Guidelines
for gender sensitivity measures in academia

Results from the project

STARQ

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Content

Preamble

At many higher education institutions, gender competence or gender sensitivity measures are offered for different target groups, most of which are aimed at students and teachers. For some years now, specific target groups within the group of employees, such as management staff and members of appointment committees, have come into focus as "gate keepers".

The measures usually aim to impart knowledge about structural gender inequalities or to work together to reduce them. Participants should be empowered to question and develop their knowledge in a participatory process to contribute to the dismantling of structural discrimination through their daily practice. Gender sensitivity measures are at the interface between theory and practice, in that they are based both on theoretical knowledge and on experiences and findings from practice.

The terms used in the following are defined in the attached glossary if highlighted in the text.

In the context of these guidelines, *gender* is understood to include all dimensions of gender. "[…] Gender encompasses society-specific roles, forms of expression, identities, perceptions, expectations and orders, which also change over time.[1]" **Gender diversity** also includes different gender identities, e.g. of **trans***, **inter*** and **non-binary persons (TIN*)**, as well as genderfluid or **cis** persons. In the context of the present guidelines, the distinction between *sex* and *gender* is also avoided.

The guidelines are based on a literature review and a web crawl analysis conducted between 2021-2022 as part of the BMBF-funded StaRQ project. The measures investigated for increasing gender sensitivity differ greatly from one another, for example in the understanding of the concept of competence, the concept of gender or in the content and didactic orientation. The literature review and the web crawl analysis had a focus on gender diversity and **intersectionality**.

The present guidelines for action are intended to support those responsible for the conception and implementation of measures to increase gender awareness in the design of target group-appropriate, high-quality measures. The StaRQ project followed a practice-oriented approach and therefore focused on practical recommendations, definitions of terms and literature references. The definition of gender sensitivity on which the recommendations for action are based was developed in the StaRQ project on the basis of an examination of existing approaches and is as follows:

> *Gender sensitivity is the awareness of structural gender inequalities, one's own resistances and the motivation to reduce these through gaining knowledge and experience in an ongoing process by critically reflecting on social attributions and their intersectional effects on social gender and power relations.*

According to this definition, the focus of the intervention is on sensitivity, i.e. the continuous gain and change of knowledge in connection with the critical examination of existing bodies of knowledge, one's own value system as well as one's own behavior. In order to focus on continuous reflection, the project team has chosen to use the term sensitivity, whereas the term competence is more strongly associated with the acquisition of application-related skills in the project. Another

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[1] https://www.fu-berlin.de/sites/diversity/diversity-dimensionen/geschlecht/index.html

explanation for the use of the term gender sensitivity instead of gender awareness or gender competence is the omission of the distinction between sex and gender (in German).

1. Theoretical foundations

1.1. Definition of gender

> **RECOMMENDATION:**
>
> When designing gender sensitivity measures, a broad gender concept should be used that addresses and integrates gender diversity. In this context, it is necessary to avoid focusing on gender differences (**difference-based theoretical approaches**), to make the legal framework transparent, and to impart knowledge about gender-related experiences of discrimination or to develop this knowledge together.

EXPLANATION:

Different gender theories, such as **Doing Gender**, should be addressed in the design of gender awareness-raising activities. In order to counteract and analyze the problems faced by gender equality and diversity work, it is sometimes necessary to name social categorizations. At the same time, a difference-theoretical approach can promote the reproduction of stereotypes. On the level of gender as a social categorization, for example, supposedly male attributes such as the attribution of scientific aptitude can be used in the context of gender equality work (Steinweg 2015) or cis gender as the norm, which leads to the stigmatization and exclusion of other genders or gender identities. Furthermore, the common distinction between *sex* and *gender* (Butler 1990) should be questioned, which gives the impression that *sex*, i.e. the biological sex, can be clearly determined in a binary way and that the constructedness of *gender* only applies to the social gender (gender).

It is important to be sensitive when dealing with self- and foreign designations of marginalized groups. A challenge is the use of acronyms or umbrella categories for supposedly similarly marginalized groups (e.g. **FLINTA***, **TIN***, **queer***...).

PRACTICAL EXAMPLE:

In the context of interaction with participants in gender sensitivity measures, an open approach to pronouns and forms of address should be standard. For example, in the context of events, participants should be given the opportunity to name their own pronouns in the round of introductions. It should be ensured that pronouns can be made visible in both online and face-to-face events (e.g. by name tag or self-designation in video conferences). The use of pronouns should always be guided by expert speakers and should be voluntary. This approach should not only be chosen for gender sensitivity events, but a corresponding institutional habitus should develop in the long term.

Further literature:

- Beaufaÿs, Krais 2005
- Fütty, Höhne, Llaveria Caselles 2020
- Hirschfeld-Eddy-Stiftung 2020
- Hornstein 2019
- Pimminger 2014
- Smykalla 2010
- Voß 2010
- Wedl 2004

1.2. Intersectional gender sensitivity

RECOMMENDATION:

Intersectional contexts of different potential dimensions of inequality should be integrated in the conception of gender sensitivity measures. Gender should be addressed in particular in relation to **racism**, **classism**, **ableism**, **antisemitism**, **Islamophobia**, **heterosexism**, **care work**, **ageism** and **transphobia**. Attention should also be paid to the difference between an additive understanding of the diversity dimensions (**multiple discrimination**) and an intersectional, i.e. interwoven understanding.

EXPLANATION:

A complex analysis of inequalities within the category of gender requires an intersectional perspective. Especially with regard to the expansion of the discourse in the direction of diversity, gender sensitivity measures in academia should be designed multidimensionally. In order to design gender sensitivity measures in a targeted and holistic way, it is necessary to consider and reflect on the interconnections or interdependencies of the dimension of gender with other dimensions of inequality. Here, power relations and their effects on intersectional discrimination play a decisive role. The concept of intersectionality should be taught and operationalized as an analytical tool. The forms of discrimination mentioned in the recommendation (see above) are not exhaustive in this context. A detailed presentation of inequality dimensions can be found in the elaboration of the diversity dimensions of the Diversity Charter (Charta der Vielfalt) in the related links.

Participants in awareness-raising measures should therefore be sensitized to other structural disadvantages and privileges. In the course of this, care should be taken in the selection of trainers, in the design of event formats and in the definition of target groups to ensure that gender sensitivity does not work in isolation from other dimensions of inequality.

Further literature:

- Auma 2020
- Bargetz, Ludwig 2017
- Crenshaw 1994
- Happ 2019
- Kaufmann 2019

- Riegel 2011
- Thompson 2021
- Walgenbach 2012

Further links:

- Portal on intersectionality: http://portal-intersektionalitaet.de/startseite/
- Toolbox Gender and Diversity in Teaching, Intersectionality instead of one-dimensionality and addition: https://www.genderdiversitylehre.fu-berlin.de/toolbox/inhalte/forschung/Inhaltselemente/Inhalte/intersek.html
- Charta der Vielfalt - Diversity Charter, Diversity Dimensions: https://www.charta-der-vielfalt.de/en/for-employers/diversity-dimensions/

1.3. Explanatory approaches

RECOMMENDATION:

Academic organizations should live up to their social responsibility as public institutions. Economic and performance-oriented explanatory approaches should not be the sole basis for intersectional gender sensitivity at universities and research institutions.

EXPLANATION:

Measures to raise gender awareness have on the one hand, the objective of contributing to social justice. On the other hand, these measures can increase the attractiveness of the academic institution and serve further goals such as internationality or "excellence enhancement" in the competition for "excellent" academics and students. Although gender sensitivity can also contribute to economic or organizational benefits, for example by promoting "excellence", retaining good academics, and capturing the potential of their development, social justice should not take a back seat. Therefore, it is important to critically question and contextualize the term "excellence". A combination of both approaches (*social justice case vs. business case*) can provide the basis for an understanding of diversity or gender equity as a gain, responsibility and opportunity (Byrd, Sparkman 2022).

Further literature:

- Beaufaÿs 2005
- Beaufaÿs, Löther 2017
- Wagner, Paulitz, Dölemeyer, Fousse 2021

1.4. Structural factors

RECOMMENDATION:

In the context of intersectional gender sensitivity measures, inequalities should primarily be addressed as structural conditions, not as individual problems. To this end, a reflection on

inequality and power relations as well as the "rules of the game" in the scientific field must be encouraged.

EXPLANATION:

Structural factors such as labor market structures, wage inequalities, but also economic and institutional power relations should be included in awareness-raising measures, as individuals do not bear sole responsibility for this. Awareness-raising measures should not only be seen as individual learning tasks, because the underlying social relationships and dependencies would be neglected in this context (Kleiner, Klenk 2017; Wedl 2004).

Academic institutions do not exist in isolation from power structures in society as a whole. As places of research and discourse, however, they are particularly suited as a space to reflect critically on these. Teachers and learners should be able to participate in this equally and together (Satilmis 2019). In conveying relevant bodies of knowledge, there should be a power-critical examination of the production, dissemination, and recognition of knowledge. This includes, for example, epistemic violence as well as the consideration of post- and decolonial, queer-feminist and indigenous knowledge critique. The context of emergence of different sources of knowledge should be emphasized, such as activist knowledge and scholarly knowledge.

Further literature:

- Möller 2015
- Wedl 2004

Further links:

- University of Heidelberg, online tutorial on gender bias in appointment procedures: https://www.uni-heidelberg.de/gleichstellungsbeauftragte/karriere/onlinetutorial_genderbias.html
- CEWS, research area "Gender bias in science and research": https://www.gesis.org/en/cews/data-and-information/research-areas/gender-bias

1.5. Processual nature of gender sensitivity

RECOMMENDATION:

Gender sensitivity measures should aim for ongoing awareness and reflection as a goal, rather than a one-time, completed acquisition of skills.

EXPLANATION:

The acquisition of gender sensitivity is a lifelong learning and reflection process. Participants should therefore be encouraged to constantly question themselves and their social as well as academic position and associated privileges. The goal should be to teach the ability to reflect instead of presenting a schematic, efficiency-oriented template for action.

Further literature:

- Budde, Venth 2010

Further links:

- University of Paderborn, gender glossary: https://www.uni-paderborn.de/universitaet/genderportal/gender-glossar/genderkompetenz

2. Structures and framework

2.1. Goals of the measures

> **RECOMMENDATION:**
>
> It should be defined which goals are being pursued with the measure and whether teaching gender sensitivity is suitable for achieving these goals. Schematic causal connections should be avoided, such as increasing the proportion of women or promoting women by reducing gender bias. It should also be examined whether qualitative and quantitative indicators for the achievement of objectives can be defined in order to be able to track the impact of the measures.

EXPLANATION:

In the course of the web crawl analyses (within the project StaRQ), it became clear that both the goals and the motivations for gender sensitivity measures were not always comprehensible or the relation of the measure to the goal remained unclear. Gender sensitivity measures should therefore be seen, for example, less as components of the advancement of women than as a necessary instrument for gender-equal personnel and organizational development and thus for the reduction of gender-related barriers in academic institutions. Gender sensitivity measures should not focus on differences and deficits, but should serve to make privileges visible, to reflect on them and to question them. In this context, supposedly academia-inherent principles such as the meritocracy principle should also be critically reflected. With regard to measuring effectiveness, indicators should not be oriented solely to quantitative goals, but also to diverse, theory-based characteristics of justice.

2.2. Target group (orientation)

> **RECOMMENDATION:**
>
> The measure should be target-group-oriented. This refers to the selection of the trainer (teams), the time frame and the concrete links to the field of study and work. Gender sensitivity measures should not be offered exclusively in connection with studies and teaching. There should be a stronger focus on professors or persons with management functions and/or personnel responsibility.

EXPLANATION:

The web crawl analyses indicate that the fewest measures are directed at people with management responsibility. However, they have a major influence on the organizational climate as well as on access or exclusion, especially through the role of those responsible for personnel selection, personnel development and promotion of junior staff. Regardless of different understandings of academic freedom, it should be examined in which framework participation in gender sensitivity measures can be formulated as mandatory.

2.3 Embedding in personnel development and organizational development

RECOMMENDATION:

Gender sensitivity measures should be embedded in organizational development and personnel development. Due to the frequent resistance to these measures, it is advisable to flank the offerings with an internal organizational exchange about the necessities and goals of intersectional gender sensitivity. In addition, it should be examined whether participation in gender sensitivity measures can be obligatory for certain target groups, e.g. for newly appointed staff. In this context, both the legal framework (in Germany) and the research findings on gender equality governance as well as on resistance to gender equality measures should be considered.

EXPLANATION:

Knowledge conveyed in gender sensitivity measures relates both to individuals in universities and research institutions and to organizational structures (**gendered organization**). Therefore, a holistic approach should be adopted that takes into account the interdependencies between micro and meso levels. The relationship between changing governance structures and gender equality should be considered, as well as findings from higher education research on organizational learning. Research on gender and racism provides valuable starting points for dealing with resistance and knowledge about mechanisms of perpetuation of structural barriers.

Further literature:

- Acker 1990
- Ahmed 2012
- Dee, Leišytė 2016
- Löther, Vollmer 2014

3. Enabling accesses

3.1. Protection of students, learners and teachers

> **RECOMMENDATION:**
>
> It should be ensured that the framework of the measures is a safe place for the participants, in which an appreciative and respectful interaction is cultivated. In the event of discriminatory behavior, there should be clear rules on how the trainers and participants deal with it. Furthermore, there must be appropriate and transparent points of contact and complaint channels.

EXPLANATION:

The protection of students, learners and teachers from or in case of discriminatory behavior should be a building block for awareness-raising measures. Especially when reflecting on everyday experiences, it is important not to reproduce discriminatory behaviors or statements.

EXAMPLE:

For participants in the gender sensitivity measures, there are qualified counseling services as well as safe and transparent complaint channels. Trainers selected to carry out the gender sensitivity measures recognize discrimination and, if necessary, intervene competently.

Further literature:

- Antidiskriminierungsstelle des Bundes 2020
- Kokits, Thuswald 2015

Further links:

- New Work Glossar, What are Safe Spaces?: https://newworkglossar.de/was-sind-safe-spaces/

3.2. Tolerance for mistakes

> **RECOMMENDATION:**
>
> In the context of gender sensitivity measures, interaction as well as communication should be sensitive to discrimination. While in some situations mistakes are clear-cut in this respect, in other contexts it is first necessary to address the complexity of the situation and take different perspectives into account. Regardless of the classification as a mistake, a culture of tolerance for mistakes should be cultivated as a matter of principle.

EXPLANATION:

Constructive exchange about experiences of discrimination and raising awareness of them is only possible if mistakes can be reflected upon and discussed. Tolerance for mistakes means creating a

learning context in which it is ensured that problematic statements and actions *do not have irreversible* hurtful, discriminatory or marginalizing consequences (Goel 2016: 39). This does not mean that discriminatory behavior, even if unintentional, should not be addressed or interrupted. The point is not to tolerate the transgression of freedom of expression or academic freedom through discriminatory behavior, but to open a dialogue. This should give the participants the opportunity to reflect on their behavior and to change it.

Further links:

- Toolbox Gender and Diversity in Teaching, Enabling mistakes: https://www.genderdiversitylehre.fu-berlin.de/toolbox/kompetenzen/leitlinien_nicht-freigeben/_inhalte/leitlinien-faq/fehlerfreundlich.html
- Zentrum für transdisziplinäre Geschlechterstudien - Center for Transdisciplinary Gender Studies, AG Lehre, Working group Teaching, Handbook on Critical Teaching against Discrimination: https://www.gender.hu-berlin.de/de/studium/diskriminierungskritik-1/broschuere-der-ag-lehre-diskriminierungskritische-lehre-denkanstoesse-aus-den-gender-studies

3.3. Inclusive and non-discriminatory language

RECOMMENDATION:

The content of gender sensitivity events should be communicated in an inclusive manner and be characterized by respectful, non-discriminatory, easy-to-use language. This also applies to the advertising of events of this kind.

EXPLANATION:

There are many reasons for using easy, non-discriminatory language. First of all, everyone involved benefits from easy language and the accessibility of complex content. In addition, raising sensitivity also starts with increasing the motivation of potential target groups. Easy language can support participants to engage with the content.

Further links:

- FU Berlin, gender sensitivity regarding language and images: https://www.oei.fu-berlin.de/institut/_download/leitfaden_gendergerechte_sprache.pdf

3.4. Accessible spaces

RECOMMENDATION:

Already in the run-up to the gender sensitivity measures, the room planning should be designed to be barrier-free. This applies to both face-to-face and online events.

EXPLANATION:

An intersectional understanding of gender equality claims to include aspects of accessibility in planning. The focus should be on an understanding of accessibility that focuses on the removal of barriers and not on the adaptation of different people to an environment characterized by barriers. Fields of application are, for example, structural measures, room and path design, toilets, breaks (food, drink), (sign) interpreters, other languages, comprehensibility, technical equipment, website, material, addressing, scheduling, etc.

Further literature:

- Richter 2019
- Welti 2015

Further links:

- The Bundesfachstelle Barrierefreiheit publishes brochures, handouts and checklists, including on low-barrier video conferencing platforms:https://www.bundesfachstelle-barrierefreiheit.de/DE/Presse-und-Service/Veroeffentlichungen/veroeffentlichungen_node.html.
- Bundesteilhabegesetz (Federal Participation Act) briefly explained: https://www.bthg2020.lwl.org/de/das-bundesteilhabegesetz-kurz-erklart/
- Umsetzungsbegleitung BTHG, Hochschulbildung: https://umsetzungsbegleitung-bthg.de/bthg-kompass/bk-teilhabe-an-bildung/hochschulbildung/

3.5. Barrier-free material

RECOMMENDATION:

The material used for gender sensitivity measures should be barrier-free and reflect diverse life realities and perspectives, in line with an intersectional understanding of barriers. It is also necessary to consider aspects of visual language.

EXPLANATION:

Both the form and the content of the materials provided should ensure that they can reach as many people as possible, for example in the form of easy language, Braille, sign language interpreters and addressing potential participants using an inclusive language as well as through non-binary addressing. Even a visual language that strives to represent diversity can reproduce stereotypes and make categorizations.

3.6. General conditions for participation

RECOMMENDATION:

It is recommended to embed the gender sensitivity measures into the participants' daily work or study routine in such a way that they are not perceived as an additional burden, but that participation is recognized and appreciated as part of the study or working time (e.g. through *credit points*).

EXPLANATION:

If measures are given sufficient time and space in the participants' everyday lives, this underlines on the one hand that they are valued by the institutional side. On the other hand, measures can have a more constructive and productive effect in this way. When planning gender sensitivity measures, it should be ensured that the participants are given time off for the duration of the measure or that their workload is reduced.

5. Glossary

This glossary is intended to facilitate the comprehension and accessibility of these guidelines. All words highlighted in the guidelines can be found in alphabetical order in this glossary. The glossary does not claim to be exhaustive.

The glossary was created based on various existing glossaries, guides, and handouts. Many of the glossaries referenced here were created through the work of activist individuals and far exceed the scope of this one. For a more in-depth discussion, you will find all sources at the end of the glossary.

Ableism

Ableism means a practice of discrimination against persons to whom physical or mental "disabilities" or limitations are attributed. (KFG at TU Berlin, guide on gender sensitive language)

Age discrimination / ageism

Ageism is the stereotyping of and discrimination against people based on their age. (University of Cologne, glossary of discrimination/criticism of racism)

Antisemitism

"Antisemitism is a certain perception of Jews, which may be expressed as hatred toward Jews. Rhetorical and physical manifestations of antisemitism are directed toward Jewish or non-Jewish individuals and/or their property, toward Jewish community institutions and religious facilities." (International Holocaust Remembrance Alliance, working definition of antisemitism)

Binary

In the binary gender order, or two-gender system, there are only two genders - 'man' and 'woman' - with clearly distinguishable, physical sexual characteristics. The two sexes are thereby thought of as mutually exclusive opposites. Moreover, the two-gender system assumes that people with a 'male' body have a 'male' gender identity, i.e. feel 'as a man', and people with a 'female' body have a 'female' gender identity or feel 'as a woman'. The division into two 'natural', clearly separated genders, which are also sexually related to each other (heteronormativity), still structures everyday

life and thinking in Germany. The system excludes inter* and trans* persons as well as all other people who cannot or do not want to locate themselves in their gender physicality or gender identity in this binary order. (FU Berlin, glossary on gender diversity)

Care work

Care work includes (work) forms of caring, worrying, looking after and looking after, for example childcare, family support or help among friends. Work of this kind tends to have a female connotation and is therefore often performed unpaid by women, which is taken for granted by society. In the course of the change in the gender order, the division of care work is changing and is often taken over by migrant women in rich countries. (bpb - Federal Agency for Civic Education in Germany, care work)

Cis

Cis refers to the congruence of one's gender identity with the sex assigned at birth (usage: 'a cis woman'). The gender of cis persons is usually not questioned and is accompanied by structural privileges. Cis is often used so that not only trans*, inter*, and abinary persons are marked (although inter* persons can also be cis). A designation option for cis persons avoids that cis persons are considered 'the normal' and all others are considered 'the deviation'. (FU Berlin, glossary on gender diversity)

Cisnormativity

Cisnormativity describes (similar to the term transphobia) the devaluation and invisibilization of trans people. As a term, cisnormativity focuses on the fact that it is socially assumed that all people are cisgender. (Queer-Lexikon – Queer dictionary, glossary)

Classism

Classism refers to discrimination based on social origin and/or social and economic position. Classism is therefore not only about how much money someone has at his/her disposal, but also what status he/she has and in what financial and social circumstances he/she grew up. Classism is mostly directed against people of a "lower class". In particular, homeless and unemployed people, people from the working class and the poverty class are excluded. (Diversity Arts Culture, dictionary)

Doing Gender

The term Doing Gender refers to an analytical approach that does not presuppose gender as a natural characteristic but understands it as the result of everyday interactions. It examines how people - consciously or unconsciously - signal their belonging to one gender through their actions, and how these signals are perceived and classified by others. (Gender glossary)

FLINTA*/FLINT*/FLTI*/FILTA*

These acronyms stand for women, lesbians, inter*, non-binary, trans* and agender people - all those who are patriarchally discriminated against because of their gender. The acronym is sometimes used to make clear who is welcome in certain spaces and at certain events. (FU Berlin, glossary on gender diversity)

Gender diversity

Gender diversity consists of physical sex (also "sex"), gender identity (also "gender"), and gender expression. *Physical sex* here refers to physical characteristics such as sexual organs, chromosomes, hormones, or body size, among others, which in various combinations are socially categorized as female, male, or intersex. How people themselves feel about their bodies, however, may differ from these categories. *Gender identity* describes how people identify themselves gender-wise, for example, as male or female, but also using terms that go beyond the two-gender system, such as genderqueer or non-binary, among others. *Gender expression* describes what external characteristics are socially associated with gender, such as hairstyles, fashion, skills, taste, or social behavior, among others. In all three areas, there is a great diversity and many combinations are possible. (Debus, Laumann 2018: 159)

Gendered organizations

In her research, Joan Acker examined (work) organizations and found them to be gendered and by no means neutral. Certain structures and positions, for example, are clearly linked to attributes with gender connotations. Above all, the displacement of certain forms of work, especially care work, which is mostly not performed by men, into the private sphere leads to structural injustices in the area of work and organization. The social construction of gender is therefore not limited to people, but also affects structures in themselves. (Acker 1990)

Heterosexism

Heterosexism refers to the social norm in which heterosexuality is considered normal, natural, and better than other sexual orientations. (Queer-Lexikon – Queer dictionary, glossary)

Inter*

Intersex (lat. 'inter': between) people have congenital physical characteristics that cannot be clearly classified as (only) male or (only) female according to medical standards. This concerns, for example, the sexual organs, the chromosome set or hormone production. Intersexuality can already become visible at birth or only later and shows itself in very different ways. (Regenbogenportal – Rainbow Web Portal, glossary)

Intersectionality

Intersectionality is a paradigm that focuses on the interrelationships of dimensions of social power, domination and normative relations such as gender, social milieu, migration background, nation, ethnicity, 'race', sexual orientation, disability, generation etc. These dimensions of social inequality

are conceptualized as social constructions, which cannot be analyzed in isolation from each other, but have to be examined in their intersections or interrelations (interdependencies/ interdependent categories). Additive perspectives are to be overcome by focusing on the simultaneous interaction of social inequalities or positionings. (Portal on intersectionality)

Islamophobia

Islamophobia is the devaluation and rejection of people of Muslim faith, their religious practices and culture(s), or of people read as Muslim. Other terms for this are Islamophobia or anti-Muslim racism. (bpb - Federal Agency for Civic Education in Germany, glossary on right-wing extremism)

Multiple discrimination

Multiple discrimination or multidimensional discrimination can occur when different grounds of discrimination come together and mutually reinforce one another. (Antidiskriminierungsstelle des Bundes - Federal Anti-Discrimination Agency in Germany)

Non-binary

Non-binary or nonbinary refers to people who do not identify (or do not identify 100%) as male or female, but rather, for example, as both at the same time, between male and female, or as neither male nor female. An example of a nonbinary identity is genderqueer. Nonbinary is also inclusive for inter people. (Queer-Lexikon – Queer dictionary, glossary)

Pronoun

A pronoun is a pronoun that represents a noun, determines it or relates to it. In German, these pronouns are very often binary-gendered (i.e., have a clear masculine or clear feminine connotation). Some people therefore choose to use neopronouns (such as "dey/deren" in German) or their name instead of a pronoun. When making introductions or communicating in writing, it is therefore good to state not only one's name but also the pronoun in question to avoid misdirection. It is important that everyone does this and not only **TIN***, so that no one is stigmatized. (FU Berlin, glossary on gender diversity)

Queer*

The term 'queer' was originally used as a swear word towards homosexual people, however, the queer community has since appropriated the term so that it now has a positive connotation. Queer* can be used as a collective term for all people whose gender and sexuality do not conform to cis heteronormativity. However, the term is not limited to gender and sexuality, but also means transcending socially constructed norms in a broader sense. In addition, queer studies established a theoretical direction that deals with the analysis of various forms of oppression. (Queer-Lexikon – Queer dictionary, glossary)

Racism

Racism is an ideology of inequality. It divides people into different groups on the basis of their supposed or real origin, skin color, language or ethnic affiliation and assigns them unchangeable, mostly negative characteristics or actions. Racists usually attribute a natural superiority to their own group and derive from this the right to discriminate against others. Discrimination and even violence are justified in this way. (bpb - Federal Agency for Civic Education in Germany, glossary on right-wing extremism)

TIN*

Abbreviation for trans*, inter* and non-binary (FU Berlin, glossary on gender diversity)

Trans*

Trans is an umbrella term for transsexual, transgender, and transgender people and all people who do not identify with the gender they were assigned at birth. It is also the term that many trans people use for themselves, sometimes written trans*. Trans is an adjective. (Queer-Lexikon – Queer dictionary, glossary)

Transphobia

Transphobia refers to discrimination against trans people. This is expressed, for example, through rejection, anger, intolerance, prejudice, discomfort, or physical or psychological violence toward trans people or people perceived as trans. (Queer-Lexikon – Queer dictionary, glossary)

Glossaries used and others available online, as well as guides to accessibility and gender sensitive and diversity sensitive language:

Antidiskriminierungsstelle des Bundes - Federal Anti-Discrimination Agency in Germany: https://www.antidiskriminierungsstelle.de/DE/ueber-diskriminierung/was-ist-diskriminierung/diskriminierungsformen/diskriminierungsformen-node.html

ASH Berlin, tips and recommendations for gender sensitive language: https://www.ash-berlin.eu/fileadmin/Daten/Einrichtungen/Frauenbeauftragte/Geschlechtergerechte_Sprache_Hinweise_und_Recommendationen_an_der_ASH_Berlin_April_2019.pdf

bpb - Federal Agency for Civic Education in Germany, care work: https://www.bpb.de/themen/familie/care-arbeit/

bpb - Federal Agency for Civic Education in Germany, glossary on right-wing extremism: https://www.bpb.de/themen/rechtsextremismus/dossier-rechtsextremismus/173908/glossar/

Diversity Arts Culture, dictionary: https://diversity-arts-culture.berlin/diversity-arts-culture/woerterbuch

FU Berlin, gender sensitivity regarding language and images: https://www.oei.fu-berlin.de/institut/_download/leitfaden_gendergerechte_sprache.pdf

FU Berlin, glossary on gender diversity: https://www.fu-berlin.de/sites/diversity/_media/FU-Glossar-geschlechtliche-Vielfalt-Stand-220623.pdf

Gender glossary: https://www.gender-glossar.de/glossar

International Holocaust Remembrance Alliance, working definition of antisemitism: https://www.holocaustremembrance.com/resources/working-definitions-charters/working-definition-antisemitism

KFG at TU Berlin, guide on gender sensitive language: https://www.static.tu.berlin/fileadmin/www/10002454/KFG/Dokumente/KFG-Leitfaden_geschlechtersensible_Sprache.pdf

Netzwerk Trans*-Inter*-Sektionalität, guide on trans gender, inter gender and multiple discriminiation: https://www.kiwit.org/media/material-downloads/intersektionale_beratung_web_tis_brosch_aufl_2_140931.pdf

Portal on intersectionality: http://portal-intersektionalitaet.de/startseite/

Queer-Lexikon – Queer dictionary, glossary: https://queer-lexikon.net/glossar/

queer*z, guide for higher education institutions on inclusivity for all genders: https://queerz.ch/files/Leitfaden%20f%C3%BCr%20Hochschulen%20zum%20inklusiven%20Umgang%20mit%20allen%20Geschlechtern%2017-2-19.pdf

Queerulant_in, glossary: https://www.queerulantin.de/materialien/glossar/

Regenbogenportal – Rainbow Web Portal, glossary: https://www.regenbogenportal.de/glossar

Toolbox Gender and Diversity in Teaching, Gender- and Diversity-Conscious Use of Images in Teaching: https://www.genderdiversitylehre.fu-berlin.de/en/toolbox/starterkit/bilder/index.html

University of Cologne, glossary of discrimination/criticism of racism: https://vielfalt.uni-koeln.de/en/anti-discrimination

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