

Gender: Sample readiness evaluation questions

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Among Peers:

1. Whose perspectives and voices dominate within course readings, lectures, and discussions (ex: theorists, practitioners, classmates)? Whose perspectives and voices are minimally included, limited, or absent?
2. Utilizing the Gender Continuum Definitions in Table 1, which most closely aligns with your institute's educational initiatives?
3. Do you have a strong sense of personal agency in your academic journey (ex: the classes you take, chosen topics to examine, areas of research interest)? If not, how can this be strengthened (on your own, with support of your peers, with support of the faculty and staff)?
4. Are you comfortable raising questions or concerns with the courses, materials, lectures, events, and other aspects of your studies? Why or why not?

With Faculty and Staff Members:

1. Is there an openness for co-creation with students to include gender as a theme for events, course topics, required reading in a course syllabus, etc.)?
2. How are course topics decided, particularly which are core or elective courses? Is there flexibility or room to grow within the existing degree structure to include gendered perspectives? How can student input be utilized?

With the University:

1. Where on campus can student interests related to gender be explored within student-led spaces?
2. How does the institution support the well-being and success of marginalized communities? And how are these systems/programs audited?