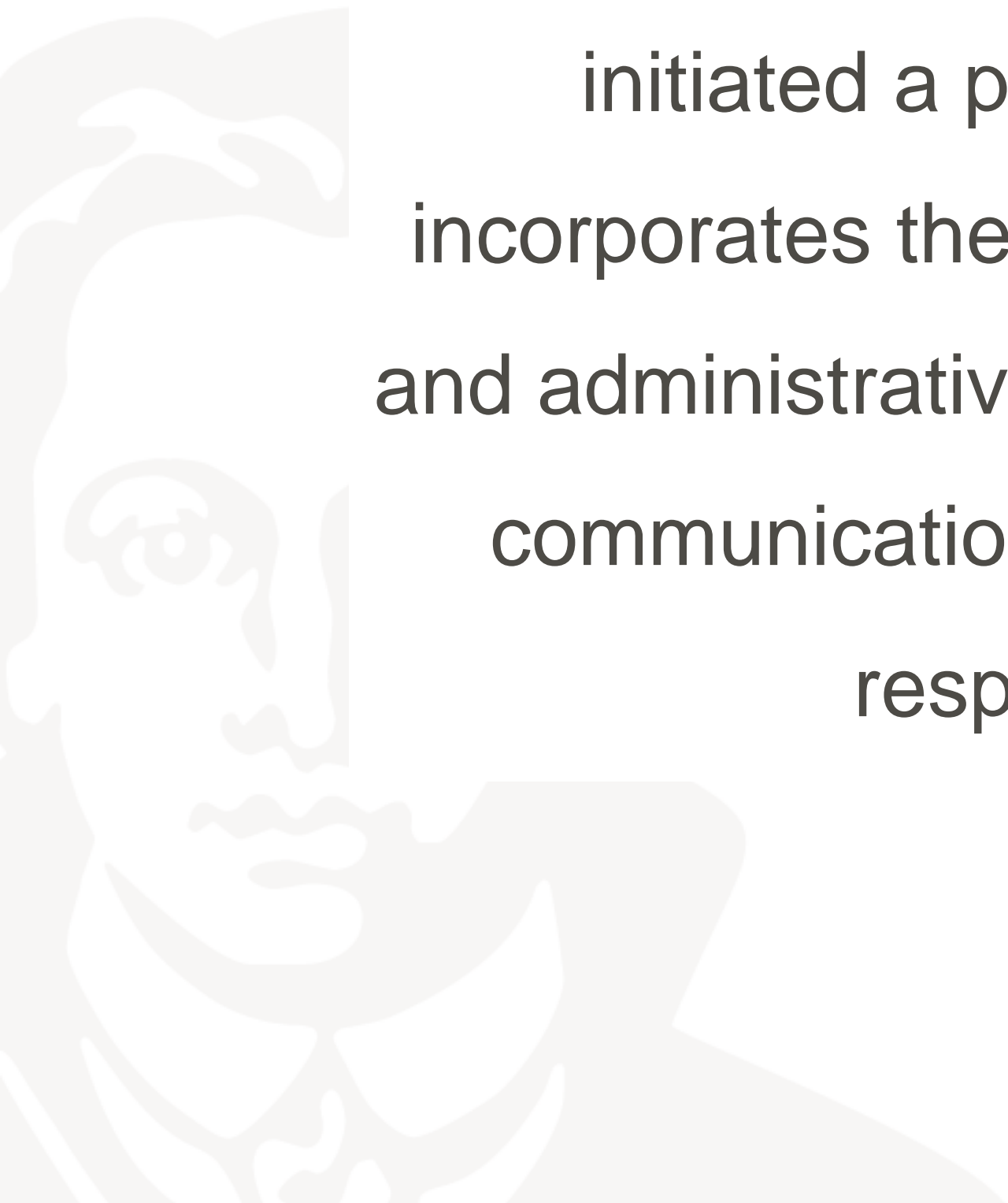# Preamble

The experiences of recent years, e.g., in connection with distance learning, the role of social networks as well as new forms of digital communication, have sparked an important debate addressing the basics of respectful collaboration at our faculty. For this reason, we initiated a process to develop this new frame of reference (code of conduct) that incorporates the perspectives of multiple status groups (students, teachers / researchers, and administrative-technical employees). The aim is to positively influence cooperation and communication within and between the individual status groups, and to represent the respective demands and responsibilities in the best possible way.

Principle	Definition	Teachers and Researchers	Students	Administrative-technical employees / Committee members
1 **Academic freedom**	We are committed to creating a space in which the free exchange of ideas and the freedom of teaching, learning, and research secured by the Basic Law ("Grundgesetz") are upheld for all members.	▪ Preserving the freedom of research and teaching ▪ Creating a protected space for the free exchange of ideas in the university context ▪ Respect for the opinions and ideas of others	▪ Appreciation of the opinions and ideas of other students ▪ Respectful verbal and written communication with / about students, employees, and faculty (e.g., no inappropriate remarks). This also refers to communication on internet forums and social media	▪ Constructively contributing to the creation of a space for the free exchange of ideas for students, teachers, and researchers ▪ Preservation and promotion of curricular and didactic opportunities
2 **Integrity**	We expect each individual to act honestly and responsibly, and to not tolerate and, wherever possible, oppose actions by others that may be harmful to them and/or the community.	▪ Preserving intellectual property ▪ Exemplifying and following the principles of good scientific work ▪ Setting an example of honest and reliable working practices (e.g., with respect to accepting benefits or influence) ▪ Ensuring honest behavior among employees and students (e.g., in examination situations)	▪ Preserving intellectual property ▪ Adhering to the principles of good scientific work ▪ Demonstrating honest behavior (e.g., in exams)	▪ Ensuring honest and reliable behavior (e.g., with respect to accepting benefits or influence) ▪ Protecting confidential and sensitive data, and acting with integrity (e.g., with students in advising or counseling situations) ▪ For all parties involved: ensuring the necessary transparency in the context of committee work (e.g., in examination committees)

The order of the displayed principles does not represent a statement about their relative importance.

Principle	Definition	Teachers and Researchers	Students	Administrative-technical employees / Committee members
3 **Equality & diversity**	We are committed to preventing discrimination and actively promoting equal and respectful treatment of our employees, faculty, and students in the diverse realities of their lives.	▪ Preventing discriminatory behavior (e.g., in teaching situations and exams) and actively addressing observed discrimination ▪ Sensitivity to the diverse realities of students' lives (e.g., with regard to family status or health restrictions) ▪ Promoting young academics irrespective of factors such as gender, migration experience, or social background	▪ No tolerance of discriminatory behavior ▪ Active advocacy for equal opportunities through respectful actions	▪ Preventing discriminatory behavior (e.g., in teaching situations and exams) ▪ Advocating for the prevention of discrimination in administrative processes (e.g., in admissions policies, scholarship, and loan programs)
4 **Sustainable development**	We do not base our actions on short-term success, but are also guided by long-term goals, such as the strong reputation of our teaching and research activities, the economic sustainability of the faculty, and the conservation of social and natural resources. In doing so, we deliberately seek to leverage the opportunities offered by digitalization.	▪ Consistently promoting innovation and creating a space for the free exchange of ideas in the university context ▪ Considering future topics and continuously developing research and teaching ▪ Creating a sustainable working environment ▪ Using resources responsibly (e.g., in the context of conference attendance or teaching) ▪ Imparting core competencies and opportunities for critical reflection on teaching content	▪ Treating students and employees of the university with respect ▪ Responsible use of the resources and infrastructure provided (e.g., teaching materials, library holdings, facilities) ▪ Ensuring long-term learning success through critical reflection of learning content ▪ Acquiring core competencies through self-reflection and active participation in curricular and non-curricular learning formats	▪ Responsible use of the resources provided in everyday work (e.g., in the area of administration: minimization of printed materials, saving energy, etc.) ▪ Creating a safe and fair working environment for employees, e.g., with regard to work-life balance, consistent compliance with occupational health and safety measures, and raising awareness of these measures ▪ Responsible use of the resources provided, while also maintaining the innovative strength and future viability of the faculty

The order of the displayed principles does not represent a statement about their relative importance.

The four core values of our faculty in a nutshell