

DIVERSITY STRATEGY OF THE UNIVERSITY OF BONN (2025–2030)

inclusion
internationality
anti-discrimination
gender equality
family friendliness
educational equity
accessibility



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1. Mission and Strategic Objectives

1.1 Mission

Cutting-edge research, excellent teaching and societal knowledge-transfer: that is what the University of Bonn (UoB) stands for. Its strength lies in the diverse nature of its members—students, researchers, teachers, as well as administrative and technical staff—whose wide range of perspectives enrich as a learning organization. Equity, Diversity and Inclusion (EDI) are thereby central principles that are firmly anchored in both university life and in UoB's management and cross-organizational objectives.

The goal is to provide all university members with the best possible conditions for studying, researching, teaching and working, regardless of their age, gender, sexual orientation, disability, social or ethnic background, religion or beliefs. This includes removing structural inequalities, fostering an inclusive environment and taking targeted action to promote academic and career development. The University supports marginalized groups, advocates gender-inclusive language and works actively to combat the abuse of power in higher education. These measures not only help individuals to grow and develop but also strengthen the competitiveness and innovative strength of the institution. Valuing and highlighting EDI and its potential will promote a university culture sensitive to discrimination.

By signing the Diversity Charter in 2017 and passing the *Stifterverband's* diversity audit *Vielfalt gestalten* in 2020, the UoB has already taken key steps in institutionally anchoring EDI across the organization. As part of these efforts the Equal Opportunity and Diversity Unit was founded in 2020, followed by a dedicated Vice Rectorate for Equal Opportunity and Diversity a year later. Together,

they set strategic priorities and promote an open and inclusive university culture for all status groups. Following the guiding principle BRIDGES (*building networks for participation, individual diversity, recognition and appreciation*), the Unit and Vice Rectorate bring together relevant stakeholders, support existing initiatives that promote a diverse university community, and initiate new projects and ventures. In 2025, UoB passed the diversity re-audit (*Vielfalt gestalten*), securing its certification for a further three years.

1.2 Strategic Objectives

The Equal Opportunity and Diversity Mission Statement adopted in 2023 emphasizes that top-quality academic performance and a discrimination-sensitive environment are inextricably linked. It defines anti-discrimination, educational equity, family friendliness, gender equality, inclusion¹ and participation as key focus areas for UoB's continued organizational development and for phrasing its Diversity Strategy. The mission statement adopts an intersectional viewpoint in order to consider various forms of discrimination and how they are interlinked and interdependent. It further defines the commitment to EDI as a shared responsibility of all university members. By playing an active part, they are not only contributing to UoB's excellence but are also fostering lasting cultural change.

Alongside the mission statement, the Diversity Strategy is also closely linked to UoB's Excellence Strategy, which understands "excellence" to mean not only top-quality academic performance but also establishing a culture in which EDI is lived out in practice. Consciously fostering a diverse range of perspectives promotes innovative research, strengthens international dialogue and collaboration in teams with a diverse composition, and makes the University a more attractive and sustainable place.

¹ In the description of the focus area „inclusion and participation“, „inclusion“ is defined rather narrowly, hence focusing on persons with a disability or chronic condition. However, in general, a broader concept of inclusion is applied, which means the equal participation of all people in society – irrespective of individual differences.

The three core objectives of the Excellence Strategy – “**We invest in people**”, “**We foster networks**” and “**We create impact**”—closely tie in with the Diversity Strategy and are being pursued in specific measures.



Originally formulated in the Excellence Strategy, the objective “We invest in people” shines the spotlight on supporting talented researchers and boosting the academic and scientific strength of UoB. We are now incorporating this objective into our Diversity Strategy with a particular focus conducive to EDI. One major area of focus is supporting university members from underrepresented groups, primarily through the *Strengthening the Equal Opportunity Process* (STEP) and *Pathways to Research* programs. We want to break down barriers and create an environment that gives everyone an equal chance for participation. By linking “We invest in people” to the Diversity Strategy, UoB is fostering a human resources (HR) development culture that promotes excellence through diversity. In this way, we are laying forward-looking, innovation-oriented foundations for top-level research and making UoB a more inclusive and attractive place to be.



The second objective, “We foster networks,” emphasizes strengthening cooperation and strategic partnerships both inside and outside the University. Within the Diversity Strategy, this objective is supplemented by adding a diversity perspective, because an inclusive network depends on people with different viewpoints, backgrounds and skills. In line with the aforementioned

guiding principle BRIDGES, we are *building networks for participation, individual diversity, recognition and appreciation*. We consider EDI as the key to encouraging innovative and creative solutions and further expanding UoB’s internal and external networks. Among others, UoB is a member of the regional EDI network *Rheinland-Netzwerk Chancengerechtigkeit* and of a joint EDI working group of the *U15* alliances from Canada and Germany in order to continue promoting both regional and international dialogue and cooperation on diversity and sustainability. The Diversity Strategy aims to create more learning spaces of this kind that are actively helping to remove barriers and encourage EDI and mutual respect. In this way, we not only support the objectives of the University Development Plan but also contribute to further anchoring diversity as a fundamental principle in university culture.



“We create impact”—the third objective of the Excellence Strategy—underscores the importance of making visible and applying research findings for the benefit and continued development of society. The Diversity Strategy is intended to help strengthen excellence in research by emphasizing EDI. Diversity enriches science by adding new perspectives on research questions, research topics and research findings, and helps to find possible solutions to complex societal challenges. The Diversity Strategy aims to create structures that enable researchers to develop, implement and present their ideas in an open and inclusive environment. Linking science and research with civil-society initiatives and the involvement of other key stakeholders in society contribute to innovation and sustainability in knowledge transfer.

2. Governance and Process of Strategy Development

UoB has a clear governance structure in place for fostering and embedding EDI. Responsibility for this process lies with the Vice Rectorate for Equal Opportunity and Diversity and the associated Equal Opportunity and Diversity Unit, which reports directly to the Vice Rectorate and provides strategic advice to the Rectorate. It also fosters networks across the University and coordinates and evaluates the implementation of measures. Regular exchanges with other Vice Rectorates, Units and other University stakeholders, create valuable synergy effects that enable broad coordination and further development of targeted measures.

Key to this strategic management is a close working relationship with the University Gender Equality Commissioner, administration and the various faculties, who design and implement a variety of projects and initiatives promoting EDI. Other vitally important partners are the members of the Diversity Working Group (*AK Diversity*), which includes counselors, administrative units and representatives of all status groups (among others, the Representative of Severely Disabled Employees, the Representative for Students with Disabilities or Chronic Illnesses, the staff councils, the Anti-Discrimination Office, the Central Study Advisory and Counseling Service, Human Resource Development, Organizational Development, and Health Management). Close cooperation between the Vice Rectorate for Equal Opportunity and Diversity, the Equal Opportunity and Diversity Unit and the Diversity Working Group ensures that a range of views from across the University are heard and incorporated in a participatory approach.

The process of developing UoB's Diversity Strategy, which was designed as an ongoing participatory process, kicked off with five workshops in winter semester 2023/24. Members of all status groups were invited to participate actively by discussing their needs, views and



ideas regarding EDI. The basis for these discussions was the *Mission Statement for Equal Opportunity and Diversity* and the key focus areas defined therein. Besides providing a safe space for a candid exchange of views, the workshops also helped to identify challenges, come up with innovative solutions and prioritize potential measures. In addition, consultations involving the faculties, divisions, the General Students' Committee (AStA) and other partners took place. Because promoting EDI is a dynamic and long-term process, the aims and measures will be reviewed regularly and adapted in line with new developments and scientific findings, with the strategy being updated accordingly on a rolling basis. This enables the University to develop contemporary and future-oriented solutions.

Another key pillar of this strategy is intersectionality, which refers to the reciprocal influence of and interaction between different identifying characteristics that result in different experiences of discrimination or privilege. This takes into account the fact that different forms of discrimination are often interlinked and cannot be viewed in isolation.

Measures that address several key focus areas at the same time are listed in Chapter 3, divided into six fields of action. This approach emphasizes the strategy's intersectional nature. In Chapter 4, the presentation of each key focus area starts with a list of the main successes

that have already been accomplished in the respective area before going on to specify the current aims and exemplary measures that will be implemented to achieve them. The Appendix contains a table summarizing the ongoing and planned measures. Details of programs that have already been implemented and other ongoing measures can also be found in the third self-evaluation report of the diversity re-audit (*Vielfalt gestalten*) and the UoB Reference Framework for Gender Equality.

3. Fields of Action and Intersectionality

This chapter will highlight the role that EDI plays in six strategic fields of action: *Structure and Infrastructure*, *Studies and Teaching*, *Research and Transfer*, *Leadership and Career Development*, *Counseling and Support Services*, and *Communication and Participation*, including overarching aims that cannot be assigned to a single key focus area (see Chapter 4). They demonstrate just how important it is to adopt an intersectional perspective.

On a more general note, a large number of relevant stakeholders from various parts of the University will be involved in the various fields of action promoting EDI, yet only a few of whom will be mentioned here as examples.

3.1 Structure and Infrastructure

A diversity-conscious university promotes inclusive structures and infrastructure. UoB is committed to enable all members of its community to participate appropriately in university life, regardless of their age, gender, sexual orientation, disability or chronic condition, ethnic or social background, religion or beliefs. This includes structural, digital and social aspects that contribute to a discrimination-sensitive environment in which everyone feels welcome and seen.

To achieve the greatest possible accessibility and inclusive use of infrastructure, it is necessary to continuously

adapt existing structures to changing requirements. The structural development is coordinated by Division 4—Facilities Management in cooperation with the representatives for staff and students with disabilities. In addition, the Digital Science Center (DiCe) and the University IT and Data Center, among others, are working on solutions for greater digital accessibility in order to enable equal participation in university programs and easier access to information.

Clear procedures and reliable contacts help to create transparency and a safe setting in which all members of the University feel respected. Having places of exchange, safe spaces for dialogue and networking, and supporting institutional infrastructure plays an essential role in this. This also includes family-friendly measures such as needs-based childcare services and parent-child rooms, which will be expanded in cooperation with the **Office of Family Services**.

The aim is to create an environment in which diversity is not only recognized but also actively promoted and lived. To this end, university structures are being developed further in close consultation with university members and relevant internal and external partners.

3.2 Studies and Teaching

The study conditions and the quality of teaching provided at UoB have a significant influence on overcoming structural barriers, ensuring that students enjoy as successful a study journey as possible and enabling them to harness their individual potential as best as they can. These factors also promote career orientation and scientific interest among students and can prevent anxiety about studies as well as dropouts.

A prerequisite for this is a diversity-sensitive teaching culture. Examples of such an approach include providing space for lively discourse between students and teachers, maintaining close links to current research and preparing students to face societal and political challenges.



es. Accordingly, the Guiding Principles in Studying and Teaching, which define UoB's teaching profile, emphasize the importance of targeted individual support as well as equal opportunity and participation.

Inclusive study conditions and discrimination-sensitive teaching are essential for successful study progress regardless of individual educational backgrounds, for personal development, the well-being of students and for the preparation for their future lives. As a precondition, access to studies or doctoral programs must be equitable. Teachers who address diversity on an intersectional level are better placed to recognize potential risks of discrimination and take action in cases of disadvantage or violation. They play an important role in supporting students and doctoral candidates on their educational and career paths.

3.3 Research and Transfer

The adoption of the Research-Oriented Equity and Diversity Standards compiled by the German Research Foundation (*Deutsche Forschungsgemeinschaft, DFG*) in summer 2022 has led to a greater consideration of

diversity in scientific teams and in research topics across all disciplines. The resulting diversity of perspectives fosters creativity, innovation and scientific excellence.

A working environment that is sensitive to diversity and discrimination is vital to research teams with a heterogeneous makeup. There are several ways to achieve this, such as making an active effort to integrate international researchers, offering flexible working-time models for researchers with family or care responsibilities and making the workplace as accessible as possible for researchers with a disability or chronic condition.

However, diversity should also be taken into account when designing research projects. Research questions that consider intersectional dimensions of diversity can significantly increase the knowledge gained, the innovation potential and the originality of research and close scientific gaps. The awarding of a research prize for diversity is intended to create an additional incentive in this regard.

Discrimination-sensitive reflection on research projects and their findings should therefore form an integral part of every academic or scientific project in order to increase the quality and relevance of scientific results and to counteract ableist or racist assumptions, among other issues. It is also essential to transfer such research findings to politics, business, society, non-governmental associations, schools and teacher training institutions for the purpose of promoting intersectional perspectives and creating new approaches for action in those areas as well.

The Equal Opportunity and Diversity Unit, the Gender Consulting of the Gender Equality Office, and Division 7 – Research and Innovation Services provide researchers with targeted support in their efforts to incorporate EDI into their applications for third-party funding. In doing so, they engage in close dialogue with researchers, the

Clusters of Excellence and other research alliances to advise them and jointly develop measures. Throughout this process, intersectional perspectives will be taken into account to a greater extent.

3.4 Leadership and Career Development

Managers exert a significant influence on the culture and cooperation within an organization. Their management and leadership style shapes underlying values and determines how teams interact. An awareness of power relations is essential so that differences within heterogeneous teams and hierarchical relationships of dependency are visible as factors in team and interpersonal dynamics.

In the context of career development and filling leadership positions, it is important to reduce the underrepresentation of women and break down structural barriers for other underrepresented gender identities, such as a lack of support services or denial of career opportunities. The goal is to establish a gender-equitable organizational structure. For managers, this means, among other measures, reflecting on their own gender stereotypes and using gender-sensitive language. Diversity-awareness also means being conscious of the diversity of employees, valuing them, recognizing their strengths and skills and applying these in a goal-oriented manner. This can strengthen teamwork and create a productive working atmosphere.

Communication, empathy and a clear stance on anti-discrimination are important core competencies for managing groups with a high degree of cultural, social and individual diversity. The aim is to bring together employees with different cultural and social backgrounds, values, languages and lifestyles and from different disciplines and professions to form a cohesive team. Managers set the framework for this as role models for their employees. A modernized understanding of leadership necessarily includes the development of management

principles that support these goals, e.g. with regard to work-life balance, particularly for those with caring and family responsibilities. Appropriate training is an important component of this, including, for instance, anti-bias training or awareness-raising events on abuse of power or on preventing sexualized discrimination and violence.

UoB also places great value on enabling employees to engage in continual professional development to support their own individual career development. This includes staff appraisals, which will become an integral part of HR management also for mid-level academic staff following the example set by technical and administrative staff.

3.5 Counseling and Support Services

The counseling and support services provided by UoB and its associated institutions are fundamental to promoting EDI. Personalized support and advice can mitigate and, in some cases, compensate for structural disadvantages that lead to stressful situations for individuals. Important points of contact in this regard include the Anti-Discrimination Office and the University Gender Equality Commissioner.

The Central Study Advisory and Counseling Service is a key resource for students. It serves as the first independent point of contact for all questions related to studying. With its wide range of confidential one-to-one study advice, psychological counseling, workshops and coaching, the Central Study Advisory and Counseling Service supports students in developing their skills and competences in a sustainable manner and strengthening their resources. In addition, it offers special formats for underrepresented groups—especially when it comes to educational barriers.

The International Office also provides advice and support to international students, doctoral candidates and visiting researchers at UoB, as well as to students and doctoral candidates interested in studying abroad, while the *Studierendenwerk* (Student Services Organization)

advises on central issues such as housing and funding support through the *BAföG* (Federal Training Assistance Act). Another key pillar are the wide-ranging advisory services provided by the AStA and its autonomous departments, which serve as an initial, easy-to-access point of contact for many students.

Employees are likewise able to obtain tailored advice and support with career planning and with questions on topics such as gender equality, severe disabilities, or others. In addition, marginalized groups are supported through representation, role models and allyship, e.g. by community building and expanding employee networks for BIPOC (Black, Indigenous and People of Color) and LGBTQIA* (lesbian, gay, bisexual, trans*, queer, intersexual, agender).

Besides supporting individual life circumstances and promoting individuals within the university system, interdisciplinary networking (as done by different working groups, e.g. on counseling, inclusion or housing) helps to identify and formulate needs for structural changes. Further monitoring measures will be introduced to support the targeted planning of counseling services.

Strategically, UoB intends to continue developing its counseling and support structures with a focus on anti-discrimination and make them more intersectional in nature. This will give counselors a better understanding of the intersections of discrimination based on different, simultaneous diversity characteristics and enable them to act accordingly. It will also be made more transparent which counselors feel able to offer targeted support for specific dimensions of discrimination, such as racism, sexism, or ableism based on their experience or expertise. This will allow anyone seeking advice to pick the most appropriate contact and thus ensure that they will get expert support for their specific concern.

To strengthen the position of counselors, additional supervision services and formats for collegial exchange are being developed. Another key aspect is the expansion

of English-language services, such as advising students with disabilities within the framework of the Erasmus Program, for student financing, or for psychological counseling.

Aside from the counselors themselves, training and workshops on various forms of discrimination and aspects of diversity will also be offered to other target groups such as teachers, managers working in research and in administration, degree program managers, and staff in examination offices. This training will increase the participants' awareness of the different needs of their students and/or colleagues. Important issues covered will include ableism, classism, racism, antisemitism, gender diversity and the content of the General Act on Equal Treatment (*Allgemeines Gleichbehandlungsgesetz, AGG*). The general design and instruction format will be devised for each target group individually, and the training will be delivered together with partners including the Bonn Center for Higher Education (BZH), Human Resource Development, Organizational Development, and Health Management. Training courses on particular content areas will be combined where possible in order to highlight the intersectionality of various forms of discrimination and leverage synergy effects.

3.6 Communication and Participation

An open and participatory university culture is crucial for the successful implementation of the Diversity Strategy. Communication and participation are closely linked in this respect: transparent, diversity-sensitive and target group-oriented communication makes an important contribution to a sense of belonging to the university community. Enacting this type of communication will enable the targeted involvement of all university members and dialogue with one another, as well as strengthen mutual trust. At UoB, this means actively involving all status groups in processes wherever possible.

To facilitate participation, suitable formats such as workshops, roundtables and working groups will be set

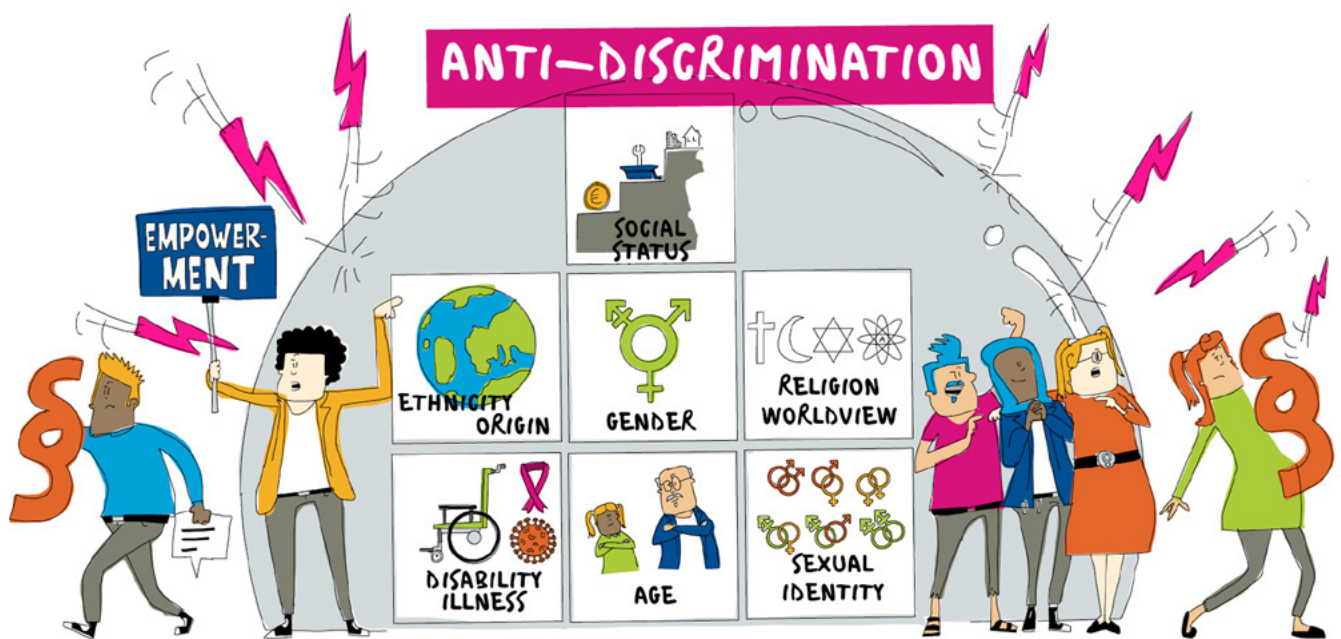
up specifically to take into account the diversity of perspectives. Inclusive, easy-to-access communication formats that meet a range of needs must be provided so that all the target groups are addressed in an appropriate way. Digital platforms, hybrid course formats and selected multipliers in the faculties will help to break down barriers and ensure broad participation.

This process begins directly as new members arrive at UoB. An open culture of welcome includes setting up a structured onboarding process for all status groups, as well as ensuring the accessibility of information and the transparency of procedures. To guarantee this, relevant information should continue to be shared systematically via multiple channels and existing means of communication (such as newsletters) must be developed further. In addition to increased digital provision of content, the use of sign language interpreters, and bilingualism (German, English) of information, it is also important to review existing structures (corporate design) in terms of their accessibility and to make them barrier-free.



KEY FOCUS AREA

ANTI-DISCRIMINATION



4. Key Focus Areas

4.1 Anti-Discrimination

UoB is actively committed to anti-discrimination and promoting diversity. As part of its comprehensive Diversity Strategy, the University implements a variety of measures geared toward protecting all its members from discrimination. This applies not only to characteristics such as racial stereotyping, ethnic background, gender, religion or beliefs, disability, age, sexual orientation and social background, but also to the intersectional overlaps between these characteristics, which can give rise to additional dimensions of discrimination.

Anti-discrimination work is a key element because it forms the basis for a fair and inclusive environment. Without consistent anti-discrimination work, prejudices and unequal treatment can adversely affect the well-being and performance of university members. This creates an insecure environment in which not everyone can reach their full potential. By contrast, comprehensive anti-discrimination work cultivates trust and cooperation within the university and ensures that everyone is given fair opportunities and equal access to resources regardless of their individual characteristics. In this way a discrimination-sensitive culture is established that is essential for innovation and excellence. The AGG provides the legal framework for implementing these goals, which is why UoB has undertaken to uphold the principles of the act and take further action to prevent discrimination and promote EDI for all its members.

One vital component of UoB's anti-discrimination efforts is the coordinated work of several partners who are striving to create a discrimination-sensitive environment. These include the Anti-Discrimination Office (the AGG complaints desk), which serves as the central point of contact for all questions and issues relating to anti-discrimination. It provides support in legal matters, conducts official complaint procedures and offers initial, non-binding consultations to prevent and combat dis-

crimination in all its forms. The University Gender Equality Commissioner also plays a central role in providing advice in cases of sexualized discrimination and violence, while the University Representative against Abuse of Power plays an important role in raising awareness of power structures within the university and giving advice to the Rectorate. Other important points of contact are the Trusted Lecturers against Antisemitism and the Anti-racism Student Counseling. They not only offer support and advice but also actively contribute to the prevention of antisemitism, racism and other forms of discrimination. Their work is crucial in specifically countering racism, antisemitism and discrimination based on background or religion. A comprehensive overview of the counseling services and reporting centers in this area can be found on the newly created web page *Reporting and advice centers—anti-discrimination*.

Exemplary successes

- Policy for Protection against Sexualized Discrimination and Violence
- Information video on the Policy for Protection Against Sexualized Discrimination and Violence
- Anti-Discrimination Policy
- Disciplinary Committee in accordance with § 51a HG
- University Representative against Abuse of Power
- Trusted Lecturers against Antisemitism
- Anti-racism student counseling
- Awareness concept for events

Aims and selected measures:

ANTI-DISCRIMINATION

Aims

- Promotion of anti-discrimination and victim protection measures
- Further development and strengthening of counseling structures and practices with regard to anti-discrimination
- Promotion of a discrimination-sensitive university culture
- Improvement of career opportunities through diversity-sensitive structures

1. Promotion of anti-discrimination and victim protection measures

UoB has already implemented extensive measures to combat discrimination. Nevertheless, it is often noted that the procedures for dealing with cases of discrimination are unclear and that those affected are unsure about which authorities to turn to. This often leads to repeated referrals and can result in re-traumatization due to having to recount the incident. To counteract this, the following measures will be introduced:

- **A comprehensive safeguarding concept with clear procedures for handling discrimination, abuse of power and scientific misconduct** is being developed. This includes a discrimination-sensitive, easily accessible complaint system with defined contact persons. In addition, victim protection will be strengthened in accordance with the Policy for Protection Against Sexualized Discrimination and Violence and the Anti-Discrimination Policy to deal with cases of discrimination effectively and reliably. The faculties will adapt the concept to their specific disciplines. The Intervention Coordination Group

will serve as the steering group for formulating the safeguarding concept.

- Decentralized **autonomous anti-discrimination offices** will be set up, or **trusted persons for anti-discrimination** will be nominated. They offer low-threshold, confidential counseling to all status groups and support those affected without formal procedures. If necessary, they refer them to the appropriate authorities, such as ombudspersons, Gender Equality Officers or the Anti-Discrimination Office.
- A **video explaining the Anti-Discrimination Policy** will be made in order to raise awareness of anti-discrimination and promote a communication culture built on respect. Based on the similar video about protection against sexualized discrimination and violence, it will convey the key content of the policy and provide information about the rights and obligations of university members.
- To create clearer and more transparent conditions for doctorates, the Faculty of Mathematics and Natural Sciences will introduce a pilot project whereby **doctorates will need to be registered right at the start of doctoral studies and a Thesis Advisory Committee (TAC) will be nominated**. This could be put into practice as part of an overarching Graduate School. The aim is to strengthen the rights and protection of doctoral candidates, not least to help prevent the abuse of power.

2. Further development and strengthening of counseling structures and practices with regard to anti-discrimination

Continuing to develop the anti-discrimination counseling structures in place aims to create a more effective and more inclusive system for supporting those affected. Particular emphasis is placed on the accessibility and diversity of the services, strengthening the professional skills of advisors, and interdisciplinary ex-

change between advisory centers. In addition, consideration of multiple marginalizations is emphasized to do justice to all those affected and to ensure a respectful, safe environment.

- **Systematic monitoring will be introduced in counseling services** to track the use of counseling services and the frequency of discrimination experiences. This will help to identify discrimination early, improve the quality of the counseling provided, and develop targeted support services.
- **Supervision services will be provided for all counselors** who cover sexualized discrimination and violence. These services are provided by a designated specialist with psychological expertise and offer space for reflection and dialogue in stressful counseling situations. The person will also support those affected by sexualized discrimination and violence if needed.

3. Promotion of a discrimination-sensitive university culture

UoB promotes a discrimination-sensitive and inclusive university culture by actively supporting diversity, anti-discrimination and gender equality at different levels. This includes devising and running programs that raise awareness of discrimination and diversity among both students and staff.

- An **empowerment program for BIPOC students** will be introduced that provides space for reflection and networking through workshops, additional exchange formats and cultural events. The aim is to support participants in their personal academic development, build their self-confidence and develop strategies for dealing with (structural) discrimination.
- The existing **awareness concept** for events will be developed further to promote anti-discrimination. Planned initiatives include awareness training and

expansion of the accompanying website, which will provide comprehensive information and materials on the topic of awareness.

- Following the provision of a **handout for gender-inclusive language**, it is planned to add a **section on discrimination-sensitive language to it**. This will offer clear recommendations for communication in official university documents and publications and promote a respectful, inclusive language that avoids stereotypes and fosters an environment characterized by equity and respect. In addition, **guidelines for using discrimination-sensitive visual language** will also be developed.
- A **code of conduct for avoiding any form of discrimination on campus** will be developed and supplemented with training sessions. The approaches taught in these courses are primarily intended to empower teachers to implement more inclusive, respectful and fair teaching practices.
- **Research on the abuse of power** will be integrated more strongly into UoB's academic and scientific profile. Interdisciplinarity should be promoted to develop new perspectives and solutions.

4. Improvement of career opportunities through diversity-sensitive structures

Promoting diversity in the recruitment process is geared toward ensuring equity through diversity-sensitive procedures. This includes taking diversity aspects into account when making appointments as well as offering inclusive onboarding and mentoring programs for marginalized groups.

- Greater attention will be paid to **taking diversity and gender equality aspects into account in recruitment and appointment procedures**, e.g. by using diversity-sensitive text modules in job advertisements. In addition, all members of appointment committees will

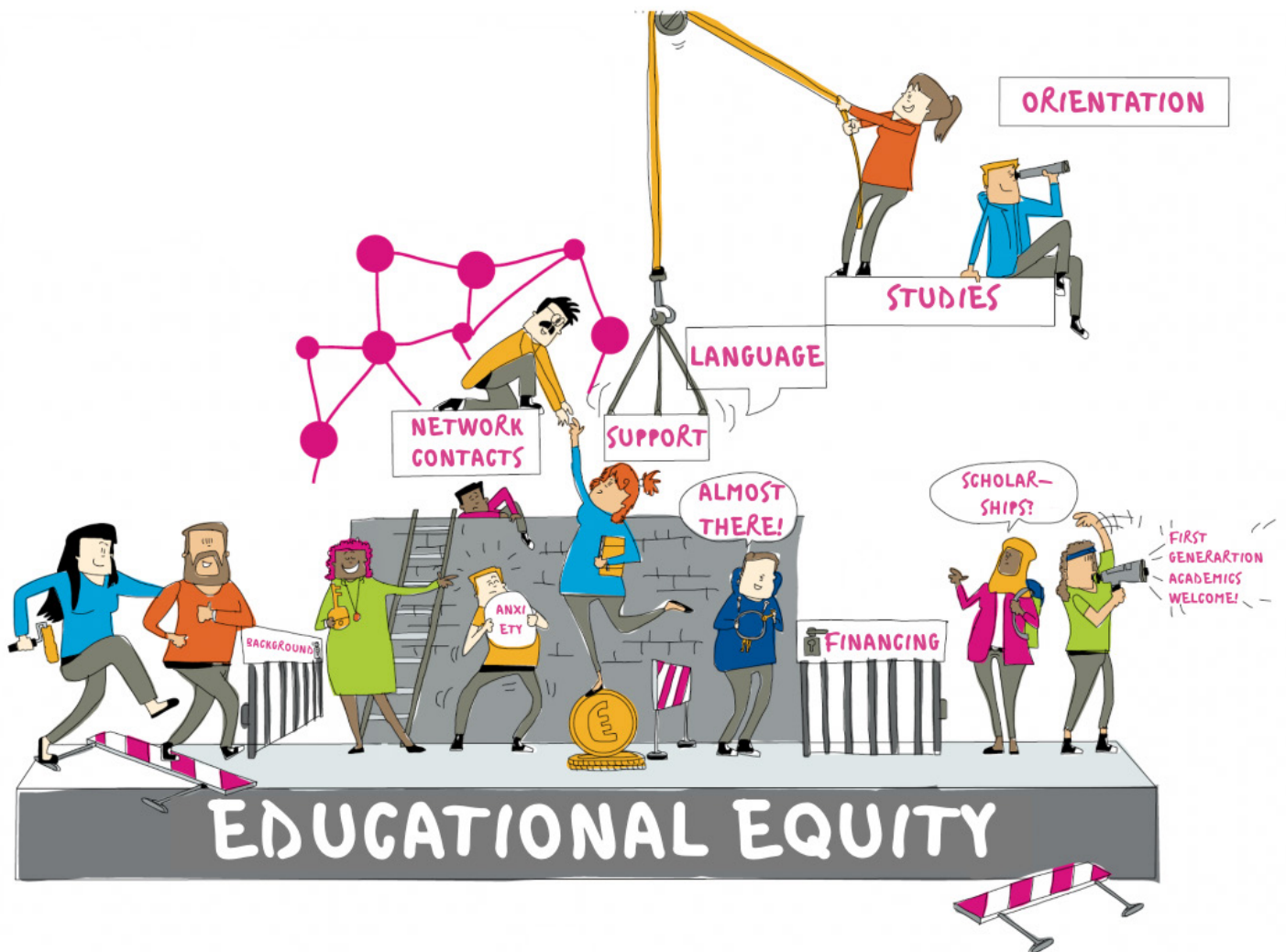
be given the opportunity to participate in unconscious bias training courses.

- **Anti-discrimination and diversity topics are actively integrated into the onboarding process** for new employees to give them clear guidelines on anti-discrimination, inclusion and respectful cooperation at work. The aim is to raise awareness of these important issues right from the start and establish a common set of values that will foster a non-discriminatory and inclusive working environment.
- A **staff survey on diversity and discrimination** will be conducted every three years to gauge employees' needs and ensure that they are treated equally regardless of their gender, background, disability, religion or sexual orientation.



KEY FOCUS AREA

EDUCATIONAL EQUITY



4.2 Educational Equity

Promoting educational equity is one of the most important challenges the German education system is faced with, not least as socio-cultural background and economic criteria still have a significant impact on individual educational paths. Classism is also a form of discrimination whose impact is increasingly being discussed. Discrimination against people based on their actual or perceived social status can have negative effects on their health as well as their educational or professional success.

The commitment to improve educational equity is thus also an important task for higher-education institutions throughout the entire student life cycle. The focus here is on measures to improve access to higher education and on support services for students at the beginning or during the course of their studies or doctoral programs as well as at career entry stage.

UoB also sees itself responsible for ensuring equal educational opportunities for all and enabling as smooth as possible studies for everyone. In particular, more support will be given to university members who have been underrepresented at UoB to date, such as those with a refugee or migration background, and first generation academics¹. Support in the event of problems and crises during studies or doctorate as well as regarding study financing and scholarships is also key to educational success for all other students and doctoral candidates.

UoB's initiatives for improving educational equity center around target group-specific support programs, empowerment and awareness-raising activities and improved communication and coordination regarding existing measures. Stakeholders such as the Vice Rectorate for Studies, Teaching and University Development, Division 9 - Studying, Teaching, Academic Planning, the

Central Study Advisory and Counseling Service, Youth University of Bonn, the International Office, the AStA, the BZH and the Bonn Center for Teacher Education (BZL) all play a central role in this.

Exemplary successes

- *MitSprache* program: integration through language support for new immigrants
- *Pathways to Research* scholarship program
- *RessourcenStark* durchs Studium (*Push through Your Studies*) event series
- Participation in the NRW-wide talent scouts program
- Organization of the annual *Bergfest* for students
- Youth University, featuring programs such as Children's University and *Fördern, Fordern, Forschen (FFF)*
- *Kenndatenportal* (Characteristics Data Portal) for providing visual illustrations of study progression analyses
- *System accreditation project* for the quality-assured further development of teaching and learning

¹ This strategy uses the term *first generation academics* to refer to those whose parents did not obtain a higher education degree.

Aims and selected measures:

EDUCATIONAL EQUITY

Aims

- Transparency and coordination regarding scholarships and study financing
- Expansion of support for first generation academics
- Focus on the integration of international students and doctoral candidates

1. Transparency and coordination regarding scholarships and study financing

Financing a degree or doctoral program poses a major challenge to many students and doctoral candidates. Often, however, there is only limited knowledge about existing scholarships and funding possibilities. UoB awards a number of scholarships of its own, and also provides information in various places about other scholarships and funding opportunities. This information will be communicated more transparently in the future. The funding opportunities will also be coordinated more closely within the University and synergies will be exploited.

- A **Scholarships Working Group** will be established to improve coordination and consultation between the staff responsible for scholarships and the relevant administrative offices. This is intended to identify gaps, define criteria and facilitate expert referrals to alternative funding opportunities.
- In this context, the extent to which scholarships can **take into account other eligibility criteria**, such as educational disadvantage factors, e.g., underrepresentation, socioeconomic background, and individual biographies, in addition to promoting gifted and talented students, is also being explored.

- There will be a **redesign of the scholarships overview page** for internally awarded scholarships on the University website. Information on scholarships will be bundled there in both German and English to make it easier for prospective and current students as well as doctoral candidates to find suitable scholarships.
- Existing formats and the number of **information events on scholarships and funding opportunities** will be reviewed and, if necessary, adjusted and expanded. Possible additional formats could include events featuring scholarship holders from external scholarship programs or information events during the first semester orientation weeks or at other occasions.

2. Expansion of support for first generation academics

Although there are already numerous support and advisory services available at UoB that also benefit first generation academics, these are rarely tailored specifically to this target group. For this reason, the counseling and information services provided to first generation academics will be expanded throughout the entire student life cycle in the future and existing measures will be adapted as necessary. Greater focus is also to be placed on the issues of empowerment, institutional integration and study financing.

- A **dedicated information page for first generation academics** will be set up on UoB's website. It will pool information for prospective and current students on counseling services available at the University as well as on scholarships, funding matters and planning a doctorate or stay abroad.
- The orientation weeks held at the start of the winter semester (*Ersti-Wochen*) will be supplemented by **special events and information formats for first generation academics**. Topics may include scholarships and



possibilities for funding studies and potential stays abroad as well as empowerment, and opportunities for networking with other students.

more closely with one another, and relevant information will be pooled and made available on the university website in a form appropriate to the target group.

- **Empowerment workshops will be organized for first generation students and doctoral candidates** to strengthen resilience, facilitate exchange of experiences, acquire new skills and prepare for career entry. The events will be integrated into the *Bonn Study Support Program Be strong!*, the program for the annual *Bergfest*, and the *Argelander Program for Early-Career Researchers*.
- A **new funding line for first generation academics** will be added to UoB's *Pathways to Research* scholarship program. Besides financial support, scholarship recipients will have the opportunity to learn new skills, exchange experiences and build networks.

3. Focus on the integration of international students and doctoral candidates

For international students and doctoral candidates, being integrated into university life quickly and comprehensively is crucial for a successful and smooth educational path. In this regard, preparing them for their stay, communicating practical information and providing support and opportunities for participation in English are especially important.

- The information that students and doctoral students are given when they start at UoB will be adapted and supplemented where necessary to facilitate an **expanded and uniform onboarding process**. This ensures that all students and doctoral candidates start under similar conditions and receive timely information on topics such as housing, inclusion, counseling services and opportunities for participation.
- **The coordination of services for students and doctoral candidates with a refugee background** should be made more effective. These services will be aligned

KEY FOCUS AREA

FAMILY FRIENDLINESS AND COMPATIBILITY



4.3 Family Friendliness and Compatibility

The need of university members with family obligations can vary greatly depending on whether they are students, researchers in the qualification phase, professors, or technical and administrative staff with or without management responsibilities.

In passing the audit *Family-Friendly University*, UoB has been permanently certified as a family-friendly employer. It is important to the University to address the special needs of its members with family obligations and to provide targeted support in order to continuously improve the compatibility of studying or working with care work/family life. This includes the responsibility for children and minors as well as for other family members requiring care. The aim is to enable all university members to pursue their academic and career goals successfully while also being able to fulfill their family duties. This strengthens the University as a teaching and research institution.

The numerous measures that have already been implemented are therefore geared not only towards providing support at an individual level, but also towards creating an overall environment of support through family-friendly infrastructure. The University is committed to strengthening the approaches already in place and continuing to develop them in a targeted way, including scheduling meetings and committee sessions at family-friendly times.

At UoB, the Office of Family Services is responsible for the development, coordination and implementation of measures in line with people's needs. The advice and referral services that it provides on the compatibility of family, career, research and studies (e.g. maternity leave, parental leave, family-friendly management, childcare and caregiving) are available to both students and staff. The Office of Family Services also arranges childcare places in daycare centers and family daycare. To provide support in the event of childcare shortages (e.g., during

vacation periods or other closures of childcare facilities), vacation programs and emergency childcare are offered via an external service provider.

There are also a number of other counseling centers at UoB that serve the diverse needs of university members with family responsibilities. Depending on their specific needs, those affected can, for example, contact the AS-tA's Students with Children Advice Center or the University Gender Equality Office.

Exemplary successes

- Permanent certification as a *Family-Friendly University*
- Expansion of childcare services (pre-allocation rights and structured assignment of daycare center places, emergency and vacation childcare, babysitters, etc.)
- Membership in the association *Familie in der Hochschule e. V (FidH, Family at University)*
- Care consultations in accordance with § 7a of the Social Code (*Sozialgesetzbuch, SGB*)
- Flexible working hours in Central Administration (mobile working and telework)
- Financial support for students with children when writing final theses
- Parent-child rooms

Aims and selected measures:

FAMILY FRIENDLINESS AND COMPATIBILITY

Aims

- Improving support for students with care responsibilities
- Promotion of the compatibility of career, academic work, and family
- Recognition of care responsibilities during the qualification phase
- Establishment of a family-oriented leadership culture
- Targeted support for international students and researchers with families

1. Improving support for students with care responsibilities

Studying with a child often presents challenges. This applies equally to all parents. Women who are pregnant or breastfeeding require special protection. Moreover, taking on care responsibility for other members of their family may also become necessary at any time. Therefore, the aim is to inform students with care responsibilities about their rights and options, offer them support in planning their further studies, and grant them disadvantage compensation (*Nachteilsausgleich*) if necessary.

- Existing services should be communicated better in the future, especially to new students, to point out **potential support measures** at an early stage and thus promote equal opportunity and participation. The same applies to the financial support provided while writing final theses.
- **Disadvantage compensations for pregnant and breastfeeding students will be revised across UoB**

in a participatory process involving all faculties and **regulated in a more uniform and transparent manner**. The current situation will be assessed, examples of best practice will be incorporated and the views of those affected will be considered as a starting point for this improvement process. Raising awareness and providing information to teachers and examination office staff will be part of the process.

- The use of **hybrid teaching formats and blended learning** should be enabled where there is a specific need in order to organize inclusive courses and increase flexibility. This would make it easier for students with care responsibilities to participate in classes. The project will be managed and implemented in consultation with the relevant examination offices.

2. Promotion of the compatibility of career, research and family

The qualification phase for an academic career after graduation or a career in technology and administration and starting a family often coincide. UoB's stated goal is to provide its employees with the best possible support to enable them to balance their careers, academic pursuits and care responsibilities at all stages of their careers.

- To supplement its current offering of 140 daycare center places allocated for the children of employees, UoB is planning to **build its own daycare center on the Poppelsdorf Campus** with 50 places split into three groups. With bilingual services (German/English) and extended opening hours, it is designed to meet the specific needs of an international teaching and research institution.
- The existing **exchange group for people with family care responsibilities** will be developed further as an easily accessible service and will focus even more on providing a safe space for dialogue, solution-oriented advice, and mutual support for coping emotion-

ally with caregiving work. Plans are also in place to offer coaching and training opportunities as well as regular networking meetings to the decentralized care consultants.

- A **Family and Care Day** will be held annually on European Caregivers Day to raise awareness of the situation of university members with care responsibilities, the decentralized care consultants and the services offered by the Office of Family Services for this target group.

3. Recognition of care responsibilities during the qualification phase

Compatibility is a challenge, especially for researchers in the qualification phase. Here, it is important to create an environment that provides space for discussion, recognition, and consideration of the double burden, as well as opportunities for compensation.

- **Greater attention should be paid to care responsibilities in tenure track evaluations and on appointment committees** by anchoring this in the corresponding regulations and raising awareness of the issue among committee members.
- A new pilot project, *Career with Family*, has been added to the STEP program to improve job security during the qualification phase for a professorship. In partnership with the Argelander Program, postdocs with childcare obligations will be given the opportunity to combine a research stay abroad of up to one year with their qualification phase at UoB.

4. Establishment of a family-oriented leadership culture

Regarding the compatibility of family and management responsibilities, there is still room for improvement for both administrative staff and researchers. Managers have a particular responsibility to ensure the success-

ful adoption of a work culture that is conscious of the needs of families and individuals in different phases of their lives. This should also be reflected in the management principles to be developed. Those with leadership responsibilities also act as role models, because the way they handle the demands of their own work/life balance sends a signal to others.

- **New modules to help managers tackle the compatibility of family and career** will be devised and integrated in a suitable way into the advice, mentoring, coaching and similar services currently offered by Human Resource Development, Organizational Development, and Health Management.
- A concerted effort will be made to **develop concepts for part-time management** and shared management to support managers with family or care responsibilities. Prototypes along these lines have already been tested for management positions in the clinics in the Faculty of Medicine and are also being supported by the University Hospital Bonn (UKB).
- The **Family Round Table**, to which managers will also be invited, will be reintroduced in the form of regular lunch talks to provide an opportunity for informed exchange among parents.

5. Targeted support for international students and researchers with families

UoB will devote particular attention to the needs of students and researchers who bring their families with them from abroad and support them through specific offerings focused on cooperation and networking, information and communication, and a lived welcoming culture.

- As set out in the action plan for the Family-Friendly University re-audit, a **standardized, regular format for dialogue among experts** from the Office of Family Services and other partners will be established to provide targeted support to international families.

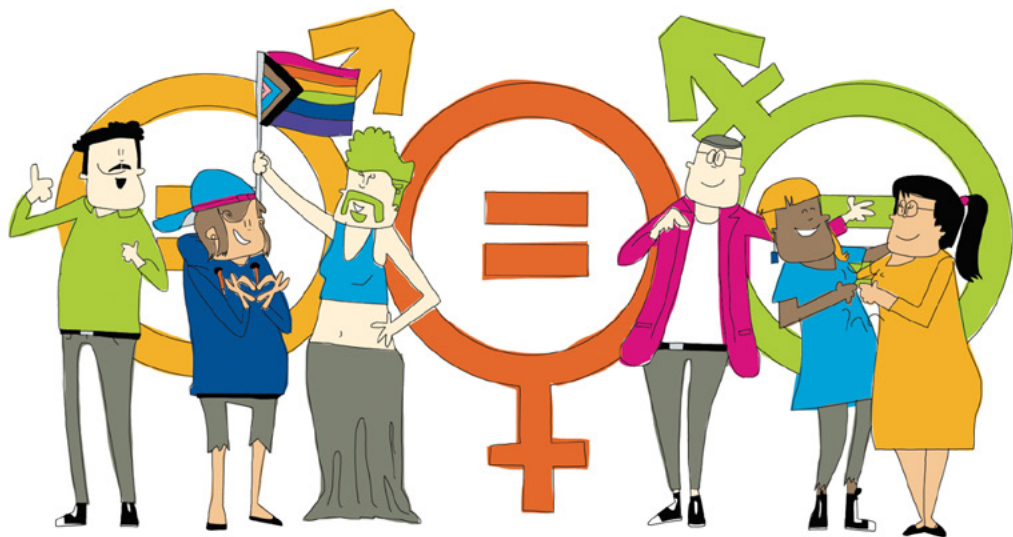
The earlier and more closely the people involved work together on specific cases, the better and more targeted the advice and support services can be, e.g., for questions about childcare, finding accommodation, and financial support.

- A review will be conducted to assess the **needs and to centralize communication of existing services for international students and doctoral candidates with family responsibilities**. To this end, counseling and other services will be bundled via a unified website, the creation of checklists, and the establishment of a joint contact point to make them more easily accessible.



KEY FOCUS AREA

GENDER EQUALITY



GENDER EQUALITY

4.4 Gender Equality

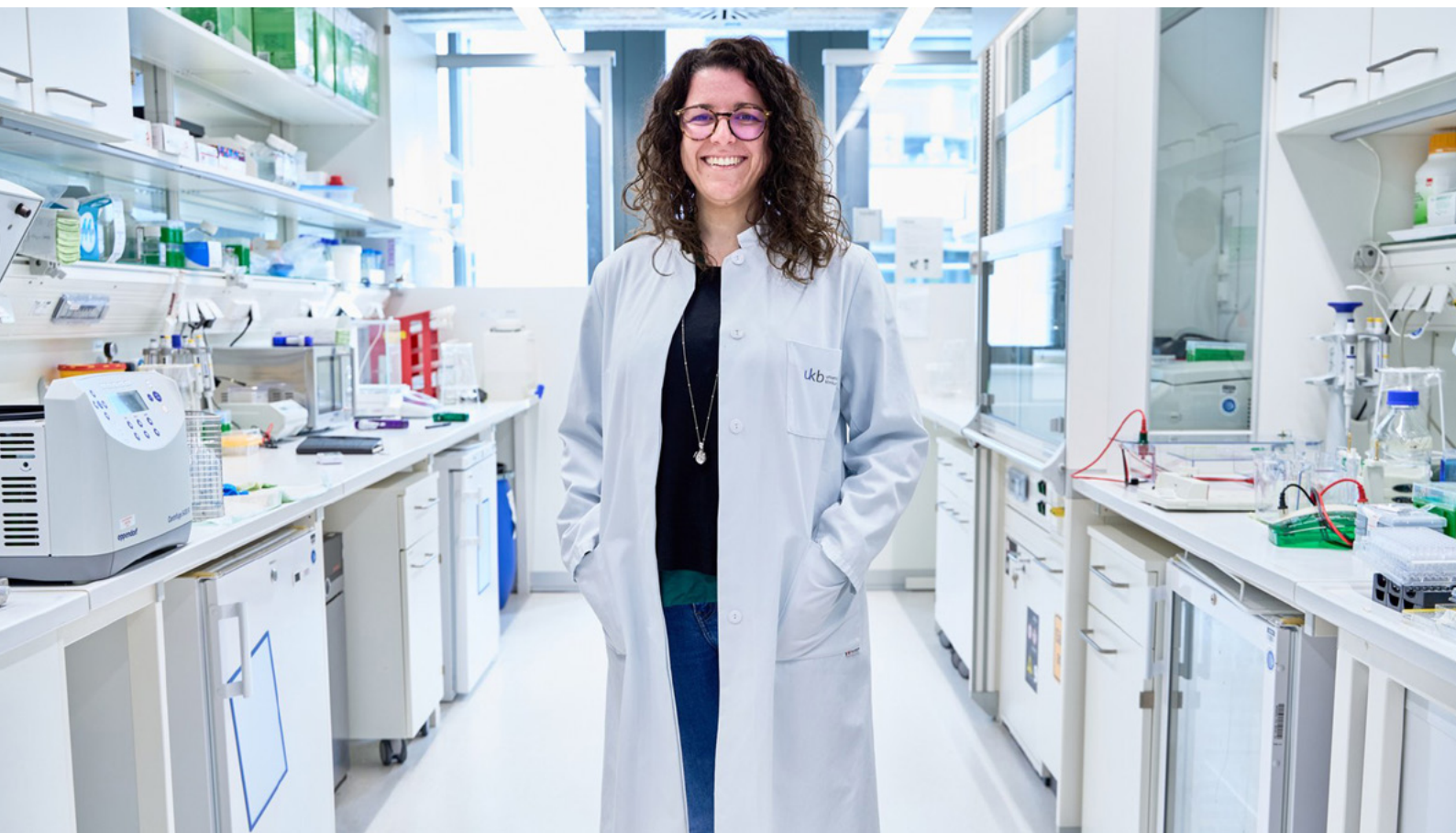
As part of its promotion of EDI, UoB is working to realize the goal of equitable participation of all genders and gender identities. This includes the equality of women, with the overall aim of gender parity—especially in areas in which women are underrepresented—as well as giving greater consideration to trans*, inter* and non-binary people in research and administration.

UoB is particularly committed to supporting early-career researchers (doctoral students, postdocs and assistant professors), with a focus on promoting women. Programs like the *MeTra* (Mentoring and Training) program and the *STEP* program are geared specifically towards promoting and supporting women during their academic qualification stage. This is a critical period in which women often require additional support. *STEP* is also a core pillar of the Excellence Strategy. When developing this strategy in 2018, UoB set itself the goal of increasing the proportion of female professors from 19 percent to

30 percent by 2026. Notably, this goal was reached by the end of 2024. The task now is to maintain and, indeed, further improve this figure.

Gender equality at UoB is primarily promoted by the University Gender Equality Commissioner and the Gender Equality Office as well as the Gender Equality Officers of the Faculties. In close cooperation with the Vice Rectorate for Equal Opportunity and Diversity, measures are coordinated, strategic gender equality plans are formulated, and gender equality quotas are set. The strategic orientation of the appointment policy is the responsibility of the faculties and the Rectorate, while the Vice Rectorate is in charge of coordinating the *STEP* program.

Alongside the Gender Consulting, which supports researchers with the writing of research proposals and funding applications, and the Gender Controlling, which provides support with monitoring key indicators, there are a number of other units that are engaged in gender equality-related work. Examples include, for



students, the two autonomous AStA departments, the *Queer Group* and the *FLINTA** (*women, lesbians, intersex people, non-binary people, trans* people and agender people*) and *Gender Equality Group*, and, for all university members, the LGBTQIA+ contact point, which is based in the Equal Opportunity and Diversity Unit. To increase sensitivity towards queer people and their needs, the existing measures should be further expanded, implemented and reinforced.

The ongoing cooperation with the Vice Rectorate for Equal Opportunity and Diversity, the Vice Rector for Teaching, Learning and University Development, the BZH, Human Resource Development, Organizational Development, Health Management, and the staff councils is key to fostering and maintaining openness toward gender diversity within the University community and its administration. Targeted measures are taken to combat the underrepresentation of and discrimination against FLINTA* and queer people and to strengthen people's understanding and acceptance of gender equality.

Exemplary successes

- Increase of the proportion of women professors and achieving the 30 percent goal
- Funding through the Female Professors Program 2030
- Restructuring of the Maria von Linden workshop program
- Policy for Protection Against Sexualized Discrimination and Violence
- Provision of free period products for students
- Gender Studies Certificate
- Gender and diversity course catalog
- Gender Studies Prize

Aims and selected measures:

GENDER EQUALITY

Aims

- Increasing the share of women professors to 33%
- Promotion of gender-equitable careers
- Promoting a safer campus environment by raising awareness of gender diversity and preventing discrimination
- Promotion of gender research and gender-inclusive scientific practice

1. Increasing the share of women professors to 33%

The recruitment, targeted promotion and support of women researchers from the postdoc phase onward is one of the overarching goals of the Excellence Strategy and is designed to significantly increase the percentage of women in science at UoB.

- To get closer to the goal of gender parity in the faculty, UoB has set a new target in its concept for gender equality: to increase the proportion of women professors to 33 percent by 2030. To this end, the **agreement on gender equality quotas with the faculties** will be renewed in 2026, with the additional aim of achieving a proportion of more than 30 percent women professors in every faculty.
- The **different funding lines of the STEP program to support postdocs and women professors** through pre-term appointments, additional personnel, bridge financing, networking, and support in the event of increased committee work **will be evaluated and be continued or adapted**, provided that UoB retains its University of Excellence status.

- UoB will continue to professionalize the appointment process and thereby **establish sustainable gender-inclusive appointment procedures**. This includes the **appointment handbook and appointment web portal**, the use of which will be required for all faculties and also for central appointments. This will improve the standardization and transparency of appointment procedures and therefore further promote gender equality. The **measures taken for active recruitment of female candidates** should also be **documented**.

2. Promotion of gender equality in careers

The Gender Equality Office, the Rectorate and the Central Administration offer a wide range of important support measures to improve gender equality and gender mainstreaming. These will be developed further to be more specific to the target group(s).

- **The MeTra** program for female doctoral students, postdocs, group leaders, lecturers and assistant professors has been running since 2004 and is currently being made bilingual (German/English), not least to make it easier for international women researchers to participate.
- **Regular review and analysis of the gender pay gap (GPG) at UoB** to identify potential inequalities and take targeted action to address them. To increase transparency, the GPG will be calculated annually and a report on the process and its results will be presented to the Senate every two years.

3. Promoting a safer campus environment by raising awareness of gender diversity and preventing discrimination

To enhance the wellbeing of all members of UoB and further develop the University into a safer space, an inclusive infrastructure will be established that takes all gender identities into account and enables everyone to participate in university life without any restrictions.

- UoB promotes and supports the use of gender-inclusive language and imagery, e.g., through handouts and guidelines that specify the use of such language in official documents, forms and correspondence. An initial step in this direction is the preparation of a handout **on using gender-inclusive language** and the consideration of preferred pronouns.
- A concept has been devised to enable the **uniform designation of already existing all-gender toilets** at UoB. For new buildings, all-gender toilets are already being taken into account during the planning stage.
- To appropriately address employees in a gender-sensitive manner, **registration forms will be reviewed regarding options for gender-neutral salutations and amended** accordingly. The first step will be to expand the existing salutation options. In addition, the option of displaying pronouns in University IT services will be introduced. Clear recommendations in this regard will be devised and shared with the relevant people and offices.
- The **LGBTQIA* contact point**, which takes care of the needs, rights and empowerment of queer people, will be expanded. The contact point strengthens other university-wide services and facilitates connections with internal and external partners where required.

4. Promotion of gender research and gender-inclusive scientific practice

Promoting gender research and gender-inclusive scientific practice is geared toward supporting research projects that address gender-related issues as such as well as the integration of gender-equitable research practices in all kinds of research fields.

- Funding from the Ministry of Culture and Science of NRW will be used to **set up a W1 professorship with a focus on immunological gender research at UoB**. This Professorship for Female Immunity will make an

important contribution to uncovering gender-specific differences in immune responses and applying this knowledge in clinical settings.

- To optimize **gender and diversity consulting** and increase its intersectional footing, the counseling and advice services currently offered by the Gender Equality Office, the Equal Opportunity and Diversity Unit and the Central Administration will be expanded further in order to ensure that gender equality and equal opportunity are implemented in research and teaching. To increase its visibility, the consulting service will be better publicized at university events and introduced in newsletters, the website and the *Equalendar* gender equality calendar.



KEY FOCUS AREA

INCLUSION AND PARTICIPATION



INCLUSION + PARTICIPATION

4.5 Inclusion and Participation

UoB is committed to the equal and self-determined participation of all people in university life and considers this a cross-sectional task. The aim is to continuously improve the framework conditions for students, researchers, teachers and employees with a disability or chronic condition¹. By removing physical, digital, linguistic, organizational and attitudinal barriers, existing resources and potential will be strengthened so that all students and staff at the University can make use of them.

The University strives to meet the requirements for non-discriminatory participation in higher education that are enshrined in the *UN Convention on the Rights of Persons with Disabilities (UN CRPD)*. This means that structures must be designed from the outset to accommodate all people, especially people with a disability. Measures that reduce barriers generally benefit all members of the university - including those who experience barriers temporarily or due to age or personal circumstances. In fact, significantly more people are affected than officially reported, as there is often concern that formally declaring a disability will result in personal disadvantages. Greater awareness and education are needed to create an environment based on trust in order to obtain more understanding and support.

Assumptions about certain physical, cognitive or mental abilities being "normal" are discriminatory, yet these assumptions are often used as a benchmark to rate a person's value and capabilities. This is known as ableism. It can create structural barriers for people with a disability or chronic condition. If support measures are denied or only granted in a way that does not allow those affected to participate in a self-determined manner, this leads to discrimination. It is therefore all the more important to critically reflect on and change ableist structures as



well as one's own patterns of language and behavior in research, teaching and administration in a way that is critical of power asymmetries.

To support this, UoB's strategic goals for inclusion and participation are being implemented in close coordination between, among others, the Equal Opportunity and Diversity Unit, the Inclusion Commissioner, the Representative for Severely Disabled Employees, the Representative for Students with Disabilities or Chronic Illnesses, the autonomous AStA departments, and the newly established Inclusion Working Group.

The University is determined to create appropriate structures for furthering inclusion and implementing measures. When formulating goals and measures, it therefore uses the term accessibility knowing that a 100 percent "accessible university" is not achievable and can mean something different for each person. Nonetheless, every measure taken helps to bringing it a step closer to the goal of accessibility.

¹ This also includes mental illnesses.

Exemplary successes

- New advisor position for inclusion and participation
- *Inclusion Guides* project
- Guidelines for accessible social media
- DiCe project *Quick Wins for Digital Accessibility*
- Anchoring the topic of digital accessibility in the Digital Strategy
- *Inclusive University* funding program

Aims and selected measures:

INCLUSION AND PARTICIPATION

Aims

- Improvement of physical accessibility and provision of information on accessibility
- Improvement of the digital accessibility of IT applications and teaching materials
- Expansion of support services, teaching and research
- Subject-specific evaluation and optimization of the allocation of disadvantage compensation
- Internal and external accessible communication

1. Improvement of physical accessibility and provision of information on accessibility

Access to the buildings and premises of UoB is being continuously improved and should be ensured for everyone. The legal standards for realizing structural accessibility are being complied with. An overview of barrier-free access points is being considered and implemented as part of the campus navigation system.

- **Physical accessibility** of the University is consistently taken into account in new buildings and in comprehensive renovation and modernization measures. Wherever possible, solutions will be found for **removing barriers that have already been identified**. Besides the regular involvement of the Representative for Severely Disabled Employees and the Representative for Students with Disabilities or Chronic Illnesses, staff and students with a disability or chronic condition will also be involved in planning processes wherever possible.
- The BZH develops a digital **campus navigation system** that will be made available in the Uni Bonn App and will allow easier navigation to the various locations and rooms at UoB. The new system will also store information on equipment features and accessibility attributes. In addition to providing better guidance for people with a disability, this will also benefit classroom planning and the identification of rooms that can be used for compensation for disadvantages (e.g. the workspace for visually impaired people).
- The **establishment of additional quiet rooms and retreat areas as well as accessible workspaces** for students in libraries is planned to be accomplished by the end of 2026 as part of the *Inclusive University* grant program.

2. Improvement of the digital accessibility of IT applications and teaching materials

The University's IT applications should be accessible to all students and staff. Efforts are under way to gradually implement the guidelines for accessible IT and to develop a concept for long-term monitoring the University's digital accessibility. Documents made available digitally by administrative staff and teachers will also be offered in an accessible format.

- A **concept for long-term monitoring digital accessibility at UoB** is being developed by incorporating the

topic of digital accessibility into the University's Digital Strategy and taking into account the results of the DiCe project *Quick Wins for Digital Accessibility*. The experience gained from participating in the ongoing DH.NRW project entitled *Kompetenzzentrum Digitale Barrierefreiheit (Competence Center for Digital Accessibility)* will also feed into the process.

- For students who are unable to attend classes in person on a regular basis due to a disability, chronic condition, (child-)care responsibilities or other reasons, instructors should provide assistive technology-compatible, accessible teaching materials, scripts, information, literature and handouts in digital form. Instructors will be supported in this endeavor with appropriate templates and trainings.

3. Expansion of support services, teaching and research

The general conditions for studying and working at UoB will be continuously improved for all status groups, and support services should be expanded on a needs-oriented basis. Existing services and counseling structures will be made better known and access to them will be made more transparent.

- To improve the visibility of existing structures and offers, all students receive information on inclusive studying and possibilities for compensation for disadvantages upon enrolment. **Contact persons and confidants for students with a disability or chronic condition will be nominated at every faculty** to provide subject-specific advice on compensation for disadvantages. They can be referred to in cases of absence of the Representative for Students with Disabilities or Chronic Illnesses.
- A concept for a **Disability and Mad Studies Certificate** for students is being developed together with the AstA and the *Forum Internationale Wissenschaft (FIW)*. The aim is to formally recognize the interdis-

plinary participation in courses (seminars and lectures) that are thematically related to inclusion.

- On the research side, an **Accessibility Lab** will be set up in the Faculty of Arts. In addition, the transfer to social innovation and accessibility will be secured via a collaborative project entitled *SoNaR*, which stands for *Sozial gründen, nachhaltig wirken: Impact Cluster Region Bonn-Rhein-Sieg (Socially minded start-ups with lasting impact: the Bonn-Rhein-Sieg Impact Cluster Region)*. Also on board of this new social innovation project are the enaCom Transfer Center, Bonn-Rhein-Sieg University of Applied Sciences and Alanus University of Arts and Social Sciences.

4. Subject-specific evaluation and optimization of the allocation of disadvantage compensation

To ensure equity for study and examination conditions, the examination regulations will be updated with regard to the mandatory implementation of disadvantage compensation (*Nachteilsausgleich*) for students with disabilities, and transparent as well as subject-specific regulations will be developed.

- The **examination regulations** governing the procedure for disadvantage compensation, **and their binding implementation** will be **aligned with current legislation, case-law and the current definition of the term disability (Book Nine of the Social Security Code (Sozialgesetzbuch IX, SGB IX))**. To this end, information and training will be offered regularly to the staff of the examination offices and the examination boards. It is particularly important to find adequate solutions for students and postdocs with a chronic condition or a disability that is not immediately apparent.
- The **procedures for requesting disadvantage compensation** will be digitalized and simplified. The aim is to ensure that disadvantage compensation is implemented in accordance with current law and based on prior consultation and medical recommendations.

Ways of assistance with submitting appeals for students whose requests for disadvantage compensation has been refused will be developed to support them.

- To compensate for disadvantages caused by disability or a chronic condition, **hybrid teaching formats and livestreams of courses** should be made available at short notice and in a reliable manner.
- Where possible, representatives of students with a disability or chronic condition from the AStA should be consulted to advise committees (e.g. the examination boards or in the context of accreditation procedures) so that **students can represent their own interests**.



5. Internal and external accessible communication

Diversity-sensitive, accessible internal and external communication promotes access to information and knowledge. It also shows to the general public that social participation and an inclusive university culture are supported at UoB.

- A **central Inclusion Portal** that pools all information relating to the topic of “inclusive studying and working” and provides relevant links will be set up to increase visibility and transparency for students and staff, and to provide guidance and orientation for prospective students and new employees at UoB.
- **Accessible communication** will also be taken into account in the University’s **corporate design** and will be incorporated into an accessible relaunch of its website. To this end, the corporate identity guidelines for document templates will also be adapted to be accessible and existing online templates will be revised.
- The **Representative for Severely Disabled Employees and IT experts** will be involved in the course of procurement procedures and purchasing in connection with information technology in order to assess the degree of accessibility.

5.1 Overview of Ongoing and Planned Measures

Overarching Objectives and Measures

Field of action	Measures	Responsibility	Timescale
Structure and Infrastructure	Providing safe spaces for dialogue and networking	Vice Rectorate for Equal Opportunity and Diversity, faculties	Ongoing
	Adapting existing structures on a rolling basis to ensure extensive accessibility	Administration, faculties	Ongoing
Studies and Teaching	Holding events for teachers and degree program managers on various aspects of diversity	Vice Rectorate for Equal Opportunity and Diversity, Vice Rectorate for Studies, Teaching and University Development	Planned
	Developing sets of practical guidelines for teaching, e.g. on accessible or discrimination-sensitive teaching	Vice Rectorate for Equal Opportunity and Diversity, Vice Rectorate for Studies, Teaching and University Development	Ongoing
Research and Transfer	Reflecting on research projects and their findings in a discrimination-sensitive way	Faculties, administration	Ongoing
	Providing intersectional advice to Clusters of Excellence and research alliances on diversity in research and on planning measures to promote diversity	University Gender Equality Commissioner, Vice Rectorate for Equal Opportunity and Diversity	Ongoing
Leadership and Career Development	Developing management principles	Rectorate, administration	Planned
	Holding staff appraisals for mid-level academic staff	Faculties, administration	Planned
	Delivering anti-bias trainings for managers	Administration	Ongoing
	Running awareness-raising workshops to combat the abuse of power and prevent sexualized discrimination and violence	Vice Rectorate for Equal Opportunity and Diversity, administration	Planned

Field of action	Measures	Responsibility	Timescale
Counseling and Support Services	Expanding the links between various areas of the University	Vice Rectorate for Equal Opportunity and Diversity, administration	Ongoing
	Giving the counseling and support structures an intersectional focus	Vice Rectorate for Equal Opportunity and Diversity, administration	Planned
	Ensuring transparency regarding who is authorized to advise on discrimination aspects	Vice Rectorate for Equal Opportunity and Diversity, administration	Planned
	Offering more activities and services in English	Administration	Ongoing
	Offering more supervision services to strengthen counselors	Administration	Ongoing
Communication and Participation	Newsletters	Administration, Vice Rectorate for Equal Opportunity and Diversity	Ongoing
	Putting more communications in English and in digital form	Administration, faculties	Ongoing
	Updating the corporate design to make it accessible	Administration, Vice Rectorate for Equal Opportunity and Diversity	Planned
	Integrating diversity into communications in line with the strategy	Administration, Vice Rectorate for Equal Opportunity and Diversity	Planned

Key Focus Area: ANTI-DISCRIMINATION

Field of action	Measures	Responsibility	Timescale
Promotion of anti-discrimination and victim protection measures	Developing a comprehensive safeguarding concept with clear procedures for handling discrimination, abuse of power, and scientific misconduct	Vice Rectorate for Equal Opportunity and Diversity, University Gender Equality Commissioner, administration	Ongoing
	Nominating decentralized trusted persons for anti-discrimination	Faculties, Rectorate	Planned
	Shooting an explanatory video on the Anti-Discrimination Policy	Vice Rectorate for Equal Opportunity and Diversity, administration	Planned
	Introducing a requirement to register a doctorate at the start of doctoral studies and forming a Thesis Advisory Committee (pilot project in the Faculty of Mathematics and Natural Sciences)	Vice Rectorate for Research and Early-Career Researchers, Faculty of Mathematics and Natural Sciences	Planned
	Anti-racism counseling for students	Vice Rectorate for Equal Opportunity and Diversity, AStA initiative	Ongoing
Further development and strengthening of counseling structures and practices with regard to anti-discrimination	Introducing systematic monitoring into counseling	Vice Rectorate for Equal Opportunity and Diversity, administration	Planned
	Providing supervision services for counselors	Vice Rectorate for Equal Opportunity and Diversity, administration	Ongoing
Promotion of a discrimination-sensitive university culture	Launching an empowerment program for BIPOC students	Vice Rectorate for Equal Opportunity and Diversity, administration	Planned
	Continuing to develop the awareness concept for events	Vice Rectorate for Equal Opportunity and Diversity	Ongoing
	Handout on gender-inclusive language	Vice Rectorate for Equal Opportunity and Diversity, University Gender Equality Commissioner	Ongoing

Field of action	Measures	Responsibility	Timescale
Promotion of a discrimination-sensitive university culture	Adding a section on discrimination-sensitive language to the handout on gender-inclusive language	Vice Rectorate for Equal Opportunity and Diversity	Planned
	Developing guidelines for using discrimination-sensitive imagery	Administration	Planned
	Writing a code of conduct	Vice Rectorate for Equal Opportunity and Diversity	Planned
	Research projects on the abuse of power	Faculties	Planned
	Running a campaign for discrimination-sensitive first-semester weeks	AStA initiative, Vice Rectorate for Equal Opportunity and Diversity	Ongoing
	Expanding the Diversity Portal	Vice Rectorate for Equal Opportunity and Diversity	Ongoing
Improvement of career opportunities through diversity-sensitive structures	Taking diversity and gender equality aspects into account in recruitment and appointment procedures	Administration, faculties	Ongoing
	Incorporating anti-discrimination and diversity topics into the onboarding process	Vice Rectorate for Equal Opportunity and Diversity, administration	Planned
	Running anti-discrimination trainings	Vice Rectorate for Equal Opportunity and Diversity, administration	Planned
	Organizing regular staff surveys on diversity and discrimination	Vice Rectorate for Equal Opportunity and Diversity, administration	Planned

Key Focus Area: EDUCATIONAL EQUITY

Field of action	Measures	Responsibility	Timescale
Transparency and coordination re- garding scholarships and study financing	Convening a Scholarships Working Group	Administration, Vice Rectorate for Equal Opportunity and Diversity	Planned
	Focusing on other eligibility criteria for scholarships	Administration, Vice Rectorate for Equal Opportunity and Diversity	Planned
	Redesigning the scholarships overview page	Administration, Vice Rectorate for Equal Opportunity and Diversity	Planned
	Organizing information events on scholarships and funding opportunities	Administration	Planned
Expansion of support for first generation academics	Setting up an information web page	Vice Rectorate for Equal Opportunity and Diversity, administration	Planned
	Organizing events and other information formats during first-semester weeks	Administration	Planned
	Offering empowerment workshops	Vice Rectorate for Equal Opportunity and Diversity, administration	Planned
	Introducing a new funding line as part of <i>Pathways to Research</i>	Vice Rectorate for Equal Opportunity and Diversity, administration	Planned

Field of action	Measures	Responsibility	Timescale
Focus on the integration of international students and doctoral candidates	Enhancing and harmonizing onboarding process	Vice Rectorate for International Affairs, faculties	Planned
	Offering more activities and services in English	Administration	Ongoing
	Coordinating services for students and doctoral candidates with a refugee background more effectively	Vice Rectorate for Equal Opportunity and Diversity, Vice Rectorate for International Affairs, administration	Ongoing
	<i>Pathways to Research</i>	Vice Rectorate for Equal Opportunity and Diversity, administration	Ongoing
	<i>MitSprache</i> program	Faculties	Ongoing
Continuation of support measures for students regarding EDI	Bonn Study Support Program <i>Be strong!</i>	Vice Rectorate for Studies, Teaching and University Development, administration	Ongoing
	NRW-wide talent scouts program	Administration	Ongoing
	<i>RessourcenStark durchs Studium</i> (Push through Your Studies) program	Administration	Ongoing
	Youth University, including the FFF early studies program and other programs	Rectorate, administration	Ongoing

Key Focus Area: FAMILY FRIENDLINESS AND COMPATIBILITY

Field of action	Measures	Responsibility	Timescale
Improvement of support for students with care responsibilities	Providing information on the counseling and support measures currently available	Administration, Vice Rectorate for Equal Opportunity and Diversity	Ongoing
	Optimizing the provision of disadvantage compensation for pregnant and breastfeeding students	Administration, faculties	Ongoing
	Organizing courses in an inclusive way	Vice Rectorate for Studies, Teaching and University Development	Planned
	Providing contributions to travel expenses and short-term financial support for student parents	Administration	Ongoing
Promotion of the compatibility of career, academic work and family	Buidling an in-house daycare center on Poppelsdorf Campus	Rectorate, Administration	Ongoing
	Further developing the exchange group for people with responsibility for caring for family members	Administration	Ongoing
	Introducing a Family and Care Day	Administration	Planned
Recognition of care responsibilities during the qualification phase	Greater consideration of care responsibilities when assessing performance and success in research	Faculties	Planned
	Piloting a new <i>Career with Family</i> STEP program	Vice Rectorate for Equal Opportunity and Diversity	Ongoing
	Offering care consultations from the Office of Family Services	Administration	Ongoing

Field of action	Measures	Responsibility	Timescale
Establishment of a family-oriented leadership culture	Offering more HR development opportunities	Administration	Ongoing
	Devising concepts for part-time management and shared management	Administration	Planned
	Reintroducing the Family Round-table	Administration	Planned
Targeted support for international students and researchers with families	Creating a standardized, regular format for dialogue among experts	Administration	Planned
	Evaluating services for international students	Administration	Planned
	Onboarding international employees with children	Administration, Vice Rectorate for International Affairs	Planned

Key Focus Area: GENDER EQUALITY

Field of action	Measures	Responsibility	Timescale
Increase of the share of women professors to 33%	Setting new gender equality quotas in 2026	Rectorate, faculties	Planned
	Updating the <i>Strengthening the Equal Opportunity Process</i> (STEP) program	Vice Rectorate for Equal Opportunity and Diversity	Ongoing
	Establishing gender-inclusive appointment procedures (appointment handbook and web portal; documentation of measures for active recruitment of female candidates)	Faculties, Administration	Ongoing
	Raising awareness of unconscious bias among members of appointment committees	Administration	Ongoing
	Offering a bonus for appointing female interim professors (Faculty of Mathematics and Natural Sciences)	Faculty	Ongoing
	Participating in the <i>Female Professor's program 2030</i>	Rectorate, faculties	Ongoing
Promotion of gender-equitable careers	Making the Mentoring and Training Program (MeTra) available in English	University Gender Equality Commissioner	Ongoing
	Reviewing and analyzing the gender pay gap at regular intervals	Administration	Ongoing
	Awarding at least 50 percent of the <i>Argelander Starter-Kit Grants</i> and <i>Argelander Mobility Grants</i> to female postdocs	Vice Rectorate for Research and Early-Career Researchers, Administration	Ongoing

Field of action	Measures	Responsibility	Timescale
Promotion of gender-equitable careers	Reserving at least two thirds of places on the “Research” career pathway (Argelander Program) for female early-career researchers	Vice Rectorate for Research and Early-Career Researchers, Administration	Ongoing
	Running the Maria von Linden training program	University Gender Equality Commissioner	Ongoing
	Awarding the Maria von Linden Prize	University Gender Equality Commissioner	Ongoing
Promotion of a safer campus environment	Publishing a handout on the use of gender-inclusive language	Rectorate, Vice Rectorate for Equal Opportunity and Diversity	Planned
	Providing free period products	ASTA initiative, Vice Rectorate for Equal Opportunity and Diversity, administration	Ongoing
	Designating all-gender toilets uniformly	Rectorate, administration	Ongoing
	Reviewing and amending of registration forms with gender-neutral salutation options	Administration	Ongoing
	Expanding the LGBTQIA* contact point	Vice Rectorate for Equal Opportunity and Diversity	Ongoing
Promotion of gender research and gender-inclusive scientific practice	Establishing a professorship for immunological gender research	Rectorate, faculties	Ongoing
	Optimizing the gender and diversity consulting services	University Gender Equality Commissioner, Vice Rectorate for Equal Opportunity and Diversity	Planned
	Research Group for Theological Gender Studies	Faculties	Ongoing
	Awarding the Gender Studies Prize	University Gender Equality Commissioner	Ongoing

Key Focus Area: INCLUSION AND PARTICIPATION

Field of action	Measures	Responsibility	Timescale
Improvement of physical accessibility and provision of information on accessibility	Taking maximum accessibility into account during building and renovation work and removing any barriers identified	Administration	Ongoing
	Creating a digital campus navigation system which takes accessibility attributes into account	Administration, Vice Rectorate for Digitalization and Information Management	Ongoing
	Establishing additional quiet rooms and retreat areas as well as accessible workspaces as part of the <i>Inclusive University</i> grant program	Vice Rectorate for Studies, Teaching and University Development	Ongoing
Improvement of the digital accessibility of IT applications and teaching materials	Formulating a concept for long-term monitoring of digital accessibility	Vice Rectorate for Digitalization and Information Management, Vice Rectorate for Equal Opportunity and Diversity	Planned
	Securing quick wins: a checklist for accessible IT; a specimen accessibility statement; accessible documents	Administration, Vice Rectorate for Digitalization and Information Management, Vice Rectorate for Equal Opportunity and Diversity	Ongoing
	Providing accessible teaching materials	Administration, faculties	Planned
	Offering the <i>vielfältig.nachhaltig.digital</i> (diverse.sustainable.digital) internal grant program	Vice Rectorate for Studies, Teaching and University Development	Ongoing
Expansion of support services for teaching and research	Providing information about inclusive studying and disadvantage compensation upon enrollment	Administration	Planned

Field of action	Measures	Responsibility	Timescale
Expansion of support services for teaching and research	Nominating contacts and confidants at every faculty for students with a disability and/or chronic condition	Administration, faculties	Ongoing
	<i>Devising a Disability and Mad Studies</i> certificate	Vice Rectorate for Equal Opportunity and Diversity, AStA, faculty	Planned
	Establishing an Accessibility Lab	Faculty	Planned
Subject-specialist evaluation and optimization of the allocation of disadvantage compensation	Improving the provision of disadvantage compensation in examination regulations	Faculties, Administration	Planned
	Simplifying/digitalizing the application process for disadvantage compensation	Administration, Vice Rectorate for Studies, Teaching and University Development	Planned
	Assisting with appeals where disadvantage compensations are refused	Vice Rectorate for Studies, Teaching and University Development, Vice Rectorate for Equal Opportunity and Diversity	Planned
	Offering hybrid teaching formats and livestreaming courses	Faculties, administration	Planned
	Appointing student representatives with disabilities to university bodies	Vice Rectorate for Studies, Teaching and University Development	Planned
Internal and external accessible communication	Creating a central Inclusion Portal	Vice Rectorate for Equal Opportunity and Diversity	Planned
	Updating the corporate design to make it more accessible	Administration	Planned
	Consulting the Representative for Severely Disabled Employees and IT experts to assess accessibility when purchasing new IT systems	Administration	Planned

5.2 List of Abbreviations

AGG	General Act on Equal Treatment
AStA	General Students' Committee
BAföG	Federal Training Assistance Act
BIPoC	Black, Indigenous and People of Color
BRIDGES	Building networks for participation, individual diversity, recognition and appreciation
BZH	Bonn Center for Higher Education
BZL	Bonn Center for Teacher Education
DFG	German Research Foundation
DiCe	Digital Science Center
EDI	Equity, Diversity and Inclusion
e.g.	For example
FidH	Familie in der Hochschule e.V.
FIW	Forum Internationale Wissenschaft
FFF	Fördern, Fordern, Forschen (Promoting young academic talent)
FLINTA*	Women, lesbians, intersex people, non-binary people, trans* people and agender people
GPG	Gender pay gap
HG	Higher Education Act of North Rhine-Westphalia
HR	Human Resources
LGBTQIA*	Lesbian, gay, bisexual, trans*, queer, intersex, agender
MeTra	Mentoring and Training Program
NRW	North Rhine-Westphalia
SGB	Social Security Code
SGB IX	Book Nine of the Social Security Code (<i>Sozialgesetzbuch IX, SGB IX</i>)—rehabilitation and participation of persons with disabilities
STEP	Strengthening the Equal Opportunity Process
TAC	Thesis Advisory Committee
U15	association of fifteen leading universities with a strong research tradition
UN CRPD	UN Convention on the Rights of Persons with Disabilities
UoB	University of Bonn



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