

Action Plan "One University for All"

Minutes of the 1st meeting of the steering group on April 23, 2020 (9.00 - 11.00 a.m.) as video or audio conference

List of participants (alphabetical):

Silke Adam, Employee Representative for Severely Disabled Employees

Dr. Carsten Bender, Center for Higher Education, Department of Disability and Studies (DoBuS)

Michael Brockmeier, Department of Construction and Facility Management

Laura Bühner, Center for Higher Education, Disability and Student Affairs (protocol) Lisa

Burghardt: University Communications Department

Tatjana von Estorff, Inclusion Representative of the Employer for Severely Disabled Employees

Nicole Hüsing, Student Services Department

Prof. Dr. Christoph Käßler, Faculty of Rehabilitation Science, Department of Development and Research of Inclusive Educational Processes

Martin Kötterheinrich, ITMC

Thomas Quill, Department of Construction and Facilities Management

Nima Saleh-Ebrahimi, Speaker of the Autonomous Disability Unit

Bianca Schumacher, Department of University Development and Organization, Division of Strategy and Quality Management

Tobias Sturm, Department of University Development and Organization, Organizational Development, Campus Management System

Prof. Dr. Barbara Welzel: Vice Rector Diversity Management

Dr. Ute Zimmermann, Equal Opportunity, Family and Diversity Office

TOP 1: Welcome and introduction of the members of the steering group

Prorector Welzel welcomes the members of the steering group, the members introduce themselves briefly.

TOP 2: Background information on the action plan

Prof. Welzel explains the background and objectives of the action plan, which is based on the UN Convention on the Rights of Persons with Disabilities. This states that people with disabilities can enjoy or exercise all human rights and fundamental freedoms on an equal basis with others. Respect for the diversity of people and the acceptance of people with disabilities as part of human diversity forms one of the basic attitudes here. Ms. Welzel emphasizes the fundamentally positive attitude of the TU Dortmund University on all levels, management as well as administration and science, to actively engage in order to enable disabled and chronically ill people to study or work at this university with equal opportunities. Far ahead

the UN Convention on the Rights of Persons with Disabilities, which now also obliges universities in North Rhine-Westphalia, the TU Dortmund has a pioneering role in the field of disability and studies throughout Germany; it has been active in this area for more than 40 years. There are many good examples of disability mainstreaming at TU Dortmund: from the realization of accessibility in the planning and execution process of construction measures, to the anchoring of disadvantage compensation in all examination regulations and the admission regulations for courses with restricted participation, to the natural sign language interpretation at first semester greetings and academic annual celebrations.

The action plan "A University for All" of TU Dortmund University is a strategic tool to proactively identify and dismantle discriminatory or disadvantageous structures, cultures or practices.

TOP 3: Explanations on operational implementation

Carsten Bender and Ute Zimmermann are responsible for the operational implementation of the action plan. They are responsible for coordinating the process, which will run for four years. At the end of the term, the process will be evaluated and the action plan will be updated for another four years.

Thus, the action plan forms an instrument of process management and quality assurance.

The tasks of the steering group were already described in the invitation to this meeting, essentially these are:

- Advice on identifying structures, cultures and practices that (potentially) disadvantage and discriminate against people with disabilities at TU Dortmund University.
- Advice on developing, supplementing, prioritizing, etc. measures to reduce the identified disadvantages and discriminations.
- Suggest stakeholders who should be involved in the implementation of the measures.
- Observe the progress of the implementation of the measures, comment on it and, if necessary, give advice for readjustment.
- Receipt of the evaluation report and reporting to the rectorate and other committees

The measures in the action plan were set out at the end of 2019. In the meantime, individual topics have been developed further, and the action plan is therefore in the form of a process. Working groups with experts are formed for each of the measures to drive forward their concrete implementation. If the implementation of a measure requires additional resources, the responsible unit will take this necessity into account in the budget discussions.

TOP 4: Presentation and discussion of the contents of the action plan

Carsten Bender and Ute Zimmermann present the contents of the action plan so that the members of the steering group can gain an overview of all measures, select missing measures from

and prioritize the measures. Working groups will then be formed to discuss these priorities in more detail and then reactivate them.

1. Field of action (structural) accessibility

This field of action includes two major topics: structural accessibility and digital accessibility. In terms of structural accessibility, the focus is on rented properties and accessibility for students with mental illness (e.g. windows in rooms and air quality). Furthermore, the bus stop under the Mensa bridge is an important measure, especially from a student perspective.

Digital accessibility is particularly relevant in the current situation of the Corona pandemic. These topics should be advanced and formalized. The new website of the TU Dortmund University is largely barrier-free; this requirement should be transferred to all digital offerings of the TU Dortmund University.

Discussion:

- Ms. Adam: ISO standard, BITV standard should be firmly established in people's minds and always taken into account when procuring hardware and software.
- Mr. Kötterheinrich: The faculties sometimes use their own programs, etc., and do not necessarily have the necessary knowledge about the conditions for accessibility. Therefore, the ITMC wants to sensitize the IT representatives of the faculties.
- Ms. Welzel: TU Dortmund University has also decided in favor of Zoom and Web Ex because these programs are barrier-free. This information should be communicated so that the users know about it and use these tools accordingly.
- Ms. Burghardt: for all new contributions in Typo 3 and also for those that are still in FIONA, the creators are informed that the accessibility statement must be online as of September. Thomas Quill: With regard to the construction of buildings, there is a solid routine. Changes in terms of accessibility of rental properties are only implemented for long-term leases. Ms. Welzel emphasizes that, of course, everyone must be able to get to their workplace. For this, buildings do not have to be barrier-free as a whole, but this "tailor-made" accessibility must be guaranteed.
- Mr. Käßler suggests changing the wording of the measure "Disturbance-free lectures and seminars for students with a perceptual difficulty and anxiety disorders" and using the term "psychological stresses or disorders" since perceptual difficulty and anxiety disorders are only part of the problem.

Mr. Saleh-Ebrahimi adds that structural measures also affect students with mental impairment, e.g. in the rest room in the library.

Which fields of action have priority?

- 1.1 "Usability of all software used at the university".
- 1.2 "Usability of all IT infrastructure developed at the university".
- 1.3 "Implementation of the Ordinance on Accessible Information Technology of the State of North Rhine-Westphalia" Comment by Ms. Burghardt on the declaration of accessibility on the websites: a general deadline of 23.09.2020 applies, for declarations in sign language and easy lan- guage by the end of the year, and for mobile offerings an extended deadline of 23 June 2020 applies.
- 1.7 "Reconstruction of the Mensabrücke stop".

2. Field of action prospective students and students/teachers

Carsten Bender explains that the question of the accessibility of the application procedure of the Stiftung Hochschulstart is outside the scope of action of the TU Dortmund University, but is nevertheless worth examining as an essential access to the university.

Even at present, there is still a great need for consultation and discussion on compensation for disadvantages in examinations. The process for applying for compensation for disadvantages has been improved in the meantime.

u.a. through the development of a barrier-free application form and the formulation and publication of information on the ideal application procedure. The processes were defined more clearly with those involved in the Student Services department. The campus management process offers a new opportunity to digitize these processes.

Discussion:

- Ms. Welzel: It is important to better communicate the existing advising structures to the faculties and to the teachers. For example, it should be emphasized in all "Introductions to University Didactics" and similar basic information that students can, for example, apply for compensation for disadvantages. It is important to transport our culture of accessibility in this way.
- Mr. Saleh-Ebrahimi: At some faculties, accessibility is not implemented because some people have not yet recognized that it is important for students with disabilities. ABeR collects descriptions of problems, such as the lights in the cafeteria being turned off as a signal to close, making it difficult for students with visual impairments to find their way around.

Ms. Welzel refers to the structures of the university that provide support here. The ABeR can contact these at any time, e.g. DoBuS or the staff unit.

- Ms. Zimmermann: On the subject of compensation for disadvantages, there is currently a new process in connection with the Maternity Protection Act, which since a year ago has also applied to pregnant women.

Students applies. How can disadvantage compensation for a pregnant woman with physical problems be communicated to teachers and implemented for the benefit of mother and child? Are these processes comparable to other communication processes regarding disadvantage compensation?

- Ms. Welzel adds to the basic question of whether teachers need to know what "illnesses" students have or is it sufficient if they know what students need? It is important to deal sensitively with all questions of personal privacy.

Carsten Bender adds that a medical certificate does not have to name a diagnosis for good reason, but only contains the effects on the studies. This information goes to the examination board. In the end, the only information that reaches the teachers is what the students need.

Ms. Welzel emphasizes how important it is to inform teachers, examination committees need information about regulations and possibilities of fair examinations. Issues of disability and impairment must also be addressed in university didactics.

- Mr. Bender: Students don't get the idea that their health situation plays a role in this until they are in a higher semester and on their third attempt. It is important to reach students earlier. Ms. Welzel adds that examiners in particular need to be reached. They should be sensitive to the fact whether other reasons for failures or shortcomings among students might be effective.
- Ms. Welzel suggests a meeting with the (newly elected) examination committees. Here it should be made clear that examinations do not have to test the stress capacity of students, but rather the contents of the exam.

Which fields of action have priority?

- 2.2: "Information about and process optimization in the granting of compensation for disadvantages".
- additionally: "Meeting with (new) examination boards", expand information for teachers

3. Field of action Employees

Carsten Bender explains that in field of action 3.2 "Improvement of process management in workplace equipment for employees with disabilities/impairments", the questions of responsibilities and timelines need to be clarified. It is essential to create structures and processes in this area.

The fact that the TU Dortmund does not meet the employment quota for severely disabled persons is not really comprehensible given the working and infrastructural conditions provided by the TU. Therefore, work should be done here with emphasis on the field of action 3.3 "Increasing the quota of severely disabled employees in the central administration (including trainees)".

Discussion:

- Ms. von Estorff asks for feedback on the areas where the workplace equipment is lacking (item 3.2).

Ms. Adam adds the request to include Department 5 as a stakeholder in the action plan at this point. Until now, the offers for workplace equipment have been obtained decentrally and then sent to Department 5. This leads to long delays, as a result of which the offers are no longer valid and have to be obtained again. The interface work should be optimized here. The content of the emerging inclusion agreement should be linked to the action plan.

- Ms. Welzel: It is not clear why the already impaired employees (with and without a severely disabled ID card) would have to take care of everything themselves. Deans and managers should urgently learn that setting up a workplace for employees is a management task, in the sense of an employer's responsibility. A good network of the executives with the advisory structures and the budget officers is necessary for this topic. Managers must take care of the needs of their employees and there are structures that implement the requirements.

Which fields of action have priority?

- 3.2 "Improving process management in workplace equipment for employees with disabilities/impairments".
- 3.3 "Increase in the proportion of severely disabled employees in central administration (including trainees)" - also in connection with field of action 3.2

4. Field of action research

Carsten Bender explains that people with disabilities are underrepresented in the context of science and should be involved in research as experts in their own right.

Discussion:

Mr. Käßler: Funding opportunities via the PROMI project will be missed after the project expires. In his opinion, these funding structures should be continued and, if possible, strengthened to ensure that more disabled and chronically ill scientists can be employed (cf. field of action 4.3).

Ms. Welzel replies that the PROMI project had some "big imbalances". For example, it was very difficult to find eligible applicants. The concern of the project is good, but which tool is useful for the TU Dortmund to implement the promotions and employment of disabled and chronically ill people as a normal process? Structurally, the project is not well suited to be embedded in the logic of the TU Dortmund budget system. The budgeting system of the TU Dortmund, which by the way is the only one in NRW to do so, is not suitable for the project.

has implemented, does not provide for "extra pots", therefore also not for employees with disabilities. It would be more appropriate to ensure accessibility for scientists, to find regulations for normality, to transfer necessary equipment into paths and processes. In addition, scientists with children have the possibility to extend their employment by 2 years according to the Wissenschaftszeitvertragsgesetz. What opportunities are given to scientists with disabilities? The TU should take its duties as an employer seriously and proactively ensure the necessary workplace equipment and sensitivity among professors as supervisors. To this end, it would like to initiate a "round table".

Which fields of action have priority?

- 4.3 "Employment of disabled and chronically ill young scientists".
- All fields of action are to be discussed jointly in a working group. Faculties, departments and advisory structures jointly form a "round table".

5. Field of action Public Relations

Carsten Bender explains that the audio description of the TU Image film is being implemented as part of the DEGREE project.

Discussion:

Ms. Burghardt takes up the suggestion from field of action 1 to place greater emphasis on the topic of accessibility in university communication. It is also certainly an implicit task of university communication to strengthen an awareness of value-led action (field of action 5.3). Furthermore, there are connections to the fields of action 2.2 (compensation for disadvantages) and 4.3 (employment of young scientists with disabilities).

6. Quality assurance field of action

Due to time constraints, this field of action is not discussed. However, it is noted that this topic is well defined and that Bianca Schumacher and her team are responsible for its content.

ITEM 5: Closing round:

Which topics are relevant for you? Where do you see yourself involved?

- Mr. Kötterheinrich: Field of action 1 and everything to do with digital, also in connection with communication media. ITMC will communicate accessibility of tools. Communicate software and IT infra- structure with.
- Mr. Quill and Mr. Brockmeier: Field of action 1.4 to 1.7 (all construction measures), the reconstruction of the Mensa bridge is being pursued.
- Ms. Schumacher has ideas on the topic of quality assurance (field of action 6), there are also links to field of action 1.4 (Mr. Käßler)

- Ms. von Estorff: Fields of action 3.2. and 3.3 (process management with regard to workplace equipment, increasing the proportion of severely disabled persons)
- Ms. Adam: also fields of action 3.2 and 3.3 and field of action 5.2 (value awareness).
- Mr. Saleh-Ebrahimi: ABeR will contact the existing structures. Meeting with Carsten Bender, Ute Zimmermann and Nima Saleh-Ebrahimi to define all relevant issues.
- Nicole Hüsing: Application procedure at the TU Dortmund University (field of action 2.5), because students should be able to address their concerns to the Student Services without barriers.
- Ms. Burkhardt: Field of action 5 primary, university communication should always think about the topic; thinking about a format to gather accessibility topics and involve all areas of the university.
- Mr. Käßler: Field of action 5 (promotion of young researchers, strengthening of research) would also like a systematic survey of needs on the student side, especially of students with psychological stress (connection to Ms. Schumacher).
- Mr. Sturm: Establishing accessibility in all areas of campus management (e.g., action area 2) and consistent communication.

TOP 6: Vote on the further procedure

Ute Zimmermann and Carsten Bender will invite to a next meeting of the steering group in about half a year. In the meantime, following today's prioritization, individual members of the steering group will be contacted and the working groups will be formed. Prorektor Welzel thanks all participants.