

EQUAL OPPORTUNITIES@UoC

We make a difference



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We make a difference



UNIVERSITY OF COLOGNE

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Successfully anchoring equality and diversity as cross-sectional issues at universities means focusing on social origin, gender and sexual orientation, physical and psychological conditions, race, language skills, age, and religious and cultural affiliations. We at the University of Cologne therefore do not regard the resulting diversity of experiences, expectations and needs as a problem or an obstacle, but as a prerequisite for excellent teaching and research. Dealing with real diversity in teaching and research as well as the development of target-oriented and sustainable measures to increase equal opportunities repeatedly confronts us with our own privileges, structural and linguistic barriers, discriminatory statements or behaviour, exclusive research practices, the social impenetrability of the education system and the career paths, or stereotypes and distorted perceptions. We meet these challenges through fundamental structural changes, effective instruments and the comprehensive development of awareness. The aim is to sensitize all members of the university community to (in)equal opportunity. After all, only if the heterogeneity of students and staff is recognized and acknowledged, if barriers and discrimination on campus, in courses or in funding decisions are removed and if all students have a real opportunity to obtain a good degree, if the same career prospects are opened up for all talents, the University of Cologne can maintain its excellent reputation as an attractive employer, an excellent academic location and a sought-after place to study in the future.

We therefore not only want to better meet legal and self-evident requirements, but also create an integrative learning, research and working environment that benefits all members of the university community.



Prof. Dr. Manuela Günter

Vice-Rector for Gender Equality and Diversity



Diversity Week



The University of Cologne has been organizing its annual Diversity Week „You make a difference!“ since 2015. Around 25 institutions from all areas of the University offer a varied programme of open courses, lectures, panel discussions, exhibitions, campus activities, film screenings and readings.

The aim of the week is to sensitize people for diversity and equal opportunities and to draw attention to the extensive range of support and advisory services, as well as to the many topics of research and teaching, and to bring them into dialogue. The events are aimed at both employees and students and are of course open to all citizens of the city. ///

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„GENDER EQUALITY & DIVERSITY“ PRINCIPLE

The University of Cologne promotes pluralism, a variety of perspectives, and equal opportunities. We strive to create a framework that allows people of different backgrounds and orientations access to the university if they fulfil the admission requirements. We foster an organizational culture that appreciates individual, social, and cultural diversity and does not judge people according to preconceived stereotypes. For the university, a competent approach to diversity is an enrichment and a sign of quality. We create awareness for (un)equal opportunities, particularly in the areas gender equality, family friendliness, internationalization, interculturality, accessibility, and educational equity. All members of the University of Cologne are responsible for fostering and upholding this mission.

Equal Opportunities Strategy at the University of Cologne

The University of Cologne (UoC) is aware of its responsibility to play a leading role in the field of diversity as one of the largest universities in Germany and as one of the largest employers in the city of Cologne.

At the University of Cologne, equal opportunities are anchored in the Constitution of the UoC, in the Institutional Strategy for the Excellence Initiative and in the future Excellence Strategy, in the target agreements between the Rectorate and the Faculties. It plays a key role in all higher education policy strategies including the University's overall strategic plan.

The „Gender Equality and Diversity Principle“ adopted in 2013 represented an important milestone in the internal strategy process. The „Joint Guidelines on Equal Opportunities“ declared in 2018 with the RWTH Aachen, the University of Applied Sciences Cologne, the Research Center Jülich and the German Aerospace Centre demonstrate the University of Cologne's commitment to this topic as part of a regional network.

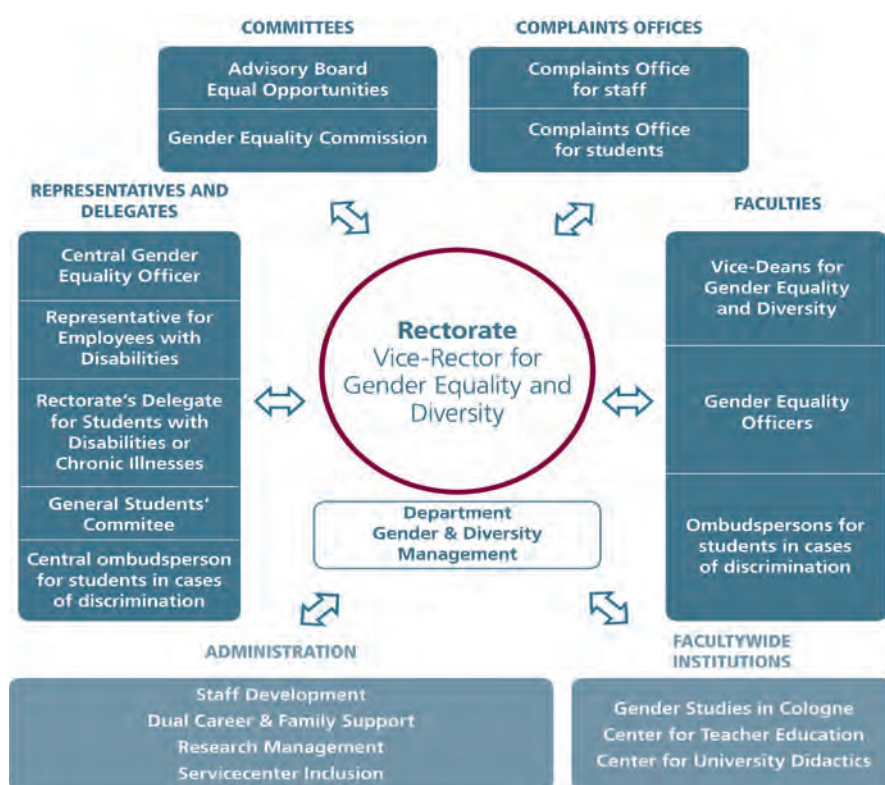
In 2017/18 the University of Cologne developed its „Equal Opportunities Strategy“ as part of a University-wide process. The guiding principles are the concept of participation and research orientation, the aim of empowerment, an intersectional perspective and the assurance

of sustainability. The strategy delineates the areas of gender equality and diversity as closely linked topics, but as separate fields of action. Due to the legal and normative prerequisites, gender equality policy remains an independent area with its own institutions and resources. Equal opportunities, however, form the strategic umbrella under which the already well-established pillars of gender equality and family friendliness are united with the action fields of inclusion, educational equity and anti-discrimination, which will gain a stronger focus in the future.

The shared objectives are to

- increase diversity in academic and administrative leadership,
- help balance family responsibilities, studies and career
- invest in accessible infrastructures,
- promote talents in line with equal opportunity principles at all career levels,
- raise awareness for discrimination, and
- strengthening gender and diversity studies in teaching and research.

Responsibility for Equal Opportunities





GENDER EQUALITY

For the University of Cologne, gender equality is a management-level cross-sectional responsibility. The University's Framework for the Gender Equality, Gender Future Concept 2019-2024 and the Joint Guidelines on Equal Opportunities (2018) developed together with universities and partner institutions in the Rhineland form the strategic framework for all of the University's equal opportunities measures.

The positive effects of this commitment have been confirmed by external evaluations such as the TOTAL E-Quality Award, the successes achieved in the Female Professor Programme I-III and the UoC's good evaluations in the Gender Report NRW as well as the national equal opportunities ranking. The above-average growth in the number of female professors and the increased proportion of women at postdoctoral level, in committees and in administrative management are particularly noteworthy in this regard.

From students to junior professors, the number of women at the University of Cologne is above average. In 2017, women represented 61% of the students, 66% of the graduates, 52% of the doctoral candidates and 37% of the postdocs (habilitations, junior research group leaders and junior professors). As such, the University of Cologne offers excellent and attractive conditions for female students and young female academics. The implementation of the junior professorship and the tenure-track model ensure transparent and predictable career paths. In addition, young female academics receive exceptionally effective support in their career development in the form of ongoing tailored mentoring and training programmes as well as coaching, mobility, re-entry, compatibility and networking offers.

The proportion of women in W2 and W3 professorships increased from 17% to 26%

between 2007 and 2017. This success is due in particular to the target quotas for new appointments within the framework of the internal target and performance agreements as well as a tightening of the appointment requirements with regard to transparency, active recruitment, secret-ballot voting, the gender-balance in hiring committees and the critical monitoring of the hiring procedures by the gender equality officers. The greatest challenge in some Faculties is still the relatively low percentage of women in W3 professorships. The University of Cologne intends to improve this by implementing a stronger monitoring and controlling of the selection processes and awareness-raising measures for members of hiring committees. Finally, the University of Cologne is currently analysing possible gender pay gaps on the level of W2/W3-professorships to counteract inequalities in this regard as well.

The increase in the number of female professors and the requirements of state law also have an impact on the composition of the University's committees. In 2017, the proportion of women was 33% in the Rectorate, 43% in the Senate and 60% in the University Council. Leadership in the central University Administration is increasingly shaped by women: in 2017 46% of the administrative management positions (Vice-/Chancellor, Heads of Divisions and Staff Units) are filled by women.

Gender Target Agreements

A central and particularly successful steering instrument are the target agreements in the area of gender equality between the Rectorate and the Faculties, which were introduced in 2013. These agreements serve to financially reward the implementation of gender-specific new appointment quotas for professorships, relief measures for the gender equality officers of the Faculties, the promotion of gender studies and the development of faculty-specific measures, such as a mentoring programme for female students in the Faculty of Mathematics and Natural Sciences.

Jenny Gusk Prizes

The University of Cologne has been awarding the Jenny Gusk Prizes since 2010. The prizes honour exemplary measures and individuals in three areas:

- The Jenny Gusk „Innovation Prize“ amounting to €3,000 is awarded for an innovative gender equality measure,
- The Jenny Gusk Prize for „Family Friendly Leadership“ amounting to €1,000 is awarded to a leader who is actively committed to improving the balance between family and career,
- Jenny Gusk „Young Scientist Prize“ amounting to €1,000 is awarded for an outstanding thesis in the field of gender and/or queer studies at the University of Cologne.

The prize is named after Jenny Gusk, who was Jewish with Turkish citizenship and the first female student at the University of Cologne when it was re-established in 1919. She was murdered in Auschwitz in 1944. ///

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gb.uni-koeln.de/jenny_gusk_preise



FAMILY FRIENDLINESS

A family-friendly infrastructure is vital to realizing equal opportunities. It is also indispensable for a modern employer, that aims to attract the best minds from around the globe. By signing the charter „Family in Higher Education“, the University's management has explicitly committed itself to this goal and is constantly expanding the offers.

Currently, the University's own day care facility PARAMECIUM provides 80 childcare places for staff as well as a backup service for short-term needs with 10 places. In the same building 30 places for the children of students are provided. In addition, the UoC cooperates with municipal institutions and private childcare providers. To cover the continuing high demand for regular care, especially for those under two years of age, the UoC plans to expand its range of daycare services, also through close cooperation with private providers.

The existing range of information and advice on dual careers and on issues relating to balancing studies, career and family is being continuously developed with regard to current issues and new legal requirements. The „Dual Career & Family Support“ (CFS) with its advisory service is available to all members of the University with questions regarding the compatibility of family and career. Since 2013, this has also included an offer for elderly care. The CFS currently supports all newly appointed professors and their partners, e.g. in job and housing searches or in the search for suitable schools. This extraordinarily successful dual career service will be extended in the next few years to include young researchers.

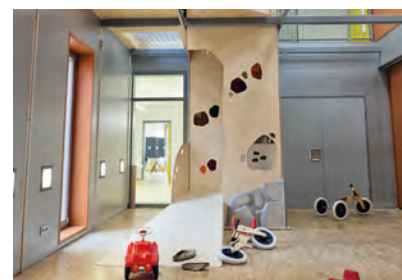
Together with the Student Union and student initiatives, the UoC provides student parents with a comprehensive range of counselling services as well as infrastructural support in balancing their studies and family responsibilities. In

addition to financial assistance, the UoC offers hardship provisions within the framework of examination regulations and a concept for making timetables more flexible.

An important prerequisite for diversity in practice is the family-friendly organization of working hours and the place of work. In addition to family workrooms in all faculties, these include part-time models, especially for managers, reliable working hours for academic staff, the „support and contact programme“ for employees returning to work after parental leave, as well as projects for mobile work and the introduction of a family working time account. Training programmes such as „Focus Work-Life Balance“ help sensitize managers to their responsibilities in this regard. The UoC thus contributes to strengthening a family-friendly management and work culture at all levels.



Paramecium



Since 2011, the PARAMECIUM daycare facility has been run as a central operating unit of the UoC and is open to all members of the University regardless of their place of residence. However, priority is given to young female researchers in the qualification phase.

The daycare centre offers 90 children aged from 4 months to primary school age a daycare place, of which 52 places are intended for children under 2 years of age. The facility offers an opening time of 50 hours per week, adapted to university working hours, and remains open throughout the summer.

The team is characterized by diversity in its training, expertise and working time models. As a multicultural and multi-professional team, it contributes a variety of ideas towards interdisciplinary cooperation for the education and advancement of the children.

The pedagogical concept is based on the Reggio Emilia Approach focussing children as the „constructors“ of their own life. As researchers, the children experience and discover the world and, as artists, they shape it.

The pedagogical approach is subjected to constant further development in close collaboration with the teachers and researchers of the UoC in the field of pedagogy. ///

 [Homepage
verwaltung.uni-koeln.de/cfs/content/
kita_paramecium](http://verwaltung.uni-koeln.de/cfs/content/kita_paramecium)

EDUCATIONAL EQUITY

Young adults from non-academic backgrounds and/or families of colour have to overcome more hurdles in their access to higher education. Even after successful graduation they are still disadvantaged on their way into academic or other careers. It is evident that social and educational inequalities closely intertwine and have a high impact on individuals.



The surveys conducted by the German National Association for Student Affairs and the UoC's surveys of first semester students have shown that there are hardly any differences between students in terms of motivation or the use of information and counselling services, or their tendency to drop out of university. Also in terms of academic success, students from academic backgrounds hardly differ from first generation students. However, students of the first generation are much more dependent on additional income or student loans and often experience the financing of their studies as a great burden. They have little financial leeway for unpaid internships and expensive stays abroad. They are also much more likely to focus on attaining their first degree, which qualifies them for a profession, than they are on obtaining a Master's or doctoral degree. In its measures, the UoC therefore addresses the structural obstacles that block the entry to Master and Doctoral programmes.

Therefore pupils at 35 schools in Cologne are supported on finding their way to university by a talent scouting project carried out together with the University of Applied Sciences Cologne.

The UoC's Centre for Teacher Education (ZfL) is particularly active in the school context in this

regard. With the „Setting the Course“ project, educationally disadvantaged fourth-graders are mentored by UoC teacher training students for up to three years during the formative period of transition from primary school to secondary school. Furthermore the project „Ment4You“ specifically works on reducing the drop-out rate of teacher students of colour.

The UoC offers students immediate individual assistance for short-term needs such as financial support in examination phases or during a stay abroad, which can be applied for at the Student Support Fund, as well as social scholarships within the „German Scholarship Fund“. The pilot project „First Generation Student Assistants“ helps students to overcome hurdles and fears regarding academic practices by an early connection to a professor and thus supporting their decision to pursue a Master's degree. In addition, such employment also relieves the financial burden by providing a job related to their studies.

Finally, the „First Generation Doctorates Mentoring+“ programme accompanies 15 students during their transition into their doctoral studies. In particular, students of the first generation with migrant background are actively addressed and supported by these measures.

EGP-Mentoring



„First Generation Doctorates Mentoring+“ is the only institutionalized mentoring programme in Germany for students with a non-academic family background. The programme, which started in the winter semester of 2017, supports 15 doctoral students each year during their transition from Master to PhD. The programme consists of two pillars: a one-to-one mentoring and a tailored workshop offer.

All mentees are closely accompanied by a mentor for over a year. The mentors have at least completed their doctorate and have a non-academic family background themselves. The shared experience allows for dealing with very specific issues and problems, not only with regard to the doctorate, but also, for example, with regard to habitual hurdles and exclusive academic practices.

In the workshops, the mentees discuss issues related to career planning and development resource management and their own self-image as a scholar. The meetings in the peer group also offer the opportunity to exchange ideas and support each other. ///

 Homepage
www.portal.uni-koeln.de/egpmentoring.html



INCLUSION

For many years, the UoC has regarded inclusion (as defined by the UN Convention on the Rights of Persons with Disabilities) of students and staff with disabilities or health impairments as a central responsibility and has therefore developed numerous instruments and support measures.

As part of the audit „Shaping Diversity“, an „Inclusion Action Plan“ was developed in an extensive participatory process. Until 2023 the plan aims to further anchor inclusion as a cross-sectional task in the areas of teaching and studies, consulting and services, staff, communication and IT, buildings and campus, and research.

One of the UoC's particular strengths lies in its existing structures and measures for students. According to the 21st Social Survey conducted by the German National Association for Student Affairs 11% of the students in Germany have a disability or a permanent health impairment that complicates their studies. At the UoC, these students will find a comprehensive range of consulting services in the „Service Center Inclusion“, which was awarded the University Prize in 2018 and provides assistants, accessible rooms for working and resting, and works closely with the Rectorate's Representative for Students with Special Needs or Chronic Illnesses. Scholarships for students with health impairments or disabilities help reduce financial obstacles. This

is above all also a matter of making sure teachers increase their awareness of inclusive teaching and learning formats through training at the Centre for University Didactics. Based on experience gained as part of the nationwide project „PROMI - Promotion inclusive“ coordinated at the UoC, the University also strengthens the academic careers of people with disabilities and health impairments.

When it comes to staff, the UoC has implemented a university-wide health management and reintegration management. Financial planning security for special work equipment requirements and sick leave will be of particular importance in the future.

In addition to the development of an accessible IT infrastructure, the systematic documentation of structural barriers and the further development of an inclusive building infrastructure will be a focus in the future. Accessibility has been integrated as an important action field in the master plan for construction and the standards defined by the University are applied to new buildings or renovations.

PROMI-Project

As part of the PROMI project, 45 doctoral positions for severely disabled university graduates have been set up at 21 cooperating universities throughout Germany in recent years with funding from the Federal Ministry of Labour and Social Affairs. One of these universities is the UoC, which is also responsible for the management, coordination and academic monitoring of the project. The project plays a leading role nationwide, both in terms of supporting doctoral candidates with disabilities and in terms of research on the challenges and special needs for successful doctoral studies. Academic support and practical implementation are thus closely intertwined in the project. The results of the project evaluation form the starting point for sustainable changes at the participating universities and the development of tools to support these activities. Experience gained in the project is incorporated into the UoC's „Inclusion Action Plan“ and into the training of employees who are active in supporting young researchers. ///

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promi.uni-koeln.de](http://promi.uni-koeln.de)



INTERNATIONALITY AND EQUAL OPPORTUNITIES

A key element of the UoC's policy involves the internationalization of studies and research, which is in the responsibility of the Vice-Rector for International Affairs and the International Office. The Internationalization Strategy recently successfully passed the re-audit of the German Rectors' Conference.

Around 7% of all students and 22% of doctoral students at the UoC come from abroad. At the request of its student body and in the spirit of its Equal Opportunities Strategy, the Senate of the UoC has publicly objected to the plans of North Rhine-Westphalia's state government to introduce tuition fees for non-EU foreigners.

Around 350 guest researchers from all over the world enrich the UoC's international profile every year. Along with the international students, they have a wide range of language courses at their disposal. The concept of the International Faculty, which allows top international scientists to research and teach at the UoC over the course of several shorter stays, has developed into a model of success. Our Welcome Center, which helps our guests with all practical issues including (accessible) accommodations, residence status or childcare, is an important part of the Internationalization Strategy. To ensure that international and intercultural encounters are available to all stakeholders within the University, the internationalization of the administrative staff is also promoted through language courses, intercultural trainings or internships at foreign partner universities.

Also in difficult times, the UoC takes its social responsibility seriously. The University is a member of the international network Scholars at Risk (SAR) and a founding member of SAR's German section. Since 2016, the Refugee Support within the International Office has been offering preparatory German courses for prospective students with a refugee background, which are sponsored by the state of North Rhine-Westphalia and the DAAD and have thus far benefited over 100 participants. A donation fund can be used to bridge financial emergencies and the „Refugee Law Clinic“, a student initiative of the Faculty of Law, provides advice on asylum and administrative procedures. In addition, nine refugee scholars from all subjects are currently enriching research and teaching, largely financed by the Philipp Schwartz Initiative, the Scholar Rescue Fund and the core budget. The UoC's International Office facilitates the matching with host professors, provides close support regarding practical issues and offers language courses and support with third-party funding and scholarship applications, as well as a mentoring programme that promotes networking and career planning.

Support for the Families of Refugee Scholars

Many refugee scholars are particularly burdened because, on the one hand, they have to establish themselves in the German academic system as quickly as possible and, on the other hand, have to care for the urgent needs and problems of the family accompanying them. In contrast to traditional guest researchers, the stay in Germany for these families is usually quite sudden and unprepared. It is mostly the first stay abroad for many families and they often speak neither German nor English so that the scholar is the only person who can communicate with authorities, schools, insurance companies. In order to relieve this burden and above all to strengthen the families as a whole, the UoC was one of the first universities to set up family support for refugee scholars. Its primary task is the support of the families in their daily lives and in their integration, and helping them familiarize themselves with the city and its offers. ///

 Homepage
www.portal.uni-koeln.de/academic-refugeesupport.html

ANTI-DISCRIMINATION

The UoC attaches great importance to the respectful and appreciative treatment of all members of the University. To this end, UoC offers protection and promotes a culture of attention.



In 2013, the University took a clear stance on this issue with its „Directive on Dealing with Sexualized Discrimination“. In 2019, the directive was extended to the „Directive on Discrimination, Sexualized Violence and Bullying“. This directive establishes clearly defined points of contact, informal and formal consultation and complaint procedures, and possible sanctions.

Independent complaints offices and advisory services are available to students and staff. In cases of abuse of power and discrimination, stalking or bullying, they provide neutral and confidential assistance. In addition to the Complaints Offices for students and staff, we also have ombudspersons for students in cases of discrimination, the Gender Equality Officers and the Representatives for Students with Special Needs or Chronic Illnesses. The counselling standards in the field of diversity and anti-discrimination are ensured by a training module for counsellors within the University's further-education-programme. The establishment of an anti-discrimination counsellors network is intended to help reflect on complaint procedures and ensure their quality, especially

in terms of confidentiality and effectiveness.

In addition to the focus on sexualized discrimination, topics such as age discrimination, racism, ableism or discrimination against sexual minorities (LGBTIQ*) take center stage, to which the UoC responds with structural but also with important symbolic measures. For example, the Rectorate raised the rainbow flag for the first time on the occasion of Cologne Pride 2018 as part of a joint initiative with the General Students' Committee. The set up of all-gender restrooms ended a fundamental experience of discrimination especially for transgender, intersex and non-binary persons. With its „Room of Silence“, the UoC provides an individual and neutral place of tranquility and retreat, which at the same time serves to counteract experiences of religious discrimination.

With regard to prevention and awareness raising, the UoC regularly enhances a catalogue of measures, which include public relations work, discussion events and training courses on assertiveness and self-defence. In the future, education and training offers will be developed for all members of the UoC to effectively address the topic of „unconscious bias“.

Room of Silence



The UoC opened its „Room of Silence“ in 2017.

The space is committed to the principle of neutrality to allow for free and individual use. The guiding principles for the room include respectfulness and consideration of others as well as silence and mindfulness. From yoga exercises to autogenic training and prayer, all silent activities are permitted. The University provides chairs, mats and pillows for this purpose. It is also possible for individuals to bring their own prayer mats, religious symbols or meditation pillows. The UoC offers an integrative place of retreat which can be used individually.

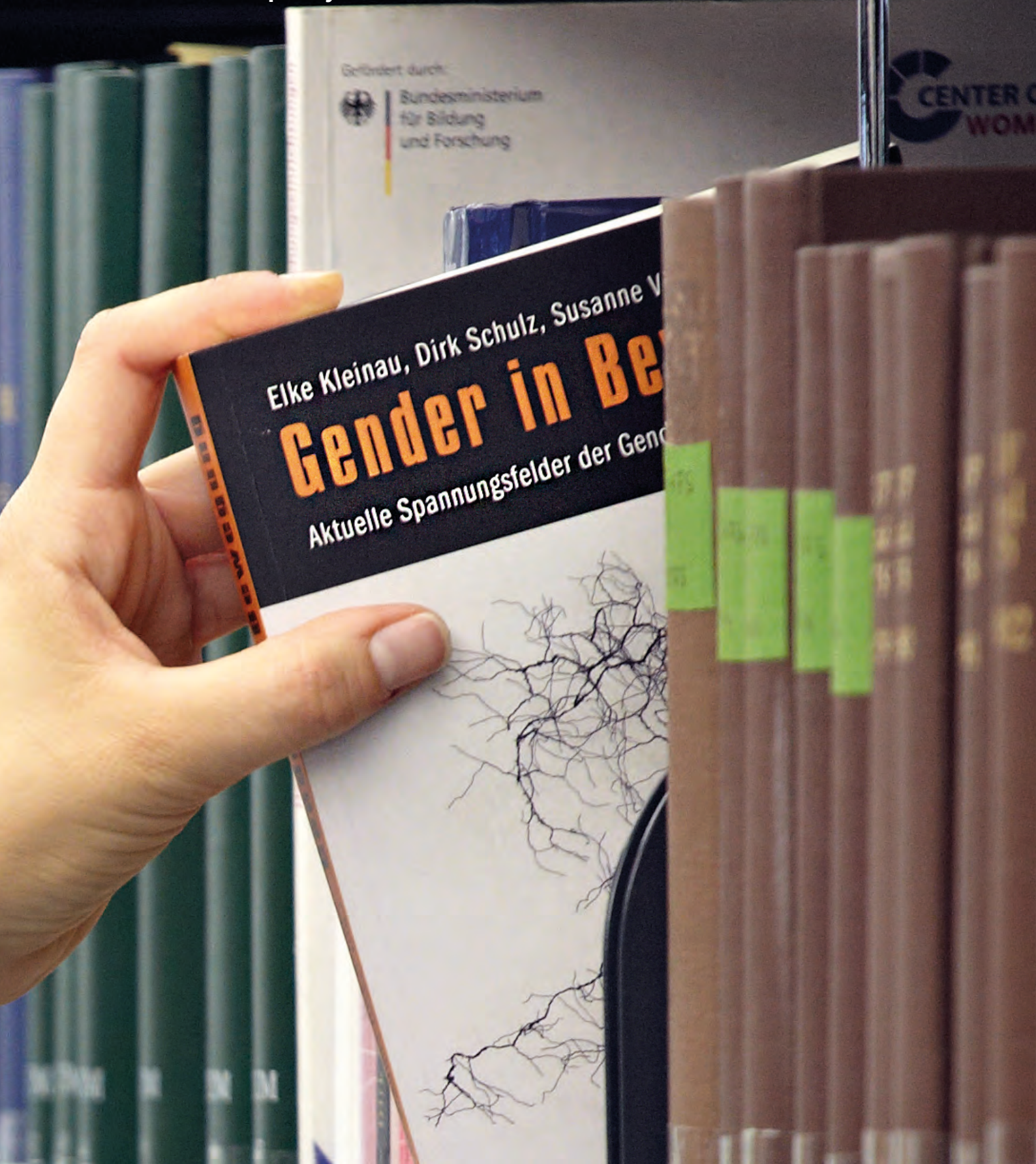
The Room of Tranquillity is available to all members of the University community. ///



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raumderstille.uni-koeln.de](http://raumderstille.uni-koeln.de)

GENDER AND DIVERSITY IN RESEARCH AND TEACHING

The UoC promotes research in the field of gender and diversity studies, not only in the cultural and social sciences, but in all Faculties and across all disciplinary boundaries.



In order to underline this goal, the academic centre „Gender Studies in Cologne“ was founded in 2012 and positively evaluated in 2015. It organizes the BA certificate „Gender and Queer Studies“ since 2013. In the winter semester 2017/18, the interdisciplinary master's programme „Gender & Queer Studies“, which is unique throughout Germany, was launched in partnership with the University of Applied Sciences Cologne. This study programme is supported by an international guest lectureship rotating between the Faculties. The UoC is also a leader in the field of educational research. The working group „SINTER - Social Inequalities and Intercultural Education“ is currently developing a research focus on the topic of educational biographies, in which the excellent research expertise of the Faculty of Human Sciences in the field of educational (in)equality is to be bundled. The question is how the emergence and reproduction of social inequalities are related to structures, discourses and practices of school and extracurricular education and how educational institutions and stakeholders respond to the challenges of increasing heterogeneity.

The Mercator Institute for Literacy and Language Education was founded at the UoC in 2012 to improve the educational opportunities of children and youth with language support needs. It aims to structurally improve language education and language promotion along the entire educational path, especially at school, by qualifying teachers for language-sensitive teaching on the one hand, and by researching language education processes on the other. The UoC also sees an opportunity to shape heterogeneity and inclusion in the training and further education of prospective teachers.

The topic of ageing plays a particularly prominent role at the UoC. The „cologne center for ethics, rights, economics and social sciences of health“ (ceres), in which five of the Faculties are involved, focuses on interdisciplinary research and teaching specifically on the relationship between ageing and demographic change. In the life sciences, the CECAD Cluster of Excellence is researching the medical challenge of age-associated diseases in an ageing society, while at the same time the NRW Graduate School GROW is investigating the conditions for „Gerontological Research on Well-Being“.

Shaping Heterogeneity and Inclusion - Future Strategy for Teacher Education

Scholars from the four teachers' educating faculties and the „Centre for Teacher Education“ are working together on an interdisciplinary basis in the cross-faculty project „Shaping Heterogeneity and Inclusion - Future Strategy for Teacher Education“ (ZuS). ZuS focuses on heterogeneity at the level of students, pupils and subjects. In principle, all dimensions of social heterogeneity are included, even if the focus is on inclusive, digital and linguistic education and the associated challenges for teacher education. Against this background, measures are being implemented in the fields of inclusive studies, competence labs, the promotion of young talents and quality assurance. Taking into account current research, topics such as inclusion, gender-related and social inequality as well as democratic education and participation are integrated into teaching and learning formats such as lecture series, research classes and seminars with school visitation days. ZuS is funded by the Federal Ministry of Education and Research from 2015-2023 as part of the „Teacher Training Quality Offensive“. ///



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zus.uni-koeln.de