



Inclusion Action Plan of the University of Cologne 2020 – 2024

Implementing the UN Convention on the
Rights of Persons with Disabilities

The Inclusion Action Plan was approved by the Senate of the University of Cologne
on 15.01.2020.

Index

Foreword	1
1. Strategic Integration and Development Process	3
2. Objectives and Measures (2020 – 2024)	5
2.1 Priority Area “Strategy and Structure”	5
2.2 Priority Area “Staff”	7
2.3 Priority Area “Research”	9
2.4 Priority Area “Consulting and Service”	11
2.5 Priority Area “Study and Teaching”	12
2.6 Priority Area “Buildings and Campus”	14
2.7 Priority Area “Communication and IT”	15
3. Implementation	17
3.1. Project management	17
3.2 Quality assurance.....	19
3.3 Participation and public relations	19

APPENDIX

- [Documentation “Development Process” \(german\)](#)

Foreword

Through its ratification in 2009 of the UN Convention on the Rights of Persons with Disabilities¹ (CRPD), Germany pledged to secure across the board the participation on an equal basis and equal opportunities for persons with disabilities. The CRPD challenges universities in two ways: On the one hand, as educational institutions (Article 24) they must react to the needs of students and doctoral candidates with disabilities. On the other hand, as employers (Article 27) they are obliged to facilitate participation on an equal basis for their staff, apprentices and trainees.

According to the 21st Social Survey of the *Deutsches Studentenwerk* (a federation of student unions in Germany) undertaken in 2016, 12 % of students at the University of Cologne (UoC) have a disability or permanent health condition, whereby it is mental illnesses that make studying particularly difficult. Other surveys, such as the BEST reports (2012, 2018), show that many students are not sufficiently familiar with the advice and support services available or the legal options (e.g. compensatory provisions), students with disabilities often encounter financial difficulties that hamper their studies and the students concerned would welcome more support from teaching staff.

At the present time, data on staff with disabilities are not indicative. However, through its obligation to achieve an employment rate of 5 % of persons with a disability, the University is required to collate data on the status quo on a regular basis (2018: 3.35 %). As a result of demographic change and the age structure of the population in future, it can be expected that with an older workforce the number of employees with disability-related requirements will also rise.

An instrument already tried and tested many times in universities, public institutions and the economic sector and used to focus on the corresponding challenges and the implementation of the CRPD is the *Inclusion Action Plan*, which defines an organisation's objectives and measures for a specific time period. In a participative process, the

¹ Where the CRPD and this *Inclusion Action Plan* refer to "persons with disabilities", this is not restricted solely to persons with an officially recognised disability but instead generally includes all persons who – due to a mental illness or physical impairment or chronic health disorder – are hindered from participating on an equal basis.

UoC developed – under consideration of existing structures and offers – its own *Inclusion Action Plan 2020-2024* for students and staff in the framework of the “Shaping Diversity” audit (2017/2018).

1. Strategic Integration and Development Process

The University's [Equal Opportunities Strategy](#) adopted in 2018 forms the umbrella for the development of structures and measures in the following areas: Anti-discrimination, educational equity, family friendliness, gender equality and inclusion.

The UoC uses the term “inclusion” in the narrower sense in line with the CRPD, which focuses on the participation of persons with long-term health conditions and disabilities. Using “inclusion” in its narrow definition is intended to contribute to raising the visibility of persons with disabilities and to encourage explicit consideration of their requirements. This reference to the CRPD goes hand in hand with the understanding that people with disabilities are hindered in their participation in society when they encounter attitudinal and environmental barriers – they are *actively* disabled. Consequently, disabilities arise from the interaction or relationship between persons with disabilities and the barriers they encounter.² This definition is a departure from the medical paradigm and substitutes a mostly negative, deficit-oriented view of health conditions and disabilities with a diversity approach that acknowledges them as part of human normality.³

Accordingly, the UoC has set itself objectives that on the one hand focus on the (removal of) barriers in the University's structures and processes and on the other hand are aimed at providing individual support for persons with disabilities in order to facilitate better participation and greater self-determination.

Development process

This *Inclusion Action Plan* and the objectives and measures it contains were developed at the UoC within the corresponding subproject in the framework of the [“Shaping Diversity”](#) audit of the *Stifterverband*.⁴ The “*Inclusion Action Plan*” subproject was headed by Professor Mathilde Niehaus (Chair of Labour and Vocational Rehabilitation, Faculty of Human Sciences) and Dr Kathrin Staufenbiel (Inclusion Service Cen-

² Hirschberg, M. (2011): Positionen Nr. 4 “Behinderung: Neues Verständnis nach der Behindertenrechtskonvention“. Berlin: German Institute for Human Rights.

³ Bielefeldt, H. (2009). Zum Innovationspotenzial der UN-Behindertenrechtskonvention. Essay No. 5, 3rd ed. Berlin: German Institute for Human Rights.

⁴ Through advice and assistance, the “Shaping Diversity” audit of the *Stifterverband*, which takes two years, helps universities to shape university development in a diversity-oriented manner. The UoC successfully completed the audit in 2017/2018. Alongside the development of the Equal Opportunities Strategy, the audit also included the three subprojects “Educational Equity”, “Anti-discrimination” and “*Inclusion Action Plan*”.

tre, Department for Gender & Diversity Management). Some 30 players from administration and the academic community, internal and external experts (e.g. the German Research Foundation in the “Research” expert group and the Federal Employment Agency in the “Staff” expert group), students as well as Cologne Student Services contributed to the “Inclusion Roundtable”. In the framework of seven expert groups in specific priority areas, objectives and measures were developed for the *Inclusion Action Plan*. In terms of their thematic focus, these seven priority areas were designed to cover large domains at the UoC: Strategy & Structure, Buildings & Campus, Study & Teaching, Consulting & Service, Research, Staff, and Communication & IT (see Figure 1).

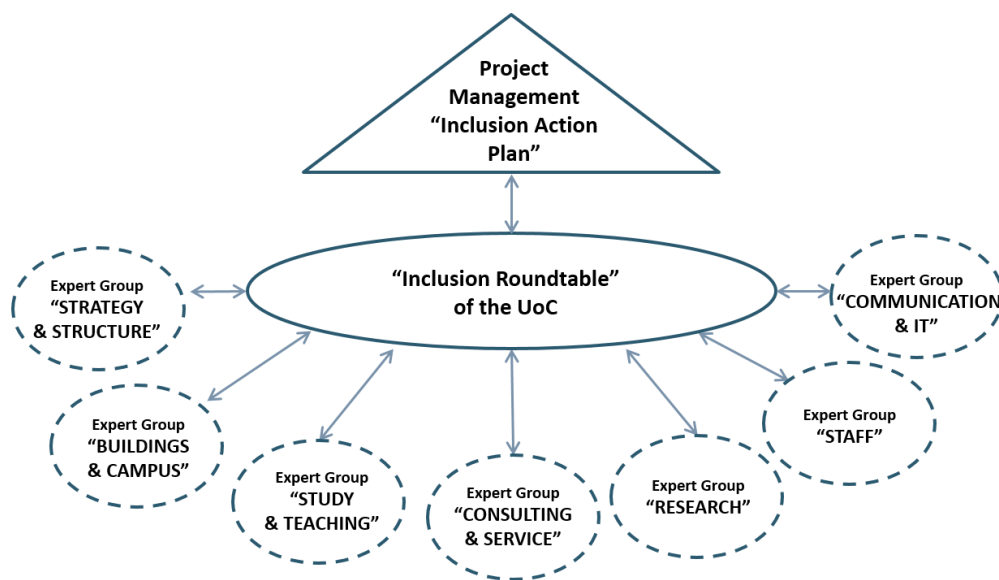


Figure 1: Project structure of the “Inclusion Action Plan” subproject within the “Shaping Diversity” audit

In order to ensure the greatest possible level of participation in accordance with the CRPD, the expert groups were open at all times to other interested parties, especially persons with disabilities.

The development process, the data situation regarding staff and students with disabilities and an overview of structural requirements and overall conditions at the UoC are documented in the appendix to the Inclusion Action Plan.

2. Objectives and Measures (2020 – 2024)

The UoC's *Inclusion Action Plan* encompasses seven priority areas 1) Strategy & Structure, 2) Staff, 3) Research, 4) Consulting & Service, 5) Study & Teaching, 6) Buildings & Campus, and 7) Communication & IT. The overall objective, implementation status, required action and planned measures are outlined for each of these priority areas.

2.1 Priority Area “Strategy and Structure”

Objective: The University of Cologne continues to establish inclusion as a cross-cutting management task.

Implementation status

The topic of inclusion is anchored at management level in the Vice-Rectorate for Academic Career and Equal Opportunities. Staff at the Department for Gender und Diversity Management, which reports to the Vice-Rectorate, are responsible for coordinating and monitoring the *Inclusion Action Plan*. Important – legally required – office holders are the Representative for Students with Disabilities or Chronic Illnesses, the Representative for Severely Disabled Persons and the Inclusion Officer. The Inclusion Service Centre is a permanent structure that provides advisory services for students with disabilities (part of Department 21 “Student Guidance and Counselling Services”). The designated persons are networked both within and outside the University in order, among others, to keep informed about ongoing political and statutory developments.

There are additionally many individuals from different areas of university administration who come into contact with the topic of inclusion, partly on an institutionalised basis (e.g. in advisory functions). In some faculties, vice-dean's offices have been established that are responsible for inclusion topics (see Fig. 2).

INCLUSION at the UoC (UN CRPD)

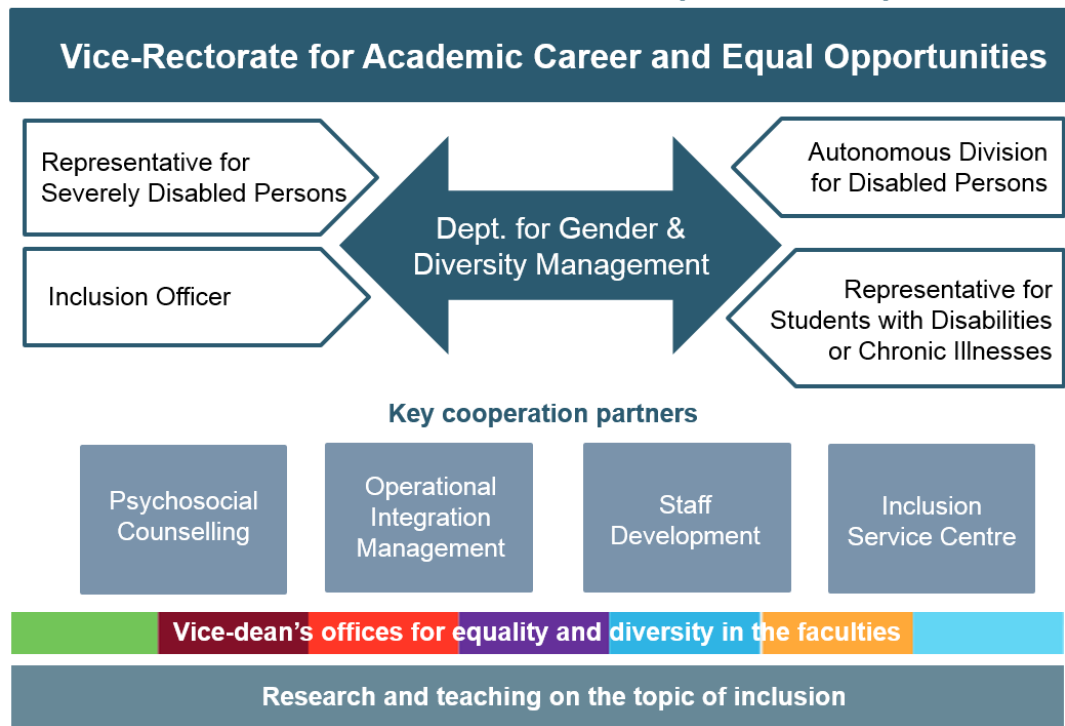


Figure 2: Organisation chart “Entities responsible for inclusion at the UoC”

Required action

- Implementation of the CRPD in individual organisational units at the UoC (faculties, central institutions and administrative units)
- Ensure continuity in the work performed by office holders required by law by means of an adequate operational framework
- Intersectional linkage of inclusion with other diversity topics

Planned measures

- **Governance:** Inclusion will be integrated in the “Equality and Diversity” development plans of the faculties, central institutions and administration on a scale agreed in consultation with these entities. It will also be included in further control instruments between the Rectorate and the faculties, which will designate a contact person responsible for this topic.
- **Discharge:** The financial and personnel-related discharge of office holders in the area of inclusion will be ensured at central level, under consideration of already existing structures and resources.
- **Intersectionality:** In all areas of work related to equal opportunities, the inclusion aspect will be assessed in terms of its relevance and integrated if applicable.

- **Networking:** The UoC will foster a nationwide exchange on inclusion at universities and invite players engaged in this area to participate.

2.2 Priority Area “Staff”

Objective: The University of Cologne works towards raising the percentage, increasing the visibility and furthering the careers of employees with disabilities.

Implementation status

According to the current status, the obligation to fill 5 % of posts with persons with severe disabilities (Section 154 German Civil Code, Book 9) is not met; in 2018 it was 3.25 % (including the Faculty of Medicine/University Hospital). While the employment rate in some parts of university administration far exceeds 5 %, it is lower among academic staff, with the exception of the Faculty of Human Sciences. The UoC currently pays a compensation levy (Section 160 German Civil Code, Book 9) from central funds for each unfilled compulsory post.

Comprehensive structures and processes have been established at the UoC in the areas of personnel selection and development. Alongside university-wide Occupational Health Management, Operational Integration Management was introduced in 2010. In 2016, the UoC was acknowledged by the *Landschaftsverband Rheinland* for its outstanding achievements in this area. The UoC has a Representative for Severely Disabled Persons (Sections 177-180 German Civil Code, Book 9) and an Inclusion Officer (Section 181 German Civil Code, Book 9). In addition, staff may avail themselves of the University’s Occupational Health Service, UniSport, Employee and Manager Counselling, Operational Integration Management and the Complaints Office pursuant to the General Act on Equal Treatment.

Required action

- Fulfilment of the legal obligation to employ persons with a severe disability
- Formulation of an Inclusion Agreement (Section 166 German Civil Code, Book 9) as a planning and control instrument for the operational inclusion of persons with disabilities

- Improved information for managers and staff with and without disabilities on the obligation to employ persons with disabilities and corresponding advisory and support services at the UoC
- Faster delivery of the aids required for participation in working life (Section 49 German Civil Code, Book 9) and for performing the respective task fully and/or independently from the start of the contract onwards
- Flexible response to longer term illness-related absences from work due to a permanent mental or physical condition or a chronic illness of persons with a disability

Planned measures

- **Employment rate:** Incentives will be created for the University's organisational units to increase the employment rate of persons with disabilities, especially in academia, e.g. among others by raising employees' awareness towards the rights and possibilities of persons recognised as severely disabled.
- **Inclusion agreement:** The finalisation of an "Inclusion Agreement" in accordance with Section 83 (2) German Civil Code, Book 9 will be accelerated and especially cover the topics of personnel planning, workplace configuration, structuring the working environment, work organisation and working hours.
- **Awareness raising:** By integrating the "Disability" aspect into existing training programmes, managers and staff will be sensitised towards the topic and informed about offers already in place. Through a university-wide survey on the topic of "Working, Collaboration and Leadership with Disabilities / Health Conditions at the University of Cologne", information on accessibility and good practice solutions at the UoC will be collated and processed as the basis for an awareness-raising campaign.
- **Training:** The targeted training of the respective *personnel administrators* will guarantee a smooth start to working life at the UoC for persons with disabilities.
- **Information management:** A training programme will be developed for *staff with disabilities* in order to provide comprehensive information about the opportunities open to them and enhance their motivation. Contact persons, checklists and guidelines on the topic of employment for persons with disabilities will be published on the relevant websites. Information on the topics will also be made available at events organised for new employees.

- **Bridge fund:** A fund to bridge the costs for adapting/equipping workplaces will be set up in order to ensure full participation in working life by new employees with disabilities from the very outset.
- **Personnel pool:** Improved mechanisms will be developed for rapid, reliable and effective “replacements” when need arises due to absences. Among others, establishing a pool of “stand-ins” to compensate for employees’ absences during maternity or parental leave and long-term absences due to illness will be explored.
- **Rest rooms:** Rest rooms foreseen for employees in accordance with the Workplace Ordinance will be signposted and the workforce informed about their location.
- **Destigmatisation:** Greater visibility of persons with disabilities will be actively promoted (role models) in order to achieve a higher level of participation and reporting of (severe) disabilities.

2.3 Priority Area “Research”

Objective: The University of Cologne fosters an inclusive academic culture.

Implementation status

There is proven research expertise at the UoC in the field of Inclusion/Disability Studies, above all in the Department of Special Education and Rehabilitation of the Faculty of Human Sciences. For example, in the context of an inclusive academic culture, in 2015 the Department of Special Education and Rehabilitation of the Faculty of Human Sciences adopted its own position paper on inclusion in teaching and research that documents its self-commitment and can serve as a model for other areas. In the framework of the nationwide PROMI project (promotion of inclusive doctoral studies for severely disabled persons) funded by the Federal Ministry of Labour and Social Affairs, obstacles and success factors for academic careers for persons with disabilities are identified and publicised in the shape of action guidelines⁵. In addition, in the period 2013-2015 three posts for doctoral candidates were created in the framework of PROMI, which were advertised explicitly for applicants with severe disabilities. From

⁵ Bauer, J., Groth, S. & Niehaus, M. (2017). Promovieren mit Behinderung. Rahmenbedingungen an deutschen Hochschulen im Fokus. RP Reha, 1, 35-42.
 Groth, S., Bauer, J. F. & Niehaus, M. (2017). Tatort: Übergang Hochschule Arbeitswelt: Spannende Ereignisse und Falllösungen. In F. Welti & A. Herfert (Eds.), Übergänge im Lebenslauf von Menschen mit Behinderungen. Hochschulzugang und Berufszugang mit Behinderung. (Hochschulzugang und Berufszugang mit Behinderung, p. 154–164). Kassel: kassel university press. doi: 10.19211/KUP97837376002679

2020 onwards, two doctoral positions for female early-stage researchers with disabilities will be filled through the Female Professors Programme III.

Required action

- Overarching concept for the support of early-stage researchers with disabilities
- Sensitisation of institutions involved in support for early-stage researchers and research in general (e.g. graduate schools) towards the needs of (early-stage) researchers with disabilities and towards the topic of “Doctoral Studies/Research with a Disability”.
- Compensatory provisions in examination regulations for doctoral and postdoc / Habilitation candidates with disabilities on the grounds of disadvantages due to disabilities or additional costs
- Information for/sensitisation of researchers regarding special funds available from third parties (e.g. German Research Foundation) for inclusive research teams

Planned measures

- **“Next Generation” concept:** A concept will be developed that will address how early-stage researchers with disabilities can be supported over the longer term at the UoC. This includes the following aspects:
 - Graduate schools: Consideration of applicants with disabilities when awarding posts and scholarships in the graduate schools; assessment of the extent to which the accompanying offers of the graduate schools can be supplemented with offers for early-stage researchers with disabilities or should be adjusted to the requirements of this group.
 - Integration of offers for early-stage researchers with disabilities into existing mentoring programmes.
- **Training:** In the framework of courses on the topic of “Doctoral Studies/Research with a Disability”, players responsible for the support of early-stage researchers and for personnel development will be informed about background aspects and challenges.
- **Examination regulations:** Compensatory provisions will be included in the Doctoral and Habilitation Regulations of the individual faculties.
- **International guest scholars:** The Welcome Center will expand its portfolio of advisory and other services for international guest scholars with disabilities.
- **Advice:** The Research Management Division will provide information and advice on special funds for inclusive research teams (e.g. German Research Foundation).

2.4 Priority Area “Consulting and Service”

Objective: The University of Cologne fosters the visibility and further development of advisory and other services for students and staff with disabilities.

Implementation status

The Inclusion Service Centre, which was awarded the University Prize in 2018, the Representative for Students with Disabilities or Chronic Illnesses and the Autonomous Division for Disabled Persons of the Students’ Union are the main contact points for students with disabilities. Staff have at their disposal the Representative for Severely Disabled Persons, the Equal Treatment Officer and three personnel administrators in the Staff Division as advisors with the relevant expertise. In the framework of the “Advisor Certificate” issued by the Vice-Rectorate for Teaching and Studies, the modules “Diversity Management” / “Anti-Discrimination”, where the topic of inclusion also plays a key role, are open to all advisors at the UoC, with the aim of raising awareness towards the needs of different target groups. UniSport offers further training courses for sports instructors on the inclusion of participants with disabilities.

Required action

- Expansion of low-threshold advisory services for students and employees with disabilities
- Improvement of the Inclusion Service Centre’s visibility for students and teaching staff
- Ongoing information and awareness raising for all counselling services on the topic of inclusion

Planned measures

- **Low-threshold access:** Online services for students with disabilities will be expanded.
- **Peer-to-peer coaching:** The Inclusion Service Centre will additionally offer resource-oriented peer-to-peer coaching as a group offer and a forum for students with disabilities.
- **Visibility:** The Inclusion Service Centre’s presence will be enhanced through its integration in various websites, e.g. Center for Advanced Teaching and Learning or Klips 2.0.

- **Networking and awareness raising:** The communication paths between the relevant advisory services will be improved through more extensive networking. These advisory services will be sensitised towards the topic of “Inclusive Advice” via existing networks and training measures. Student associations will be informed about the main aspects related to students with disabilities in the framework of a special event and encouraged to exchange thoughts and ideas.

2.5 Priority Area “Study and Teaching”

Objective: The University of Cologne strives for equal opportunities for students with disabilities and encourages inclusion-sensitive teaching.

Implementation status

The Inclusion Service Centre, the Representative for Students with Disabilities or Chronic Illnesses and the Autonomous Division for Disabled Persons of the Students’ Union are the main contact points for students with disabilities. Alongside information and counselling, the Inclusion Service Centre also arranges personal assistants and makes rest/work rooms available for students with disabilities. The Representative for Students with Disabilities or Chronic Illnesses is the contact person for student complaints and represents their interests on university committees. Scholarships for students with disabilities contribute to dismantling financial obstacles. The Center for Advanced Teaching and Learning has started to integrate the topics of inclusion and diversity in its seminars and to sensitise teaching staff towards students’ different needs. Through various projects and initiatives in teacher training at the UoC, the “Inclusion Network” has been established. Its objective is to foster regular exchange on the priorities and interfaces of these projects and initiatives in order to shape inclusion in teacher training at the UoC.

The university-specific analysis of the nationwide surveys “*BEST² - beeinträchtigt studieren*”⁶ (Studying with Disabilities), supplemented by the findings of a survey conducted by the Faculty of Management, Economics and Social Sciences⁷ and a survey

⁶ Deutsches Studentenwerk (Ed.). (2012). *beeinträchtigt studieren - Datenerhebung zur Situation Studierender mit Behinderung und chronischer Krankheit 2011*. Berlin: Federal Ministry of Education and Research.

Deutsches Studentenwerk (Ed.) (2018). *beeinträchtigt studieren - best2. Datenerhebung zur Situation Studierender mit Behinderung und chronischer Krankheit 2016/17*. Berlin: Federal Ministry of Education and Research.

⁷ Stemmer, P. (2017). *Studieren mit Behinderung/Beeinträchtigung. Teil II: Qualitative Befragungen*. Baden-Baden: Nomos.

among students on psychological stress (KUmBel Report),⁸ provides an insight into the study situation of students with disabilities at the UoC. The required action described below is derived from these surveys.

Required action

- Improved visibility of advisory and support services as well as of legal options for students and teaching staff
- Sensitisation and knowledge transfer for teaching staff regarding the needs of students with disabilities
- Establishment across the board of inclusion-sensitive teaching, above all in the area of digital education

Planned measures

- **Awareness raising:** The handout on how to design inclusion-sensitive teaching will be disseminated and used in university didactics workshops.
- **Information:** The examination offices will standardise the organisation and implementation of compensatory provisions (e.g. forms, closing dates). Building on this, the Inclusion Service Centre will develop an information sheet on the topic of compensatory provisions, which will be made available to students and teaching staff and simplify communication on the topic.
- **Evaluation:** In conjunction with the further development of accreditation processes, the aspect of “diversity-sensitive teaching” will become an integrated component, also under consideration of questions related to inclusion.
- **E-Learning:** The E-Learning Centre will offer further training on how to make e-learning offers accessible.

⁸ Weber, R. (2017, October). Studieren mit psychischen Belastungen und Erkrankungen – Die KUmBel Studie. Presentation at the 2nd meeting of the Inclusion Roundtable, Cologne, Germany.

2.6 Priority Area “Buildings and Campus”

Objective: The University of Cologne ensures accessibility in all buildings and throughout the campus.

Implementation status

As the owner, the UoC has considerable influence on the condition of its buildings. In 2018, the Facility and Property Management Division integrated the aspect of accessibility into the University Site Development Plan (Master Plan 2030) and highlighted its importance. The UoC’s online map shows by means of a traffic light system whether individual buildings have wheelchair access.

Required action

- A catalogue of accessibility criteria for the renovation and rental of properties and the construction of new buildings which goes beyond the minimum legal standards foreseen for the implementation of the UN Convention on the Rights of Persons with Disabilities
- Systematic documentation and dismantling of various infrastructural barriers
- Establishment of communication channels to provide information about barriers in buildings
- Accessible guidance system and signage on campus

Planned measures

- **Standards:** The UoC will develop its own *minimum standards* for building accessibility as a voluntary commitment. It will also develop a catalogue of criteria for accessible course rooms and lecture halls as well as function rooms and offices. When *awarding contracts*, references and qualifications relevant to the construction of accessible buildings within the framework of the Ordinance on the Award of Public Contracts will be taken into account. Accessibility will be taken into consideration as an important criterion when *renting property*.
- **Documentation of structural barriers:** The Facility and Property Management Division will systematically document the structural barriers in buildings, course rooms and function rooms. Together with the key players responsible, it will prioritise the order in which these barriers are to be dismantled.
- **Information/guidance system:** Together with the key players responsible, the Facility and Property Management Division will further develop communication tools

with which to deliver information on the accessibility of buildings, course rooms and function rooms (e.g. through a website/platform, further development of the interactive map).

- **Contact persons:** The Facility and Property Management Division will designate two contact persons for the topic of accessible construction and facilitate training on this topic for other staff in the division.
- **Expert groups:** The UoC will set up an expert group on structural accessibility (Facility and Property Management Division, Representative for Severely Disabled Persons, Students' Union and Inclusion Service Centre) in order to agree each year on overarching accessibility measures. The participation of interest groups will be ensured as a general principle when planning building projects.
- **Awareness raising:** Teaching staff will be sensitised through a university-wide campaign "How accessible is my office"?

2.7 Priority Area "Communication and IT"

Objective: The University of Cologne links digitalisation with inclusion and seeks accessible IT solutions.

Implementation status

Information about the services offered by the UoC's Inclusion Service Centre is provided on the inklusion.uni-koeln.de website. The website of the "emPower" project helps students decide about seeking advice if they have psychological problems. University members are sensitised within the framework of the "Giving People a Voice" web project. Experience reports allow them an insight into the situation of staff and students with disabilities at the UoC.

The Inclusion Service Centre offers practical support for students with disabilities by making accessible workplaces available. The Communication and Marketing Division provides guidelines on its website on how to create accessible documents and organise accessible courses and events.

Required action

- Integration of equal opportunities in the UoC's Digitalisation Strategy
- Systematic revision of UoC websites, documents and videos in line with the Accessible Information Technology Ordinance

- Integration of the requirements of students and staff with disabilities in IT-based services (e.g. KLIPS, ILIAS)
- Guaranteed accessibility for all students and staff at central events
- Improved visibility of students and staff with disabilities in the UoC's public image

Planned measures

- **Strategy development:** Equal access and participation will be included in the Digitalisation Strategy and other IT strategy papers.
- **Accessible websites:** The UoC's websites will be further developed to comply with the provisions of the Accessible Information Technology Ordinance. The UoC will make its most important videos accessible, i.e. ones which address (potential) students and staff. The Communication and Marketing Division will develop guidelines for the creation of accessible websites. The UoC will additionally organise workshops for web editors on the accessible design of websites and documents.
- **Accessible IT solutions:** All relevant IT solutions (e.g. KLIPS, ILIAS) will be successively reviewed in terms of accessibility and any necessary adjustments accelerated.
- **Accessible events:** The Communication and Marketing Division will designate a central contact person for "Event Accessibility" and corresponding guidelines will be further developed successively.
- **External communication:** When selecting pictures for the UoC's various communication channels, persons with disabilities will also be taken into account.

3. Implementation

3.1. Project management



Figure 3: Project management “Implementation of the *Inclusion Action Plan* of the UoC”

Vice-Rectorate for Academic Career and Equal Opportunities

The Vice-Rectorate, together with the Department for Gender & Diversity Management which reports to it, is responsible for coordinating the implementation of the Action Plan and for central monitoring tasks. In detail, these are:

- Coordination of the implementation process and the Steering Group
- Coordination of resource planning and submission of figures for economic planning purposes
- Ensuring the participation of students and staff and provision of information for these groups
- Chairing the UoC’s “Inclusion Roundtable”
- Knowledge management regarding contact points and measures in the area of inclusion
- Support for players engaged in the implementation and quality assurance of measures
- Preparation and follow-up of Action Plan events

- Evaluation of the Inclusion Action Plan in cooperation with Department 14 “Evaluations”
- Public relations
- Annual report to the Rectorate

Steering Group

- Decisions on the prioritisation and further development of measures in close coordination with the “Inclusion Roundtable”
- Monitoring the implementation and, if necessary, adjusting and further developing the catalogue of objectives and measures

Members:

Vice-Rectorate for Academic Career and Equal Opportunities
A representative of the Chancellor
A representative of the faculties

Inclusion Roundtable

- Discussion and development of tasks undertaken by the UoC in the priority area “Inclusion” at the UoC, including the assessment of objectives and measures in terms of content
- Prioritisation of measures in an advisory capacity for the Steering Group

Members:

Vice-Rectorate for Academic Career and Equal Opportunities / Department for Gender & Diversity Management
Representative for Severely Disabled Persons
Inclusion Officer
Representative for Students with Disabilities or Chronic Illnesses
Inclusion Service Centre
Autonomous Division for Disabled Persons of the Students’ Union
Faculty representatives

Task leaders

Task leaders are designated and responsible accordingly for each measure in the respective priority area. Their tasks are:

- Implementing and ensuring the sustainability of measures
- Regular reporting to the Department for Gender & Diversity Management

3.2 Quality assurance

The Vice-Rectorate is responsible, with the support of Department 14 “Evaluations”, for the evaluation of the Inclusion Action Plan. The overarching objectives as well as the objectives for the individual measures will be operationalised in a measurable way and reviewed at regular intervals. An Interim Report after three years and a Final Report after five years will take stock of the Inclusion Action Plan’s successes. On the basis of the Final Report, the Rectorate will decide on the next steps.

3.3 Participation and public relations

The implementation of the Inclusion Action Plan will be structured as a transparent organisational development process. Students and staff will thus be able to obtain information online about the ongoing implementation of the *Inclusion Action Plan* and themselves make an active contribution. An information portal will be set up for this purpose on the “vielfalt.uni-koeln.de” website. The Action Plan will be published in different formats (including an English version) and there will be regular updates on the progress of its implementation.