be used for discussion, reflection, and exchange. At the same time, HNEE teachers have become aware that online teaching does not necessarily reduce the effort required to prepare and implement courses. In this regard, the HNEE is attempting to provide better support and long-term relief for the teaching staff through appropriate further training courses and trained personnel. At the same time, there will be a lecture series on dealing with big data, data security, and digital transformation, in which ethical aspects, among others, can be discussed. The overarching goal is to better coordinate analogue and digital teaching and learning scenarios, e.g. in the form of blended learning, flipped classrooms, or learning studio labs and thus make them more attractive to students.

Between 2020 and 2022, there will be a phased transition from the existing SharePoint-based learning space solution to the open source-based Moodle e-learning system. This change is necessary because the learning room solution is no longer supported by the old system and teaching should become more attractive through new, innovative formats – formats that are also demanded by the students.

We also plan to establish a competence centre for digital learning at the HNEE in order to better bundle knowledge and experience. However, the university is still at the beginning of this process.

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4 | Studies and teaching

Studying at the HNEE

At the Eberswalde University for Sustainable Development, studies do not begin with enrolment and do not end with exmatriculation.

There is an interlocking system that begins with preparation for entry into the programme, then covers the entire academic programme and ends with alumni management. The aim is to prepare prospective students well for their everyday life in Eberswalde and to provide them with comprehensive information. Students receive constructive guidance and support during their studies. Exchanges are also encouraged after they have completed their studies.

One goal in particular is continuously pursued: that graduates of the HNEE, with their sustainable ideas from the various disciplines and personal interests, take the idea of sustainability with them into their professional workplaces and continue it there.

Versatile study preparation

Student marketing and study preparation are carried out decentrally at the HNEE by different departments and thematic projects. These range from the Schwedt | Uckermark Office which disseminates offers in the district of Uckermark, to the central Student Services department which organises general orientation at schools as well as the Open House Day, to individual projects in the various faculties at the HNEE.

Presence Schwedt | Uckermark

The Schwedt | Uckermark office transfers programmes from Brandenburg universities to areas far from universities, namely to the district of Uckermark, which is not itself a university location.

It offers formats in the field of student orientation for pupils and prospective students. One example of this is the series of informational evenings on topics such as starting studies, financing studies, and dual studies. After an initial info night in the autumn of 2019, the info night series was switched to digital in the spring due to the coronavirus pandemic, allowing for three virtual info nights in 2020. Location-independent implementation brought several advantages: greater range, easier accessibility in the largest rural district of Brandenburg, Uckermark, and a wider circle of speakers. For example, there was cooperation with the Studentenwerk Frankfurt (Oder), the orientation study College+ of the Brandenburg Technical University Cottbus-Senftenberg (BTU), and the initiative Arbeiterkind.de as well as various local companies offering dual studies. The number of participants at the individual information evenings ranged between 15 and 25 people. In addition to general information, the students also gained insights into special areas, for example at a computer science workshop on the topic of computer game development, which was implemented together with the student academy of the Hasso Plattner



2° Campus: Team HNEE in Berlin, 2020 ▶

Institute of the University of Potsdam (HPI) and the technology base 'TechBil' at the comprehensive school Talsand in Schwedt/Oder. In the second part of the workshop, which had to be postponed to 2021 due to the coronavirus pandemic, the students will get a taste of campus life and visit the HPI. The workshop was fully booked and was attended by 24 participants from Schwedt/Oder, Angermünde, Prenzlau, and even across the border from Poland. Culturally interested pupils could participate in one of the cooperation events with the Babelsberg Film University Konrad Wolf, which enriched the programme at the Schwedt | Uckermark location with the 'Young Film University' and the 'Children's Film University on Tour'. Here, children and adolescents could gain an insight into one film trade in an age-appropriate lecture and thus get a taste of what studying at the film university would be like.

For students, a one-week online advisory service on career prospects in the Uckermark was launched in 2020 in cooperation with the ICU Investor Centre Uckermark GmbH (business development agency of the district). Ten students from the HNEE were advised online about regional possibilities of an internship or a student part-time job, about the search for a partner for the final thesis, or about entering a career. This served to pave the way for students to a professional future in the Uckermark and thus to keep skilled workers in the region or to attract them to the region. A further round of this advisory service is planned for 2021.

Together with the Career Service and the Dual Studies Department at the Faculty of Wood Engineering, the need for a company contact fair was determined by means of a survey in the second half of 2020. Further evaluation of the results and planning will take place in 2021 → [Support for career entry](#), p. 76 and → [Schwedt | Uckermark Office](#), p. 121.

Student orientation

The student orientation at the HNEE consists of a coordination office, integrated in the department Student Services & International Office, and a student team. The fields of student orientation are manifold and aim at informing pupils and prospective students about studying at the HNEE. However, other target groups are also specifically addressed by the student orientation activities in order to support opening the university to the outside world.

During the reporting period, the student orientation activities have been continuously developed and adapted to the respective needs and framework conditions. Central to this is the Open House Day, which attracted many visitors and prospective students in 2018 and 2019. In 2020, it had to be held in digital form for the first time due to the coronavirus pandemic. The new format was very positively received by prospective students, so that in the future this digital university information day is to be held in addition to the Open House Day at the end of each semester.

The Children's and Youth University, a cooperation project with the Barnim Uckermark Civic Foundation, has been offered at the HNEE for over a decade. It offers students from schools in the region the opportunity to attend workshops and lectures on topics related to the university and beyond. The format was so popular every year that a new, more participatory event format was tested and established in 2018. For example, in March 2019, the university invited primary schools from the region to the 'KinderUni' and in November organised the 'Uni for All' format, a programme for interested people from the region from secondary school level 1.

The student orientation team is responsible for familiarising pupils and prospective students with the HNEE and works in close cooperation with the Brandenburg Student Orientation Network. For example, the team regularly visits schools and offers workshops directly at the HNEE for these and other target groups. Participants receive information on the topics of applying for and starting an academic programme as well as on

the range of courses offered at the HNEE. Campus tours are offered at the same time.

A further task of student orientation is the presentation of the HNEE at selected trade fairs, study entry fairs, and special events. From 2018 to 2020, special trade fairs for prospective students such as Vocatum Hamburg Süd, Vocatum Berlin, Heldenmarkt Berlin, Horizon Leipzig, Einstieg Munich, Bachelor and More in Frankfurt/Main were attended. However, the Berlin Environmental Festival, Climate Action Days and, for the first time in 2019, the Long Day of Urban Nature in Berlin and the regional festival 'Liederlauschen' were also suitable formats for addressing prospective students.

The digitalisation of orientation has become an important field of activity at the latest as a result of the coronavirus pandemic. In 2020, the team developed new formats to support the opening of the university to prospective students throughout Germany. At the end of the year, the first episode of the HNEE-internal podcast on student orientation was published. Small short videos were also recorded in cooperation with student initiatives and interest groups, which are intended to show the diversity of the university and its members in the best possible way → [Student Initiatives](#), p. 82.

Individual programmes of the faculties

Numerous academic programmes have a profile committed to sustainable action and are directly concerned with the development of sustainable projects; they open up career opportunities in future industries and key sectors. Graduates of the HNEE are fit for jobs in various fields, such as regional management, sustainable tourism, wood engineering, nature conservation, forestry, organic farming, adaptation to climate change, or sustainable business. In various projects, the HNEE offers orientation opportunities, which above all give adolescents and young adults a realistic insight into everyday student life, research at the HNEE, and future fields of activity.

[Profilgebundene WissensChecks 2.0](#) is a cooperative project of seven Brandenburg colleges and universities working together on the creation and further development of online offers for student orientation, preparation and support. It is supported by the European Social Fund. In the first project phase, the project was accessed externally 475 times during the pre-tests. For the second phase of the project, in which the universities in the network offer online pilot tests, the aim is to triple this number.

The long-term goal is to promote the development of innovative online teaching/learning programmes and their networking in the state of Brandenburg by bundling university competencies.

In the second project phase, in addition to the further development of subject tests, study aptitude tests were developed in a further work package. The third project phase, which has meanwhile been approved, will start in April 2021 with the aim of offering a state-wide 'StudiPortal Brandenburg', in which all previous project results will be summarised.

The [CollegeWeek](#) at the Faculty of Wood Engineering was a one-week taster course offered over three years for up to 15 participants and, after a one-year development phase, was offered twice a year during HNEE block weeks in 2017 and 2018. More than one third of the participants started their studies at the university directly afterwards. In the meantime, this programme has been expanded and is offered in regular

Future Camps → hnee.de/futurecamp. While researching and experimenting in the free camps, ideas and information about career opportunities are conveyed in order to contribute to a sustainable, climate-friendly future. The programme includes camps on the following topics: 'Sustainable Building', 'Region in Transition', and 'Nature Conservation – Tomorrow's Nature'.

In addition to the subproject 'Sustainable Studying', there are also two further subprojects for vocational orientation for young people between the ages of 13 and 24, which are implemented by the partners, the Angermünder Bildungswerk e. V. and the Chamber of Crafts Frankfurt/Oder.

The 2° Campus is a WWF school academy on the topic of climate protection with school students from all over Germany. It takes place annually in three blocks from spring to autumn in cooperation with the Bergische Universität Wuppertal, the Westphalian Wilhelms-Universität Münster, and the HNEE. As part of the Pupils' Academy, pupils have the opportunity to conduct research on the topics of buildings, mobility, energy, and nutrition. Since 2013, the HNEE has supervised the research of the nutrition group.

The 2° Campus starts annually with a preparatory phase in spring. The nutrition group develops the concept for a research project under the guidance of a scientific HNEE mentor from the Faculty of Landscape Use and Nature Conservation. In the summer, the five to ten participants then come to the university to conduct on-site research on their chosen topic. The 2° Campus ends with the final presentation of the results in autumn. From 2018 to 2020, students have worked on projects related to soil management, meat consumption, and humane pig farming. The results of the projects can be viewed online → 2-grad-campus.de. In spring 2021, the 2° Campus, whose main sponsor is the Heinz-Glas company, will start its tenth round.

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Introduction to sustainable development

The module 'With Nature for Humans – Introduction to Sustainable Development' offers first-semester students the opportunity to learn more about sustainable development. In the first semester of the Bachelor's degree programmes in all faculties, students receive an introduction to the university's mission statement. With this event, the HNEE has been enabling students to engage intensively with the topic of sustainability for the first time since 2012. Up to now, this course was designed as a classical lecture series with a written examination. A team at the HNEE has been further developing this concept since 2019 to include more varied didactic methods as well as research-based and practice-oriented learning. The new concept was put into practice for the first time in WiSe 2020/2021.

Based on the evaluation results of this event, it became clear in recent years that, in addition to the thematically interdisciplinary lectures, students wanted more concrete examples and opportunities to interact with each other. This wish was fulfilled with the further development of the concept in winter semester 2020/2021, when approx. 400 Bachelor students started in 37 project groups for the first time. Here, the students could develop their own concept, workshop, or strategy with direct practical relevance and a link to at least one topic of the sustainability lecture. Due to the special situation caused by the coronavirus pandemic 2020, the course had to be held exclusively online.

The original content of the sustainability lecture was retained in the new format. After a general thematic introduction to sustainable development and an introduction to the course, the course included weekly lectures by lecturers from all four faculties. These were video recorded or live via the university's YouTube channel → [youtube.com/HochschuleEberswalde](https://www.youtube.com/HochschuleEberswalde) streamed. Students had the opportunity to ask questions about the presentations via the 'Frag.jetzt' tool. In addition to these 45-minute scientific inputs in the first part, the students worked in smaller project groups in a second interactive, practical part. These groups were interdisciplinary and cross-departmental and consisted of ten to twelve people who formed a team for one semester. They dealt with topics, questions, and problems of sustainable development in Eberswalde and the region and tested formats of research and practice-oriented learning and design. They were accompanied by mentors who were either lecturers, scientific employees of the HNEE, students (Bachelor and Master), or external actors. In the first run, for example, the Transition Town Initiative Eberswalde, the Technical Relief Organisation Eberswalde, the Eberswalde City Museum, and the music label Lukins Akteure could be won as external partners. They were available as contacts for the project groups during the whole semester and accompanied them in their goal setting, development of work packages, or research on their project topics. The mentors were also asked to deal with conflicts within the group. The main challenge was the implementation of the online-based meetings. Since the students were new to their studies and to HNEE, the organizing team relied on attentive guidance, especially in this online format. However, the groups were supposed to become more and more independent during the semester and also organise their own (online) meetings. The self-study was measured to be about 45 course hours.



▲ Set impulses: Project Agroforestry in cropland prepares willow planting for soil improvement.

Due to the coronavirus pandemic, the examination performance for this course presented a challenge. In the long term, too, examinations will no longer be carried out in the form of written examinations, as this would run counter to the learning content and processes of the newly designed course format. Instead, there will be a presentation of the results, in a form that the students are free to choose. In addition, a short project report is required, which serves the further processing and reflection of the project process and topic.

This format will be greatly expanded in the coming years in order to arouse curiosity among students, generate ideas, and promote sustainable transformation projects. The practice-oriented 'micro-research projects' are intended to integrate the students more strongly into the urban society, i. e. to provide for dynamics and new impulses in the city and region through the interactive research and practice-oriented format.

Authors

Dr. Heike Walk, Vice President for Studies and Teaching

Dr. Josefa Scalisi, Research Associate in Teaching and Project Evaluation



Getting to know cultures: every year the HNEE hosts an intercultural buffet, where students from different countries contribute culinary and cultural items. ▶

Language Centre

The Language Centre (SPZ) is a central institution of the HNEE. Currently, students can choose courses in twelve different languages. The main goal of teaching at the SPZ is to prepare students for an increasingly international world of education and work by providing high-quality language training and promoting intercultural skills.

The range of language courses and content is constantly developing in close cooperation with the various faculties. For instance, starting in WiSe 2018/2019, 'Business English A2' has been established for the Faculty of Wood Engineering and starting in SuSe 2020 also as a block module for the Sustainable Business Management degree programme. New modules have also been created in response to repeated requests from students: Portuguese from WiSe 2018/2019 and Japanese from SuSe 2019.

Sustainability topics are dealt with in detail in language lessons so that technical terms and contexts of the respective subject areas also become familiar in the chosen foreign language. In terms of content, the teaching focuses, for example, on ecosystems, forest management, 'organic farming and fair trade', but also on more abstract topics such as growth theory, environmental ethics, and environmental policy.

A large part of the materials used in language teaching are specially created at the SPZ, as the topic of sustainability is often not adequately and sufficiently represented in conventional language textbooks.

Internationalisation

Sustainability is also understood as a social dimension at the SPZ. Language skills are a key qualification for social participation in general and for participation in academic discourse in particular. Therefore, international prospective and current students are always supported in learning the German language. Since 2019, the German Academic Exchange Service (DAAD) has been providing more intensive funding for courses for people

with a refugee background, using funds from the Federal Ministry of Education and Research. The SPZ has also been a DSH examination centre since 2019, so that German courses to prepare students for university can now be completed with the German Language Examination for University Admission (DSH). In 2019, 17 people took up this offer, 14 of whom successfully passed the DSH exam and are now studying – although not necessarily at the HNEE.

With these offerings, the SPZ makes a lasting contribution to the university's own internationalisation strategy → [Internationalisation](#), p. 15. Within Brandenburg, the HNEE is networked with other Brandenburg universities through the ESiSt network: ESiSt stands for 'Successful entry for international students in Brandenburg' and facilitates cooperation and further development of its own concepts. Here the SPZ works closely with the International Office of the HNEE.

Transfer within and outside the HNEE

HNEE employees can also improve their language skills at the SPC – they are allowed to participate in all language courses. English courses for employees at various levels have also been specially designed for this target group.

In addition, it is also possible for Barnim citizens to participate in selected courses as guest students – a programme that is actively used and thus promotes integration and intercultural understanding in the region. In 2020, 14 people from seven different nations took part in language courses.

Author

Christina Tings, Head of the Language Centre

Innovative forms of teaching

The HNEE refers strategically both to the teaching of the goals and contents of Education for Sustainable Development (ESD) and to the methodology, i.e. the concrete implementation and organisation of the learning processes. Transformative didactics, methods, and innovative forms of teaching and learning are used to implement the educational concept of ESD and create the necessary learning spaces for individual learning goals. Here, ESD follows a trend in higher education to change purely input-oriented (knowledge-based) education in favour of output-oriented (competence-based) education. As a result of these specific learning objectives, areas, methods, and formats, there are special requirements for courses, evaluation, continuing education, and quality assurance. This includes not only content-related reorientations and innovations in teaching. A spatial change from the usual seminar rooms, e.g. into an outdoor classroom, also enables new perspectives. The first outdoor classroom has already been held at the Forest Botanical Garden → *Forest Botanical Garden*, p. 116. In 2020 so as not to have to forego important face-to-face teaching during the coronavirus pandemic.

Student project workshops

In the project workshops (PW), classical teaching is replaced by active and independently designed learning by the students. This interdisciplinary format and focus on interdisciplinary topics is oriented toward students from all four university faculties as well as students from other universities. Participants experience self-organisation in an academic context by being actively involved in the design of the semester and by being able to determine the forms of teaching and learning themselves. Students form self-determined small groups on various project topics and work on them together during the semester. This process is accompanied and supported by student tutors. Participation in a project workshop is recognised once with six credits. The current choices are a permaculture and a commons workshop. There have been project workshops at the HNEE since 2014.

Permaculture

The Permaculture project workshop has adapted its concept in 2019 and, based on feedback and evaluations, has divided its work into two semesters. The focus in the winter semester is on theoretical basics as well as on planning one's own project. In the summer semester, the planned project is put into practice and concluded with an examination. Between WiSe 2017/2018 and WiSe 2020/2021, 174 people participated, which means that the project workshop was fully utilised with an average of 25 participants per course. In winter semester 2020/2021, the project workshop recorded 52 registrations, which was more than twice as many as the number of available places. The capacity was then expanded to 32 students. The students come from all faculties of the university and occasionally also from universities in Berlin.

The goal of permaculture is to integrate human life into natural cycles and processes. The main focus lies on the efficient use of nature without permanently damaging it.

The practical projects are carried out on a leased 1.3 hectare trial area, which is located about 1.4 kilometres from the

university. In recent years, for example, a clay oven, a herb spiral, a pond, a deadwood hedge, and a sun trap have been created there. An insect hotel was set up, a fruit tree habitat was planted, experiments were done with different types of beds, and a workshop on building worm bins was offered. Since the experimental area is freely accessible, interested citizens can see the constant change directly on site.

Searching, planning, and implementing projects themselves results in a great learning effect for the students. It strengthens their confidence to deal with a mostly new topic and to be able to see, touch, and use their own successes after two semesters.

In 2018-2020, various workshops, some open to university students, were hosted by the Permaculture Project Workshop, for example Forest Gardening with Nico Lehmann and Philipp Gerhard, Market Gardening with Johanna Häger, Fruit Tree Pruning with Jürgen Riekin, and Urban Permaculture at Peace Of Land with Annabella Jakab.

The goal for the future is to continue to maintain the area and improve the infrastructure. Thus, a shed for equipment and materials is needed, as well as a shelter that will allow teaching to be moved outside during rainy and cooler seasons. Valuable experience will also be taken from the outdoor classroom project. Both teachers and students would like to see a permanent outdoor classroom established and expanded.

Commons

The project workshop 'Commons' explores the question of how a group of people can become communally active in all aspects of life in order to live freely, fairly, and vibrantly. Between WiSe 2017/2018 and WiSe 2020/2021, 145 students participated, resulting in an average of approximately 21 participants. Compared to the initial years 2016/2017, the project workshop has almost doubled its number of participants.

The structure of the project workshop established by the tutors offers the participants both orientation and sufficient freedom for their own development. The aim is to initiate a group process characterised by trust, to impart basic Commons knowledge and skills, and to prepare participants well for self-organised work.

According to this principle, small groups come together around self-selected project topics. These are just as diverse as the participants themselves: from a commons picture book for children and setting up a commons bike rental, to creating a guide to spelt milk production and initiating a community garden and building a silence space in the form of a yurt on the forest campus → *Silence Space WG: Silence as a space of transformation*, p. 86.

As different as the project results may seem, they nevertheless have a common core: they all emerged from a self-organised process of the participants. This form of self-determined learning is the essence of the project workshop Commons.

Alongside the projects, events such as workshops, film screenings, and action days are regularly organised which are aimed at all HNEE students and Eberswalde's civil society. In the summer of 2019, for example, action days on the topic of 'Right to the City' were held in Eberswalde, where the film 'The Opposite of Grey' was shown and a public lecture was given by Jan Lindenberg on the topic of 'Creative Protest in Public Space'. Some of



In the project workshop Commons the participants are offered a lot of freedom for their own development. Collectively, expectations, desires, and needs are reflected at the beginning of the semester. ▶

these concepts and ideas persist after the semester ends. For example, the podcast 'Gemeinschaftsraum', which was produced in the summer semester 2020, will continue to be produced in 2021. For this purpose, the PW Commons has been using its own website since WiSe 2019/2020 → projektwerkstatt-commons.allmende.io to provide information on current developments. Here, interested parties can delve deeper into the topic of the commons, find out about the work of the groups, and gather inspiration for their own projects.

In addition, the project workshop Commons will be the first ever to be established and anchored in the curriculum at a faculty from the winter semester 2021 onwards. As part of the restructuring of the Faculty of Sustainable Business, it will become a permanent module. The self-organised, free and interdisciplinary style of the project workshop will be maintained. Here, the HNEE shows its appreciation for the students' commitment and its openness to new teaching and learning formats.

In parallel, a new project workshop on the topic of 'Gender and Climate Justice' will start in summer semester 2021. In this manner, the HNEE continues to meet its goal of offering students two project workshops on a permanent basis.

Authors

Benjamin Acksel, Maximilian Meese, Franziska Reißig and Schirin Steinhäue, tutors of the project workshops

Service Learning

Since 2019, establishing service learning across all faculties is part of the HNEE's university framework agreement. Students are given the opportunity to question how they can leave a footprint in society beyond the acquired and applied professional knowledge.

The HNEE is committed to strengthening the civic engagement of students. In doing so, it wants to live up to its social responsibility and democratic mission: social problems should be solved together with social actors. Service learning aims to establish a democratic learning culture in which students plan and design their own engagement projects, discuss problems and develop solutions, i.e. they can apply their knowledge and skills directly in practice. On the other hand, they reflect on the course of their engagement as well as the meaning and relevance of their engagement activities in the courses in a knowledge-based and professionally sound manner.

Since 2019, the HNEE has been systematically expanding the interdisciplinary teaching programme on the topic of service learning. With the module 'Sustainably engaged – how to leave a sustainable footprint in civil society', a specific HNEE project was conceived, which will be applied in all four faculties in the Bachelor's and Master's degree programmes in the coming years. The module can currently be taken as an elective module and is therefore not yet fully integrated. The aim is to further develop this module in cooperation with all faculties in order to ensure that students can select this module within their compulsory elective area and also have it fully credited to their studies.

In the context of the project 'Studium HOCH²', which was launched in summer 2020 together with the partner universities

(University of Duisburg-Essen, Martin Luther University Halle-Wittenberg and the University of Marburg), experience is also to be gained with regard to the integration potential of service-learning offerings. Specifically, this transfer and development project is about testing different formats for the integration of international students through engagement. In view of the increasing proportion of international students and insufficient social integration, the service-learning programme is to be greatly expanded in the coming years.

Innovative forms of learning and teaching

The HNEE promotes new innovative forms of learning and teaching (ILL). Under this name, various projects are funded that focus on the topics of sustainability and sustainable learning, such as project-based, media-supported, problem-oriented, and research-based learning. The grants can be applied for by full-time teaching staff of the HNEE. During the reporting period, 15 grants were applied for and approved.

These included, for example, the project 'Drones for Data Collection', which was carried out at the Faculty of 'Forest and Environment' in modules of the Bachelor's degree course International Forest Ecosystem Management and the Master's degree course Forest Information Technology. In the process, students were able to learn the processes for working with drones, which are becoming increasingly important in today's age, with the help of media. The students thus became acquainted with the latest technology during their studies, so that they are prepared for professional life in the best possible way.

The interdisciplinary model and agroforestry demonstration project Ackerbau(m) was also approved, having been planned in 2017 and implemented since 2018. Since then, this module has been carried out jointly by the Faculty of 'Forest and Environment' and the Faculty of 'Landscape Use and Nature Conservation', and has received financial and non-material support from the owner and the tenant of the agroforestry area in Löwenberger Land (Oberhavel district in Brandenburg). Primarily, the area is being researched by HNEE students from all faculties, who are dealing with questions on agroforestry systems, ecosystem services, and adaptation scenarios with a view to climate protection. During the reporting period, tree groups with a total of 342 trees and 49 shrub groups were planted, and a windbreak hedge was established to protect the five-hectare trial area from wind erosion and desiccation. In addition, a short-rotation plantation with 5000 willow cuttings was established in 2020 on an area of around one hectare. After harvesting, these were to be spread on the land as fresh branch chaff to increase the humus content → hnee.de/ackerbaum.

At the Faculty of 'Landscape Use and Nature Conservation' the module 'Cross-border nature conservation – problem-based learning' was offered in the summer term 2019. A field trip of several days showed the students the problems of implementing nature conservation at borders using the exemplary case of the German-Polish border in Schwedt/Gryfino.

The creation of subject-related online tests, using online self-assessment, for future blended learning modules was advanced at the Faculty of Wood Engineering in 2020. The aim of this project was to migrate existing test questions from the fields of business and engineering mathematics and the test

questions from the fields of wood species identification, statistics, and chemistry currently being created in the course of the Brandenburg joint project 'Profilgebundene WissensChecks 2.0' to a test environment at HNEE → [Digital teaching](#), p. 62. After the migration, the aim is to create new tests and use them in study preparation and study support (blended learning) at the faculties of Wood Engineering and Sustainable Business.

The development of the Human Resource Management module into a learning office was funded in 2019 at the Faculty of Sustainable Business. In a learning office, students have the opportunity to acquire knowledge in a self-organised manner, at their own learning pace. This project was supported by the Brandenburg Study Quality Network → [Continuing education for teachers](#), p. 59.

In the Applied Marketing Management module of the Sustainable Tourism Management course, students were able to study the creation of videos and films within the project 'BewegtBild'. Instructions and scripts were developed for various teaching formats, which were then made available across the university. The added value was that the students learn in practice how content marketing can be implemented.

This also closes the circle to the other projects that focused on video-based learning – such as the ExPlain project, which focused on the production of explanatory videos on the Sustainable Development Goals → bit.ly/3004z6P.

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Sustainably committed: The new Service Learning module enables students to receive credit for experience gained through volunteer work – such as the work carried out together with Katja Schmidt (right) of the Eberswalde Volunteer Agency in creating a flower square in front of the Alexander von Humboldt Gymnasium in Eberswalde. ►



Awards for study and teaching

HNEE students and teachers receive scholarships, prizes for theses, or teaching awards in many different ways. In Brandenburg, the annual state teaching award for innovative teaching projects is well-known. For the students of the HNEE, the university itself awards further prizes in order to honour excellent learning results and commitment of the students and to create incentives for future prize winners.

Germany Scholarship

Since the winter semester 2011/2012, the HNEE has been supporting particularly committed and high-achieving students with the HNEE Germany Scholarship. This is intended to give students the opportunity, regardless of their income or BAföG funding, to realise their full potential and concentrate on their studies without hindrance. For a minimum of two semesters and a maximum until the end of the standard period of study, HNEE students can receive monthly support of 300 euros. The funding is made up in equal parts of funds from the Federal Ministry of Education and Research (BMBF) and money from private sponsors. During the reporting period, HNEE recorded 38 (2018), 45 (2019) and 36 (2020) scholarships. The total funding volume amounted to 1,339,200 euros, of which 669,600 euros came from private sponsors.

The group of scholarship holders is determined by a jury consisting of faculty representatives, the Equal Opportunities Officer, student representatives, and the President. For 2020, 148 students applied for the 36 scholarships to be awarded. Many of the scholarship holders are socially and (university) politically engaged, e.g. in the field of environmental protection and nature conservation, in faculty aid, as trainers in sports clubs, team leaders at youth camps, and in various university committees. These include, for example, the General Students' Committee (AStA) and the departmental committees, in which students can actively participate in the further development of the university → [Student Initiatives](#), p. 82. The HNEE Germany Scholarship also takes into account special achievements and qualifications as well as personal or family circumstances. For example, some scholarship holders are the first in their family to study, take care of the upbringing and care of children, or have to earn their living with side jobs due to a lack of funding. In 2020, seven scholarship holders came from non-academic families and five scholarship holders studied with children. In addition, two scholarships were awarded to international students from Syria and Bangladesh → [hnee.de/deutschlandstipendium](#).

DAAD Prize

The prize of the German Academic Exchange Service (DAAD) is awarded once a year to a foreign full-time student. It is endowed with 1,000 euros and is funded by the Federal Foreign Office. The award is given to international students who have distinguished themselves through both outstanding academic achievements and remarkable social or intercultural commitment. Suitable students (starting with 3rd semester of Bachelor's or 2nd semester of Master's) can be nominated annually by lecturers in the International Office. A selection committee of the HNEE ultimately decides on the submitted nominations and

the awarding of the prize, which is presented during the matriculation ceremony. During the reporting period, three Master's students from the Global Change Management programme were pleased to receive the award. They were Roland Lleshi of Albania (2018), Ivy-Jo Lucas of the United Kingdom (2019), and Mayarí Chua Soto of Mexico (2020) → [hnee.de/K5422](#).

State Teaching Award

Once a year, the Brandenburg Ministry of Science, Research and Culture (MWFK) awards the State Teaching Prize for excellent university teaching. The prize is awarded for a total of three teaching projects and is endowed with 5,000 euros each. Applications may be submitted by lecturers of the state of Brandenburg and their students. After the last state teaching award was presented to the HNEE in 2013, two teachers in a row convinced the jury with their projects during the reporting period. In the category 'student proposals', Mario Schmitz in 2018 and Dr. Christina Bantle in 2019 were awarded by the students for their innovative and student-oriented teaching.

Mario Schmitz is STEM coordinator at HNEE and was nominated by the students of the Faculty of Wood Engineering on their own initiative for the topic 'Teaching digital and present'. In the compulsory module 'Mathematics for Engineers 1', internally referred to as the 'Maths Clinic', which is offered in the first two semesters of the Bachelor's degree course in Wood Technology, students are taught mathematics that is relevant to practice in an understandable and clear manner. Digital formats are also used to better illustrate mathematical and statistical principles. In an online learning room, students can access teaching letters, self-assessments and teaching videos independently of lectures and learn various methods to find solutions to practical problems.

In 2019, Dr. Christina Bantle convinced the jury, consisting of the previous year's state teaching award winners as well as representatives of the universities and the MWFK, on the topic of 'Sustainable learning – competence-oriented testing'. She teaches at the Faculty of Landscape Use and Conservation in the bachelor course 'Organic Agriculture and Marketing' (ÖLV) according to Constructive Alignment. In the module 'Sustainable Food Systems', students acquire skills to critically evaluate approaches to the design of sustainable food systems and to assess and evaluate the effects of individual changes on the entire food system. Special emphasis is placed on the teaching of technical, methodological, and personal skills, for which various teaching and learning methods are used. On the basis of very concrete examples, topics of the course are studied and possible solutions considered from different perspectives. As a form of examination, there is an e-portfolio at the end, which the students keep on a topic of their own choice and which also includes a content-related and personal résumé.

Eco-Good Award

In 2018, the Faculty of Sustainable Business offered the Eco-Good Governance Award (EGA) for the first time. Students in the module 'Operational Environmental Management' were called upon to participate with their projects, which set impulses for a social change in terms of environmental awareness. The prize is endowed with 350 euros and is awarded at the opening of each summer semester at the faculty. The permanent jury members include the HNEE lecturer Dr. Thoralf Buller (initiator), Dr. Alexander Conrad, and Dr. Armin Thoma. In addition,



▲ Mayarí Chua Soto, DAAD award winner 2020, accepts the award at the online enrolment ceremony.

one or two guest jurors from an academic background and/or a practical-experience background are invited to assist each year. In the reporting period, for example, two projects were successfully implemented with the local bakery 'Bäckerei Wiese'. In 2019, a survey was first initiated with citizens of the city of Eberswalde on bread consumption, in order to then implement a bread bag action which contributes to reducing bread waste. The promotion went so well that the first batch of bags was not enough to meet demand. Each bread bag, which you received when you bought an entire loaf, was printed with tips on preserving bread. In 2020, another student team convinced and won the EGA at the same time with a clean-fleet strategy, using cargo bikes as a means of transport for short distances. Since then, master baker Björn Wiese has been integrating these efficiently into his logistics.

That same year, the name of the award was shortened to the Eco-Good Award, with the goal of appealing to students across the university beginning in 2021 → [hnee.de/K3288](#).

Faculty Award

There is also a separate prize at the Faculty of Landscape Use and Conservation → [hnee.de/E4444](#). A total of seven graduates received awards during the reporting period. They were nominated by the lecturers if their theses demonstrated novel, practice-oriented approaches or solutions in the field of landscape use, resource protection, economy, or ecology. The award winners in 2020 included, for example, ÖLV graduate

Pauline Sykora, whose Bachelor's thesis dealt with the potential and success factors of mixed pastures in agriculture, and Carina Betz, Master's alumna in the degree programme 'Regional Development and Nature Conservation'. Her paper dealt with natural resonance spaces in large cities and children's connection to nature. Both graduates received a certificate and a book coupon.

In addition to this series of internal HNEE awards and nationally or state-sponsored awards, there are also several external awards that have long been associated with close partnerships with local stakeholders and are specifically targeted at HNEE students. In particular, project ideas or final theses, usually with reference to the region, are honoured. These include the Sustainability Award of the City of Eberswalde, the awards of the Johannes Schubert Foundation, the Sparkasse Barnim and the Eberswalde Association 'Local Agenda 21' → [Work in the region](#), p. 93 and the Gunther Wolff Award of the Eberswalde University Society → [Sponsoring association and its commitment](#), p. 92.

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◀ The Career Services of the HNEE regularly offer events for students to help them get the best possible start to their careers.

Support for career entry

At the end of their studies, the HNEE attaches great importance to preparing graduates for their career entry. In this context, students are already supported during their studies by various offers of the Career Service. The HNEE is one of the few universities in Brandenburg that still has this service and continues to rely on this form of exchange, which has become very well established and proven itself over the years. From 2021, alumni management will be affiliated with this area, with the aim of combining the interfaces of both areas more efficiently and sustainably.

Career Service

As a link between the university and the working world, the Career Service provides advice and information on all questions concerning entry into the working world – during studies as an internship and part-time job as well as after graduation into a job. To this end, the Career Service offers a series of workshops, lectures, and informational events every semester. In addition, students can make appointments for individual consultations.

The need for advice has remained almost the same over the years, averaging 90 consultations per year, with a significant change in 2020. By the time this report went to press, mid-December 2020, 130 consultations had been recorded. Online counselling has been an integral part of the service since the beginning of 2019. In addition to face-to-face counselling, students who are not in Eberswalde due to semesters abroad or internships or who have family obligations or are otherwise unable to attend in person, can also be reached. In 2020, 21 % of the 125 consultations occurred online. In order not to miss out on personal consultations during the coronavirus pandemic, students have been able to get information during a consultation walk since September 2020.

By far the most common topic in the Career Service is the review of application documents (between 50 and 60 %), followed by career orientation (10 to 15 %).

Each semester, there is a programme of events that directly prepares students for the start of their careers. The utilisation of the workshops has varied greatly over the years. While 93 % of seats were filled in 2016, only 77 % were filled in 2017. In 2018, the number dropped further to 67 %. In 2020, the format of online seminars was added to the programme, with 60 people participating. In 2019, participation rates increased again to 82 % in workshops and 103 participants in online events. By the end of the 2020 summer semester, the rate had increased again (89 %) for face-to-face courses that took place before the coronavirus pandemic. Online workshops with limited seating were 114 % booked in the 2020/2021 winter semester. The open online programme was also used by 156 people.

‘Life – Working – Living in Eberswalde’ – in October 2018, board members of the Unternehmensverband Barnim e. V. gathered together with students for a World Café to exchange ideas on these topics. The association wanted to open up more to its target group and receive input for further cooperation. Students had the opportunity to complete internships, project work, and thesis papers at the association. In the same year, the Career Service was actively involved in the planning of the Entrepreneur Day for the first time, at which mainly regional companies present themselves → [Regional partnerships: interview with business associations](#), p. 117. This provided an opportunity to raise awareness of the Career Service as an interface between students and companies and to organise a job fair.

Derived from the university-wide strategy process and in cooperation with the student vice-president → [Student Vice President](#), p. 89, the topic ‘Ecosystem I – Psychology in Times of Climate Change’ received attention within a panel discussion. The input from the panel could be deepened in three workshops on ‘Sustainable Activism’, ‘Mindfulness and Self-Care’, and ‘Maintaining Mental Health through Self-Coaching’, each of which were fully booked with the maximum number of participants of twelve.

Closer networking with HNEE alumni

In March 2019, a push was made to build a regional portal that will include a job board for positions in the college’s commuter area. The decisive factors were the strong desire for more regionality and the existence of regional employer profiles in the field of alumni management. Since 2020, the regional portal has been further professionalised and will be available as an interactive web map in the future.

As of 2021, Alumni Management will once again be affiliated with the Career Service. A connection of the two areas enables an even closer cooperation with the alumni of the university and opens up the possibility of new formats, such as mentoring, job shadowing, the expansion of career field presentations to further academic programmes, or fireside chats with alumni.

Alumni Management

The HNEE brings well-trained and sustainably effective graduates, who are also often referred to as ambassadors of sustainability within the university, to the national and international job market. The Alumni Management was formed to keep in touch with them. It takes care of the networking with them and creates programmes, informs them about the developments at the university and around Eberswalde.

At the beginning of the reporting period, in the winter semester 2017/2018, graduates of the graduation years 2015 and 2016 were interviewed about study conditions, graduation and further career after graduation. The response rate was 19.5 % → [hnee.de/K6124](#). The results provided information on how the alumni had arrived in the professional world after their studies at the HNEE and where they had ended up. 67 per cent of the participants reported that they had started their careers directly; 80 per cent of this group work in their field of study. The proportion of Master’s graduates was considerably higher than that of Bachelor’s students, which was primarily due to the fact that postgraduate studies were still desired among the Bachelor graduates, so that career entry was postponed. While 50 to 80 % of the graduates of the faculties of ‘Forest and Environment’ and ‘Landscape Use and Conservation’ work in non-profit organisations and in the public sector, most of the graduates of the faculties of ‘Wood Engineering’ and ‘Sustainable Economy’ work in the (private) economic employment sector (70 to 80 %). According to the survey, only a few of them have found a job with a local and regional employer, with most finding a position with national and international employers (over 50 %) → [Survey of graduates](#), p. 62.

Since the end of 2018, you can find out exactly where HNEE alumni are located on the interactive HNEE alumni world map → [bit.ly/37OTF3B](#). Interested persons can enter their place of residence, year of graduation, academic programme, name, and contact details as well as current employers. Except for the indication of the course of studies and the year of graduation, all information is voluntary. So far, there are 172 entries, of which 45 have been deposited for the Faculty of ‘Landscape Use and Conservation’ and 36 for the Master’s programme in Sustainable Tourism Management at the Faculty of Sustainable Business alone.

The survey also provided impulses for teaching and accreditation processes. The Faculty of Forestry and Environment, for example, made use of this in previous alumni surveys when academic programmes were accredited and was pleased to

receive tips and comments on new curricula from its own alumni. There is also a lively exchange with graduates of the Master’s programme in Sustainable Tourism Management. For example, there has been a separate Xing group for some time now → [bit.ly/37ntkJs](#). Alumni are invited to give lectures in the context of teaching and joint project ideas are initiated with them. In 2019, the director of studies invited students to an alumni reunion, which was attended by a large number of alumni. Something similar was observed at the 20th anniversary of the International Forest Ecosystem Management course in September 2018, when graduates from individual years came to the ceremony, sometimes in groups. At the ‘Landscape Use and Nature Conservation’ faculty, there is an exchange of information via the faculty’s own blog [ackerdemiker.in](#) → [ackerdemiker.in](#) and also through joint events, e. g. within the framework of the InnoForum → [innoforum-brandenburg.de](#) → [Innovationsforum Ökolandbau Brandenburg: linking teaching, research, and practice](#), p. 108.

During the reporting period, there were also faculty-independent network meetings, some of which are also supported by the university’s sponsoring association, the Eberswalde University Association → [Sponsoring association and its commitment](#), p. 92. Thus, up to and including 2018, an Alumni Brunch was organised, which was replaced in the following year by an Alumni Reunion that directly followed HNEE’s Open House Day. In the same year, Alumni Management also invited alumni to a discussion during the Sustainability Days in order to learn more about their professional environment → [Sustainability management events](#), p. 33. It was again organised in 2020 during the first online university information days, where alumni contributed career field presentations from forestry and organic farming via video messages. Further formats were no longer organised in 2020 due to the restructuring of the part-time position and declining numbers of participants at the alumni meetings from previous years. The only exception was the graduation ceremony at the beginning of the year, which is attended by between 120 and 150 outgoing students each year. A total of around 400 students receive their graduation certificates at the HNEE every year.

Authors

Josefine Brodhagen, Head of Career Services and responsible for Alumni Management
Michelle Geigenmüller, Alumni Management staff member

Vision for teaching and studies

In the course of the strategy process, many projects were initiated, developed within pilot phases, and also completed. The next stage is to communicate the teaching mission statement, which will be adopted in 2020, to the various target groups (students, lecturers, external cooperation partners) via all possible HNEE communication channels. This is to be done, among other things, through targeted events in order to reach as large a university public as possible.

Several working groups were dedicated to the topic of social sustainability in the strategy process. An important demand of the students was the creation of experiential spaces and student advisory projects within the university. The first pilot projects, such as the Silence Space and the student social counselling, have been launched and are to be evaluated and tested with the aim of making these pilot projects permanent at the HNEE in the long term.

The expansion of the (continuing) education programme is a central topic of the HNEE. In order to address innovative topics in the future, which are at the same time aligned with the profile of the university, the HNEE wants to identify regional and supra-regional development potentials and determine further education needs. Here, the focus is on the aspects of structural change, transformation, and digitalisation in order to reach new target groups and to enable them to benefit from flexible and demand-oriented offers for qualification and competence development.

Universities, as educational institutions, in addition to implementing the classical educational mission, also bear the responsibility for imparting cultural and scientific practices that are intended to enable the further development of society. An essential part of this is the ability to work or write scientifically.

Students are enabled to deal with factual issues in writing, to grasp complex interrelationships in order to be able to participate in discussions in politics and society, and to develop new ideas and communicate them effectively. In view of digitalisation and the resulting challenges, the HNEE Teaching Centre, consisting of the Language Centre, the Continuing Education Centre, Career Service and Alumni Management, Quality Management, and the Digital Teaching Department intends to specifically expand its area of expertise with a Writing Centre. In the long term, this is intended to create programmes that both promote students' academic writing and support the professionalisation of writing promotion in subject teaching.

The teaching centre wants to develop a concept for the establishment of a writing centre as a new service unit at the HNEE. Within the concept, existing activities that have already been developed within the framework of the quality initiative 'scientific writing' (e.g. development and introduction of bridge courses on scientific writing, taking up already designed modules) will be included and integrated.

Authors

Dr. Heike Walk, Vice-President for Academic Affairs

Alexandra Wolf, Quality Management Officer for Academic Affairs and Assistant to the Vice-President for Academic Affairs and Student Affairs



“My work at HNEE is about creating a holistic sustainability profile that encompasses environmental and social sustainability.”

Dr. Heike Walk
Vice President for Studies and Teaching

5 | Engagement



Student Initiatives

Volunteer work at the Eberswalde University for Sustainable Development (HNEE) is very diverse. As at other universities, there are various student interest groups such as the student councils and the General Student Committee (AStA) – and since 2018 the Commission for Student Networking and Collective Decision Making, or KoStuVE for short. Its goal: to better connect students from all faculties and student bodies. In addition, topic-specific commissions and individual officers are active at HNEE to sustainably improve and accompany processes and structures. During the reporting period, they were constant source of activity at the HNEE and their support and commitment has helped shape the university. An overview can be found at → hnee.de/K243

In addition to the firmly established committees and interest groups, there are student initiatives at the HNEE. Founded by students for students, they play a significant role in shaping life on campus and in some cases also offer university employees and citizens the opportunity to participate. A total of 25 student initiatives were active during the reporting period. Partly they are politically motivated, partly they form local groups of established, nationally active associations or organisations. In 2018, for example, the Working Group on Natural Forest Management (ANW) and the Interessengemeinschaft (IG) Zugpferde (Interest Group for Draught Horses) founded themselves as the first local representatives in Eberswalde. With their commitment, both set an example for sustainable forest management and at the same time act as interfaces for research and practice. IG Zugpferde received the Humboldt University of Berlin Recognition Award for its efforts in 2019 → iasp-berlin.de.

The student initiative 'Philosophiekreis Eberswalde' (Philosophy Circle Eberswalde) was set up in October 2019 and is linked to the Eberswalde collective of the same name which is listed as an initiative belonging to the local cultural association 'Die Mühle e. V.'. The students discuss questions of philosophy, also deal with everyday, social, ecological, and individual questions. As a prelude, the group hosted its own public event on the topic

'What is democracy in the 'Middle Kingdom?'' The Berlin philosopher Wolfgang Sohst was invited to speak at the event. In the same year, in the course of the Fridays for Future movement, an HNEE-owned student group called 'Students for Future' was formed. The students actively called for participation in the worldwide demonstrations within and outside the university and regularly provided information about actions and their backgrounds. In November 2019, they were instrumental in designing a climate action week around the university and within the city of Eberswalde. In this context, the bachelor student Silvan Hild was awarded the Engagement Award 2019 by the Eberswalde University Society for his outstanding commitment → [Sponsoring association and its commitment, p. 92.](#)

Three student initiatives are presented in more detail below. They are exemplary for the continuous commitment of the students at the HNEE. An overview of all existing initiatives can be found at → hnee.de/aktivegruppen.

20 beds, two herb spirals, two bee pastures, a worm compost box, and open spaces with fruit trees and shrubs – these are the results of the work of the campus gardeners on the city and forest campus of the HNEE. ►





Campus Garden: Growing together

Started as a guerrilla action in 2014, the campus gardeners are now an established student initiative at the HNEE. Since the beginning, the group has seen itself as a network for students, employees, and citizens to raise awareness of social and ecological sustainability. 20 beds, two herb spirals, two bee pastures, a worm compost box, and open spaces with fruit trees and shrubs – these are the results of the work of the campus gardeners. Spread across the city and forest campus, they offer students, employees, and citizens the opportunity to plant, harvest, and talk to each other. Mostly, raised beds are used to grow different kinds of fruits, vegetables, and herbs. The seeds come primarily from the Forest Botanical Garden → [Forest Botanical Garden](#), p. 116 and the students. In addition, the group sometimes receives seed donations from interested parties who have gardens of their own or who are cooperating partners of the university. Since 2018, the three-strong organising team of campus gardeners has been organising an annual Minga. Based on the South American model, it is an activity performed before germinating seeds in which community work is carried out for community purposes. This means that students and citizens can bring their seeds and exchange them with each other, then plant them together and take them home to germinate. The student initiative receives special support from the Forest Botanical Garden, which starts a large proportion of the seeds and makes them available to the students for their beds. Minga participants are invited to do the same and plant some of the plants they received in the HNEE beds on the city and forest campus. The helpers are welcome to keep the rest of the seedlings for their own gardens and balconies.

Creating diversity and increasing knowledge

Creating (biological) diversity and increasing knowledge is the real-world practice of the campus gardeners, who also communicate this elsewhere. Together with the General Student Committee (ASTa), trees and shrubs have been planted for the next generation at the university since 2018. Parents can register their baby in advance at the family-friendly University → [Family-friendly university](#), p. 46 to have a tree or shrub planted in its name at the sports field at the Forest Campus or outside the HNEE – like in 2020 in the family garden of the city of Eberswalde. During the reporting period, there were a total of 21 trees. To improve the irrigation of these and other new plantings, a new irrigation system was created at the Forest Campus in 2019 at the initiative of the campus gardeners and with the support of the Property and Environmental Management (LUM) department.

The commitment of the campus gardeners is also visible at various events, for example, the group is involved in the Ruhla Street Festival and is in constant exchange with the HNEE project workshop Commons → [Student project workshops](#), p. 70. In the future, the campus gardeners want to orient their work more towards permaculture principles and gardening in a more climate-friendly way. The university also supports them in this. Every year, the initiative receives 1,200 euros from the budget of the LUM department.



◀ Kick-off event of GeLa 2020: Once a year, the two partner farms from the region present their work and report on the challenges of small-scale farming. Martina Bressel from the Schwalbennest farm (pictured) and Ortrun Staude from the Staudenmüller nursery have been involved for over ten years.

Farming together: Active for Solidarity Farming

For ten years, a handful of students have been involved in the student initiative *Gemeinsam Landwirtschaften*, or GeLa for short. They organize food deliveries from local farms to Eberswalde, promote exchange between students and citizens, and educate about the model of Solidarity Farming (SoLaWi). With their commitment, they actively promote regional value creation and reach around 100 people each year. Since its founding year in 2011, the GeLanis have succeeded in establishing a SoLaWi with products from regional, biodynamic cultivation in Eberswalde according to the motto 'sharing the harvest'. This makes it one of the oldest and most successful student initiatives at HNEE.

The GeLa sees itself as a supply community for dairy products and seasonal vegetables, cooperating with the market garden Staudenmüller from Vietmannsdorf (Uckermark) and Hof Schwalbennest from Pehlitz (Barnim). With their commitment, the GeLanis reach both students and citizens of the city of Eberswalde and the surrounding area, who accounted for about a third of the clientele between 2018 and 2020. During the reporting period, demand was so high in some cases that applications even had to be rejected because there was not enough space to store the food.

With its commitment, GeLa also secures the existence of the two cooperating farm companies. This was especially evident in the spring of 2020, when the HNEE went into emergency mode due to the coronavirus pandemic → [Consequences of the coronavirus pandemic](#), p. 14. The GeLanis were no longer able to use the space provided by the university at the city campus for the distribution of the ordered food boxes. Without further ado, the group managed to switch to a private room, which meant that operations could be maintained. The subscribers

thanked the GeLa with a continuous purchase of regional products, which meant that the number of members remained stable during the reporting period.

GeLa members show particular solidarity during coronavirus pandemic

For years, the core of the GeLa has been a rotating organisational team of three to five students. They handle weekly grocery orders, pick-ups, and deliveries. Every six months, the group invites all members to full meetings or semester kick-off events to provide information on current developments in agriculture and on farms. Questions about the functioning of the SoLaWi financing model are answered and public appearances of the group at city and university festivals and markets, e.g. Ruhla Street Festival, Nativity Market, HNEE Open House Day, are coordinated. In addition, gardening days on the farms serve to get to know each other and as an exchange between consumers and producers.

The group is supported by the network *Solidarische Landwirtschaft e. V.* and local actors such as Thinkfarm Eberswalde. In the future, the student initiative would like to inspire more HNEE employees to purchase regional produce to bring more continuity into the group. For example, through faculty boxes.



▲ Since October 2019, the Silence Space in the form of a Kyrgyz yurt has been in operation on the HNEE forest campus.

Silence Space WG: Silence as a space of transformation

At the HNEE, a Silence Space in the form of a yurt was created on the Forest Campus in 2019. Silence Spaces are technology-free places of rest and silence where no form of occupation or errand is practiced. Everyone can do what he or she needs to do without restricting others: lie down, meditate, pray, practice yoga – all without input from outside.

In the context of the seminar ‘Transformation Pioneers’, the idea of establishing a Silence Space at the HNEE arose in the Master’s programme Global Change Management in the winter semester 2017/2018. From the students’ point of view, the concept of transformation is omnipresent, but the potential of self-transformation is underrepresented in the discourse. With the Silence Space, the aim was to create a place at the university where an attitude of mind is cultivated that does not see sustainability merely as an elastic and thus often devalued concept, but promotes reflected sustainable action. Thesis: inner change needs more attention in order to be able to shape outer change in a reflective manner – for this you need time and space.

Consequently, the students entered into negotiations with the university management and took care of the acquisition of

funding on their own. For example, in February 2019, their idea was able to convince the panel during the award ceremony of the Eberswalde association ‘Lokale Agenda 21’ → *Work in the region*, p. 93 and received prize money of 300 euros, which was used for the construction of the yurt. Between April and June 2019, the student initiative partnered with the Commons project workshop → *Student project workshops*, p. 70 to construct a Kyrgyz yurt on the Forest Campus.

Some 17 people were actively involved in implementation during the reporting period. The yurt was then formally opened in 2019 and put into operation with the founding of Silence Space WG in October. Since then, in addition to events that taught transformation-relevant soft skills such as non-violent communication, deep ecology, mindfulness, and bodywork, workshops were also held that dealt with the topic of socio-ecological transformation in an intellectual way. In addition, the yurt was accepted by the university members as a place of retreat for silence and deceleration in order to integrate and reflect on what they had learned in the long term. At the same time, they practice self-responsibility and communing in this self-organised free space.

The Silence Space WG strives to inspire other universities, educational institutions, and companies to think more strongly about social sustainability → *Social aspects of sustainable development*, p. 44 . In the opinion of the student initiative, universities in particular should become more aware of their beacon function with regard to sustainability and mindfulness. For this purpose, the WG enters into exchange with other actors of the German-speaking university landscape and has already established contacts with ‘netzwerk n’, the University of Potsdam, and the University of Applied Sciences Munich. In addition, the group made its own contribution to the ‘Leadership Festival 2019’ in Berlin and plans to collaborate with the Thuringian model project ‘Mindful Universities’ in the future.

More info: → hnee.de/silencespace

Author
Annika Bischof, Associate for Science Communication

A place of silence In the Silence Space of the HNEE, meditation and yoga courses take place, among other things, which can be a contribution to personal transformation. ▶





Student Vice President

Since 1999 there has been a student vice president at the Eberswalde University of Applied Sciences who is the interface between the student body and the university management and represents the student interests in central decisions and development processes of the university. After the election procedure was reformed in 2018, it is the members of the General Student Committee (AStA) who select a favourite from the submitted applications and propose it to the university president. This person is then appointed for at least one semester. Since the introduction of this student office, the AStA has already called for applications 19 times. During the reporting period the student vice presidents were Ulrike Reum, a Bachelor's graduate in Wood Technology, tenure February 1, 2018 to January 31, 2019; Linda Loreen Loose, a Master's graduate in Sustainable Business Management, tenure February 1, 2019 to August 31, 2019; Clara Sophia Marie Klenk, a Bachelor's graduate in Regional Management, tenure September 1, 2019 to September 30, 2020; and Felicitas Hasper, a Bachelor's graduate in 'Organic Agriculture and Marketing', tenure since October 1, 2020. In the interview, the four women talk about their commitment to the HNEE.

◀ Student Vice Presidents: (from left) Linda Loreen Loose, Clara Sophia Marie Klenk, and Felicitas Hasper. Ulrike Reum was unfortunately unable to attend the photo session.

ANNIKA BISCHOF *What motivated you to apply to become the student vice president?*

CLARA SOPHIA MARIE KLENK I wanted to stand up for the interests of students. Often sustainability is equated only with environmental sustainability. Therefore, I wanted to contribute to more social sustainability at our university and during my term of office I introduced, among other things, a social counselling service for students by students in cooperation with the German Federation of Trade Unions.

LINDA LOREEN LOOSE Responsibility brings freedom and vice versa. This systemic exploration of manoeuvring space for future viability has always interested me. Even in school, I really enjoyed the facilitative and representative process of creating community values as class president. Practising diplomatic skills and understanding structural logics in depth are two challenging yet highly exciting elements of this work.

FELICITAS HASPER Chaos, desire, and a whirlwind at heart and the conviction to make a difference.

ULRIKE REUM I wanted to better integrate the needs of the Forest Campus into university life. This has been successful both within the framework of the AStA and in general.

“Responsibility brings freedom and vice versa.”

AB *What expectations did you have of the role?*

FELICITAS HASPER Fun – and lots of moments full of stress and excessive demands, because I will often land in cold water. That also happened, but I emerged stronger and more confident and I learned a lot about myself.

ULRIKE REUM My expectations were partly exceeded. I was a full member and received a lot of support. My voice in the Board has made a difference.

LINDA LOREEN LOOSE My expectation of myself when I took office was successful participation in terms of representing as many student and public interests as possible. As a mediating position between students, the Eberswalde environment, and university-political professorial actors, I counted on a high learning curve and the possibility of setting specific, deep-ecological impulses in administrative discussions.

CLARA SOPHIA MARIE KLENK I had no expectations, but rather the desire and aspiration to be able to make a difference. I think I did manage that.

AB *What challenges have you encountered?*

LINDA LOREEN LOOSE I have become particularly aware of the economisation of science, which in some cases has a strong impact and restricts sustainability. Then it was a matter of finding ways and means of pouring available funds of the growth logic, also by means of networking, into projects that

are really fit for the future. The work culture was also exorbitantly different from Berlin's well-known start-up ecosystem. Adaptation was quick, but it would still be advisable to streamline bureaucratic structures, for example through innovative approaches.

ULRIKE REUM Only those who see problems can also solve them. At the CiTy Campus, for example, thanks to the IT Service Centre, programmes could be installed in the computer rooms that were previously only available at the Forest Campus. It was worth keeping at it with tenacity, even if it took longer than expected. For other issues, such as the yurt as a silence space, the presidential level did not even discuss whether they wanted to implement this student project. It was just a matter of how → [Silence Space WG: Silence as a space of transformation](#), p. 86.

CLARA SOPHIA MARIE KLENK The coronavirus pandemic has presented many unique challenges for me and the university administration. The rapid transition to online teaching, the social and financial challenges students have faced, the many legitimate questions about the future of Corona's 2020 summer semester, and much more has made the job of student vice president a full-time job → [Consequences of the coronavirus pandemic](#), p. 14.

AB *Do you have any examples of times when you were able to act in or represent the interests of the student body?*

CLARA SOPHIA MARIE KLENK In 2020, the concept of the Sustainability Lecture, a lecture series at the HNEE since 2009, was revised → [Introduction to sustainable development](#), p. 68. I have been intensively involved in this. At the same time, I have been involved in the university-wide strategy process → [University-wide strategy process](#), p. 22, the creation of a mission statement for teaching, the reorganisation of the Faculty of Sustainable Business and Student Affairs at the Biosphere Reserve Institute → [Biosphere Reserves Institute](#), p. 114. I was also a jury member for the State Teaching Award 2020 and was able to contribute to a workshop for sustainability at Brandenburg universities.

FELICITAS HASPER My term did not begin until October 2020. There are three things in particular that I want to make happen: I would like to see an affordable and climate-neutral semester ticket for all → [Sustainable mobility](#), p. 42, a second examination period → [Surveys and evaluations in teaching](#), p. 60, and closer contact with the student body.

LINDA LOREEN LOOSE Intraorganisational creativity means dedicating oneself to the artistic creation of potentiality within possible restrictions. Within this framework I was allowed to give the complexity of social processes the chance of simplicity with the accompaniment of the Silent Space installation, to moderate events on the topic of ecopsychology → [Career Service](#), p. 76, and to organise artistic utopias as a sustainable research method and thus to promote the necessary fundamental change in a regionally strong institution.

“Only those who see problems can solve them.”



AB *Are there any moments that have been particularly memorable to you during your tenure?*

LINDA LOREEN LOOSE At a party, a then-acquaintance from the university context approached me and expressed his gratitude for my work for the collective. A veritable high of sociality rose within me. I found the effectiveness of my laudatory speech for the State Teaching Award in Potsdam as a recognition of excellent didactic achievements of a lecturer just as beautiful → [State Teaching Award](#), p. 74.

CLARA SOPHIA MARIE KLENK I will especially remember how much appreciation and respect I received from the university administration and from the students for my work. Thank you so much for this, I gave it my all. It was a matter of the heart!

AB *What do you wish for the future of this office?*

ULRIKE REUM I have been able to achieve a lot during my term of office. But I did notice that students do not take advantage of their opportunities for participation or are simply unaware of them. It would be nice if that changed with the service learning introduced in 2020 → [Service Learning](#), p. 71. Already in my time 2018/2019 it was possible that one's own committee work was on the report card and thus valued. This should be continued.

FELICITAS HASPER More students who are enthusiastic about the office and want to take it on.

CLARA SOPHIA MARIE KLENK That the job continues with a lot of ambition and passion. It is a wonderful opportunity.

LINDA LOREEN LOOSE This high-potential pioneering university should continue to give room – also within existing processes – for alternative political and integral concepts that enable an empowered student body that is inspired for sustainability and confident.

The interview was conducted by **Annika Bischof**, Staff member for science communication

Sponsoring association and its commitment

The Eberswalde University Society (EHG) functions as a support association of the university, in which about 160 students, graduates, professors, and employees of the university as well as numerous other partners close to the university were involved as members during the reporting period.

The sponsoring association sees itself as a supporter of the university, reaching out where the university reaches its limits, whether it is collecting donations or supporting networking events. For example, EHG regularly covers hospitality costs that the university, as a public institution, cannot cover: at various events such as the Family Christmas Party → [Family-friendly university](#), p. 46, the Open House Day, or the Alumni Reunion during the Sustainability Days → [Sustainability Days](#), p. 33. In addition, the association presents the Gunther Wolff Award once a year. Since 2015, an outstanding thesis written at the HNEE has been honoured with a prize of 500 euros. The prize is awarded in memory of the university's founding rector of the same name, who died in 2013, and his work → [hnee.de/E8510](#).

The Eberswalde University Society has been sponsoring a Germany Scholarship → [Germany Scholarship](#), p. 74 since 2019 and has joined forces with the student initiative → [Student Initiatives](#), p. 82 'Netzwerk Holzingenieurwesen Eberswalde', which was newly founded in January 2020. The group pursues the goal of bringing alumni and students of the Faculty of Wood Engineering in contact with each other to exchange experiences and knowledge around the topic of wood engineering → [hnee.de/K6866](#). In the future, it will be supported in this by the association in order to attract further interested parties. EHG also gave financial start-up aid to the student initiative Food-sharing, which set up a refrigerator for food on the City Campus in House 2 (refectory building) in autumn 2020. In this way, food that can still be used is made available to interested parties before it has to be thrown away prematurely. The initiative sets a sign against food waste and is active with 62 food savers in Eberswalde (as of December 2020).

Prizes for committed students

The Eberswalde University Society is particularly committed to honouring special engagement on the part of the student body at the HNEE. Thus, during the reporting period, the annual

engagement award and, since 2018, for the first time also an audience award were presented. The Commitment Award is endowed with 250 euros and in 2018 went to Felix Müller, a graduate of the International Forest and Ecosystem Management (IFEM) Bachelor's degree programme, who has made a marked contribution to numerous initiatives at the HNEE. Including serving as vice president of the International Forestry Students' Association (IFSA) and a member of the university's student brass corps initiative. In 2019, Silvan Hild, also an IFEM alumnus, received the award for his equally versatile involvement as a semester speaker, in the student council, and various active groups such as Greenpeace and Fridays for Future. In 2020, the award was presented to Johanna von Hackewitz. The student, who is studying for a Bachelor's degree in Regional Management, was honoured for her commitment as a spokesperson in the Brandenburg Student Council (BRANDSTUVE) and her constant involvement in the General Student Committee (ASTA) of the HNEE, in Fridays for Future, in the Student Council for Sustainable Business, and as coordinator of the Commission for Student Networking and Collective Decision Making (KoStuVe).

The audience awards, where HNEE students and staff can vote for a student, went in 2018 to Julian Reimann, graduate in the Master's programme 'Regional Development and Conservation', in 2019 to Selena Dami, graduate in the Bachelor's programme IFEM, and in 2020 to Ruth Schmidt, Bachelor's student 'Landscape Use and Conservation'. They received a certificate for their commitment.

Author
Michelle Geigenmüller, Alumni Management staff member

Work in the region

Since the foundation of the university in 1992, the HNEE has maintained a close exchange with the city of Eberswalde and the district of Barnim → [Regional Partnerships: Interview with business associations](#), p. 117. This is particularly evident in joint events, in which students and staff regularly participate and get involved in a way that is detached from research and teaching, as well as fostering exchange with regional actors from the fields of sport, culture, and society.

Sporty on the road in Eberswalde

In 2018, students and staff showed their athletic side. They successfully participated in the Germany-wide campaign 'Stadtradeln – Radfahren für ein gutes Klima' (Cycling for the climate). The HNEE put together a team of over 30 people for the initiative, in which the city of Eberswalde participated for the fifth time in a row and was represented by a total of 37 teams. Within one month, they took second place in Eberswalde with 5,191 kilometres and thus 737.1 kilograms of avoided CO₂ emissions. There was no participation in 2019, but the following year HNEE members were involved in the 65,245 kilometres covered by all 30 teams from the city of Eberswalde in one month. 3,088 kilometres were covered within 20 days by a total of 22 HNEE cyclists. This meant that 454 kilograms of CO₂ emissions were saved. In total, the city of Eberswalde saved ten tons of CO₂ emissions through city cycling.

The annual participation of a HNEE team of several members in the city run has also become established. Sports enthusiasts as well as companies and clubs can take part in the various individual and team competitions. The proceeds are generally used for charitable purposes. Divided into three teams, the 2018 HNEE runners placed 16th, 31st, and 51st in the process. In 2019, a total of 87 teams were represented; again with three HNEE teams securing 17th, 18th, and 67th place finishes. In 2020, the Eberswalde city run was held as a virtual run due to the coronavirus pandemic. That is, the teams started individually in a period from August to September. The HNEE even had five teams at the start this time; however, there was no overall ranking → [Health management](#), p. 45.

Student prizes offered especially for HNEE students

During the reporting period, the city and the district offered various prizes for student projects and theses of the HNEE, most of which were publicly invited to the award ceremonies. These included the prizes of the Sparkasse Barnim, which has been awarding four prizes of 200 euros each for Bachelor's and Master's theses every year for many years. At the same time it is the Eberswalde association 'Lokale Agenda 21' → [lokale-agenda-21-eberswalde.de](#) which annually invites applications for completed student projects from all faculties at the HNEE and offers prize money totalling 500 euros. In the reporting period, for example, the student initiative Silence Space → [Silence Space WG: Silence as a space of transformation](#), p. 86 and the students of the Bread Bag Campaign, a project implemented as part of the Corporate Environmental Management module at the Faculty of Sustainable Business with the local bakery 'Bäckerei Wiese', were able to enjoy part of the prize money → [Eco-Good Award](#), p. 74.

More specific, however, is the annual awarding of the Johannes Schubert Prize → [hnee.de/K4366](#) by the foundation of the same name. It rewards four theses (Bachelor or Master) with a reference to the topics of ecology and meteorology with 1,000 euros each. Since 2019, the city of Eberswalde has also awarded an additional prize that is committed to sustainability. As part of the 2019 matriculation ceremony, the prize, also worth 1,000 euros, was awarded for the first time and presented to forestry graduate Yasmin Hiller for her thesis on 'Ecological Niches in a Cemetery'. In 2020, the prize was awarded to Lucie Kauffmann for her Master's thesis entitled 'Bunte Vielfalt in die Stadt! Strategies to promote acceptance of native wild plants on public lands'. She is a graduate student at the Faculty of 'Landscape Use and Nature Conservation' in the Master's programme 'Regional Development and Nature Conservation' → [Awards for study and teaching](#), p. 74.



▲ HNEE appearance at the regional event 'Guten Morgen Eberswalde': among others, the brass corps of the university was present.

Cultural networking

The HNEE also succeeds in making the university (more) visible in society through cultural events, which it was able to organise in the period 2018 to 2020 with the support of the locally established event team of 'Guten Morgen Eberswalde'. These included the university's first two appearances in May 2018 and March 2019 at the 'Guten Morgen Eberswalde' cultural event, which takes place every Saturday in Eberswalde town centre. The programme, which lasted about an hour, was put together by the four student councils, the university choir, the professor band, and the student initiative brass corps. In the course of this cooperation, HNEE hosted two concerts for the public on the city campus, as well as a singing festival in 2020, with the aim of making the university more accessible to various interest groups as a place to meet.

As part of the cultural life of the city, the HNEE is also involved in the annual Eberswalde Film Festival Provinziale. Together with the local organisers, the film prize 'Der Stachel', endowed by the HNEE with 1,000 euros, has been awarded since 2017 for the best cinematic examination of the topic of sustainability.

Social cooperation

Eberswalde is characterised by many initiatives, which mainly express social commitment. This includes, among others, the volunteer agency with which the HNEE has a close cooperation in times of the coronavirus pandemic. Based on the commitment of two students, assistance was organised by the students for citizens who were particularly affected by the exit restrictions at the beginning of the coronavirus pandemic in March 2020. Together with the volunteer agency and other voluntary actors, it was possible to bundle forces within the city and offer rapid assistance.

In addition, the HNEE is closely associated with the Horizonte e. V. association, which has been promoting intercultural exchange with foreign and German students as well as Eberswalde citizens since 2000. Between 2018 and 2020, the Horizonte Language Café was held weekly at the municipal library in the civic centre of the city of Eberswalde. Here, participants can communicate in different languages. Furthermore, the foreign students of the HNEE gave seminars for pupils at schools in the Geography live project, where they reported first-hand about their home countries.

Initial contacts were made with HEBEWERK e. V. and Thinkfarm Eberswalde during the reporting period. For example, in January 2018, a staged reading took place on the premises of the HEBEWERK project 'Transition Thrive' in cooperation with the Eberswalde Transition Town initiative wandelBar. This was part of the event series 'One University – One Book', a programme of the Stifterverband, among others, in which the HNEE was able to impress with in 2017 → stifterverband.org/eine-uni-ein-buch. In the summer semester 2017 and winter semester 2017/2018, the book 'One Percent is Enough – Fighting Social Inequality, Unemployment and Climate Change with Low Growth' by the authors Graeme Maxton and Jørgen Randers was presented, read together, and the criticism of growth and the 13 measures proposed in the book were discussed publicly.

Graeme Maxton then accepted the invitation to attend the 12th Sustainability Lecture → bit.ly/36nxkdO of the university to discuss the position paper on the book developed by all participants.

Further interfaces with HEBEWERK e. V., which was founded a few years ago by committed old and new Eberswalder residents, arise in the voluntary rental of cargo bikes, the organisation of the Ruhla street festival, the solidarity-based distribution of regionally and ecologically produced vegetables, and the Eberswalde Repair Café. Here, students and citizens of the city work together for a socially just, creative, and sustainable urban development and are active in the workshops and projects of the association. In addition, the association and its projects contributed to major HNEE events such as the Sustainability Days 2019 → [Sustainability Days](#), p. 33 .

There are many other cooperative projects between the HNEE and local actors that are not listed here.

Author
Annika Bischof, Staff member for science communication



“I would like to see a society that is mindful of things and consumes in a selective manner.”

Marcel Hein
former apprentice IT specialist in the field of system integration

6 | Research



Application-oriented research

The Eberswalde University for Sustainable Development (HNEE) stands for inter- and transdisciplinary as well as application-oriented research which it implements through cooperations and partnerships. Accordingly, there is a close exchange and discussion with partners from the practical world to enable stakeholder-oriented, context- and problem-specific research with a concrete reference to space and action. Due to the application-oriented research approach of the university, research and transfer are closely interlinked. Between 2018 and 2020, profile-raising activities have taken place in both strategic and operational research activities.

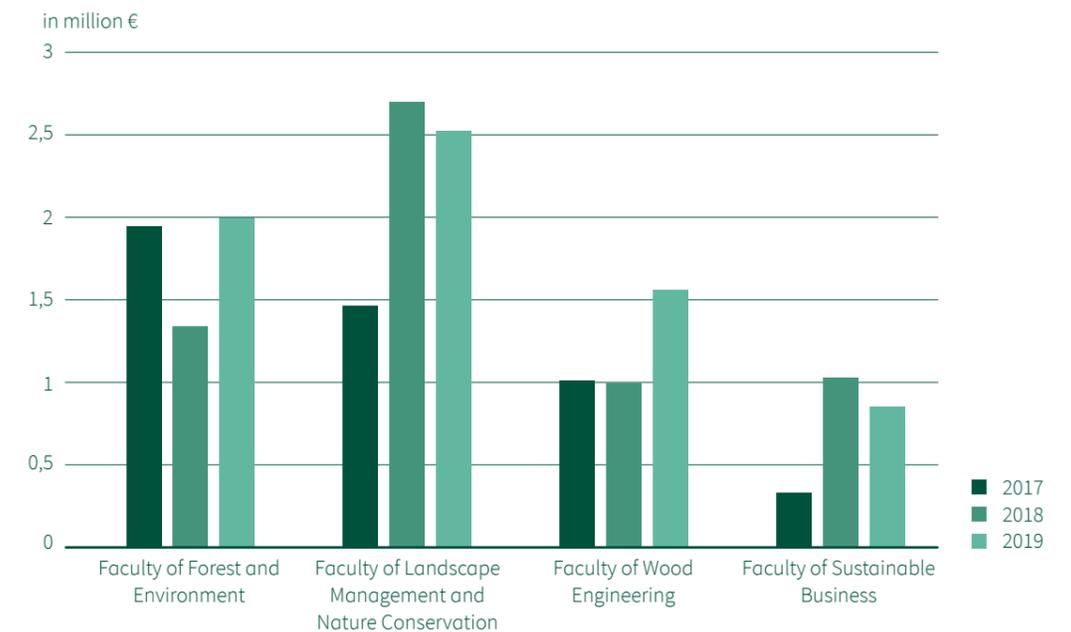
The HNEE is characterised by an enormous amount of third-party funding. In 2018 to 2020, total third-party funding income was steadily above eight million euros → [Developments](#), p. 12. In relation to the size of the university and third-party funding strength of the busy research professors (2018: 37 professors; 2019: 40 and 2020: 38 out of 66 professors), the HNEE was once again one of the most research-intensive universities in Germany during the reporting period → bit.ly/37pTw7C.

Notable milestones include the revision of the three profile-giving research foci, the development of the research strategy within the framework of the overall university strategy process → [University-wide strategy process](#), p. 22, the founding and establishment of the Research Centre [Sustainability – Transformation – Transfer] under the scientific direction of Dr. Benjamin Nölting → [Presentation of the research centre](#), p. 102 and the Biosphere Reserves Institute (BRI) with the managing director Uli Gräbener → [Biosphere Reserves Institute](#), p. 114.

Research support structures at the HNEE have been further expanded and professionalised: The university's own service unit InnoSupport Research | Start-up | Transfer in the area of responsibility of the Vice President for Research and Transfer advises, supports, and informs university members as well as practice and cooperation partners along the innovation chain of research, start-up and transfer.

In 2020, the HNEE took up topics such as Open Access and Open Data as part of the preparation of its research strategy and will use these to address the issue of increasing the impact of research in the future. Brandenburg-wide support structures are being sought through the participation of the HNEE in a pilot project of the Ministry of Science, Research and Culture (MWFK) on research data management.

Third-party funding of the faculties 2017 to 2019



Research activities

The research priorities (FSP) of the university represent third-party funded research areas from the entire research spectrum and are at the same time of strategic importance for the formation of the profile. In accordance with the guidelines of the German Rectors' Conference, universities of applied sciences should generally have up to three research foci. As part of the strategy process → [University-wide strategy process](#), p. 22, the focus of the research priorities was refocused: the three main research areas are 'Sustainable Rural Development' (FSP 1) with an interdisciplinary focus on natural, environmental, economic and social sciences; 'Sustainable Production and Use of Natural Materials' (FSP 2) with a materials science and engineering focus; 'Sustainable Management of Limited Resources' (FSP 3) with a social science and economics focus. They also reflect the current third-party funding activities of the university very well. The university raised a total of 8.115 million euros in third-party funding in 2019. In 2020, this was increased by 20 % to more than ten million euros, a new record since the university was founded on April 1, 1992 (as of the editorial deadline).

Nationwide research

Central funding instruments at state level were again successfully used to improve cooperation between science, industry and regional associations.

Particularly successful were the participations in the programmes of the European Agricultural Fund for Rural Development (EAFRD), the central instrument for promoting the development of rural areas in the European Union (EU) for the funding period from 2014 to 2020.

In 2018, as part of the European Innovation Partnership 'Agricultural Productivity and Sustainability' (EIP-Agri) funding programme, another team from the Faculty of 'Landscape Management and Nature Conservation' successfully participated in the operational group of the SunBot project, which aims to develop zero-emission shrub berry production to improve

eco-balance, cost efficiency, and labour productivity through the use of autonomous, electrically powered technology → bit.ly/2LOqFBw and → [Project list](#), p. 139.

Since 2018, five thematically different network projects at the Faculty of 'Landscape Management and Nature Conservation' have been funded via the funding programme Cooperation for Land Management and Climate-friendly Land Use. These include the Protect Shepherds Network, the Competence Network Ecological Arable and Crop Production North-East Brandenburg (Cropping School), the Implementation of Single Farm Optimised Grassland Utilisation on Organic Sites (BOGOS), the Network Moor Conserving Retention (NeMoS), and the Competence Centre Brandenburg Orchard Meadows. Its work aims for conceptual cooperation with regional actors for market- and site-adapted land management as well as for the implementation and dissemination of climate-friendly land use and sustainable farm management.

As part of an excellent Brandenburg research network of the Fraunhofer Institute for Applied Polymer Research (IAP), the Brandenburg University of Technology Cottbus-Senftenberg (BTU), and the Technical University of Applied Sciences Wildau, the projects Energy-efficient Composite Materials with Excellent Property Profile (EnerVeE) and Integration of Electrical Sensors in Wood and Fibre Composite Components (INTENS) are being funded at the Faculty of Wood Engineering within the framework of the directive 'Strengthening of Technological and Applied Research at Scientific Institutions' (StaF) using resources from the European Regional Development Fund (ERDF).

Successful participations in nationwide funding calls demonstrate the excellent expertise of the research professors and assistants, especially in the core topics of the research focus FSP 1. In the period under review, these included, for example, the area of sustainable bioeconomy (renewable raw materials), measures to maintain and expand the CO₂ reduction potential of forests and wood and to adapt forests to climate change (Forest Climate Fund) → [Centre for Economics and Ecosystem Management](#), p. 115, and participation in the



▲ Make visible what your own city offers in terms of possibilities: that was the aim of the event 'Change in Oderberg – A City Walk' in mid-September 2020. Around 40 citizens accepted the invitation of the region 4.0 team to participate in the project 'WIR! Change through Innovation in the Region'.

Federal Programme for Organic Farming and Other Forms of Sustainable Agriculture. The HNEE is an increasingly recognised and sought-after partner in national and international research collaborations.

In 2019, the university scored a major success when it applied to the local pilot programme of the Federal Ministry of Education and Research (BMBF) called 'WIR! Change through innovation in the region'. It was thus one of 20 alliances selected to receive a total of 200 million euros in funding. In the selected project region of Uecker-Randow-Barnim-Uckermark, the focus is on strengthening rural areas through innovative approaches → hnee.de/wir.

In addition, the HNEE is also working more closely with non-university research institutes such as the Leibniz Centre for Agricultural Landscape Research (ZALF). Notable is the project 'Agricultural systems of the future: DAKIS – Digital Knowledge and Information System for Agriculture (Subproject A)' with a duration from 2019 to 2024, which deals with alternative solutions for the agricultural systems of the future. In concrete terms, the aim is to develop a holistic, digital information and decision support system (DAKIS system) that combines real-time data with simulations, societal needs, and operational economic factors in such a way that ecosystem services can be optimally provided for society.

European and international research

2019 also saw the launch of a major international project: six international young researchers began their work under the name TRANSECT. They investigate the socio-ecological impact

networks of agricultural transformation processes in Pakistan, Tajikistan, and Kazakhstan and address the question of how these findings can be used for the socially and environmentally compatible design of bioeconomic transformation paths → hnee.de/transsect.

Due to its size, the HNEE is particularly proud of its successes in EU research during the reporting period, which can be attributed to very good advice in the InnoSupport's own EU department. For example, between 2018 and 2020 there were three EU projects, two of which were coordinated by the university. In 2018, these included the LIAISON project, funding volume 1.79 million euros → hnee.de/liaison and the InnoForEST project, completed in 2020, funding volume 4.1 million euros → hnee.de/InnoForest. In 2019, the EU project SUFISA was also successfully completed as the first one under the European Framework Programme for Research and Innovation called Horizon 2020.

The EU department of the HNEE could be further expanded in terms of personnel through the funding of the project EU Research Lab (EURELa) within the framework of the BMBF programme Research at Universities of Applied Sciences | EU-Strategy-FH. In cooperation with the TH Wildau, this project (duration 2018 to 2024) will establish processes for the management and coordination of projects under Horizon 2020 and support the working groups in the implementation of their projects.

Within the framework of the university contracts, the EU competence network of the Brandenburg universities will also be funded in a second round. It is coordinated by the HNEE's EU officer and facilitates professional exchange with

other universities in the country, so that the experience of others can be accessed.

Thus, the HNEE can have a reinvigorated start into the upcoming framework programme Horizon Europe, which will support research and innovation projects on a European level from 2021 to 2027. The topics of the researchers at the HNEE will again be represented in many calls.

Research professorships

There were eight research professorships at HNEE between 2018 and 2020. According to the statutes governing the award of research professorships, they are awarded for four years. The HNEE can award up to 20 % of its professorships as research professorships in order to motivate professors to engage in sustainability-focused research. Holders of a research professorship receive a reduction in their teaching load from 18 to nine semester hours per week, which gives them more time for their research. This is associated with greater activity in cooperation with companies, regional to international networking, and the promotion of young scientists. Research professorships are awarded for four years at a time.

The following research professorships were awarded for the winter semester 2018/2019:

Dr. Anna Maria Häring with the focus on 'Development of policy recommendations to strengthen sustainable development in rural areas'; 'Development of livelihood-securing development strategies for agricultural enterprises', and 'Strengthening knowledge transfer in rural areas and development of innovative lifelong learning offers'

Dr. Vera Luthardt with the focus on 'Establishment and consolidation of the biosphere centre at the HNE Eberswalde'; 'Transfer of results on peatland management into practical implementation'

Dr. Heike Molitor with the focal points 'Development and testing project 'Nature experience spaces in large cities using the example of Berlin'; 'Further conceptual development of education for sustainable development'; 'Transfer activity 'ESD further education'

Dr. Pierre Ibisch with the focus on 'Ecosystem-based sustainable development'

Dr. Jan-Peter Mund with the main focus on 'Forest monitoring with stereophotogrammetric, horizontal camera systems on the ground', 'Spectral 3D monitoring at close range with UAS (Unmanned Aerial Systems)' as well as 'Regional networked forest monitoring based on active and passive satellite data'

Dr. Siegfried Rieger with the main focus on 'Coproscopic investigations on the food spectrum of the wolf (Canis lupus) with special consideration of the influence on the red deer (Cervus elaphus)' as well as 'Analysis of existing GPS red deer telemetry data from different projects and study areas with and without influence by the wolf (Canis lupus)'

Dr. Eckart Kramer since 2017 as third-party funded research professor

For the 2020/2021 winter semester, additional appointments have been made:

Dr. Eckart Kramer with the focus on 'Sustainable improvements in food production in the field and in food processing'

Dr. Carsten Mann with the focus on 'Forest Ecosystem and Governance Research / Innovation Research'

Promotion of young researchers

The Biosphere Reserves Institute (BRI) → Biosphere Reserves Institute, p. 114 of the HNEE is an interdisciplinary, scientific institution in which, among other things, cooperative doctoral theses are jointly initiated, comprehensively supervised, and reviewed on an equal footing. The BRI works on the topics of biodiversity conservation and land use with a focus on biosphere reserves. The qualification and supervision of young scientists is promoted by a partially structured graduate college in cooperation with the Leuphana University of Lüneburg. This programme pursues the strategic development and promotion of doctorates at the HNEE and is open to young academics → hnee.de/bri.

In 2019, the following PhD students started with the following topics:

- Charlotte Gohr: 'Assessing the effectiveness of UNESCO Biosphere Reserves – towards a global monitoring tool of socio-biophysical conditions'
- Fabio Weiß: 'Investigating long-term trends and management impacts in epigeal forest insect communities'
- Laura Danzeisen 'Organizing processes to implement alternative and innovative land use practice on organic soils within biosphere reserves in Germany'
- Caroline Dabard: 'Biosphere reserves and their ages with (urban) surroundings'
- Martin Balaš: 'Possibilities of measuring the sustainability of tourism in biosphere reserves'

Authors

Dr.-Ing. Alexander Pfriem, Vice President for Research and Transfer
Kerstin Lehmann, Head of InnoSupport Research | Start-up | Transfer

Presentation of the research centre

The Research Centre [Sustainability – Transformation – Transfer] is a scientific institution at the HNEE. The team with Dr. Wibke Crewett, Dr. Uwe Demele, Dr. Bettina König and Dr. Benjamin Nölting started its work at the beginning of 2020. The three terms in the name form a triangle in which the research centre operates. While InnoSupport focuses on operational and organisational support for research, start-up, and transfer, the Research Centre deals with sustainability, transformation, and transfer in practice-university cooperations of the HNEE and their research projects on a strategic and scientific level. In this interview, Dr. Benjamin Nölting outlines the work of the research centre.

KERSTIN LEHMANN *What does the strategic and scientific work of the research centre look like?*

DR. BENJAMIN NÖLTING The basic concept includes a clarification of the terms transfer and transformation with the goal of sustainable development, but also of our understanding of science and the values behind it. With these conceptual considerations we want to support the research activities of our colleagues at the HNEE. They run great cooperative efforts with practitioners, but often don't have the time to scientifically evaluate and process their particular added value.

In addition, we would like to launch our own projects and transfer activities, such as a transfer platform. This is intended to create or expand a framework where practice and science can exchange ideas on sustainability issues.

KL *Keyword sustainability transfer as a unique selling point of the HNEE and content focus of the research centre. What does the Research Centre understand under sustainability transfer?*

DR. BENJAMIN NÖLTING The HNEE has been dealing with the topic of sustainability transfer for a long time. We did the transfer audit, developed the transfer strategy of 2016, participated in the joint project HOCH^N→HOCH^N – Sustainable development at universities, p. 17 for this purpose. In addition,

there are the many activities for the sustainability transfer of the colleagues. The term can be easily explained in two stages. First: what do we mean by transfer in general? This is a voluntary exchange between the university and practitioners for the exchange of knowledge, experiences, ideas, and technologies. Second: what then is sustainability transfer specifically? This is a subset of transfer. By this we mean all transfer activities that contribute or aim to contribute to sustainable development. The results of sustainability transfer are concrete contributions to sustainable development in society; these can be projects or prototypes, models, recommendations for action, concepts and the testing of such models, but also discussions about sustainability. That's what's supposed to come out of this.

KL *As one of the first major projects of the research centre, the 'Logbook of Changes' was recorded at the beginning of the coronavirus pandemic in March 2020. There was a lot of response to this in the media throughout Germany. What exactly did you do?*

DR. BENJAMIN NÖLTING Through Corona, we were all suddenly confronted with a social upheaval that occurred very quickly, very rapidly, and massively and to which science cannot usually react very quickly. At the research centre, it was clear to us that a process was taking place that would have a great deal to do with social change and social transformation. We couldn't gauge how far-reaching this would be, but found



it exciting to document. That's when the idea of the logbook was born, in which we asked the citizens to document the changes they observe and also to evaluate them themselves. Within the three phases in which the logbook has been open so far, there has been a great deal of interest, many queries, and over 900 entries (as of October 2020). Hardly any other research institute has been able to conduct this type of survey at such an early stage. Dealing with the coronavirus pandemic is on many people's minds, so the log of changes was also present in the social debate. The citizens observed and documented changes in very different areas such as mobility, family, and leisure time or work. The first impression is that they view the forced changes with partly considerable restrictions in a very differentiated way and extract surprisingly many good aspects for themselves. Going for a walk, cooking with the family, a different approach to time added value.

KL *What are the research centre's goals for the next few years?*

DR. BENJAMIN NÖLTING In the summer of 2020, we asked our colleagues what they were already doing in terms of transfer and sustainability transfer. We want to discuss these results with our colleagues by spring 2021 and inquire about needs for future conceptual support, for example, in order to be able to jointly submit research proposals or provide support in teaching.

Furthermore, a transfer platform is to be established and animated with formats that promote the exchange between practitioners and academia. We want to use the impulses that come from practice and take them up in the research centre for the processing of socially and scientifically relevant questions. These are: What does it mean to be a transfer-oriented university? What is our impact as a university? As a research centre, we try to make this effect visible and to strengthen it.

→ hnee.de/forschungszentrumntt

Dr. Benjamin Nölting has held the professorship for 'Governance of Regional Sustainability Transformation' at the HNEE Faculty of 'Landscape Management and Nature Conservation' since December 2016. He was the programme director of the continuing education Master's programme 'Strategic Sustainability Management' (M. A.) from 2013 to December 2019. Since January 2020, he has been the scientific director of the research centre [Sustainability – Transformation – Transfer] at the HNEE.

The Logbook of Change is a digital citizen science project of the Research Centre [Sustainability – Transformation – Transfer]. The project started in the wake of the coronavirus pandemic in March 2020. The objective: citizens document changes in their environment caused by the pandemic. It is the first attempt of the research team to analyse social change in this way and to draw conclusions for a social transformation beyond this extreme situation, e.g. with regard to the topic of sustainability transformation. Pseudonymously, participants can enter their observations in the logbook on the everyday core areas of mobility, family, care, work, support, and communication: → logbuch-der-veraenderungen.org.

The interview was conducted by **Kerstin Lehmann**, Head of InnoSupport Research | Start-up | Transfer

7 | Transfer



Transfer activities: From technology transfer to participation in social debates

As a university of applied sciences, the Eberswalde University for Sustainable Development (HNEE) pursues an application and practice-oriented approach in teaching and research. This is reflected in a broad spectrum of transfer activities – from classic technology transfer to participation in social debates. Over the years, the HNEE has increased its commitment to research and public relations work, among other things; it has further developed and continuously expanded its transfer structures. It was thus able to register an increase in demand from practitioners and an expansion of transfer activities. Many members of the HNEE, professors, research assistants, lecturers, staff, and students, are committed to the transfer of knowledge, experience, and ideas in practice-university cooperation, primarily for the sustainable development of rural areas.

Number of publications by HNEE members 2018 to 2020

Contributions in which HNEE members are the (co-)authors are counted (status: November 2020).
→List of Publications, p. 126

	Publication type	2018	2019	2020
Scientific publications (impact factor)	Article	29	19	31
	Other scientific publications			
Other scientific publications	Article / contribution	39	42	16
	Book	10	5	3
	Conference proceeding / lecture (active contribution)	26	39	25
Transfer-oriented publications	Article / contribution / interview	14	27	25
	Book	4	3	1
	Conference proceeding / lecture (active contribution)	7	8	1

Range of tasks of InnoSupport Research | Start-up | Transfer

In 2018, the areas of research, foundation and transfer were combined into a service unit InnoSupport Research | Foundation | Transfer, which advises and offers both university members and practice partners the best possible support for their activities. This unit reports to the Vice President for Research and Transfer and is entrusted with a wide range of tasks.

Consulting services

The InnoSupport team, specifically the Technology and Innovation Consulting (TIB) transfer office, held discussions with 32 companies between 2018 and 2020. These are mainly located in Brandenburg and Berlin and cover a wide range of industries, e.g. food and nutrition, tourism, energy, metal, wood processing, or media and creative industries. Most of the time, the companies have a specific concern with which they turn to the HNEE; they are looking for professional contact persons or experts of the HNEE who can help them in dealing with a problem of their company. The InnoSupport team receives the inquiries, often clarifies the problem together with the company, and looks for suitable HNEE experts. An initial kick-off meeting will then be coordinated. If additional steps like possible applications, project start up to project completion, or transfer activities take place, the HNEE team accompanies these processes. The InnoSupport team also provides support in the exploitation of project results. The spectrum ranges from patenting and licensing to the organisation of transfer formats for different target groups. In 2020, licensing took place for a patent held jointly by the HNEE and the German Aerospace Centre (DLR).

Recording transfer activities

Members of the HNEE share their expertise in a variety of ways with business, politics, civil society, and public administrations. This is done, among other things, through scientific publications →List of Publications, p. 126, but also numerous non-scientific publications, e.g. in magazines for professional groups such as AFZ – Der Wald, the Bauernzeitung, db-Mobil, the magazine of Deutsche Bahn, or in the form of non-fiction books and articles such as ‘Old grain types for new beers’ in the book ‘Anything but light and smooth. The ultimate beer book just for women’.

Exchange with civil society and professionals

The HNEE has opened up its core competence of imparting knowledge to civil society with the ‘KinderUni’ and ‘Uni für alle’ series of events →Student orientation, p. 66. Beyond this, however, the transfer of knowledge takes many more forms, for example in the work of staff on committees, e.g. as a member of the supervisory group of the Brandenburg Sustainability Platform, and on the Board of Trustees of the Brandenburg Nature Conservation Fund. The members of the HNEE are also requested by politicians and public administrations as consultants – as happened in the context of a lecture in the redevelopment advisory board of the city of Eberswalde and in the moderation of the working group ‘Perspectives of the Region’ at the workshop ‘Finow Canal Eberswalde’ for the discussion of the content of the implementation plan.

The HNEE also acts as an organiser in the sense of knowledge exchange. It organises film screenings, readings, panel discussions, and (as an annual highlight) a market to buy old crop varieties and their seeds at the ‘Variety Day’ in the Forest Botanical Garden →WaldWelten Foundation, p. 112. With the ‘Tour de MOZ’ 2018 and the ‘Tour de BarUm – Knowledge on Wheels’ 2019, two athletic formats were chosen to bring knowledge from HNEE research to the people regionally. During the two bike tours, citizens were invited to get to know research projects in the vicinity of Eberswalde and Angermünde. In

Overview of active transfer contributions of the HNEE in the period 2018 to 2020.

For this purpose, HNEE members were asked or interviewed for contributions on a specialist topic. In the case of events, the HNEE was responsible for both organisation and content.

	Transfer activity	2018	2019	2020
Politics, public administration, civil society	Consultations	2	7	3
	Hearings		1	1
	Committees	9	9	10
Civil society	Radio contributions	2	3	9
	Television contributions		3	6
	Events	42	73	18
Professional audience, civil society	Website with research-based knowledge	1	3	8

direct exchange with academics and students, they learned what the latter were researching and at the same time got to know the university's cooperation partners, including small and medium-sized enterprises (SMEs), some of which were founded by HNEE alumni → [Schwedt | Uckermark Office](#), p. 121. In addition, civil society and HNEE partners receive an overview of university-wide activities at the annual Open House Day and, since 2019, at the Sustainability Days → [Sustainability management events](#), p. 33, which are prepared for everyone in the form of film screenings, workshops, and lectures.

The same is happening with research and sustainability topics as part of the first HNEE soap opera 'Der Hochschulrainiger', a storytelling project funded by the Brandenburg Ministry of Science, Research, and Culture (MWFK) from 2019 to 2020. The three-part short film series was selected as the University Pearl of the Month by the Stifterverband in November 2020 → [HNEE storytelling](#), p. 122.

The HNEE has also become more visible in social media during the reporting period. In addition to the established channels such as Facebook and YouTube as well as the blogs at the Faculty of 'Landscape Management and Nature Conservation' [ackerdemiker.in](#) → [ackerdemiker.in](#) and in the part-time continuing education course Strategic Sustainability Management → [snm-hnee.de](#) with approximately 12,000 visitors in 2020, Twitter was added in December 2018 and Instagram in March 2020. At the time of press, the HNEE Twitter channel had 636 followers and the Instagram channel 817.

Innovationsforum Ökolandbau Brandenburg: linking teaching, research, and practice

With the credo 'From the lecture hall to the field – Concrete. Practical. Future-proof' problems are identified within the partner network Innovationsforum Ökolandbau Brandenburg, InnoForum for short, solutions are jointly developed and then communicated at meetings and workshops. The HNEE shows in an innovative way how practice, teaching, and research can benefit from each other → [HOCH^N – Sustainable development at universities](#), p. 17. Students and lecturers of the academic programmes 'Organic Agriculture and Marketing' (B. Sc.) and 'Organic Agricultural Management' (M. Sc.) work

together with organic farms from Brandenburg in teaching and research. At the core of the teaching collaboration are modules such as the module 'Project Study Partner Organic Farm', awarded the Ars legendi Prize 2017, or the project module 'Strategic Farm Development and Marketing'. Here, students work out solutions together with the managers and lecturers on the basis of real questions and concrete problems of the managers → [Alumni Management](#), p. 77.

Projects and their transfer performance

The HNEE acquires numerous third-party funds every year. An overview of the period 2017 to 2019 shows that the volume of third-party funding remains consistently high. In 2019, the acquisition of funds from industry was increased in particular, including with regional Brandenburg partners. With more than ten million euros in third-party funding and an increase of 20 %, 2020 was the year with the highest revenue since the university was founded on April 1, 1992. In the process, 213 projects were completed. However, detailed figures were not yet available at the time of press → [Research activities](#), p. 99.

The following selection of project examples illustrates how diverse the HNEE's funding, cooperation partners, and transfer activities can be. An overview of all HNEE research projects in the reporting period is listed in the appendix → [Project list](#), p. 139.

Unpacked – The packaging-free supermarket: Status and prospects

Duration May 1, 2016 to January 31, 2020

Funding Federal Programme for Organic Farming and Other Forms of Sustainable Agriculture (BÖLN)

Cooperation partners unverpackt e. V. – Association of Unpacked Shops, shopkeepers from around 40 'unverpackt' shops and organic wholesalers, Systain Consulting GmbH

The aim of the BÖLN beacon project was to identify and analyse the potentials and challenges of the unpacked concept in Germany from six different perspectives (procurement, customer, internal, external, environmental and industry perspectives) and to investigate their implications for sustainable consumption.

The unpacked concept holds great potential for the ecological transformation of food retail processes. At the same time, however, the concept also encounters numerous challenges and is dependent on a wide range of changes along the entire value chain. The networking of the shopkeepers was also a central goal of the project.

Some of the results were published in the anthology 'Einfach weglassen? A scientific reader on reducing plastic packaging in the food trade' (oekom-Verlag) → [List of Publications](#), p. 126. Based on the results and the successful cooperation, the team intends to continue working on the most important sustainability topic of packaging reduction in the future.

The HNEE project team has prepared a further thematic application to the German Federal Foundation for the Environment and is participating in the call for tenders for the establishment of a Brandenburg Advisory and Networking Centre for Packaging Reduction in the Food Value Chain of the Ministry of Agriculture, Environment, and Climate Protection.

Wolf monitoring at the military training area Ohrdruf

Duration 2018 until May 2021

Funding Ministry for the Environment, Energy, and Nature Conservation of the State of Thuringia

Cooperation partners Federal German military forces (land user), Federal German Forest Enterprise (land manager)

In 2018, the Thuringian Ministry of Environment approached the HNEE's Department of 'Wildlife Biology, Wildlife Management, and Hunting Science' (FWWJ) with a request to intensify the wolf monitoring at the Ohrdruf-Gotha site training area. The aim was and is to gain a detailed insight into the situation of the resident wolf and her offspring. The background for the intensive monitoring was a hybridisation with a domestic dog, which has been documented very rarely in Germany so far, and which took place on the site training ground in 2017 and 2019. Intensive field work with over 60 game cameras will monitor the core area of territorial occurrence around the site training area. The FWWJ works together with representatives of the Federal German military forces and the Federal German Forest Enterprise. It informs the Thuringian Ministry weekly about the current status and advises it on necessary management decisions.

Consciously Visiting – Educational and Qualification Offers for the Development of Sustainable Tourism Products in Brandenburg's Large Protected Areas

Duration January 1, 2019 to December 31, 2019

Funding Brandenburg Ministry for Rural Development, the Environment and Agriculture (MLUL) via the 'Natural Heritage' Directive under the European Agricultural Fund for Rural Development (EAFRD)

Cooperation partners Supporting organisations: Association Brandenburg 21 e. V.; overall project management and project coordination Spreewaldleitung; Spreekademie; project coordination Uckermark: Himmelpfort Mill; Consulting Partner: ZENAT – Centre for Sustainable Tourism (HNEE); Regional partners: Spreewald Tourism Association, Spreewald Biosphere Reserve, Stechlin-Ruppiner Land Nature Park, Uckermark Lakes Nature Park, and tmu TourismusMarketing Uckermark GmbH

Within the framework of the project, various educational formats are offered to promote sustainable tourism development, especially in Brandenburg's large protected areas. Tourism benefits from the attractive nature and creates additional income for the local population in these mostly rural regions. There are therefore close interrelationships between protected areas and tourism stakeholders, which are shaped by both sides.

The educational offers should help to reconcile the interests of tourism and nature conservation to a large extent. Tourism providers therefore receive a variety of suggestions to facilitate the development and implementation of sustainable tourism offers. In addition to conveying compact background knowledge and presenting practical examples, the focus is on the exchange between the participants and the dialogue between representatives of tourism and protected areas.

The project is being carried out in cooperation with Spreekademie e. V. → [spreekademie.de](#), which is responsible for managing the overall project. The ZENAT → [Centre for Sustainable Tourism](#), p. 114 is involved within the project as a technical advisory partner, above all in the conception and implementation of the educational offers and contributes with its scientific expertise to the quality assurance of the educational offers.

More information is available at → [bewusstzugast.de](#)

Development of third-party funds raised by the HNEE in the period 2017 to 2019

	2019	2018	2017
Third-party funding volume in general	€ 8,290,722	€ 9,002,274	€ 8,736,292
Volume of third-party funding with industry (total)	€ 978,733	€ 668,809	€ 613,781
those with third-party funding volume with regional industry (Brandenburg, optionally Berlin)	€ 162,473	€ 105,755	€ 77,700
Number of projects with industry (total)	5 RCP Solarpark Finow GmbH & Co.; Chamber of Crafts Frankfurt/O., Weisse GmbH & Co. KG, PCK Raffinerie GmbH, Unternehmervereinigung Uckermark e. V.	6 novem car interior GmbH; Gascade Gostransport GmbH; E. C. O. Institute for Ecology	6 STEICO SE; novem car interior design
those of which were involved with regional industry (Brandenburg, optionally Berlin)	5 all in Brandenburg (see above)	2 Holzwerke Bullinger GmbH und Co. KG; F. U. R Wickeltechnologie GmbH	4 Bakery Schreiber; RCP Solarpark Finow GmbH & Co.; Sawmill Bohm

Adhesive joint-induced cutting material wear during the machining of bonded layer materials (AdhWear)

Duration November 1, 2018 to December 30, 2021

Funding Industrial Cooperative Research (IGF) from the Federal Ministry for Economic Affairs and Energy

Cooperation partners Jowat SE; Türmerleim GmbH; AKE Knebel GmbH & Co. KG; Certizit S. A.; Leitz GmbH & Co. KG; Tigra GmbH; Leuco WG; Holzwerke Bullinger GmbH & Co. KG; Holz Schiller GmbH; Hans Timm Fensterbau GmbH & Co. KG; Süd-Fensterwerk GmbH & Co. KG

The aim of the research project is to identify and characterise adhesive-specific wear factors in the machining of wooden layer materials. Based on this analysis of the interactions between fillers and cutting edge wear and a modification of the necessary fillers, a reduction of the locally increased cutting edge wear caused by adhesives should be made possible. From this, the development of correspondingly adapted adhesive systems is to be derived or suggestions for wear-reducing additives made.

A reduction in adhesive-induced cutting material wear lowers the production costs of all the companies involved (mostly SMEs), since, for example, longitudinal and format milling (square profiles) is carried out as a basic machining step before the rest of production.

The development, investigation, and analysis of the methodology takes place at the HNEE, where a close telephone and personal exchange with the industry is necessary. At regular meetings with a project-accompanying committee of supporting industrial partners, the results, their consequences, and further procedures are discussed and continuously improved in order to obtain practical but scientifically based foundations.

Development of alternative materials for the production of woodwind instruments and instrument cases from thermally modified and polymer impregnated European woods

Duration May 1, 2019 to December 31, 2021

Funding Central Innovation Programme for SMEs (ZIM) funded by the Federal Ministry for Economic Affairs and Energy and the bpifrance

Cooperation partners Buffet Crampon S. A. S.; Jakob Winter GmbH; Study and Research Laboratory for Wood Materials

The aim of the project is the development of a process for the production of composite materials, which can be used as a substitute material for grenadilla in woodwind instrument production and can also be used in the construction of high-quality and ecologically produced instrument cases through a few adjustments of the process parameters. The modification processes planned for this purpose are intended to combine the advantages of both modification processes by means of a combination of thermal and chemical tempering.

The project was nominated for the Franco-German Research Award in 2020 and awarded second prize.

Authors

Dr.-Ing. Alexander Pfriem, Vice President for Research and Transfer
Kerstin Lehmann, Head of InnoSupport Research | Start-up | Transfer

“I dream of car-free city centres everywhere – especially in Eberswalde.”

Linda Loreen Loose is a graduate of the Master's programme 'Sustainable Business Management' and former student vice president

Transfer in portraits

In accordance with the HNEE's understanding of transfer and its self-image of sustainable regional development, cooperation with regional partners is of great importance. To demonstrate examples of this, we present the cooperation with the regional business associations and their special features during the reporting period below. But also within the university, transfer units such as centres, schools, and the Forest Botanical Garden are visible and powerful units that enter into a partnership exchange with the region through projects and various transfer formats.

Centres and schools

In April 2014, the Senate of the HNEE approved the guidelines for the establishment of schools or centres at the University for Sustainable Development Eberswalde. Professors are entitled to form working groups with other professors and academic staff without having to set up an academic institution as stipulated in §74 Brandenburg Higher Education Act (BbgHG). The working groups can call themselves 'schools' for certain teaching foci or 'centres' for certain research areas within the research foci at the HNEE. Four centres were active during the 2018-2020 reporting period.

WaldWelten Foundation

The WaldWelten Foundation promotes forest-related science and climate impact research, public environmental education, forest-related art and culture, and nature conservation. In its ten-year history, the foundation has implemented a large number of projects, many of them in cooperation with the HNEE. These include projects in the field of climate change and forest-related climate change adaptation, as well as environmental education projects that address green careers, biodiversity protection, and the experience of nature. The annual WaldWeihnacht (Forest Christmas) and the Day of Variety attract several thousand visitors and are fixed components of the cultural life in Eberswalde.

During the period under review, the Foundation recorded a number of successes. In spring 2018, a Wangelin work camp was held at the historic forester's lodge, where the Foundation started restoration work in 2015, putting old ecological

buildings techniques to the test. In autumn 2018, a 50-metre long barefoot path built by pupils of the Eberswalde Nordend School as part of the project 'Youth Forest Work' was opened in the Eberswalde city forest. Since autumn 2019, the Foundation has been supporting Arbeiterwohlfahrt (AWO) in its '100 Trees for 100 Years of AWO' campaign. In the summer of 2020, the cooperation between the Foundation and E.DIS (a public utility company based in Fürstenwalde/Spree, Brandenburg) was intensified. By the end of 2024, around 100 E.DIS trainees, dual students, and employees will have completed the environmental education programme 'Sustainability and Climate Protection' in cooperation with the WaldWelten Foundation in Eberswalde. Also in the summer of 2020, the Foundation's environmental education project 'Vielfalt findet Stadt – Gemeinsam Natur wagen' (Diversity Finds the City – Venturing Nature Together) was recognised as an official project of the 'UN Decade on Biological Diversity'. Another of the Foundation's multi-year projects on the climate sensitivity of rare native forest tree species was completed in 2020, providing important insights for the future of forests. Variety Day, which was cancelled in spring 2020 due to the coronavirus pandemic, was replaced in autumn by the first Eberswalde Tomato Festival and was very well received by the visitors. At the end of 2020, the renovation work on the historic forester's lodge also drew to a close. A forest information and meeting centre is to be opened here in 2021.

Further information is available at [->waldwelten.de](https://waldwelten.de).

Author

Carolin Schlenther, Project Manager of the WaldWelten Foundation

The WaldWelten Foundation is committed to environmental education and annually implements projects with children of different age groups, such as the 'close to nature' planting of schoolyards, as in 2020 at the Karl Sellheim School in Eberswalde. ►



Centre for Sustainable Tourism

The Centre for Sustainable Tourism (ZENAT) is a consortium of Professors Wolfgang Strasdas and Hartmut Rein, Honorary Professor Nicole Häusler and other tourism experts at the HNEE. It is dedicated to researching, testing, and disseminating new knowledge on sustainable tourism management. This is done in a broad network of science, education, consulting, and practice. The work of ZENAT includes the development and implementation of third-party funded projects as well as further education and qualification measures (e.g. seminars, workshops) for practitioners in various fields of sustainable tourism.

The ZENAT focuses on the Germany region with special emphasis on the Brandenburg/Berlin region, the European Union, and developing and transition countries. The special methodological competence of the ZENAT lies in the combination of methods of empirical social research with scientifically oriented research and survey methods.

Milestones in 2018 to 2020 include the following externally funded projects:

INTERREG project

'Cross-border cooperation of universities and large protected areas in the Euroregion Pomerania': Development of common methods for the survey, analysis and evaluation of regional economic effects of large-scale protected areas

BMU research project

'Further development of sustainable tourism': Measuring the Sustainability of Tourism in Germany – Development of a Tourism Sustainability Satellite Account (TSSA)

ERASMUS+ Project

'TRIANGLE Knowledge Alliance': Establishment of a European knowledge network for sustainable tourism and development and initiation of a continuous knowledge transfer between science and practice

Further is available at → zenat-tourismus.de.

Author

Heike Dickhut, ZENAT coordinator and academic assistant

Biosphere Reserves Institute

In the autumn of 2019, HNEE opened the Biosphere Reserves Institute (BRI). In doing so, it entered uncharted international territory: for the first time, a scientific institution was established for the worldwide support and further development of UNESCO biosphere reserves. Biosphere reserves are model regions and places of learning for sustainable development. However, many areas are still a long way from achieving this. This is where the innovative, sustainable practices for the land use of the future will be tested. Research and transfer are indispensable in this context, finding sustainable solutions and accompanying new long-term approaches.

The new institute, supported by the HNEE faculties of 'Forest and Environment', 'Landscape Use and Nature Conservation', and 'Sustainable Economy', is to assist biosphere reserves around the world in this task. The BRI is the university's central contribution to the design of the biosphere.centre, a partnership of the HNEE with the Michael Succow Foundation and the National Natural Landscapes e. V. → biosphere.centre. With this partnership, established in 2017, the actors involved wanted to pool the competencies of the UNESCO programme 'Man and the Biosphere' and promote it.

The institute operates in three areas: First of all, a new international Master's programme Biosphere Reserves Management (BIOM) has been launched. In this course, students acquire the necessary knowledge and relevant skills to create or develop model areas for sustainability in rural areas → [Range of courses](#), p. 54. Secondly, a research training group was established in cooperation with the Leuphana University of Lüneburg in order to support and supervise young scientists in their work related to biosphere reserves. Thirdly, a research circle coordinates the research of the entire university on the aforementioned UNESCO programme.

With these three areas, the Biosphere Reserves Institute brings together the teaching as well as the scientific excellence of the university on UNESCO biosphere reserves. In doing so, a close cooperation with UNESCO is sought. In the future, it is hoped that the BRI will obtain an independent right to award doctorates for the HNEE, which is currently reserved for universities in Brandenburg.

The new institute was made possible by a five-year grant from the Brandenburg Ministry of Science, Research, and Culture (MWFK) → [Future programme for the universities of applied sciences in the state of Brandenburg](#), p. 13.

Further information under → hnee.de/bri.

Author

Uli Gräbener, Managing Director of the BRI



▲ What potential do Lost Places in the Barnim have for tourism? This question was addressed by Dr. Wolfgang Strasdas from ZENAT in cooperation with Ivonne Affeldt from the City of Eberswalde in the summer of 2020. One of these forgotten places is the Heegermühle power station on the Finow Canal in Eberswalde.

Centre for Econics and Ecosystem Management

The Faculty of Forests and Environment is home to the Centre for Econics and Ecosystem Management, which was founded together with the Writtle University College in England and comprises the working groups of Dr. Pierre L. Ibisch and Dr. Martin Welp. The aim is to contribute to nature conservation and sustainable development with concepts and concrete projects worldwide, thereby also further developing the quality of teaching.

In the period from 2018 to 2020, the Centre has continued to actively contribute to the development of HNEE with countless activities in research, teaching, and practical and policy advice. It continues to be an engine of internationalisation → [Internationalisation](#), p. 15, not only by realising international projects and publications in partnership with worldwide partners, but also by accompanying stays of visiting scholars. Guests from China, India, South Korea, and Taiwan, among others, sometimes stayed in Eberswalde for many months. Within the framework of DAAD projects, there were activities with partners from Albania, Greece, Kosovo, and Montenegro, as well as Moldova, Romania, and Ukraine. In particular, the university partnership with the National Forestry Technical University in Lviv, Ukraine (UNFU) was further developed → [Digital teaching](#), p. 62. In spring 2020, UNFU decided to award Dr. Pierre Ibisch an honorary doctorate for his many years of partnership efforts.

Dr. Martin Welp established a research focus in Central Asia. A particular achievement is the establishment of the six-member TRANSECT junior research group led by Dr. Michael Spies, which is funded by the Federal Ministry of Education and Research. It examines the socio-ecological impact networks of agricultural transformation processes in Pakistan, Tajikistan,

and Kazakhstan → [European and international research](#), p. 100. Other projects include the conservation of UNESCO beech forests in Europe (BeechPower), ecosystem services in forests (Transparent Forest), climate change adaptation in biosphere reserves in Ukraine, and the integration of water management into adaptive conservation. Completed projects include an ecosystem-based climate change adaptation project with the city of Bernau. The research activities on forest fire areas in southern Brandenburg (CleverForst and PYROPHOB projects) attracted particular attention → [Project list](#), p. 139. Smaller studies dealt with threatened forests such as the Hambach Forest and the Dannenröder Forest.

From the beginning, the Centre has been actively involved in the development of the biosphere.centre, the Biosphere Reserves Institute (BRI) → [Biosphere Reserves Institute](#), p. 114, and the new BIOM degree programme. Dr. Pierre Ibisch is one of the scientific directors of the BRI.

Members of the team have published findings and spoken out in various international journals. In the course of the forest crisis in Germany, Dr. Pierre Ibisch was one of the most frequently heard experts. In addition to countless media activities on television, radio, and the national press, he participated as an invited expert in two hearings of the German Bundestag, a state parliament hearing in North Rhine-Westphalia, and as one of the main speakers at the Brandenburg Forest Conference → [Exchange with civil society and professionals](#), p. 107.

Further information is available at → centreforeconics.org.

Author

Dr. Pierre Ibisch, Director of the Centre for Econics and Ecosystem Management



◀ Administration building and greenhouses of the HNEE Forest Botanical Garden

Forest Botanical Garden

The Forest Botanical Garden (FoBoGa) is a central institution of the HNEE. The main focus of its work is on scientific research with a botanical-ecological focus, the accompaniment and support of university teaching in all faculties, as well as public relations and cooperation with local, regional, and international partners. The FoBoGa also participates in the maintenance and expansion of a worldwide network of botanical gardens through the exchange of plants and propagation material. It is open to the public free of charge all year round.

Research

The applied research at the Forest Botanic Garden focuses on ecophysiology and dendroecology and was recently expressed in the implementation of a cooperative research project with the WaldWelten Foundation → [WaldWelten Foundation, p. 112](#) from the Forest Climate Fund of the Federal Government on the topic of 'Dendroecological and ecophysiological studies on the climate sensitivity of rare native forest tree species'. The central objective of the project was to derive possible tree species-specific weather- and climate-dependent response patterns of rare native tree species and secondary tree species, especially to extreme drought stress events (duration 2016 to 2019).

In 2019, the research project 'Diversity finds city – daring nature together' has started. It is dedicated to methodological and conceptual issues in the field of environmental education, working predominantly with disadvantaged kindergarten and school children as well as young adults. In 2020, it was named an official project of the 'UN Decade on Biological Diversity'.

In addition, the FoBoGa supports the research activities of individual faculties with its specific resources, for example in the case of these papers that were carried out in the greenhouse and for which the corresponding infrastructure was provided – for example, in 2020 in the case of two Master's theses in the Organic Agricultural Management course on the

subject of leaf fertilisation on tomatoes and in the case of an infection trial with beech for a Bachelor's thesis in the Forestry Management course. In addition, the Forest Botanic Garden was involved in a cooperation with the Thünen Institute Eberswalde in 2018, where drought stress experiments were carried out on spruce trees.

Public

The Forest Botanical Garden serves for the education and recreation of a broad public. It contributes decisively to the public perception of the university and takes on the task of communicating the social benefits of the university, further improving its perception and acceptance and thereby strengthening the identification of the citizens with the university and the Forest Botanical Garden. There were 27 tours in 2018, 23 tours in 2019, and 12 tours in 2020. In 2018 and 2019, about 7,500 visitors each visited the Forest Botanical Garden, and in 2020 there were about 8,000 visitors despite corona-related temporary closures.

The FoBoGa is also available to schools as an extracurricular place of learning. This is largely promoted by the activities of the WaldWelten Foundation. For the university, this opens up the opportunity to present itself to future generations of students.

Authors

Dr. Harald Schill, Director of the Forest Botanic Garden

Dr. Bernhard Götz, Scientific Director of the Forest Botanic Garden



▲ On the forest campus of the HNEE: Paul Rehfeld, BVMW, (left) and Dr. Ulrich Menter from the Entrepreneurs' Association Uckermark

Regional partnerships: interview with business associations

The HNEE is committed to the sustainable development of the region → *Work in the region*, p. 93. In the reporting period, cooperation with the city of Eberswalde and the district of Barnim was strengthened through new joint projects. In accordance with the transfer strategy → *Key points from the higher education contract*, p. 12 and → [hnee.de/strategiepapiere HNEE](#), the exchange with regional actors, specifically with companies in the region, is a core element of the HNEE transfer.

Paul Rehfeld, head of the district association in the capital region north/east of the Bundesverband mittelständische Wirtschaft (BVMW), Unternehmerverband Deutschlands e. V.; Sven Rathmann, managing director of the Barnimer Unternehmerverband, as well as Dr. Ulrich Menter, president of the Unternehmervereinigung Uckermark, spoke about the motives, common goals and visions for the future.

For ten years now, the HNEE has been cooperating with the three largest business associations in the region – the Bundesverband mittelständische Wirtschaft, Unternehmerverband Deutschlands e. V., the Unternehmerverband Barnim e. V. and the Unternehmervereinigung Uckermark e. V. For the HNEE, the cooperation meetings and the resulting formats are among the most solid transfer formats between science and business → *Projects and their transfer performance*, p. 108. Over the years, the supply-oriented transfer of knowledge to industry has developed into an exchange at eye level. In the future, the cooperation partners will strive to develop offers that promote the co-production of knowledge between HNEE members and companies.

KERSTIN LEHMANN *What motivates you as business associations to work together with a university like the HNEE?*

PAUL REHFELD It has always been important to me that the motto 'business meets science' does not remain an empty phrase but is translated into reality. One of my basic needs here is to create a connection between science and actual work in business.

SVEN RATHMANN Our motivation is based on the fact that the university trains the specialists and managers of tomorrow and we use the cooperation to keep them in the Barnim district for our companies. We are interested in promoting cooperation between science and industry and in bringing the know-how acquired and the 'new thinking' of the students into the companies in a short way and to stimulate each other with new ideas.

DR. ULRICH MENTER From the point of view of the economy, we can pass on our needs and contents to the university through the cooperation and prepare the students for a future together in cooperation.

KL *With you, the HNEE initiates, among other things, the annual Entrepreneurs' Day, a joint event to promote professional exchange between regional companies and those involved in the HNEE. It contributes to the innovative development of the regional economy in the Barnim-Uckermark region. What do you associate with the event? In addition, numerous projects and project ideas have emerged that were initiated and intensified in 2018 to 2020. What highlights can you look back on?*

PAUL REHFELD As a co-initiator of Entrepreneur Day, I have perceived in recent years we are able to respond to the dynamics among students and companies by holding regular events. Entrepreneur Day started as a full day event and has developed into a very nice evening event in which the interaction between the participants has been profiled. This new quality coupled with digital advancement has kept the 'human factor' intact and become an important aspect of Entrepreneur Day.

SVEN RATHMANN Entrepreneur Day is an important highlight where the quality of the content has improved year on year. Another important project is our entrepreneurial dating, where we have been able to establish and develop direct contact with students in the companies and with the company management, up to and including prospective partnerships. A third event was a survey of the students, from which interesting aspects emerged on how to make the location more attractive in order to keep them in the region.

“It was and is always important to me that the motto ‘business meets science’ does not remain an empty phrase but is translated into reality.”

DR. ULRICH MENTER In addition to the Entrepreneur Day and the Interreg projects, we see the ‘Innovation Campus’ Schwedt (in the metropolitan region Berlin/Stettin meBEST e. V.) for industry-related research and practical education and training in the region → Schwedt | Uckermark Office, p. 121 as highlights

KL *What do you hope to gain from the cooperation with the university with regard to the ‘Innovation Campus’ Schwedt?*

DR. ULRICH MENTER We, as business and industry in Schwedt, would like the university to take a strong position in order to carry out business-oriented research and development at the strong locations in Schwedt – to approach research with the current machines and innovation in a practical way in the companies.

KL *What would you recommend to potential university partners if they would like to work together with the university, and how can the HNEE optimise access for companies?*

PAUL REHFELD My recommendation would be to get involved in concrete projects, above all via short communication channels, which define themselves via content and force cooperation from this.

DR. ULRICH MENTER Many of our companies are in a state of flux, especially with regard to sustainability, which in my view is not yet being focused on by the university. The university could be more oriented towards the economy in the region and participate with research and teaching.

KL *A look into the future – where do you see the cooperation with the HNEE in two years?*

PAUL REHFELD For a better perception of the economy and science, there will be a stronger interlocking between the actors. Joint committees promote a more intensive exchange, including with other actors, for example from local politics.

SVEN RATHMANN Maintaining existing structures and formats and improving networking between students and companies, for example via portals. Stated as a vision: through further cooperation and information policy, we succeed in motivating students to stay in the region and thus counteract the growing shortage of skilled workers and managers.

DR. ULRICH MENTER My vision would be that significantly more HNEE students are integrated into the companies and that they find that it is really fun to absorb practical knowledge and to develop a vision for the future together with the companies.

PAUL REHFELD Brandenburg – Barnim – Uckermark – We all have a future, it lies ahead of us and not behind us!

The interview was conducted by **Kerstin Lehmann**, Head of InnoSupport Research | Foundation | Transfer

7 | Transfer

Foundations at the HNEE

The ideas of tomorrow are born at many universities. The start-up centre of the HNE Eberswalde is the first address for all questions concerning start-ups and self-employment in the region. It provides individual advice and support from the initial idea to the founding of your own company and informs you about funding opportunities. The services offered by the start-up centre are free of charge and are primarily aimed at students, alumni, and academic staff of the university.

Numbers, data, and facts

In 2018, a new funding period began for HNEE’s start-up service, which was initially approved until the end of 2020 and extended over the course of the project until the end of 2021. The areas of activity in the start-up centre covered both the implementation of awareness-raising measures (group coaching) and the provision of individual specific consulting, qualification, and coaching services in the pre-founding phase (individual coaching). During this period, 45 events of 270 minutes each were held to raise awareness on general start-up topics, such as the preparation of business plans, legal forms, and funding opportunities. Almost 300 university members, over 95% of whom were students, attended the classroom events. In addition, approx. 150 orientation meetings, i. e. initial personal meetings with people interested in setting up a business, took place. Of the total number of initial interviews, 49 start-up projects were further promoted and individually accompanied by additional qualification and coaching services as part of the project work. This has already resulted in 13 start-ups in 2020, and the trend is increasing.

As part of the Berlin-Brandenburg Business Plan Competition, the HNEE received the Ideenschmiede award in 2019 for the best engagement in Brandenburg and as a university active in start-ups, which is awarded by the largest regional start-up initiative in Germany.

EXIST successes

In addition to individual qualification, the start-up centre also offers advice on the EXIST start-up grant and the EXIST research transfer as part of the funding programme ‘EXIST – Start-ups from Science’ (from the Federal Ministry for Economic Affairs and Energy).

In the period from 2018 to the end of 2020, HNEE submitted four applications for an EXIST start-up grant. All applications were approved. This continues the 100% approval rate since 2017. The following three EXIST start-up scholarships have since been supervised at the HNEE for twelve months each:

- 1) AGRORA – online platform for agricultural commodity trading (2018)
- 2) acoustic lightweight piano (2018)
- 3) Equalista – equality app (2019)

The EXIST start-up grant supports students, graduates, and scientists from universities and non-university research institutions who want to realise their start-up idea and implement it in a business plan. The start-up projects should be innovative technology-oriented or knowledge-based projects with significant unique selling points and good economic prospects.



The Agrora GmbH consists of Hauke Jaescke, Michel Kade, Torben Köhn (left to right). ▶

StartUpLab as an outlook

With the concept 'More Opportunities for Start-ups – Five Points for a New Start-up Era', the Federal Ministry of Education and Research (BMBF) aims to promote the start-up culture in science and research, establish structures that promote start-ups, and thus create or promote the conditions for start-ups through open innovations and adapted framework conditions. As part of the 'Research at Universities of Applied Sciences' programme, the new funding guideline 'Entrepreneurial Thinking and Scientific Founding Spirit – Research and Founding Freedoms at Universities of Applied Sciences' – in short: StartUpLab@FH → bit.ly/3cnv8GE was published.

In March 2019, the HNEE participated in the two-stage application process for the establishment of a StartUpLab with the aim of further developing its approaches to start-up culture, which are geared towards sustainability and social transformation. By means of a network of research and start-up spaces that promote creativity and innovation, the existing structures geared towards start-ups are to be expanded many times over in terms of practical relevance and internal networking. In the long term, the aim is to improve the framework conditions for the promotion of technical and, above all, social innovations. Initially, the project failed in July 2019 due to limited budgetary resources, although the concept was deemed worthy of funding by the BMBF. The situation changed in November, when the Budget Committee of the Bundestag decided at short notice to extend the financial scope of the programme 'Research at Universities of Applied Sciences'. This gave the BMBF the opportunity – subject to the adoption of the 2020 and 2021 federal budgets – to support the submitted HNEE start-up concept with an expected project start in the second quarter of 2021. In this context, the concept for the second stage of the application process was created and submitted in a legally binding manner. A decision on a possible grant had not been made as of press time, December 15, 2020.

Examples of start-ups at the HNEE

Agrora GmbH

Agrora is a young agricultural technology company that uses modern working methods and innovative approaches to develop an online-based platform for trading agricultural commodities. Agrora offers support to buyers and sellers of agricultural commodities in the areas of contract initiation, conclusion, and execution. All in all, Agrora is the perfect companion for agriculture and the milling and animal feed industries to successfully master structural change.

Equalista GmbH

Equalista is the world's first mobile learning app dedicated to gender equality education → equalista.com.

Authors

Robert Schmidt, Head of the Foundation Centre
Kathleen Bubnow, Deputy Director

Schwedt | Uckermark Office

The Schwedt | Uckermark office acts as an interface between Brandenburg's higher education landscape and the Uckermark region, which is quite far from other higher education institutes.

In addition to the target groups of schoolchildren, university students, and local companies and their employees, the target group of civil society has taken on a new and greater significance. In this way, edutainment formats and approaches to citizens were added to the classic portfolio of the presence office – support for students at regional schools in career and student orientation → [Versatile study preparation](#), p. 65, securing skilled workers by attracting graduates to the Uckermark region, and promoting knowledge transfer to companies in the Uckermark. 'Edutainment' combines entertainment and knowledge transfer and results in events such as science slams, bicycle tours along stations where research and knowledge transfer become visible, or also in vivid lectures that are understandable for all interested parties. Since the end of 2018, twelve events have already been implemented – even under coronavirus pandemic conditions in 2020 – reaching around 270 Uckermärkers* → [Exchange with civil society and professionals](#), p. 107.

In addition, the HNEE's representative office supports the initiation and development of an innovation centre in Schwedt/Oder. The so-called 'Innovation Campus', located in the middle of the axis between Berlin and Szczecin (Poland), is intended as a regional impulse generator and as a joint project of regional business, institutions, and science to counteract the trend of migration in the rural region and to support the region in its competitiveness → [Regional partnerships: interview with business associations](#), p. 117.

As a sort of precursor to the Innovation Campus, the Schwedt Uckermark Office also coordinates a regional cluster that aims to promote STEM education (Science, Technology, Engineering, and Mathematics) among young people in the entire Uckermark region. In addition to its constant cooperation partner, the city of Schwedt/Oder, it also works together with the education office of the Uckermark district, the STEM coordinator of the HNEE → [State Teaching Award](#), p. 74 and the committed association Jugend trifft Technik e. V. (Youth Meets Technology). This association is behind the Technikstützpunkt, which is located at the Talsand School, but which has been challenging and supporting the pupils of the city of Schwedt/Oder for years with AGs around the main topics of computer science and technology.

The office in Schwedt/Oder is part of the HNEE's 'third mission', as its activities and goals actively pursue contributions to society.

Author

Amelie Schwarzer, Head of the Presence Office Schwedt | Uckermark

Transfer and society

Transfer in and with society is an elementary component of the transfer activities of the university. The following examples illustrate two particularly successful formats, partly through the use of innovative communication formats to interact with the region and society. Such formats enrich and support the exchange of experience and knowledge and also inspire further activities.

HNEE storytelling

The Ministry of Science, Research and Culture (MWFK) of the State of Brandenburg funded the project 'HNEE Storytelling – the sustainability soap opera from Eberswalde' as part of the 'Competition to strengthen transfer through innovative communication measures' from 2018 to 2020. The project aims to strengthen knowledge transfer within and outside the HNEE through creative communication formats in the field of (true) storytelling.

Good stories touch, inspire, and stay in the memory. In the style of the multi-award-winning comedy series 'Der Tatortreiniger' (The Crime Scene Cleaner) by the Norddeutscher Rundfunk, the HNEE took the project brief of a 'soap opera' literally, and developed 'Der Hochschulrainiger' (The University Cleaner), the first university-owned sustainability soap opera from Eberswalde. The three approximately five-minute clips of the mini-web series produced in summer 2020 address the various aspects of sustainability (ecology, social issues, economy) in an intelligent, humorous, and easily accessible way, presenting selected transfer projects/activities of the HNEE in an exemplary manner and also providing external viewers with insights into the semi-fictional everyday life at the university at changing locations of the HNEE. The passionate cleaning protagonist and 'green thread' of the three-part soap is the main character named Rainer Scheurich alias 'Der Hochschulrainiger' (played by actor Thomas Giegerich), who impresses with his endearing naivety and surprising depth.

The premiere of the three final clips will be celebrated on schedule in spring 2021, including a film talk and academic panel discussion, and the clips will then be published on the university's own YouTube channel → youtube.com/HochschuleEberswalde.

The project was also awarded the title 'University pearl' by the Stifterverband der deutschen Wissenschaft in November 2020. University pearls are innovative, exemplary projects, usually of a rather small nature and with great charisma, which are realised in a university and (should) partly inspire far beyond. In 2020, the theme of the award was 'Open Science'. It is about new approaches in research and teaching that go beyond established forms and formats and bring science together with society and business. The aim of the initiatives and projects to be awarded should be to promote innovation and strengthen the social benefits of science → hochschulperle.de.

A follow-up project 'Es wa(h)r einmal ... HNEE (True) Storytelling – Offene BühNE – Schattentheater – Märchenbuch', also funded by MWFK, started in parallel in summer 2020. The project will continue the format of the 'Offene BühNE Eberswalde' (Open Mic Eberswalde), which was successfully tested during the first project period, as well as the creation of the university's own 'fairy tale book' including interactive shadow theatre performances by the end of 2021. In this way, the HNEE reflects on the roots of modern communication technology and the intergenerational transfer of knowledge: the free telling, writing, and acting of (true) stories and fairy tales.

Authors

Melanie Adam, Academic assistant in the project 'HNEE Storytelling'
Kerstin Lehmann, Head of InnoSupport Research | Foundation | Transfer



▲ At the HNEE apiary: Dr. Ulrich Schulz, lecturer at the Faculty of Landscape Use and Nature Conservation and amateur beekeeper, demonstrating the research hive (we4bee-Top Bar Hive in cooperation with the University of Würzburg).

Bee lectures for the public

Each winter semester, a four-month bee lecture series begins at the HNEE. The format is aimed at HNEE members and citizens alike and has enjoyed steady popularity since 2016. It imparts extensive knowledge about practical beekeeping and the importance of honey bees and wild bees for ecosystems, agriculture, and biodiversity.

The series of bee lectures is the only format at the HNEE that has been held regularly for years and successfully communicates science and practice in a citizen-oriented manner. Between 40 and 80 participants per lecture attended the one-and-a-half-hour evening events, which took place every Wednesday between the beginning of October and the end of January in the Old Forestry Academy on the City Campus. Dr. Ulrich Schulz, lecturer at the faculty 'Landscape Use and Nature Conservation' and hobby beekeeper, as well as Thomas Würfel, professional beekeeper and HNEE graduate, give the lectures and thus reach mainly population groups outside the university. Among them are citizens from the district of Barnim, but increasingly also from Berlin; in addition, there are students of the HNEE, who usually make up about one third to one half of the audience. They are students of the 'Organic Beekeeping' module, but also from the courses 'Organic Agriculture and Marketing' and 'Landscape Use and Nature Conservation'. The audience mainly consists of people who want to start keeping bees, or are at least considering it. However, there are also some experienced beekeepers who use it as a kind of continued education for ecological beekeeping. Some had been beekeeping before and want to start again. Some also come to experience the university from the inside or to be entertained regarding biology, ecology, and sustainability. Many of them have heard about the bee lecture by word of mouth, because the two speakers only advertise sporadically and still find a full seminar room every year.

In addition to a general introduction to beekeeping and practical beekeeping, the participants learn about the associated sustainability aspects. So it is not only about honey bees and their keeping, about keeping conditions, honey extraction etc., but also about wild bees, landscape ecological aspects, influences of industrial agriculture, consumer behaviour, insect-friendly gardening, and much more. The citizens learn that bees, like a magnifying lens, show ecological interactions and problems in nearby landscapes and what they themselves can do for sustainability, for example in their gardens and in their consumption.

Participation in the lectures is free. At the end of the semester (usually at the end of January) all participants receive a certificate. This can help them get grants from regional beekeeping associations to buy the initial materials to start beekeeping.

The idea for the bee lecture was developed by Dr. Ulrich Schulz in 2015 together with Dr. Joachim Bergmann and Thomas Würfel. The latter wrote his Master's thesis on educational apiaries with Prof. Ulrich Schulz and Dr. Jens Radtke from the Länderinstitut für Bienenkunde Hohen Neuendorf e. V. (LIB). This resulted in initial plans for the educational apiary at the HNEE. However, it is not open to the public but is only used for the students from the module Ecological Beekeeping. Prof. Joachim Bergmann had given bee science lectures for many years, not only as a professor of forest culture, and handed over the baton for age-related reasons. This led to the new concept for public and ecological bee education at the HNEE.

Author

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8 | Appendix



List of Publications

W Publications in journals with Impact Factor (IF) count as **scientific publications** at the HNEE. They must have been peer-reviewed by subject-specific, mostly international scientists.

A Other scientific publications

These include publications in journals, books or book chapters, or contributions to book publications, conference proceedings, published final reports as well as contributions to journals in which HNEE members are themselves the authors.

2018

Articles / Contributions

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In addition, the majority of all theses written at HNEE between 2018 and 2020 have been deposited in the online public access catalogue (OPAC) of the university library.

To find them, enter the relevant year in the search bar and select the Bachelor's or Master's theses of a faculty. → opac.hnee.de

Project list

2017

SoFarEDU	Social Farming in Higher Education Vertrag	Häring, Anna Maria	Landscape Use and Nature Conservation	66,177.00	Thüringer Ökoherz e. V.
REGE	Cross-border cooperation of universities and large protected areas in the Euroregion Pomerania	Rein, Hartmut	Sustainable Economy	211,302.50	EU INTERREG
GREKO	Economic development through active cooperation between universities and companies in the German-Polish border region		Sustainable Economy, Wood Engineering	373,500.00	EU INTERREG
InnoForEST	Smart information, governance and business innovations for sustainable supply and payment mechanisms for forest ecosystem services	Mann, Carsten	Forest and Environment	4,019.531.25	EU Horizon 2020
BioEcoN	European-Vietnamese University Network for Sustainable Forestry and Bio-Economy	Mund, Jan-Peter	Forest and Environment	799,545.00	EU ERASMUS+

2018

AGRORA	EXIST start-up grant	Kramer, Eckart	Start-up Centre	130,800.00	BMWI
	Multifunctional Composite Folding (MCF): Development of a process for the positional processing of textile bundles and digital integration of the manufacturing steps for the production of MCF-roll goods	Dreiner, Klaus	Wood Engineering	144,704.00	BMWI
RheoAdd	Metrological expansion of rheological competence	Schwarz, Ulrich	Wood Engineering	99,422.60	EU ERDF
DigiPrint	Low Emission – Process development for digital printing of wood veneers combined with the development of a process to reduce volatile organic compounds (VOCs) in these veneers	Pfriem, Alexander	Wood Engineering	189,992.00	BMWI
EnerVeE	Energy-efficient composites with excellent property profile	Pfriem, Alexander	Wood Engineering	148,699.00	EU ERDF
SubMat4Music	Acoustic wood – Recipes for the modification of native woods for the production of acoustic woods	Pfriem, Alexander	Wood Engineering	190,000.00	BMWI
	Optimization of a wooden loudspeaker cabinet in terms of wood technology and manufacturing technology, optimized loudspeaker driver in terms of sound and manufacturing technology	Dreiner, Klaus	Wood Engineering	186,777.00	BMWI
OSB buckling	Determination of the buckling behaviour on joined OSB supports for timber frame construction	Schwarz, Ulrich	Wood Engineering	5,000.00	Bullinger GmbH & Co.KG
	Consulting 6-axis robots	Schwarz, Ulrich	Wood Engineering	988,04	F. U. R. Wickel-technologie GmbH

	Creation of the guideline 'Digital services in the skilled crafts sector'	Dreiner, Klaus	Wood Engineering	4.998,00	Chamber of Crafts Frankfurt/E.-Region East Brandenburg
	Profile-based knowledge checks 2.0	Schmitz, Mario	Wood Engineering	101.334,30	EU ESF
HoMaba	Wood-based materials in mechanical engineering: Calculation concepts, characteristic value requirements, characteristic value determination	Schwarz, Ulrich	Wood Engineering	186.901,60	BMEL
AdhWear	Adhesive joint-induced cutting material wear during the machining of bonded layer materials	Schwarz, Ulrich	Wood Engineering	285.170,00	BMW
	Innovation voucher Klähr	Dreiner, Klaus	Wood Engineering	5.000,00	Elektromaschinenservice Klähr 15236 Frankfurt / O.; ILB / WFBB Brandenburg
	Start-up service at the HNEE	Schmidt, Robert	InnoSupport	485.571,00	EU ESF
	ERASMUS+ Kosovo 2018	Clauder, Vera	International Office	71.162,00	EU ERASMUS+
	ERASMUS+ Albania 2018	Clauder, Vera	International Office	74.608,00	EU ERASMUS+
	ERASMUS+ Ukraine 2018	Clauder, Vera	International Office	67.619,00	EU ERASMUS+
	ERASMUS+ Myanmar 2018	Clauder, Vera	International Office	97.140,00	EU ERASMUS+
TOL	Teaching Organic Literacy in Grundtvigian Style	Häring, Anna Maria	Landscape use and nature conservation	59.072,00	EU ERASMUS+
	Regional organic vegetables from Brandenburg	Häring, Anna Maria	Landscape use and nature conservation	368.171,45	FÖL- Fördergesellschaft ökol. Landbau Berlin-Brandenburg e. V.
	Network 'Protecting Shepherds'	Häring, Anna Maria	Landscape use and nature conservation	196.436,45	EU EAFRD
	Competence Network Organic Arable and Crop Production	Häring, Anna Maria	Landscape use and nature conservation	203.438,00	EU EAFRD
EU-LIAISON	Better Rural Innovation: Linking Actors, Instruments and Policies through Networks	Häring, Anna Maria	Landscape use and nature conservation	4.999.134,75	EU Horizon 2020
GROW	Development of sustainable self-management concepts for groups to optimize regional added value	Häring, Anna Maria	Landscape use and nature conservation	119.154,29	BLE
	Service contract for the construction and operation of a demonstration plant (consulting by HNEE)	Bloch, Ralf	Landscape use and nature conservation	2.000,00	ZALF e. V.
SunBot	Emission-free bush berry production	Kramer, Eckart	Landscape use and nature conservation	535.676,43	EU EAFRD
DAS	Community in dialog – Adaptation to climate change in Bernau by means of eco-system-based and participative space planning	Ibisch, Pierre	Forest and environment	299.952,00	BMUB
	Sustainable safeguarding of relevant ecosystem services through cooperation	Ibisch, Pierre	Forest and environment	51.900,00	EU ERASMUS+
DeMOVit	Partial venture 4: Defensins for monitoring and characterising the vitality of deciduous forests under changing climatic conditions.	Schumacher, Jörg	Forest and environment	278.058,76	BMEL
EBA Ukraine	Ecosystem-based adaptation and regional development through strengthening Ukrainian biosphere reserves	Ibisch, Pierre	Forest and environment	350.515,66	Michael Succow Foundation (MSS)
	In-depth study on relevant advanced biofuels (focus on forestry dendromass)	Linde, Andreas	Forest and environment	22.610,00	Öko-Institut e. V. Freiburg
	Attempt of live capture and emitter tagging of the 'Ohrdruf wolf'	Rieger, Siegfried	Forest and environment	65.538,12	Thuringian Ministry for the Environment, Energy and Nature Conservation
	Impact analysis of FSC certification in Germany on the basis of data from the 3rd FSC survey. Federal Forest Inventory	Linde, Andreas	Forest and environment	10.234,00	German Nature Conservation Ring (DNR)

2019

Lightweight piano	EXIST- Start-up Scholarship	Pfriem, Alexander	Start-up Centre	142.050,00	BMW
Equalista	EXIST- Start-up Scholarship	Stoffels, Mario	Start-up Centre	135.000,00	BMW
NaHoPro	Joint project: Rectangular structural hollow profiles made of bio-based multi-material systems as a substitute for metal profiles; subproject 2: Development of formable hollow profiles and the associated adhesive and manufacturing technology	Schwarz, Ulrich	Wood Engineering	265.248,06	BMEL
DisiNet- iFdAS	Neural network and application development for biogenic solid fuel heating systems	Dreiner, Klaus	Wood Engineering	178.948,00	BMWi
SmartTimBA	Joint project: Development of a multifunctional adhesive system for the representation of damage scenarios in timber structures; Subproject 1: Development and scale-up of a joining process of multifunctional adhesives for wood construction as well as the characterization of the sensory functionality	Schwarz, Ulrich	Wood Engineering	271.130,98	BMEL
	Material and process development for use in woodwind instruments and cases	Pfriem, Alexander	Wood Engineering	190.000,00	BMW
	Deformation measurement on panels	Schwarz, Ulrich	Wood Engineering	2.499,00	Weisse GmbH Ebw.
	Cultivation and use of little used tree species: Expansion of bio- and material diversity in forestry and timber industry under the aspect of climate change in cooperation with the Western Balkan states.	Pfriem, Alexander	Wood Engineering	100.405,86	BMBF
PERMA	Platform for efficient resource utilisation in the furniture and furnishings industry	Pfriem, Alexander	Wood Engineering	251.358,00	BMBF
	Transfer bonus company Tallone	Dreiner, Klaus	Wood Engineering	3.570,00	C. C. Tallone
	Production of test specimens-test specimen incision of birch wood	Schwarz, Ulrich	Wood Engineering	6.711,11	TU Munich
	Innovation voucher (BIG-Transfer) Möbelwerke Prenzlau	Dreiner, Klaus	Wood Engineering	35.700,00	Möbelwerke Prenzlau GmbH /ZAB WFBB
	Acoustically effective origami folding structures with customizable room geometry based on wood/textile composites, wood textile folding structures (HTF)	Dreiner, Klaus	Wood Engineering	189.028,43	Supporting association Institut für Holztechnologie Dresden e. V.-TIHD
	ME Energy- Liquid Electricity GmbH	Dreiner, Klaus	Wood Engineering	10.000,00	ME Energy- Liquid Electricity GmbH
Integra	Integration of refugees into academic studies: complementary measures of the universities from 2019 (Sustainable study preparations at the HNEE)	Clauder, Vera	International Office	30.700,00	EU ERASMUS+
	ERASMUS+ Albania 2019	Clauder, Vera	International Office	46.132,00	EU ERASMUS+
	ERASMUS+ Ukraine 2019	Clauder, Vera	International Office	67.989,00	EU ERASMUS+
	ERASMUS+ Myanmar 2019	Clauder, Vera	International Office	82.520,00	EU ERASMUS+
TranSEA	Transformation for a Sustainable Future in South-East Asia	Clauder, Vera	International Office	998.243,00	EU ERASMUS+
	Concept development for the 'Promotion of the use of certified organic and preferably regional agricultural products for school and day-care meals in the Barnim district'	Häring, Anna Maria	Landscape use and nature conservation	49.920,00	Barnim district
NUTRINET	Competence and practical research network for the further development of nutrient management in organic farming	Häring, Anna Maria	Landscape use and nature conservation	360.263,82	BMEL
FARCURA	Forsting inclusion through Social Farming (Subproject at the HNEE)	Häring, Anna Maria	Landscape use and nature conservation	35.366,00	EU ERASMUS+
MASIN	Support programme: Subject-related partnerships with universities in developing countries	Benedikt, Hans-Peter	Sustainable economy	274.484,40	EU ERASMUS+
	Activation of local population as stakeholders of a potential biosphere reserve Rominter Heide, Russia	Rein, Hartmut	Sustainable economy	70.000,00	BfN
region 4.0	Regional innovation management (starter project 1 in WIR! Change through innovation in the region, regionalisation 4.0)	Conrad, Alexander	Sustainable economy	58.288,32	BMBF

	Supporting German biosphere reserves in international networking and in making efficient and effective use of the opportunities offered by international cooperation	Rein, Hartmut	Sustainable economy	47.655,49	BfN
	Project management training series with the city of Leipzig	Hirsch, Hans-Joachim	Sustainable economy	23.000,00	City of Leipzig
	The touristic potential of Lost Places in Barnim	Strasdas, Wolfgang	Sustainable economy	11.500,00	Science Foundation Sparkasse Barnim
ICT 4STD	Information and Communication technologies for sustainable tourism development	Strasdas, Wolfgang	Sustainable economy	67.860,00	EU ERASMUS+
FH Staff	Recruitment and development of professorial staff at universities	Pfriem, Alexander	Board	42.969,50	BMBF
	Transboundary Cooperation in Teaching and Practice	Ibisch, Pierre	Forest and environment	52.850,00	EU ERASMUS+
JuniperCA	Partial venture 2: Balancing and optimisation of multifunctional management of Central Asian juniper forests	Wolff, Barbara	Forest and environment	222.578,72	BMEL
	University Dialogue Western Balkan from 19 – UNESCO biosphere reserves for ecosystem management conflict prevention	Ibisch, Pierre	Forest and environment	40.000,00	EU ERASMUS+
Build4People	NUR- Collaborative Project: Sustainable Buildings for People – Improving Urban Quality of Life in Cambodia, Subproject 4: Urban green spaces, urban open spaces	Mund, Jan-Peter	Forest and environment	90.811,59	BMBF
TRANSECT	Agrarian transformation and socio-ecological complexities. Local Bioeconomy Scenarios in Central and South Asia, Project: 'Bioeconomy as societal change, NWG (2)'	Welp, Martin	Forest and environment	2.613.171,60	BMBF
ActiveNight	Development and testing of didactic models to activate disadvantaged groups for the conservation of biodiversity	Schill, Harald	Forest and environment	904.284,94	BfN
HoBeOpt	Modelling and analysis of the properties of wood piles	Cremer, Tobias	Forest and environment	255.016,00	BMEL
	Intensified hybrid monitoring: Attempt of live capture and emitter tagging of the Ohrdruf wolf	Rieger, Siegfried	Forest and environment	130.377,37	Thuringian Ministry for the Environment, Energy and Nature Conservation
	Climate adaptation concept for the district of Osnabrück	Linde, Andreas	Forest and environment	7.537,81	Green Adapt Gesellschaft für Klimaanpassung mbH
OekoFlussPlan	Conservation of selected ecosystem services in the floodplains of the Naryn River/Kyrgyzstan through renewable energies and short rotation coppice plantations including sustainable land and water management and capacity building (SP:4 Communication)	Welp, Martin	Forest and environment	137.986,56	BMBF
	Development and testing of a digital participatory-adaptive methodology for ecosystem-based risk management of groundwater and surface waters	Ibisch, Pierre	Forest and environment	226.464,00	DBU
	Preparation of an expert opinion – Level II water balance 2019	Riek, Winfried	Forest and environment	8.000,00	State Forest of Mecklenburg-Western Pomerania
	Conception and content development of a programme of measures for insect protection in Brandenburg	Linde, Andreas; Schumacher, Jörg	Forest and environment	15.000,00	ZALF e. V.
region 4.0	Participation and audio-visual communication (starter project 3 in WIR! Change through innovation in the region, regionalisation 4.0)		Forest and environment, landscape use and nature conservation, sustainable economy	216.405,76	BMBF

2020

	Investigations on wood decomposition in mineral soils as well as in and on the overlay of limed and unlimed forest soils – Subproject 3: Dynamics of wood destruction (microscopic)	Lautner, Silke	Wood Engineering	189.368,48	BMEL, BMU
DeLaTiMa	Investigation of the effects of cyclically occurring disinfection measures on glulam elements in agricultural livestock farms – illustrated by the example of fattening chickens	Pfriem, Alexander	Wood Engineering	170.832,00	BMEL
INTENS	Integration of electrical sensors in wood and fibre composite components	Pfriem, Alexander	Wood Engineering	120.000,00	EU ERDF
BioBasedBoats	Boats made from bio-based materials: Development of new composite materials and manufacturing techniques to increase efficiency in bio-based boat and yacht construction TP : Material investigations and process development	Pfriem, Alexander	Wood Engineering	190.000,00	BMW
FraxMon	FraxForFuture – Demonstration Project Conservation of the Common Ash; Joint Project 2: Monitoring; Subproject 7: Microscopic analysis of affected tissue	Lautner, Silke	Wood Engineering	165.628,96	BMEL
InnoHolz	Wood moisture monitor – model-based evaluation method for sensor data	Dreiner, Klaus	Wood Engineering	182.546,00	BMW
	Strength grading of Robinia wood	Pfriem, Alexander	Wood Engineering	4.000,00	VHÖB Ebw.
ChickenWood	Development of wood-based stable components to improve animal welfare in the stable; Subproject 1: Material analysis and development: Conceptual design of wood-based stable components	Pfriem, Alexander	Wood Engineering	296.764,12	BMEL
SubMat4Music-FOMO	Formulation development for the forming and modification process of European woods	Pfriem, Alexander	Wood Engineering	190.000,00	BMW
	Scanning electron microscope laboratory for the analysis of the interfacial behaviour and adhesion of different material combinations	Pfriem, Alexander	Wood Engineering	86.200,00	MWFK
	Robot performance	Dreiner, Klaus	Wood Engineering	2.000,00	Art University Linz / Austria
PYROConti	Subproject: Development of process sections for pre- and post-treatment to stabilise material surfaces and development of wood- or component-specific formulations	Pfriem, Alexander	Wood Engineering	219.971,00	BMW
VALORWOOD	Increased valorisation of domestic timber by a novel wood modification system	Pfriem, Alexander	Wood Engineering	46.775,00	The Research Council of Norway
INT 181	University Meets Business, German-Polish Innovation Campus – An Innovative Pilot Project	Dreiner, Klaus	Wood Engineering	564.669,36	EU INTERREG
Integra	Integration of refugees into professional studies	Clauder, Vera	International Office	43.700,00	EU ERASMUS+
	ERASMUS+ Moldova 2020	Clauder, Vera	International Office	57.707,00	EU ERASMUS+
	ERASMUS+ Albania 2020	Clauder, Vera	International Office	162.240,00	EU ERASMUS+
	ERASMUS+ Ukraine 2020	Clauder, Vera	International Office	57.708,00	EU ERASMUS+
	ERASMUS+ Ghana 2020	Clauder, Vera	International Office	61.630,00	EU ERASMUS+
	ERASMUS+ South Africa 2020	Clauder, Vera	International Office	43.558,00	EU ERASMUS+
GanzTierStark	Whole animal utilisation in community catering – Strengthening urban-rural partnerships using the example of organic beef from species-appropriate pasture management	Häring, Anna Maria	Landscape use and nature conservation	54.822,29	BLE
	Regional arable farming and practice network 'Biodiversity in arable farming' in Brandenburg	Häring, Anna Maria	Landscape use and nature conservation	232.378,49	EU EAFRD
	Accompaniment of concept for development of value chain for regional lamb meat	Häring, Anna Maria	Landscape use and nature conservation	95.864,71	EU EAFRD
	2°Campus of the WWF 2020/2021 theme: Agriculture & Food	Häring, Anna Maria	Landscape use and nature conservation	12.900,00	WWF Germany
soLo	Social logistics (implementation project in WIR! Change through innovation in the region, regionalisation 4.0) Upgrading, incentivisation, value creation approaches	Conrad, Alexander	Sustainable economy	148.172,14	BMBF

	Transforming Tourism	Strasdas, Wolfgang	Sustainable economy	500.000,00	Austrian Development Agency
	East-West Dialogue 2020 – P23 Eastern Europe in the VUCA World	Ibisch, Pierre	Forest and environment	52.000,00	EU ERASMUS+
	University Dialogue Western Balkans from 2020 – P23	Ibisch, Pierre	Forest and environment	40.000,00	EU ERASMUS+
	Photo trap monitoring Ohrdruffer Heide (procurement and use of 10 photo traps)	Rieger, Siegfried	Forest and environment	68.143,25	Thuringian Ministry for the Environment, Energy and Nature Conservation
Resilpine	Forest conversion of pine forests to near-natural forest management in Ukraine – with special regard to resilience to fire and weather extremes such as drought according to the principles of near-natural integrated fire management	Spathelf, Peter	Forest and environment	258.810,32	BLE
	Transnational civil society and nature conservation	Ibisch, Pierre	Forest and environment	50.000,00	Federal Foreign Office Berlin-Ref. 601
	Joint project: Detection and prediction of storm damage; Subproject 1: Development of semi-automatic algorithms for the quantitative detection of storm calamities from multiscale remote sensing data	Mund, Jan-Peter	Forest and environment	376.421,68	BMEL
	Shaping the Digital Future Together – German-Ukrainian University Cooperation 2020–2022 (Joint Digital future: A Ukrainian-German partnership for digital supported learning and Teaching)	Ibisch, Pierre	Forest and environment	199.110,62	EU ERASMUS+
	Photo trap monitoring (wolf-lynx)	Rieger, Siegfried	Forest and environment	33.723,17	Thuringian Ministry for the Environment, Energy and Nature Conservation
	Implementation of a country initiative to implement global sustainability goals in the education sector	Ibisch, Pierre	Forest and environment	13.839,00	Senate Department for Education and Youth and Family Berlin
BROMMI	Biosphere reserves as model landscapes for insect conservation; subproject: Monitoring and ecologically applied accompanying research		Forest and environment, landscape use and nature conservation	258.816,18	BMU
PYROPHOB	Joint project: Strategies for the development of pyrophobic and climate change resilient forests on forest fire areas; Subproject 1: Coordination, forest ecology and synthesis	Ibisch, Pierre	Forest and environment, landscape use and nature conservation	1.673.497,89	BMEL
	Willow planting RS2	Cremer, Tobias; Bloch, Ralf	Forest and environment, landscape use and nature conservation	7.500,00	RS2 Radio Station Berlin

Glossary

A

Active Break

Weekly programme of stretching exercises under the guidance of a physiotherapist for 30 minutes as part of the HNEE health management.

Advancers

Students who enter a higher semester of a degree programme at HNEE.

Agenda Prize

Since 2016, the Eberswalde association 'Local Agenda 21' has awarded an annual prize for student projects that are still in progress (500 euros in total).

Agroforest

Combines agricultural use and the planting of trees on the same area.

Alumni

Latin term for university graduates.

Amadeu Antonio Foundation

Non-profit foundation for the promotion of a democratic civil society while opposing racism.

Ars Legendi Prize

Prize awarded by the Stifterverband in recognition of special university teaching for the education of young academics.

AStA

General Student Committee.

Asynchronous online teaching programmes

Describes the communication and interaction between teachers and students, takes place staggered in time.

B

Basic regulations of the HNEE

Statutes in which the HNEE regulates the rights and duties of the members of the bodies as well as the procedural principles for the central bodies and departments in addition to the state law.

Biosphere.centre

Centre of the HNEE which is dedicated to the systematic and comprehensive development and support of biosphere reserves worldwide; based on the partnership between Nationale Naturlandschaften e. V., the Michael Succow Foundation and the HNEE.

Blended learning

Learning model combining computer-based learning (e. g. via the Internet) and traditional teaching.

Block week

A week within the lecture period that is reserved for courses with external lecturers, excursions, and special forms of teaching.

Board

The Board advises the President and assists in decision-making. Members are the President, Vice-President for Studies and Teaching, Vice-President for Research and Transfer, Student Vice-President, all Deans of the Faculties, the Chancellor, and the Equal Opportunities Officer.

Bottom-up process

A decision-making and/or development process that is supported and driven by various actors from different status groups.

Brandenburg student orientation network

Independent association of the seven large Brandenburg universities.

Brandenburg sustainability strategy

On May 21, 2019, the cabinet of the state of Brandenburg approved the update of the state sustainability strategy. The update updates and concretises parts of the country strategy drawn up in 2014. New is the alignment with the 17 global sustainability goals adopted by the United Nations in September 2015, the Sustainable Development Goals (SDGs).

Buen Vivir

Overall social concept from the Andean region, in which every human being has a right to a good life and this happens in harmony with nature, historically grown, based on indigenous traditions, laid down in the constitutions of Ecuador and Bolivia.

C**Campus Coach BARMER**

Free project of the BARMER health insurance as support for students to get healthy through their studies.

Central facilities of the HNEE

These include the Forest Botanical Garden, the Library, the Central Ecological Laboratory, as well as centres, colleges and institutes.

Charter “Family in Higher Education”

Joint declaration of the ‘Family in Higher Education’ network on improving working and study conditions for university staff with family responsibilities.

CHE ranking

The CHE University Ranking is the most comprehensive and detailed ranking of German universities and universities of applied sciences.

Climate action week

Event of the student initiative ‘Students for Future’ in Eberswalde, on the occasion of the worldwide Global Earth Strike at the end of November 2019.

Commoning

Process of running commons.

Commons

Lively social structures in which people tackle their common problems in a self-organised manner and on an equal footing.

Company reintegration management

Gradual reintegration of staff members after long periods of illness.

Constructive alignment

Didactic concept that not only aligns learning and teaching but also forms of examination with the learning objectives.

Core indicators

Considered within the framework of the environmental management system, including e.g. energy efficiency, water/waste water, waste.

D**Dropouts**

All students who have graduated without a degree.

E**E.DIS**

Public utility company based in Fürstenwalde/Spree in the German state of Brandenburg.

Eberswalde University Society

Sponsoring association of the HNEE.

ECTS

European Credit Transfer System, instrument for the transfer and accumulation of academic credits, for the structuring of university studies, and for the transparency of the weighting of its components.

Editorial deadline

This sustainability report includes content that was compiled up to and including December 15, 2020.

E-learning

Short for electronic learning.

Entrepreneur Day

Annual event at the university organised by InnoSupport together with interest groups from the regional economy, acting as a meeting point for both companies and students.

ERASMUS

Support programme of the European Union for stays abroad.

EXIST

Funding programme of the Federal Ministry for Economic Affairs and Energy (BMWi) with the aim of improving the start-up climate at universities and non-university research institutions and increasing the number and success of technology-oriented and knowledge-based start-ups.

F**Female Professors Programme II + III**

Three-phase funding programme launched by the federal and state governments in 2008, expires in 2022.

Field transfers

Students who transfer to another degree programme within the HNEE.

Food sharing

foodsharing.de is an internet platform for distributing surplus food in Germany, Austria, and Switzerland. It is supported by the association foodsharing e. V., which comprises locally active groups in many places.

Foreign student

International full-time students who have acquired their higher education entrance qualification at a foreign school, as well as foreign nationals who enter Germany, e.g. in the context of family reunification, and then take up studies.

Forest Botanical Garden

Central institution of the HNEE for teaching and research.

Forest Climate Fund

The Federal Ministries of Food and Agriculture and of the Environment, Nature Conservation, and Nuclear Safety use the resources of the Forest Climate Fund to promote measures to preserve and expand the CO₂ reduction potential of forests and wood and to adapt forests to climate change.

Freshmen

Students enrolled in the first semester of study.

G**German Rectors' Conference**

Known until 1990 as the West German Rector's Conference, this voluntary association of German universities and represents them vis-à-vis politics and the public.

Germany scholarship

Monthly support (300 euros) for students for two to a maximum of six semesters; the support money is made up in equal parts of funds from the Federal Ministry of Education & Research (BMBF) and money from private sponsors.

Gold Standard Foundation

Only projects that demonstrably lead to a reduction of greenhouse gases and at the same time are good for the local environment and the social interests of the population are eligible for certification by ‘The Gold Standard’.

Graduates

All students who have completed their studies with a Bachelor's or Master's degree.

H**Honorary professor**

According to § 55 BbgHG, the professorship can be awarded to persons who have achieved outstanding academic performance in a specific subject area and have teaching experience amounting to two semester hours / no employment relationship with the university.

Horizon 2020

Framework programme of the European Union for research and innovation. As a funding programme, it aimed to build a knowledge- and innovation-based society and a competitive economy across the EU, while contributing to sustainable development (duration 2014 to 2020).

Horizon Europe

It is the second framework programme of the European Union for research and innovation, which followed Horizon 2020 and runs from 2021 to 2027.

I**Impact Factor (IF)**

More precisely Journal Impact Factor (JIF), is a calculated number whose level reflects the influence of a scientific journal. It is used for bibliometric comparison of different journals. The impact factor is not a measure of the quality of a journal's articles, but provides information on how often a particular journal's articles are cited in other scientific publications on average per year. In practice, impact factors are often used to assess scientific publication performance.

In the academic programme

Students enrolled at the time this report went to press (December 15, 2020).

Incomings

Foreign students who come to the HNEE for a semester or studies and foreign employees who come to the HNEE in the context of exchange programmes.

Info afternoons of the administration

Introductions of all administrative departments for new appointees and new employees.

InnoForum

At the Innovation Forum Organic Agriculture Brandenburg, students and teachers of the HNEE courses Organic Agriculture and Marketing as well as Organic Agricultural Management work together with organic farms from Brandenburg in teaching and research.

InnoSupport Research | Foundation | Transfer

Internal university service unit for the entire innovation chain research – foundation – transfer at the HNEE.

Innovation Campus Schwedt

Located in the middle of the axis between Berlin and Szczecin (Poland), it is intended as a regional impulse generator and as a joint project of regional economy, institutions, and science to counteract the trend of rural-urban migration in the region and to support the region in its competitiveness. The Schwedt I Uckermark office is responsible for setting it up on behalf of the HNEE.

Intercultural weeks of the Barnim district

Annual districtwide enrichment event on the diversity of people.

INTERREG

Also ‘European territorial cooperation’, part of the European Union's structural and investment policies, has supported cross-border cooperation between regions and cities that affect daily life for more than 20 years.

J**Job shadowing**

Temporary monitoring and observation of persons in professional life by e.g. students.

K**Kenya coalition**

Kenya coalition refers to a governing coalition consisting of a conservative or Christian Democratic party, a socialist or social democratic party, and a green party.

L**Lead**

The HNEE has the lead in a research project.

M**Mindful universities**

Thuringian model project for dealing confidently with digitalisation and strengthening health through mindfulness training.

Minga

In the cultural region of the Andes and in the adjacent eastern lowlands, a wide-spread form of communal work that has

been handed down from pre-Columbian times and serves communal purposes.

Mobile working

This is the case when employees temporarily perform their work outside the university. Subject to regulations, mobile working can take place online or offline with or without technical aids (e.g. notebook, tablet, smartphone, telephone).

N**Naturfreunde Deutschland**

Socio-ecological and socio-politically active association for environmental protection, soft tourism, sports & culture.

netzwerk n e. V.

Is committed to change at universities in the sense of sustainable development in all areas of university activity (operations, teaching, research, governance) and thus works on an overall institutional transformation of universities.

O**Occupational health management**

Integration of health issues and development of health-promoting working conditions at the HNEE.

Offboarding

Describes the consciously designed separation process when an employee leaves the company for which he or she previously worked as part of an employment or service relationship. The opposite, the process when an employee joins the company, is described by onboarding.

Onboarding

See Offboarding.

‘One University – One Book’

The Stifterverband and the Klaus Tschira Foundation, in cooperation with the ZEIT publishing house, regularly announce the programme ‘One University – One Book’. In 2017, the HNEE was able to convince them with its proposal to present the book ‘One Percent is Enough’ by the authors Jørgen Randers and Graeme Maxton. This was followed by chapter readings at various venues inside and outside the university during the 2017 summer semester and 2017/2018 winter semester.

Open educational resource

Free learning and teaching materials with open license.

Open mic

Show in which several artists or guests can appear spontaneously.

Outdoor classroom

Teaching space outside the HNEE buildings, e. g. in the overwintering greenhouse of the Forest Botanical Garden – as used for the first time at HNEE in 2020.

Outgoings

Students who leave the HNEE for a semester abroad and employees who participate in exchange programmes.

P**Partner countries**

This includes all countries that are not programme countries, especially non-European countries.

Permaculture

Permanent agriculture has developed from a method of agricultural design to an ecological philosophy of life; a tool for designing systems in all areas of life according to nature's example.

Principles of sustainable development

Also called sustainability principles: the summary of what the university understands by sustainable development, written at the Round Table on Sustainable HNEE Development and adopted by the Senate in 2013.

Programme countries

Programme countries are EU Member States as well as Norway, Liechtenstein, Turkey, United Kingdom, Serbia, North Macedonia, and Iceland.

R**Role models**

Role model is a person or thing that is seen as a guiding and idealised pattern or example.

Round Table on Sustainable HNEE Development, in short Round Table

Established in June 2010 as a democratic body jointly supported and shaped by all the university's interest groups on the part of the Sustainability Officer and the Coordinator for the Family-Friendly University; the aim is to achieve a common, comprehensive sustainable development at the HNEE developed by all university groups.

S**Schwedt | Uckermark Office**

Office of the HNEE in Schwedt in the Uckermark, tasks are mainly the cooperation with schools in the region to recruit students and companies to arrange cooperations.

Science Council

Oldest science policy advisory body in Europe, advises the Federal Government and the governments of the Länder on all issues relating to the content and structural development of science, research and higher education.

Silence Space

Silence Spaces are technology-free places of rest and silence where no form of occupation or errand is practised.

Solidarity farming (SoLaWi)

Concept in which farms and private households join forces for joint financing.

Specialist unit for the prevention of radicalisation and engagement in nature conservation

Joint institution of the NaturFreunde Deutschlands and the NaturFreundeJugend Deutschlands for the investigation of the link of nature and environmental protection with extreme right-wing and populist currents.

Staff exchanges

Exchange of employees with other universities for a stay abroad.

Start-Me-Up programme

Voluntary induction programme for newly appointed professors.

Student Council

A student council refers to all enrolled students of a subject or a department. This council consists of volunteer students from a department who are elected each semester at the general assembly and hold this office for the following two semesters.

Student health management

Integration of health topics and development of health-promoting study conditions at the HNEE.

Student initiative

A legally non-binding form of student organisation which voluntarily pursues a common activity related to studying or studying at the HNEE.

Student life circle

Describes the processes surrounding a student's life cycle at a university, from

application and enrolment, through the academic programme, to graduation and subsequent employment.

Student orientation

Organisational unit of the Department of Student Services & International Office.

Student Vice President

Student representation in central decisions and development processes of the university, interface between student body and university management.

Study Commission

Committee that develops recommendations on fundamental questions of teaching and studies, regulations, reforms, evaluations, and developments.

Study success rate

All graduates in relation to first-year students.

Sustainability lecture

HNEE event series in existence since 2012, with the aim of creating a thinking space for the discussion of current sustainable development issues and providing an opportunity for personal networking.

Sustainability principles

See Principles of sustainable development.

Sustainability transfer

Sub-area of transfer, at the HNEE all transfer activities that make or want to make a contribution to sustainable development, results of sustainability transfer are concrete contributions to sustainable development in society.

Synchronous online learning

Learners and teachers are in different places at the same time and communication is (almost) instantaneous.

T**Teaching centre**

Combines the activities of the Career Service, Alumni Management, Language Centre, and Continuing Education Centre under one roof; responsibility lies with the Office of the First Vice President for Studies and Teaching.

'The Crime Scene Cleaner'

German comedy television series of the North German Broadcasting Corporation (NDR).

Third Mission

All activities of the university that go beyond the compulsory tasks of teaching

and research (i. e. the first two missions) and address societal needs, e. g. through continuing education, technology transfer, or community engagement. Sustainability transfer at Third Mission aims at organisational framework conditions and science communication such as communication channels, exchange formats, network management, and provision of resources.

Transfer

Voluntary exchange between the university and practitioners for the exchange of knowledge, experience, ideas, and technologies.

U**UN Decade on Biological Diversity**

The United Nations has declared the years 2011 to 2020 the UN Decade on Biological Diversity. In this way, the international community is calling on the global public to take action for biological diversity.

UNESCO Programme

The Man and Biosphere Programme (MAB Programme) is responsible for the further development, evaluation, and networking of biosphere reserves worldwide. MAB takes an interdisciplinary approach, focusing in particular on humans themselves as a component of the biosphere.

UNESCO

United Nations Educational, Scientific, Cultural and Communication Organization, it is the only UN organization with a worldwide network of national commissions, currently 199 worldwide. In Germany, the German Commission for UNESCO is the interface between government, civil society, and UNESCO and is involved in shaping Germany's UNESCO membership.

University body

Also called university members, they include students, teachers, researchers, and staff of the HNEE.

University Development Plan

Section 3, paragraph 2 of the Brandenburg Higher Education Act requires universities to draw up or update structural and development plans, including personnel development, for a period of five years in each case. This was last adopted for the period 2015 to 2020 in December 2014. Since 2020, work has been underway on a new HEP that will be valid until 2025.

University Pearl

Award of the Stifterverband der deutschen Wissenschaft (Donors' Association for the Promotion of Sciences and Humanities in

Germany) for innovative, exemplary projects, usually of a rather small nature and with great charisma, which are realised in a university and (should) partly inspire far beyond. In 2020, the theme of the award was 'Open Science'.

V**Verein Glokal e. V.**

Berlin Association for Education Critical of Power.

W**Wangelin Work Camps**

The project 'Wangeliner Work Camps – A Green Idea of the Future' is funded under the ESF federal programme 'Promoting Vocational Training for Sustainable Development. The project 'Green Key Competences for Climate and Resource Efficient Action at Work – BBNE' is funded by the Federal Ministry for the Environment, Nature Conservation, and Nuclear Safety and the European Social Fund.

Welcome Centre

Part of the Department of Student Services & International Office, specifically addresses international students of the HNEE with various offers.

WG Healthy University

Steering committee – made up of internal and external stakeholders; internal members: Chancellor, Head of Human Resources, Health Management Coordinator, Occupational Safety Specialist and representatives from staff and students.

WG Learning and Teaching Sustainability

A working group that emerged from the HNEE Round Table; its aim is to convey the content and methods of sustainable development in teaching.

Whole Institution Approach

Holistic ESD approach at learning sites, takes into account processes and methods in addition to 'Education for Sustainable Development'.

World Café

Form of moderation in which the participants discuss the topic in several rounds in new table groups.

List of abbreviations

A		BRI	Biosphere Reserves Institute
ANW	Working group for nature-oriented forest management	BTU	Brandenburg University of Technology Cottbus-Senftenberg
AStA	General student committee	BVMW	Federal Association of Small and Medium-Sized Businesses, Entrepreneurs' Association of Germany e. V.
B		C	
B.Eng.	Bachelor of Engineering	CMS	Campus Management System
B.Sc.	Bachelor of Science	D	
BAFöG	Federal Training Assistance Act	DAAD	German Academic Exchange Service
BbgHG	Brandenburg Higher Education Act	DLR	German Aerospace Centre
BEM	Company reintegration management	DSH	German Language Examination for University Admission
BGM	Occupational health management	E	
BIOM	Master's programme 'Biosphere Reserves Management'	eBB	Network eLearning Brandenburg
BLB	Brandenburg State Enterprise for Building	ECTS	European Credit Transfer System
BMBF	Federal Ministry of Education and Research	EDP	Electronic data processing
BMU	Federal Ministry for the Environment, Nature Conservation, and Nuclear Safety	EGA	Eco-Good (Governance) Award
BNT	Master's programme 'Education – Sustainability – Transformation'	EHG	Eberswald University Association
BPW	Business Plan Competition Berlin-Brandenburg	EIP-Agri	Support programme European Innovation Partnership 'Agricultural Productivity and Sustainability'
BRAND STUVE	Brandenburg Student Council		

ELER	European Agricultural Fund for Rural Development	GeoS4S	GeoServices – 4 – Sustainability
EMAS	Eco-Management and Audit Scheme	German	Rectors' Conference
EMMA+	HNEE learning platform	H	
EnerVeE	Project Energy efficient composites with excellent property profile	HNEE	University for Sustainable Development Eberswalde
ERASMUS	European Community Action Scheme for the Mobility of University Students	HOCH ^N	Joint project 'Sustainability at universities: develop – network – report'
ERDF	European Regional Development Fund	HPI	Hasso Plattner Institute of the University of Potsdam
ESD	Education for sustainable development	I	
ESF	European Social Fund, the EU's most important instrument for promoting employment in Europe	IAP	Fraunhofer Institute for Applied Polymer Research (IAP)
ESiSt	Network 'Successful start for international students in Brandenburg'	IFEM	Bachelor programme International Forest Ecosystem Management
EU	European Union	IFSA	International Forestry Students' Association
F		IG	Syndicate
FARN	Specialist Unit for Radicalisation Prevention and Engagement in Nature Conservation	IKC	Innovation and Career Centre
FB	Faculty	ILL	Innovative forms of teaching and learning
FBR	Faculty Council	InfoFit	Information competence programme of the university library
Fff	Fridays for Future	InnoForum	Inno Innovation Forum Organic Agriculture Brandenburg
FH-Zukunft -BB	Future programme for the universities of applied sciences in the state of Brandenburg	INTENS	Project Integration of electrical sensors in wood and fibre composite components
FIT	Master's programme 'Forest Information Technology'	K	
FoBoGa	Forest Botanical Garden	KMU	Small and medium-sized enterprises
FS	Semester	KoStuVe	Commission for Student Networking and Collective Decision Making
FSP	Research focus	kWp	Kilowatt peak
FSR	Student Council	L	
FST	Master's programme 'Forestry System Transformation'	LMS	Learning Management System
FWWJ	Department of Wildlife Biology, Wildlife Management and Hunting Management of the HNEE	LUM	Real Estate and Environmental Management of the HNEE, Department of Administration
G		M	
GDPR	General Data Protection Regulation	M.Sc.	Master of Science
GeLa	Active group at the HNEE, stands for 'farming together'		
GeLanis	Members of the active 'GeLa' group		

MASESIN	New international Master's programme at the Faculty of Sustainable Business from WiSe 2021/2022, full name: Sustainable Entrepreneurship and SocialInnovation	SoSe	Summersemester
		SPC	Language centre
		SQB	Network Study Quality Brandenburg
MCCC	Master Class Course Conference		
MINT	Summary of teaching and school subjects or professions in the fields of mathematics, information technology, natural sciences, and technology		T
		t CO ₂ e	Tons of carbon dioxide equivalents
MLUL	Brandenburg Ministry for Rural Development, Environment, and Agriculture	TH	Technical University
MWFK	Ministry of Science, Research, and Culture	TIB	Transfer Office Technology and Innovation Consulting
	N	TranSEA	Transformation for Sustainable Development in South-East Asia
NAREGIO	Master's programme 'Sustainable Regional Development: Education-Management-Nature Conservation', previously Regional Development and Nature Conservation		U
		UAS	University of Applied Sciences
NHM	Sustainability management of the HNEE	UNFU	National Forestry Technical University of Ukraine in Lviv
NOEM	New bachelor's degree programme at the Faculty of Sustainable Business, starts in WiSe 2021/2022 'Sustainable Economics and Management'.		W
NUHF	Network Environment at Universities and Research Institutions in the Eastern Region	WG	Working group
	O	WiSe	Winter semester
ÖAM	Master programme 'Eco-Agricultural Management'	WWF	World Wide Fund For Nature, the largest nature conservation organisation in the world and active in more than 100 countries
OLE	Master's degree programme 'Organic Agriculture and Food Systems', previously Eco-Agricultural Management		Z
ÖLV	Bachelor's degree programme 'Organic Agriculture and Marketing'	ZENAT	Centre for Sustainable Tourism
	P	ZHAW	Zurich University of Applied Sciences
		ZÖL	Central Ecological Laboratory
PW	Project workshop	ZSG	Central Office for Health Management of the State Ministry of the Interior and Local Government
	Q	ZuSL	'Strengthening the future contract for study and teaching'
QELB	Qualification of student eLearning consultants		
	S		
SEQ	Study success rate		
SGM	Student health management		
SMUP	Start-Me-Up programme		
Solawi	Solidarity Farming		

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The Report

The Report on Sustainable Development brings together the university report, the teaching report and the research report of the Eberswalde University for Sustainable Development (HNEE). It contains a brief summary of the results of the annual environmental declaration and a presentation of developments in the areas of governance, degree courses and teaching, research, and knowledge transfer for a selected reporting period. It serves above all as an accountability report for the state government and also provides an overview for existing and potential cooperation partners, both within Germany and abroad.

The Eberswalde University for Sustainable Development (HNEE)

The HNEE is an important driving force for sustainable development, both nationally and internationally. This contemporary-style campus university situated in an extensive area of natural landscape not far from the city of Berlin has 2,300 students from 57 different countries, as well as more than 370 employees engaged in research, teaching and other roles. There are four faculties – Forest and Environment, Landscape Management and Nature Conservation, Wood Engineering and Sustainable Business – and, within these, currently 19 different study programmes, some unique across Germany, which enable students to acquire expertise in the fields of nature conservation, forestry, organic farming, climate change adaptation, sustainable business, timber construction and sustainable tourism management.