UR

Universität Regensburg

Diversity@UR

Diversity concept
Universität Regensburg
2023-2027

Contents

1) Reflections on diversity - preamble

Diversity and open-mindedness are the key to shaping the future. This conviction in universities shapes how knowledge is generated and transmitted.

At Universität Regensburg (UR), more than 25,000 people from over 100 countries come together to study, research, teach and work. UR was the fourth Bavarian state university to be founded, in 1962. Since then, it has blossomed into an internationally renowned center for research and teaching.

As a research and educational institution, UR has a responsibility to society in general. It recognizes that dealing openly with diversity belongs to its traditions. Given the increasing pluralism of lifestyles and ethno-cultural shaping of our society, demographic change presents challenges for the social implication of education for sustainable development. We work to develop UR's internationalization strategy in harmony with these changes and in response to these challenges.

A pluralistic society is knit together by equal participation, appreciation, scope of action, and advancement for all members, regardless of their individual characteristics (gender, sexual orientation, age, physical and psychological abilities, social background, nationality / "ethnicity", religion, worldview). Such a society should and wants to eliminate experiences of discrimination of any form, whether explicit or implicit.

Removing structural disadvantages such as entrenched hierarchies, discrepancies in the distribution of resources or opportunities are also key points in our concept. This includes advocating for accessible, tolerant and respectful conditions for working, living, and studying and reducing barriers in these areas. These lead people dealing with diverse conditions and potential to succeed and simultaneously give them the best preparation for their roles in contexts which are globally defined, heterogeneous and thus also complex and superdiverse. The following statements frame our understanding of diversity.

1. Discrimination and diversity dimensions

The core constituents of visible and hidden diversity dimensions inform our understanding of the diversity of humanity. We derive these constituents from the categories which are protected from discrimination under the general equal treatment act (Allgemeinen Gleichbehandlungsgesetz; AGG) thus:

- ethnic, national background;
- gender (including no identification with the binary genders, trans identities and intersexuality);
- sexual identity;
- worldview and religion;
- impairment, chronic illness, neurodiversity;
- age.

In this diversity concept, we also address aspects which can conflict with equal participation in the research and education system provided by universities:

- social background;
- international educational background;
- family situation / way of life
- financial situation.

Within this we are considerate of the relative social-structural conditions and individual (multiple) disadvantages (intersectionally-sensitive approach). This fits with our critical, reflexive understanding of diversity and is in analogy to the AGG which also protects against multiple discrimination in § 4.

2. Positive action and reverse discrimination

Currently, the legal regulations alone are often insufficient to remove structural discrimination or individual impediments standing in the way of just opportunity.

Positive action is an important instrument leading to more just opportunity or to support actual equal opportunity, when aimed at

- preventing or balancing out disadvantages which various groups may experience;
- actual equal opportunity in practice by the furtherance of specific groups;
- promoting difference, diversity and participation in social, economic, cultural and political life, and balancing underrepresentation in various areas and bodies;
- not only readiness to a complement an individual's fight against discrimination but also removing institutional and structural discrimination and creating just opportunity.

The following are criteria for the implementation of positive action:

- the existence of a disparity;
- clearly defined aims, which agree with the general aims of positive action;
- the actions suitability for and commensurability to reaching the aims;
- its explicit alignment to disadvantaged persons or marginalized groups.

Positive action ends as soon as the aim of actual equal opportunity is reached. Measures surpassing this aim revert to discrimination.

3. Anti-discrimination and academic pluralism

As a university, it is for us to protect academic freedom and a culture of open and controversial discussion, in which the customs of academic discourse, intellectual probity and good academic practice are observed.[1]

This also holds for dealing with disputes in this area (for example cancel culture or allegations of political correctness). Routines which bring one's own point of view into discussion, include in debates the pursuit of arguments running contrary to one's own point of view, and take them into consideration as possibly reasonable guarantee dealing responsibly with academic freedom as part of human rights anchored in the Basic Law of Germany (Grundgesetz), and give the greatest protection possible against ideologically influenced groups or group-based discrimination. In historical disciplines, dealing openly with documents, dates and discourses is as essential as the accompanying contextualized critical reflection of individual or collective remembrance and its representation.

4. Freedom of research and worldview

As part of the research and teaching freedom guaranteed by the Basic Law of Germany (Grundgesetz, Art. 5) UR is a secular institution bound to plurality in questions of worldview and methods and standards of academic research and teaching. This includes freedom of religion and worldview for its members (Grundgesetz Art. 4). This means that conducting research and teaching is, as a basic principle, not aligned to forms of organization of daily life coming from religion or ideology and that the freedom to use religious or ideological symbols or practices ends where the primacy of academic character and open communication is endangered. Nevertheless, UR considers it indispensable to express respect for lifestyles shaped by religion or ideology and make this a part of its diversity concept.

5. Diversity and excellence

When Prof. Katja Becker took up the role of President of the German Research Foundation (DFG), she said in an interview: "I find diversity and excellence inseparable," and explained not only the broadening of horizons as far as just opportunity, but also the necessary reconstruction of the principle of "best candidate" on the basis of an understanding of academic excellence that shows solidarity and is less exclusive.

> "[Diversity] certainly means more that we currently understand it to. We at the DFG still esteem equality between man and woman. But diversity, in the sense of equal opportunity extends to all conceivable dimensions of inequality: to social and ethnic background, sexual orientation, age, possible disability. I want the DFG to be guided by this understanding of diversity in the future, for us to make it a subject of our daily work and to test our review and decision-making

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[1] Universität Regensburg Regulations for Ensuring Good Academic Practice (https://www.uni-regensburg.de/rechtsgrundlagen/wissenschaft-lehre/index.html)

processes in this light. [...] Diversity is a central precondition for excellent academic work for two reasons. Firstly, so that the best people go into research, I need to give the same opportunities to all persons, irrespective of their reputation, only taking their talents into consideration. Secondly, and this drives me just as much, diversity opens new perspectives and real innovation."[2]

It is in this sense that the research-oriented equality standards which guide the actions of the DFG are being developed. Given the background of a present and future in which internationalization, demographic change and economic, ecological and social and political dynamics generate new innovative fields of research, and in which opportunity lies in a diverse university community, UR uses the potential which lies in variety of abilities and perspectives when competing for excellent academics, students and members of staff. UR realizes that this change in perspective requires rethinking and redirection.

6. UR commitments

Our **mission statement**[3] sets out our role as a plural, inclusive and participative institution which recognizes just opportunity, inclusion and diversity as the basis of excellent academic achievement. As it is for us to create an atmosphere in which possible discriminatory structures, attitudes and actions can be reflected upon, discussed and productively worked upon, we have undertaken the following: In 2018, we agreed on the **institutional, binding handling of discrimination, sexual molestation and conflicts**[4]. In 2019 we signed the diversity charter **Charta der Vielfalt**[5]. in 2021, we successfully applied for the **Total E-Quality Award[6]**.

7. Self-critical and system-critical positioning

The university's demographic statistics, the results of our surveys and institutional appraisal were enough to earn us the Total-E-Quality award in 2021 with the additional title Diversity. However, they did bring up some core problems which are relevant for UR but which we had barely worked upon at that time.[7] Despite the comprehensive list of positive and exemplary activities in the areas internationalization, equal opportunity, family service and inclusion, we were alerted to the stagnation of the proportion of underrepresented groups over decades and the sluggish endeavors to remedy this and generate more participation and options, even in areas with strong lobbies.

With this background, we question our practical use of "best candidate", check the effectiveness of the variety of diversity measures in every area and work towards a cultural change which values the contribution of diversity to improved academic performance. We understand working positively

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[2] Wissenschaftspolitik 02. April 2020 https://www.jmwiarda.de/2020/04/02/diversit%C3%A4t-und-exzellenz-sind-f%C3%BCr-mich-untrennbar/
[3] https://www.uni-regensburg.de/universitaet/leitbild/startseite/index.html
[4] UR | Guidelines on dealing with discrimination, sexual harassment and conflict at Universität Regensburg from January 1, 2023 (https://www.uni-regensburg.de/diversity/konfliktbewaeltigung/index.html)
[5] https://www.charta-der-vielfalt.de/
[6] https://www.total-e-quality.de/
[7] See attachment "Diversity (ge)zählt" and "Diversity (ge)lebt"

with diversity while simultaneously preventing discrimination to be a task for all departments, organizational units, disciplines and subject areas. We want to tackle the challenge of developing students, staff and organizations across target groups in way that focuses on just opportunity and potential. For this reason, we follow a concept which takes into account an individual living and working situations.

2) Planned diversity – UR_Diversity Management (DiM)

We define measures to be taken and action needed (ToDos) to realize our aim of being an "Institution of Diversity".

The realization of this aim requires Diversity Management (DiM), comprising the areas

1. Governance – organizational development;

2. Campus (accessibility, health and safety);

3. Communication (diversity streaming);

4. Recruitment procedures, personnel recruitment, development, and retention;

5. Research;

6. Learning and teaching (diversity in the student life cycle);

7. Anti-discrimination

cross-linking them with existing instruments of inclusion, equal opportunity, reconciliation of family and working life or study, and internationalization and educational equality.

8. Regular monitoring of diversity will take place to check the implementation of these measures.

The positive measures suggested to reach the aims or parts thereof (affirmative action and reasonable adjustments) are to be understood in a compensatory manner and do not create a preference for disadvantaged groups or lesser treatment of privileged groups.

1. Governance

On November 29, 2019, the University Council changed UR's constitution (Grundordnung, GrO-UR; §3) to create the fourth vice president position with the title "Internationalization & Diversity". This was the president's response to the changing social conditions and the increasing heterogeneity of its academic staff and student body, redistributing responsibilities within the Executive Board.[8] Diversity was placed at the leadership level as a priority cross-sectional task for UR. In 2019, it was explicitly added to UR university's development plan 2025 (adopted by the Governing Board, decided by the University Council and approved by the Ministry of Science and Art (StMWK). Regarding equal opportunity and internationalization, diversity is likewise a goal agreed between UR and the Free State of Bavaria, StMWK in 2019.[9][10]

The vice president is supported by a Consultant for Anti-discrimination and Diversity (contract: 100 %, TV-L E13, until 2023). The Anti-discrimination Point serves as a crossroads for work in the area diversity, just opportunity, inclusion and affiliation, keeping in contact with differing organizational units of UR, in particular the International Office, the Office of Equal Opportunity, Personnel Development for Academic Staff, the Counseling Center of the Student Union for

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[8] https://www.uni-regensburg.de/rechtsgrundlagen/medien/grundordnung.pdf
[9] https://www.uni-regensburg.de/publikationen/startseite/index.html, p. 11 and p. 19.
[10] https://www.stmwk.bayern.de/studenten/wissenschaftspolitik/zielvereinbarungen.html PDF Regensburg

Niederbayern/Oberpfalz, UR's Central Department for Course Counseling (for students with a migration background amongst others), the representative for persons with severe disability, the Representative for Students with Impairment or Chronic Illness including the advisory center for students with impairment, and student representatives (Student Speakers' Council, AStA). It is, of course, clear that there is close cooperation with the university's Women's Representative.

The Anti-discrimination Point is a member of the following networks: gender and diversity in teaching (Gender und Diversity in der Lehre), anti-discrimination at institutions of higher education (Antidiskriminierung an Hochschulen), diversity at institutions of higher education (Diversity an Hochschulen), anti-discrimination at Bavarian institutions of higher education (Antidiskriminierung an bayerischen Hochschulen), and the diversity working group of the association for academic mentoring (AG Diversity des Forum Mentoring e.V.).

The new portfolio can call upon mature structures and measures which are, in part, autonomous, working to and developing their own concepts. These include the Social Counseling service of the Student Union for Niederbayern/Oberpfalz, the student advice and counselling given by the International Office, the Equal Opportunities Coordination Office, the Family Service and personnel development.[11]

The leadership of UR is the competent and responsible body for effectively and transparently pursuing the (sub) aims, primarily anchored in the office Vice President for Internationalization and Diversity.

A round-table for both internal and external stakeholders was set up in 2021 to mold cooperation to be as productive and constructive as possible in the sense of contemporary ideas of intersectional diversity.

Directory of contact persons

UR, as a signatory to the Charter of Diversity, recognizes seven diversity dimensions. There are different contact persons for each dimension.

Diversity dimension	Contact
Disability and chronic illness	Vice-President for Study, Teaching and Continuing Education, Vice President for Internationalization and Diversity, Anti-discrimination Point Representative for Students with Impairment or Chronic Illness
Ethnic and national background	Vice-President for Study, Teaching and Continuing Education, Vice President for Internationalization and Diversity, Anti-discrimination Point
Gender and sexual identity	Vice-President for Study, Teaching and Continuing Education, Vice President for Internationalization and Diversity, Anti-discrimination Point, Women's Representative
Social background and first generation	Vice-President for Study, Teaching and Continuing Education, Vice President for Internationalization and Diversity, Anti-discrimination Point, Central Department for Course Counseling, (Student Union)

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[11] Historical appraisals of the institutions, concepts and measures are included in the appendix (Diversity [ge]lebt), giving a comprehensive picture of the previous and current status of the university as regards diversity, integration, equality and inclusion.

Parenthood	Vice-President for Study, Teaching and Continuing Education, Vice President for Internationalization and Diversity, Anti-discrimination Point, Women's Representative Family Service, Center for Graduate & Postgraduate Researchers (WIN)
Aging	Vice-President for Study, Teaching and Continuing Education, Vice President for Internationalization and Diversity, Anti-discrimination Point
Worldview and religion	Vice-President for Study, Teaching and Continuing Education, Vice President for Internationalization and Diversity, Anti-discrimination Point

ToDos

- The VP for Internationalization and Diversity invites members of the university connected with diversity (those affected, advisors, those responsible for diversity in research and teaching) to a **UR_Diversity Think Tank** at least once a semester. The committee contributes their experiences and expertise from a range of areas. It has the job of intensifying diversity measures with synergy, adding impetus and initiating its own ideas for projects. Projects undertaken by the faculties should be supported.

- Engagement in diversity will be added as a criterion in the regulations on reducing teaching hours.

- **UR_Diversity Coordinators will support and evaluate the realization of the diversity measures.**

UR_Diversity Coordinators
Vice President for Internationalization and Diversity
Vice President for Studies, Teaching and Continuing Education
Anti-discrimination Point
Representative for Students with Impairment or Chronic Illness
Representative from the Central Department for Course Counseling
Head of the Media Relations & Communications Division
Head of Personnel Development for Non-academic and Service Staff
Representative from the Center for University and Academic Teaching
Representatives from Admin. Divisions I/1 and I/2
Representatives from Admin. Divisions V/3 and V/6

- The Anti-discrimination Point will be made permanent.

- A staff unit for diversity consulting will be created.

2. Accessibility, health and safety

a) Structural accessibility and sensitivity to diversity

As regards structural measures, UR has implemented the regulations on accessible buildings since its founding, and continually strives to develop the campus optimally for persons physical impairments.[12]

ToDos

- Administration Division V/6 and the accessibility work group of the Central Library collects and communicates information on, and develops further structural accessibility.
- UR will create a handbook for the realization of minimum standards for accessible events including a checklist for those planning and running them (booking rooms, equipment).

b) Diversity, and health and safety

UR has taken a range of measures since 2015 to increase the perception of safety on campus. This includes renewing the lighting system in the car park north of the Law and Economics building (2015), lighting the footpath from the bridge over the lake to the Chemistry and Pharmacy building (2017), putting up privacy films in the changing rooms and swimming pool in the sports center (2017), and installing green lights on the emergency telephones in the underground garages and new garages.[13]

Workplace Health Management and Workplace Integration Management aim to maintain, improve and rebuild health and fitness for work of UR members and avoid incapacity to work.[14]

ToDos

- Administration Division V/3 will extend UR's Health and Safety concept around the requirements of persons with disability or chronic illness. The instructions to this effect will be translated into English.

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[12] Electric doors are located at all **main entrances** of UR, they open and close automatically using motion sensors and buttons. There are more and more **elevators** on campus which "speak" and/or are equipped with braille inscriptions. **New buildings**, such as the Vielberth building and Biology or the renovated building at 1 Sedanstr. have been made accessible. Braille inscriptions have been added alongside the standard written texts on **banisters and handrails** in front of and inside elevators. In addition, the lettering on the signage for lecture halls is raised and can be felt. All **steps of staircases** have contrasting colors, making them more visible to persons with visual impairment. **Door handles and elevator buttons** have been places at reachable heights; and well-equipped, accessible **restrooms**, and non-electric doors have been made easier to operate. This enables ease of use for all students regardless of whether they have impaired mobility or not. Furthermore, a "restroom for all" has been set up (in the Physics building), and another is planned in the building RWH. A **relaxation room** for students with physical impairment and or chronic illness was opened in the Philosophy/Theology building in the winter semester 2015-16, which is in high demand. A second such room is needed urgently in the campus towards the buildings of the faculties of the natural sciences. It is planned for the Pre-clinical Medicine building. The recent building of the UR **central bus stop** took the concerns of persons with visual or hearing impairment, or limited mobility into account. In the building at 1 Sedanstraße, an accessible seminar room has been set up.
Parking accessible for persons with disability allows those entitled to use it direct access to the buildings on campus.

[13] UR annual reports since 2004 (only available internally): https://portal.uni-regensburg.de/view/series_rgbg/Jahresberichte_der_Universitaet_Regensburg.html, Annual report 2015, 239 and 243ff.
Equal opportunity policies and documents: https://www.uni-regensburg.de/chancengleichheit/dokumente-statistik/index.html, Gleichstellungskonzept 2018-2022, Chapter 7, p. 27

[14] https://www.uni-regensburg.de/universitaet/personalentwicklung/betriebliches-gesundheitsmanagement/index.html; https://www.uni-regensburg.de/universitaet/bem-beauftragte/startseite/index.html

c) Diversity-fair orientation and service measures

Since 1993, specially tailored PC workstations have been available for students with visual impairment.[15] As part of the renovations since 2015, the **Campus Map for Wheelchair Users** has been updated and provided with extra information for students with limited mobility. On April 28, 2021, UR signed a cooperation agreement for the development of an app for accessibility in Regensburg. For people with impaired hearing, additional inductive loops / FM systems are being built into the lecture theaters and seminar rooms, and two portable FM systems were purchased in the winter semester 2019-20.

Both the hardware and software of the PC workstations for students who are blind or who have visual impairment in the **Central Library** were brought up to date in 2014. The **MultiMediaCenter** in the University Library also offers students the possibility to scan items from the library to make a variety of image formats. The materials can also be provided as audio files. To increase accessibility in the Central Library, in 2021, a working group was created, a web form set up and suggestion box installed. Three contact persons are available for persons with physical or health impairment, for questions or suggestions, or to report problems on the use of the library. Students who, due to an impairment, are unable to make the copies they need for their studies, or borrow books from the library or return then (including departmental libraries, interlibrary loans and storage) may use the **Literature Service** for students with impairment or chronic illness.

For biology, there is a special **microscope equipped with a monitor** available for students with visual impairment. This can be used in teaching activities and for theses.

In accordance with the relevant regulations (BITV 2.0 and BGG), UR's **Computer Center** has established quality control processes, and takes care that the Internet sites are as accessible as possible. In March 2020, the computer labs were supplied with the dyslexia software ClaroRead, and this was added to the software catalog.

ToDos

- A Campus Map for the Blind will be created.
- Currently Admin. Division IV/3 is updating the Workplace Rules to exempt assistance dogs (including those in training) from the rule banning animals being taken into UR buildings. This will apply, for example, to students or members of staff with diabetes, epilepsy, severe visual impairment, limited mobility etc.

3. Diversity streaming

We use the term diversity streaming to mean all instruments which distribute and act upon knowledge concerning awareness for and dealing with diversity in manifold ways, not restricted to research, teaching or conference activities.

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[15] "PC-Arbeitsplätze für blinde und sehbehinderte Studenten", appeared in the Computer Center information brochures on November 22,1993, (first edition) and July 27, 1994, (second edition)

a) Diversity Portal

UR offers an up-to-date overview of the key players, publications, networks, partner institutions and events on diversity at the Diversity Portal www.go.ur.de/diversity.

b) Diversity presentations

For the open house at the start of the semester, the Anti-discrimination Point organizes series of presentations on the different advice and service points at UR which are involved with diversity.

The following participants are planned: the International Office; the Counseling Service for Mental Health from the Central Department for Course Counseling, for, amongst others, students with migration background; the UR representative for persons with severe disability; the Student Union for Niederbayern/Oberpfalz; a delegate of the Representative for Students with Impairment or Chronic Illness including the advisory center for students with impairment; the Equal Opportunities Coordination Office; the student representatives; and where appropriate representatives from partner institutions (e.g. ArbeiterKind.de). This package of presentation(s) given consistently thus provides a good baseline for visibility and accessibility for the advice offered on campus.

c) Gender-sensitive and diversity-sensitive language

Over the last few decades, many regulations have come into effect dealing with equal linguistic treatment of women and men in official and legal language. The federal and state equal opportunity laws, administration guidelines, resolutions and organization law have required equal linguistic treatment from authorities, courts, institutions of higher education, corporations and other institutions for thirty years. This obligation reflects the fundamental right to equality in Art. 3 Para. 2 and the ban on gender discrimination in Art. 3 Para. 3 Clause 1 of the Basic Law of the Federal Republic of Germany. Since the decision of the Federal Constitutional Court October 10, 2017, and the subsequent change in the law concerning marital status (Personenstandsgesetz), further gender identities have been recognized in German, not only male and female. The use and development of gender-sensitive language honors the need to treat those who were previously not or incorrectly addressed - women, trans*, inter and non-binary people - respectfully regarding their gender identity, which the Art. 2 of the Basic Law names a cornerstone of individual rights. The explicit naming of women remains as an important issue as the linguistic visibility of inter*, trans*, and non-binary persons.

Care has been taken to ensure gender-sensitive behavior in words and images since 2009.[16]

In 2011, it was resolved to use gender-sensitive language in all printed matter for students, academics and members of staff.[17]

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[16] UR reports on realizing the DFG's Research-Oriented Equity and Diversity Standards since 2011 (PDF in German) https://www.uni-regensburg.de/chancengleichheit/dokumente-statistik/index.html > Zwischenbericht 2011, p. 15

[17] UR reports on realizing the DFG's Research-Oriented Equity and Diversity Standards since 2011 (PDF in German) https://www.uni-regensburg.de/chancengleichheit/dokumente-statistik/index.html > Zwischenbericht 2011, p. 15

Information on gender-sensitive language is provided to members of the university as flyers and guidelines via the website of the Office of Equal Opportunity and the Equal Opportunities Coordination Office. The Faculty of Languages, Literatures, and Cultures won UR's Equal Opportunities Prize for initiating and developing the flyers on gender-sensitive language.[18]

The Office of Equal Opportunity also offers extensive information on gender mainstreaming and corresponding UR measures.[19]

The Center of Language and Communication (ZSK) created an online workshop in 2020 for all members of UR on the topic gender-just writing.[20]

Since 2020, all newly adopted guidelines, statutes, and regulations have supplied with a note that all terms relating to positions, persons and functions apply to all genders.

Since 2022, the Anti-discrimination Point has been offering gender and diversity workshops with a module on diversity-aware language. This awareness is also expressed when positions are advertised, and in the guidelines, governing the process when first names and honorifics are changed by transgender people.[21] All these texts are, nevertheless, written in gender-sensitive language.[22]

ToDos

UR Mission Statement

To increase the connection between the topics diversity and anti-discrimination, UR will rework its Mission Statement to explicitly include the following aspects

- good scientific practice (as the framework for freedom of research),
- Just opportunity (in addition to equal opportunity between men and women)
- educational equity,
- promotion of potential and inclusion,
- diversity-aware language,

in the comments on its role, on research and teaching, and on academic performance.

Diversity-sensitive information

- In events and official statements, UR will pay attention to the use of terminology, images, and topics in a way that does not marginalize or stigmatize, and which is diversity-sensitive.
- The area Media Relations & Communications works on multi-lingual, accessible information and communication technology, and acoustic and visual information sources [see the UR

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[18] https://www.uni-regensburg.de/rechtsgrundlagen/gleichstellung/index.html
https://www.uni-regensburg.de/chancengleichheit/dokumente-statistik/index.html > Gendergerechte Sprache (in German)

[19] https://www.uni-regensburg.de/gleichstellung/themen/gender-mainstreaming/index.html

[20] https://www.uni-regensburg.de/zentrum-sprache-kommunikation/schreibberatung/workshop-din-5008-geschlechtergerechte-schreibung/index.html

[21] https://www.uni-regensburg.de/rechtsgrundlagen/gleichstellung/index.html

[22] The German Federation of the Blind and Partially Sighted and the federal body monitoring accessibility of IT (Überwachungsstelle des Bundes für Barrierefreiheit von Informationstechnik) recommend the use of the "gender star" where gender-inclusive abbreviations are needed in German. (https://www.dbsv.org/gendern.html; https://www.bfit-bund.de/DE/Publikation/empfehlung-gendergerechte-digital-barrierefreie-sprache-studie-koehler-wahl.html;jsessionid=051495D6F864D5E7EF54DD1D2C44B44A?nn=1199124#doc1230362bodyText13)

Internationalization Guidelines]. Images and video should be made accessible by the provision of alternative texts, subtitles, audio descriptions or German sign language.

- The area Media Relations & Communications is developing guidelines for bilingual (German-English) and accessible, discrimination-free design of blanks, forms, notifications, notices, signs, websites, portals and information (including visuals).

- Bilingual accessible templates (posters, flyers, etc.) in diversity-sensitive language and diversity-sensitive photographs, images and films will be provided by the area Media Relations & Communications.

- Realization of digital accessibility should always be based on the version of the accessible IT regulations (BITV 2.0) and the Web Content Accessibility Guidelines (WCAG 2.2).[23]

- Websites and information sheets prominently display the support given, reasonable accommodation and affirmative action.

- Representatives of the Central Department for Course Counseling, the Registrar's Office, the International Office, the University Library, the Computer Center should, where possible, obtain qualifications in sign language or make use of the sign language interpreter from the Language Center.

- The departments go through their sets of instructions and rules to check for accessibility, gender-sensitive and diversity-sensitive language, and English translations (e.g. workplace rules, fire safety material, health and safety instructions, directives, instructions for working in a lab).

- UR will take care to ensure the greatest possible compatibility with older operating systems when publishing and offering downloads online.

Salutations that respect diversity

- Students and employees of UR can register on the virtual campus with their **desired names**.

- In the **UR forms**, there are optional pronoun / salutation fields (fields for: surname, first name, pronouns / salutations).

- For internal communication at UR the use of gender-sensitive salutations is recommended, such as "Dear forename surname" or "Dear students" in circulars, and an understanding of which pronouns and salutations members of UR wish to be addressed by. Expressing respect includes taking the time to learn how to pronounce the name of a person you are addressing, and where appropriate asking for tips on pronunciation.[24]

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[23] https://www.gesetze-im-internet.de/bitv_2_0/BJNR184300011.html; https://www.w3.org/WAI/standards-guidelines/wcag/; https://www.w3.org/Translations/WCAG20-de/

[24] Guidelines governing the process when first names and honorifics are changed by transgender people (https://www.uni-regensburg.de/rechtsgrundlagen/gleichstellung/index.html) One can show respect for others by using a signature including your own pronouns and prompting the addressee to impart theirs. Example: *Mein Pronomen ist sie/ihr. Teilen Sie mir gerne mit, wie ich Sie ansprechen soll. / My pronouns are she/her. You are welcome to let me know how to address you.*

d) Information, workshops and self-awareness training

The Anti-discrimination Point conceives and organizes information events, and self-awareness and other training courses, carries them out regularly in cooperation with the universities units and faculties. All are tailored to the relevant target groups and / or organizational units. All training is continually checked and developed on the basis of evaluation forms. The cooperating partners here are, in particular CUAT, RUL, Personnel Development and the Student Speakers' Council (AStA).

ToDos

- A series of workshops Awareness and Empowerment with supporting program, such as lectures and podium discussions or similar should be conceived and established at UR. The principal target groups are not only students, academics at the start of their careers and newly appointed professors, but also the wider university. The program should be led by the Anti-discrimination Point, and be constantly tuned and developed.
- The Anti-discrimination Point offers workshops for students wishing to engage in the areas social justice and equality.
- The Anti-discrimination Point develops diversity training to sensitize people to LGBTIQ+ people, dismantle stereotypes and fulfill an active intermediary role.
- Due to the increasing climate of racism (including antisemitism, Islamophobia, etc.) in UR's catchment area, UR needs to act more aggressively against forms of racism.
- Gender and diversity workshops for the target group of doctoral candidates are currently being tested in the doctoral research group of the philosophical faculties (PUR) at the Faculty of Languages, Literatures, and Cultures.
- Improving diversity competency for doctoral candidates is also heeded in the development of a certificate for good scientific practice, led by the Center for Graduate & Postgraduate Researchers.
- Working in close cooperation with the Anti-discrimination Point, Personnel Development is developing diversity training for those in leadership roles and in the administration.
- Personnel Development hosts workshops which deal with the effects of privilege at work.

e) Rooms for diversity

Inclusive sport

The sporting community of persons with and without disabilities at UR (SG BeNi e.V.) offers a multitude of sporting possibilities and advice for persons with and without disabilities. The range of sports includes wheelchair basketball, table tennis, archery and swimming. Advice is offered on subjects such as wheelchair provision, adapting wheelchairs, and mobility training courses. A pool lift was installed in March 2022. Further inclusive sport should be made available. In particular, structural measures to ease access to the Sports Center and its facilities are planned. In addition, trainers and prospective trainers will be made aware of such issues, and course descriptions made

more precise to increase the accessibility of all courses for persons with disabilities and chronic illnesses.

Parent-child rooms

UR's Family Service has three parent-child offices, three baby changing and nursing rooms, four sanitary facilities equipped for baby changing, two children's playrooms and a playground. Directly next to the campus playground, in the parking garages of the BioPark, there are parent-child parking spaces.[25]

Opportunity for reflection and integration of religious ritual in every-day life at the university

UR finds it important that the diversity of religious belief is met with openness, and offers, as a primarily secular educational institution, spaces for reflection and religious practice. Since 2023, members of the Christian groups have had access to an ecumenical chapel in the foyer of the Central Library. Members of the Muslim group have a prayer room in the Student's House (SH/1.29a). In addition, there is a confession-neutral quiet room on the neighboring campus of the OTH Regensburg. Floor plans are available on the UR's website.[26]

The information given on the ingredients in the canteens and cafeterias enables persons of differing religions to conform to their dietary regulations.

ToDos

- Rooms will be provided at UR specifically for members of staff and students from the LGBTIQ+ community to exchange views and experiences.
- Signposting unisex restrooms and showing them on the campus map should help to reduce stereotyping.
- The online academic calendar will include festivals from a range of religions. Members of the teaching staff take these into account when planning teaching and examinations and accept participation in such events as a good reason for absence.

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[25] Family rooms at University of Regensburg
  Audimax: Baby changing facilities in the restrooms on the first floor near the cloakroom, room 0.05
  Am BioPark 7a: Playground
  New Biology building: Baby changing and nursing room DE 1.119
  Chemistry: Baby changing facilities, room 13.1.46
  Mathematics: Parent-child office, room M 008
  Cafeteria: Children's play area, baby changing room in basement, room U.0.91
  Philosophy/Theology: Baby changing and nursing room 4.0.104
  Physics: Children's playroom 9.1.01A
  Law / Economics: Baby changing facilities next to the restroom in building RWS next to the passage to RWL on the first floor.
  Parking garages 1 + 2: Parent-child parking No. 027
  Vielberth building**:** Parent-child office, room no 0.07; and baby changing / nursing, room 0.18
  Contact: Family Service, Tel. 0941 / 943 – 2323, www.ur.de/familie
[26] https://www.uni-regensburg.de/kontakt/lageplan/index.html

f) Decentralized diversity initiatives

Help for those seeking refuge

In response to the increasing amount of asylum seekers, CampusAsyl e.V. was founded at the end of 2014 at UR and the OTH. Since then, this association has supported refugees and their integration in our society in about 20 projects. It is staffed by volunteers, both students and non-students. Alongside direct practical help, there are specialist projects on specific topics such as promotion of equal opportunities for women, and support in educational processes. They also promote research in the topic refuge, asylum and integration. CampusAsyl e.V. aims to work in partnership with refugees. The foundation is a set of transparent political guidelines.[27] The wide networking of differing members makes their work effective well beyond the university.

When 700 refugees arrived in Regensburg in summer, 2015, UR's Public Law and Politics, European and International Law and Comparative Law reacted by establishing a **Refugee Law Clinic (RLC)** in Regensburg. [28] Within this, students offer refugees legal advice for free. The RLC sees itself as a public interest practice in which students can achieve a certificate for participation. The **Strategic Litigation Unit (SLU)** complements the RLC. In the SLU, advanced students and doctoral candidates work on cases of strategic significance for human rights. A lecture series including international guests which is open to the public, and a special series "KinoAsyl" makes the project well-known beyond UR. The SLU was awarded the "Aumüller" integration prize and is supported by the DAAD, German Academic Scholarship Foundation, the foundation CMS-Stiftung and external partners, such as law firms.

Student initiatives

At and close to UR there are a multitude of working groups and similar organizations, for example the working group of AStA, the university group "Amnesty International" and the working groups "Divers" and "Queer", at whose initiative the university management put into force guidelines on changes of name for transgender persons.

ToDos

- Student projects which sustainably promote diversity and inclusion at UR will be supported by an initiative fund.

Third mission / communication with the general public

Public relations exercises, workshops and events will be carried out regularly by the Anti-discrimination Point in cooperation with suitable partners (including the university's Women's Representative and AStA) and Media Relations & Communications. UR will energetically participate

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[27] https://www.campus-asyl.de/ueber-uns/politische-leitlinien/
[28] https://www.uni-regensburg.de/rechtswissenschaft/oeffentliches-recht/graser/refugee-law-clinic/index.html

in campaign days such as International Women's Day[29], German Diversity Day[30], the International Week Against Racism and the Festival contre le racisme[31].

4. Appointment procedures, personnel recruitment and development

The DFG finds it self-evident that nobody should be excluded from an academic career due to a characteristic uncommon in academia such as gender, ethnic background, age or state of health. They have included this topic in their guidelines for good academic practice. Strategically and systematically, this means that appointment procedures need to be diversity-oriented in the future. This basically means that existing instruments known from equal opportunity work need to be fine-tuned for this task.

ToDos

a) Planning

- UR avoids stereotyping when selecting personnel by reflecting upon the general conditions at the stage of planning positions. This includes gender ratios, age distribution, quota of persons with severe disability in the potential field of applicants, possibility of part-time work, the option of a temporary contract, language skills, accessibility etc.[32]

b) Advertising positions

- To recognize the potential of possible applicants, and, heeding the basic principle of "best candidate", addressing manifold talents and potentials, UR will formulate advertisements for positions to be neutral as regards age and gender. Further, the equal opportunity passage (beginning with "reconciliation of family and working life") will be prefixed with the information that UR takes an active role in diversity and anti-discrimination matters: "Universität Regensburg attaches great importance to anti-discrimination, equal opportunities and diversity as part of its personnel policy. All applications – regardless of gender, nationality, ethnic and social origin, religion/belief, disability, age, and sexual orientation and identity are welcome."

- At the end of the job advertisement, readers will be advised on the information and advice available for applicants with impairment or chronic illness. This will provide applicants with the possibility to speak to the representative for persons with disability in person.

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[29] https://www.uni-regensburg.de/chancengleichheit/aktuelles/archiv/index.html: Winter semester 2020-21. Campaign week for International Women's Day, March 8-12, 2021.
https://www.uni-regensburg.de/chancengleichheit-6/internationaler-frauentag/index.html: Events for International Women's Day 2022

[30] https://www.charta-der-vielfalt.de/aktivitaeten/deutscher-diversity-tag/archiv/2020/zeige/universitaet-regensburg/aktion/: Campaign for Diversity Day 2020
https://www.charta-der-vielfalt.de/aktivitaeten/deutscher-diversity-tag/aktionen/zeige/universitaet-regensburg/aktion/ : Campaign for Diversity Day 2021

[31] https://www.uni-regensburg.de/gleichstellung/startseite/index.html >Aktuelles / news: (in German)
https://www.contre-le-racisme.de/

[32] Cf. University of Regensburg Regulations for Ensuring Good Academic Practice, § 5 Para. 3 (https://www.uni-regensburg.de/universitaet/ombudspersonen/startseite/index.html)

- Advertisements will be checked for accessibility and where necessary adjusted.
- Advertisements have the standard application deadlines internally and externally.

c) Minimizing discrimination in transparent selection procedures

- UR evaluates applicants fairly and transparently, involving the Representative for Equal Opportunity, the Women's Representative, and, where appropriate, the representatives for persons with severe disability, impairment and chronic illness. The following four step process is used:

  a. Comparing the applicants on the basis of the application documents they have submitted;

  b. Structured multimodal interviews (depending on the position to be filled, with tasks and or situational case studies, biographical and situational questions);

  c. Structured assessment and comparative consideration of the candidates on the basis of extensively shown professional suitability, in respect of professional competency and team compatibility;

  d. Identification of the most suitable person and proposal to appoint.

- There are information sheets for appointment committees relating to equal opportunity.[33]

- Training courses covering just opportunity and diversity are offered for the relevant decision-makers, which also address the concept of unconscious bias and social discrimination, and the needs of persons with impairment or chronic illness.

- The evaluation of applicants is based on their academic age and qualitative, not quantitative, criteria, and takes place in accordance with the UR regulations on good academic practice.

- Possible alternative ways of structuring work times for those in special situations are available and will be offered (e.g. part-time work).

- Possible technical assistance and adaptation of workstations are available and will be offered.

- Various childcare options are available and will be offered (standard childcare, holiday care, emergency care).

- All matters pertaining to the position are made transparent and fixed in writing. This includes information on pay, working hours, allocation of responsibilities, involvement in teaching, participation in meetings, involvement in publications etc.

- Onboarding and information material is available. The information is generally made available to all new members of staff.

- These rules also apply to granting of stipends and admission to a research training group.

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[33] Internal information sheets on the appointment procedure: https://prozessportal.uni-regensburg.de/Process/RegensburgerPro/obj/243

d) Diversity-oriented personnel development for specific target-groups

- Marginalized groups are guided towards their professional or qualification goals and particularly well supported in planning their career.

- Members of staff with impairment or chronic illness are actively offered equal opportunity to participate in work life by provision of work assistance, resources, and a work agreement on working from home and remote work.

- Acquisition of and training in diversity competence including the foundations of anti-discrimination will be provided for the members of all status groups, via literature, training courses and qualifications. The measures for UR's non-academic and service staff is supported by Personnel Development.

- From 2023 on, a strategic concept for diversity-awareness and a corresponding work agreement should be developed with the units named.

- Diversity competence will be taken into account in judging suitability, aptitude and professional achievement.

- To allow potential and talent to be weighed in the qualitative evaluation of researchers, UR analyses alternative criteria alongside metrics and key figures, and formulates guidelines with which evaluation and appraisal can be more flexibly and openly targeted to the course of an individual's career.

5. Diversity & research

The German Research Foundation (DFG) and the Alexander von Humboldt Foundation base their focus on human diversity in all academic areas on the higher validity of results in many cases. The question of relevance of diversity dimensions "with respect to the researchers, the persons studied, the individuals affected by implementation of the research results, the animals studied or the samples taken from human subjects or animals" is, according to the DFG, one of the criteria for promising research design.[34] The promotion of interdisciplinarity and internationality, and also new transparency and quality guidelines on good academic practice were steps towards a cultural change in which a mixture of perspectives is seen as a guarantor for gaining insight, research quality and competitiveness.

By using a consciously broad spectrum of perspectives and approaches, interdisciplinary, intercultural and transnational research, in particular, realizes this concept of diversity which is often bound to the term social relevance. In this sense, equally important proposals emerge from **DIMAS** (Department for Interdisciplinary and Multiscalar Area Studies)[35] as those from the **Centre for Advanced Studies "Beyond Canon"**[36], the research projects of the **Professorship of Slavic-Jewish Studies**[37] and the activities of the newly founded **Center for Commemorative Culture**.[38]

ToDos

UR supports research projects on all diversity dimensions, and the networking of those involved. An overview of such research projects will be shown on the diversity portal.

- UR promotes the transfer of diversity research in teaching and forums, talks, meetings and publications.
- Diversity topics such as global awareness and intercultural competence will be included in advice on applications by Admin. Division IV/5, which deals with grants.
- When developing and conceiving professorships, UR will consider their relation to diversity explicitly.

The design and framework of research will be harmonized for academics with chronic illness or disability, by

- configuring the working conditions to be accessible (material, equipment and furniture for research projects should, where possible, when being bought, have a universal design in the sense of Art. 2 Convention on the Rights of Persons with Disabilities);
- making academic events accessible;

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[34] Statement from the DFG senate: Geschlecht und Vielfältigkeit. Bedeutung für Forschungsvorhaben, Bonn March 23, 2020 (https://www.dfg.de/foerderung/grundlagen_rahmenbedingungen/vielfaeltigkeitsdimensionen/index.html)

[35] The previous infrastructure CITAS (Center for International and Transnational Area Studies, https://www.uni-regensburg.de/citas/ueber-citas/index.html) was replaced in 2022 with the founding of DIMAS (Department for Interdisciplinary and Multiscalar Area Studies).

[36] https://www.uni-regensburg.de/research/beyond-canon/home/index.html

[37] https://www.uni-regensburg.de/sprache-literatur-kultur/slavistik/institut/slavisch-juedische-studien/index.html

[38] https://www.uni-regensburg.de/pressearchiv/pressemitteilung/1096430.html

- programing the administration system for doctoral candidates and postdocs to be accessible;

- using the equal opportunities website to collect information on obtaining a doctorate at UR with disability or chronic illness, including links to the Center for Graduate & Postgraduate Researchers and, where appropriate, the International Office;

- supporting the application for and organization of work assistance, for example for travel to conferences and stays abroad;

- giving information on special grants enabling members of staff with disability and chronic illness to access maximum rates for international mobility;

- including rules on doctoral and habilitation regulations, to include rules on reasonable accommodation;

- making grants available to finance a proportion (32.5 %) of the personnel costs of doctoral candidates with disability or to safeguard doctorates;

- organizing WIN networking and peer support for doctoral candidates with disability.

6. Diversity in the student life cycle

Social change; demographic change and globalization; the internationalization of universities; new ideas for qualifications; concepts for taking degrees while working; and lifelong academic learning require us to value diversity, and increasingly handle it in relation to individual conditions. They make diversity competence an important resource to draw on when designing programs and teaching.

UR was certified in ACQUIN's system accreditation in 2015 and this was renewed in 2021: "There are clear regulations on taking gender equity and the particular needs of students with disability into account and also on the realization of the Lisbon Recognition Convention. A program called Secondos fosters students who grew up in Germany with a second linguistic or cultural background." However, the diversity dimensions social background, sexual identity and religion / ideology were not examined, not being part of the test criteria.[39]

Building on the instruments already in place, UR is focusing its attention on the following areas: orientation, and study decisions; organization of programs; diversity-aware teaching; examination conditions; and thematic courses and continuing education, taking the measures of diversity mainstreaming as given.

a) Orientation and study decisions

The University Development Plan 2025 binds UR to increasing the range of additional courses offered to ease the path of those starting their studies, aligning this range with their needs.

UR is active in the following areas, to alert school children to the possibilities of studying:

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[39] https://www.acquin.org/systemakkreditierung/abgeschlossene-verfahren, Uni Regensburg, pp. 5-6.

Children's university (Universität für Kinder)

UR has been running its own children's university since 2004, as part of the Bavaria-wide initiative aiming to interest children in academic study.

Early study

The possibility to study at an institute of tertiary education before formally obtaining your school leaving qualifications has been anchored in Bavarian higher education law since 2006. Since the winter semester 2007-08, school children have been able to take up early study at UR.[40]

Trial programs

UR's Central Department for Course Counseling offers regular trial programs for all those interested in studying, not just school children. These let people take part in individual teaching activities for various programs, and can also be arranged for individual schools or classes.

Measures to encourage schoolgirls' interested in science

UR has a multitude of programs directing the interests of schoolgirls to STEM subjects.[41] The university management has appointed a STEM Coordinator to make UR's efforts here more visible, organizing the Internet platform www.ur.de/mint.

University and first semester information days

- The topics "Internationalization", "Equal opportunity", "Diversity", "Students with disabilities" and "Students with children" are presented bilingually and accessibly on websites and by participation in the university and first semester information days. Students who cannot be present will be addressed by offering online participation.[42]

Application procedure

- Matters of particular concern to applicants with disability or chronic illness are explained with the instructive road maps on the website "Studying with impairment".[43]

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[40] Bavarian higher education act (Bayerisches Hochschulgesetz, BayHSchG, from May 23, 2006, Art. 42 Para. 3. These regulations were confirmed in Art. 77, Para. 7 BayHIG.

[41] The natural sciences faculties offer trial courses and practicals.
UR is involved in the federal event "Girl's Day".
Essays written in the STEM areas written by schoolgirls have been winning prizes every year since 2001.
The first "Science Daycamp", a project in the STEM area especially for schoolgirls, took place in 2004.
In 2014, the project STEM-Girls Regensburg, carried out jointly with the OTH, was awarded a prize for best practice by the Stifterverband.
Via the Chair of Education (School Education), UR has been a partner university of the exceptionally successful CyberMentor project.
UR has been a partner in the Global Talent Mentoring project since 2021.
UR is involved in a "STEM house" (Rubina) being operated by the city of Regensburg. A variety of projects have been jointly run here, since its opening in 2021.
The Faculty of Physics has improved its proportion of female students from 15.1% in 2013 to 25% in 2020, though this is still too little. Over the last few years, they have invested in raising the proportion of female students starting their studies over the long term. The Chair of Research on Teaching and Learning of Physics, and a subject built with the other natural science faculties (Mathematics, Biology and Chemistry) called "Science and Technology" contribute to the scientific competence of budding teachers in primary and secondary schools.

[42] https://www.uni-regensburg.de/ur-international/orientation-page/index.html;
https://www.uni-regensburg.de/equal-opportunities/chancengleichheit/startseite/index.html
https://www.uni-regensburg.de/equal-opportunities/chancengleichheit/startseite/index.html
https://www.uni-regensburg.de/universitaet/schwerbehindertenvertretung/informationen/index.html (in German);
https://www.uni-regensburg.de/studium/handicap/index.html (in German)

[43] https://www.uni-regensburg.de/studium/handicap/faqs/index.html. German National Association for Student Affairs (Deutsches Studentenwerk; DSW) operates a central point for information and advice on studying with disability. It offers comprehensive information and material on the topic and also advices people locally on individual campuses

- Matters of particular concern to international applicants are explained with the instructive road maps on the website of the International Office.[44]

- The rules on cases of hardship and reasonable accommodation in the admissions procedure are communicated transparently and accessibly, and an English translation is provided.[45]

- Further information on the support offered for those with special needs or in special situations such as those who have qualified professionally, or students with children are also easy to find and access.

- The campus portal SPUR is accessible and available in English.[46]

- Advice is offered accessibly to prospective students

Awarding procedures

- The rules for awarding places and stipends are well defined, bilingually available and accessible.
- Any obligation to notify persons, procedural steps / quality standards for the award of places or stipends are fixed in writing and where appropriate forwarded to the Representative for Students with Impairment or Chronic illness.

Enrollment process

- Enrollment documents are available accessibly.
- The enrollment deadline and deadlines for notification take into account those who may need extra time.

ToDos

- Groups of school children who are under-represented in academic systems will be actively promoted when obtaining their higher education entrance qualification.
- School children who come from low-income or non-academic backgrounds, and students with impairment or chronic illness, will be systematically included in advertising for degree programs; multipliers will be included.[47]
- Information on the options to finance one's studies can be found on a website.
- Supporting information and tools for choosing programs regarding self-assessment, suitability, requirements and prerequisites will also be systematically displayed on a website.

(https://www.studentenwerke.de/en/content/counselling-and-advisory-services-higher "Advice for students with disabilities and chronic illnesses". Information for those studying or interested in studying who have disability or chronic illness from DSW (only in German) https://www.studentenwerke.de/de/content/handbuch-studium-und-behinderung).

[44] https://www.uni-regensburg.de/international/incomings/mit-studienabschluss/download/index.html; https://www.uni-regensburg.de/international/incomings/mit-studienabschluss/angebote-fuer-gefluechtete/index.html

[45] https://www.uni-regensburg.de/studium/studentenkanzlei/index.html; https://www.uni-regensburg.de/studium/studentenkanzlei/bewerbung-einschreibung/hochschulzugang/beruflich-qualifizierte/index.htm

[46] https://campusportal.uni-regensburg.de/qisserver/pages/cs/sys/portal/hisinoneStartPage.faces

[47] Student projects such as Studenten bilden Schüler e.V. or naklar.io set an example here. Studenten bilden Schüler e.V. (SbS) is a non-profit association which organizes volunteer students tutoring children and teenagers from disadvantaged backgrounds. They have had a site in Regensburg since 2020, and are always looking for motivated tutors. Once a week, students and school kids meet for individual lessons to work through difficulties together. In addition, the club organizes cultural and leisure activities for school kids and students, and helps finance teaching and learning resources. naklar.io the answer for educational equity stemming from the covid crisis in Germany. The winning project #wirfürschule Hackathon networks school kids live or via appointments with volunteer tutors from the whole of Germany. It already has more than 5,500 users registered on the platform. naklar.io offers school kids individual support, relieving the load on parents. (https://naklar.io/tutors)

- The forms for applications and enrollment are to be written in gender-sensitive language, have English translations and braille versions, and include further options in the salutation and gender fields than just Ms/Mr or female/male.
- Suitability assessment procedures are checked for all master's degree programs with regard to equability for prospective students with impairment or chronic illness. Currently almost all master's degree programs at UR have no possibility to apply for reasonable accommodation in the admission process (with the exception of Psychology).
- During the process of awarding places, the Representative for Students with Impairment or Chronic illness is to be involved in special cases.

b) Organization of studies

The University Development Plan 2025 binds UR to increasing the range of additional courses offered to ease the path of those starting their studies, aligning this range with their needs. Such initiatives already exist in individual subjects such as Physics and Mathematics.[48] Since 1985, the Central Department for Course Counseling has been organizing the induction program for student teachers.

The International Office has been helping international students get started since 2007 with the program STARTKLAR.[49] In 2008, the Central Department for Course Counseling also started an induction for the bachelor's degree programs in the humanities. This should aid students taking up their studies to get going and organize their studies more easily. It should also give an overview of the support offered to different target groups and the university's institutions.

In March 2009, the Learning Counseling service was set up with the aim of meeting the requirements for efficient studying which have grown up under the Bologna structures, including support measures regarding technology for learning and working. Personal coaching is supported by workshops on learning.[50]

The online platform www.ur.de/studienstart was made available from the winter semester 2015-16. This collects general and subject-specific information on starting to study and the first semester.

The Center of Language and Communication (ZSK) offers foreign language courses and German as a foreign language with diverse projects to, amongst others, international students e.g. mentoring, peer-to-peer advice and much more.[51]

Refugees are fostered at UR via the program "Integration of Refugees into Professional Studies" (INTEGRA).[52]

[48] https://ranking.zeit.de/che/de/fachbereich/400054; https://ranking.zeit.de/che/de/fachbereich/400053
[49] https://www.uni-regensburg.de/international/incomings/mit-studienabschluss/startklar-orientierungstage/index.html
[50] https://portal.uni-regensburg.de/view/series_rgbg/Jahresberichte_der_Universit=E4t_Regensburg.html, Jahresbericht 2010, pp. 33-34 https://www.uni-regensburg.de/studium/zentrale-studienberatung/beratung/lernberatung/index.html
[51] https://www.uni-regensburg.de/zentrum-sprache-kommunikation/daf/index.html; https://www.uni-regensburg.de/international/internationale-studierende/deutschkenntnisse/index.html;
[52] https://www.daad.de/de/infos-services-fuer-hochschulen/expertise-zu-themen-laendern-regionen/fluechtlinge-an-hochschulen/profile/integra-uni-regensburg/

The recognition processes essential for international student mobility are regulated by the guideline **Internationalization@UR Organizational structures, processes measures**[53], adopted March 24, 2021, in a transparent comprehensible manner.[54]

Contact persons who speak English, and those trained in sign language are available.

The **Center of Language and Communication (ZSK)** has been offering courses in German sign language for OTH and UR students since the summer semester 2013.

To prompt students to speak about their needs regarding an impairment or diversity dimension, a note has been added to the course catalog (EXA).[55]

ToDos

- At UR, care will be taken to choose verbiage which is diversity-sensitive and free of stigmatization in all documents, examination regulations and events relevant for study.

- The possibility of alternative time-structure for studying for students with impaired health will be tailored to the family-friendly course and examination regulations.

- English-language counterparts to the websites of the Departmental Student Representative Committees, the Registrar's Office, and the Representative for Students with Impairment or Chronic illness will be created.

- The student's application portal, the campus management system and the digital learning management system GRIPS will be checked for accessibility.

- UR will develop its own peer-to-peer program of non-academic socialization for students and doctoral candidates with impairment or chronic illness, or history of migration. Interested mentors will be professionally introduced to the scope of duties.

- The palette of courses available for specific target groups as regards differing study phases (onboarding: preliminary courses; introductory courses; modules on languages, culture or social background; bridging courses, continuing education) will be extended.

c) Diversity-aware teaching

Diversity-aware teaching is distinguished by initiatives for integration of further groups of people and new target groups at UR, and qualitative improvement in orientation in one's studies. This generally happens by:

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[53] https://www.uni-regensburg.de/rechtsgrundlagen/wissenschaft-lehre/index.html#content_toggle_15839 > Internationalisierung (in German)

[54] UR Guidelines on Internationalization of Degree Programs from February 11, 2010, updated April 13, 2015, including the appendix Study Abroad and Transfer Credits in the Bologna-Conform Degree Programs.

[55] Die Universität Regensburg setzt sich für Chancengerechtigkeit und Vielfalt ein. Bitte informieren Sie die Dozent*innen über Ihre diversitäts- und beeinträchtigungsbezogenen Bedürfnisse und gegebenenfalls über das Pronomen, mit dem Sie angesprochen werden möchten. / The University of Regensburg is committed to equity and diversity. Please inform the lecturers and professors about your diversity and impairment related needs and, if applicable, about the pronouns by which you would like to be addressed.

- developing special training courses taking into account students' differing skills going into the course and their different learning needs in accordance with the principles of Universal Design for Learning and Universal Design for Instruction;
- communicating intercultural awareness as a key competency (global awareness education) in programs and cultural events;
- creating anxiety-free teaching, learning and examination settings;
- opening possibilities for making studying more flexible;
- expanding the area lifelong learning and academic continuing education.

In accordance with the Examination Regulations for Teaching I (LPO I; the version dated March 13, 2008) - regardless of the subject combination studies and type of school for which a student is studying - the knowledge of possibilities for promoting learners and their use for those for different aptitudes, baselines, performance and interests should be communicated, including the requirements of inclusive lessons (§ 33, Para. 2 Clause 3b LPO I).

These requirements are realized at UR by formats tailored to teaching degrees such as Impuls+ teacher training for diverse schools[56], the supplementary studies "Inclusion Basic Competencies"[57], and EXITE – EXperiencing International Teacher Education.[58]

Training courses for teachers are offered annually by the university's Centre for University and Academic Teaching (ZHW): "Planning Teaching Activities to be Gender-Aware and Diversity-Aware" and "Accessible University Didactics".[59]

Assistance on accessible online teaching is available on the website "Studying with impairment"

The Center of Language and Communication (ZSK) offers both academic, and non-academic and service staff the opportunity to take targeted language courses, and this was extended in December 2020 to include courses on gender-just and gender-sensitive language. Additionally, there are beginners and advanced sign language courses.

ToDos

- UR will work towards adapting the conditions for study and examinations for a heterogeneous student body. This will happen, for example, by having more flexibility in the way that examination or course credits are obtained (examinations offered both orally and in written forms, as seminar papers, presentations, individual and group examinations, ...); less time-critical work; determining reasonable ways to compensate for, for example, non-attendance due to illness or caring for a dependent, at the planning stage of a course or by creating alternatives to in-person teaching and the comprehensive documentation of

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[56] https://www.uni-regensburg.de/koleg/massnahmen/inklusion-und-mehrsprachigkeit/index.html
[57] https://www.uni-regensburg.de/koleg/massnahmen/zusatzstudium-inklusion/index.html
[58] https://www.uni-regensburg.de/koleg/massnahmen/exite-experiencing-international-teacher-education/index.html
[59] https://www.uni-regensburg.de/zentrum-hochschul-wissenschaftsdidaktik/workshop/index.html?tx_news_pi1%5Baction%5D=detail&tx_news_pi1%5Bcontroller%5D=News&tx_news_pi1%5BhideDate%5D=0&tx_news_pi1%5Bnews%5D=6182&tx_news_pi1%5BsimpleList%5D=0&cHash=b8b199836f12424eb85102a263d4a941

teaching to aid subsequent catchup.

- The university management regularly calls upon members to explicitly take the concerns of international students, students with impairment, and religious festivals into account in teaching and planning examination conditions.

- At the same time, UR is increasing the commitment to make members of the teaching staff aware of diversity dimensions and the unconscious bias connected to them by including relevant topics in the basic module of the certificate for university teaching.

- In close cooperation with the Anti-discrimination Point, CUAT is extending its training format "Planning Teaching Activities to be Gender-Aware and Diversity-Aware" for teachers to address advisors and supervisors.[60] These courses can be included in the certificate for university teaching as component of the workshops in university didactics.

- When planning teaching and events, the teaching staff ensure that they do not clash with important religious festivals.

- Students who wish to take part in religious festivals can inform the person taking a course of the day and which they will be missing for religious reasons and do not want to take an examination.

- When setting up a new program, the concerns of students with impairment and chronic illness will be taken particularly into account in accordance with the handbook of Studying with Disabilities – Information and Advice Center. [61]

- Admin. Division I/1 will integrate the topics "discrimination and accessibility in teaching" in UR's quality management process. Similarly, these topics will be inserted into teaching evaluation and the teaching reports, by changing the Evaluation Regulations.

- Alongside the already existing diversity training courses organized especially for teaching students ("Migration and Education" and "Gender Competence"), another supplementary studies program "Education for Sustainable Development including Diversity" should be introduced in cooperation with all stakeholders.

- Until the supplementary studies program Education for Sustainable Development including Diversity is introduced, for each program the modules and courses with diversity contents will be show together each semester.

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[60] https://www.uni-regensburg.de/zentrum-hochschul-wissenschaftsdidaktik/workshop/index.html?tx_news_pi1%5Baction%5D=detail&tx_news_pi1%5Bcontroller%5D=News&tx_news_pi1%5BhideDate%5D=0&tx_news_pi1%5Bnews%5D=6182&tx_news_pi1%5BsimpleList%5D=0&cHash=b8b199836f12424eb85102a263d4a941

[61] Information@for those studying or interested in studying who have disability or chronic illness: "Berücksichtigung der Belange von Studierenden mit Behinderung bei der Akkreditierung von Studiengängen und der Systemakkreditierung", Berlin 2014 (https://www.studentenwerke.de/de/content/ber%C3%BCcksichtigung-der-belange-von-studierenden-mit-behinderung-bei-der-akkreditierung-von).

d) Discrimination and accessible examination conditions

Art. 2 Para. 5 Clause 1 BayHIG and § 2 Para. 4 of the higher education framework act (HRG) requires institutions of higher education to ensure that students with disability are not disadvantaged during their studies. In accordance with Art. 84 Para. 2 Clause 3 No. 5 and Para. 3 No. 8 BayHIG and § 16 Clause 4 HRG, "the special concerns of students with disability to protect their equality of opportunity" are to be taken into account. Further, claims for reasonable accommodation are strengthened by Art. 3 Para. 3 Clause 2 of the Basic Law which prohibits disadvantage due to disability. Alongside this, international law (Art. 5 Para. 2, 24 Para. 5 Convention on the Rights of Persons with Disabilities) and European law (Art. 2 Para. 1 of the protocols of ECHR in conjunction with Art. 14 ECHR) provides further grounds for claims. UR fulfills these requirements in its examination and course regulations via § 13 of the model examination regulations "Specific issues for students with disabilities or chronic illnesses".

In 2012, guidelines for family friendly course and examination rules were drafted by the university management, administration and University's Women's Representative. They came into force on May 9, 2012.[62]

In cooperation with the administration division Studies-Related Legal Affairs and the Student Speakers' Council, the paper "Information and Notes on Design / Regulations on Implementation for Reasonable Accommodation for Students with Chronic Illness or Disability" was drawn up. It contains the legally valid definitions of "disability" and "chronic illness" and should illustrate model possibilities for reasonable accommodation compensating for disadvantages stemming from illness or disability during studies and examination.[63]

Regarding examination law, in 2013, a binding uniform model statute on reasonable accommodation was agreed for all bachelor's and master's degree programs.[64] It gives the students concerned the necessary legal framework to apply for the reasonable accommodation they need (such as extra time for writing in examinations) right up to creating individual study schedules for those with particularly severe illness or disability.

ToDos

- The university management will remind all members of the teaching staff and examination boards about the implementation of § 13 of the model examination regulations "Specific issues for students with disabilities or chronic illnesses".

- Diversity training will be offered to all members of staff dealing with studying and examinations.

- Guidelines on inclusive design of examination settings will be drawn up. The first steps on

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[62] https://www.uni-regensburg.de/rechtsgrundlagen/studium/index.html > Familienfreundliche Studien- und Prüfungsregelungen (in German)

[63] https://www.uni-regensburg.de/studium/beeintraechtigung/startseite/index.html

[64] Announced in: https://www.uni-regensburg.de/publikationen/medien/signatur-2012-oktober.pdf, report in: https://www.uni-regensburg.de/publikationen/medien/signatur-2015-april.pdf

the path to a suitably tailored universal design for examinations is training courses, and making the key players aware (member of the teaching staff, examiners, examination boards), so that they can better recognize the specific needs of students with impairment.

- The criteria for reasonable accommodation for students with chronic illness or disability will be made transparent via a checklist.[65]

- Students with psychological illness, autism, epilepsy and ADHS will also be able to avail themselves of reasonable accommodation (for example extra writing time in an examination) after their circumstances have been individually considered. This will not require proof of the fulfillment of pejorative terminology (such as the German terms "Dauerleiden" or "persönlichkeitsbedingte Eigenschaft") but rather will take place under the version of the German Basic Law in force at the time, the German social code (SGB) and the UN Convention on the Rights of Persons with Disabilities.[66]

- Examination boards will take advice from the Representative for Students with Impairment or Chronic Illness when granting reasonable accommodation insofar as they are released from their obligation of confidentiality by the student with impairment or chronic illness.

- The students affected will be included in the process, not only in making an application and in regard to showing the conditions are fulfilled, but also in consultation with the examination board in the determination of the concrete accommodation to be granted.

- The examination boards document reasonable accommodation awarded in an anonymous way with regard to its basis, the way and means of ensuring it, and experience gained. This should aid those ensuring the accommodations are made fairly in the future. This record will also support the work of the Representative for Students with Impairment or Chronic Illness.

- Disputes in the award of reasonable accommodation will be dealt with by an arbitration board which the students can appeal to. It will be supported by the Representative for Students with Impairment or Chronic Illness.

e) Programs and courses that address diversity

In drawing up its university-wide diversity concept, UR can draw upon mature structures and established initiatives in both research and teaching. These have had a wide impact on society by increasing awareness and giving occupational training.

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[65] Prof. Dr. iur. Jörg Ennuschat: Nachteilsausgleiche für Studierende mit Behinderungen – Prüfungsrechtliche Bausteine einer inklusiven Hochschule, Rechtsgutachten (gefördert vom Bundesministerium für Bildung und Forschung (BMBF)), Berlin 2019, pp. 123-124.

[66] cf. with, amongst others, Prof. Dr. iur. Jörg Ennuschat: Nachteilsausgleiche für Studierende mit Behinderungen – Prüfungsrechtliche Bausteine einer inklusiven Hochschule, Rechtsgutachten (gefördert vom Bundesministerium für Bildung und Forschung (BMBF)), Berlin 2019.

Inclusion

In the human sciences, the certificate "Integration – Inclusion" was introduced in the winter semester 2013 as part of the quality initiative in teacher training funded by the Federal Ministry of Education and Research. In the summer semester 2016, this was further developed to become the supplementary studies program with the certificate **"Inclusive Education"**[67] (ZIB). ZIB is anchored in the programs offered by UR in the sense of Art. 77 Para. 5 Clause 1 No. 2 BayHIG . It is organized by the cooperative teacher training project KOLEG2 and it is in great demand.[68] The graduation rate for this supplementary studies program is projected to be 100 %, showing that it is well-tailored to the needs of the students.[69]

Since April 1, 2020, three professors for special and inclusive education have been building a specific range of courses at UR.

Gender sensitivity and diversity sensitivity

Building on **Gender Studies** which has been offered as a freely combinable minor subject since the summer semester 2000, UR, in cooperation the OTH, has been offering an inter-university supplementary certificate "Gender Competence**"** (ZKG) since the winter semester 2019-20. The number of registrations has considerably exceeded expectations. Currently, 221 UR students are registered for this supplementary studies program.[70]

Our own workshops ("Gender Awareness" and "Diversity Awareness") provided by the Anti-discrimination point are primarily aimed at students. They were developed in cooperation with AStA in 2021, have been regularly carried out ever since, and are enriched by external speakers.[71]

Migration

The Faculty of Human Sciences reacts to demographic developments and trends with the **Center for Migration and Education**. Students of pedagogy and teacher training students gain on the one hand the ability to critically examine migration-based discrimination in education, and on the other hand use forward-looking pedagogic and didactic methods in dealing with social plurality. Individual events and courses are open to the public to work towards networking both within the university and externally. Since 2019, (teaching) students have been able to obtain the certificate **"Migration and Education"**.[72]

Transcultural understanding

Alongside languages, literatures and cultures; history and political science, for whom interculturality and intercultural competence are basic components of their teaching portfolio and third mission

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[67] https://www.uni-regensburg.de/psychologie-paedagogik-sport/grundschulpaedagogik-didaktik/forschung/aktuell/zertifikat-inklusion/index.html

[68] The project P-ink, also supported by the BMBF, which prepares teacher training for the inclusive school system has already ended (https://www.uni-regensburg.de/psychologie-paedagogik-sport/grundschulpaedagogik-didaktik/forschung/aktuell/p-ink/index.html)

[69] The data (as of November 12, 2020) is provided by the Chair of Education (Elementary School Education)

[70] https://www.oth-regensburg.de/new-startpage/hochschule/aktuelles/einzelansicht/news/hochschuluebergreifendes-zusatzstudium-genderkompetenz-erfolgreich-gestartet.html (accessed: May 1, 2022)

[71] https://www.uni-regensburg.de/equal-opportunities/chancengleichheit/startseite/index.html

[72] https://www.uni-regensburg.de/humanwissenschaften/zentrum-fuer-migration-und-bildung/zertifikat-migration-und-bildung/index.html

activities, the professorships of German as a foreign language and German as a second language have their own intercultural sphere. This includes a project as part of the Federal Ministry of Education and Research's quality initiative in teacher training, (**IMpuLs+ and IMpuLs!**)[73], which focuses on transculturality for trainee teachers. A range of media is created and offered in order to ensure practical training for teachers in the area inclusion and multilingualism.

For international students and those that do not speak German, the **Center of Language and Communication (ZSK)** offers a variety of programs in the area German as a Foreign Language. In addition, the ZSK enables projects bridging language and culture with the international theater group *Babylon*, and the DAAD project Europa macht Schule (Europe meets School). In addition, students can take foreign language courses in about 20 languages.

ToDos

A diversity module will be developed for the planned supplementary studies program Education for Sustainable Development on the basis of the information and training already offered. It will include the communication of

- a basic understanding of diversity and the corresponding terminology;
- the ability to reflect on unconscious bias, and analyze discriminatory behavior and structures; and
- strategies to stop problematic situations and conditions.

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[73] https://www.uni-regensburg.de/forschung/impuls/startseite/index.html

3) Stopping discrimination – Anti-discrimination

1. Legal framework

Discrimination by members of the university, whether on the grounds of age; personal obligations; disability; chronic illness; national, ethnic or social origin; gender; religion or belief; or sexual identity, will not be tolerated at Universität Regensburg. Actions coming under the purview of criminal law will be reported immediately.

The general equal treatment act (AGG) shows us the way: the existence of actual characteristics is not relevant for the determination of discrimination; rather, it is sufficient that the discriminating person assigns the disadvantaged person to a category, with which they do not necessarily identify (§ 7 para. 1). The AGG (§ 3) protects against direct discrimination, which is explicitly linked to a protected category, and indirect discrimination, i.e., regulations that only appear to be neutral, but which can in fact disadvantage people in a special way because of an AGG category. The AGG also protects against multiple discrimination (§ 4). Harassment and sexual harassment are subsumed under discrimination by the AGG (§ 3).[74][75] If there is unjustified unequal treatment, the employee has the right to remedy (§ 13). The employer must then take appropriate, necessary and reasonable measures against the employees who violate the prohibition of discrimination to stop the discrimination (§ 12 AGG).

UR uses preventative and reactive measures to protect from discrimination, harassment and violence by

- raising all members' awareness of discrimination
- actively supporting parties concerned in enforcing their right to equal treatment
- penalizing discrimination

2. Guidelines on dealing with discrimination, sexual harassment and conflict at Universität Regensburg

The handling of discrimination of any form at UR has been transparently regulated since 2018 by guidelines, which familiarize representatives of all status groups with the relevant advice centers, complaint and arbitration procedures. Stickers to this effect have been places in all the UR restrooms, and the information online has been consistently updated, in cooperation with the student speakers.[76]

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[74] For example, should a disability be placed in the center of discussion during a job interview, and questions of professional qualification and competence be relegated to the background.

[75] When, for example, women are paid less for the same performance.

[76] https://www.uni-regensburg.de/diversity-anti-discrimination/conflict-management/index.html > Guidelines for Dealing with Discrimination, Sexual Harassment & Conflicts at the UR (PDF, 2023)

3. Points of contact for sexual harassment

Sexual harassment has been included in the Equality Concept for Non-academic and Service Staff since 1997.[77] In 2006, the Complaints Office was established at UR in accordance with § 13 of the general equal treatment act.[78] Since 2007, the homepage of the Office of Equal Opportunity has provided comprehensive information on the identification and handling of sexual harassment in the workplace.[79] The Equal Opportunities Coordination Office and the Office of Equal Opportunity lead in providing information to prevent sexual discrimination, harassment and violence through their printed material and websites. The Equal Opportunities Coordination Office and the Office of Equal Opportunity are also involved with the organization of training to prevent sexual discrimination, harassment and violence. The Equal Opportunities Coordination Office is in contact with organizations in Regensburg which offer self-defense courses and self-assertion courses. In addition, regular self-defense courses are offered for all members of the university in the UR Sport Center.[80] Since 2023, the Consultant for Anti-discrimination and Diversity is the official contact person for sexual harassment and sexualized violence (BayHIG Art. 25). [81]

4. Anti-discrimination Point / complaints office for students

The Anti-discrimination Point was established in 2020, and is a place where students affected by discrimination can get advice and make complaints. It also provides workshops and information on discrimination to all members of UR.[82] In addition, UR's Diversity Portal contains areas for discrimination dimensions in accordance with the AGG and Charter of Diversity. These areas organize information on and links to different measures, initiatives, cooperative projects and links. Up-to-date information is also sent out in a newsletter.[83]

Advisors can take advantage of external training courses.

ToDos

- UR wants to develop an anti-racism perspective against all the areas of the university which contribute to sustaining structural racism, in order to combat such racism.

- Anonymized data on cases of discrimination should help gain a better understanding of discrimination on campus (see section 4 on monitoring).

- The Anti-discrimination Point develops workshops on preventing discrimination,

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[77] UR Equality Policy for Academic Support Staff, editions 1997, 1999, 2007, 2013 (UR Archive); current (2018-2022) Equal Opportunity Policy for Non-academic and Service Staff: https://www.uni-regensburg.de/gleichstellung/startseite/index.html (in German). On legal basis and the aims, cf. p. 2

[78] https://www.uni-regensburg.de/gleichstellung/themen/agg/agg-beschwerdestelle/index.html (in German)

[79] https://www.uni-regensburg.de/gleichstellung/themen/sexuelle-belaestigung/index.html (in German)

[80] https://www.uni-regensburg.de/diversity/konfliktbewaeltigung/index.html > Selbstverteidigung und Selbstbehauptung (in German).

[81] https://www.uni-regensburg.de/diversity/startseite/index.html

[82] https://www.uni-regensburg.de/diversity-anti-discrimination/conflict-management/index.html

[83] https://www.uni-regensburg.de/equal-opportunities/chancengleichheit/startseite/index.html

xenophobia, racism and antisemitism.

- The existing Buddy Programs run by the International Office and the Language Center should be extended by encouraging allyships.

- A new passage will be included in UR's Workplace Rules referencing breaches of Art. 20 BayHIG.

4) Diversity counts - Monitoring

Coordinating the strategies and areas of action in the diversity concept more closely requires more comprehensive compilation of personal data than we have had to date: gender identity (m/f), internationality, impairment and external statistical data. To investigate diversity and risk of discrimination at a university, reference to qualification phases and career phases is essential:

- while studying, with the key processes: admission, financing, progression of studies, decision on whether to take a master's degree, transition to career;

- during the doctoral phase, with the key processes: financing of doctorate, progression of doctorate, career development, transition to career;

- in the area employment, with the key processes: planning, job adverts, selection of applicants, job interviews, decision on appointment;

- during career progression, with the key processes: determining the working hours, work organization, personnel development, personnel management, payment;

- for appointment of professors, with the key processes: setting up professorships, advertising, selection procedure, taking up of position.

For this reason, since 2021, the topics diversity and discrimination dimensions are tested every two years for specific status groups.

ToDos

To get an overview of discrimination at the university, the Anti-discrimination Point also sends anonymous data on cases of discrimination to advisory bodies and evaluates it.

5) Diversity@UR

Diversity is more than a slogan, it is the socioeconomic and sociocultural challenge for a future which has already begun. As internationally networked institutions, universities are traditional showcases of transnational dialog and global communication. However, they also need to move towards an increasingly heterogeneous clientèle and question their organization as far as receptiveness and permeability for people of varying backgrounds studying, teaching, and researching; and for employees supporting the academic community. This is where we come in. This stocktaking and the measures derived from it mark milestones on the road to a diversity-oriented cultural transformation, a transformation which must be embedded in structures and communication to achieve its effectiveness. This is measured by the degree of accessibility, equal opportunity and readiness to integrate displayed by an organization and the ability of its members to understand differences and to use them to the advantage and wellbeing of all.

Overview of areas of action

Infrastructure / staffing	
UR_Diversity Think Tank	• The VP for Internationalization and Diversity invites members of the university connected with diversity (those affected, advisors, those responsible for diversity in research and teaching) to the think tank at least once a semester. The committee contributes their experiences and expertise from a range of areas. It has the job of intensifying diversity measures with synergy, adding impetus and initiating its own ideas for projects. Projects undertaken by the faculties should be supported.
UR_Diversity Coordinators	• **UR_Diversity Coordinators will support and evaluate the realization of diversity measures.**
Anti-discrimination Point	• A series of workshops Awareness and Empowerment with supporting program, such as lectures and podium discussions or similar should be conceived and established at UR. The principal target groups are not only students, academics at the start of their careers and newly appointed professors, but also the wider university. The program should be led by the Anti-discrimination Point, and be constantly tuned and developed. • The Anti-discrimination Point offers workshops for students wishing to engage in the areas social justice and equality. • The Anti-discrimination Point develops diversity training to sensitize people to LGBTIQ+ people, dismantle stereotypes and fulfill an active intermediary role. • Diversity training will be offered to all members of staff dealing with studying and examinations. • The Anti-discrimination Point develops workshops on preventing discrimination, xenophobia, racism and antisemitism.
Personnel Development	• Working in close cooperation with the Anti-discrimination Point, Personnel Development is developing diversity training for those in leadership roles and in the administration. • Personnel Development hosts workshops which deal with the effects of privilege at work.
Arbitration Board for Reasonable Accommodation	Disputes in the award of reasonable accommodation will be dealt with by an arbitration board which the students can appeal to. It will be supported by the Representative for Students with Impairment or Chronic Illness.
Peer to Peer Program for Students and Doctoral Candidates	UR will develop its own peer-to-peer program of non-academic socialization for students and doctoral candidates with impairment or chronic illness, or history of migration. Interested mentors will be professionally introduced to the scope of duties.
Health and Safety Concept	Administration Division V/3 will extend UR's Health and Safety Concept around the requirements of persons with disability or chronic illness. The instructions to this effect will be translated into English.
	Administration Division V/6 collects and communicates information on, and develops further structural accessibility. • Ramps with a maximal gradient of 6%, electric doors etc. • UR's fleet of vehicles will be augmented with the addition of a motor vehicle for members of the university with limited mobility. • Training will be supported for employees responsible for building measures, in particular on the DIN norms 18040-1 and 32984. • The number of "restrooms for all" will be increased. • Accessible access from the underground roads will be unlocked during opening hours.
Guidance systems and signage	Existing guidance systems and signage for those who do not speak German, are blind or have visual impairment will be checked and adapted using the criteria perceptibility, completeness, meaningfulness and effectiveness for preventing accidents.

Guidelines for the realization of minimum standards for accessible events	UR will create a handbook for the realization of minimum standards for accessible events including a checklist for those planning and running them (booking rooms, equipment). • The inductive loop audio system in the lecture theaters and seminar rooms will be extended. The microphones in the lecture theaters should, where possible, be equipped with Bluetooth so that users with hearing implants can connect directly. • UR will acquire additional portable loops systems and blackboard cameras which can be lent out for events at UR. • Applications to acquire aids should be addressed to the Representative for Students with Impairment or Chronic Illness
Campus Map for the Blind	A Campus Map for the Blind will be created.
Recognition of our role / communication	In events and official statements, UR will pay attention to the use of terminology, images, and topics in a way that does not marginalize or stigmatize, and which is diversity-sensitive. The area Media Relations & Communications is developing guidelines for bilingual (German-English) and accessible, discrimination-free design of blanks, forms, notifications, notices, signs, websites, portals and information (including visuals).
UR Mission Statement	To increase the connection between the topics diversity and anti-discrimination, UR will rework its **Mission Statement** to explicitly include the following aspects in the comments on its role, on research and teaching, and on academic performance: • good scientific practice (as the framework for freedom of research), • just opportunity (in addition to equal opportunity between men and women), • educational equity, • promotion of potential and inclusion, • diversity-sensitive language.
Guidelines for reduction of teaching load	Engagement in diversity will be added as a criterion in the regulations on reducing teaching hours.
Job advertisement texts	To recognize the potential of possible applicants, and, heeding the basic principle of "best candidate", addressing manifold talents and potentials, UR will formulate advertisements for positions to be neutral as regards age and gender. Further, the equal opportunity passage (beginning with "reconciliation of family and working life") will be prefixed with the information that UR takes an active role in diversity and anti-discrimination matters: "Universität Regensburg attaches importance to anti-discrimination, just opportunity, diversity and inclusion. All applications, regardless of gender, nationality, "ethnic" and social background, religion or ideology, disability, age, sexual orientation, and identity are welcome." At the end of the job advertisement, readers will be advised on the information and advice available for applicants with impairment or chronic illness. This will provide applicants with the possibility to speak to the representative for persons with disability in person. Advertisements will be checked for accessibility and where necessary adjusted.
Documents, examination regulations and events relevant for study	At UR, care will be taken to choose verbiage which is diversity-sensitive and free of stigmatization in all documents, examination regulations and events relevant for study.
University and first semester information days	The topics "Internationalization", "Equal opportunity", "Diversity", "Students with disabilities" and "Students with children" are presented bilingually and accessibly on websites and by participation in the university and first semester information days. Students who cannot be present will be addressed by offering online participation.[84]
Instructions and rules	Departments will go through their sets of instructions and rules to check for accessibility, gender-sensitive and diversity-sensitive language, and English translations (e.g. workplace rules, fire safety material, health and safety instructions, directives, instructions for working in a lab.
UR forms	In the **UR forms**, there are optional pronoun / salutation fields (fields for: surname, first name, pronouns / salutations).
Forms for application for admission and enrollment	The forms for applications and enrollment are to be written in gender-sensitive language, have English translations and braille versions, and include further options in the salutation and gender fields than just Ms/Mr or female/male.
Note in the course catalog (EXA)	Note in the course catalog (EXA): Die Universität Regensburg setzt sich für Chancengerechtigkeit und Vielfalt ein. Bitte informieren Sie die Dozent*innen über Ihre diversitäts- und beeinträchtigungsbezogenen Bedürfnisse und gegebenenfalls über das Pronomen, mit dem Sie angesprochen werden möchten. / Universität Regensburg is committed to equity and diversity. Please inform the lecturers and professors about

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[84] https://www.uni-regensburg.de/ur-international/orientation-page/index.html;
https://www.uni-regensburg.de/equal-opportunities/chancengleichheit/startseite/index.html
https://www.uni-regensburg.de/equal-opportunities/chancengleichheit/startseite/index.html
https://www.uni-regensburg.de/universitaet/schwerbehindertenvertretung/informationen/index.html (in German);
https://www.uni-regensburg.de/studium/handicap/index.html (in German)

	your diversity and impairment related needs and, if applicable, about the pronouns by which you would like to be addressed.
Online academic calendar	The online academic calendar will include festivals from a range of religions. Members of the teaching staff take these into account when planning teaching and examinations and accept participation in such events as a good reason for absence.
Adapting the conditions for study and examinations for a heterogeneous student body	
Guidelines on inclusive design of examination settings	Guidelines on inclusive design of examination settings will be drawn up. The first steps on the path to a suitably tailored universal design for examinations is training courses and awareness of the key players (member of the teaching staff, examiners, examination boards), so that they can better recognize the specific needs of students with impairment.
Checklist for reasonable accommodation	The criteria for reasonable accommodation for students with chronic illness or disability will be made transparent via a checklist.
Quality management / evaluation rules	Administration Division I/1 will integrate the topics "discrimination and accessibility in teaching" in UR's quality management process. Similarly, these topics will be inserted into teaching evaluation and the teaching reports, by changing the Evaluation Regulations.
Suitability assessment procedures	Suitability assessment procedures are checked for all master's degree programs with regard to equability for prospective students with impairment or chronic illness. Currently almost all master's degree programs at UR have no possibility to apply for reasonable accommodation in the admission process (with the exception of Psychology).
Courses for specific target groups for different phases of study	The palette of courses available for specific target groups as regards differing study phases (onboarding: preliminary courses; introductory courses; modules on languages, culture or social background; bridging courses, continuing education) will be extended.
Diversity module for Education for Sustainable Development	A diversity module will be developed for the planned supplementary studies Education for Sustainable Development on the basis of the information and training already offered. It will include the communication of • a basic understanding of diversity and the corresponding terminology; • the ability to reflect on unconscious bias, and analyze discriminatory behavior and structures and • strategies to stop problematic situations and conditions. • Until the supplementary studies program Education for Sustainable Development including Diversity is introduced, for each program the modules and courses with diversity contents will be show together each semester.
Certificate for university teaching	UR is increasing the commitment to raising awareness of members of the teaching staff to diversity dimensions and the unconscious bias connected to them by including relevant topics in the basic module of the certificate for university teaching.
Guidance on making applications by Admin. Div. IV/5 External Funding, Research Support	Diversity topics will be included in advice on applications by Admin. Div. IV/5 External Funding, Research Support.
Collection of anonymized data on cases of discrimination	Anonymized data on cases of discrimination should help gain a better understanding of discrimination on campus (see section 4 on monitoring).
Workplace Rules	A new passage will be included in UR's Workplace Rules referencing breaches of Art. 20 BayHIG. The rules will allow persons with impairment to take assistance dogs with them.

6) Quality management, coming into force and period of validity

As part of quality management, Universität Regensburg undertakes to continually review the effectiveness and efficiency of all measures on diversity and anti-discrimination, and keep them optimized. Where necessary, new targets will be set, and measures developed.

This concept come into effect by resolution of the university management. The period of validity is initially until December 31, 2027. The concept will be evaluated and update in 2027.

Issued on the basis of the decision of the executive board of Universität Regensburg from March 20, 2023.

Regensburg, March 20, 2023

Universität Regensburg

– President –

Prof. Dr. Udo Hebel

7) Literature

1. Legal background

Basic Law of the Federal Republic of Germany, May 23, 1949 (GG), Art. 1, 2, 3, 4, 12, 33

EEC Treaty (Treaty establishing the European Economic Community, 1997) Art. 13 Para. 2

Council Directive 2000/43/EC of 29 June 2000 implementing the principle of equal treatment between persons irrespective of racial or ethnic origin (OJ L 180, 19.7.2000, p. 22)

Council Directive 2000/78/EC of 27 November 2000 establishing a general framework for equal treatment in employment and occupation (OJ L 303, 2.12.2000, p. 16)

Directive 2002/73/EC of the European Parliament and of the Council of 23 September 2002 amending Council Directive 76/207/EEC on the implementation of the principle of equal treatment for men and women as regards access to employment, vocational training and promotion, and working conditions (OJ L 269, 5.10.2002, p. 15)

Council Directive 2004/113/EC of 13 December 2004 implementing the principle of equal treatment between men and women in the access to and supply of goods and services (OJ L 373, 21.12.2004, p. 37-43)

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