Code of Ethics and Conduct

of the University of Graz

UNI
GRAZ

RESPECT YOURSELF ACT RESPONSIBLY SET AN EXAMPLE

Preface

Dear colleagues,

How do we want to work together today so that, tomorrow, we can come up with innovative ideas, ask important questions and arrive at clever solutions? What values do we hold as an institution for education and research and a major employer in Graz and Styria? What standards do we stipulate for obtaining and communicating research findings, developing our internal organisational structure and tackling socially relevant issues such as equal opportunities, gender equality and human rights conscientiously and diligently?

These are questions that need to be asked. And answered. With the Code of Ethics and Conduct, therefore, staff at the University of Graz have established a guiding framework that we can all use as a basis for continuing to develop and improve our cooperation. The development process for this Code, the results of which you see before you now in written form, followed a "bottom-up" principle. In other words, all members of staff were – and indeed remain – invited to make an active contribution. For me, the fact that so many of you took the time to do just that sends out a very clear and striking statement, signalling your commitment to working together in the spirit of partnership, to your own professional environment and to your place of work at a leading institution for education and research.

Staff at the University of Graz take responsibility in so many fundamental areas of life: in research, so that new findings can constantly tell us a little more about the world; in teaching and continuing education, so that we can shape our society to be inclusive, open and sustainable; and, naturally, they also take responsibility for the often mundane but incredibly important processes that go on behind the scenes at such a large institution.

So let us keep on setting an example, thinking further, creatively and both in- and outside the box – and always collaboratively, constructively and respectfully!

**Yours sincerely,
Martin Polaschek**

Introductory remarks
Background, aim and evolution

Our Code of Ethics and Conduct is the result of two years spent looking critically at the values that shape our lives and how we work together. A collaborative process involving students, staff from administrative units, academic colleagues and representatives from our university bodies identified five key aspects that are seen as particularly fundamental for our life together at the University of Graz:

- How we see our organisation;
- How we deal with one another;
- Our communication processes;
- Our decision-making processes;
- Our responsibility.

Besides these key aspects, overriding issues also emerged that are crucial to collective work, research and study at the University of Graz and that already reflect many of the values that the working group consider important. With regard to gender equality, equal opportunities, sustainability and human rights, much has already been done at the University in its day-to-day work, its objectives and its areas of activity – and these measures are constantly being developed further.

The values identified in this collaborative process and the existing overriding issues come together to form a Code of Ethics and Conduct that serves as a "compass" (guidance) for our day-to-day work.

Five years after the Code of Ethics and Conduct was completed, the time was ripe for a critical review and an overhaul. In this new version, we have attempted to add examples that – entirely in keeping with the spirit of the Code – help to improve how we live and work together and make the daily routine at our University a little easier. You will find these on the last few pages of the 2nd edition.

Together with you, we are keen to keep working on these guidelines, which are designed to foster a pleasant and respectful atmosphere of togetherness at the University of Graz and that can and must continue to develop, just like our University itself. A project of this kind can only retain its vitality if we all contribute to its evolution and "set an example". It is now up to you to continue the debate! Help us to work on the University of Graz's values and get in touch with us at **werte@uni-graz.at**.

The Code of Ethics and Conduct can and should:
- Provide general orientation (value compass)
- Be an incentive to actively build relationships based on esteem
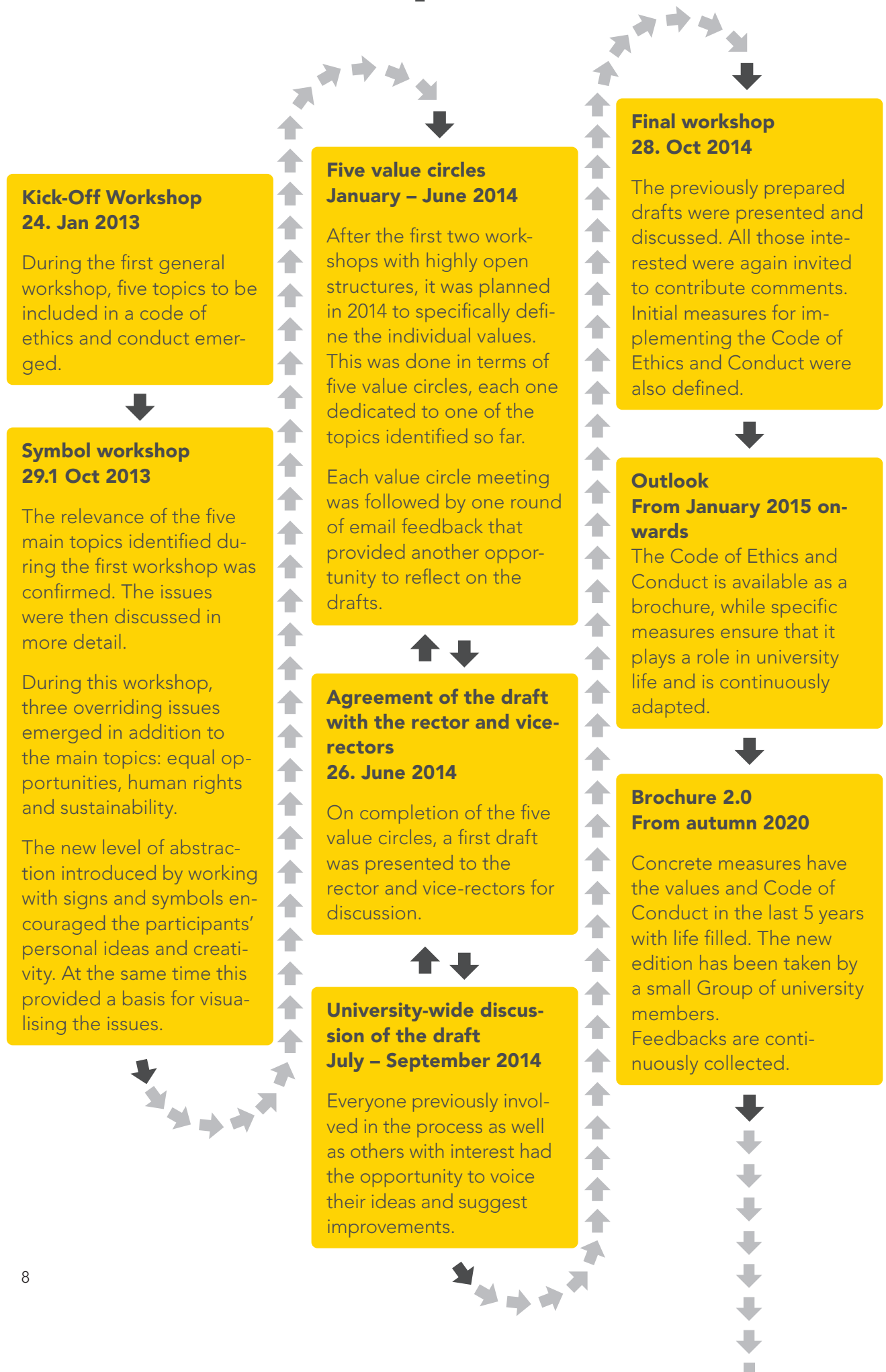- Encourage us to be role models

What it can't and won't do:
- Specify explicit guidelines for conduct
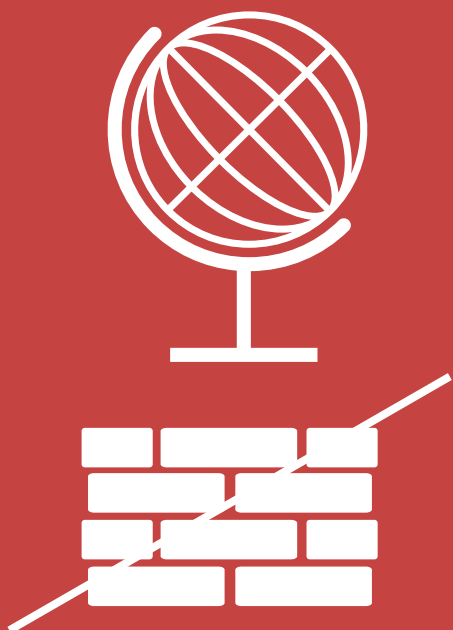- Punish wrongdoing
- Provide a basis for legally binding agreements

The team: Julia Goldgruber, Susanne Hausleitner, Kerstin Käfer (back row); Paula Aschauer, Irene Trummer (front row);
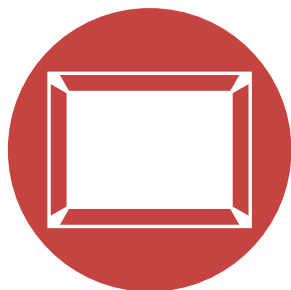
Process Description

**Kick-Off Workshop
24. Jan 2013**

During the first general workshop, five topics to be included in a code of ethics and conduct emerged.

**Symbol workshop
29.1 Oct 2013**

The relevance of the five main topics identified during the first workshop was confirmed. The issues were then discussed in more detail.

During this workshop, three overriding issues emerged in addition to the main topics: equal opportunities, human rights and sustainability.

The new level of abstraction introduced by working with signs and symbols encouraged the participants' personal ideas and creativity. At the same time this provided a basis for visualising the issues.

**Five value circles
January – June 2014**

After the first two workshops with highly open structures, it was planned in 2014 to specifically define the individual values. This was done in terms of five value circles, each one dedicated to one of the topics identified so far.

Each value circle meeting was followed by one round of email feedback that provided another opportunity to reflect on the drafts.

**Agreement of the draft with the rector and vice-rectors
26. June 2014**

On completion of the five value circles, a first draft was presented to the rector and vice-rectors for discussion.

**University-wide discussion of the draft
July – September 2014**

Everyone previously involved in the process as well as others with interest had the opportunity to voice their ideas and suggest improvements.

**Final workshop
28. Oct 2014**

The previously prepared drafts were presented and discussed. All those interested were again invited to contribute comments. Initial measures for implementing the Code of Ethics and Conduct were also defined.

**Outlook
From January 2015 onwards**

The Code of Ethics and Conduct is available as a brochure, while specific measures ensure that it plays a role in university life and is continuously adapted.

**Brochure 2.0
From autumn 2020**

Concrete measures have the values and Code of Conduct in the last 5 years with life filled. The new edition has been taken by a small Group of university members.
Feedbacks are continuously collected.

Further Information

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Our Identity

We facilitate education, convey knowledge and innovate.

We actively recognise our societal role as an institution for education and research. We provide transparent access to our programmes of study and education while addressing our target groups in different phases and situations in life. Our main goals are to nurture individuals' ability to reflect on societal issues as well as to contribute research results to societal discourse.

We see ourselves as a leading institution providing teaching and research to high standards.

We foster scientific curiosity and offer the freedom to achieve excellence in basic research and innovation research. We strive to treat young researchers in a manner corresponding to our responsibility towards them. We support our students in their intellectual and personal development.

We appreciate our university as a place of work, education and living.

Our Culture

Examples

Discussion of values

Project Konfliktkultur@Uni Graz

Conflict Resolution Services

Conflict Management - jour fixe

Counselling Services for academic and administrative staff

Formation of working groups on specific topics

Organizational Development

Exercise training at noon

Guide to alcohol and other addictive substances on workplace

Services from unikid&unicare to greater compatibility of family and career

We treat one another with respect and appreciation.

We cultivate mutually supportive working relationships that enable individuals' personal and skills development. We appreciate everybody's accomplishments and contributions to academic life.

We deal with conflicts in an objective and constructive manner.

Wherever people work together, conflicts and tensions arise. We engender a culture for resolving conflict in which the integrity and values of others and the differing traditions of their fields of study are preserved.
We tolerate a variety of perspectives and practise, even in controversial issues, an open approach to dialogue that focuses on solutions.

We cultivate a culture of conversation in which people with different opinions, backgrounds and life realities meet as equals.
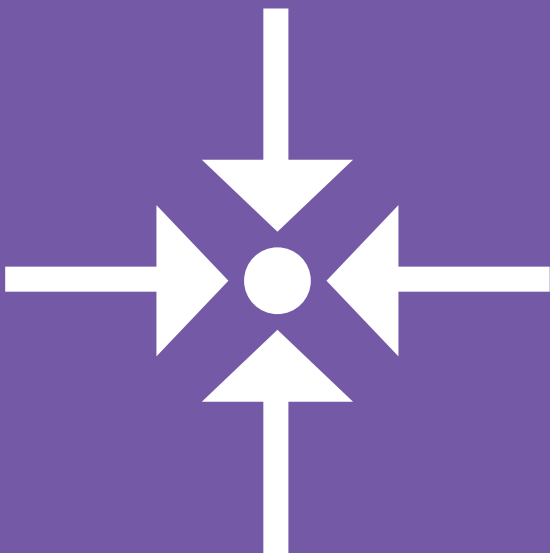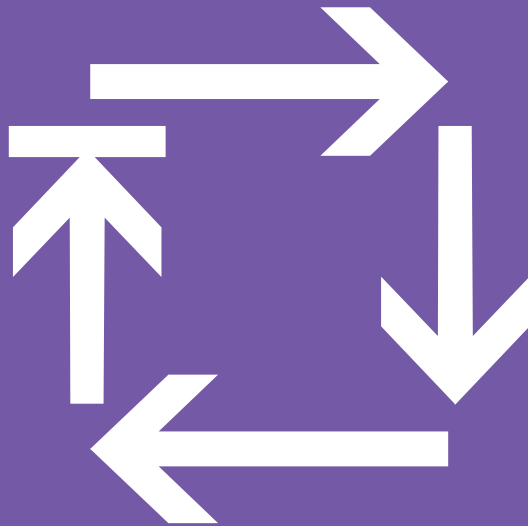
Transparency in Communication

Examples

Intranet

Web radio

University newsletter

Process leading to the Code of Ethics and Conduct

Right to a say and multipliers function through working groups

social media

PE/OE board

Führungskräfte-Café (management café)

*Verwaltungs-Roundtable (Administrative Roundtable)*

We strive to handle information appropriately and responsibly.

We communicate what must, should and may be communicated. We keep confidential information to ourselves.

We listen to each other and provide feedback.

In the event of tensions or conflicts we communicate openly and respond promptly.

We take advantage of opportunities for informal exchange and cultivate a benevolent culture of conversation.
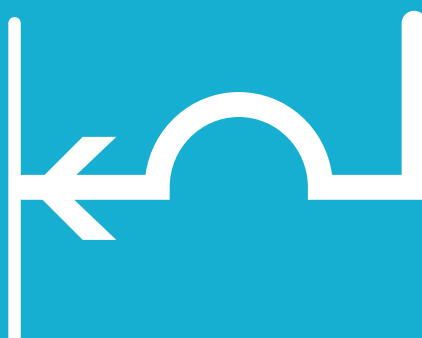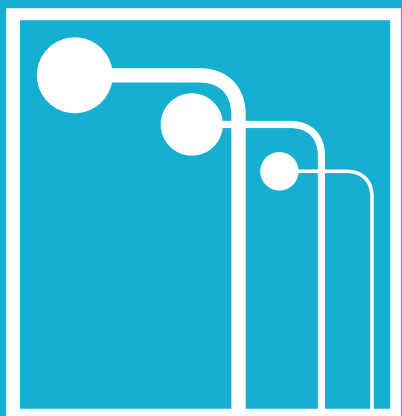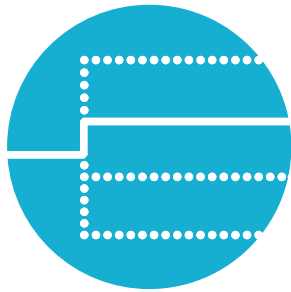
Transparency in Decisions

Examples

Lectures by professorship candidates

Participation of all staff members, even those without voting rights, in the Board of the Faculty of Catholic Theology

Student representatives in university bodies

Working groups and more regularly institutionalized Exchange like PE/OE Board

Inclusion of Committees in organisational development processes

It is important to us that others understand our decisions.

We strive for objective transparency in all relevant decision-making processes.

Resource allocation must be open to examination.

We request and provide information.

We are aware of the high priority of transparency in decision processes: transparency requires trust and creates trust.

The transparency of decision processes is an expression of the university's powers of self-government.
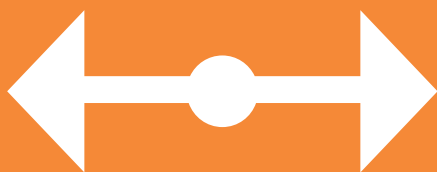
Our Responsibility

Examples

Sustainable mobility on campus – staff bicycles

Resource-saving use of energy

7th Faculty for scientific communication

Life-long learning

Work-life balance

Employer Branding

Consulting and services on better reconciliation of family & career: maternity leave, parental leave, Returning to work & Re-entry, support of family members/ Care etc.

As a university and as members of the university community, we attach importance to assuming our individual, institutional and societal responsibilities.

We consider ourselves part of society as a whole. We understand our educational mission as a mandate for active involvement in societal processes.

In a dynamically changing, knowledge-based global society, we strive at providing orientation.

We ensure that our students develop realistic professional perspectives.

Brought to life (1)

Actions and examples of our collaboration
and sense of togetherness

Helping colleagues with an addiction

An internal working group joined by experts in addiction prevention and helping people with an addiction produced a set of guidelines for managers and staff on the issue of alcohol and other drugs in the workplace.

These guidelines make recommendations and establish a framework for helping staff/colleagues suffering from addiction in order to take on significant responsibility and support those affected by drawing on protective factors at the University.

https://intranet.uni-graz.at/einheiten/850/Pages/Suchtmittel-am-Arbeitsplatz.aspx

Support in/via processes of change: Organisational Development

Organisational Development at the University of Graz focuses on providing assistance and support to teams, departments, organisational units and faculties undergoing processes of change in order to ensure that the University and those who contribute to it develop sustainably and holistically. As well as evolving from the top down (i.e. from the governance level or as a result of organisational circumstances), processes can also be built from the bottom up, prompted by isolated events or requirements. In addition, a PD/OD Board, made up of representatives from all faculties and employee groups at the University of Graz, has been institutionalised to provide a common platform for tackling organisational matters from as many different perspectives as possible.

https://intranet.uni-graz.at/einheiten/850/services/Pages/Organisationsentwicklung.aspx

Coping with bereavement – dealing with death and bereavement in the workplace

Managers and staff in large organisations are sometimes confronted with the death of a colleague. A guidance document was put together by a working group to which external experts in crisis intervention also contributed their expertise. This document aims to provide initial help and advice in dealing with death and bereavement together with some information about grief. It is also intended to give support and a helping hand to University staff in difficult times and at difficult moments and thus help forge a corporate culture for dealing with bereavement.

https://intranet.uni-graz.at/einheiten/850/services/pages/trauerbewaeltigung.aspx

Anton Schelnast Prize for Performance and Innovation

The Anton Schelnast Prize for Performance and Innovation is a transparent process for rewarding outstanding performance by non-academic staff and their dedication, commitment, innovative capabilities and motivation in their day-to-day work and to say THANK YOU to colleagues for going beyond the call of duty. The prize, which honours exceptional performance and innovation in University administration, is named after Anton Schelnast (1958–2017), whose selfless dedication to the University made him a role model for many and continues to do so to this day.

https://intranet.uni-graz.at/einheiten/850/services/Pages/Anton-Schelnast-Preis.aspx

The "Konfliktkultur@Uni Graz" project

In a large organisation such as the University, dealing with conflicts constructively and making a conscious effort to resolve them are essential strategies for identifying structures or problems that are holding it back and thus for opening up new opportunities for the University and for interaction amongst the people who work there. Over a period of two years, a working group shone a light on existing and potential sources

of problems and conflicts, researched how other organisations handle conflicts and devised a conflict management system that would be appropriate for the University. This has already resulted in the following actions and developments:

- Conflict Support Office
- *Regular meeting on conflict culture,** contributing to University-wide conflict management
- Providing managers with more training on conflict and negotiation management

https://intranet.uni-graz.at/einheiten/vertrauensstelle/Pages/normalitaet_konfliktamarbeitsplatz.aspx

The "Uniquability meets University" project

The University of Graz sees it as its mission to give people with disabilities and/or chronic illnesses equal opportunities in the workplace and enable them to lead an independent life in their day-to-day work. Launched in October 2016, the project proactively creates job roles exclusively for people with an impairment or impairments and thus helps to raise awareness and promote equal opportunities.

https://personalressort.uni-graz.at/de/jobs-ausbildung/uniqability-meets-university/

PromoLI – doctorates without limits

As educational institutions, universities have a particular responsibility in terms of diversity. Nine universities have thus joined forces with the aim of helping early career researchers with an impairment or impairments on their path to an academic career. In a four-year phase, the universities have committed to creating posts explicitly for researchers writing their doctoral thesis who qualify for preferential treatment on account of their disabilities.

https://uniko.ac.at/themen/personal/promoli/

FocusYou

Launched in 2015 under the University's internal "FocusYou" umbrella brand, this joint project combines activities and offers for staff. The platform was and remains geared towards putting the people at our University in the centre. The services it offers include activities designed to improve work/life balance and continuing education as well as discounts and other benefits, which were emphasised even more in 2016 through the "Tip of the Week" campaign.

https://intranet.uni-graz.at/wissenswertes/focusyou/Pages/default.aspx

Regular meeting on conflict culture:* networking for development

This internal networking event aims to foster structured dialogue between the units responsible for conflicts and clashes of interests and harness other people's expertise and thus also to make a lasting contribution to organisational development for a healthy and supportive working environment at the University of Graz.

To this end, it is attended by representatives of the following staff- and employer-side bodies: the Working Group for Equal Opportunity, the Employees' Council for non-university staff, the Employees' Council for academic staff, the PD/OD Board, the Arbitration Board and the Conflict Support Office.

It focuses on making changes on a collaborative basis, further developing (new) supportive structures/workflows/processes and providing support services to staff and the organisation as a whole.

https://intranet.uni-graz.at/einheiten/vertrauensstelle/Pages/normalitaet_konfliktamarbeitsplatz.aspx

Brought to life (2)

Actions and examples of our
collaboration and sense of togetherness

The University of Graz aims to foster a sense of **together-ness in diversity** in which everyone can prosper. It works actively to eliminate discrimination on the grounds of gender, ethnic origin, religion, belief, age or sexual orientation or on the basis of a disability. The Equal Opportunities Plan 2017 was therefore adopted in that year.

https://static.uni-graz.at/fileadmin/Akgl/2_Rechtsgrundlagen/Satzungsteil_Gleichstellungsplan_12_2017.pdf

The University of Graz is committed to **gender equality** and to creating positive employment conditions for women that will be conducive to their careers. For this reason, in 2017 it launched the **Empowerment of Women Initiative** 2017.
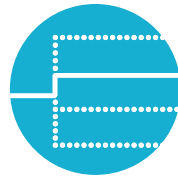
https://static.uni-graz.at/fileadmin/Akgl/2_Rechtsgrundlagen/Satzungsteil_Frauenfoerderungsplan_12_2017.pdf

We see ourselves as an **institution for education and research that is sensitive to diversity,** that follows the principles of **gender equality, equal opportunities and anti-discrimination** and that takes action to remove barriers facing disadvantaged groups. As an anti-bias organisation, we ensure an environment in which the diversity of our students and staff is appreciated as a key pillar of our sense of togetherness and is reflected in our goal of equal opportunities. We recognise and encourage a wide range of experiences, skills and areas of potential. Diversity.

https://diversitaet.uni-graz.at/de/

The Rectorate approved a **Compliance Directive** in 2016, which is closely linked to the Code of Ethics and Conduct.

https://intranet.uni-graz.at/wissenswertes/rechtliches/Weisungen/rektorat/Compliance%20Richtlinie/Compliance%20Richtlinie.pdf

Equal opportunities

As a generally acknowledged principle, equal opportunity is rooted in a consensus among members of the university community.

This consensus first becomes relevant in practice when a proactive struggle is initiated to counteract the factors restricting the equal distribution of opportunities for access, participation and promotion. Such restrictions may merely take the form of interactions or procedures that are tailored to specific researcher profiles, in this way indirectly constituting privileges for certain groups. Our goal is an environment in which people with different social backgrounds can make contributions to science as well as to the other societal tasks that universities fulfil.

To this end, the members of the university community must be prepared to, and the administrative processes must be suited to, effectively counteracting inappropriate sources of motivation, including prejudices, nepotism and the thoughtless perpetuation of habitual patterns of behaviour.

The societal role of the university and its influence as a role model and multiplier commit us to the task of structuring the organisation in a way that resolutely and effectively counteracts such sources of motivation. Yet, beyond this, an anti-bias organisation of this type will be concerned with meeting its responsibility towards the individuals who invest their skills, lifetimes, energy and creativity in the university. These individuals invest their resources, trusting that their contribution will be respected and that their performance and achievements will be recognised and evaluated fairly. An indispensable prerequisite for this is transparency in decisions concerning the hiring, the evaluation, the development and the promotion of employees. Similarly, ideas – in general and one's own – of how talent and achievement are expressed and can be recognised need to be reviewed, broadened and diversified. A democratic system of scientific research will inevitably include individuals with varying socio-cultural backgrounds, working styles, professional careers and prior experiences; this faces us with the challenge of critically questioning customary patterns of perception and evaluation.

The university offers ideal conditions for doing so: high standards of objectivity and (self-)reflection as well as routine practice in dealing with complexity are considered a matter of course among the members of the university community – researchers, teaching and administrative staff and students.

Barbara Hey

Overriding issue
Human rights

Human rights comprise fundamental values and guidelines for behaviour that can serve as an important source of orientation in the relationship between staff members and the university's administration as well as among the staff members and towards students. Human rights are thus relevant in everyday university life. This is also expressed in the image that the university conveys towards the outside, when it commits itself to social responsibility; an example of this is the human rights award presented regularly by the University of Graz.

The essence of human rights is human dignity, whether it be the dignity of superiors, staff members or students. Human dignity, which is manifest in relationships characterised by mutual respect, is of particular importance in sensitive areas such as disciplinary proceedings.

Within the University, certain essential human rights play an important role, such as the right to education, the right to freedom of expression, which is also one of the academic freedoms, the prohibition of any and all discrimination and in particular on grounds of gender, ethnic origin, religion, sexual orientation, age or disability. To take account of this fact, the university has established a committee for equal opportunity issues and a service unit for people with disabilities, while for many years the Austrian Students' Union has been operating a service unit for initiatives across generations. The right to privacy and the right to data protection play key roles in daily life at the university, whereas these rights entail obligations that are not always easy to fulfil. Children's rights are relevant beyond the scope of the university kindergarten. The right to health and the right to work are factors that become evident for example during the inspection of the places of work. Intellectual property rights are also to be considered. A key factor in the event of conflicts is the right to a fair hearing, including access to information and transparency, as well as the opportunity to state one's case.

Towards the outside, the university provides important stimulus to Graz as a "Human Rights City" and to Styria as an emerging "Human Rights Region", as well as to points beyond, including South-Eastern Europe and the Caucasus. In this context the focus is on issues such as diversity, asylum, refugees, migration and integration, non-discrimination and global human rights. For instance, the university is a member of "Scholars at Risk", an international network committed to the protection of graduates and scholars threatened with persecution because of their beliefs. Members of the university community are also active proponents of human rights at an international level, e.g. with international organisations. The European Training and Research Centre for Human Rights and Democracy at the university (UNI-ETC) is concerned with heightening awareness for human rights, and correspondingly offers courses and seminars in the field of human rights education while carrying out and supporting related research at the university. This centre reinforces cohesion within the university as well as its external impact, for instance when the university is called upon to contribute its expertise in human rights issues. As an integral part of the university's identity, human rights are consequently mentioned in the university's Mission Statement.

Wolfgang Benedek

Overriding issue

Sustainability

"Sustainable development" is a common term nowadays, both in everyday usage as well as in scientific discourse. Sustainable development is a highly complex, systemic interaction based on ecological, economic, social and cultural values and beliefs. Perhaps the most common definition is the following: "Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs" (Our Common Future 1987). Since then the topic has been much discussed and many initiatives taken, agreements concluded and efforts made in order to ensure that development on our planet will be beneficial and sustainable in the long term.

As visionaries and pioneers, universities must increasingly put this role in the service of the sustainable development of our society, in view of the "grand challenges" (climate change, food security, energy supply, dwindling resources, loss of biodiversity, demographic change, social security and migration). Thus, for all educational institutions and especially universities, the principle of sustainability represents a commitment: "The universities are called to serve scientific research and teaching, the development and understanding of the arts and the teaching of art, and in doing so to contribute responsibly towards solving the problems of humankind and towards the fruitful development of society and the natural environment" (Art. 1, University Act, UG 2002). Through its Mission Statement and its strategies, the University of Graz has dedicated itself to this paradigm. In its teaching, research, knowledge exchange and management, it accepts responsibility for acting in a sustainable manner by considering the ecological, economic and social dimensions of sustainability. In doing so it is a role model for our society. The university's supreme goal in this endeavour is to continuously heighten awareness, among all staff members and students, for sustainable development and for the need to act as multipliers in this cause. In its regional impact, the University of Graz places its main focus on fostering equality across and within the generations and on sustainable regional economic development in line with the premises of ecological responsibility.

Since 1993, when the COPERNICUS Charta was signed, the University of Graz has been contributing to sustainability in a tangible way through its interdisciplinary and transdisciplinary programmes and through cooperative projects at national and international levels, and has subsequently been recognised through numerous awards (five sustainability awards from 2008 to 2014; Austrian Mobility Prize 2010, five UNESCO awards for projects of the decade). Additional milestones include: the founding of the oikos Graz students' initiative in 2002, initial integration of sustainability in the university's goals in 2003, the first sustainability report of an Austrian university in 2006 (second and third sustainability reports in 2009 and 2012), the founding of the Regional Center of Expertise on Education for Sustainable Development Graz-Styria (certified by the United Nations University in 2008), the S4U alliance of all four universities located in Graz (2008), the founding of the COPERNICUS Alliance, i.e. the European network of sustainable universities initiated in Graz (2009), the co-founding of an alliance of sustainable universities in Austria (2012), and EMAS certification (2014/15).

The future strategies of the University will be even more closely aligned with the goal of sustainability. A firmer rooting of sustainability strategies in the universities' agreements on objectives and performance agreements and in its intellectual capital reports (defining teaching content, research focuses, procurement, travel policy etc.) is the necessary consequence in order to maintain in future Austria's role as a pioneer in providing research and education along the lines of sustainability goals – a role especially played by the University of Graz.

Filippina Risopoulos-Pichler,
Friedrich M. Zimmermann

Participants

Adler-Klausner, Evangeline | Albers, Sabrina | Argarate, Pablo | Baron, Moritz | Bechmann, Ulrike | Behrendt, Annette | Benedek, Wolfgang | Bergauer, Christian | Bernat, Gert | Billiouw, Pauline Carine | Boric, Tomislav | Bushati, Belma | Calineata, George | De Marinis, Christoph | Decker, Claudia | Deman, Katharina | Dorfer-Novak, Alexandra | Dubbels, Naemie | Dworczak, Renate | Edlinger, Maria | Elmer, Ursula | Esterbauer, Reinhold | Fenk-Esterbauer, Jutta | Fink, Peter | Finker, Susanna | Fischer, Gregor | Fröhlich, Kai-Uwe | Gergel, Remus | Goldgruber, Julia | Golinar-Kleemaier, Sigrid | Gößler, Walter | Gößnitzer, Edith | Großschädl, Ulrike | Gruber, Klara | Habersack, Sabine | Haselsteiner, Barbara | Haslwanter, Katja | Henebichler-Eigner, Barbara | Hey, Barbara | Hinterleitner, Theres | Holzapfel, Robert | Ibler, Ingeborg | Ischebeck, Anja | Käfer, Kerstin | Kager, Siegfried | Kalivoda, Eva | Karner, Elisabeth | Kastl, Stefan | Kastrun, Gerhild | Kernmayer, Hildegard | Klieber, Anna | Klug, Roman | Knapp, Thomas | Kochanowicz, Agnieszka | Kohl, Edith | Konrad, Judith | Kramer, Rene | Krasser, Gertraud | Krickl, Otto | Lammer, Regina | Langmann, Peter | Leger, Jutta | Lerchner, Lukas | Levc, Barbara | Linhardt, Michaela | Ludescher, Marcus | Lugger, Kurt-Martin | Mandl, Gerhard | Mayer-Krauss, Martina | Meyer, Lukas | Moebius, Stephan | Mösslacher, Olivia | Neuper, Christa | Nicholls, Katy | Pany, Doris | Pendl, Sabine | Penz, Andrea | Pircher, Isabella | Pizzera, Judith | Platzer, Johann | Polaschek, Martin | Pölzler, Thomas | Raggautz, Andreas | Regele, Eva | Reitbauer, Margit | Reiter, Georg Maximilian | Reiter, Barbara | Riedler, Peter | Riemer, Karl | Risopoulos-Pichler, Filippina | Röllig, Ingeborg | Salicites, Hanna | Schellnast, Eva | Scherke, Katharina | Scherrer, Peter | Schlacher, Werner | Schleifer, Wolfgang | Schneider, Stefan | Schustaczek, Ulrike | Schweiger, Andreas | Skrijelj, Ramela | Slepcevic-Zach, Peter | Spiegl, Julia | Stark, Michaela | Starschowitz, Anna | Steinkellner, Petra | Stuart, Amelie | Szeberenyi, Andreas | Teppan, Viktoria | Titze, Silvia | Track-Primus, Daniela | Trappl, Philipp | Trummer, Irene | Unzog, Wolfgang | Varetza-Pekarz, Sabine | Vones-Faschallegg, Doris | Wallner, Michael | Waxenegger, Andrea | Weinberger, Georg Philipp | Weinelt, Beatrice | Witzel, Stephan | Zenz, Ruth | Zettler, Sandra | Zissler, Elisabeth | Zotter, Victoria | and many more…,
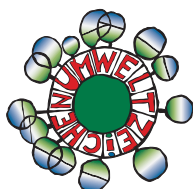
University of Graz
Human Resources, Staff and Organisational Development
Zinzendorfgasse 34/II, 8010 Graz
werte@uni-graz.at
Intranet https://intranet.uni-graz.at/einheiten/850/services/Pages/Werte-und-Verhaltenskodex.aspx
https://personalressort.uni-graz.at/de/werte-und-verhaltenskodex/