# Equality and Diversity Office at Johannes Gutenberg University Mainz

**Focus: development of a diversity-oriented teaching culture**

## Socio-political and Higher Education Policy Reasons

- **Globalization / Internationalization**
  - Foreign students
  - International competitiveness
  - Internationalization at home

- **Demographic Change**
  - Increasing heterogeneity of the student body
  - Shortage of specialists
  - Decline in student numbers

- **Education at Home**
  - Lifelong learning
  - Mobility
  - Permeability

## Conception and Implementation of Measures, Monitoring, Networking, Implementing Diversity as a Cross-Section Task

<table>
<thead>
<tr>
<th>Year</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>Conception</td>
</tr>
<tr>
<td>2015</td>
<td>Implementation</td>
</tr>
<tr>
<td>2016</td>
<td>Monitoring</td>
</tr>
<tr>
<td>2017</td>
<td>Networking</td>
</tr>
</tbody>
</table>

## Measures

- Diversity-sensitive and diversity-oriented didactic measures
- Non-discriminatory language
- Barrier-free materials / access
- Create a diversity-sensitive learning environment
- Knowing about the potentials of diversity
- Incentives for reflection...

## Study and Learning Habits

- Critical and analytical thinking
- Creativity and problem-solving skills
- Motivation to study and put effort in
- Dealing with stress and exams
- Expectations toward teaching staff, course of study and learning environment
- Adapted time for studying
- Previous experiences and knowledge
- Learning strategies and learning styles, preferences for exam types
- Ability to study in a self-regulated manner
- Existing specialist skills
- Forms of communication and cooperation
- Written language, linguistic abilities
- Adaptability, habits, insecurity in an academic setting
- Need for security and planning
- Mobility
- Ambiguity tolerance...

## Diversity and Didactics

- Teaching material
- Didactical Methods
- Forms of interaction between students and between students and teaching staff
- Determining and assessing performances
- Learning environment and spaces
- Role models
- Adjusting the curriculum (if applicable)

## Teaching Skills

- Diagnostic capability
- Didactical skills
- In a / adequate choice of methods
- Ability to reflect on own actions
- Ability to reflect on the historical background in a subject, e.g. in view of colonial, euro-centric, heteronormative positions and their current implications
- Teaching concept
- Forms of communication and cooperation
- Habitus reflection
- Using the potentials of diversity...

## Structural, Curricular and Subject-Specific Conditions of the University

<table>
<thead>
<tr>
<th>Condition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Background</td>
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<tr>
<td>Socio-economic Resources</td>
</tr>
<tr>
<td>Cultural Background</td>
</tr>
<tr>
<td>Age</td>
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<tr>
<td>Gender</td>
</tr>
<tr>
<td>Individual Physical / Mental Disposition</td>
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