



A checklist for non-discriminatory teaching:

- Do I question my own positioning and handle my position of authority self-critically?
- Do I think about my own assumptions with regard to the appearance, origin, sex, clothing style, etc. of my students?
- Am I mindful of interaction and language that are as sensitive and non-discriminatory as possible? Do I respect the students' own self-designations and self-definitions?
- Do I ensure that interaction between students is fair and respectful?
- Do I consider the needs of students with different starting conditions?
- Do I take care to observe the legal requirements of disadvantage compensation and inform my students about them?
- Do I provide barrier-free access to teaching and learning materials for students who due to pregnancy/caring for dependents or children/chronic illness/physical or psychological limitations/language barriers are only able to participate in the course in a limited way?
- Do I ensure the participation of students with children? (For further information, see the [Family Support Centre](#) guidelines.)
- Do I also give attention to the views, résumés and insights of structurally disadvantaged people? Is the disparity in access and the more difficult conditions for people of disadvantaged groups (e.g. women or trans people, people with non-academic backgrounds, people with chronic illnesses, people who are racially discriminated against) considered in the selection and preparation of material?
- Am I mindful of diversity of content and examples as well as non-discriminatory language? Do I break stereotypes or reflect them in my teaching?
- Do I feel that I am contributing to a more inclusive, non-discriminatory university through teaching content and atmosphere?

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