



Redesigning Equality and Scientific Excellence Together



Project Information

Topic:	SwafS-09-2018-2019-2020 Supporting research organisations to implement gender equality plans
Funding Scheme:	EU H2020 - Coordination and Support Action
GA Number:	101006560
Start date:	01/01/2021
Duration in months:	48
Project Coordinator:	UNIVERSITE DE BORDEAUX

RESET aims to address the challenge of Gender Equality in Research Institutions in a diversity perspective, with the objective to design and implement a user-centered, impact-driven and inclusive vision of scientific excellence.

Consortium partners





Redesigning
Equality and
Scientific
Excellence
Together

Toolbox for gender-neutral, diversity-oriented institutional communication

Document Information

Title	Toolbox for gender-neutral, diversity-oriented institutional communication				
Deliverable No.	D5.4				
Version	2.0				
Type	<input type="checkbox"/> Report	<input type="checkbox"/> Demonstrator	<input type="checkbox"/> ORDP	<input type="checkbox"/> Ethics	<input checked="" type="checkbox"/> Other
Work Package	5				
Work Package Leader	UBx				
Issued by	RUB				
Issued date	29.06.2023				
Due date	30.06.2023				
Dissemination Level	<input checked="" type="checkbox"/> Public		<input type="checkbox"/> Confidential		
	<i>only for members of the consortium (including the EC)</i>				

LEGAL NOTICE

The information and views set out in this report are those of the authors and do not necessarily reflect the official opinion of the European Union. Neither the European Union institutions and bodies nor any person acting on their behalf may be held responsible for the use, which may be made of the information contained therein.

Copyright

© Copyright 2023 The RESET Consortium

Consisting of:

UNIVERSITE DE BORDEAUX
 ARISTOTELIO PANEPISTIMIO THESSALONIKIS
 UNIWERSYTET LODZKI
 UNIVERSIDADE DO PORTO
 RUHR-UNIVERSITAET BOCHUM
 OULUN YLIOPISTO
 FONDATION NATIONALE DES SCIENCES POLITIQUES

This document may not be copied, reproduced, or modified in whole or in part for any purpose without written permission from the RESET Consortium. In addition, an acknowledgement of the authors of the document and all applicable portions of the copyright notice must be clearly referenced.

All rights reserved. This document may change without notice.





Redesigning
Equality and
Scientific
Excellence
Together

Main Authors	
Name	Organization
Viktoria Niebel	RUB

Quality Reviewers	
Name	Organization
Aleksandra Różalska	UL
Elena Karachaliou	AuTh
Marion Paoletti, Maryna Radchuk, Ninon Junca	UBx



This project has received funding from the European Union's Horizon 2020 Framework Program for Research and Innovation under Grant Agreement no 101006560.

UNIVERSITÉ
BORDEAUX

UNIVERSITÉ
DE BORDEAUX
DE MÉDECINE

UNIVERSITY
PORTO

UNIVERSITY
OF LOZDZ

UNIVERSITY
OF DULU

UNIVERSITY
OF LUXEMBOURG

RUB

SciencesPo

Abbreviations

AUTH	Aristotle University of Thessaloniki (GR)
EIGE	European Institute for Gender Equality
EU	European Union
FESTA	Female Empowerment in Science and Technology Academia
Gender-SMART	Gender in Science Management of Agriculture & lifesciences, including Research and Teaching
GEP	Gender Equality Plan
GIL	Gender Inclusive Language
HEI	Higher Education Institution
RESET	Redesigning Equality and Scientific Excellence Together
RUB	Ruhr University Bochum (DE)
ScPo	Fondation Nationale des Sciences Politiques (Sciences Po, FR)
SUPERA	Supporting the Promotion of Equality in Research and Academia
UBx	Bordeaux University (FR)
UOULU	Oulu University (FIN)
UL	University of Łódź (PL)
UN	United Nations
UNIC	European University of Post-Industrial Cities
WP	Work Package

Executive Summary

This Toolbox for gender-neutral, diversity-oriented institutional communication (D. 5.4) has been submitted by RUB as part of Work Package 5 – Ensure a sustainable and cultural change by establishing a gender and diversity-friendly environment first in 2021. This document is the updated version of the Toolbox for gender-neutral, diversity-oriented institutional communication (D.5.4). The purpose of WP5 is to establish a culture of gender equality and diversity in an intersectional perspective that includes other factors that contribute to multiple axes of discrimination. To support change, the tasks in WP5 rely on the detailed analysis of cultural, social, economic, and political obstacles to the promotion and implementation of gender equality. It targets students, researchers, top and middle management as well as administrative staff. The primary objective of WP 5 is to open spaces for discussion, co-design and creation of a gender- and diversity friendly environment. Furthermore, its tasks and deliverables aim to support GEP implementing universities (AUTH; UBx; UL; UPorto) while being aligned with the plans among mentoring universities (RUB; UOULU).

This toolbox is the output of Task 5.4 – Promoting a unique standard of gender neutral, non-discriminatory, positive forms of communication. The toolbox builds on the insights and achievements that are reflected in the Guidelines for gender-sensitive communication in research and academia (2021) of the project SUPERA - Supporting the Promotion of Equality in Research and Academia. Additionally, this toolbox enriches the focus on gender-sensitive communication with the notion of gender-inclusive forms of communication as well as an intersectional perspective on further dimensions of diversity. For this, the Toolbox contains with a conceptual framework, that has a purpose to provide valuable information and knowledge around the necessity of gender-neutral, gender-sensitive as well as diversity-oriented forms of communication. Here, RESET's intersectional perspective, and its understanding of diversity in the context of HEIs are explained. Information on social psychological and socio-linguistic aspects of communication are interpreted in relation to gender and diversity. Against these backgrounds the opportunities and challenges of visual aspects of communication are reflected. Part B contains the tools that have been developed in the context of the toolbox-creation, aligned with the conceptual framework, and based on institutional queries, interviews, and discussions within RESET consortium. They are meant to provide a starting point for making communication at our universities more inclusive, both in terms of gender diversity and other diversity factors. The Toolbox is a work-in-progress and closely interwoven with the ongoing work of RESET project. Therefore, the update (2023) contains new elements and tools, based on the further developments of practices and measures that foster inclusive communication at RESET universities. The toolbox has been enriched with new tools, based on the developments at RESET universities. It entails more tools that emphasize the diversity aspect to a greater extent and that have been co-designed with our communities at RESET universities, to create safe and diversity friendly environments.

Table of contents

1.	Introduction to the Toolbox for gender-neutral, diversity oriented institutional communication	1
1.1	How to use this toolbox?	4
1.2	Structure	6
1.3	Updates	6
2.	Theoretical perspectives & methodological approach	9
2.1	Intersectional Perspective	9
2.2	Diversity	9
2.3	Methodological Approach	12
3.	Towards an understanding of gender-inclusive and diversity oriented communication	15
3.1	Impact of Language – Social Psychological Aspects	15
3.1.1	Stereotypes	15
3.1.2	Cognitive Schemata	17
3.1.3	Stereotype Threat	17
3.2	Gender Bias	18
3.3	Gender in Language	19
3.3.1	Gender-Exclusive Language	23
	Gender-Discriminatory Language	24
3.4.	Establishing practices of Gender-inclusive, gender-neutral and diversity oriented communication: Examples from RESET Institutions:	26
3.5.	Diversity and Inclusion in Communication	29
3.5.1.	Non-Discriminatory Communication	29
	Reflective approach to difficult sources in seminars:	30
	Avoiding Overvisibility	30
	Discrimination is done by people	30
3.5.2.	Anti-Racism in Communication	30
3.5.3.	Dis/Ability in Communication	32
	The social model of disability	32
	People-first language	33
3.5.4.	Gender Identities and Sexual Orientation	34
4.	Visual Communication	36

4.1	Images that change the World	37
4.1.1	What is “Images that change the world” about?	37
4.1.2	Why “Images that change the world”?	38
4.2	Examples for gender-inclusive & diversity-oriented visual communication in RESET39	
	Featuring “University Diversity”:	39
	Featuring the abstract:	40
4.3	Challenges of visual representation	41
5.	Changing communication – a reflective outlook	43
	TOOL 1: Pathway to gender-inclusive and diversity-oriented institutional communication	47
	1. Ultimate Targets	47
	2. 4 First Steps	51
	3. Future steps	56
	TOOL 2: Checklists on visual communication	59
	TOOL 3: Responses to Resistances	63
	TOOL 4: Template of a questionnaire on institutional practices on gender-inclusive language	66
	TOOL 5: Template of an interview-guideline on gender-inclusive language	70
	TOOL 6: Using pronouns as tools for inclusion	73
	TOOL 7: Template for guidelines on gender-inclusive, gender neutral and diversity oriented communication	76
	TOOL 8: Template for a workshop to raise awareness on gender-inclusive and diversity-oriented institutional communication	81
	TOOL 9: Commented Link Collection	91
	References	96

List of figures

Figure 1: Overview of the tools in this box	5
Figure 2: Examples for stereotypes in linguistic images (GenderSmart, 2020 p. 14)	16

Figure 3: Definition of Cognitive Schemata (Hannover & Wolter, 2018)	17
Figure 4: Gender in the language structures in RESET	19
Figure 5: Overview of grammatical language types in relation to gender (Sczesny et al., 2016, p. 3)	20
Figure 6: Definitions of gender-sensitive and gender-neutral language (EIGE, n.d.)	21
Figure 7: Examples for gender-sensitive and gender-neutral language (GenderSmart, 2020; EIGE, 2019)	22
Figure 8: Definition of gender-discriminatory language (EIGE, n.d.)	24
Figure 9: Examples for gender-discriminatory language (EIGE, 2019)	24
Figure 10: Helpful Questions to choose gender-sensitive or gender-neutral language	25
Figure 11: Example by the University of Bordeaux: 8 Recommendations for fair communication at the workplace	27
Figure 12: Guide for the use of inclusive language – University of Porto	28
Figure 13: People-First Language (AIA, 2021)	33
Figure 14: Examples for addressing disabilities and chronic health conditions in an inclusive and sensitive way (Oxfam, 2023, p. 17f.)	34
Figure 15: What LGBTQIA+ stands for	35
Figure 16: Cover of the Guide of “Images that change the world” (Gunnarsson, 2019)	37
Figure 17: Cover of the International Cook Book of the University of Łódź, a product of the University Diversity Campaign	39
Figure 18: “Dia Da Mulher: É Preciso Falar Com Os Homens?” (“Women’s Day: Do We Need to Talk to Men?”) A poster announcing UPorto’s Women’s Day Event	40
Figure 19: “Queer Porto 5 Sessão de filmes premiados” (“Queer Porto 5 Session of award-winning films”)	40
Figure 20: Cover of the Guideline for GIL by the Faculty of Social Sciences, RUB	73
Figure 21: Examples for gender-sensitive and gender-neutral language (GenderSmart, 2020; EIGE, 2019)	84
Figure 22: The Genderbread Person v.4 Source: https://www.itspronouncedmetrosexual.com/2018/10/the-genderbread-person-v4/	86

1. Introduction to the Toolbox for gender-neutral, diversity oriented institutional communication

Language functions as a reflection of personal and social ideas and structures. The use of language not only determines our thinking and our perception, but also has a decisive influence on our actions. It “is also and always infused with and caught up in the political economic, national, (post)colonial, and political circumstances that shape its use and its role as an object of study, political manipulation, and cultural value” (Cavanaugh, 2020, p. 51). Thus, language also creates meaning and reality. At the same time, it constantly changes. The intentional use of language in the sense of gender-sensitive and gender-neutral communication is both a field of action for gender equality measures and a political point of debate in European societies (Burnett & Poznaniak, 2021; Vergoossen et al. 2020). The rejection of gender-inclusive practices is a widespread response to efforts to make language and practices of communication gender-just, and to change traditional ways of writing and speaking accordingly. Here, it is in line with populist, conservative, religious and even far-right movements, discourse strategies and lines of argumentation, against the so-called “gender-ideology” (Kuhar & Paternotte, 2017). According to these views, the so called “gender-ideology” and its manifestations (as in gender-sensitive language) is considered artificial, a devaluation of and a threat to traditional, heterosexually structured family forms and gender roles and threatening languages in their supposed integrity. In this respect, the ideological resistance to gender-inclusive language (GIL) is shared by persons who are politicized and hostile to gender issues for ideological reasons. The rejection of scientific and political commitment to gender equality and gender diversity is a global phenomenon (ibid; Mayer, 2021; Kováts, 2021). However, it is not reserved to a specific political agenda or affiliation. In some national contexts, gender-sensitive language can be brought down to the addition of graphic forms in writing or a slightly different pronunciation in spoken language and arise opposition in wider and independent circles of political cleavages. Another example, the attachment to the neutral universal that the masculine is supposed to represent, is widespread in many European societies (Sczesny et al., 2016; Günthner, 2018). Hesitations about GIL, therefore, can rise from many reasons, different sources and can vary in their extent. They are also expressed by of people who have had little exposure to its concepts and rationale, or who are confused by the ambiguities of the multiple possibilities of gender-equitable language. It is therefore of great importance, to raise awareness and to share information on the aims and possibilities that come along with GIL. Low awareness of language issues can be expressed by different attitudes, e.g., an indifference or the diminution of its necessity, or by the sincere adherence to the universalism of masculinity. At the same time, this discourse against gender equality and against the recognition of gender and sexual diversity is often mixed with the rejection of other social and cultural



forms of diversity which make European societies heterogeneous, always changing, plural and complex constellations. As such, they cannot be reduced to a supposed "true cultural identity" and its "roots" (Bettini, 2016; Mayer, 2021). It is therefore important to discuss questions of inclusive language addressing aspects of gender as well as other dimensions of diversity together.

Against this background, the commitment to gender-inclusive and diversity-oriented communication takes on a political dimension and responsibility. The goal of advancing social participation regardless of gender is expressed in measures that promote gender-equitable communication. It is important to note that gender is a socio-structural and demographic factor among others that shape the diversity of social situations and individual and collective experiences of inequality. The approach followed in this toolbox is aligned with this intersectional understanding of gender equality and diversity. For this reason, gender-inclusive and diversity-sensitive, appreciative communication is all the more important. Discrimination and misunderstandings can be avoided by including all genders in language and by shaping institutional communication in accordance with institutional culture, in a diversity-aware manner.

Overall, gender-inclusive language has a significant impact on the equality of all genders in our thinking and perception, and ultimately on our actions (Stout & Dasgupta, 2011; Horvath & Sczesny, 2015). Therefore, the promotion of gender-inclusive communication is an important tool to foster gender equality. As such, it challenges stereotypes, addresses people of different genders equally and makes the diversity visible, which is inherent to our universities and our societies (UNIC, 2021). By this, it has an active impact on perception and decision making.

This toolbox is part of task 5.4, "promoting a unique standard of gender neutral, non-discriminatory, positive forms of communication" in Work Package 5, that is dedicated to ensure a sustainable and cultural change by establishing a gender and diversity-friendly environment. After the release of the first version of D.5.4 in June 2022n it has been further developed. Its update is based on:

- feedback we received on the toolbox from RESET partner universities;
- co-designing of measures with stakeholders at RESET universities;
- analysis and monitoring of measures and impact assessment of the effects of the new communication on the communities at RESET universities after the launch of the first version of D.5.4;
- updates on research and other institutional practices targeting gender-inclusive and diversity-oriented institutional communication.

Central purposes of this toolbox are:

- ➔ to provide information and inspiration for the elaboration and implementation of strategies to foster the use of gender-sensitive and gender-neutral, non-



discriminatory and diversity-oriented forms of communication at academic institutions. Therefore, it also emphasizes visual language as a crucial aspect of institutional communication.

- to help to initiate further strategies on gender-inclusive communication at universities in the RESET network and beyond. Therefore, the starting points elaborated in this toolbox are intended to stimulate an assessment of the need for change at the institution and to inspire processes and strategies for its further development.
- to shape communication at our universities in a way that creates an environment in which diversity is respected and valued at our universities.

Thus, the toolbox targets different stakeholders and institutions at our universities:

- First and foremost, those who are aware of the potential for change in current communication practices, and those who can develop appropriate measures.
- The toolbox addresses actors of gender equality and diversity at our universities,
- as well as those in communication departments, organizational development and human resources at our administrations, who can strengthen a gender-equal and inclusive interaction at our universities and keep in mind the importance of this in the transfer of science to society.
- In addition, we tackle key aspects of gender-inclusive communication in science, especially with regard to scientific writing and the organization of conferences.

How can our institutions become more inclusive in terms of communication?

This question is central to the development of this toolbox. There is no simple or clear-cut answer to it, but rather a variety of factors that affect the institution and its actors and processes of communication. We have highlighted these different facets in Part A.

The aim of promoting inclusivity leads to the recognition of gender-sensitive and gender-neutral language. To encompass both approaches, we will refer to them collectively as **gender-inclusive language (GIL)**.

Practices of gender-inclusive communication require active involvement and the will to change conventional language use and to overcome stereotypic attributions that are transported by language, such as in job advertisements as well as in highlighted characteristics in the promotion of study fields. As recipients, we interact with text, images, and their messages. We evaluate – for example – if we meet the requirements that seem to be characteristic for a certain career path or for a study field. Decisions are made on attributions that often imply gender biases – often unintentionally and implicit. Here lies the central function of the toolbox: **to promote awareness towards gender-sensitive**

communication in higher education. By this, RESET aims to make influence on institutional practices of our universities and to provide inspiration for other universities and projects in academia.

1.1 How to use this toolbox?

Above all, the information, tools, and examples shared in this document are suggestions for reflecting on the practices at one's own institution against the background of the respective social processes and for developing appropriate tailored and dialogue-driven measures aligned to the institution's communities, their languages, and societal and cultural specificities.

This toolbox contains:

- a theoretically and empirically supported insight into concepts of gender-inclusive language and communication
- information on the relevance of language for our thoughts and actions - and vice versa
- an overview of practices and concepts of gender-inclusive language
- an embedding of the development of gender-equitable language practices in academic contexts
- examples of gender diverse representation in communication
- further information on other project results around this topic

It preserves the following tools:

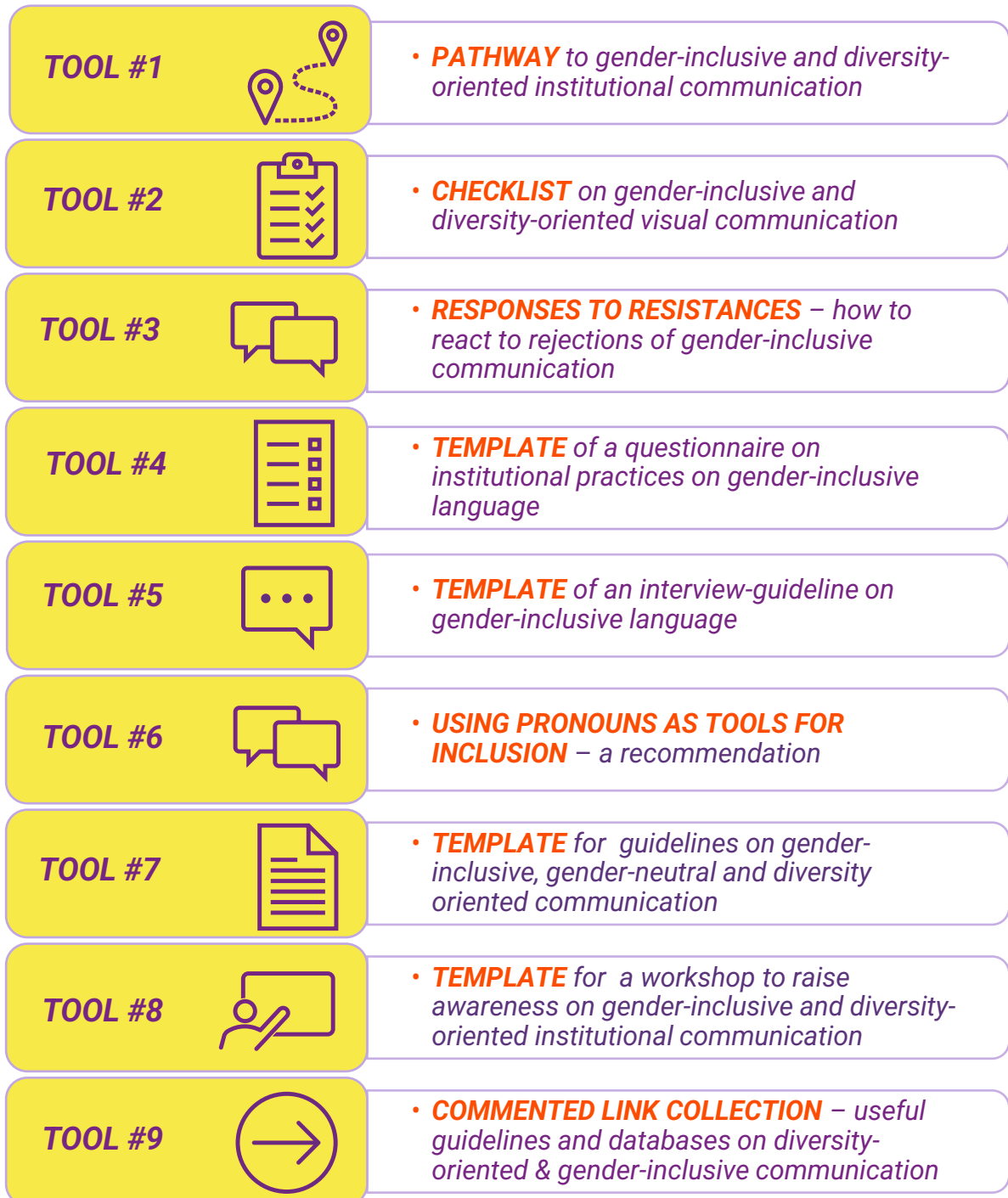


Figure 1: Overview of the tools in this box

1.2 Structure

Part A contains the conceptual framework of the Toolbox. In a sense, knowledge is itself a tool that can be used strategically in developing policies, preparing arguments, and sharing information.

In section 2 we will firstly outline theoretical perspectives focusing on the notions of intersectionality and diversity that we use. By this, we will clarify our understanding of these analytic terms. Afterwards, we will describe and reflect on the methodological foundations of this toolbox.

Then, section 3 addresses principles of gender-inclusive communication. Within the chapter, we focus on both approaches of gender-neutral and gender-sensitive language, contrasting them with gender-exclusive and discriminatory language. Prior to this, we outline social psychological concepts and factors that are linked to language as a crucial element of interpersonal interaction and cultural meaning-making systems. These are important for understanding the scope of gender's inscription in language and psyche.

Section 4 is devoted to visual communication. We take up the campaign "Images that change the World" (Gunnarsson, 2019) to address the possibilities of representing social diversity and blind spots of visual campaigns. This is followed by examples out of the RESET universities, that feature diversity and the deconstruction of stereotypical depiction of gender-related content. Afterwards, we critically reflect pitfalls of visual communication related to gender and diversity.

Part B contains tools we have developed so far in the context of RESET. They provide a starting point for making communication at our universities more inclusive, both in terms of gender and other diversity factors. The Toolbox is a work-in-progress and closely intertwined with the ongoing work of the RESET project. We will continue developing the toolbox as the project evolves once a year and at the end of the project. At this stage, our tools have a strong focus on the gender-inclusive communication aspect. In the future, we will work with university communities to develop more tools that emphasize the diversity aspect to a greater extent.

1.3 Updates

This toolbox has been published on RESET's website and Zenodo account¹ in June, 2022. Over the year 2022, we have introduced more and more practices around gender inclusive and diversity-oriented communication in RESET's organisations. Two examples can be found in section 3.4.

¹ <https://zenodo.org/communities/reset-h2020/?page=1&size=20>



In terms of updating the toolbox, we use these measures as a source to further develop and create new tools on gender-inclusive and diversity oriented communication. In updating the toolbox, we have highlighted 3 main areas:

1. Diversity oriented communication
2. Raising awareness at our communities
3. Including our communities in the development of new tools

To this end, we have added with section 3.5. a chapter on diversity-oriented communication to the Toolbox in Part A, and three tools to the Toolbox in Part B: the updated Tool #6 on gender-inclusive ways of using pronouns, Tool #7 as a guideline for creating a handout on gender-inclusive language, and Tool #8, on conducting a workshop on gender-inclusive language use and institutional practices.

Our is now the new Tool #9, is our commented and updated link collection which is supplemented with useful and helpful guides on anti-racism, inclusion of people with disabilities, and promoting institutional negotiation processes for common language in relation to diversity-oriented communication.





Redesigning
Equality and
Scientific
Excellence
Together

Part A – Conceptual Framework

2. Theoretical perspectives & methodological approach

2.1 Intersectional Perspective

RESET is a project based on an intersectional approach towards gender. Intersectionality (Crenshaw, 1989) is a perspective and an analytic tool that centers the intertwined relations between different social and cultural categories – “axes of difference” (Jacobs & Fincher, 1998) in which social inequality and individual differences unfold (gender, race/ethnicity, age, class, dis/ability, religion and sexual orientation). By this, intersectionality manifests itself at the junctures between demographic and structural markers on the one hand and personal experience and people’s social identities on the other (Mirza, 2018). It is important to think about and acknowledge this double position in order to recognize the multi-layered character of intersectionality, by which multiple in-groups, forms of belongings but also segregations and discriminatory practices emerge:

Situations in which social differentiations based on ethnicity, gender, age, religion, occupation, political power, and economic roles are all crosscutting require patterns of interdependence and accommodation that promote integration and complex social identities. Situations in which distinctions based on gender, ethnicity, class, and power are convergent set the stage for division along a single societal fault line.
(Brewer, 2010, p. 29)

Therefore, an intersectional approach aims to analyze how intersecting power relations influence both social relations in heterogeneous societies as well as individual experiences in people’s daily lives (Collins & Bilge, 2020). Moreover, intersectional perspectives aim to act upon these power relations in a practical way. Hereby, RESET follows an idea of an “ethical view of higher education’s purpose as serving the formation of equitable societies and this requiring that inequities be actively challenged” (Nichols & Stahl, 2019, p.2). Thus, RESET aims to reveal the overlapping of inequality, especially in HEIs, and counteract it with measures, acknowledging intersectionality as “the intellectual core of diversity work” (Dill, 2009, p. 229).

2.2 Diversity

Discourses about diversity date back to the Civil Rights Movement and the civil rights legislation about it in the United States. These laid the groundwork in the 1960s to codify measures for the fair treatment of disadvantaged minorities: “Affirmative Action [...] was initiated as a key institutional instrument for attempting a course of action to promote

equal opportunities, fight discrimination and help minorities gain better positions in employment and education” (Vertovec, 2012, p. 289). Since then, discourses about diversity bear witness to increased social difference in pluralistic societies and can be found especially in Western societies in a variety of their institutions - such as HEIs, NGOs, in governmental agencies, the European Union, or in private companies. In this regard, the focus is on both the success of organizational goals and the consideration of differing social and demographic factors and anti-discrimination (ibid.; Klein, 2018).

This toolbox addresses diversity in the context of HEIs. That means to focus on the "axes of difference" (gender, race/ethnicity, age, class, disability, religion and sexual orientation), as defined in section 2.1, in their effects and interplay in the context of higher education. HEIs are influenced by the inclusion and exclusion mechanisms, shaped by their society's culture and history. At the same time, they form their own mechanisms of inclusion and exclusion in educational systems, making it more likely for some, to succeed while making it more unlikely for others. Hereby, they are often conflicting with the meritocratic principle of equal opportunities (Alon, 2009). This concerns both the category of gender in general, and other factors, such as the chances of people from low-income and/or migrant backgrounds to enter - and stay in – universities as well as the inclusion of people with disabilities.

“Processes of exclusion in higher education are difficult to unpack as they are underscored by the complex dynamics of class, gender and race. Experiences are complex and relational and are located at the intersection of structure, culture and agency.” (Mirza, 2018, p 6 f.)

It is the responsibility of universities and education systems to expose, reflect on, and work to overcome the systemic and structural hurdles, obstacles, and often implicit and unconscious biases.

Facets of diversity

As Vertovec (2012) points out, there is not one clear understanding or a fixed definition of diversity. Instead, the term can be differentiated, also depending on context, interest, and theoretical embedding.

We highlight these 6 facets here, quoting Vertovecs (2012 pp. 297) explanations of them:

Redistribution

Focusses on “policies intended to redress historical discrimination against groups, especially ‘economic harm’. Here, the purpose of ‘diversity’ is largely akin to Affirmative Action, with goals towards helping minorities to gain better access

to scarce economic and societal goods – especially jobs, equitable income, housing and education” (ibid.).

Recognition

“Measures under this heading seek to foster dignity and esteem among minorities, promote positive images, and facilitate their fuller participation in social interaction and political processes through renegotiating their ‘terms of incorporation into the state’” (ibid.).

Representation

Is characterized by Vertovec as “a politics of presence”. Its goal “is to create an institution – a company workforce, teaching faculty, student body, health service, civil service, military, police, or chamber of political representatives – that looks like the population it serves” (ibid.).

Provision

“Public services today often employ this facet of ‘diversity’. It entails identifying, developing skills around, sensitizing staff to, and responding adequately to the specific requirements of customers with reference to their myriad group and individual differences (variously and broadly defined)” (ibid.).

Competition

“Promotion of ‘diversity’ and a diverse workforce is aimed at achieving a better understanding of customers, spot market opportunities, thereby increasing competitiveness, improving product quality, appealing to a wider consumer base and increasing sales. [...] The promotion of ‘diversity’ in a company’s public relations is also meant to influence customer perceptions by improving its image (or at least deflecting image damage by not having a visible ‘diversity’ commitment). It is also, at the same time, a measure to avoid grievances and discrimination lawsuits” (ibid.).

Organization

“‘Diversity’ management policies, training programmes, structures and staff positions within corporations or other institutions serve the purpose of developing and delivering many of the facets listed above. Additionally, they are undertaken with the aim of maximizing the performance of teams or workforces. The positively charged rhetoric surrounding this facet of “diversity” includes terms such as: leveraging the benefits, unleashing talent, meeting challenges, working to full potential, achieving objectives, creating a richer work environment, problem solving – often paired with adjectives such as rewarding, successful, productive, creative, innovative, enabling, competitive, flexible” (ibid.)

The ambiguity of diversity that is demonstrated by the wide differentiation of its facets indicates the plurality of the interests that inform the term “diversity”. By this, it becomes also clear, that diversity at HEIs is shaped by all those different facets, if we consider various strategic and operational levels of them and the individual interests, that come together in our institutions. By this, different interests or priorities can cause tensions. In the following (Part A and Part B alike), mainly the notions of redistribution, recognition, representation and provision will lead our understanding of diversity.

Superdiversity

In addition to the nuances of diversity already elaborated, we would like to add a further differentiation of the term that can be useful as an analytical concept to focus on the plurality we have already touched upon with intersectionality as well as the reflection of different facets of diversity. The concept of superdiversity (Vertovec, 2007) aims to grasp the entangled dimensions of a complex diversity that is characteristic for universities in heterogenic, pluralistic societies, shaped by globalization, industrial change and a history of migration (UNIC, 2021).

Hereby, superdiversity is used to catch on the multilayered complexity of diversity in contemporary societies:

Superdiversity is a summary term proposed also to point out that the new migration patterns not only entailed variable combinations of these traits, but that their combinations produced new hierarchical social positions, statuses or stratifications. These, in turn, entail: new patterns of inequality and prejudice including emergent forms of racism, new patterns of segregation, new experiences of space and “contact”, new forms of cosmopolitanism and creolization (including what’s more recently discussed in terms of conviviality and multicultural), and more.
(Vertovec, 2019, p. 126)

As a reference to the wide diversity of migration patterns and its outcomes, superdiversity shares with intersectionality the “call for recognizing the composite effects of social categories” (Vertovec, 2019, p. 134).

2.3 Methodological Approach

This toolbox is the first outcome of the co-designing approach in relation to strengthening gender-inclusive communication practices in the RESET project, as laid out in Work Package 5 (Task 5.4). As such, it was designed as a collaborative process that incorporated experiences and practices from RESET partner universities. These simultaneously



serve the task's goal of developing new strategies for inclusive communication. Accordingly, the questionnaires and interview guidelines presented in Tools #4 and #5 represent an excerpt from this ongoing process.


The toolbox builds on the insights and achievements that are reflected in the *Guidelines for gender-sensitive communication in research and academia* (2021) of the project SUPERA - *Supporting the Promotion of Equality in Research and Academia* as it provides the orientation, we require to further develop processes to make communication more inclusive. In these guidelines, SUPERA addresses the further development of communication strategies in research institutions and universities with a focus on gender sensitivity. In doing so, SUPERA refers to the framework of Responsible Research and Innovation in its role in *Horizon 2020* as a key action of the *Science with and for Society* paradigm.

SUPERA's guidelines are of central importance for this toolbox because they not only provide an overview of the approaches of other EU-funded projects to the issue of gender-inclusive communication, but also give a practical reference to relevant fields of communication in research and academia. Furthermore, they provide an insight into the strategic role of communication in research institutions and the importance of gender-inclusive communication in this context.

Therefore, we follow three intertwined areas that SUPERA (2021) focuses on:

- gender-inclusive language,
- visual communication,
- targeting fields of actions

These areas became central focus fields in our toolbox, culminating in our Tool #1, "Pathway to gender-inclusive, institutional communication", as they have also been highlighted as focal points in RESET's own evaluation of institutional practices focused on gender-inclusive and diversity-oriented communication.



Take a look at **TOOL #1:**
PATHWAY TO GENDER-INCLUSIVE INSTITUTIONAL COMMUNICATION
It provides ideas and suggestions on how you can start the process and keep it going!

For the conduction of these first evaluations of the status quo, we relied on the GenderSmart (2020) checklists and recommendation to analyze the current state of gender-inclusive communication at our own institutions. Guided by them, we created our own questionnaire and interview guideline, according to the approach of focus interviews (Merton et al., 1956; Flick, 2018). Based on this, we conducted conversations with members of our communication departments to get an overview of the current state of the


art, wishes, and concerns regarding gender-inclusive language. For RESET, it is relevant to gain insight into the ways in which our institutions target gender-inclusive, diversity-sensitive language and (visual) communication. In the aim of toolbox-creation we had to know whether this subject is a topic of discussions, incentives or it has not yet been in the spotlight. At the same time, these first interviews mark the beginning of an ongoing process that is going to continue built on the toolbox while contributing to its further development at the same time.

The results of discussions with stakeholders at our universities do not stand by themselves in a vacuum (Burnett & Pozniak, 2021). Preferences regarding gender-responsive communication, as well as concerns regarding its implementation, exist in the context of societal and political debates around the topic (Paternotte & Kuhar, 2018). Additionally, we must also consider the diversity of languages in which our universities communicate on a daily basis.

So far, it has been illuminating to compare our results within the consortium. By this, we identified similarities and differences of the institutional practices and shared the variety of found strategies, in order to create new paths and gain broader perspectives. That comparison as well as the collection of examples will be the basis on which we are going to develop and design further actions together with and within our institutions.


The questionnaire on institutional practices aimed at providing an overview of existing policies and good practices for implementing gender-inclusive language at our universities. To get an overview on the status quo, RUB prepared a set of questions that target institutional practices around gender-sensitive language use.

We logged these conversations and compared the results within the consortium. In addition, we found out in what way specifications or guidelines on gender-inclusive language exist at our universities.



**Check TOOL #4:
QUERY ON STATE-OF-
THE-ART**

It provides query focused on GIL.



**Check TOOL #5:
TEMPLATE FOR
INSTITUTIONAL
INTERVIEWS**

It provides an interview guideline focused on GIL.

The contents of this toolbox have been developed in response to the feedback we received from our interviews with institutional stakeholders. They are also based on the discussions both within the Consortium, and within our institutions.

3. Towards an understanding of gender-inclusive and diversity oriented communication

In the UN's guidelines on gender-inclusive language, practices of gender-inclusive communication are understood as a tool to promote gender equality. This status is attributed to it, since language has a crucial role in shaping society and culture (UN, n.d.). The European Parliament (2008) adopted multilingual guidelines that foster gender-neutral and gender-inclusive language in 2008. Following Stuart Hall (2013), we understand language as a construct that goes beyond the oral or written processing and dissemination of information and the constitution of meaning. Language thus also takes on its expression in visual materials or bodily practices. Communication is a social practice. As such, it is also culturally shaped and normatively loaded. Thus, it is never neutral. At the same time, it is also changeable, it can be shaped, and its normativity can vary (Cavanaugh, 2020).

In this sense, we look in this chapter at different dimensions of gender-inclusive and diversity oriented language.

This also means to take into consideration the people who are communicating. And in this interpersonal interaction, in the way social and cultural norms and values shape the understanding of gender, these attributions also emerge in communication, often unintentionally and unconsciously.

3.1 Impact of Language – Social Psychological Aspects

Language (either oral, written, or visual) is more than the intentional communication of information. It also shapes the way we (as speakers and as listeners) perceive our world, it provides information about connotations, evaluations, and valances, and it refers to social positioning, and constellations. In order to strengthen understanding around the function and importance of gender-inclusive communication practices, the following part will first explain some key social psychological concepts that are integrally related to gender-inclusive language.

3.1.1 Stereotypes

Stereotypes and prejudices refer to social interactions that are marked by an emphasis on peoples' (assumed) belonging to social groups rather than their individual characteristics (Straub & Niebel, 2021). Moreover, stereotypes are not limited to the perception and assessment of others, but also refer to individuals, who assess themselves in light of their own group affiliations (Hannover & Wolter, 2018). That can be their gender, as well as other social and cultural categories such as age, ethnicity/origin, sexual orienta-

tion, or religious affiliation. Often, it is the combination or intersection of these categories. The contents of gender stereotypes are shaped by cultural norms and values (Cuddy et al., 2015).

Stereotypes, in contrast to prejudices, are cognitive schemata about social groups as well as about individuals as part of those social groups (including ourselves). They are components of knowledge, structures as well as means of the processing of social information (Straub & Niebel, 2021). They can also influence gender identity in that a person ascribes gendered attributes to oneself, as well as the extent to which a person does so (Hannover & Wolter, 2018).

Stereotypes can also manifest themselves in terms and linguistic images:

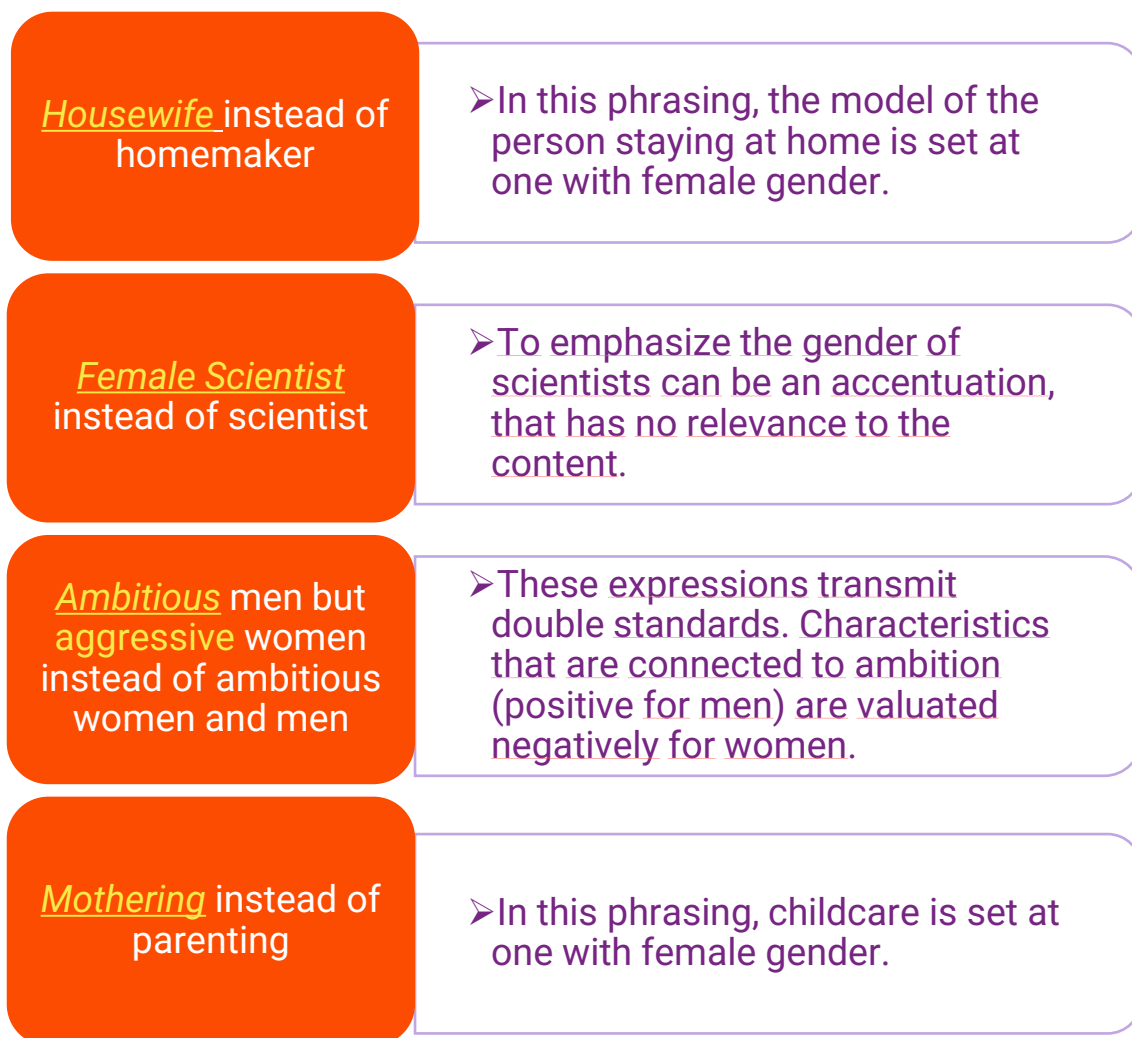


Figure 2: Examples for stereotypes in linguistic images (GenderSmart, 2020 p. 14)

3.1.2 Cognitive Schemata

“Cognitive schemata are characterized by a high degree of generality of the knowledge represented in them and therefore can be applied to any concrete examples” (Hannover & Wolter, 2018, p.6).

These cognitive schemata thus control what information is perceived and how it is categorized and interpreted. In this way, gender stereotypes influence the perception individuals have of both themselves and others. Therefore, they function as expectations or self-fulfilling prophecies.

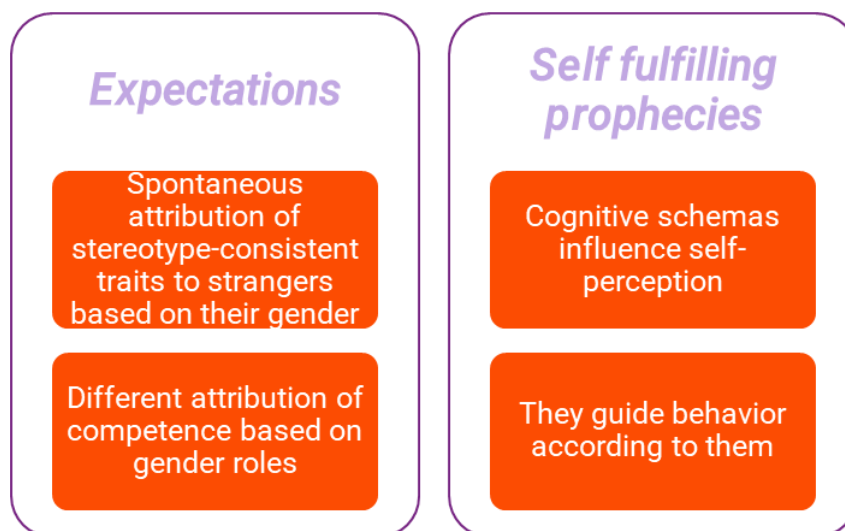


Figure 3: Definition of Cognitive Schemata (Hannover & Wolter, 2018)

Along with Hannover & Wolter (2018) we emphasize a special link link between cognitive schemes and gender. Similarly, other factors such as (social) origin, age and dis/ability take an equally important part here and intertwine with the category of gender (Brewer, 2010).

3.1.3 Stereotype Threat

Stereotype threat theory describes another mechanism in which gender stereotypes can influence people's self-perceptions as well as their behavior. According to this concept, people can be threatened by gender stereotypes in performance situations if they belong to the gender group that is (supposedly) inferior in terms of what is conveyed by the stereotype (Hannover & Wolter, 2018; Steele, 1997).

The effect of stereotype threat manifests itself in two ways:

- the fear of being perceived through the lens of the (negative) gender stereotype itself.
- the fear of confirming the negative stereotype.

This effect is not tied to a person's own belief in the stereotype. However, it does affect the individual performance and motivation of people who may be falling short of their potential as a result. In particular, this effect is evident for girls and women in professional domains with a predominantly male connotation, e.g. in STEM-disciplines (Strayhorn et al., 2012; Nguyen & Ryan, 2008). This effect can also have an impact on communication behavior in groups, such as in seminars, or in examination situations.

3.2 Gender Bias

Closely linked to stereotypes is the concept of biases. A bias is “the conscious or unconscious interpretation or representation of a phenomenon in a way that (typically recurrently) favors (or is perceived as favoring) one particular point of view rather than another” (Chandler & Munday, 2020). Moreover, biases are often implicit and affect the attitude someone has towards other individuals or groups. By this, they are linked to the notion of prejudices.

Biases can
“be manifested in behavior as discrimination; or in representation, the evaluative loading of description or depiction so that connotative meanings become definitive characteristics”
(Chandler & Munday, 2020)
by this, they are linked to the act of stereotyping.

Thus, the term gender bias is used on the one hand to understand prejudices associated with socially mediated gender roles. On the other hand, it refers to an unconscious process by which *“gendered practices in communicating with, or creating representations for, a general audience, (or tools for general use), particularly the male norm in patriarchal cultures, since the specificity of the worldview of those with power is normally unmarked and invisible even to themselves” (ibid).*

3.3 Gender in Language

Most of the languages are gendered (Hellinger & Bußmann, 2001), this is at least true for the languages in the RESET network (see figure 4). Gender, therefore, often manifests itself in the language structure, in the designations of living and non-living objects, and references between these gendered positioning.

<i>Finnish</i>	Genderless language	Nouns are not categorized by gender; 1 pronoun refers a person neutrally
<i>French</i>	Grammatical gender language	2 genders (feminine, masculine)
<i>German</i>	Grammatical gender language	3 genders (feminine, masculine, neuter)
<i>Greek</i>	Grammatical gender language	3 genders (feminine, masculine, neuter)
<i>Polish</i>	Grammatical gender language	3 genders (feminine, masculine, neuter)
<i>Portugese</i>	Grammatical gender language	2 genders (feminine, masculine)

Figure 4: Gender in the language structures in RESET

These processes and structures in individual languages vary widely, as does the degree to which gendered nouns, adjectives, and pronouns structure language. At the same time, linguistic structures are related to ways of using them and expressing information and meaning in them. Language is a dynamic, constantly changing sign system. Terms shift in meaning, as does the way of expressing what is meant (Sczesny et al., 2016; Stahlberg et al., 2007).

Language type	Characteristics	Visibility of gender and gender asymmetries	Preferred strategies for gender-fair language
(1) Genderless (e.g., Finnish, Turkish)	<ul style="list-style-type: none"> Neither personal nouns nor pronouns differentiated for gender (e.g., Turkish <i>öğrenci</i> 'student,' <i>o</i> 'she/he') Gender expressed only lexically via attributes (e.g., 'male/female [student]') or lexical gender nouns (e.g., 'woman,' 'father') 	<ul style="list-style-type: none"> Referential gender often not explicit (Lexical) gender asymmetries exist, but are less frequent than in (2) and (3) <p>Examples: Turkish <i>adam</i> 'man' and 'human being' Finnish job titles ending in <i>-mies</i> '-man,' <i>lakimies</i> 'lawyer,' <i>lehtimies</i> 'journalist'</p>	GFL policies generally deemed unnecessary
(2) Natural gender (e.g., English, Swedish)	<ul style="list-style-type: none"> Most personal nouns gender-neutral (e.g., <i>neighbor</i>, <i>student</i>) Personal pronouns differentiated for gender (e.g., Swedish <i>hon/han</i> 'she/he') 	<ul style="list-style-type: none"> Referential gender more often explicit than in (1), but less often than in (3) Lexical and pronominal asymmetries exist, but are less frequent than in (3) <p>Examples: English <i>chairman</i>, <i>the typical student ... he</i></p>	Neutralization
(3) Grammatical gender (e.g., French, German)	<ul style="list-style-type: none"> Every noun has grammatical gender Gender of personal nouns tends to match gender of referent (e.g., German <i>Student_{masc}/Studentin_{fem}</i> 'male/female student') Personal pronouns differentiated for gender (e.g., German <i>sie/er</i> 'she/he') Pronouns and other grammatically dependent words signal gender of personal noun (e.g., <i>der_{masc} Student_{masc}</i> 'the (male) student' <i>eine_{fem} kluge_{fem} Studentin_{fem}</i> 'a clever (female) student') 	<ul style="list-style-type: none"> Referential gender often explicit All kinds of asymmetries exist and are more frequent than in (1) and (2) <p>Examples: French <i>homme</i> 'man' and 'human being' German <i>der_{masc} typische Student_{masc} ... er</i> 'the typical student (masc) ... he' German <i>alle Wähler_{masc}</i> 'all voters'</p>	Feminization + Neutralization

Figure 5: Overview of grammatical language types in relation to gender (Sczesny et al., 2016, p. 3)

In the context of this toolbox, actions to make language more gender inclusive concern activities to address people of different genders as well as ways to avoid exclusionary language use.

The *European Institute for Gender Equality* (EIGE) provides in its Glossary and Thesaurus the definitions of terms, that are central for this toolbox as they clarify two strategies of building up a gender-inclusive language use:

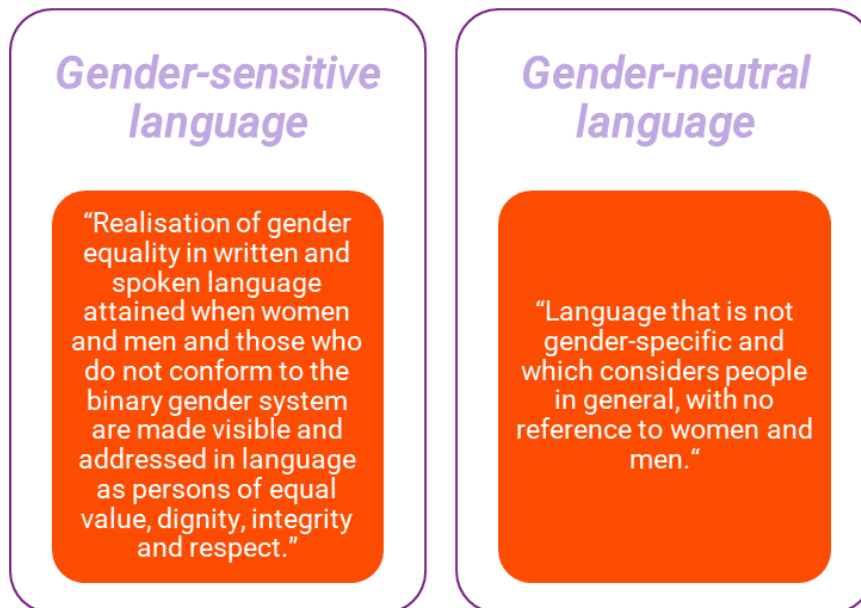


Figure 6: Definitions of gender-sensitive and gender-neutral language (EIGE, n.d.)

These definitions illustrate how diversely language can be used and shaped. They also show the different ways in which implicitness and purpose can flow into them. While **gender-sensitive language** is characterized by the intention to increase the visibility of all people in terms of gender (women, men, and non-binary people) and address them directly, **gender-neutral language** aims to create a general address that includes all people - regardless of gender.

Gender-sensitive and gender-neutral language strive for inclusivity. That is why we will subsume both approaches under the umbrella-term of **gender-inclusive language (GIL)**. Though, it is important to emphasize that both approaches have different scopes when it comes to implementing this inclusivity claim:

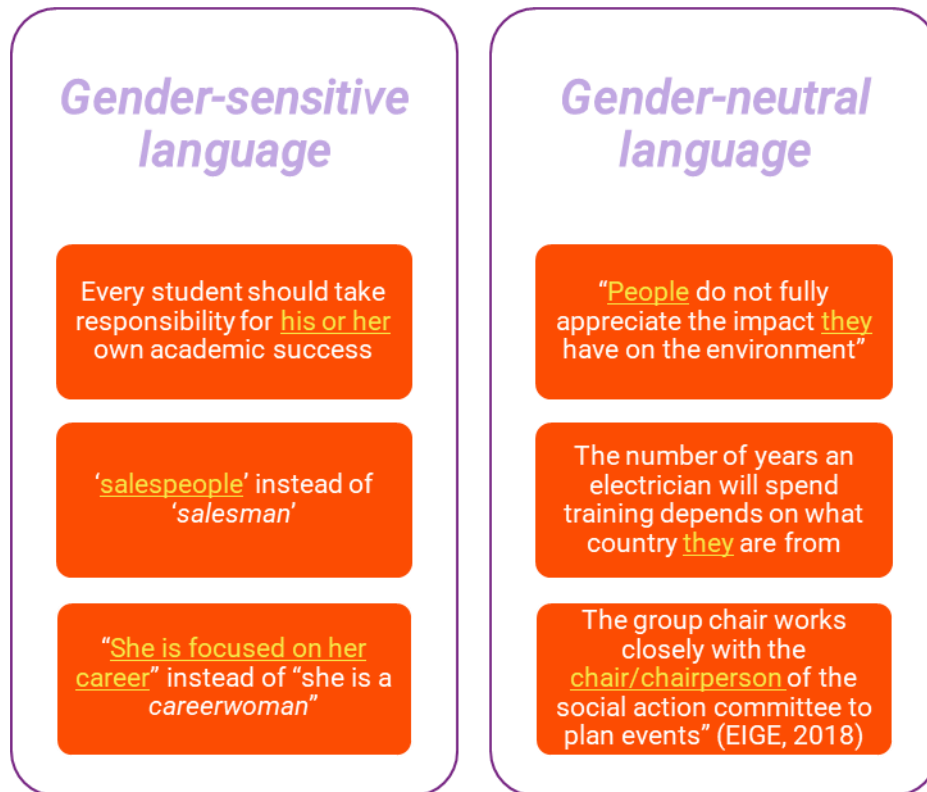


Figure 7: Examples for gender-sensitive and gender-neutral language (GenderSmart, 2020; EIGE, 2019)

Gender-sensitive language places a high value on expressing all genders and actively seeking word alternatives that allow people of all genders to be included, as well as avoiding stereotypical wording.

Gender-neutral language, on the other hand, emphasizes a "middle ground," seeking to use language that is as neutral as possible while making gender invisible. Here, people are addressed in general, not with reference to their gender. On the one hand, this fulfills an egalitarian claim without revolutionizing language. On the other hand, the invisibility itself can promote a gender bias, in that the demonstrative non-emphasis on gender facilitates traditional, stereotyped ideas.

3.3.1 Gender-Exclusive Language

The ordinary, mundane, and habitual use of language in many languages does not correspond to the model of a GIL. Instead, exclusions and stereotypes are often expressed - even unintentionally - through language. Such language can be considered as gender-discriminatory (Stout & Dasgupta, 2011; Sczesny et al., 2016).

Generic Masculine

The use of the generic masculine as a general form of addressing is an example of gender-discriminatory language. The generic masculine is found in all RESET languages (see figure 4) and common usage.

Its use marks an asymmetry: masculine nouns and grammatical sentence constructions are given a generic status. Female or non-binary forms are implied in them. In contrast, feminine forms are used exclusively when referring to women. Thereby, linguistic gender asymmetries are ubiquitous (Sczesny et al. 2016; Hellinger & Bußmann, 2001; Günthner, 2017).

The generic masculine thus contains some properties that contradict the approach of equal participation.

From statements that follow the principle of the generic masculine, it is only implicit that women and non-binary people are included. This information does not emerge from the statement itself. In fact, it is also possible that only men are meant.

- Imagine you read a report on a scientific conference. In it, you get an overview of the number of participants, content focus, and so on. In languages that use the generic masculine, it is not clear in this case whether there were women among the lecturers and speakers. Only the men are visible in the text.
- Also, in the direct address of participants the generic masculine has an effect: As soon as a man enters a room in which previously only female participants were present, all persons in the room are addressed in the masculine form. The other way around, the arrival of a woman would have no effect on the form of addressing.

Gender-Discriminatory Language

A case of gender-exclusive language is **gender-discriminatory language**. Practices and forms of expression that fit this definition are described by EIGE (2018) as follows:



Figure 8: Definition of gender-discriminatory language (EIGE, n.d.)

Examples for gender-discriminatory language:

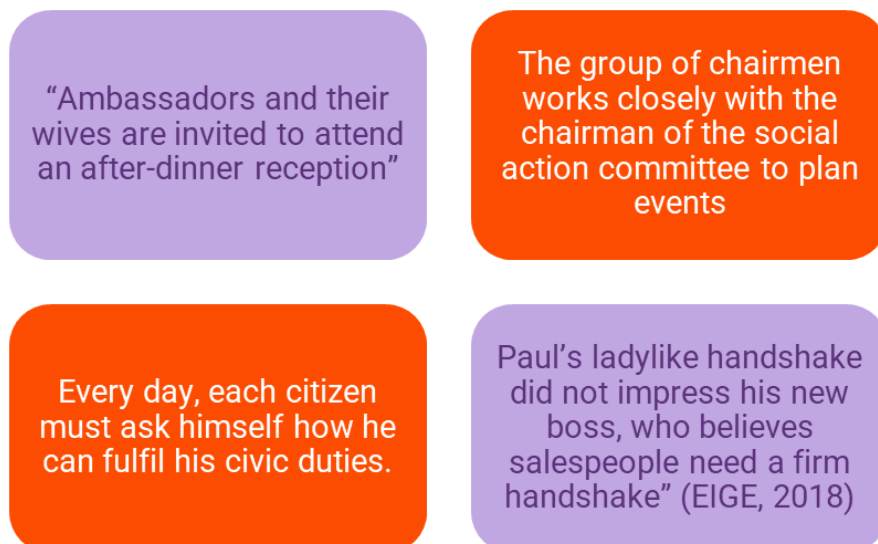


Figure 9: Examples for gender-discriminatory language (EIGE, 2019)

The following questions provided by the EIGE (2019) can be helpful in deciding which form is most appropriate for a text:

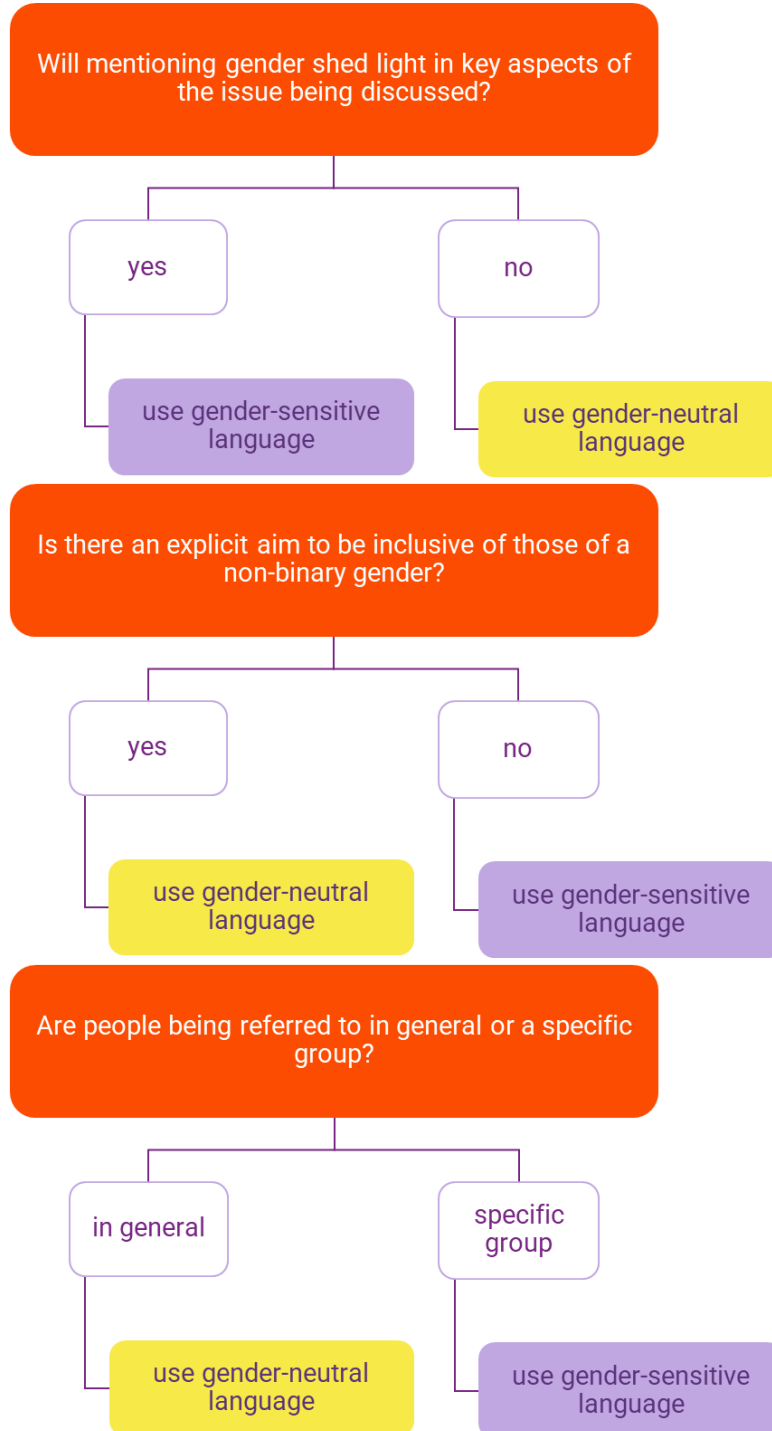


Figure 10: Helpful Questions to choose gender-sensitive or gender-neutral language

3.4. Establishing practices of Gender-inclusive, gender-neutral and diversity oriented communication: Examples from RESET Institutions:

In this section we would like to present an insight into the practical implementation of the principles of gender equity in communication at and with RESET institutions. These are based in our engagement with version 1.0 of this toolbox, and in the reflection and collaboration with ongoing processes around the fostering of gender-inclusive and gender-neutral communication within our institutions.

In the following, we will present two examples, from the University of Bordeaux, and the University of Porto on the creation of recommendations for a diversity-oriented and inclusive communication. The creation of these documents was accompanied by the piloting of workshops on the use of gender-equitable language. A handout on gender-equitable language has also been created at the Ruhr University Bochum. The further development of this toolbox is based on the experience gained in developing measures at the universities. It will also continue to accompany the implementation at all RESET universities, especially since all universities have committed themselves in the GEPs to promoting gender-equitable language.

Based on the collaborative work for gender-inclusive, gender-neutral and diversity-oriented communication, the following tools have been created and added to the toolbox:



Take a look at **TOOL #6:**
**USING PRONOUNS AS
TOOLS FOR INCLUSION**



Take a look at **TOOL #7:**
**TEMPLATE FOR
GUIDELINES ON GENDER-
INCLUSIVE, GENDER-
NEUTRAL AND
DIVERSITY ORIENTED
COMMUNICATION**



Take a look at **TOOL #8:**
**TEMPLATE FOR A
WORKSHOP ON GENDER-
INCLUSIVE AND
DIVERSITY-ORIENTED
INSTITUTIONAL
COMMUNICATION**

Recommendations for gender equality in communication – University of Bordeaux:

8 Recommandations pour une communication égalitaire au travail

université
de BORDEAUX



1. Féminiser et accorder systématiquement les titres, fonctions, grades

Exemple : un vice-doyen, une vice-doyenne

3. Utiliser les formes féminines

Exemple : autrice, maîtresse de conférences, professeure, chercheuse (plutôt que chercheur), docteure (plutôt que doctoresse)...

5. Favoriser les noms collectifs et les expressions génériques

Exemple : le corps professoral, la communauté étudiante, la présidence, la direction, le public étudiant, l'équipe administrative, le groupe...

7. Préférer la forme passive à la forme active lorsque la mention du sujet à la forme active n'est pas informative

Exemple : « Ce projet a été mené à bien. » au lieu de « Ils ont mené à bien ce projet. »

2. Bannir les expressions sexistes

Exemple : l'Homme (pour l'humanité), le chef de famille, le nom de jeune fille, mademoiselle...

4. Utiliser la double flexion par ordre alphabétique

Exemple : les étudiantes et les étudiants, les docteures et les docteurs...

6. Favoriser les termes épicènes (qui englobent toutes les personnes)

Exemple : scientifiques, spécialistes, collègues, universitaires, partenaires, vacataires, membres, responsables, personnes, titulaires d'un master, bénéficiaires d'une bourse...

8. Respecter l'ordre alphabétique lors d'une énumération

Exemple : les lycéennes et les lycéens, les sénateurs et les sénatrices...

Pour aller plus loin...

- [Guide pratique pour une communication sans stéréotypes de sexe du Haut Conseil à l'Égalité entre les hommes et les femmes](#), 2016.
- [Guide pour l'écriture inclusive de l'université](#), Université Mc Gill, 2018.
- [Guide de communication inclusive](#), Université du Québec, Octobre 2021.
- [Toolbox for Gender-neutral, Diversity-oriented, Institutional communication](#), Projet RESET, Septembre 2021.

Figure 11: Example by the University of Bordeaux: 8 Recommendations for fair communication at the workplace

This example from the University of Bordeaux (UBx) illustrates strategies and practical examples for the use of language that strives for gender equity in French. Furthermore, it links to other helpful sources for GIL.

Guide for the use of inclusive language – University of Porto: Also the example from the university of Porto (Figure 12) gives an overview on steps to implement measures for inclusive communication at the institution. It links to the internal language guide for Portuguese that has been developed based on this RESET toolbox.

Guia para a Utilização de Linguagem Inclusiva

Uma universidade para todas as pessoas precisa de uma comunicação à sua medida

Uma linguagem inclusiva faz uso dos recursos da língua por forma a, progressivamente, abolir e transformar a aplicação de palavras e expressões que possam ser consideradas discriminatórias e estigmatizantes para com pessoas, grupos ou comunidades socialmente sub-representados, desprotegidos ou vulneráveis a estereótipos, perceções e atribuições negativas (por exemplo, mulheres, pessoas que se autoidentificam como LGBTI+ ou pessoas com diagnósticos de doença física e ou psicológica).

Guia para a Utilização de Linguagem Inclusiva

Aceda aqui:

Pode aceder a cada Estratégia, individualmente, clicando nos ícones abaixo.

Um instrumento que auxilie a comunicação inclusiva na Universidade do Porto vai permitir:

- **Visibilizar** identidades;
- Promover a **igualdade** e a **equidade**;
- **Respeitar** a diferença;
- **Integrar** todas as pessoas;
- Contribuir para o **bem-estar psicossocial**.

Este documento está escrito com linguagem inclusiva. Apercebeu-se?

Figure 12: Guide for the use of inclusive language – University of Porto

3.5. Diversity and Inclusion in Communication

While the previous section focused on gender in language, we would like to turn our attention to other dimensions of diversity. This is not primarily about sociolinguistic representations in language, but about a broader understanding of communication and diversity. Referring back to the facets of diversity presented in section 2, we focus on redistribution, recognition and representation. On the one hand, it implies developing measures that “seek to foster dignity and esteem among minorities, promote positive images, and facilitate their fuller participation in social interaction” (Vertovec, 2012). On the other hand, this means taking measures, also in the institutional context, to recognize historical discrimination and to aim for better access for minorities to key positions within the academic system. In addition, there is the dimension of representation, in which we aim to strive for *fostering equity in participation in HEIs, meaning that they become representative of their societies*.

3.5.1. Non-Discriminatory Communication

Non-discriminatory communication encompasses both the aspects highlighted in Section 3.3, particularly in relation to GIL, and the treatment of individuals who may be discriminated against in communicative acts on the basis of origin, ethnicity, disability, sexual orientation, or socioeconomic background. It includes both linguistic and visual forms of representation, as we will elaborate in Chapter 4, and refers to situations in seminars as well as forms of addressing people in HEIs. On the one hand, we focus on addressing people who represent a minority in the academic system in Europe, due to certain identity ascriptions and belongings (often interwoven in the sense of intersectionality). Thereby they can be in the paradoxical situation of being at the same time hyper visible and invisible, included but not addressed (Ahmed, 2004). On the other hand, we refer to the way in which materials in courses, which, for example, historically have discrimination as their subject, can also be sensitively thematized and contextualized.

For this purpose, we advocate for a broad understanding of inclusive language:

Inclusive language is language that is free from words, phrases or tones that reflect prejudiced, stereotyped or discriminatory views of particular people or groups. It does not deliberately or inadvertently exclude people from feeling accepted. When you use inclusive language, you put the person first and do not focus on how society defines them by their characteristics. (AIA, 2021, p.1)

This means to reflect sometimes unintended, sometimes simply perpetuated patterns of communication in our everyday relationships at HEIs, as in seminars, in board meetings, or during interactions with colleagues. This also means to create shared forms of understandings for inclusive communication.

In the following, we address three central measures for promoting non-discriminatory communication:

Reflective approach to difficult sources in seminars:

In many subjects, especially in the Humanities and Social Sciences, it may be the case that textual and audio-visual sources have discriminatory content, for example expressing racism. This content should be contextualized by the faculty and discussed in seminars. A reflective, discursive approach to these sources is important for coming to terms with and raising awareness of discrimination. To insist on the position of merely depicting or describing what was zeitgeist in a certain era “deflects the labor necessary for dealing with the discriminatory elements” (Dellmann et al., 2017, p. 396).

Avoiding Overvisibility

Excessive visibility and undue emphasis can create a perception that the accomplishments of individuals from a specific group are deemed extraordinary. To address this, it is advisable to only mention attributes that are relevant within the research context. In most cases, there is no necessity to reference a person’s sexual orientation, health status, marital status, or ethnic group when discussing their professional achievements.

Discrimination is done by people

To avoid perpetuating a narrative that discrimination occurs naturally or without agency, it is important to state who committed these speech acts or is responsible for such images in history. Therefore, it is recommended to use active phrasing, like: “white colonisers created images that were racist” over “the image was racist” to avoid perpetuating a narrative of discrimination happening ‘naturally’ or ‘out of itself’ “. (Dellmann et al., 2017, p. 398)

3.5.2. Anti-Racism in Communication

In terms of cultivating a non-discriminatory university culture, it is essential to elaborate on the dimension of anti-racist communication. As Ramón Grosfoguel (2016) points out:

Racism is a hierarchy of superiority/inferiority along the line of the human. This hierarchy can be constructed/marked with various markers.
(p. 265)

Grosfoguel thus expresses that racism is a construction that varies and transforms, in the forms of its manifestations and objects. On the one hand, it is common sense in democratic societies to openly reject, refuse and sanction racism. However, this does not lead to disappearing of racism, but transforming into more subtle forms, such as color-blindness or micro-aggressions and everyday racism (Bourabain, 2020, p.250): “Everyday racism is about major and small practices that are too ambiguous to decide on whether or not they are racist”.

Especially in the European context it is important to reflect the historical dimension of Eurocentrism in order to understand racism in its full dimensions. As such, we can understand the discursive strategies that have fueled political and economical actions by European regimes for the last centuries. They have also culturally shaped an understanding of what is perceived as Europe, European values and virtues by antagonizing what is supposed to be different, divergent, strange and foreign:

In Europe, race [...] also concerns nationality, culture, ethnicity, and religion. We could best consider race in terms of Eurocentrism. Eurocentrism is a paradigm in which Europe is perceived as the birthplace of modernity. This paradigm could only be shaped if it was contrasted against the so-perceived underdeveloped Global South, that is, the “East” (Said, 1978) and Africa (Ndlovu-Gatsheni, 2013). From a critical point of view, modernity in the “West” was only possible through the enslavement, oppression, and inferiorization of cultures from the Global South. The construction of “the West” the so-called cradle of democracy, capitalism, and law, legitimized “Western” imperialism over the rest of the world (Bourabain, 2020, p. 250).

This is the historical and political background that is important to consider, when it comes to identify racism in post-racist societies. It shows that racism is not the opposite to European ideas and values, but is deeply involved in the formation of Eurocentrism. By creating an “Other”, by delimiting and transmuting, the “Own” is created, which is elevated - in the devaluation of the Other.

Hereby, it is made clear that for anti-racist communication it is not sufficient to speak out against racism. Instead, it is necessary to examine more closely and self-critically in which – subtle, or unconscious - forms racism expresses itself in everyday situations, also in the academic context. This can also concern one's own roles as lecturers, students or supervisors.

Furthermore, the implicit and subtle forms of racism, which are also expressed in bias and stereotypes (cf. section 3.1.1. and 3.2), must be reflected and addressed together with experts on these topics. Racism does not disappear just because it is disapproved.

It is a structurally and historically intertwined with social positions, hierarchies and barriers. It is as well connected to cultural forms of misrepresentation and othering. Thus, exposing racism where it is hidden and reflecting internalized, racist misconceptions can contribute to the recognition of discrimination.

3.5.3. *Dis/Ability in Communication*

Around 87 million people in the EU have some form of disability. Among people with disabilities, around 29,4% attain a tertiary degree, compared to 43,8% of those without disabilities². People with disabilities and chronic diseases face many challenges in environments that are often not as inclusive as it might seem to the ones who do not live with disabilities. In terms of recognition and representation, inclusive strategies of communication are essential.

In the following paragraphs, we are going to highlight some critical facets of communication, that are linked to communicating with and about people with disabilities.

The social model of disability

The social model of disabilities focusses on the relation between people with disabilities and their social and environmental contexts. It is important to acknowledge, that disabilities are not simply defined by medical conditions, but can better be thought of and put in the social model of disability. This model has been developed by people with disabilities³.

The social model is about shifting the problem from individual impairments to the social environment that people operate in. From this approach, disability arises from the way people with disabilities interact with the world. They encounter physical barriers, digital barriers and barriers of attitudes and communication, which block their participation in society. The social model of disability says that people are disabled by barriers in society, such as buildings not having a ramp or accessible toilets, or people's attitudes, like assuming people with disability can't do certain things. Previously people with disabilities were viewed through the medical model of disability. The medical model of disability says people are disabled by their impairments or differences, and looks at what is 'wrong' with the person, not what the person needs." (AIA, 2021)

²<https://ec.europa.eu/social/main.jsp?catId=1137#:~:text=Around%2087%20million%20people%20in,be%20treated%20badly%20or%20unfairly.>

³ <https://www.scope.org.uk/about-us/social-model-of-disability/>

The medical approach to disability in relation to communication in academic settings limits expectations and contributes to the erosion of independence, freedom of choice, and personal control in individuals' lives. This model defines disability as a consequence of an inherent physical condition within an individual, potentially diminishing their quality of life and imposing disadvantages.

People-first language

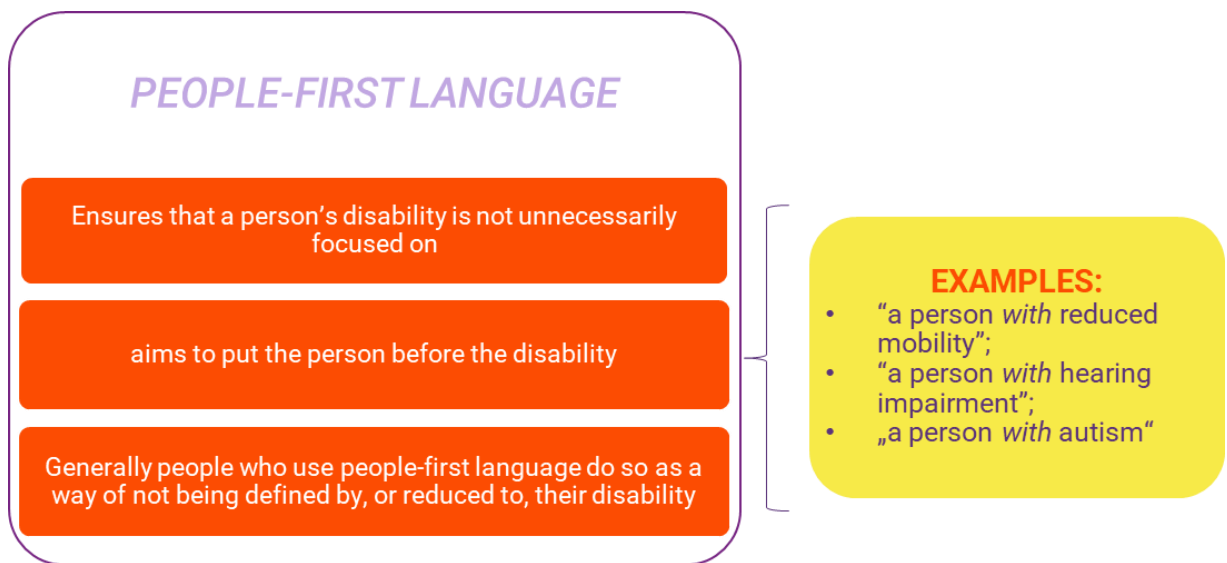


Figure 13: People-First Language (AIA, 2021)

In relation to disabilities and chronic illness, it is recommended to use the “people-first” approach to highlight the individual rather than focusing solely on their health status. The rationale behind this is that individuals with disabilities are often referred to collectively as “the disabled” or “the handicapped,” which is deemed disrespectful as it reduces the person to their disability or illness. Conversely, some disabled activists prefer the “identity-first” approach to emphasize that disability is not something to be ashamed of and that it represents a cultural and personal identity (Dellmann et al., 2017, p. 397).

HOW TO DESCRIBE:



Figure 14: Examples for addressing disabilities and chronic health conditions in an inclusive and sensitive way (Oxfam, 2023, p. 17f.)

3.5.4. Gender Identities and Sexual Orientation

Worldwide, in all societies, queer people are at risk of falling victim to discrimination, hate and violence. In many cases, a person's sexual orientation and/or gender identity is a cause of *flight and migration* (ILGA, 2023). Also in the European Union, there are serious discrepancies in the recognition of equal rights and measures to combat discrimination

against queer people⁴. It is the responsibility of universities to contribute against discrimination of their employees and students and to ensure an environment that supports gender and sexual diversity. This includes implementing non-discrimination policies, establishing gender-neutral facilities, and promoting equal opportunities.

Regarding Gender Identities and Sexual Orientation, different acronyms are used. We refer here to the acronym LGBTQIA+, as it addresses the contemporary spectrum of gender identities and sexual orientation. The acronym LGBTQIA+ stands for:

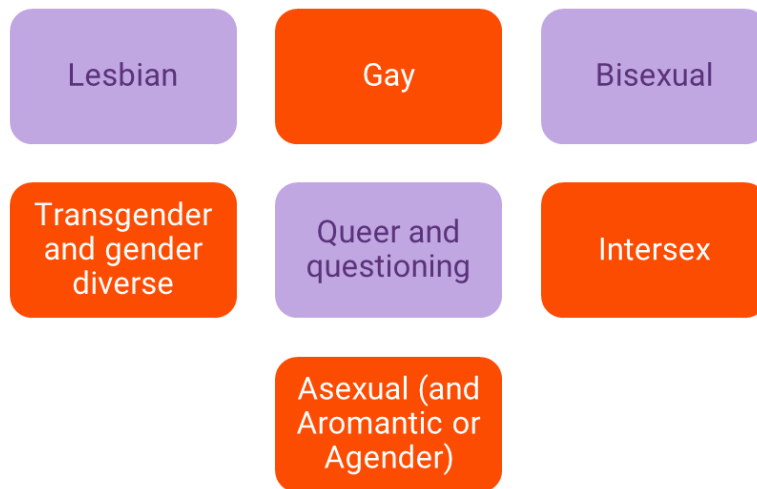


Figure 15: What LGBTQIA+ stands for

The use of '+' at the end of the acronym represents other sexual identities not included in the acronym (AIA, 2021, p.8).

⁴ <https://www.ilga-europe.org/>

4. Visual Communication

Images – or the absence of images – affect how we see each other, and ourselves. When some people are invisible in the media, when their voices and stories are never heard, there is a void left to be filled with prejudice and stereotypes (Gunnarsson, 2019).

So far, we have discussed gender-inclusive language, focusing on the importance of using gender-neutral and gender-sensitive communication practices. A further highly relevant area that we want to focus on is **visual communication**. In terms of our intersectional understanding of equality, we would like to focus not only on the category of gender in the field of visual communication, but also on the representation of other dimensions of diversity. This means to involve people who, as highlighted in the opening quote, are often not seen and not heard in processes of creating and performing (visual) communication. Be it people of color, people with migration background, people with disabilities, elderly people, LGBTIQs and those to whom several of these factors apply. The purpose of visual representation is to do justice to the diversity of our societies and, in this case more concretely, of our institutions (Meier, 2018). With this approach, we follow the objectives of intersectional perspectives on diversity outlined in section 2. This means to pay attention to the inter-linkage of the categories in which social differentiation unfolds and to further develop visual forms of representation from the point of view of linking different categories of inequality and thus to complement the perspective on gender.

To this end, we will draw below on an example of visual representation in which ethnicity, sexual orientation, non-binarity, disability, and age were incorporated into a visual campaign as these marked and often excluded categories, often set apart from 'the normal'. What is important here: not the categories or characteristics that are in the spotlight, but the people who live with these markers and have the claim and the right to participation and visibility.



Take a look at **TOOL #2: CHECKLIST** on gender-inclusive visual communication!

4.1 Images that change the World

One example of actively shaping gender-inclusive communication, is featured by the Swedish Institute's toolkit "Images that change the world" (2019). It emerged from a campaign run by the Swedish city of Gävle and that was developed by Tomas Gunnarsson. This example is highly interesting for our concern, as it foregrounds stereotypes and norms, looking at gender equity **not in isolation, but in conjunction with other factors**, such as origin and ethnicity, disability, and sexual orientation. "Images that change the world" follows a norm-critical approach in this regard. Accordingly, the heart of the toolkit stands the challenge of identifying cultural norms and encouraging a transformation of attitudes.



Figure 16: Cover of the Guide of "Images that change the world" (Gunnarsson, 2019)

4.1.1 What is "Images that change the world" about?

"In 2013, an angry citizen phoned Gävle Municipality to criticise the new posters they had put up in the windows of City Hall. Gävle Municipality had the ability, and courage, to take the criticism to heart – and to change" (Gunnarsson, 2019, p.3).

The starting point of that toolkit was a 2012 campaign by the Swedish city of Gävle, in which the city exhibited photos in the city hall that were meant to depict local life. The photos of the campaign illustrate multiple environments people at an outdoor concert, families on the mini-golf course, boys skateboarding and BMX-riding, women with children. But after a closer look it gets clear what caught the eye of one citizen:

- almost without exception, people that pursued activities, such as playing sports, reading comics or making music, were male;
- hardly no people without a (stereotypical) Nordic background were portrayed,
- there were only a few elderly persons in the pictures and no same-sex couples were shown
- No person with a visible disability was depicted

Together with photographer Tomas Gunnarsson and volunteer citizens, the city of Gävle launched the campaign with the goal of capturing Gävle's diverse community and, most importantly, making visible the blind spots that are hidden behind taken-for-granted notions of "normal."

4.1.2 Why "Images that change the world"?

The exhibition and the accompanying guide successfully draw attention to stereotypes and traditional norms that make people to be excluded.

With its images and accompanying reflections, the toolkit sensitizes viewers on how motifs, models, and the chosen visual language correspond to – or can irritate – culturally formed habits of seeing. Linked to this, it illustrates how the demand for representation in visual languages can be met.

The example of the city of Gävle also demonstrates a positive culture of error that is geared towards meeting the demands of changing and pluralizing societies in their various facets. This also implies that mistakes can (and will) happen not out of bad intentions, but out of unquestioned assumptions – of biases (see section 3.2). The error culture of this example points to the will to take responsibility for change and to rethink and think ahead.

4.2 Examples for gender-inclusive & diversity-oriented visual communication in RESET

Featuring “University Diversity”:

The University Diversity project was initiated in 2016 by the University of Łódź. The main goal was to integrate the academic community, with particular emphasis on its foreign students. This recognizes that over 2,000 people from multiple countries study at this University. Although it was to a lesser extent aimed at showing gender inclusive communication, but rather at showing the value of a human being as such, regardless of differences, the project can inspire other organizations to illustrate their diversity in an inclusive way.

The project consisted of a series of various actions, such as:

- a photo exhibition presenting the profiles of foreign students (2 editions);
- an international cookbook with recipes from around the world created by students of the University of Lodz;
- the “Guest for Christmas” campaign - the academic community invited foreign students to spend time during Christmas showing them the Polish Christmas tradition (4 editions);
- or the University Diversity Day with a training targeted at the UŁ community.



Figure 17: Cover of the International Cook Book of the University of Łódź, a product of the University Diversity Campaign

The project was addressed to all members of the UŁ as well as to the residents of Łódź city (the photo exhibition was available to everyone in the public space in one of the biggest shopping malls). By this means, UŁ showed cultural richness of other countries while promoting Polish traditions at the same time. Moreover, the project was gender neutral and showed people studying at the University, regardless of age, gender, country of origin, etc.

Featuring the abstract:

Another approach can be to avoid direct figurative representation in visual communication by turning to abstract forms of imaging, as it is beautifully demonstrated by the poster by UPorto, shown below (fig 13 and 14). Instead of depicting people - photographed or drawn - shapes and colors, as well as other design elements are used here to correspond to a message in a more abstract or metaphorical way. The resulting abstract space of meaning thus acquires an openness that can escape stereotypical or abbreviated fixation of what is being depicted. As the example shows, graphical options can deconstruct the representations associated with women. Multiple and not binding images offer a more diverse and plural representation.



Figure 18: "Dia Da Mulher: É Preciso Falar Com Os Homens?" ("Women's Day: Do We Need to Talk to Men?") A poster announcing UPorto's Women's Day Event



Figure 19: "Queer Porto 5 | Sessão de filmes premiados" ("Queer Porto 5 | Session of award-winning films")

As the examples show, graphical options can deconstruct the representations associated with women and men.

4.3 Challenges of visual representation

At this point, we would like to draw attention to some points related to dimensions of diversity, that are critical to consider when it comes to the depiction and representation of people in terms of visualization:

So we've concluded that visibility is important. But almost equally important is to avoid the pitfalls that come with including and portraying people who are often forgotten by the mainstream media. One very common pattern is that people from underrepresented groups only get cast as representatives of that group, in stock photos, ads or the news. For example, people with disabilities often appear exclusively in articles or scenarios highlighting disabilities. Rarely does a person with a (visible) disability get to just represent a random example of an ordinary person, participating in social life, interacting with the world (Gunnarsson, 2019, p. 13).

Although visibility is a desired outcome, it is precisely those pitfalls Gunnarsson mentions, that must be considered when designing and distributing images. Next, we list a few aspects that should be taken into account, and that mark visual representation of minorities and marginalized individuals as ambivalent (Schaffer, 2008, p. 59; Hall, 2013; Mirza, 2018):

- To be visible also means to be exposed. "There is an irony to heightened visibility for the "invisible" in our polite and genteel corridors of higher education" (Mirza, 2018). The form of exposure can be - and should be - appreciative. Nevertheless, its influence on the ways of reception (if it is appreciative or hostile; sympathetic or belittling) is limited.
- Increased visibility also entails vulnerability and does not equal to an increase in power, influence, or voice. It can reproduce women of color as "mute visible objects" (Mirza, 2018).
- If visibility also means recognizability, it also runs the risk of becoming a stereotype. This is especially true when it comes to increasing the visibility of marginalized groups (Hall, 2013).
- The ways in which people belonging to minorities are represented can often carry the risk of serving new, positive stereotypes in an attempt to escape old, negative ones.

One particular case that plays a role here, is a phenomenon known as **tokenism**.

Tokenism

*is the practice of placing or promoting individuals from disadvantaged groups (e.g. women, ethnic minorities, disabled people) into high-profile roles in the organization in order to give the impression that the organization practices **equal opportunity**. It represents a cynical move by managers to disguise or ignore the structures and procedures that disadvantage women, ethnic minorities, and disabled people. In this way, whilst the token individuals may benefit personally, their role does nothing to help further the cause of the disadvantaged group to which they belong. In fact, it might have a negative impact because the token individuals become examples for organizational decision-makers to illustrate the **meritocratic** nature of the organization and to neutralize arguments for change. (Heery & Noon, 2008)*

Although this definition focuses on tokenism as a practice in human resources, it can be applied to the aspect of visibility and making visible in the representation and communication of institutions. Here, too, there is a risk of instrumentalizing individuals as figure-heads of the institution in order to provide evidence of its diversity.

To depict diversity is a sensitive matter: it is where the various dimensions we elaborated in Section 2 come together: Recognition, Redistribution, Representation and Organization (Vertovec, 2012).

Thus, various interests can become guiding principles for action here:

- the desire for participation, representation and the commitment to this,
- the contribution to the extension or overcoming of outdated norms and standards, the representation of plurality and difference.
- Performance as an open, conscious organization (as a place of togetherness, of learning, as an employer, as a research institution).

At the same time, the depiction of diversity is tangled up in power structures and is precisely a sign of them - otherwise, after all, there would be no need to depict certain, marginalized groups of people in a particular or highlighted way. This dynamic goes beyond the subject we are focusing on with this toolbox and affects our societies as a whole and their institutions in particular.

This act thus carries the risk of appropriation, display, manifesting 'happy faces' (Ahmed, 2009) or "mute visible objects" (Mirza, 2018) for the institution - without effectively confronting mechanisms of institutional racism of lack of accessibility or other forms of exclusion, counteracting biases, stereotypes, and prejudices.



It is therefore important to ask the following questions and to develop actions accordingly:

- To whom do the actions and efforts undertaken apply?
- Who is involved in the development of these?
- Whose ideas are being incorporated?
- Whose concerns, suggestions and criticisms are listened to?
- And how is diversity-sensitive institutional visual communication developed?

5. Changing communication – a reflective outlook

So far, we addressed socio-linguistic and socio-psychological aspects of gender-inclusive communication and provided some examples and suggestions on the field of visual communication in the previous sections of the Toolbox. Before we continue with the Part B, presenting the tools in this box, we are going to reflect on the process of changing institutional communication related to two aspects:

- ➔ **Resistances** as they are very likely to be encountered in the process of implementation and realization of gender-inclusive communication and organizational (Benshop & Verloo, 2011; FESTA, 2016; SUPERA, 2021).
- ➔ **Safety**, as a notion that is connected to diversity (Dembouski, 2018; Mirza, 2018; Lester, 2018).

Resistance

- is a component of organizational behavior and change;
- can also be expected in relation to the implementation of gender-inclusive communication practices and strategies.
- it “can be defined as a form of opposition or refusal that emerges during processes of change and that is aimed at maintaining the status quo” (FESTA, 2016, p. 6)

In their Handbook on Resistance to gender equality in Academia (2016, pp.14.), the FESTA project provides an overview of possible causes and indicators of resistance in

universities. These cannot be considered in isolation but are often interrelated or overlapping. Some aspects can be located at the organizational level, others at an operational level. Additionally, the individual level plays an important role. We will not be able to go into these in detail here but would suggest to refer to FESTA's toolbox in order to encourage exploring them as an agent for institutional change.

Examples for Resistances related to gender-oriented, institutional change (SUPERA, 2021):

- Lack of prioritization of gender-sensitive communication
- Change of communication as a waste of time
- Gender-equal communication is already achieved
- Threat towards freedom of expression
- Aversion to neologisms
- Generic masculine as neutral form

Some of these resistances, as they are explicitly directed towards gender-inclusive communication. They are included in Tool #3 as examples to show helpful ways to respond to them.



Safety

So far, we have focused on providing basic information that promotes understanding of the importance of gender-inclusive and diversity-sensitive communication because, as the examples of resistances above show, these are often trivialized and taken as unimportant or marginal. We have thought here primarily from the perspective of the institution, its role and its responsibility.

To go beyond that, a change of perspective is necessary, towards the individual experience of persons at our universities. And from there, the aspect of safety becomes a central issue for further developing institutional change in terms of the links between communication, gender equality and diversity in an intersectional perspective.



This means:

- ➔ *Designing communications to address everyone equally - and explicitly - regardless of gender.*
- ➔ *creating safe spaces of articulation where the needs of individuals are met with respect*
 - *making support options easily accessible, for example for people with disabilities or financially weak students and people with care responsibilities.*
 - *explicitly formulating the rules of studying, researching, and working together in institutional core texts.*
- ➔ *providing support services for first generation/non-traditional students and making them easily accessible.*
- ➔ *making financial aid and its application options easily accessible and its conditions understandable for (future) students.*
- ➔ *training teachers to be sensitive to the heterogeneity of their students and support them to identify factors that shape interactions in the seminar room or the exam besides the subject matter and act on them as needed. Accordingly, training opportunities should be tailored to this.*

This list is not exhaustive. It includes some of the factors that became apparent during the creation of the toolbox. They are incorporated into the tools included in Part B and those that are still being developed according to the work in progress of this toolbox - in cooperation between RESET universities and in their local communities, in dialogue, in productive and critical exchange with university members, with special attention to those who are more vulnerable by the different markers of diversity and for whom the need for change manifests itself in the gaze of others, in being overlooked or not being heard.





Redesigning
Equality and
Scientific
Excellence
Together

Part B - Tools

TOOL #1



- **PATHWAY** to gender-inclusive and diversity-oriented institutional communication

TOOL #2



- **CHECKLIST** on gender-inclusive and diversity-oriented visual communication

TOOL #3



- **RESPONSES TO RESISTANCES** – how to react to rejections of gender-inclusive communication

TOOL #4



- **TEMPLATE** of a questionnaire on institutional practices on gender-inclusive language

TOOL #5



- **TEMPLATE** of an interview-guideline on gender-inclusive language

TOOL #6



- **USING PRONOUNS AS TOOLS FOR INCLUSION** – a recommendation

TOOL #7



- **TEMPLATE** for guidelines on gender-inclusive, gender-neutral and diversity oriented communication

TOOL #8



- **TEMPLATE** for a workshop to raise awareness on gender-inclusive and diversity-oriented institutional communication

TOOL #9



- **COMMENTED LINK COLLECTION** – useful guidelines and databases on diversity-oriented & gender-inclusive communication



TOOL 1: Pathway to gender-inclusive and diversity-oriented institutional communication

Communication at our universities affects many different areas. According to the conceptual understanding provided in Part A of this toolbox, and according to the guidelines of the GenderSmart (2020) and SUPERA (2021) projects,

1. **we highlight 6 areas** that should become the target of the development and implementation of gender-inclusive communication strategies;
2. we present **4 steps to get started**;
3. in the last part we will suggest future steps

1. Ultimate Targets

Administrative Texts

The conditions of how we work, research and study as a community in our institutions as well as our rights and responsibilities are guided by numerous documents. **These should be written in a gender-neutral and gender-sensitive manner, to address women and men equally.** Women should not just be implicitly included by the generic masculine. If possible, this also applies to the designation of titles and professions.

Furthermore, the institution should have binding core texts addressing all its members, which concerns forms and limits of interaction, defining the **conditions of a mutually respectful communication**. It should be stated here that **transgressive, discriminatory behavior and forms of expression will not be tolerated**, explicitly defining, what is meant by them.

Job Offers

Job vacancies are not only an important advertisement for universities as employers. They also convey ideals of the job position as well as requirements and characteristics of ideal candidates. Numerous studies show that **job descriptions that use generically masculine phrases, which include but do not explicitly address women do not reach women to the same extent as those that explicitly address women** (Sczesny et al., 2016, Stout & Dasgupta, 2011).

Also, descriptions of job requirements or characteristics of applicants often include adjectives that are gender attributed and carry the risk that women (or men) will feel less addressed (Horvath & Hentschel, 2018). This is the case, for example, when the emphasis especially in management positions is placed on the candidates' determination, their willingness to take risks, or their assertiveness. In contrast, social skills such as the ability to work in a team, creative qualities or communication skills are just as important in most jobs and should be part of balanced job advertisements.

Description of Study Fields

The choice of academic programs depends on many factors. Among other things, gender attributions manifested in childhood and adolescence can be a basis, on which these choices are made. In many societies, natural sciences and engineering have a male connotation and female students are underrepresented in these fields. How these fields are advertised may have an impact on the decision of female entrants. It is important to address them as a target group and not to refer to them in the generic masculine way. At the same time, the description of the subjects and the characteristics associated with them should be multifaceted and reflect the diverse aspects of the study program and the culture of the subjects.

Conferences and Events

Conferences and other events are an essential part of communication in the scientific field and the transfer of science into society. Gender-inclusive as well as other diversity-oriented practices refer to different levels:

1) The clarification of needs and the provision of appropriate tools and services

Participation in events should be accessible to all interested parties. It is therefore necessary to clarify in advance which support measures are needed and how they can be made available, e.g. for people with disabilities. In any case, microphones and audio transmissions should be made possible, and written materials should be available that are appropriate to the wording (and easy to read). In addition, in the context of conferences, it should be clarified to what extent the institution/organizers can provide child-care solutions.

TIP

Check the “Inclusive Language and Event’s Guide” (AIA, 2021), with their collection of things to consider in order to organize inclusive events (p. 33f.)

2) The choice of speakers, contributors, and the composition of panels.

The selection of contributors should be gender-balanced. Also, the diversity of various research contexts and regions should be reflected in the selection of contributors. Where possible, researchers from outside Anglo-American and Central and Western European universities should be represented in the panel selection. In addition to advanced scholars, young researchers should be included in the selection of speakers and the composition of panels.

3) The moderation of events

The selection and design of moderation should also be selected with gender-sensitive aspects in mind. The moderator's function is to lead through an event, introduce contributors, presentations and moderate discussions. Here lies a great potential to communicate in a gender-inclusive way, to break down stereotypes and make sure that all participants are given the same space for articulation.

4) The allocation of time slots

First, events should be scheduled in a timeframe that considers the compatibility of family and work for all participants. In addition, in areas where women are underrepresented, female speakers should be scheduled in time slots where attendance is conventionally high.

Academic Writing

Editorial boards of anthologies or journal volumes should strive to ensure a gender balance among contributors. In writing academic publications, female authors should be made visible whenever possible, e.g. writing out the forenames of authors in bibliographies. Ways to advocate should be used by researchers to both incorporate gender-inclusive language into publications and change the

modes of the bibliographies accordingly.

Students should be given easily accessible information about the use of gender-inclusive language, as well as the opportunity to apply it in their seminar papers and theses. The use of gender-inclusive language should not be rejected or sanctioned by lecturers, as bottom-up practices of non-binary writing may be used by students. These involve the invention of neologisms or grammatically incorrect expressions and/or ways of writing. It is therefore in the interest of the university to frame and accept this inclusive way of writing in various kinds of assignments.

For both undergraduate and doctoral students, there should be easily accessible opportunities for guidance in learning how to write academically and present arguments. In this respect, it is important to encourage their academic development in a positive culture of error.

Classrooms

This aspect addresses classrooms as communication-intensive arenas. They should be safe environments for learning, which provide binding and transparent rules of mutual respect among students, lecturers and students alike. Furthermore, to foster safety, lecturers need to be sensitive to the heterogeneity of their students' groups.

They have the responsibility to identify factors that shape interactions in the seminar room as well as in exams besides the specific academic field and act on them as needed. Accordingly, training opportunities should be tailored to help lecturers to find their role and make them aware of the gender- and diversity related factors that make an impact on the interaction in the seminar and are of importance to build, ensure and, if needed, re-establish a safe learning environment.

2. 4 First Steps

Below we detail 4 steps that guide the process for changing institutional communication within RESET. These aim to identify and initiate change with gender-inclusive communication in mind, as well as to continue elaborating diversity-aware policies.

1

Explore the current state

- To which extent does the current campus communication reflect gender-inclusion and gender-neutrality?
- In what terms, have diversity-aimed measures already been established or are planned?
- Are there any already existing institutional guidelines on gender-inclusive and/or gender-neutral language?
- Are there other recommendations available used as a basis for a gender/diversity sensitive communication (e.g., national guidelines)?


These and similar questions can form the basis of providing an overview of the current status on issues of gender-sensitive, gender-neutral, and diversity-oriented communication.

- Particular attention should be paid to the types of **representation on the central homepages and social media channels of the universities**. This factor concerns both **visual language and quantitative aspects** - i.e., the ratio of women and men in forms of representation and in the communication of research results, grants, and the like.
- Furthermore, the ways in which diversity is addressed, should be explored (e.g., related to students and researchers with migration background or with disabilities)


Gain inspiration on what kind of terms and words are best to use

- You do not have to reinvent the wheel: find out what gender-inclusive or gender-neutral language strategies already exist in your language and how they can be implemented in both spoken and written forms.


Other tools in this box can also be helpful in working out this current state:



Take a look at **TOOL #2: CHECKLIST** on gender-inclusive visual communication!



Check **TOOL #4: QUERY ON STATE-OF-THE-ART**
It provides query focused on GIL.



For more information and inspiration on gender-inclusive and diversity-oriented communication, check **TOOL #9: UPDATED AND COMMENTED LINK COLLECTION**

2

Get into conversations

- What benefits do people on your campus perceive and what concerns do they have about implementing and using gender-inclusive language?
- In which ways do individuals experience diversity in the context of communication on campus?

- Engaging in personal exchange is useful to learn about attitudes toward gender-inclusive communication and how to address resistances if any exist
- The most important, is to identify needs and challenges that are seen and experienced by the members of our institutions.



Check **TOOL #5: TEMPLATE FOR INSTITUTIONAL INTERVIEWS**
It provides an interview guideline focused on GIL.

For this purpose, it is important, to address different stakeholders:

- **administrative staff** (e.g., communication departments, human resources departments, units' communication offices and representatives) in order to get an insight into the administrative, strategic and operational aspects around gender-inclusive and diversity-oriented communication
- **researchers/lecturers** to have an insight on their experiences and perspectives in academic careers and working fields.
- **students** as the major, heterogenic, group on our campuses with a multitude of backgrounds, experiences, and concerns.

Focus on diversity:

- transversal orientation towards diversity-related factors: the exchange with and involvement of persons experiencing these factors, is crucial.

- At the same time, it must be clear that it is the institution and not the affected persons who bears the responsibility for (institutional, cultural, linguistic) change.
- It is also important not to generalize individual experiences here, but to cultivate a broad exchange whenever possible.
- Additionally, as many different aspects of diversity as possible should be considered, so that it is not always the same few persons who are taken as representatives of groups or communities.

Aspects of diversity can be the following:

- gender
- race/ethnicity
- migration background
- age
- class
- dis/ability
- religion and sexual orientation

Take a look at [section 2 in part A](#) to get more information on RESET's intersectional perspective on diversity!

RESET'S EXPERIENCE

In order to get an impression of how RESET's universities target gender-inclusive language and visual communication, we started to conduct conversations with stakeholders at communication offices and others who engage with gender-inclusive communication in our universities. They gave valuable information on opinions, plans and ideas related to the implementation of gender-inclusive language at our universities and provided important inputs for the creation of this toolbox.

3

Identify needs and challenges

RESET'S EXPERIENCE

Through the conversations conducted in our institutions we identified several challenges regarding the implementation of gender-inclusive, gender-neutral and diversity oriented communication.

For example:

Lack of clarity regarding the possibilities of how to use GIL, and gender-neutral language

The proposals of gender-inclusive and gender-neutral language practices are ambiguous in many languages, as they are a dynamic social instrument that is constantly evolving

Lack of clarity regarding responsibilities

Who is responsible for changing administrative texts and for the distribution of guidelines and other information on gender equity in language? These and similar questions became visible in our interviews and showed the need to clarify responsibilities and to define an explicit processes.

Lack of awareness for the urge or necessity of gender equity in and through language

This aspect coincides with the **resistances highlighted in section 5**. Implementing and guiding gender-inclusive language practices is not given a high priority within institutions. This goes hand in hand with the fact that their impact in the context of gender equality and diversity promotion is not as highly valued, or there is a lack of consciousness of their necessity. Guidance such as the one from EIGE, SUPERA and GenderSmart projects, and our RESET Toolbox can help raising awareness on this issue.

→ The overview of common practices related to gender-inclusive, gender-neutral and diversity oriented language and the insight into different attitudes at



universities allow to identify the need for concrete actions regarding gender-inclusive communication.

4

Recommendations instead of rules

A common prejudice against advocates of **gender-inclusive, gender-neutral and diversity oriented communication** practices is that they seek to restrict freedom of expression and speech. Accordingly, recommendations are misunderstood as obligations.

Guidelines should be understood as recommendations that provide orientation, consistent with inclusive practices that promote diversity and equity at our academia.



3. Future steps

The phase of gaining information and developing strategies together with appropriate actors at the institutions is followed by a stage, in which the corresponding strategies and the necessary knowledge and practices have to be widespread at the universities. In the following, we elaborate on five essential aspects for such processes.

1

Disseminate information on gender-inclusive, gender-neutral and diversity oriented communication

The information gathered in this toolbox about different factors that are significant in the context of gender-inclusive and diversity-oriented communication can be a good starting point for disseminating information adapted to the needs of one's own institution. This also applies to the suggestions of different strategies for dealing with written as well as visual communication.

We recommend preparing the information according to the target goals or groups, for example:

- Is it about adaptation of administrative texts (e.g., for all staff or its particular categories; students)?
- Is it about gender-inclusive addressing /job offers?
- Does visual communication take into account diversity? If yes, how?
- Does it target the possibilities for students to implement GIL?

Therefore, it should be clear, what is the core target group and through which communication channels it can be reached.

2

Provide guidance and personal exchange

At the institutions, as well as its units, contact persons should be designated, as they can help with questions about gender-inclusive communication and other gender and diversity related actions. They can represent different fields of knowledge and do not have to be one person for all relevant aspects.

- ➔ *Offering training, publishing proposals via institutional communication channels, preparing podcasts or events can be a good way to spread knowledge about gender-inclusive and gender-neutral language and raise awareness of its importance.*

3

Create own material

In connection with the aforementioned aspect, institutionally relevant and easily accessible information material should be developed. Here,

too, it is possible to refer to the discussions and identification of needs mentioned in step 2 and 3 of the previous section (“4 first steps”).

- *Not every single aspect of gender inclusive language will have the same priority, but which issues are high priority and require action?*
- *At what points are tailored handouts needed for this purpose?*

4

Integrate it into training

As we have highlighted, gender-inclusive and gender-neutral communication encompasses many different facets that have an impact on various areas of interpersonal interaction at our institutions. Accordingly, it is advisable to make aspects of gender-inclusive communication a component of training. Be it, as mentioned in point 3, to make dedicated offers for the implementation of gender-inclusive language or let individual aspects flow into existing and advanced training offers (e.g., in training on communication at the workplace, on conference planning or on conflict prevention).

5

Go public

So far, we have mainly focused on the further development of gender-inclusive and gender-neutral language practices within institutions. Communication to society, to policy makers, and to research funding is another key aspect, in that universities can demonstrate the relevance of explicit address, and express their efforts to promote diversity at their institutions. For example, by using gender-inclusive, gender-neutral and diversity oriented language practices in press releases and developing strategies in public relations to feature women in areas and positions where they are underrepresented.



TOOL 2: Checklists on visual communication

The goal of making diversity visible is to depict society and people who are part of it, in our case: especially those who are already part of our university communities, or its newcomers,

This means showing a realistic and diverse sample of our institutions with special attention towards those who are often overseen or made invisible.

As we have highlighted, visual representation has the function of making visible social groups and minorities that are often invisible (Gunnarsson, 2019; Meier, 2018).

As public institutions, we send a signal to recipients from these groups or minorities that they are not only welcome, but also part of our institutions. We stand up for diversity and social participation.

However, this should not be limited to visual statements, but must be a factor that is also incorporated in other practices and measures of our institutional cultures.

This tool is dedicated to help to further developing a diversity-oriented and gender-sensitive visual communication in our institutions and to reflect current practices. It is going to be updated every year and at the end of the project.

RECOMMENDATIONS

1. Depiction in images and other visual material (graphs and videos) - Focus on gender

- ✓ *Images should be related to typical actions and situations in the university context. It can be social interactions, research, teaching, reading or writing texts or participating in events. Display the people involved in such actions rather than in static poses.*
- ✓ *Avoid stereotypical colors, such as the pink color-palette to emphasize “the feminine” or blue colors to emphasize “the masculine”.*
- ✓ *Examples for roles, in which we use to find a strong gender-imbalance are men as assistants and women as professors, team leaders and principal investigators and in fields in which they are underrepresented (e.g. STEM)*

2. Inclusion of people in the production of the images and other visual materials

- ✓ *Get in touch with people and groups of people who should become more involved in the development of forms of (visual) representation according to the different dimensions of diversity.*
- ✓ *Clarify with them what they want and need in order to establish a safe space of expression and visibility.*
- ✓ *Review, whether female photographers are engaged in the creation of visual materials as well, or should be given greater prominence.*
- ✓ *Also, the choice of female voice actors in informational videos and other parts of public relations should be made in cases where they are underrepresented.*

CHECKLISTS:

The following two checklists can be used to assess images from the perspective of gender-inclusive and diversity-sensitive visual communication (e.g. on the university's or institute's website). Thus, they can be used both in the development of new visual materials and in the assessment of existing images.

1. Depiction in images and other visual material (graphs and videos): Focus on gender

Are women depicted differently in images than men?

- Yes
- No

Are men pictured actively doing things while women are passively pictured (e.g. smiling at the camera, more in a decorative mode than involved in activities related to the context)?

- Yes
- No

Have you considered to show women and men in roles, in which they are under-represented (e.g. female professors, lecturers and PIs; male assistants and secretaries)?

- Yes
- No

Have you thought about using abstract forms of representation in preference to depicting people or using drawings of people?

- Yes
- No

If you checked "Yes" more than "No", your visual, pictorial communication appears to have significant characteristics of gender-inclusive communication. If you marked even or more "No" than "Yes", there seems to be more potential for development. In any case, it is worth considering how the features of the "no" statements can be improved in the future.

2. Inclusion of people in the production of the images and other visual materials

Are people from marginalized groups or minorities actively involved in the development of a visual language or campaign?

- Yes
 No

Did you seek feedback on existing or new images/visual material given by people from marginalized groups or minorities?

- Yes
 No

Have you incorporated such suggestions and ideas into the development of visual material?

- Yes
 No

Did female photographers and/or voice actors have been engaged in the creation of (audio-)visual materials in fields in which they are underrepresented?

- Yes
 No

If you checked "Yes" more than "No", your visual, pictorial communication appears to have significant characteristics of diversity-oriented communication. If you marked even or more "No" than "Yes", there seems to be more potential for development. In any case, it is worth considering how the features of the "no" statements can be improved in the future.

FURTHER QUESTIONS:

- *What kind of further measures can your institution develop to raise awareness for the different dimensions of diversity?*
- *How can they be included in processes of institutional communication?*

TOOL 3: Responses to Resistances



In this tool, we take up **5 arguments** that often fall **into rejection on gender-inclusive language** (Lieb, 2021). Although the arguments were collected in the context of German debates around gender-inclusive communication, they can also be found in other European discussions around the topic (e.g. Burnett & Pozniak, 2021).

These arguments are exemplary here and are meant to support finding answers to these and similar arguments within the institutional framework. The arguments and the response-strategies have been formulated for the German context by Sigi Lieb (2021).

“There are more important problems than gender-inclusive language!”

We agree on that – to some extent. In fact, there are more important things. But what is the consequence of this conclusion? **Advocating for gender-responsive language and communication does not mean ignoring or de-prioritizing the importance of other problems.** It does not mean putting everything else aside.

Commitment to gender-responsive communication is not either/or, but rather and as well. It is a practical step toward gender-responsive and diversity-sensitive participation - not the only one, and not the last.

“The generic masculine refers to all!”

This is the intention that is always invoked as the logic of the generic masculine. It fulfills the function of a linguistic umbrella under which everything is implied.

But: "What someone means cannot be checked. We cannot, after all, look into the head, but only hear or read what the person utters." (Lieb, 2021)

The intention to include everyone is there. But **this implicit linguistic praxis requires more effort and interpretation on the part of recipients to feel addressed, to imagine women or non-binary people, when formulated only in the masculine.**

“Gender-inclusive language is enforced by ideologists!”

The use of language is an expression of society, its values and norms. Accordingly, language transforms insofar as norms and values also evolve - and in the case of our pluralized societies - diversify. The importance of gender-responsive language stems from the value of equal participation in society by people regardless of gender. In this sense, it is an expression of a value-based attitude. Accordingly, the rejection of gendering is also an expression of other value-based attitudes. And this is quite legitimate in societies that uphold freedom and freedom of expression. Forcing people to gender would contradict such an attitude.

At the same time, **it should be recognized that speaking of “gender-ideology” itself stems from a highly politicized**

discourse. This fact should be pointed out in conversations, because the person being talked to may not be aware of it.

Therefore, we at RESET also emphasize the importance of gender-sensitive or gender-neutral communication in its contribution to the expansion of social participation. It is an expression of this aspiration.

“From a linguistic point of view, gender-inclusive language is nonsense!”

This argument exhibits a (polemical) opinion and is not a factual argument. Thus it can be accepted, that someone has this opinion, **but it is not a fact.** In linguistics, there is the discussed question of whether the use of language must follow the structure, or whether the structure should adapt to the use of language.

“The majority is against gender-inclusive language!”

In practice gender-inclusive language evolves in direct exchange with the level of action. "Language changes with societies and their values" (Lieb, 2021). Linguistics as a science of language, studies and analyzes these changes and language use, it does not invent them.

A counter-question can be asked:

→ What majority are we talking about?

For the most part, surveys conducted on the topic of gender-inclusive language are not representative, valid, or reliable in the scientific sense. They are commissioned, mostly to support predetermined positions. In fact, one would need to look more closely at the questions and questioning techniques, as well as the samples:

- **What understandings of gender-inclusive practices are being asked here?**
- **What understandings do the respondents bring to the table?**
- **And how are the questions constructed?**
- **In other words, how is it ensured that a question is clearly understood and that the answer is reliable?**
- **Does the group of respondents represent society well?**
- **How many people participated in the survey**



TOOL 4: Template of a questionnaire on institutional practices on gender-inclusive language

This tool includes a **questionnaire to survey the current state of gender-inclusive communication** at academic institutions. It can be used to get an overview of the different fields (see **TOOL #1**) in which gender-inclusive and diversity-oriented communication practices are already established and where further action is needed. The questionnaire thus helps to get an overview of the state of gender-inclusive and diversity-oriented communication at your institution. The results, which are captured by it in a very clear way, can thus become the basis for dialogues on the further development of measures and of joint solutions at your institution.

Definitions:

<i>Gender-sensitive language</i>	<i>Gender-neutral language</i>	<i>Gender-discriminatory language</i>
Realisation of gender equality in written and spoken language attained when women and men and those who do not conform to the binary gender system are made visible and addressed in language as persons of equal value, dignity, integrity and respect. (EIGE, n.d.)	Language that is not gender-specific and which considers people in general, with no reference to women and men. (EIGE, n.d.)	The opposite of gender-sensitive language. It includes words, phrases and/or other linguistic features that foster stereotypes, or demean or ignore women or men. At its most extreme it fails to treat the genders as equal in value, dignity, integrity and respect. (EIGE, n.d.)

I. Practices of gender-inclusive communication:

1. What kind of actions do you identify at your university that address or include gender-inclusive language use?

Type of action	Target group	Short description	Link (if available)
----------------	--------------	-------------------	---------------------

2. What kind of actions do you identify at your university that address or include gender-inclusive visual communication?

Type of action	Target group	Short description	Link (if available)
----------------	--------------	-------------------	---------------------

3. Does your university have a complaint mechanism (e.g. a mailbox or organizational unit) in case someone has a complaint related to sexist communication?

(Please, insert answer)

4. In terms of best practice: Which action(s) or process(es) do you consider to be examples for good practice concerning gender-inclusive language or visual communication at your university?

Type of action	Target group	Short description	Link (if available)
----------------	--------------	-------------------	---------------------

II. Practices of diversity-oriented communication:

1. In which forms does the central webpage of your university reflect 'diversity' in the following terms?

Gender	Age	Ethnicity	Other (e.g. sexual orientation, disability)
--------	-----	-----------	---

2. In which forms does the advertising/promotion of your university targeting students reflect 'diversity' in the following terms?

Gender	Age	Ethnicity	Other (e.g. sexual orientation, disability)
--------	-----	-----------	---



3. In which forms does the advertising/promotion of your university as a research institution (e.g. targeting researchers, policy makers and research funding organisations) reflect 'diversity' in the following terms?

Gender	Age	Ethnicity	Other (e.g. sexual orientation, disability)
--------	-----	-----------	---

4. Does your university have a complaint mechanism (e.g. a mailbox or organisational unit), in case someone has a complaint related to discriminating communication?

(Please, insert answer)

5. Are the previously mentioned aspects of diversity in the university's communication considered together, or approached separately?

- considered together
- approached separately

(Other comments...)

III. Gender-inclusive communication guidelines:

1. Does your university have any guidelines on gender-inclusive or non-discriminatory use of language?

- Yes
- No
- I don't know

(Other comments...)

2. Are these guidelines regulations (binding/mandatory) or recommendations?

- Yes
- No
- I don't know

(Other comments...)

3. In which forms are they accessible:





- Internal use only
- Via webpages/public

4. Please describe the main topics or measures that are addressed by your institutional guidelines on gender-inclusive language:





TOOL 5: Template of an interview-guideline on gender-inclusive language

This tool includes a **conversation guideline in order to explore the current state of gender-inclusive communication** at academic institutions. It has been used to provide an overview of opinions, plans and ideas related to the implementation of gender-inclusive language at RESET's universities to create this toolbox and is based in the principle of focused interviews (Merton et al., 1956; Flick, 2018).

They can be used to get an overview of the different experiences, attitudes and resistances (see **TOOL #1**) around relevant fields to institutional change to explore in which ways further action is needed – in this case: gender-inclusive language practices. It can be easily adapted to other themes.

The conduct of the interviews should be preceded by an **explanation of the goal of the survey**. The participants should be informed in accordance with the data protection ordinance and have given their written consent to the interview and the **results should be anonymized**.

Choice of interviewees:

The choice of interviewees depends on the goals of the interview. For our first interviews in the project, with a focus on GIL, we conducted them with stakeholders from the field of university communication. Such stakeholders can explain perspectives of the institution and give information about the process, planned actions, overall: about the realistic way of dealing with them.



It is necessary to have discussions with other stakeholders for the further development of new strategies considering various needs, interests, and resistances. First, with those who are impacted (regarding further dimensions of diversity), as well as with people from other status groups, such as students, staff, and scientists.

Input for conversation:

Before going to the questions, the interviewee should be informed once again about the framework and purpose of the interview. It is important to explain the purpose and give the interviewee an opportunity to ask questions. It should also be made clear that there are no wrong or right answers, but that their individual experience and assessment are interesting and valuable. At this point, it should also be expressed that confidentiality about the identity of the interview partners will be maintained or provide other details on the protection of personal data if applicable (consent forms).

This is an input we used in RESET:

As you know, *#Name of the university/project/unit#* aims to develop further measures to strengthen gender equality. That is why we address gender-inclusive language. Gender-inclusive language aims to represent and to address people of different genders equally and to prevent stereotypes that are often linked with gendered expressions. For example, assuming secretaries/assistants to be female or a supervisor to be male.

Together with different representatives at our institutions we would like to develop a set of measures that will strengthen gender equality culture. Therefore, we are interested in getting into a dialogue with you and listen to your opinions and ideas on gender-inclusive language. There are no right or wrong answers to our questions.

This conversation will not be recorded, and your name and function will be anonymized. Other names or persons you might mention will also be anonymized. During the session, some notes will be taken.

Possible Questions:

The questions should be short and open-ended. On the one hand, they should be focused and provide a quick orientation so that the interviewee can respond easily. On the other hand, they should be general enough to allow an associative response led by experiences and disclosing opinions and attitudes.

1. What challenges related to gender-inclusive language can you see – if there are any?
2. How would you tackle these challenges?





3. Can you name any measures at your university that could be undertaken to deal with such challenges?

4. How does your department currently deal with gender-inclusive language?

5. Are you or your department planning any actions or practices to strengthen gender-inclusive language in the future? If so, which ones?

6. Which benefits and which disadvantages can you see in the development and implementation of institutional guidelines for gender-inclusive language?

7. Do you have any ideas on how your university or your department could promote gender-inclusive language (e.g. around your colleagues/staff and your students)?

8. Do you have any additional remarks or comments related to the topic of our conversation?

Reflection:

The results of the interview should be recorded in writing, in a short protocol, along the interview questions. At the same time or afterwards, the interviewer should record his or her impressions of the interview. The following self-reflective questions may be useful:

1. What is your overall impression of the conversation?

2. Do you have any additional ideas or comments related to the content of the conversation?



TOOL 6: Using pronouns as tools for inclusion



This tool gives practical input for including the active use of pronouns in everyday communication at your institution.

Here we rely on the [Guideline for GIL](#) that was developed by the Equal Opportunity Officers at the Faculty of Social Sciences together with other stakeholders at the faculty at the Ruhr-University Bochum.






Figure 20: Cover of the Guideline for GIL by the Faculty of Social Sciences, RUB

About pronouns:

Pronouns play an important role in addressing people. We often infer a person's gender identity from their first name and/or appearance. In many cases, this is not possible, misleading, and uncomfortable for the misaddressed as well as for oneself. A routine query of pronouns will normalize the naming of pronouns. In this way, non-binary or trans persons do not get into the situation of being hyper visible over the naming of their pronouns, and misgendering is counteracted.

What to do:

Establish the following practices in your classes, meetings and correspondence

<p>Rounds of introductions</p>  <p>In order to reliably find out in seminars or groups which pronoun a person uses, it is advisable to invite participants to introduce themselves specifying the pronoun by which they want to be addressed.</p> <p>This option applies equally to non-binary, trans, and cisgender people.</p>	<p>Video-conferences</p>  <p>In videoconferences, it is a good idea to put the pronouns in brackets after one's own name and to encourage the participants of the event to do so.</p>	<p>E-mails and signatures</p>  <p>In e-mail correspondence, it is recommended to ask people for pronouns if they are not known.</p> <p>In order to normalize this request, it is becoming increasingly common to integrate a corresponding passage into one's own e-mail signature.</p>
---	--	--

Examples

"My pronoun is 'she'. To ensure that I address you correctly in the future, I would appreciate it if you would also let me know your pronouns."

"Please do not use any gender-specific terms to address me. If you have any questions about the forms of address, please write to me. Thank you!"

A matter of Solidarity

Even if an individual is cisgender and wonders why it is needed to name others' pronouns since it is a self-evident and obvious thing for them, there are many reasons to do it because normalizing the naming of pronouns is a sign of solidarity and helps to promote inclusion.

Naming pronouns signals sensitivity to others and to the diversity of gender identities. In doing so, each individual contributes to creating an inclusive atmosphere where people feel respected and accepted.

By naming their pronouns, cisgender individuals contribute to increasing the visibility and acceptance of gender identities outside of traditional norms. This also means contributing to challenging gender stereotypes and expectations. This can help create a culture where people feel more free to express their own identity, independent of societal expectations.



TOOL 7: Template for guidelines on gender-inclusive, gender neutral and diversity oriented communication

This tool aims at giving inspiration for the creation of guidelines for institutional communication. Such guidelines are useful in order to establish an understandable and binding frame for practices of GIL at institutions.

It is inspired by Ruhr University Bochum's [guidelines for gender-inclusive and diversity oriented communication](#) for the German language and UBx developments of recommendations for inclusive communication in French (see section 3.4).

As we have stated in **TOOL#1**, a common prejudice against advocates of gender-inclusive communication practices is that they seek to restrict freedom of expression and speech. Accordingly, recommendations are misunderstood as obligations.

Guidelines should be understood as pieces of advice that provide orientation, consistent with inclusive practices that promote diversity and equity at our institutions.

How to get started:

Check the status quo: Are there already any recommendations put in place at your university? Are there any recommendations from other institutions that can be adapted to the needs of your institution? These are good starting points to elaborate a draft without re-inventing the wheel.

Engage stakeholder: Recommendations and guidelines have more impact, if they are supported and promoted by the top management and provided by central services. For their creation it is useful to rely the expertise of linguists with gender and diversity competence on board. In order to develop user-friendly guidelines, engage people with questions around gender-inclusive and gender-neutral communication into the assessment of the guidelines' usability.

Central objectives of the guidelines:



1. To provide justice concerning the participation and representation of all members of the organization. This involves developing forms of address that are gender-inclusive and diversity-oriented.

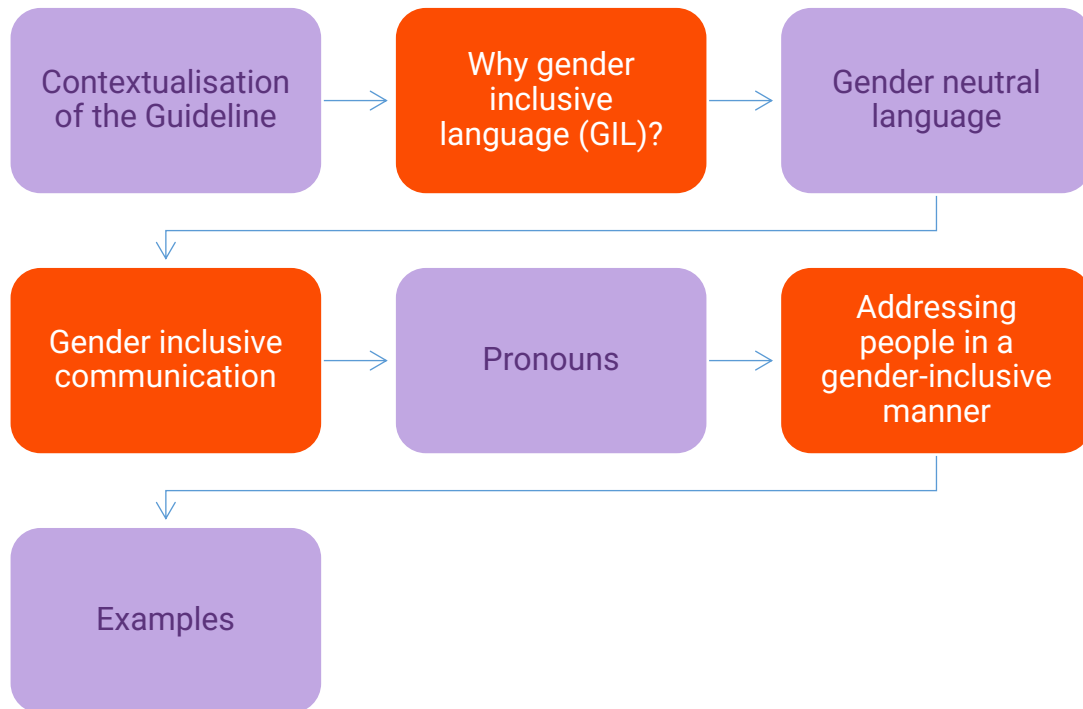


2. To provide guidance and support for the use of gender-inclusive language and offer orientation in a continuously evolving field.



3. To break down barriers and resistance by giving recommendations for examples and practices of gender inclusive language.

Structure of the guidelines



1. Contextualisation of the Guidelines

The guidelines are an expression of the organization's self-image in terms of practices of addressing and interacting with each other. Therefore, they should be embedded in the organization as an institutional document.

- ➔ This context should be made explicit up front of the guidelines.
- ➔ Here, also the organization's commitment to an inclusive approach should be expressed.
- ➔ In addition, the benefits of the guidelines should also be articulated.

2. Why gender inclusive language (GIL)?

GIL is an effective and simple way of addressing all people through communication without creating (often unintentional) exclusion.

Its use is thus a method of co-creating equity and equal participation.

- ➔ This benefits is to be expressed in the guidelines.
- ➔ The guidelines should be related to the values of the institution, how each individual can have a contribution to equal participation through the use of GIL.
- ➔ One can use examples to support ideas (e.g. historical events, laws, experience of other countries etc.)

3. Gender neutral language

The use of gender-neutral language in many languages has the advantage of including all people without having to include a specific gender connotation. Thus, a general form of addressing can be achieved.

- The guideline should contain language-specific examples of gender-neutral forms in the respective language.
- Give examples of situations or contexts in which gender neutral language is suited, and in which gender sensitive language might be better.

4. Gender inclusive communication

Gender inclusive communication goes beyond gender-neutral language. It also includes the dimension of gender sensitive language. Gender sensitive language values to express all genders and actively seeking word alternatives that allow people of all genders to be included, as well as avoiding stereotypical wording.

- If your language is gendered: using both feminine and masculine in addressing people is recommended.
- The representation of third genders in language should also be addressed here. In many languages there are already proven possibilities for this.
- If your language has the possibility to mark the mention of several genders by punctuation marks in words, orientation should also be provided here (for example, in German: Freund*innen for friends).

5. Pronouns

In order to ensure a gender-sensitive address, it is necessary that gender identities are also represented in communication, so that the dimension of pronouns also represent a central object of gender-equitable and inclusive communication.

- The guidelines should include examples of the use of pronouns for non-binary people in the respective language of the institution.

6. Addressing people in a gender inclusive manner

Addressing members of the organization in some languages may involve multiple possibilities in terms of gender-inclusive language. This also involves addressing in cases where ambiguity about a person's gender may result in an inaccurate addressing, and



how to avoid this (e.g., by writing out the first and last name in the addressing: "Dear Xan-der Williams" instead of "Dear Ms Williams").

- This involves finding forms of address in which people of different gender identities are addressed equally.
- Recommendations for the use of pronouns or other forms of addressing, e.g. in e-mail signatures, can also be made here.

7. Examples

At the end of the document, a glossary with language examples of gender-sensitive and gender-neutral formulations from practice at universities should contribute to orientation for the use of GIL.

- Take examples of common terms used at the university (e.g., students, colleagues, professors, scholars).
- Gives examples of neopronouns in your language to address non-binary people/people of third gender
- Give examples of direct addressing of groups of people when they are not gender homogeneous ("Dear rectors", "Dear professors", "Dear colleagues")
- Give examples of gender-neutral phrases, if they exist in your language.
- Refer to other sources that are specific to your language.





TOOL 8: Template for a workshop to raise awareness on gender-inclusive and diversity-oriented institutional communication

This tool is based on the elements of Section 3 of this toolbox, focusing on gender-inclusive language, biases and stereotypes in language use.

It also relies on the experiences with giving workshops on gender-inclusive and diversity oriented language as they were elaborated and conducted at the University of Bordeaux and the Ruhr-University Bochum.

The template can be adapted easily to local languages, experiences and different target groups.

Central goals of the workshop:

Central goals of the workshop are to strengthen the understanding of the use of gender-sensitive language.

- ➔ To clarify in which way gender-sensitive language contributes to justice and participation in the organization and in society
- ➔ To break down barriers and prejudices
- ➔ To provide concrete examples in order to foster a further understanding for the practicality of gender-inclusive and gender-neutral language.

Duration:

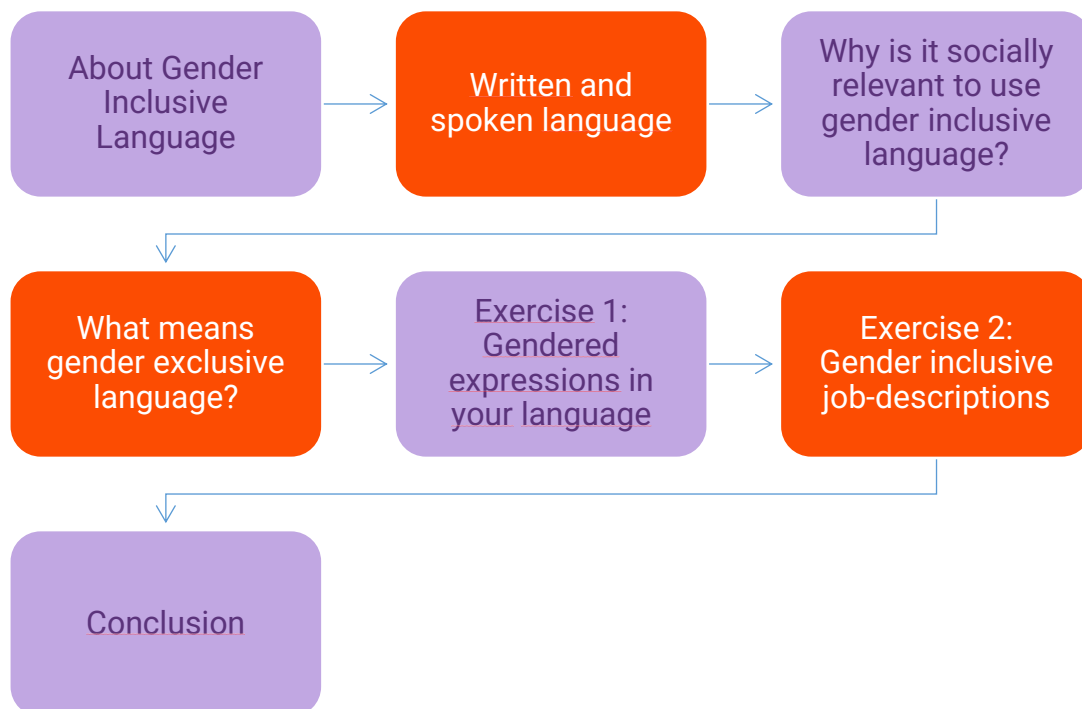
The workshop should be designed for 2.5-3hrs in order not to tie up too much time and still leave enough room for discussion, exercises and exchange.

Target groups:

Workshops around GIL can and should address different audiences. We suggest starting with a workshop that addresses **Science Support staff**.

- ➔ They are at the intersection of communication between professors and students
- ➔ They are actively involved in shaping written materials,
- ➔ They can serve well as multipliers for gender-equitable language.

Content:



Tips for the conduction of the session:

BEGINNING OF THE SESSION:

Before you go into the thematical introduction of GIL, you should introduce yourself and give the participants the possibility to introduce themselves as well.

What are their experiences with GIL so far?

Do they have specific questions for the session?

CREATE A ROOM FOR SAFE EXCHANGE:

It is helpful to share the vision of an open and appreciative communication within the session. This also means to clarify, which rules apply in the conversation (e.g. not to interrupt others, to frame personal views as such, treat each other respectfully, even if there may be different opinions).

It also means pointing out that questions are allowed at any time, and that the point is to learn and exchange with each other.

START WITH SOMETHING REMARKABLE:

You could start with a video or comment around GIL. Maybe something satirical, even provoking or controversial that bears witness to the ways in which GIL is a topic in your society.

Give some room to comment this example.

Make sure to come back to it later (e.g. in the section around the relevance of GIL, or at the end of the session).

1. About Gender Inclusive Language

At the beginning of the workshop, give an overview about the definitions and central concepts that are going to be introduced in the workshop. The first one should be Gender Inclusive Language itself.

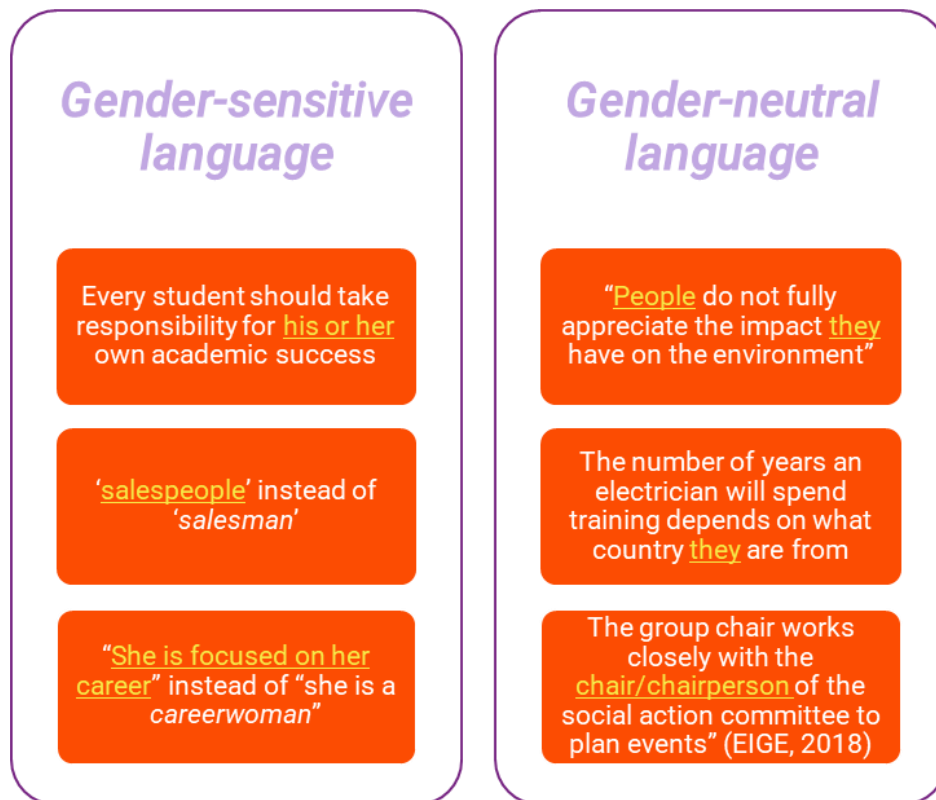


Figure 21: Examples for gender-sensitive and gender-neutral language (GenderSmart, 2020; EIGE, 2019)

Here, you can rely on the definition given in Chapter 3 of this toolbox:

*Gender-sensitive and gender-neutral language strive for inclusivity. That is why we will subsume both approaches under the umbrella-term of **gender-inclusive language (GIL)**. Though, it is important to emphasize that both approaches have different scopes when it comes to implementing this inclusivity claim:*



Gender-sensitive language places a high value on expressing all genders and actively seeking word alternatives that allow people of all genders to be included, as well as avoiding stereotypical wording.

Gender-neutral language, on the other hand, emphasizes a "middle ground," seeking to use language that is as neutral as possible while making gender invisible. Here, people are addressed in general, not with reference to their gender. On the one hand, this fulfills an egalitarian claim without revolutionizing language. On the other hand, the invisibility itself can promote a gender bias, in that the demonstrative non-emphasis on gender facilitates traditional, stereotyped ideas.

2. Written and spoken language

Give information to the participants on the following questions:

- What are the common rules for written and spoken language in your language communities?
- Which possibilities are there?
- What are the alternatives?

If your organization already has any guidelines, take this as the base for your explanations and examples. If there are other common suggestions for your language, use them as a basis for this part of the workshop.

Let the participants discuss also the use of GIL in different contexts of their work (e.g. in relation to writing e-mails; reports; minutes or presentations).

- How does the need for GIL may vary in these different contexts?

3. Why is it socially relevant to use GIL?

This question is basically the core of the workshop. On the one hand, it is about clarifying with the participants that the use of gender-inclusive language offers an active



contribution to the representation of people of different gender identities and expresses their participation.

The Genderbread Person v4 by its pronounced METROsexual.com

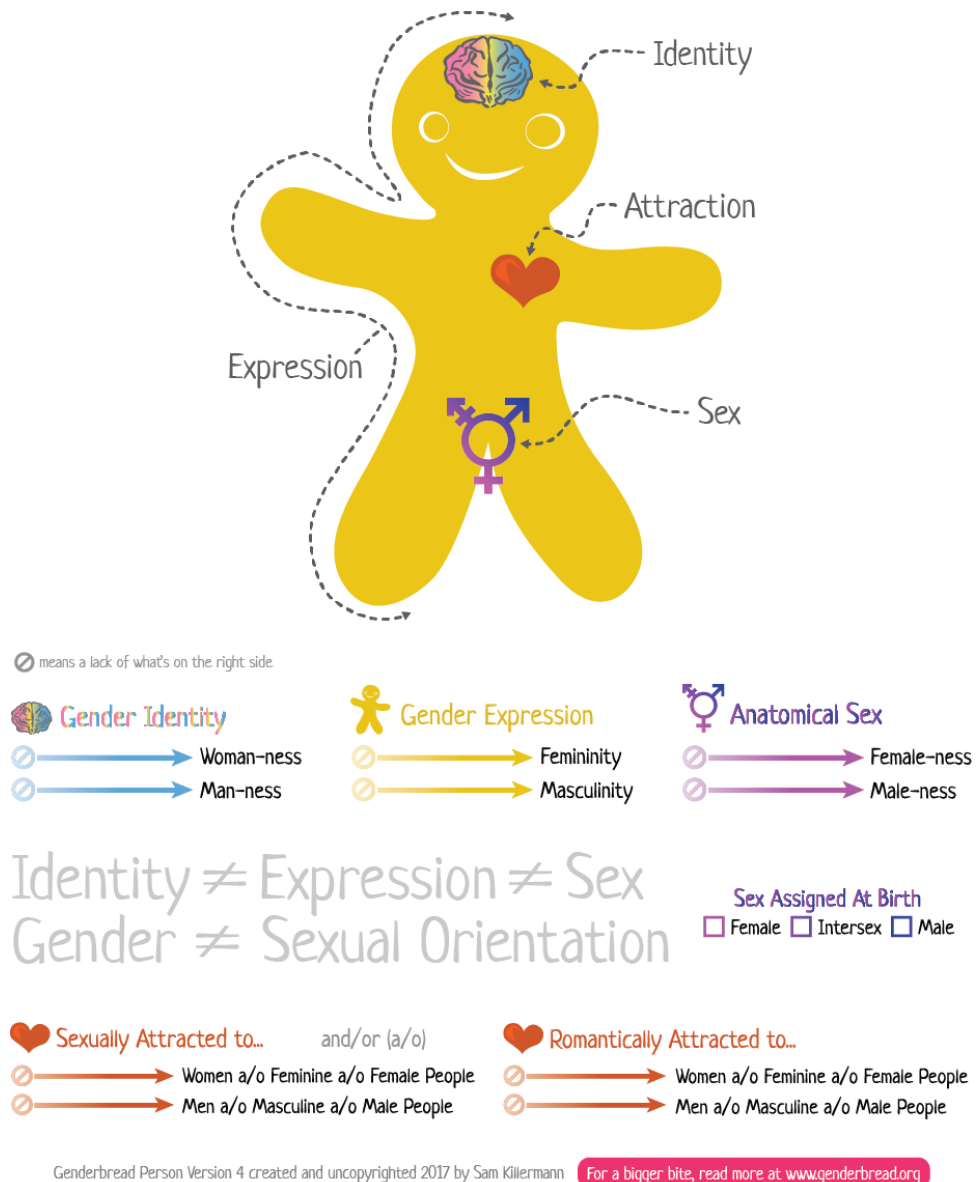
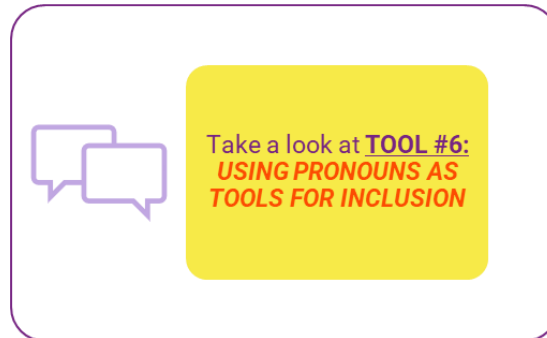


Figure 22: The Genderbread Person v.4 Source: <https://www.itpronouncedmetrosexual.com/2018/10/the-genderbread-person-v4/>

Tip: The Genderbread model can be used to address gender identities. This illustrates the different dimensions from which gender identities are formed.



4. What means gender exclusive language? The problem with generic masculine

This part of the workshop will also address the difficulties associated with the use of the generic masculine. As a reminder, in this toolbox we have highlighted the following characteristics of the generic masculine in section 3.3.1:

- ➔ Its use marks an asymmetry: masculine nouns and grammatical sentence constructions are given a generic status.
- ➔ Female or non-binary forms are implied in them.
- ➔ In contrast, feminine forms are used exclusively when referring to women.
- ➔ Thereby, linguistic gender asymmetries are ubiquitous (Sczesny et al. 2016; Hellinger & Bußmann, 2001; Günthner, 2017).
- ➔ The generic masculine thus contains some properties that contradict the approach of equal participation.

From statements that follow the principle of the generic masculine, it is only implicit that women and non-binary people are included. This information does not emerge from the statement itself. In fact, it is also possible that only men are meant.



Find here one example, that can be integrated in the workshop, to demonstrate that the use of generic masculine does not make the understanding of situations easier:

- Imagine you read a report on a scientific conference. In it, you get an overview of the number of participants, content focus, and so on. In languages that use the generic masculine, it is not clear in this case whether there were women among the lecturers and speakers. Only the men are visible in the text.
- Also, in the direct address of participants the generic masculine has an effect: As soon as a man enters a room in which previously only female participants were present, all persons in the room are addressed in the masculine form. The other way around, the arrival of a woman would have no effect on the form of addressing.

5. Exercise 1: Gendered expressions in your language

For a practical exercise, give examples for often used nouns that can be gendered in your language, in order to address people of different gender identities.

Examples might be: colleagues, co-workers, clients, students, lecturers, professors, supervisors....

- How can these words be put into gender inclusive way?
- Let the participants discuss the examples. Also go into discussions about the practicability of these examples, of further guidance that might be asked for, of ways in which the use of inclusive language can be fostered



6. Exercise 2: How to be gender-inclusive in job-descriptions?

Job announcements are a very good example that can be used to map different dimensions of GIL:

- On the one hand, through an active addressing of potential candidates,
- On the other hand, through the designation of jobs.
- In addition, the description of the job characteristics, as well as the description of competencies that a potential applicant should dispose of.

These are all examples that can be used to thematize implicit gender bias. As a reminder, in Chapter 3.2 we defined gender bias as follows:

A bias is “the conscious or unconscious interpretation or representation of a phenomenon in a way that (typically recurrently) favors (or is perceived as favoring) one particular point of view rather than another” (Chandler & Munday, 2020). Moreover, biases are often implicit and affect the attitude someone has towards other individuals or groups. By this, they are linked to the notion of prejudices.

Biases can
“be manifested in behavior as discrimination; or in representation, the evaluative loading of description or depiction so that connotative meanings become definitive characteristics”
(Chandler & Munday, 2020)
by this, they are linked to the act of stereotyping.

Thus, the term gender bias is used to understand prejudices associated with socially mediated gender roles. It also refers to an unconscious process by which *“gendered practices in communicating with, or creating representations for, a general audience, (or tools for general use), particularly the male norm in patriarchal cultures, since the specificity of the worldview of those with power is normally unmarked and invisible even to themselves” (ibid).*



7. Conclusion

At the end of the workshop, the outcomes should be summarized by the facilitator.

In addition, the information materials used in the workshop should be listed, as well as references to further materials.

The participants should be invited to give feedback on the following aspects:

- ➔ what has become clearer to them?
- ➔ what does remain incomprehensible?
- ➔ in which respects is the topic is relevant to them?
- ➔ and whether anything has changed as a result of participating in the workshop.





TOOL 9: Commented Link Collection

This tool includes a **collection of links, which** have been useful for the creation of this toolbox. It is going to be enriched and updated throughout RESET's project span.

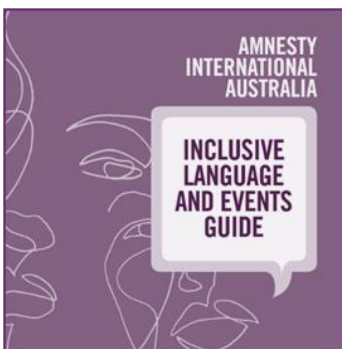
UPDATE #1: We have added new resources, focusing on anti-discrimination and inclusion in institutional settings and communication.



NEW: ONLINE TOOLBOX: RAISING ANTI-RACIST AWARENESS

This toolbox has been developed by *Charta der Vielfalt*, and is designed to take action against racism in the workplace in an accessible way. It can be used to learn more about racism, critically examine one's own behavior and ensure the creation of a working environment in which racism has no place. It addresses anyone who is interested in raising their anti-racist awareness regardless of their position or function in an organization.

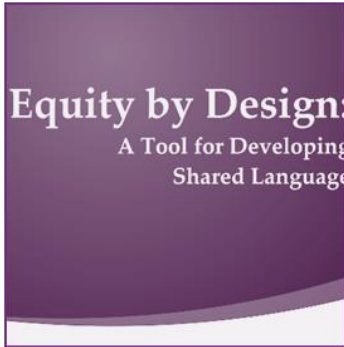
Link: <https://www.charta-der-vielfalt.de/en/our-projects/toolbox-anti-racism/>



NEW: INCLUSIVE LANGUAGE AND EVENTS GUIDE – AMNESTY INTERNATIONAL AUSTRALIA

This inclusive language guide gives a great variety of examples for inclusive language in regard to addressing people of Color, people with disabilities and LGBTQIA+. Hereby it gives many examples for non-discriminatory language and communication. With regards to events, the guide also provides a useful checklist to make the planning of events and their conduction free of barriers.

Link: <https://www.amnesty.org.au/wp-content/uploads/2021/09/AIA-Inclusive-Language-and-Events-Guide-3.pdf>



NEW: EQUITY BY DESIGN – To develop a shared language

This tool by the Minnesota State Office of Equity and Inclusion has the purpose to help universities to build consensus around key foundational concepts that are related to equity and inclusion. They provide guidance to start and engage in difficult conversations in order to create shared meanings and understandings of concepts as “Anti-Racism”, “Diversity”, “Equality”, “Inclusion” or “Power” and (cultural, institutional or structural) “Racism”.

Link:

<https://www.minnstate.edu/system/equity/docs/EbD---Creating-Shared-Language-Tool.pdf>



NEW: HOW TO BE AN ANTI-RACIST AND WHITE ALLY

This guide has been collated by the Equality, Diversity and Inclusion team of the University of Bath. It provides information on what being an ally means and how everyone can contribute with their own reflections and behaviour to create a non-discriminatory and anti-racist environment.

Link: <https://www.amnesty.org.au/wp-content/uploads/2021/09/AIA-Inclusive-Language-and-Events-Guide-3.pdf>



TOOLKIT ON GENDER-SENSITIVE COMMUNICATION

EIGE's toolkit provides a comprehensive overview of ways to implement gender-sensitive and gender-neutral language in institutional contexts, with practical examples in English which may be adopted to other languages correspondingly.

We highly recommend this tool to check up your own awareness of inclusive language! EIGE toolkit provides different practical examples, e.g., job offers that demonstrate influence of language on the choice of text

Link: <https://eige.europa.eu/publications/gender-sensitive-communication>

[sensitive-communication](https://eige.europa.eu/publications/gender-sensitive-communication)

Check also the EIGE Gender Equality Glossary & Thesaurus:

<https://eige.europa.eu/thesaurus/overview>



COLLECTION: GUIDELINES FOR INCLUSIVE LANGUAGE

This collection contains a **database of guidelines on gender-inclusive language in over than 40 languages**. These come mainly from universities and public institutions. The collection helps to find support for the implementation of gender-inclusive language in all European languages. These can also form a good basis for some institutional change processes in communication (recommendations from other universities).

Link:

https://www.unige.ch/lettres/alman/files/3316/0430/7675/2020_10_Leitfaden_sammlung_V_1.pdf



GUIDEBOOK: IMAGES THAT CHANGE THE WORLD

These guidelines demonstrate in a clear and comprehensive way how visual language can realize **intersectional aspects of gender equality & multiple dimensions of diversity**. In doing so, it raises awareness on blind spots. Here, the processes of motif selection and photographic implementation provide impulses for developing inclusive visual communication and thoughts for further developing its dialogue- and participation-oriented standards.

Link: <https://sharingsweden.se/app/uploads/2020/02/guidebook-images-that-change-the-world.pdf>

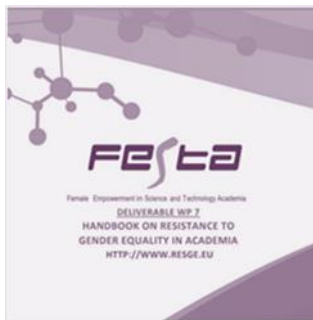
Check also the correspondent exhibition, "Images that change the world":
https://sharingsweden.se/app/uploads/2020/02/exhibition_overview_images_that_change_the_world_low.pdf



SUPERA GUIDELINES: TAILOR-MADE GUIDES FOR GENDER-SENSITIVE COMMUNICATION IN RESEARCH AND ACADEMIA

These guidelines focus primarily on gender-inclusive communication in HEIs as organizations. **They provide a helpful set of do's and don'ts for the further development of inclusive organizational practices, including a theoretical reflection of HEIs as organizations.** They contain easy-to-implement measures for different aspects of communication, regarding events, the use of pictograms and emojis, or the further development of administrative texts.

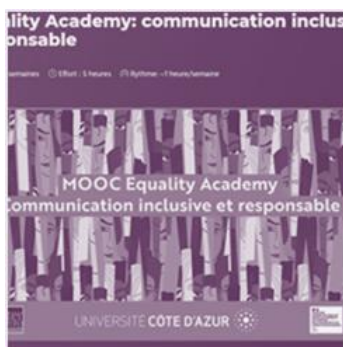
Link: <https://www.superaproject.eu/wp-content/uploads/2021/07/D8.2-TAILOR-MADE-guides-for-gender-sensitive-communication-in-research-and-academia-v.1.1-.pdf>



FESTA HANDBOOK ON RESISTANCES TO GENDER EQUALITY IN ACADEMIA

FESTA project's handbook provides an **overview of possible causes and indicators of resistance in universities as well as strategies to deal with them.** They identify main causes and indicators for resistance and explore how resistance and gender are connected in processes of institutional change. It also contains an analysis of stories related to resistances at the institutions involved in the project and recommendations on how to avoid and overcome resistances.

Link: <https://www.festa-europa.eu/sites/festa-europa.eu/files/FESTA%20D7.1%20Handbook%20on%20Resistance%20to%20Gender%20Equality%20in%20Academia.pdf>



MOOC EQUALITY ACADEMY: COMMUNICATION INCLUSIVE ET RESPONSABLE

The Université Côte d'Azur (2021) shares with Equality Academy a free online training course for communicating without gender stereotypes; **open to French universities.** The approach proposed here by Alter Égaux is to give the possibility to the public to get out of sexist representations through awareness and training of future professionals. The training includes video



courses, interviews with experts, quizzes, lectures and links to other resources. It presents stereotypes, tools for a GI communication and also reflects on feminism-washing and gives advice to be more inclusive in a responsible way.

Link: <https://www.fun-mooc.fr/fr/cours/equality-academy-communication-inclusive-et-responsable/>



References

- Ahmed, Sara. 2009. "Embodying diversity: problems and paradoxes for Black feminists." *Race Ethnicity and Education* 12: 41–52.
- Alon, Sigal 2009. "The Evolution of Class Inequality in Higher Education: Competition, Exclusion and Adaptation". *American Sociological Review* 74(5), 731–755.
- Amnesty International Australia. 2021. Inclusive Language and Events Guide. <https://www.amnesty.org.au/wp-content/uploads/2021/09/AIA-Inclusive-Language-and-Events-Guide-3.pdf>
- Benshop, Yvonne, and Mieke Verloo. 2011. "Gender Change, Organizational Change and Gender Equality Strategies." Pp. 277–90, in *Handbook of Gender, Work and Organization*, edited by Emma Jeanes, David Knights and Patricia Yancey-Martin. London: John Wiley.
- Bettini, Maurizio. 2016. *Radici: Tradizione, identità, memoria*. Bologna: il Mulino.
- Bourabain, Dounia. 2021. Everyday sexism and racism in the ivory tower: The experiences of early career researchers on the intersection of gender and ethnicity in the academic workplace. *Gender Work Organ*, 28: 248-267. <https://doi.org/10.1111/gwao.12549>
- Brewer, M. B. 2010. "Social identity complexity and acceptance of diversity." Pp. 11–33, in *Social issues and interventions. The psychology of social and cultural diversity*, edited by Richard Crisp. Wiley Blackwell.
- Burnett, Heather, and Céline Pozniak. 2021. "Political dimensions of gender inclusive writing in Parisian universities." *Journal of Sociolinguistics* 1(44):53. doi:10.1111/josl.12489.
- Cavanaugh, Jillian R. 2020. "Language ideology revisited." *International Journal of the Sociology of Language* 263, 51–57.
- Chandler, Daniel, and Robert Munday. 2020. *A dictionary of media and communication*. 3rd ed. Oxford: Oxford University Press.
- Collins, Patricia H., and Sirma Bilge. 2020. *Intersectionality*. John Wiley & Sons.



- Crenshaw, Kimberle. 1989. "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics". *University of Chicago Legal Forum*: Vol. 1989: Iss. 1, Article 8. Available at: <http://chicagounbound.uchicago.edu/uclf/vol1989/iss1/8>
- Cuddy, Amy J., Elizabeth Baily Wolf, Peter Glick, Susan Crotty, Jihye Chong and Michael Norton. 2015. „Men as cultural ideals: Cultural values moderate gender stereotype content“. *Journal of Personality and Social Psychology* 109(4): 622–635.
- Dellmann, Sarah; Kember Joe & Andrew Shail. 2017. Towards a non-discriminatory, inclusive use of language and images in our journal, *Early Popular Visual Culture*, 15:4, 393-404, DOI: 10.1080/17460654.2017.1413826
- Dembouski, Lisa M. 2018. "Honest and Uncomfortable: A Loving Look at my exclusive Campus." Pp. 103–116, in *Feminism and Intersectionality in Academia. Women's Narratives and Experiences in Higher Education*, edited by Stephanie A. Shelton, Jill Ewing Flynn and Tanetha J. Grosland. Cham: Palgrave Macmillan.
- Dill, Bonnie Thornton. 2009. "Intersections, Identities and Inequalities in Higher Education". Pp. 229–252, in *Emerging Intersections. Race, Class, and Gender in Theory, Policy, and Practice*, edited by Bonnie Thornton Dill and Ruth Enid Zambrana. Ithaca: Rutgers University Press.
- EIGE. 2019. *Toolkit on Gender-sensitive Communication. A resource for policymakers, legislators, media and anyone else with an interest in making their communication more inclusive*. European Institute for Gender Equality. https://eige.europa.eu/sites/default/files/20193925_mh0119609enn_pdf.pdf
- EIGE. n.d. *Glossary & Thesaurus*. European Institute for Gender Equality. <https://eige.europa.eu/thesaurus/overview>
- Elmiger, Daniel. 2020. *Guidelines for non-sexist / inclusive language, Version 1.0*. Université de Genève: Département de langue et littérature allemandes.
- FESTA. 2016. *Handbook on resistance to Gender Equality in Academia*. <https://www.festa-europa.eu/sites/festa-europa.eu/files/FESTA%20D7.1%20Handbook%20on%20Resistance%20to%20Gender%20Equality%20in%20Academia.pdf>
- Flick, Uwe. 2018. *An Introduction to Qualitative Research*. London: Sage.
- GenderSmart. 2020. Guidelines for a Gender-Sensitive Management and Communication.
- Grosfoguel, Ramon. 2016. What is Racism? *Journal of World-Systems Research*. Vol. 22 (1), 9–15. <http://dx.doi.org/10.5195/jwsr.2016.609>



- Gunnarsson, Tomas. 2019. „Images that change the World. A guide to equal communication“. Stockholm: Swedish Institute. <https://sharingsweden.se/app/uploads/2020/02/guidebook-images-that-change-the-world.pdf>
- Günthner, Susanne. 2017. „Sprachwissenschaft und Geschlechterforschung: Übermittelt unsere Sprache ein androzentrisches Weltbild?“ Pp. 1–9, in *Handbuch Interdisziplinäre Geschlechterforschung*, edited by B. Kortendiek, B. Riegraf, and K. Sabisch. Wiesbaden: Springer Fachmedien Wiesbaden.
- Hall, Stuart. 2013. „The Spectacle of the 'Other'.“ Pp. 215–87, In *Representation*, edited by S. Hall, J. Evans, and S. Nixon. Los Angeles, London, New Delhi, Singapore, Washington DC, Milton Keynes: SAGE; The Open University.
- Hannover, Bettina, and Ilka Wolter. 2017. „Geschlechtsstereotype: wie sie entstehen und sich auswirken.“ In *Handbuch Interdisziplinäre Geschlechterforschung*, edited by B. Kortendiek, B. Riegraf, and K. Sabisch. Wiesbaden: Springer Fachmedien Wiesbaden.
- Heery, Edmund and Mike Noon. 2008. *A Dictionary of Human Resource Management*. 2nd rev. edition. Oxford: Oxford University Press.
- Horvath, Lisa. 2018. „Gender-Trainings in der Wissenschaft: Ein Blick in die Praxis“. *Personal in Hochschule und Wissenschaft entwickeln* 5, S. 19–38.
- Horvath, Lisa K. and Sabine Sczesny. 2015. Reducing women’s lack of fit with leadership positions? Effects of the wording of job advertisements. *European Journal of Work and Organizational Psychology*, 25(2), 316–328.
- Klein, Uta. 2018. „Diversity Studies und Diversitätsstrategien: Plädoyer für eine Theoretisierung der Praxis und für eine Konzeptualisierung der Theorie“ In *Handbuch Interdisziplinäre Geschlechterforschung*, edited by B. Kortendiek, B. Riegraf, and K. Sabisch. Wiesbaden: Springer Fachmedien Wiesbaden.
- Kováts, Eszter. 2021. „Anti-gender politics in East-Central Europe: Right-wing defiance to West-Eurocentrism“ *GENDER* (1) 76–90.
- Kuhar, Roman and David Paternotte. 2017. *Anti-Gender Campaigns in Europe: Mobilizing against Equality*. London: Rowman & Littlefield International.
- Lester, Aryah. 2018. „Living with Three Strikes: Being a Transwoman of Color in Education“. Pp. 145–152, in *Feminism and Intersectionality in Academia. Women’s Narratives and Experiences in Higher Education*, edited by Stephanie A. Shelton, Jill Ewing Flynn and Tanetha J. Grosland. Cham: Palgrave Macmillan.
- Lieb, Sigi. 2021. „Richtig gendern: 16 Argumente rund um gendergerechte Sprache“. <https://www.gespraechswert.de/gendern-argumente/>

- Maier, Tanja. 2018. "Von der Repräsentationskritik zur Sichtbarkeitspolitik." Pp. 77–90, in *Kommunikationswissenschaftliche Gender Studies*, edited by R. Drüeke, E. Klaus, M. Thiele, and J. E. Goldmann. Bielefeld: transcript Verlag.
- Mayer, Stefanie. 2021. „Anti-Gender-Diskurse – vom ›gesunden Menschenverstand‹ zur ›Politik mit der Angst‹“. Pp. 35–50, in *Anti-Genderismus in Europa: Allianzen von Rechtspopulismus und religiösem Fundamentalismus. Mobilisierung - Vernetzung - Transformation*, edited by Sonja A. Strube, Rita Perintfalvi, Raphaela Hemet, Miriam Metzke and Cicek Sahbaz, Bielefeld: transcript Verlag. <https://doi.org/10.14361/9783839453155-003>
- Merton, Robert, Marjorie Fiske and Patricia Kendall. 1956. *The Focused Interview. A Manual of Problems and Procedures*. New York: The Free Press.
- Mirza, Heidi S. 2018. "Decolonizing Higher Education: Black Feminism and the Intersectionality of Race and Gender." *Journal of Feminist Scholarship* 7 (Fall): 1-12. <https://digitalcommons.uri.edu/jfs/vol7/iss7/3>
- Nguyen, Hannah-Hanh and Ann Marie Ryan. 2008. "Does stereotype threat affect test performance of minorities and women? A meta-analysis of experimental evidence". *Journal of Applied Psychology*. 93(6): 1314–1334.
- Nichols, Sue and Garth Stahl. 2019. "Intersectionality in higher education research: a systematic literature review", *Higher Education Research & Development*, DOI: 10.1080/07294360.2019.1638348
- Oxfam. 2023. Inclusive Language Guide. DOI: 10.21201/2021.7611
- Paternotte, David and Roman Kuhar. 2018. "Disentangling and Locating the 'Global Right': Anti-Gender Campaigns in Europe". *Politics and Governance*, 6(3), 6-19. doi: <https://doi.org/10.17645/pag.v6i3.1557>
- Schaffer, Johanna. 2008. *Ambivalenzen der Sichtbarkeit: Über die visuellen Strukturen der Anerkennung*. Vol. 7. Bielefeld: transcript Verlag.
- Sczesny, Sabine, Magda Formanowicz, and Franziska Moser. 2016. "Can Gender-Fair Language Reduce Gender Stereotyping and Discrimination?" *Frontiers in psychology* 7:25. doi:10.3389/fpsyg.2016.00025.
- Stahlberg, Dagmar, Friederike Braun, Lisa Irmen, and Sabine Sczesny. 2007. "Representation of the sexes in Language." Pp. 163–87, in *Social communication. A volume in the series Frontiers of Social Psychology*, edited by K. Fiedler. New York: Psychology Press.



- Steele, Claude. 1997. "A threat in the air. How stereotypes shape intellectual identity and performance". *The American psychologist*, 52(6), 613-29 .
- Stout, Jane G., and Nilanjana Dasgupta. 2011. "When He Doesn't Mean You: Gender-Exclusive Language as Ostracism." *Personality & social psychology bulletin* 37(6):757–69. doi:10.1177/0146167211406434.
- Straub, Jürgen and Viktoria Niebel. 2021. *Kulturen verstehen, kompetent handeln*. Gießen: Psychosozial-Verlag.
- Strayhorn, Terrell L; James M. DeVita and Amanda M. Blakewood. 2012. "Broadening participation among women and racial/ethnic minorities in science, technology, engineering and maths." Pp. 65–82, in *Social inclusion and higher education*, edited by Tehmina N. Basit and Sally Tomlinson. Bristol: Policy Press.
- SUPERA. 2021. Tailor-made guides for gender-sensitive communication in research and academia. <https://www.superaproject.eu/wp-content/uploads/2021/07/D8.2-TAILOR-MADE-guides-for-gender-sensitive-communication-in-research-and-academia-v.1.1-.pdf>
- Vergoossen, Hellen P., Renström, Emma A., Lindqvist, Anna and Marie Gustafsson Sendén. 2020. Four Dimensions of Criticism Against Gender-Fair Language. *Sex Roles* 83, 328–337. <https://doi.org/10.1007/s11199-019-01108-x>
- Vertovec, Steven. 2019. „Talking around super-diversity“. *Ethnic and Racial Studies*, 42:1, 125–139, DOI: 10.1080/01419870.2017.1406128.
- Vertovec, Steven. 2012. "'Diversity' and the Social Imaginary". *European Journal of Sociology*, 53(3), 287–312. doi:10.1017/S000397561200015X
- Vertovec, Steven. 2007. „Super-diversity and its implications“. *Ethnic and Racial Studies*, 30, 1024–1054.
- UNIC. 2021. *Superdiversity in Higher Education Settings: A State-of-the-Art-Report*. <https://www.unic.eu/storage/app/media/uploaded-files/101004042deliverable55d43-state-of-the-art-report-of-the-literature-on-superdiversity-and-higher-education-1.pdf>
- Université Côte d'Azur. 2021. *MOOC Equality Academy. Communication inclusive et responsable*. Equality Academy: communication inclusive et responsable (fun-mooc.fr)