

# Checklist: Gender & Diversity in Education and Training

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**How can gender and diversity competencies be cultivated? An instrument for teaching and evaluating these competencies in the classroom is offered here in the form of a checklist.**

Gender and diversity competencies are becoming increasingly relevant in education and training to keep up with rapid demographic changes and the internationalization of markets and customers. Employees and managers should learn how to deal with gender and diversity in teams and organizations and bring the acquired skills into their professional activities. This often provides individuals with increased freedom of action, allowing them to bring change and innovation to their workplace.

Also, lecturers' professional, methodological, social, and self-reflective competencies become increasingly important at this point. They require:

- **Expertise**, i.e. knowledge of historical, political, cultural, legal, and social dimensions of gender and diversity as well as knowledge of approaches and instruments for managing development processes in this field.
- **Decision-making and responsibility**, i.e. they must be able to translate knowledge about gender and diversity into teaching assignments, learning materials, and didactic formats.
- **Social skills**, i.e. abilities to communicate 'sensitive' topics, to deal with resistance, to cope with conflict situations and social roles in heterogeneous classes.
- **Personal skills**, i.e. the ability to examine one's identity concepts, thought structures and action patterns, openness, and distance to one's own life story.

The four areas of competencies form the basis of the checklist presented hereafter. This supports lecturers in assessing their skills in the field of gender and diversity with minimal effort by asking insightful questions about their instructional activities.

**Contact:**

Prof. Dr. Brigitte Liebig  
FHNW School of Applied Psychology  
University of Applied Sciences and Arts Northwestern Switzerland  
Louis-Giroud-Str. 26  
4600 Olten  
[brigitte.liebig@fhnw.ch](mailto:brigitte.liebig@fhnw.ch)



University of Applied Sciences and Arts Northwestern Switzerland  
School of Applied Psychology

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→ Please assess to what extent these statements apply to you!		never	rarely	often	always
<b>Course preparation</b>					
1	I complement my teaching with gender- and diversity-related questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	I know where to seek advice and expertise on gender and diversity issues within my work environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	I check my teaching materials for gender-stereotypical ways of thinking and forms of presentation (e.g., in language, speech, and pictures).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	My teaching materials are designed to include women and men of various ages, ethnicities, and professions in various roles (e.g., as professionals, clients, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	In my courses, gender-sensitive oral and written language is grade-relevant.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	I schedule my courses in a way that minimizes disadvantages for students who have other commitments besides their studies (e.g., family, voluntary work, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>During the course</b>					
7	In my courses, I emphasize a non-discriminatory atmosphere and workplace design (e.g., no sexist pictures and slogans, conscious handling of closeness and distance, mutual respect).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	I make sure that all students participate equally in class (e.g., in discussions, background work, presentations of group work, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	I encourage students to be sensitive to social and cultural diversity (e.g., life situations, values, personal assumptions).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	In my courses, I avoid stereotypical representations, examples, and personalization (e.g., the manager / the customer, the boss / the secretary).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	I support students in reflecting on attitudes towards femininity, masculinity, and differences in terms of age, ethnicity, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Course evaluation</b>					
12	The students evaluate my courses in terms of teaching and acquiring skills in gender and diversity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	I address gender and diversity issues in the faculty and with my superiors and colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	I reflect on my own behavior, communication, and attitudes as a male or female lecturer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	I ensure that my behavioral assessments, performance evaluations, and support services are bias-free; that is, that they do not rely on gender stereotypes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>