

Checklists for shaping awareness work at FAU

Checklist E Lectures and seminars

1/2

1. Specific tips for lecturers

- ❑ Share the code of conduct (see point 2 as an example) with the students at the beginning of the semester. You might choose either to just present it or you may require students to actively commit to it. Depending on your assessment of the situation, you may also like to provide a moderated setting for sharing ideas and opinions in order to increase the level of awareness in your classes.
- ❑ Use the *Recommendations for gender-sensitive language* at FAU during your classes and bring these recommendations to the students' attention. As a lecturer, for instance, you may choose a gender neutral form of address combining first names with the more formal "Sie" form in German, thereby avoiding the potentially problematic use of Mr. or Ms.
- ❑ At the beginning of the semester, ask students which pronouns and (first) names they prefer. This can be done as simply and unobtrusively as incorporating an additional column in the course list.
- ❑ Tell students about possibilities of compensation for disadvantages and offer easily accessible ways of gaining further information or applying for such compensation.
- ❑ Use consciously teaching methods to balance (power) inequalities (e.g. unequal amount of talk between extroverted and reserved students). You may consider attending specific training courses in this area.
- ❑ Take an open and solution-oriented approach to your own lectures and seminars (e.g. offer hybrid teaching formats for students who have to care for others or who have a chronic illness).
- ❑ Tell students about the various activities and initiatives available at FAU, and let them know about the various information materials and points of contact available for all aspects of awareness work. Here, students can gather information, network and become involved.
- ❑ Gather feedback from students on a regular basis as to whether they feel respected and safe in your classes and whether the code of conduct is complied with.
- ❑ If this leads to topics being raised in your classes that go beyond the scope and range of your teaching unit, react with understanding and offer help by referring students to the appropriate points of contact or complaints channels at FAU.
- ❑ Ensure that all students are aware of the various points of contact, counseling services, and complaints channels (see point 5). If you are willing to do so, you can act as a person of trust if students experience discrimination or harassment within the context of your classes.
- ❑ You can expand your knowledge using the toolkit, the Awareness Glossary or by attending specific courses on the topic.

2. Code of conduct (draft)

By participating in classes, everyone present agrees to treat each other with respect in all that they say and do. No one may be disadvantaged, insulted, humiliated or discriminated against based on their gender, appearance, skin color, social or cultural background, gender identity, sexual orientation, age or disability. All those present agree that they share responsibility for noting any instances of (sexual) harassment, discrimination and violence in the context of the teaching unit, respecting others' boundaries at all times and taking a decisive stance in favor of appropriate behavior.

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2/2

3. Reflect on authority and hierarchies

University classes are characterized by power and hierarchical relations. There is not only the obvious discrepancy in power between lecturers and students, but even among students, privileges, opportunities to exert influence and therefore power are unequally distributed. A healthy and appreciative teaching culture reflects these circumstances and strives at all times to create a climate of equal opportunities and respect through words and deeds.

4. Reflect on own role and tasks

- What is my role in the teaching unit?
- What responsibilities do I have in my role?
- What is my area of influence?
- Which of my words and actions may be perceived by others as overstepping or violating boundaries?
- What can I specifically do (or not do) to help create an appreciative and equitable environment?

5. Points of contact and counseling services

- Any students who experience or witness violations of boundaries, harassment and discrimination of or by other students within the context of the teaching unit should contact the lecturer in confidence.
- Any students who experience or witness violations of their own boundaries, (sexual) harassment, discrimination or violence committed by the lecturer should contact the degree program coordinator, the Dean of Studies, the women's representative of their institute/department or the *central point of contact for initial and referral advice at FAU* in confidence.
- Any lecturers who experience violations of their own boundaries, (sexual) harassment, discrimination or violence should also contact the women's representative of their institute/department or the *central point of contact for initial and referral advice at FAU* in confidence.

#FAUrespect
No to harassment
and discrimination
at FAU!