2024–2029
DIVERSITY STRATEGY

CONTENT

GREETING FROM THE RECTOR

**Dear members, partners and guests
of Heidelberg University,**

With everyone and for everyone – this is one of the key chapters of our university's new diversity strategy. And this is precisely the motto according to which it was created. For months, UNIFY conducted analyses, interviews and workshops as part of a participatory process. More than one hundred university members alone took part in the intense workshops.

Many of them shared their biographical experiences on individual dimensions, revealed needs and formulated ideas for diversity work in the coming years. I would like to take this opportunity to thank you for your trust, your openness and your commitment. With your willingness to participate, the fundamental idea of the new concept has been fulfilled: It was created in a transparent, participatory process and the planned measures are orientated towards the specific needs of our university members.

Thanks are also due to the members of the Diversity Strategy Group, a committee made up of managers, representatives and Vice-Rectors, who deliberately examined throughout several workshops and discussion rounds the results of the process and the possibilities for implementing measures.

They exemplify what we want to convey across the board: Every single member of our university is called upon to contribute towards respectful and inclusive cooperation. At the same time, our managers have a special responsibility to act in a diversity-sensitive manner and create spaces for further development.

We are living in challenging times and are all called upon to take a stand against marginalisation, hate speech and discrimination. A free and fearless culture of dialogue and debate at the university is more important than ever, both for science itself and as an essential contribution to the success of social negotiation processes.

Diversity is a core element of our self-image and our strategy for the future. I look forward to embarking with all of you on the path that the diversity strategy 2024 to 2029 is set to promote at our university.

Prof. Dr. Frauke Melchior
Rector

FOREWORD

Dear members of our university,

Welcome to the presentation of Heidelberg University's new diversity strategy for the years 2024 to 2029.

Diversity enriches our university and is firmly rooted in our core values. Article 3 of the German Basic Law guarantees the equality of all people before the law and prohibits discrimination. These principles are among the universal guarantees of the modern constitutional state. They can also be found in the Charter of Fundamental Rights of the European Union.

Our new diversity strategy aims to promote an inclusive and respectful culture. It aims to ensure that all members of the university have equal opportunities and possibilities, regardless of gender, age, ethnicity, religion, disability or sexual orientation. The concept is based on legal foundations such as the General Equal Treatment Act, the Maternity Protection Act and the Disability Equality Act.

A central element of our concept is the systematic collection and evaluation of diversity data in order to make imbalances visible and address them in a targeted manner. This diversity monitoring helps us to highlight trends and identify areas where there is a need for action.

Our measures include awareness-raising and support programmes, anti-discrimination strategies and special offers for various diversity dimensions such as gender, age, ethnic origin, social background, religion, care work and disability. For example, we have programmes to support students with care responsibilities and to promote an inclusive infrastructure which also covers accessibility as well as quiet rooms and breastfeeding spaces.

A concept like this can only be successful if we implement and live it together. Your active participation and commitment are essential to creating an environment in which diversity is valued and supported. We invite all members of the university to participate in the implementation of the concept and to contribute their perspectives and experiences.

We look forward to your support and contributions to make Heidelberg University an even more inclusive and equitable place.

Prof. Dr. Marc-Philippe Weller
Vice-Rector for International Affairs and Diversity

1 DIVERSITY –
THE DRIVING FORCE
OF EXCELLENCE

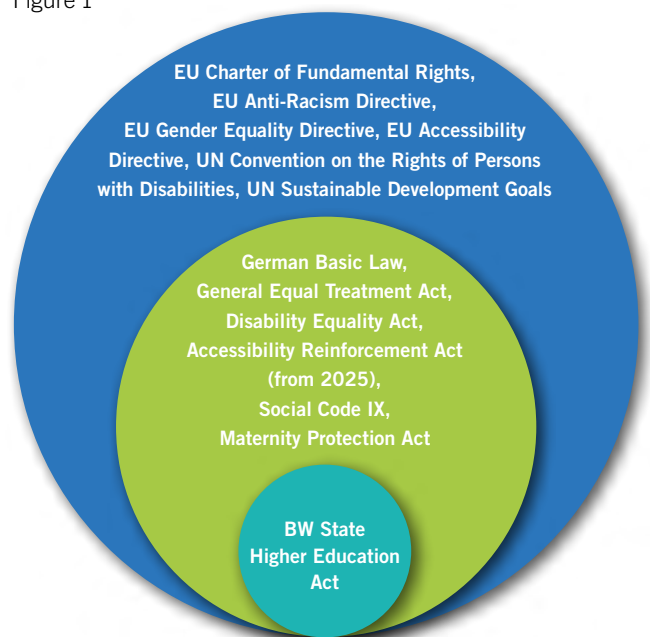## Diversity as a reality in practice – facts and figures

Diversity is not always directly visible. People live and work together in difference at the same time. Data is a basis for systematically dealing with diversity in order to identify trends and make shifts visible. Diversity monitoring shows where there are imbalances and underrepresentation and where universities are losing members. Visual representations such as the "leaky pipeline", known from gender equality as the progression of the "drop-out" of women in academic careers, are also used in other dimensions of diversity, such as social background. For example, the "education funnel" shows that out of 100 children whose parents have an academic education, 79 start a degree programme, 43 complete a Master's degree and 6 complete a doctorate. This contrasts with 27 first-year students whose parents have no academic education, 11 of whom complete a Master's degree and 2 a doctorate.[1]

The combination of several (ascribed) categories of difference such as gender, ethnic, national, cultural and social origin can also reinforce mechanisms of social inequality at universities and thus lead to exclusions that prevent the best possible development of the potential of young academics. With regard to administration, an intersectional[2] look at data on gender, age, nationality, care responsibilities and part-time employment reveals needs and areas for action to promote equal opportunities. At Heidelberg University (UHD), the annual Gender Controlling Report also provides an insight into the diversity of its members. Age, gender and national origin of students and employees from research and administration are presented. It becomes clear that UHD has a strong international presence and attracts many students and academics from all over the world. At the same time, students and academics from the Global South are strongly underrepresented.

The lack of data on other dimensions of diversity is a challenge that many other universities in Germany besides UHD are confronted with. Finding solutions here that enable diversity monitoring in a data protection-compliant and systematised manner is a task for the future that UHD will also tackle in collaboration with national and international networks such as LERU.

Diversity as a call to action – legal basis and social responsibility

Figure 1

EU Charter of Fundamental Rights, EU Anti-Racism Directive, EU Gender Equality Directive, EU Accessibility Directive, UN Convention on the Rights of Persons with Disabilities, UN Sustainable Development Goals

German Basic Law, General Equal Treatment Act, Disability Equality Act, Accessibility Reinforcement Act (from 2025), Social Code IX, Maternity Protection Act

BW State Higher Education Act

Diversity work at the university follows a legal obligation. Codes, guidelines and laws at supranational, national and state level require the university as an employer and educational institution to specifically address underrepresented groups, support people in special circumstances, create an inclusive working and study environment, promote equal opportunities and prevent discrimination by structures and individuals.

---

[1] Source: Stifterverband für die Deutsche Wissenschaft e.V. (2021): Vom Arbeiterkind zum Doktor. Der Hürdenlauf auf dem Bildungsweg der Erststudierenden. Diskussionspapier, Nr. 2 /2021. Online: www.stifterverband.org/medien/vom_arbeiterkind_zum_doktor (Accessed: 18.04.2024)

[2] The intersectionality approach focuses on the overlapping/entanglement of several aspects of diversity.

Diversity as synergy – links to other university strategies and structures

Gender equality efforts are historically rooted in German universities. From a diversity perspective, sex/gender is one of many dividing lines where unequal treatment and structural exclusion mechanisms become visible. At the same time, the advancement of women remains an independent area of activity, not only because of the hitherto unachieved gender equality, but also because of their emphasised position in legal frameworks such as the Federal State Higher Education Act. The new **diversity strategy** and the **equality plan** enrich and complement each other through overlapping content and close co-operation in practice.

The **audit of family-friendly universities** has been implemented as a strategic tool under the leadership of the Service for Families since 2010. A bundle of measures helps to continuously strengthen UHD's family friendliness. Care work is a separate dimension in the diversity strategy. This is intended to make the topic of parenthood and care with all its challenges visible and, in synergy with the measures in the audit, work towards fair and equal participation in studies and the workplace.

Professional conflict management forms the basis for respectful and considerate coexistence. Intensive professional and collegial cooperation is organised with **GUIDE – the procedure for dealing professionally with conflicts and misconduct**.

Diversity, dealing with and promoting it, can never be viewed in isolation from other major issues at the university. A successful strategy for the future is developed when diversity is brought into interaction with **strategies for digitalisation, internationalisation and sustainability** as a cross-sectional task. Sustainability and the Sustainable Development Goals (SDGs) in particular offer direct links to the diversity topics of health and well-being (SDG 3), high-quality inclusive education (SDG 4), gender equality (SDG 5) and anti-discrimination in institutions (SDG 16) with their perspectives on ecology, economy and social issues.

The university is a centre of academic debate. It also includes social debates and issues and, as a core task, contributes to social progress through research, knowledge transfer and the education of students. Academic freedom assumes a particularly important role here. In the face of social divisions in particular, UHD wants to continue to offer space for academic debate and to examine issues from different or opposing perspectives, as long as these positions remain within the free and democratic constitutional order. Academic discourse is bound by the outer limits of the free and democratic constitutional order as set out in the German Basic Law.

There will be cooperation and a lively exchange with the Representative for Students with Disabilities and Chronic Illnesses, the Rectorates, in particular the Vice-Rectorates for International Affairs and Diversity as well as Sustainability. This also applies to the strategic positioning on the topics of leadership and promoting young talent as well as the cooperation with the Vice-Rectorate for Quality Management and the Department for Communication and Marketing. In terms of diversity mainstreaming, the aim is to achieve a development in which the consideration and appreciation of diversity is reflected in all of the university's strategies and programmes.

Diversity as a framework – basic understanding and convictions

1. **Diversity is a normative concept that guides action.** It is based on legal requirements and recognises existing imbalances in power and the distribution of resources in society as a reality and a challenge. For UHD, this means coming to terms with the history of its own institution, including the era of Nazism and the post-war period. It also means raising awareness of historically evolved inequalities in academia and strengthening decolonial perspectives in research and teaching. This is an intrinsic part of UHD's self-image and future strategy.

2. **Diversity thrives on alliances.** Diversity and equality work are not in competition. They complement and enrich each other through intersectional perspectives and a common demand for fair opportunities and participation. There are also major overlaps and common fields of work in the areas of sustainability, promoting young talent and leadership culture.

3. **Diversity at UHD aims to realise equal opportunities for all members of the university and prevent discrimination.** Beyond individual dimensions, this also means recognising and valuing individual life plans and career paths at the university.

4. **Diversity is a management task.** Every single person at UHD is required to live the appreciation of diversity anchored in the mission statement in their everyday work and study life. At the same time, it is the task of the university management to firmly anchor diversity in the profile and thus in all areas of the university and to act as a role model in a diversity-sensitive manner in all management decisions.

5. **Successful diversity management is not a given, it is shouldered by many.** This concept is the result of a participatory process. Participation and cooperation will also be the basis for successfully implementing the strategy and measures in the coming years. This cannot be achieved by one single institution alone. It requires many players within the university to take responsibility in their own area of action and thus fill the concept with life in the long term.

6. **Diversity strengthens UHD as an attractive place to study/research and as an employer.** A diversity-sensitive work/research and study environment enables the best possible development of potential for each individual, paves the way for excellent performance and presents UHD as a sustainable, modern university, which also makes it a sought-after place of work for visiting academics, students and staff from all over the world.

7. **Diversity goes hand in hand with anti-discrimination.** Discrimination describes the degradation or disadvantaging of people due to an (ascribed) affiliation to one or more diversity dimensions. Successful anti-discrimination work forms the basis for a credible and respectful approach to diversity at the university. Misconduct is consistently prosecuted.

8. **Diversity knows boundaries.** Diversity is not an issue for "minorities", it concerns us all, because diversity defines how we want to work, research and study together as a heterogeneous university family. And this must be constantly renegotiated. This includes a culture of difference and debate, the ability to tolerate differing opinions, but also a culture of tolerance for mistakes. At the same time, tolerance for pluralistic positions ends where statements and actions of individuals, groups or institutions contradict the German Basic Law and the values of the EU Charter of Fundamental Rights. Calls for violence, hate speech and marginalisation have no place at UHD.

Diversity as a common path – the participatory process

This diversity strategy should be specifically geared towards the needs of university members. For this reason, a participatory process was launched in spring 2023 under the leadership of UNIFY and with the support of an external diversity agency. The process consisted of the following components: **a software-supported diversity check** of functional and representative texts as well as the website and **qualitative individual interviews** with university members who have experience of individual dimensions and

Figure 2 **Diversity participatory process**

provide explorative insight into the diverse realities of life at the university. After this phase, **workshops** were held on the individual dimensions to analyse the current situation, identify needs and generate ideas for measures. Participation in the workshops was open to everyone, and people who identify with individual dimensions were specifically encouraged to attend. Over one hundred people alone took part in the eight workshops in this way. In order to get in touch and make opinions, perspectives, experiences and wishes visible, all university members had the opportunity throughout the process to reach those responsible via an e-mail address and submit ideas, demands and wishes. In the next step, the results of the workshops were discussed in three meetings with the **Diversity Strategy Group**. Diversity stakeholders who are of key importance within the university for the realisation of the planned measures in the individual areas and for the various target groups were invited to this group, which was newly constituted as part of the participatory process. All the results of the process were incorporated into UNIFY's conceptual work for the present concept.
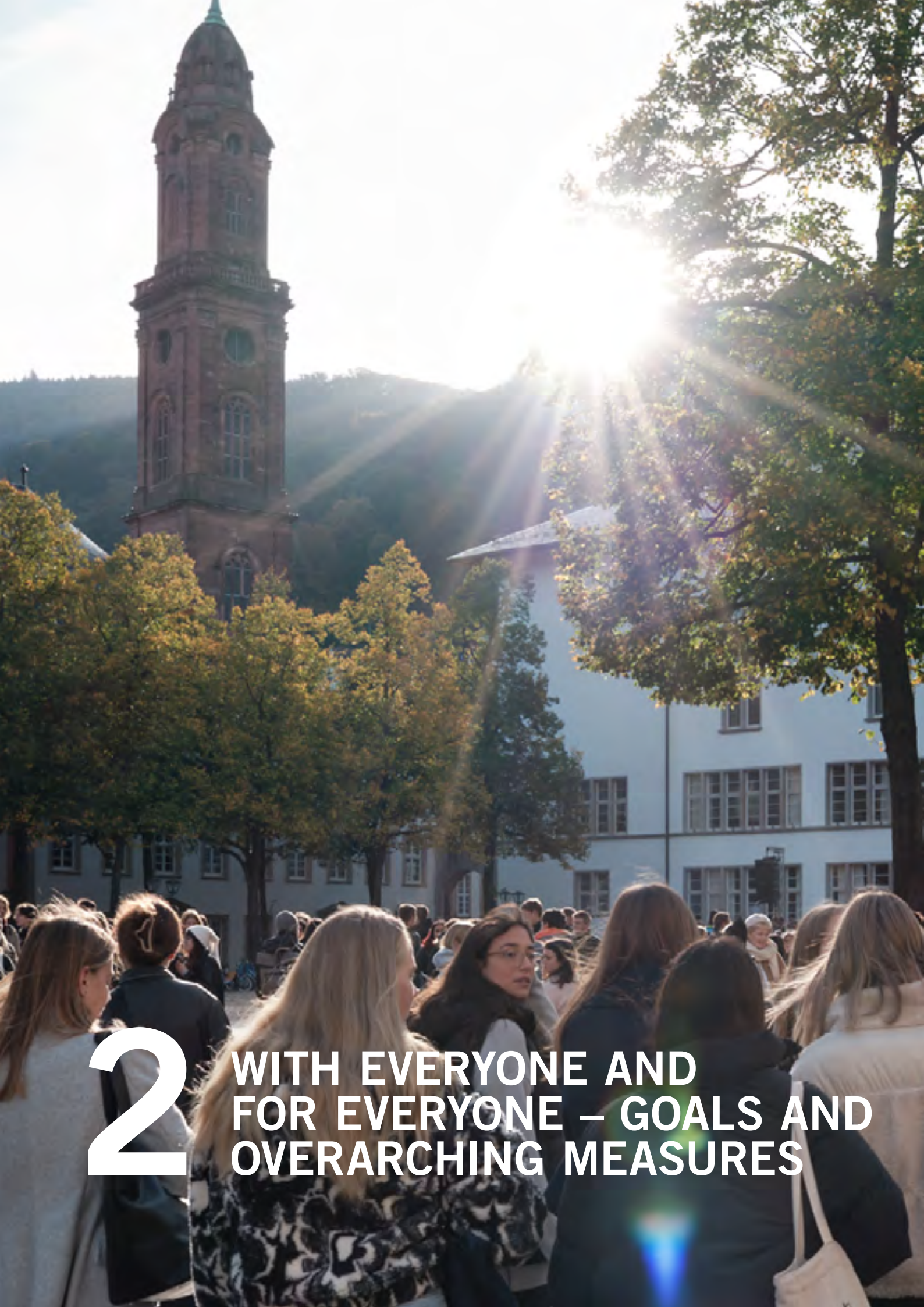
2

WITH EVERYONE AND FOR EVERYONE – GOALS AND OVERARCHING MEASURES

Listed below are overarching measures that address all university members as a target group and are intended to encourage cultural change. Cross-dimensional measures are defined in the areas of "raising awareness and support", "monitoring", "communication" and "anti-discrimination". The fields of action in the tables are based on the fields of action of the Stifterverband's Diversity Audit, which are now used by many universities.

Raising awareness and support

An important building block for achieving sustainable cultural change in the area of diversity is raising awareness among all university members of the various dimensions of diversity and their role in studies, research, teaching and interaction within the organisation. In order to promote this culture, various measures have been developed to strengthen and promote the sensitisation and empowerment of university members.

Table 1 **Goal: Strengthen diversity awareness and promote empowerment**

Field of action	Measures
Structure and strategy	– Establishing a diversity board with stakeholders to support the implementation of the concept; creating systemic sustainability in the sense of diversity mainstreaming – Establishing decentralised diversity officers in all faculties
Study and teaching	– Information packs/explanatory videos for teaching for a professional approach to diversity in teaching – Professionalisation of student advisory services (formal appointment, onboarding and further training) – Guidelines for student counsellors on diversity topics relevant to their tasks (compensation for disadvantages, study and care, neurodiversity) – Development of a certificate for gender and diversity competences – Creating diversity-sensitive offers in university sports
Service and counselling	– Consolidating the "Gender and diversity in university teaching" practical kit after evaluation – Providing bystander training for students and doctoral candidates – Training programmes for appointment committees – Expanding and updating of the gender bias training towards other diversity dimensions – Guidelines for diversity-sensitive language for university members – Training for diversity officers on all diversity dimensions
Human Resources	– Strengthening diversity-sensitive programmes as part of occupational health management: courses for mental health (MHFA) – Process structure for diversity-sensitive recruiting in the form of guidelines and workshops – Practical information on duties and opportunities for managers; possible obligation before rotational management positions, e.g. dean etc. – Training of administrative staff (administrative staff and decision-makers) on all dimensions of diversity – Providing bystander training for new hires and upon transfer of management responsibility
Communication and participation	– "Diversity drivers" fund: funding for diversity events and projects

Monitoring

Diversity is not always visible at the first glance. A detailed knowledge of the representation of different groups is an important part of a successful diversity strategy. The systematic collection and analysis of data enables the university to monitor the goals it has set and provides important information, for example, about systematic underrepresentation of certain groups and trend shifts that can form new goals and measures.

Table 2 **Goal: Creating a transparent data and knowledge base for needs-based diversity work**

Field of action	Measures
Study and teaching	– Diversity culture – voluntary survey of students – Expanding and publicising the diversity monitoring of students and doctoral students on a voluntary basis at the start of their studies or doctorate
Human Resources	– Diversity culture - voluntary survey of staff – Expansion and publication of diversity monitoring of employees on the basis of voluntary information, e.g. in the recruitment process
Communication and participation	– Transparent publication of target values for all status groups (percentage of women)

Communication

Acceptance and support of new measures and changes by university members are crucial conditions for a positive diversity culture at the university. In addition to raising awareness and building knowledge, transparent and inclusive communication makes an important contribution here as well. A clear strategy for communicating offers and goals in the area of diversity is essential in order to reach and involve all university members. This ensures that they are aware of the services and goals in the area of diversity and can act as disseminators within the organisation.

Table 3 **Goal: Strengthening acceptance and individual responsibility of all UHD members**

Field of action	Measures
Structure and strategy	– Development of a communications strategy to publicise the UHD diversity strategy – Development of a communications strategy for the "brand" UNIFY via target group-specific channels – Development of a communications concept to increase awareness of the "Statute for the protection of fair conduct"
Study and teaching	– Students and doctoral candidates are to be made aware of the "Statute for the protection of fair conduct" upon enrolment – Expanding of international exchange with other universities on best practices in DEI work, e.g. through LERU, 4EU+
Service and counselling	– Establishing a communication strategy for counselling services in cooperation with other administrative units
Human Resources	– Employees' acknowledgement of the "Statute for the protection of fair conduct" during the recruitment process

Anti-discrimination

Well-founded anti-discrimination work lays the foundation for a positive culture of diversity. Heidelberg University has the clear goal of preventing discrimination. This includes, in particular, racist, antisemitic, ableist, sexist, transphobic or queerphobic actions, statements or processes. Cases of discrimination that have already occurred are fully addressed and support is offered to those affected. The following overarching measures are designed to firmly anchor the issue of anti-discrimination in the university's structures. This ensures that diversity and anti-discrimination are not only addressed through individual support and measures, but that they permeate all areas of the university in the long term.

Table 4 **Goal: Anchoring anti-discrimination in the structure**

Field of action	Measures
Structure and strategy	– Setting up an arbitration committee as part of GUIDE – Developing reporting structures to contact points / persons – Developing a prevention concept for the university and counselling services
Study and teaching	– Expansion and continuation of the survey/campus campaign (survey on discrimination, sexual harassment, bullying and stalking): "Heidelberg University – Live Respect, Promote Diversity, Shape Unity" – Anonymisation of written exams with matriculation number – Integration of diversity into the quality management system, in the content and form of the framework evaluation
Service and counselling	– Creation of a digital conflict counselling map of support services for incidents of discrimination, conflict, bullying, stalking and sexual harassment
Communication and participation	– Communication campaign for GUIDE and the guides system

3

**AN EYE FOR DETAIL –
GOALS AND MEASURES**

Care work

Heidelberg University has been certified as a "Family-Friendly University" since 2010. The basis for this is a comprehensive programme with a range of offers and measures. The main goal is to create a family- and care-friendly working environment for employees, scientists and students alike. All members of the university should be able to successfully balance their professional and family commitments. In addition, target group-specific offers are being developed to better meet individual needs and promote an inclusive workplace.

Table 5 **Dimension care work**

Field of action	Goal	Measures
Study and teaching	– Expansion of measures regarding working/study hours	– Where possible: enable family-friendly holiday planning for teaching staff
		– Where possible: establish family-friendly committee times
		– Developing recommendations for disadvantage compensation/flexibility for students with care responsibilities
	– Strengthening sustainable, diversity-sensitive leadership skills among young professionals	– Developing further training and/or a "Sustainable Leadership Skills" certificate for students and doctoral candidates
Human Resources	– Raising awareness and expertise of managerial staff	– Integrating knowledge about care obligations as a competence in the management mission statement
		– Collecting options for relieving management staff (e.g. reduced teaching workload)
		– Workshop on management competence: basic knowledge about the topic of care for management staff
Communication and participation	– Increase the visibility of active fatherhood	– Role model campaign on fatherhood and critical masculinity
	– Create peer-to-peer counselling for care-giving students and doctoral students	– Creating information and support services
		– Information packages on the topic of caregiving and expansion of the project "Pflegelots*innen" (care guides) as a peer-to-peer model for students, doctoral candidates as well as employees
	– Strengthen commitment in the DACH region (Germany, Austria, Switzerland): promote the exchange of experiences and networking	– Hosting of the annual conference „Familie in der Hochschule" (Family at the University) in 2025
Infrastructure	– Expand care-friendly and accessible infrastructure	– Reviewing and expanding infrastructure (parent-child rooms, quiet rooms, breastfeeding rooms, baby changing rooms, toilets with baby changing facilities)

Gender diversity and sexual orientation

The definition of one's own gender and the question of sexual orientation are not just matters of private or domestic life. Gender diversity refers to the full range of biological and social expressions of gender and sexual orientation, and the range of ways in which relationships can be formed. In the university context, certain genders are underrepresented and/or face infrastructural hurdles. People with non-heterosexual orientation are more likely to experience discrimination in both their private and professional lives. In both cases, Heidelberg University can contribute to the well-being of its members and gain important perspectives for good scientific work by providing support, information and creating safe spaces. At the same time, excellent scientists can be drawn to the location through gender-specific support.

Table 6   **Dimension gender diversity and sexual orientation**

Field of action	Goal	Measures
Structure and strategy	– Use of public funding programmes	– Application for the programme for female professors of the Federal Government and the German federal states
Study and teaching	– Integration of gender perspectives into teaching content	– Developing of a "Gender Studies" certificate, support for student initiatives
Service and counselling	– Establishment of a queer counselling centre	– Individual counselling for affected persons and organisations and expansion of structural change processes
Communication and participation	– Expansion of gender-sensible infrastructure	– Recording the existing infrastructure and creation of a map of all-gender restrooms

Ethnic, cultural and national background

This aspect describes the diversity of ethnic, cultural and national biographical backgrounds that university members bring with them or that are attributed to them. It is often associated with experiences of racism, which can affect access, participation, the course of studies and careers, and the sense of belonging within the organisation for those affected. Actively taking this aspect into account includes, among other things, appreciation of different origins, traditions, languages and ways of life, as well as recognition of the potential that they bring with them. This is intended to promote an intercultural and non-discriminatory environment within the university. As an international

university, Heidelberg University is committed to creating a welcoming culture for German and non-German members of the university and to protecting them from racism and discrimination based on race/ethnic, cultural and national background.

Table 7 **Dimension ethnic, cultural and national background**

Field of action	Goal	Measures
Study and teaching	– Helping international students and doctoral candidates to settle in and promoting interaction	– Targeted social integration programme for international students in local student initiatives
Service and counselling	– Support for UHD members affected by racism	– Developing of target group-specific anti-racism counselling
Human Resources	– Make recruitment processes more diversity-friendly	– Reviewing current recruitment processes for international applicants in terms of discrimination sensitivity – Strengthening support and training opportunities for international university members: culturally and linguistically sensitive onboarding

Age

Age diversity encompasses the diversity of life phases, experiences and perspectives gained by people as a result of their age. This dimension takes into account not only biological ageing processes, but also social constructions and cultural meanings of age. By promoting age-diverse collaboration, the university can benefit from a broader range of experiences, skills and ideas, which can enable and promote innovation and performance. However, the inclusion of different age groups requires overcoming prejudices and stereotypes and creating opportunities and conditions that enable people of all ages to reach their full potential. The measures developed in the participatory process serve to create a dynamic and diverse learning and working environment that promotes and values different age groups.

Table 8 **Dimension age**

Field of action	Goal	Measures
Human Resources	– Raise awareness	– Workshop: Leading and working in heterogeneous teams – Cooperation with gerontology as well as work and organisational psychology
	– Promoting lifelong learning	– Training programme for employees of different ages
	– Career advancement for all age groups	– Career coaching/life-stage coaching for administrative staff

Social background

Social background as a category refers to the socio-cultural and economic background that every person carries with them as a result of their birth and socialisation. In the context of higher education, social background has a particular impact on the factors of university access, academic success, study progress and financing. To counteract this, tailored measures have been developed in the participatory process to utilise the potential of the heterogeneity of the members and promote equal opportunities. The aim of an inclusive and innovative work and learning culture is to be facilitated and promoted in this way.

Table 9 **Dimension social background**

Field of action	Goal	Measures
Study and teaching	– Promote higher education as an option when making educational decisions	– Target gifted students from under-represented groups through active recruitment / lectures at schools
Communication and participation	– Increasing the visibility of the "New Potentials" programme	– Digital storytelling project of previous participants (mentors and mentees) – Multilingual information page for parents about the degree programmes – Targeted support for and cooperation with initiatives and their local groups – Buddy programme for first-semester students (semester buddy) and prospective students (taster day at UHD)

Disability, chronic illness and neurodiversity

The United Nations Convention on Human Rights defines disability as "long-term physical, mental, intellectual or sensory impairments"[3] which, in combination with structural and social barriers, prevent people from equal access to and participation in society and the labour market. The Representative Body for Severely Disabled Employees, the Officer for Students with Disabilities and Chronic Illnesses, the Inclusive Studying Team of the Student Advisory Service and the Accessibility Working Group are important structures on the way to an accessible university. After all, universities have a duty to identify and remove barriers in their own institutions. These can be physical, digital or attitude-based barriers, but also discriminatory behaviour and statements resulting

---

[3] www.behindertenbeauftragter.de/SharedDocs/Downloads/DE/AS/PublikationenErklaerungen/Broschuere_UNKonvention_KK.pdf?__blob=publicationFile&v=8 (Accessed: 11.04.2024)

from prejudices and a lack of awareness. The focus of the measures in this area is therefore on raising awareness among university members and taking stock of and expanding accessible processes and infrastructure.

Table 10 **Disability, chronic illness and neurodiversity**

Field of action	Goal	Measures
Study and teaching	– Fostering an inclusive student administration – Raising awareness of the topic of mental health	– Establishing an "Accessibility Office" advice centre to support/prepare applications for students – Professionalise and standardise the compensation for disadvantages – Expansion of the "Mental Health First Aid" programme – Buddy programme for neurodiverse students
Human Resources	– Building knowledge and raising awareness among university members	– Workshops: Neurodiversity, chronic illnesses, disability, ableism for university members with a counselling function, teaching staff and administration
Communication and participation	– Development of inclusive administrative processes and digital services	– Display of the website in plain language as well as videos with subtitles and German Sign Language – Clear visualisation of the accessibility of rooms, the location of toilets for people with disabilities/chronic illnesses and quiet rooms. Integration into the campus management system – Provision of accessible, digital form templates for all administrative areas
Infrastructure	– Sustainably expand inclusive study and examination settings – Increase the accessibility of digital tools at UHD – Increase accessibility in university buildings	– Assessment, development and set-up of suitable quiet rooms and low-stress private examination rooms – Review of digital tools and platforms (Moodle, Heico) in terms of accessibility requirements – Assessing available aids and requirements in existing buildings. If necessary, readjustment with mobile ramps, Braille labelling, illuminated floor strips, etc.

Religion and ideology

For many people, religious and ideological beliefs are a fundamental part of their identity and self-perception. Religious and ideological beliefs also play a central role in how different groups are perceived by others. Religion and non-religion are an important intersectional space for discourses of self-determination, symbolic communitisation and distinction. Religious and ideological convictions often appear closely intertwined with other aspects of diversity in highly intersectional discourses. Especially against this intersectional background, UNIFY does not treat the topic of religion as a separate field of action, but as embedded in the social and discursive context of the other diversity aspects. To prevent religious and ideological discrimination, UNIFY offers a comprehensive range of information and counselling services for members of UHD.

Table 11 **Dimension religion and ideology**

Field of action	Goal	Measures
Study and teaching	– Creating a work and study culture of mutual appreciation and respect	– Raising awareness of different religions and world views for students and staff – Targeted promotion of intercultural dialogue groups on the topic of religion
Service and counselling	– Preventing work conflicts related to religion	– Counselling and information services for the consideration of possible religion-related conflicts
Communication and participation	– Fostering interdisciplinary academic dialogue regarding this aspect	– Series of lectures on religions – Symposium on science and religion, the role of religion at the university
Infrastructure	– Create an overview of designated "spaces of silence"	– Survey of existing and new inter-denominational multi-use spaces of silence and retreat