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"The rung of a ladder was never meant to rest upon, but only to hold a man's foot long enough to enable him to put the other somewhat higher."

*Thomas Henry Huxley
Life and Letters of Thomas Huxley*

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Tool Kit Handbook

This handbook has been designed to assist educators, counselors, parents and students to identify and develop a plan to make student career decisions based on skills and talents regardless of the traditional assignment of such choices by gender or other societal restrictions.

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Gender Equity in Education and the Workplace

Adapted from a chart completed in 1994 by the Vocational Curriculum Resource Center of Maine, Kennebec Valley Technical College, Fairfield, ME

Working Definition: Women and men work for the exact same reasons: to meet financial responsibilities; to achieve a sense of contribution to society; and to achieve a sense of personal fulfillment.

Statement Stem: To remove barriers to equitable employment, stakeholders* will . . .

Stakeholders: Students, Educators, Policy Makers, Parents, and Business/Industry/Labor Community

<i>Duty Area</i>	<i>Tasks</i>			
A. Eliminate Internal Barriers	A-1 Instill self-esteem and empowerment	A-2 Identify and manage the feelings self-doubt (Imposter Syndrome)	A-3 Build self-confidence	A-4 Teach vocational cross training to girls and boys at an early age (tool usage)
	A-5 Eliminate internal sex-role stereotyping	A-6 Encourage/Support risk taking		

<i>Duty Area</i>	<i>Tasks</i>			
B. Eliminate Sex-Role Stereotyping	B-1 Revise printed materials and graphics to be gender positive	B-2 Protest exploitation of women in media	B-3 Increase positive image of women in media	B-4 Identify trade and technical nontraditional role models
	B-5 Eliminate gender-specific marketing techniques	B-6 Increase number of nontraditional workers depicted in media	B-7 Use gender positive language	B-8 Use gender neutral language
	B-9 Provide parenting education for both sexes	B-10 Involve parents/ guardians in career exploration and decision making activities	B-11 Educate to eliminate cultural bias	B-12 Provide experiential/ leadership opportunities for women

Duty Area	Tasks			
C. Provide Survival Skills for Trade and Technical Women and Men	C-1 Teach history of women in the trades	C-2 Deliver legal rights education	C-3 Deliver safety education	C-4 Deliver anti-oppression and diversity training education (interlocking oppression)
	C-5 Coordinate strength and cardiovascular conditioning	C-6 Deliver sexual harassment prevention training	C-7 Provide leadership opportunities for women	C-8 Communicate the role of labor unions
	C-9 Teach communication skills	C-10 Teach conflict resolution skills	C-11 Teach personal financial management	C-12 Introduce need for resources/networks
	C-13 Teach the need to balance work and family	C-14 Develop feelings of self-worth (imposter syndrome)	C-15 Encourage identification and use of dependent care	C-16 Accept assistance from mentors/ support groups

Duty Area	Tasks			
D. Create Support Systems	D-1 Formalize employer/ employee networking	D-2 Utilize gender-specific nontraditional occupation support groups/ networks	D-3 Encourage family support	D-4 Develop peer support networks
	D-5 Encourage placement of nontraditional occupation students in classrooms or on job sites	D-6 Utilize counseling services	D-7 Provide placement and follow-up services	

Duty Area	Tasks			
E. Eradicate External Barriers	E-1 Eliminate discrimination (age, race, gender, religion, ethnicity, sexual orientation, disability, marital status)	E-2 Operate using safe working conditions	E-3 Comply with/enforce government regulations	E-4 Eliminate hostile work environment
	E-5 Secure comparable tools and equipment to fit women	E-6 Utilize ergonomically correct environments	E-7 Implement diverse dependent care options	E-8 Increase access to transportation
	E-9 Provide flexible schedule options	E-10 Provide technical assistance on nontraditional employment to schools and businesses	E-11 Elevate image of Career and Technical Education and allied careers	E-12 Provide comprehensive benefits for workers (sick leave, dependent care leave, etc.)

Duty Area	Tasks			
F. Remove Discriminatory Behaviors	F-1 Stop violence and hatred towards women	F-2 Conduct affirmative action/ civil rights education (interlocking oppression)	F-3 Conduct sexual harassment education	F-4 Eliminate discrimination in work assignments
	F-5 Eliminate promotional discrimination	F-6 Eliminate physical harassment	F-7 Eliminate mental harassment	F-8 Eliminate age discrimination
	F-9 Provide technical assistance for schools and employers	F-10 Provide gender-positive team-building education (co-worker)	F-12 Eliminate discriminatory teaching	F-13 Require respect in the workplace

Duty Area	Tasks			
G. Provide Educator Training	G-1 Deliver anti-oppression and diversity training (interlocking oppression)	G-2 Eliminate discrimination in class assignments	G-3 Prepare teachers to teach about civil rights and EEOC	G-4 Provide sexual harassment prevention training
	G-5 Utilize gender-equal teaching methods	G-6 Eliminate self-fulfilling prophesy stereotyping	G-7 Require trade and technical job shadowing opportunities	G-8 Teach gender equity in early childhood education programs
	G-9 Prepare teachers to utilize different learning style preferences	G-10 Teach tool/equipment usage	G-11 Teach trade/technical vocabulary	G-12 Expose counselors to trade and technical careers
	G-13 Provide multi-cultural awareness education	G-14 Utilize gender positive language	G-15 Teach team building techniques	G-16 Teach job-related safety concepts
	G-17 Present cross-training experiences at all levels	G-18 Teach team decision-making (Win-Win bargaining)	G-19 Teach importance of same-sex advisors/mentors	G-20 Utilize gender-neutral assessment practices
	G-21 Teach recognition/utilization of transferable skills	G-22 Include women in the development of CTE curriculum	G-23 Teach how to provide/encourage support systems	

Duty Area	Tasks			
H. Deliver Career Education and Exploration	H-1 Assign same sex advisors/mentors for all nontraditional occupation students	H-2 Expand career aspirations	H-3 Conduct on-going, hands-on trade and technical career exploration	H-4 Provide job shadowing experiences for students
	H-5 Have student explore career ladders starting in middle school	H-6 Provide nontraditional occupation role models	H-7 Provide information on financial realities of career choices	H-8 Conduct gender-neutral skill assessments
	H-9 Provide interactive, on-going career counseling	H-10 Elevate image of career and technical education	H-11 Correlate individual needs with workplace realities	H-12 Explore self-employment as a career advancement strategy
	H-13 Provide placement and follow-up services			

Duty Area	Tasks			
I. Deliver Workplace Literacy Skills	I-1 Teach decision-making skills	I-2 Teach problem-solving skills	I-3 Require appropriate workplace attire	I-4 Teach critical thinking
	I-5 Teach gender-positive team-building skills	I-6 Teach respect in the workplace	I-7 Teach safety skills and rules	I-8 Teach worker rights and responsibilities
	I-9 Teach communication skills (written and verbal)	I-10 Teach how to balance work and family	I-11 Teach conflict resolution skills	I-12 Teach basic trade and technical terms and tool usage
	I-13 Teach prevention of sexual harassment	I-14 Teach economics of work	I-15 Teach applied math and science skills	I-16 Teach employability skills
	I-17 Teach basic computer skills	I-18 Measure/ Assess initiative		

Duty Area	Tasks			
J. Revise Policies and Regulations	J-1 Eliminate "Good Faith Effort" in meeting affirmative actions policies and regulations	J-2 Catalogue affirmative action, EEOC regulations including executive orders	J-3 Conduct gender-impact analysis on all policies and regulations	J-4 Institute universal access to health care
	J-5 Increase transportation options	J-6 Implement comparable crediting of prior experience	J-7 Create diverse dependent care options	J-8 Solicit input of nontraditional workers in development of policies and regulations
	J-9 Increase non-traditional enrollment in career and technical education programs	J-10 Use apprenticeship as a viable entry into the organization	J-11 Require comprehensive career exploration K-12	J-12 Increase the number of nontraditional trade instructors
	J-13 Utilize labor market information to increase goals for nontraditional participation			

Duty Area	Tasks			
K. Comply with Government Regulations	K-1 Enforce safety regulations (local, state, and federal)	K-2 Enforce sexual harassment regulations (local, state, and federal)	K-3 Enforce EEOC regulations (local, state, and federal)	K-4 Enforce affirmative action goals, regulations, and laws (local, state, and federal)
	k-5 Enforce Title IX	K-6 Enforce non-retaliation clauses (whistle-blower rules)	K-7 Enforce apprenticeship regulations	

Barriers to Employment: Many barriers prohibit workers from achieving economic equity. To open all careers to women and men, barriers in recruitment and successful on-going employment must be eliminated. Internal barriers are an individual's thoughts or feelings that influence decision-making as well as setting personal and professional options. External barriers are family, cultural, educational or governmental attitudes and policies that limit personal and professional options and decision-making. Because many external barriers have an impact on self-esteem and an individual's perceived options, some of the barriers listed below many appear on both lists:

Internal Barriers:

- Sex-role stereotyping
- Lack of self-esteem and self-confidence
- Age
- Fear of failure or success
- Cultural and religious mores
- Physical capabilities
- Homophobia
- Ethic background
- Low career expectations
- Fear of science/math components

External Barriers:

- Lack of enforcement of government laws and regulations
- Sex-role stereotyping
- Finances
- Child care
- Vocational/academic preparation
- Transportation
- Job organization and structure
- Homophobia
- Lack of support
- Lack of information about career opportunities
- Harassment
- Isolation and Discrimination
- Cultural and religious mores

It is the responsibility of all stakeholders to work towards eliminating barriers. This competency profile as presented above identifies strategies to remove barriers in trade and technical careers.

Using the Chart: This chart was developed for multi-use when developing or assessing K-12 curriculum. It also provides business and industry with a guide for improving the work place for all workers. A few of the uses for this chart include:

- A starting point for discussion – the leader may want to use only one duty area for discussion purposes (Duty G with teachers and administrators when discussing professional development)

- Evaluate current curriculum as related to career exploration and/or career and technical education programs (Duty C with students, graduates, parents, teachers and business and industry)
- Working with employers to identify and define work-based learning experiences (Duties I, J, and K with graduates, teachers and employers)
- K-14 curriculum articulation in career exploration and decision-making (Duties B, C, and F with K-14 teachers and/advisory committee)
- Business/industry review of company policies and employee evaluation instruments (Duties F, J, and K with employees and management)

Modified/Adapted for the **Climbing the Ladder to Nontraditional Careers & Gender Equity Tool Kit** by the Gender Equity Project at the Illinois Office of Educational Services, Springfield, IL in FY 2006-2007.

Source: Vocational Curriculum Resource Center of Main, **Gender Equity in Education and the Workplace Competency Profile**, Kennebec Valley Technical College, Fairfield, Me, 1994. Retrieved from the Illinois Office of Educational Services Task List Database (<http://documents.ioes.org/1727250.pdf>) on August 2, 2006.

Equity & Education - Legal Aspects

- Equity in public schools is the law. Promoting and enforcing gender equity in the classrooms, guidance offices, in interactions between students, during cooperative learning, on the school bus and in the corridors, is the responsibility of all school staff.
- The following laws, educational initiatives, policies, guidelines and regulations exist to both inform and guide all school staff, (including teachers, guidance staff, principals, superintendents, building maintenance workers, food service workers) regarding equity.

Laws That Govern Equity in the Schools:

1. Title IX (Federal)
"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Title IX is part of the Education Amendments to the Civil Rights Act of 1964 and includes specific conditions for public schools in the areas of: admissions (to programs and schools), guidance, extra-curricula activities, school and monetary awards, employment, facilities, and self-evaluation.
2. The Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Federal)
This act specifies that vocational technical programs and schools meet the education and employment needs of women and girls, especially regarding enrollment and success in careers considered nontraditional for their gender, with a specific emphasis on increasing the entry of women in high technology occupations. Also addressed in this Act are the submission and use of local plans (sex equity) and periodic review of materials (curricula and assessment instruments) for gender fairness.
3. The Illinois Constitution contains an "equal protection" clause and an "equal rights amendment" that prohibit sex discrimination by the state, including public schools.
4. The Illinois Human Rights Act explicitly bars sex discrimination in higher education. In addition, the School Code prohibits schools from denying admission or excluding students from courses on the basis of sex.
5. The Illinois Sex Equity regulations, adopted by the State Board of Education, also prohibit sex discrimination in any school programs or in activities supported by school system funds. Schools may not deny students access, privileges, or opportunities because of their sex. The Sex Equity regulations further bar schools from discriminating because of sex in providing employment opportunities for students.

Resources:

- Title IX, Education Amendments of 1972 (Title 20 U.S.C. Sections 1681-1688)
<http://www.dol.gov/oasam/regs/statutes/titleix.htm>

- Programs for Educational Opportunity
U. S. Department of Education -Equity Assistance Center (EAC)
at the University of Michigan, Ann Arbor, Michigan
<http://www.umich.edu/~eqtynet/eac.html>
- The Carl D. Perkins Career and Technical Education Improvement Act of 2006
http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=109_cong_reports&docid=f:hr597.109.pdf

<http://edworkforce.house.gov/issues/109th/education/voced/summary.htm>
- Illinois State Constitution
<http://www.ilga.gov/commission/lrb/conmain.htm>
- The Illinois Human Rights Act
<http://www.ilga.gov/legislation/publicacts/fulltext.asp?Name=093-0941>
- The Illinois School Code
<http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=1005&ChapAct=105%26nbsp%3BILCS%26nbsp%3B5%2F&ChapterID=17&ChapterName=SCHOOLS&ActName=School+Code%2E>
- The Illinois Sex Equity School Administrative Code
<http://www.isbe.net/rules/archive/pdfs/200ARK.pdf>

Developed for the **Climbing the Ladder to Nontraditional Careers & Gender Equity Tool Kit** by the Gender Equity Project at the Illinois Office of Educational Services, Springfield, IL in FY 2006-2007.

Federal Equal Employment Opportunity (EEO) Laws

http://www.eeoc.gov/abouteeo/overview_laws.html

The Federal laws prohibiting job discrimination are:

- [Title VII of the Civil Rights Act of 1964](#) (Title VII), which prohibits employment discrimination based on race, color, religion, sex, or national origin;
- the [Equal Pay Act of 1963](#) (EPA), which protects men and women who perform substantially equal work in the same establishment from sex-based wage discrimination;
- the [Age Discrimination in Employment Act of 1967](#) (ADEA), which protects individuals who are 40 years of age or older;
- [Title I and Title V of the Americans with Disabilities Act of 1990](#) (ADA), which prohibit employment discrimination against qualified individuals with disabilities in the private sector, and in state and local governments;
- [Sections 501 and 505 of the Rehabilitation Act of 1973](#), which prohibit discrimination against qualified individuals with disabilities who work in the federal government; and
- the [Civil Rights Act of 1991](#), which, among other things, provides monetary damages in cases of intentional employment discrimination.

The U.S. Equal Employment Opportunity Commission (EEOC) enforces all of these laws. EEOC also provides [oversight and coordination](#) of all federal equal employment opportunity regulations, practices, and policies.

District Office serving the states of Iowa, Minnesota, North Dakota, South Dakota, Wisconsin, and Illinois *except* the counties of Alexander, Bond, Calhoun, Clinton, Greene, Jackson, Jersey, Macoupin, Madison, Monroe, Perry, Pulaski, Randolph, St. Clair, Union, and Washington which are served by the St. Louis District Office.

Chicago District Office
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Suite 2800
Chicago, Illinois 60661
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St. Louis District Office
Robert A. Young Federal Building
1222 Spruce Street
Room 8.100
St. Louis, MO 63103
Phone: 1-800-669-4000

The District Office is open Monday - Friday from 8:00 a.m. - 4:30 p.m. Please call first to obtain information or to schedule an appointment.

State and Local Agencies

The EEOC works with the Fair Employment Practice Agencies (FEPAs) to manage charges of discrimination and the protection of the employment rights.

Illinois Department of Human Rights (FEPA)
100 West Randolph Street
Suite 10-100
Chicago, Illinois 60601
Phone: 312-814-6200 or 1-80
Website: <http://www.state.il.us/dhr>

Illinois Department of Human Rights -
Springfield Office (FEPA)
222 South College Room 101
Springfield, IL 62704
Phone: 217-785-5100
Website: <http://www.state.il.us/dhr>

Retrieved from http://www.eeoc.gov/abouteeo/overview_laws.html May 9, 2007

Are All Employees Or Prospective Employees Equal?

Research tells us that much of our interactions with co-workers or employers are driven by our subconscious reaction of the situation at hand. The purpose of this activity is to generate discussion about how men and women are viewed in the workplace. In groups of three, read through the statements below and in the columns to the right indicate whether you view or have viewed coworkers or those vying for employment in the way described. Some of the behavior statements used may describe what you judge as acceptable behavior not behavior in which you have actually participated.

Behavior Statement	Yes	No
1. Men and women should play pre-described roles in society. A woman is a woman and a man is a man.	Yes	No
2. The perceived wishes of the clients/customers are just as important as the skills and experiences of the applicants when selecting a new employee.	Yes	No
3. Promotions should go to those who are well-liked even if they do not have the highest performance ratings.	Yes	No
4. Male heads-of-households should be protected when there are lay-offs.	Yes	No
5. Criteria used for setting wages <u>should not</u> be based solely on training, skills, experience, performance ratings, or references.	Yes	No
6. The ability of women to work overtime is curtailed because of the need to be actively involved in the care of children and other family members which makes the person a less desirable employee.	Yes	No
7. It is entirely just for an employer to provide family health care benefits only to families of male employees.	Yes	No
8. You agree that when company layoffs are announced, younger workers with less seniority and less on-the-job experience should be kept on to provide "new blood."	Yes	No
9. It is acceptable to ask job applicants questions about their past or current medical conditions, and/or to require job applicants to take medical exams.	Yes	No
10. There is no value in providing a reasonable accommodation for employees with physical or mental disability that would allow them to work.	Yes	No
11. A coworker doesn't like working with the opposite sex, and is constantly making derogatory comments. The conduct that is demonstrated is okay because it is not sexual harassment.	Yes	No
12. Telling off-color jokes or using sexual innuendos is all in fun and is okay at work or when out with a group of co-workers.	Yes	No
13. If you observe harassment of another employee, it is best to stay out of it and mind your own business so as not to be known as a troublemaker.	Yes	No
14. Life is what you make it, there is no such thing as a hostile work environment.	Yes	No
15. Federal laws cover those things that happen in any place of employment.	Yes	No
16. The Civil Rights Act of 1964 does not cover job applicants.	Yes	No
17. While employers must pay men and women equally for work completed, they can make individual determinations when it comes to overtime, bonuses, vacation, insurance coverage, and other forms of compensation.	Yes	No
18. When measuring employability, all skills that an individual exhibits can be taken into account when hiring or setting compensation.	Yes	No
19. It is in the mother's best interest to have mandatory maternity policies which permits the employer to treat pregnant women differently than other temporarily disabled employees.	Yes	No

20. Married men are more valuable to the organization than married women and should be compensated as such.	Yes	No
21. Married women should not be hired for any position where overnight travel is required.	Yes	No
22. Married women of childbearing age do not make good employees because of the time needed and problems of family life.	Yes	No
23. Requests for sexual favors are okay as long as both parties are of legal age even if a refusal could affect the individual's employment.	Yes	No
24. An employer or supervisor can refer to employees any way he/she wants.	Yes	No
25. There are many jobs which can be referred to as a "woman's job" or "man's job."	Yes	No
26. There is a higher turnover rate amongst women workers, therefore whenever possible men should be hired.	Yes	No
27. Men are less capable of assembling intricate equipment; therefore only women should be hired for these jobs.	Yes	No
28. Affirmative action plans give preference to those who are not as well-qualified for the job.	Yes	No
29. Dress codes, height and weight requirements can be set so that employees look good to the client.	Yes	No
30. There is no such thing as a "glass ceiling."	Yes	No

Laws have been written and are enforced to eliminate discrimination in the workplace. If you answered yes to any of these behavior statements, you may be guilty of gender or sexual discrimination or of supporting discrimination. For more information, the following resources may be of assistance.

Workplace Fairness

http://www.workplacefairness.org/index.php?page=file_IL

Civil Rights Act of 1964

<http://usinfo.state.gov/usa/infousa/laws/majorlaw/civilr19.htm>

Chapter VII of the Civil Rights Act of 1964

<http://www.eeoc.gov/policy/vii.html>

Equal Pay Act

<http://www.eeoc.gov/policy/epa.html>

Equal Employment Opportunity
Commission (EEOC)

<http://www.eeoc.gov/>

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Glossary of Terms

Note: Many references will be made to the word "group." In the context of this glossary, "group" will usually refer to people who may be associated with each other according to gender, race, sexual orientation, age, religion, or physical disabilities.

Bias:	Behaviors' resulting from the spoken or unspoken assumption that one group is superior to the other. An example is when a male soccer coach assumes that a male athlete will be a better player than a female athlete.
Career Stereotypes:	A (false) belief that certain careers should belong to people based on characteristics such as gender, race, ethnicity, age, or other factors.
Culture:	The way of believing, feeling, and behaving by a group of people. The way of life of a people - their values, skills, and customs.
Cultural Awareness:	Consciousness of cultural similarities and differences. Awareness of one's own culture in relation to that of others.
Discrimination:	Any action which limits or denies opportunities, privileges, roles, or rewards on the basis of a person's group or characteristics.
Equity or Equality:	Fairness. Equal distribution of encouragement, opportunity, privileges, and rights to everyone. Freedom from bias or favoritism.
Ethnicity:	A group of people having common customs, characteristics, culture, language, etc.
Gender:	One's sex - male or female.
Gender Equity:	Fair treatment to both genders.
Gender Norms:	So-called appropriate behaviors, beliefs, and attitudes for girls, women, boys, and men, as decided by a society.
Gender Roles:	A set of behaviors based on gender that make up a role: for example, father, mother.
Hate Crimes:	Serious, illegal, and harmful acts directed at targeted individuals/ groups based on real or perceived characteristics such as race, ethnicity, sexual orientation, gender, religion, socioeconomic status, age, or other factors.
Heterosexual:	A person whose social, sexual, and/or committed intimate relationships are formed with members of the other gender. See: Sexual Orientation

Heterosexism:	Prejudice plus institutional power (the government, banks, insurance companies, etc.) used to create and maintain a system of benefits and privileges for heterosexual people – tax breaks for heterosexuals who marry; health coverage for married partners, etc. See: Prejudice
Homophobia:	The irrational fear, intolerance, and hatred that some heterosexual people have of homosexuality and homosexual people.
Homosexual:	A person whose social, sexual, and/or committed intimate relationships are formed with people of the same gender. Gay is a term generally used to describe homosexual people. Most homosexual men refer to themselves as Gay. Most homosexual women refer to themselves as Lesbian.
Hostile Work Environment:	A work or school environment where fair treatment of employees is absent because of individual and/or institutional prejudice. See: Prejudice
Humor, Sexist:	Jokes, stories, cartoons, etc. that demonstrate gender prejudice. See: Gender, Prejudice
Mentor:	A role model who provides guidance, knowledge, and support. Mentors can be teachers, relatives, community members, and peers. An example of a mentor might be a person who guides a student through a job-shadowing experience.
Nontraditional Career:	A profession, or technical and skilled jobs in which a small number of one sex (fewer than 25%) are employed. Nontraditional careers for women usually have higher salaries than traditionally held female jobs.
Occupational Segregation:	When certain occupations are dominated by one gender. An example might be welding, where the overwhelming majority of workers are male.
Partnership Skills:	Skills that teach men and women to work together.
Prejudice:	A strong attitude, opinion, or feeling formed about someone or a group of people without adequate knowledge or understanding. An opinion for or against something or someone without a good reason.
Race:	People in one of the major groups in society who are distinguished by certain physical characteristics, usually skin color. Major race groups in the United States include Latino, African American, Asian, Native American, and Caucasian/White.
Racism:	Racial prejudice and discrimination.

Self-Esteem:	The quality of seeing ourselves as worthwhile, competent, and deserving.
Sexism:	Sexism is gender prejudice, usually directed at women. Often this form of prejudice is combined with institutional power to create and maintain a system of privileges and benefits for males. See: Prejudice
Sexual Orientation: (Identity)	Sexual orientation is the gender (or sex) with which one is most likely to direct one's social, sexual, and intimate connections and relationships. See: Homosexual, Heterosexual
Sexual Harassment:	Unwelcome sexual advances, requests for sexual favors, and other unwanted verbal or physical conduct of a sexual nature.
Sexual Innuendo:	Verbal or written statements that imply subjects of a sexual nature.
Socio-Economic Class:	The group one belongs to based on family income, resources, and access to money and education.
Stereotype:	An oversimplified generalization about a group, which is often negative or derogatory. Stereotypes can easily turn into prejudice. See: Prejudice
Tokenism:	The act of making small, often formal concessions by a group who has power to the demands of an oppressed group. For example, responding to the demands of a women's rights group for more jobs, a corporation might hire one woman. This would be a token hiring, to appear to be working on the problem while actually doing very little about it.

Additional Resources:

United Nations International Research and Training Institute for the Advancement of Women
<http://www.un-instraw.org/en/index.php?option=content&task=view&id=37&Itemid=76>

Suzanne Mubarak Women's International Peace Movement
<http://www.womenforpeaceinternational.org/News/Glossary.htm>

Science and Technology Unit Saskatchewan Education
<http://www.sasked.gov.sk.ca/docs/midcareer/appenda.html>

Integrating Gender Perspectives in the Work of WHO
<http://www.who.int/gender/documents/engpolicy.pdf#search=%22gender%20equity%20glossary%20of%20terms%22>

Glossary of Terms - Equality Between Women And Men
http://equal.plineu.org/pliki/060209_glossary.pdf#search=%22gender%20equity%20glossary%20of%20terms%22

Modified/Adapted for the **Climbing the Ladder to Nontraditional Careers & Gender Equity Tool Kit** by the Gender Equity Project at the Illinois Office of Educational Services, Springfield, IL in FY 2006-2007.

NCTE Guideline

A guideline approved by the NCTE Executive Committee and found to be consistent with NCTE positions on education issues

Guidelines for Gender-Fair Use of Language

Revised 2002, Women in Literacy and Life Assembly (WILLA)
Formerly "Guidelines for Nonsexist Use of Language in NCTE Publications"
Revised 1985; Created 1975, Committee on the Status of Women in the Profession

Language plays a central role in the way human beings behave and think. The National Council of Teachers of English (NCTE) is concerned about the critical role language plays in promoting fair treatment of women and girls, men and boys. Through careful selection of gender-fair language, NCTE members have the opportunity to influence thought and behavior both directly and indirectly. These guidelines offer suggestions for language use that will open rather than close possibilities and that speakers and writers should consider when engaged in communication activities that include:

- writing papers and publications
- preparing handouts and materials
- designing and delivering oral presentations
- speaking with students, parents, and community members
- working with students
- developing curriculum
- selecting texts and media
- exploring language use in classrooms
- serving on local, regional, and national committees

Gender-Fair Language

The language that educators use provides an important model for students and the larger community. Word choices often reflect unconscious assumptions about gender roles. As professionals, we all need to examine our language to reduce or eliminate choices that silence, stereotype, or constrain others.

The following examples provide inclusionary alternatives to specific exclusionary wording. Many are matters of vocabulary; others are matters of usage. What follows details choices and recommendations that address the following issues of gender-fair language use:

1. The pseudo-generic *he*
2. The pseudo-generic *man*
3. Titles, labels, and names
4. Gender stereotypes
5. Textual citation
6. Implications of the guidelines
7. Implementation of the guidelines

1. The Pseudo-Generic *He* and *His*: Creating Gender Balance

a. The use of *he* or *his* when referring to both a female and a male excludes the female. To be inclusive, writers and presenters must use both *he* and *she*, and they must consciously balance pronoun use by sometimes reversing their order.

Avoid exclusionary forms such as	Choose inclusionary alternatives
If a student studies hard, he will succeed.	If a student studies hard, he or she will succeed. If a student studies hard, she or he will succeed. Students who study hard will succeed.

Note: The constructions *s/he* and *he/she* provide writers with additional gender-free alternatives.

b. Sometimes it is possible to drop the possessive form *his* altogether or to substitute an article.

Avoid exclusionary forms such as	Choose inclusionary alternatives
The average student is worried about his grades.	The average student is worried about grades.
When the student hands in his paper, grade it immediately.	When the student hands in the paper, grade it immediately.

c. Often, it makes sense to use the plural instead of the singular.

Avoid exclusionary forms such as	Choose inclusionary alternatives
Give the student his grade right away.	Give the students their grades right away.
Ask the student to turn in his work as soon as he is finished.	Ask students to hand in their work as soon as they are finished.
Each student will do better if he has a voice in the decision.	Students will do better if they have a voice in the decision.

d. The first- or second-person pronoun can sometimes be substituted for the third person.

Avoid exclusionary forms such as	Choose inclusionary alternatives
As a teacher, he faces excessive paperwork daily.	As teachers, we face excessive paperwork daily.
When a teacher asks a question, he seeks student response.	When you ask your students a question, you are asking for student response.

e. In some situations, the form *one/one's* can be substituted for *he/his*, but this construction should be used sparingly to avoid changing the tone of the writing.

Avoid exclusionary forms such as	Choose inclusionary alternatives
He might wonder what his response should be.	One might wonder what one's response should be.

f. A sentence with *he* or *his* can sometimes be recast in the passive voice. Although the passive voice has been much maligned, it has a valid function if not overused.

Avoid exclusionary forms such as	Choose inclusionary alternatives
Each student should hand in his paper promptly.	Papers should be handed in promptly.
The average citizen pays his taxes promptly.	Taxes are paid promptly by the average citizen.

Note: Gender-conscious language users object to the passive voice when its use allows the performer of an action to escape responsibility for that action, i.e., She was assaulted.

g. A sentence with *he* or *his* can be recast by substituting a participial phrase for a clause.

Avoid exclusionary forms such as	Choose inclusionary alternatives
Listen to the two-year-old as he uses his short, simple sentences to communicate.	Listen to the two-year-old using short, simple sentences to communicate.

h. When the subject is an indefinite pronoun, a number of options exist.

(1.) Recast the sentence to avoid using the indefinite pronoun.

Avoid exclusionary forms such as	Choose inclusionary alternatives
(a.) When everyone contributes his own ideas, the discussion will be a success.	(a.) When all the students contribute their own ideas, the discussion will be a success.
(b.) Does everybody have his book?	(b.) Do all of you have your books?

(2.) Use both pronouns (*he* or *she*; *her* or *his*).

Avoid exclusionary forms such as	Choose inclusionary alternatives
(a.) When everyone contributes his own ideas, the discussion will be a success.	(a.) When everyone contributes her or his own ideas, the discussion will be a success.
(b.) Does everybody have his book?	(b.) Does everybody have his or her book?
(c.) Each student will do better if he has a voice in the discussion.	(c.) Each student will do better if she or he has a voice in the discussion.

(3.) Use the plural pronoun when the indefinite referent is clearly understood to be plural.

Avoid exclusionary forms such as	Choose inclusionary alternatives
(a.) When everyone contributes his own ideas, the discussion will be a success.	(a.) When everyone contributes their own ideas, the discussion will be a success.
(b.) Does everybody have his book?	(b.) Does everybody have their book?

(4.) Use of the singular *they/their* form. This construction is becoming increasingly acceptable. However, classroom teachers need to be aware that state and/or national assessments may not regard this construction as correct.

Avoid exclusionary forms such as	Choose inclusionary alternatives
Does each student have his book?	Does each student have their book?

2. The Pseudo-Generic *Man*: Creating Gender Balance

Like the pseudo-generic form *he*, the use of the word *man* to represent both women and men excludes women, and it minimalizes their contributions and their worth as human beings. To make language more inclusive:

Avoid exclusionary forms such as	Choose inclusionary alternatives
mankind	humanity, human beings, people
man's achievements	human achievements
the best man for the job	the best person for the job
man the controls	take charge of
man the ticket booth	staff the ticket booth

a. Some forms pose greater problems than those listed above:

- *man-made* (as in *man-made materials*). *Artificial materials* or even *synthetic materials* has less positive connotations when substituted here.
- *freshman* (as in certain official names such as *freshman orientation*). *First-year student* is an alternative which may work.
- *alumni* which is the masculine plural form; *alumnae* is the feminine plural.

b. When describing a job or career both men and women might perform, avoid using a combined term that specifies gender.

Avoid exclusionary words and phrases such as	Choose inclusionary alternatives
chairman/chairwomen	chair, coordinator, moderator, presiding officer, head, chairperson
businessman/businesswoman	business executive, manager, businessperson
congressman/congresswoman	congressional representative
policeman/policewoman	police officer
salesman/saleswoman	salesperson, sales clerk, sales representative
fireman	firefighter
mailman	postal worker, letter carrier

3. Titles, Labels, and Names: Promoting Gender Equity

The titles used to name people and occupations often reflect inequitable assumptions about males and females. Gender-fair language promotes more inclusive and equitable representations

of both females and males, opening possibilities rather than restricting choices.

a. Identify men and women in the same way. Diminutive or special forms to name women are usually unnecessary. In most cases, generic terms such as *doctor*, *judge*, or *actor* include both genders. Only occasionally are alternate forms needed, and in these cases, the alternate form replaces both the masculine and the feminine titles.

Avoid exclusionary words and phrases such as	Choose inclusionary alternatives
stewardess	flight attendant, steward
authoress	author
poetess	poet
coed	student
male nurse	nurse
lady lawyer	lawyer
woman doctor	doctor

Note: If the gender of a professional is important to a person seeking professional assistance, exceptions may occur. For example, a woman may prefer to visit a gynecologist who is a female. In such cases, the effects of gender labeling can be mitigated by changing the gender-laden descriptor to a noun, emphasizing the professional title, and de-emphasizing gender, i. e., *a woman who is a doctor* rather than *woman doctor*, *a male who is a nurse* rather than *male nurse*.

b. Seek alternatives to language that omits, patronizes, or trivializes women, as well as to language that reinforces stereotyped images of both women and men.

Avoid exclusionary forms such as	Choose inclusionary alternatives
I'll have my girl do that job.	I'll ask my assistant (or secretary) to do that job.
Maria is a career woman.	Maria is a professional. Maria is a doctor.
You guys go ahead.	students, class, folks, all of you, third graders
The ladies on the committee all supported the bill.	The women on the committee supported the bill.
Pam had lunch with the girls at the office.	Pam had lunch with the women at the office.
This is a man-sized job.	This is a complex (huge, enormous, difficult) job.
old maid; spinster	single person

c. Treat women and men in a parallel manner.

Avoid exclusionary forms such as	Choose inclusionary alternatives
The reporter interviewed Chief Justice William Rehnquist and Mrs. Sandra Day O'Connor (or Chief Justice William Rehnquist and Sandra Day O'Connor).	The reporter interviewed William Rehnquist and Sandra Day O'Connor (or Chief Justice Rehnquist and Justice O'Connor).
The reading list included Jane Austen, Joyce, Proust, and Virginia Woolf.	The reading list included Austen, Joyce, Proust, and Woolf (or Jane Austen, James Joyce, Marcel Proust, and Virginia Woolf).

The steward seated Mr. Clinton and his lovely wife Hillary.	The steward seated Mr. and Mrs. Clinton.
The invitation was addressed to Mr. and Mrs. Michael Webber.	The invitation was addressed to Dr. Olivia and Mr. Michael Webber.
The invitation was addressed to Dr. and Mrs. Michael Webber (when both are doctors).	The invitation was addressed to Drs. Michael and Olivia Webber.

d. Use courtesy titles that promote gender equity. Courtesy titles that label a woman in regard to her relationship to a man (her marital status) or forms of address that depict a woman as the mere appendage of her husband trivialize women or render them invisible.

Avoid exclusionary forms such as	Choose inclusionary alternatives
Miss, Mrs.	Ms.
Mrs. Michael Webber	Ms. Olivia Webber
Mr. and Mrs. Michael Webber	Ms. Olivia Webber and Mr. Michael Webber

Note: The use of *Ms.* Too often, people substitute *Ms.* for *Miss* and keep using *Mrs.* for married women, defeating the original purpose of adopting *Ms.* to create an equitable form of address for all women regardless of marital status. Use *Ms.* for married as well as unmarried women.

e. Do not label athletic teams according to gender.

Avoid exclusionary words and phrases such as	Choose inclusionary alternatives
girl pitcher or lady pitcher	pitcher
the Lady Cardinals	the Cardinals

4. Gender Stereotypes: Strategies for Reducing Negative Effects

Gender stereotypes limit and trivialize both females and males, presenting an inaccurate view of the world and its possibilities. Such misrepresentations constrain communication.

a. Do not represent certain jobs or roles as only appropriate for, or held by, women or men, i.e., farmers are men and elementary teachers are women. Doing so makes gender-based assumptions. When referring to a job or role, use a gender-specific pronoun only if the gender of the person is known.

Avoid exclusionary forms such as	Choose inclusionary alternatives
Dear Mothers, Please bake cookies for our class party.	Dear Families, Please bake cookies for our class party.
NCTE convention attendees and their wives are invited.	NCTE convention attendees and their guests are invited.
The policy manual states that a principal must take attendance at his faculty meetings (the principal's gender is unknown).	The policy manual states that a principal must take attendance at all faculty meetings.

example, do not always imply that:

- girls are timid and boys are brave
- males are admired for their accomplishments and women for their physical attributes
- females are passive and males are active.

5. Textual Citations: Reducing the Effects of Language That Is Not Gender-Fair

When citing from texts, make a choice whether to use a directly stated passage or a paraphrase of the wording. Quoted passages cannot be altered, but there are a number of options for making language more inclusive when passages are dated and/or contain nonequitable language.

- a. Recast the material, changing a direct quotation into a paraphrase that fits the sense of the discussion and retains the original author's intent and idea.
- b. Point out the gender-biased nature of the passage to defuse its power. *Thomas Jefferson stated, "All men are created equal." Of course, had he written during current times, he surely would have said **all people are created equal**.*
- c. Make substantial revisions or deletions when language is gender-biased or when stereotyped assumptions about males and females pervade a passage.
- d. If none of these options work, consider avoiding the passage altogether whenever doing so does not detract from the writing's content, tone, or purpose.

6. Implications of the Guidelines

a. Balancing the Representation of Females and Males

As important as language is, making minor changes in vocabulary and usage to achieve gender fairness is virtually futile if underlying assumptions about gender restrict the people represented in texts to traditional roles. Simply changing *cavemen* to *cave dweller* or *actress* to *actor* will do little to promote gender fairness when female voices are absent or underrepresented in texts. Attempts must be made to provide gender balance through the careful selection of materials.

1. A balance of literature by and about both women and men should be included whenever possible.
2. Materials should be chosen to emphasize gender equity and to show males and females in traditional and nontraditional roles.
3. Noninclusive texts and classic pieces can provide a focus for discussion of gender roles and gender equity. They should be placed in proper historical context and should be balanced by other texts that show gender-fair roles and assumptions.
4. Trade books, texts, videos, and other media resources should be chosen to show females and males actively participating in a variety of situations at home, work, or play.
5. In organizing lists of materials and educational activities, avoid separation by gender. Choose headings and activities that do not assume stereotypic male and female interests. For

example, use categories such as *exploration* or *friendship* rather than *books for boys* or *women's videos*. Avoid promoting competition of girls against boys, i.e., *girls vs. boys in a spelling bee*; a *debate with males taking one side of the issue, females the other*. Avoid assuming gendered interests and abilities, i.e., *girls decorate the bulletin board, boys boot up the computer, girls are cheerleaders, boys play sports*.

6. Present gender-equitable examples by alternating male and female names and by avoiding the use of stereotyped gender roles. When discussing roles traditionally held by males, use examples of females in those roles; use examples of males in roles traditionally held by females.

b. Promoting Gender-Fair Discourse Practices

1. Praise, encourage, and respond to contributions of females and males equally.
2. Call on females as often as males to answer both factual and complex questions.
3. Create a classroom atmosphere where females are not interrupted by others more often than males.
4. Establish collaborative groups composed of both males and females to provide opportunities for all voices to be heard.
5. Value intellect; avoid references to appearance and physical attributes.
6. Choose females for leadership positions as often as males.
7. Avoid comments or humor that demean or stereotype males or females.

7. Implementing the Guidelines

These guidelines for gender-fair language use are suggestions applicable to writers, speakers, contributors to the publications of professional organizations, conference-session presenters, designers of curriculum and materials, and educators at all levels.

For the editors of NCTE publications, however, the guidelines are a statement of editorial policy. An editor's task is to rewrite whenever necessary to eliminate language that is awkward, inconsistent, or inaccurate. In the case of language inconsistent with these guidelines, the editor's duty is to question the author's vocabulary or usage. The author has the right to insist on its use, but a footnote will be included to reflect such insistence.

The choices suggested in these guidelines are intended as additions to style sheets and manuals already in use.

Please refer to "NCTE Manuscript Preparation Guidelines" available online at <http://www.ncte.org/books/msprepguidelines.shtml>.

Educators seeking additional suggestions of strategies and materials should refer to "Guidelines for a Gender-Balanced Curriculum in English Language Arts Pre-K to Grade 6" (<http://www.ncte.org/positions/balanced-6.shtml>) and "Guidelines for a Gender-Balanced Curriculum in English Language Arts Grade 7-12" (<http://www.ncte.org/positions/balanced-12.shtml>), pamphlets published by NCTE's Women in Literacy and Life Assembly.

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What is Your Awareness?

As an instructor, you serve as a role model for your learners. You significantly affect learners' attitudes and behavior. Do you serve as a role model for your learners? Answer the below questions.

In Teaching, I . . .	Always	Usually	Never
1. Provide the same course content for both genders.			
2. Provide the same learning activities and projects for learners rather than different ones such as more labs for males or more seatwork for females.			
3. Set the same standards of behavior for all learners in the classroom (e.g., attention, quiet, visiting, etc.).			
4. Allow equal access to tools and equipment for all learners with the same standards for use.			
5. Encourage all learners to be equally considerate and courteous of others (instead of men being chivalrous and women "ladylike").			
6. Administer the same reprimands of disciplinary actions to learners for misbehavior.			
7. Avoid comparing men with women or vice versa in respect to behaviors, attitudes, and accomplishments (e.g., "The women in this class are setting an excellent example").			
8. Use gender-free terms and occupational titles rather than gender-specific ones (e.g., "human" and "person" instead of "mankind," "man," "policeman," "saleslady").			
9. Avoid stereotypic phrases such as "boys will be boys" and "girls are like that."			
10. Give equivalent attention to both genders rather than more criticism for men and more support for women, or vice versa.			
11. Establish a classroom environment so that harassment on the basis of gender, race, or handicap is unacceptable and does not exist.			
12. De-emphasize competition on the basis of gender.			
13. Expect a variety of academic preferences for both females and males; avoid assumptions that males favor math and science, and females favor home economics, office work, and nursing.			
14. Establish the same safety and/or sanitation and dress requirements for all learners (e.g., all learners with hair a certain length wear hairnets, all learners wear coveralls, etc.).			
15. Establish and apply the same grading system to both genders (not allowing for one gender to be less capable).			
16. Incorporate the topic of gender discrimination, stereotyping, and bias into regular course content and discussions whenever possible.			
17. Provide information about expanding occupational and/or family activities for both genders in areas that have traditionally been considered appropriate for only one gender.			
18. Assist both genders in recognizing that their adult roles will probably include work, parenting, and homemaking.			
19. Involve learners in identifying examples of gender discrimination, stereotyping, and bias in textbooks, curriculum materials, media, and other course-related materials.			
20. Make an effort to change or supplement gender stereotyped instructional materials.			
21. Use resource people in the classroom who reflect changes in sex stereotyped roles (e.g., female machinist, male childcare worker, male nurse, female electrician, mother and father who both work outside the home, etc.).			

Tips for Implementing Equity into the Classroom

- **ESTABLISH GROUND RULES** - Set ground rules early on. Focus on teaching mutual respect, listening, agreeing to disagree, that sincere apologies are acceptable and encouraged, anger management, forgiveness, etc...
- **CREATE A SAFE CLASSROOM ATMOSPHERE**, where students feel comfortable to discuss controversial topics. Talk with students about the importance of confidentiality. Building trust is important to building a safe learning environment.
- **EXPECT TENSION AND CONFLICT** - Acknowledge to students that tension and conflict will happen -- discussions on stereotypes and prejudice elicit strong emotions. Conflict does not have to be negative.
- **FACILITATOR SELF-EVALUATION AND DISCLOSURE** - Periodically assess personal attitudes regarding stereotypes and prejudice -- recognizing both the limits and opportunities for change. Limited sharing of personal examples of stereotypical thinking/actions and one's ability to change, with students, can be effective role modeling. Using hypothetical situations may be preferable in most situations.
- **CALL TIME OUTS** - If the discussion is getting out of hand or students have extreme opposing opinions, call a time out for reflection -- using writing/drawing as a way for students to express their feeling and analyze the situation.
- **ENCOURAGE PARTICIPATION FROM ALL** - Use your classroom as a learning lab to promote fairness, inclusion and recognition of different learning styles. Cooperative learning groups require that all students be given a role and/or time to speak. Develop an assessment tool to monitor student participation such as by assigning a certain number of chips (one chip per comment) to students which encourages the shy student to speak; while helping the talkative student to listen.
- **SET ROLES OF PARTICIPATION** – Have students determine the roles needed (leader, recorder, presenter, etc.) and who will assume these roles to ensure successful completion of assigned work. Use rubrics to evaluate student work and have students also assess the work of the group using the rubric.
- **END THE LESSON WITH CLOSURE** -- --When students are discussing sensitive topics, it is important that they leave with some sense of resolve and/or knowing that the topic will be continued the following day. Assign homework to help students express their views/feelings or arrive at a conclusion. Make the time to summarize the lesson -- what did they learn? What questions do they still have? What are the main points of disagreement/ agreement between class members? What concerns/topics need further attention?



Teacher Checklist for Supporting Gender Equity

In this unit of study, I plan to provide students with the opportunity to:

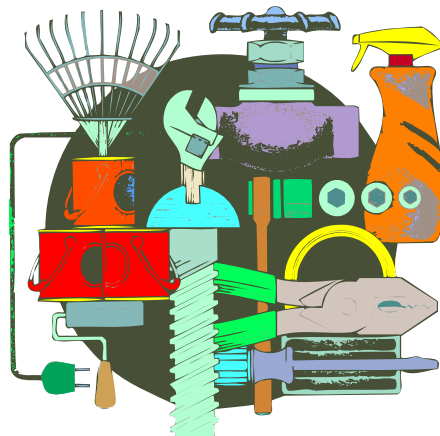
- observe me using gender-neutral language
- learn and use gender-neutral language
- learn in a variety of groups including same gender and mixed gender
- analyze and discuss gender-biased materials and activities
- critically reflect on the current and evolving roles of women and men in society
- discuss gender issues in an atmosphere where these issues are a valid and open topic of discussion
- acknowledge the accomplishments of both men and women
- tell me when I am treating male and female students in non-equitable ways.

In this unit of study, I plan to:

- model the use of gender-neutral language
- introduce non-traditional role models such as female referees and male nutritionists
- support the involvement of both genders in all activities
- ensure that gender equitable behavior among students is explicitly supported
- address gender inequitable behavior among students in immediate yet sensitive ways
- spend an equitable amount of time with both male and female students
- avoid saying things that may lead students to think that boys must act one way and girls another way (e.g., "Boys will be boys", "Act like a lady")
- avoid separating boys and girls for seating, teams, lining up, etc.
- structure groups so that all students get to assume a variety of roles (e.g., team captain, group leader, goal keeper, recorder, referee, facilitator)
- ensure that expectations concerning behavior are fair and equitable for females and males
- ensure that responsibilities are shared equally by male and female students
- create an environment where no one is forced into a predetermined role or status because of gender.

Strategies to Promote Gender Equity in the Classroom

- Place female students in leadership roles as often as male students.
- Allow wait time for student responses (5-10 seconds). Female students often need time to contemplate before responding.
- Avoid putting female students in the role of modifying the behavior of (sometimes aggressive or unfocused) male students.
- Call on males and females equally.
- Intervene when females defer to males and males allow them to.
- Ask difficult and thought provoking questions to both male and female students.
- Monitor cooperative learning activities to ensure all students have a role and participate equally.
- Use a variety of instructional practices to engage ALL students including: cooperative and competitive activities, group work and lecture, hands-on learning and theoretical information, and the use of verbal and spatial skills.
- Use gender fair and equitable language.
- Use curricula and learning materials that are gender fair -- those in which females are equally present and represented as positive roles.
- Promote "nontraditional" career options to both genders.
- Encourage females to take upper level math, science, computer and technology related classes.



Checklist for Retention of Nontraditional Learners

Yes	No	<i>Does the instructor ensure success for nontraditional learners by. . .</i>
		1. Developing support programs for learners?
		2. Encouraging learners' participation in further training, extracurricular related activities, and public speaking?
		3. Training learners on harassment issues?
		4. Having a clear school policy and enforcing the policy if necessary?
		5. Trying to place several nontraditional learners together in one training class or at one job site?
		6. Encouraging nontraditional learners to stay at the job or in the class?
		7. Working to resolve problems of acceptance?
		8. Setting the same standards for all learners?
		9. Provide all learners with positive reinforcement?
		10. Establishing and maintaining a mentoring program?
		11. Providing informal opportunities for nontraditional learners to meet and share problems and concerns?
		12. Not blaming it on his or her gender or race if a nontraditional learner fails a task or drops out of a program?
		13. Respecting each learner as an individual?
		14. Paying close attention to changes in learner behaviors?
		15. Openly discussing any problems observed or brought to instructors attention?
		16. Developing a working understanding of equal opportunity laws?
		17. Continuing personal training in diversity, equity, and harassment issues?
		18. Passing information dealing with diversity, equity and harassment on to others by being a good role model and advocate.

Tips for Teaching Equity Lesson Plans

- * **ESTABLISH GROUND RULES and TEACH STUDENTS THE SKILLS NEEDED TO DISCUSS CONTROVERSIAL AND SENSITIVE TOPICS** Set ground rules early on. Focus on teaching mutual respect, listening, agreeing to disagree, that sincere apologies are acceptable and encouraged, anger management, forgiveness, etc...
- * **SAFETY** Create a safe classroom atmosphere, where students feel comfortable to discuss controversial topics and experience their feelings. Talk with students about the importance of confidentiality. Icebreaker exercises can be used with new groups.
- * **EXPECT TENSION AND CONFLICT** Acknowledge to students that tension and conflict will happen -- discussions on stereotypes and prejudice elicit strong emotions. Conflict does not have to be negative -- it is how we learn, change and improve.
- * **FACILITATOR SELF-EVALUATION AND DISCLOSURE** Periodically assess your own attitudes regarding stereotypes and prejudice -- recognizing both the limits and opportunities for change. Sharing personal examples of stereotypical thinking/actions and one's ability to change, with students, can be effective role modeling. Find your own level of comfort with self-disclosure or provide examples using hypothetical situations.
- * **ENCOURAGE PARTICIPATION FROM ALL** Use your classroom as a learning lab to promote fairness, inclusion and recognition of different learning styles. Cooperative learning groups require that all students be given a role and/or time to speak. Monitor student participation by assigning a certain number of chips (one chip per comment) to students--- encouraging the shy student to speak; while helping the talkative student to listen. Assign someone (who is comfortable and able) the role of monitoring and facilitating student participation in groups and in the larger class. Eventually ask students to self-monitor.
- * **DO NOT EXPECT A STUDENT FROM A PARTICULAR GROUP TO BE THE MAIN SPOKESPERSON FOR THAT GROUP** This may make a student uncomfortable and convey to other students that they need not be responsible for learning about diversity.
- * **TIME OUTS** If the discussion is getting out of hand or students have extreme opposing opinions, call a time out for reflection -- using writing/drawing as a way for students to express their feeling and analyze the situation. Ask that students continue thinking about the topic and NOT avoid the possible tension/anger by moving on to something unrelated.
- * **CLOSURE -- ENDING THE LESSON --** When students are discussing sensitive topics, it is important that they leave with some sense of resolve and/or knowing that the topic will be continued the following day. Assign homework to help students express their views/feelings or arrive at a conclusion. Make the time to summarize the lesson -- what did they learn? What questions do they still have? What are the main points of disagreement/agreement between class members? What concerns/topics need further attention?

YOU CAN MAKE A DIFFERENCE!

Teachers and guidance counselors sometimes underestimate the impact that they have on students. Attitudes, behaviors, actions, and comments are conveyed to students as easily as the content in lesson plans. Promoting fairness and positive interactions -- whether it is in the classroom, cafeteria, in the halls or on the bus -- is necessary, difficult, and rewarding. Why do this? Stereotypical thinking and prejudice are some of the major underlying roots of school violence. Personal safety and freedom from harassment cannot be compromised if higher level, quality learning is to happen. Educators and students deserve the right to learn and work in a civil atmosphere. Educators do influence students and can choose to point them in the right direction.



USE POSITIVE INTERVENTION Intervene when you observe/hear discriminatory and hurtful comments or actions. Immediate responses/reactions to student(s) are most effective. If immediate action cannot occur, talk with the student later, in private, or refer the student to a guidance counselor or principal. Your consistent and positive action gives the message to all students that you and the school do not condone discriminatory behaviors.

BE A ROLE MODEL Students need positive role models whose behaviors and actions consistently reflect honesty, fairness and the courage to challenge both subtle and obvious injustice. Provide students with a role model worth emulating.

CHALLENGE AND CONFRONT YOUR COLLEAGUES Help your colleagues to join with you in creating a safe and bias-free school by modeling effective ways to intervene and promote fairness. Challenge your colleagues' discriminatory comments, offensive jokes, or minimizing of offensive actions/words.

ENCOURAGE STUDENTS TO TAKE A STAND Teach students to monitor their own behavior and that of their peers. Students can learn to recognize and point out offensive and hurtful comments and actions. Peer mediation, student equity groups, and classroom equity projects can help to create "student equity ambassadors."

KNOW THE BOTTOM LINE Student safety, equality, and human dignity are non-negotiable and require action. Intervening is not only the right thing to do -- it's the law.

Source: Adapted from, *Interrupting Discriminatory Behavior*, Cultural Links by Patti De Rosa

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Modified/Adapted for the **Climbing the Ladder to Nontraditional Careers & Gender Equity Tool Kit** by the Gender Equity Project at the Illinois Office of Educational Services, Springfield, IL in FY 2006-2007.

INFORMATION SHEET ON GENDER EQUITY FOR ADMINISTRATORS

As educators responsible for preparing the next generation, it is imperative that we monitor and analyze the social and economic changes in the lives of women and men in our society. We must help students prepare for a future characterized by change in the economy, the world of work, and in society.

Females need to know that:

- Whether or not they marry and have children, they probably will work for pay outside the home for a large part of their lives (30 years on average).
- They will need to support themselves and their families.
- Unless they carefully prepare for paid work, they are more likely than males to be limited to low-paying jobs that provide little opportunity for advancement, or they are more likely to be poor and dependent on social service programs.

Males need to know that:

- If they marry, they likely will not be the only person in the family who works for pay outside the home.
- They are likely to share responsibilities in the home for meals, household management, and caring for children.
- Sharing work inside and outside the home offers males the opportunity to assume greater career risks, to work in areas that once were stereotyped as appropriate only for females, to enjoy children, to share economic responsibilities, and to develop a partnership with a spouse.

All students need to know that:

- Traditional ideas about work, leadership, and social roles based on gender are unrealistic and are changing; both females and males can assume nearly any role if given adequate preparation and opportunity.
- Female and male students should investigate a wide range of opportunities available and should prepare for careers.
- It is their right to receive fair consideration and treatment in school and in employment.

School administrators can promote equity in several ways. They can:

- Recognize equity as an important issue and actively plan for it.
- Develop and implement gender-equitable policies
- Plan for and support staff development activities related to equity; and establish a school climate that promotes excellence in education, including equity for staff, students, parents, and community.

Administrators can use the following strategies to promote gender equity at the district and school level:

1. Identify what already has been done to promote equity in the district and build on those activities.
2. Develop policies, procedures, and guidelines that specifically plan for equity.
3. Establish objectives, activities, and a timeline for activities that increase nontraditional enrollments and staffing patterns.
4. Analyze enrollment and staffing data for gender and by course to identify trends and possible intervention points.
5. Provide inservice programs on equity issues for all staff. These may include topics on current work statistics; family trends; and how to provide for a gender-equitable classroom using appropriate materials, curriculum, language, and beliefs.
6. Offer bias-free classroom technique suggestions in teacher evaluations, especially in courses where enrollments are predominantly male or female.
7. Use staff meetings and other staff communication channels to build awareness and support for equity.
8. Actively plan to recruit men and women for nontraditional teaching and administrative positions.
9. Promote gender equity issues with parents and community members through newsletters, school board members, and advisory meetings.
10. Develop a plan to review classroom, library, and guidance materials for evidence of gender bias and to modify these materials where appropriate. Adopt and use selection criteria for new materials that reflect diversity and equity.
11. Organize curriculum revision projects that redesign program content and activities to make them appropriate for both males and females and to prepare students for expanding and changing roles of women and men.
12. Offer exploratory courses at the upper elementary and middle/junior high school levels to encourage students to explore nontraditional options and familiarize them with language and equipment of the area.
13. Design the master class schedule so it encourages enrollment by males and females in every class, i.e., a traditionally female class is not scheduled at the same time as a traditionally male class.

Source: Wisconsin Model for Sex Equity in Career and Vocational Education, by Barbara A. Bitters and Susan Foxwell, Wisconsin Department of Public Instruction, 1990. © 1999 GENDER EQUITY LESSON PLANS AND TEACHER GUIDE, Western Massachusetts Gender Equity Center

Creating Gender Fair Classrooms and Educational Experiences

by Debbie Potts

Illinois Office of Educational Services

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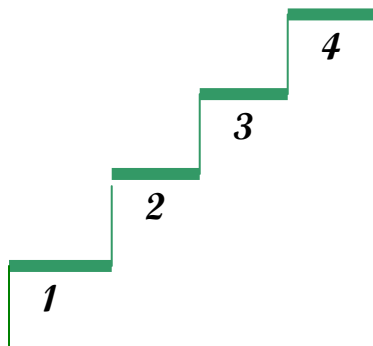
Can we create gender fair classrooms and educational experiences? Developing worthwhile learning experiences takes time and commitment by educators. Instead of just assuming that all learning experiences have value we must consciously look at these learning experiences in connection with learning outcomes, learning standards, student need, and gender equity. Successful learning experiences come about because of conscious planning and crosswalking with learning standards, skill standards, and program objectives as well as gender equity.

Following this information paper are relevant checklists and assessments for determining gender fair classrooms and educational experiences. Educators should review and use these on an on-going basis to ensure the best possible learning experiences for students.

What is Bias or Stereotyping? Bias and stereotyping are integral to the human psyche. We are each a product of our upbringing and experiences. J. William Breslin states in "Breaking Away from Subtle Biases" that "Such biases are more difficult to recognize, yet are a fact of life. These biases can affect how negotiators see others. They can also affect how negotiators see themselves, and so lead to self-defeating expectations. Negotiators may expect to be the object of others' prejudices, and so may expect to be ignored or dismissed." He goes on to discuss combating subtle biases by saying that: "The basic tactic is to focus on the particular individual, rather than on their ethnic or national background. Remember that there are often greater differences within a group than between groups. Recognizing that you yourself might hold or be the victim of biases is the first and most crucial step in combating prejudice."

Research has shown that biases or stereotyping are more apt to be subconscious than a conscious reaction to stimuli. Hugenberg and Bodenhausen state that bias can emerge subtly, but quickly, from its hiding places in the psyche and this bias colors our ability to interrelate with others. Our biases and stereotypes tend to come from negative experiences or indoctrination from someone that we love or respect. To illustrate this, let's look at how we learn a skill.

Acquiring a Skill, Attitude, or Opinion



1. *Unconscious Incompetence* - Incompetent and doesn't know it. Does not have enough knowledge or skill to ask questions in order to build the skill, attitude, or opinion to a usable level.
2. *Conscious Incompetence* - Incompetent and knows it. Has gained enough knowledge and skill to ask questions and can identify the need to discover more in order to successfully complete the task or form an attitude or opinion.
3. *Conscious Competence* - Competent and knows it. Is able to break down the job into tasks or concepts into parts that can be taught to others. Uses correct methods and terminology to complete a task or verbalize feelings.
4. *Unconscious Competence* - Competent without conscious effort. Tends to think that anything done without conscious effort is "common sense" or is the reality for all.

Adapted from William Howell's ("Empathic Communications")

This model illustrates that the learner must be motivated to learn and understand the need for additional learning or training. It also illustrates that those who are teaching must first identify at what level the student is starting at and set outcome objectives and assessment goals for the learning. The worst case scenario is matching an unconscious incompetent learner with an unconscious competent educator/trainer. A cry often heard when that happens will be “I don’t know what is wrong with him/her – it’s just common sense.” But the model shows us that this behavior is learned behavior that has become so comfortable that we perform it without conscious thought. The model also indicates that if learners are exposed to something and get encouragement to practice it, the behavior will, at some point, become part of their subconscious repertoire.

Is common sense learned behavior? Is something I have learned and used until it become ‘unconscious competence’ actually common sense? Or, is it the result of native intelligence with which I was born? As a child, we look to our parents, playmates and others to show us the way. This is mostly confined to what will make us feel good or allows us to be successful at that very moment. It is very “me” centered which means that it is especially age appropriate. As people get older most begin to look outside the self to identify what they need to be successful or to “fit in” or to meet longer range goals. When we enter a new arena, to be successful, we look to identify who is in charge and what they are doing. We then copy the words or behavior of those we deem to be successful within the venue. Over a period of time we, internalize that behavior and cease to look for it but will judge others when it is missing.

A resource that looks at behavioral psychology and discusses traditional and current theories of how the mind works is *The Journal of Evolutionary Psychology* which can found at <http://www.evolutionary-philosophy.net/index.html> (retrieved October 26, 2006). A look at the various models is found at <http://www.evolutionary-philosophy.net/psychology.html> (retrieved October 26, 2006). For the purpose of this paper, the information above is presented to open the door to determining what we need to do to break down the barriers that our students face.

Can resources be used to manage bias and stereotyping? Educators need to identify and assemble the resources needed to make a difference. Reality as to how resources are allocated is no more important than the perceptions as to how those resources are allocated. These resources not only include physical space, equipment, and instructor time but also the more difficult to quantify attitudes and behaviors of those involved. The Conflict Research Consortium, University of Colorado, USA, (<http://conflict.colorado.edu/>) has a number of pages with resources to assist in identifying and dealing with the dilemmas that come with bias and stereotyping. Some of those pages are listed in the bibliography.

On the page, “Taking Advantage Psychology of Consumer Behavior”, Dr. Richard Taflinger states: “The subconscious mind influences how we consciously perceive and decide. In particular, the subconscious mind influences our behavior, what we actually do in response to a stimulus.” He goes on to discuss the two types of subconscious behavior – instinct and learned response. He states that instinctive response is that which has been programmed into our behavior patterns as a part of evolution. Instinctive response is most easily observed in animals when faced with natural predators. Instinctive response in unavoidable and most often is a reaction to danger.

Taflinger then defines learned response as follows: “A learned response is one that mitigates or modifies an instinctive reaction. It is instilled in a person through a series of steps: emotions, belief, attitude, feelings, and behavior.” He discusses the progression of learning from parents and siblings to others who play a significant role in our lives such as friends, teachers, co-workers, employers, etc.

How to reprogram the subconscious? If our behavior and reactions to others is driven by our subconscious mind, how do we change the subconscious? Dr. Bruce H. Lipton states that “one must keep a constant vigil on one’s own behavior. The moment you lapse in consciousness, the subconscious mind will automatically engage and play its previously recorded experience-based programs.”

To this end, the “*Climb the Ladder Nontraditional and Gender Equity Toolkit*” provides a variety of assessment tools that need to become central when evaluating, planning or developing curricula. Only

by the on-going use of assessment and evaluation will we be aware of bias and be able to eliminate that bias from classrooms and learning activities.

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Communication

In the culture of the United States, men and women communicate differently which frequently leads to miscommunication. Much as been written both at the research level and in the world of the popular genre' on the differences of how men and women communicate. Women who have broken through the "glass ceiling" frequently discuss difficulties that arise from miscommunication. There are literally thousands of books and articles that have been written on the subject. A search of Amazon.com brought up the hundreds of titles that have relevance to creating gender equity in the classroom and in the workplace. Just a few of the titles found include:

- [Exploring male-female communication: three lessons on gender.\(Teaching Techniques\): An article from: Journal of School Health](#) by Heidi M. Reeder (Aug 15, 2005)
- [The Questioning Behavior of Males and Females in an Undergraduate Language Class](#) by Dorothy W. Thomas (Paperback - Mar 1, 2000)
- [The Essential Difference: Male and Female Brains and the Truth About Autism](#) by Simon Baron-Cohen (Paperback - Aug 2004)
- [Powerful Communication Skills: How to Communicate With Confidence](#) by Colleen McKenna (Paperback - Mar 1998)
- [Civilized Assertiveness for Women: Communication with Backbone...not Bite](#) by Judith Selee, Ph.D. McClure (Paperback - May 14, 2007)
- [You Don't Say: Navigating Nonverbal Communication Between the Sexes](#) by Audrey Nelson and Susan K. Golant (Paperback - Mar 2, 2004)
- [Straight Talk Is More Than Words: Persuasive Communications : The Key to Achieving Your Goals](#) by Patricia Ball (Paperback - Mar 1996)
- [A Cultural Approach to Interpersonal Communication: Essential Readings](#) by Leila Monaghan and Jane E. Goodman (Paperback - Dec 1, 2006)
- [Say What You Mean Get What You Want](#) by Judith, C. Tingley (Paperback - Aug 11, 2006)
- [Gender and Candidate Communication: VideoStyle, WebStyle, NewStyle \(Gender Politics, Global Issues\)](#) by Diane Bystrom (Paperback - Aug 27, 2004)

Three resources have been chosen for inclusion in the toolkit.

1. ***Differences in the Way Men and Women Communicate*** - Dr. Lillian Glass' book *He Szys, She Says: Closing the Communication Gap between the Sexes* (The Putnam Berkeley Group) details her findings on the many differences in the way men and women communicate, both verbally and non-verbally.
2. ***Gender Differences in Communication*** - The research done by Professor of Linguistics, Deborah Tannen, Ph.D., reveals the ways that men and women use language differently.
3. ***Gender Differences in Communication: An Intercultural Experience*** - Dr. Becky Michele Mulvaney argues that cross-gender communication qualifies as a form of intercultural communication and offers advice on how to develop effective intercultural communication skills when speaking across genders.

Differences in the Way Men and Women Communicate

Dr. Lillian Glass' book *He Says, She Says: Closing the Communication Gap between the Sexes* (The Putnam Berkeley Group) details her findings on the many differences in the way men and women communicate, both verbally and non-verbally. Below are what she thinks are the difference in Behavior, Body Language, Facial Expression, and Speech Patterns.

<i>Behavior</i>	
Men	Women
They try to solve problems and troubles	They try to match troubles by relating similar negative experiences
They have a more analytical approach to problems	They have a more emotional approach to problems
They are less likely to ask for help. They try to figure things out on their own	They are more likely to ask for help and accept it
They are more task-oriented (i.e., "What is everyone going to do?")	They are more maintenance-oriented (i.e., "Is everyone all right?")
They appear less intuitive and less aware of details	They appear more intuitive and more aware of details
They have more difficulty in expressing intimate feelings	They have less difficulty in expressing intimate feelings
They are more apt to yell, shout and swear to release anger	They are more apt to cry to release anger
They talk more about what they did, where they went and less about relationships with others	They talk more about how they feel and more about relationships with others
They tend to take verbal rejection less personally	They tend to take verbal rejection more personally

<i>Body Language</i>	
Men	Women
They take up more physical space when sitting or standing, with arms and legs stretched out away from their body	They take up less physical space, sitting with arms and legs toward their body They gesture away from the body
They gesture toward the body	They gesture toward the body
They assume more reclined positions when sitting and lean backward when listening	They assume more forward positions when sitting and lean forward when listening
They are not as sensitive to the communication cues of others	They have greater sensitivity and acuity toward other people's nonverbal communication cues
They tend to approach women more closely in terms of their personal space	They do not approach men as closely in terms of their personal space

<i>Facial Expression</i>	
Men	Women
They tend to cock their head to the side and look at the other person from an angle when listening	They tend to look at the other person directly facing them with their head and eyes facing forward when listening
They provide fewer facial expressions in feedback and fewer reactions	They provide more facial expressions and more reactions
They tend to display frowning and squinting when listening	They display smiling and head-nodding when listening
They stare more in negative interaction	They lower their eyes more to avert gaze in negative interaction

<i>Speech Patterns</i>	
Men	Women
They speak in a louder voice	They speak in a softer voice
They use loudness to emphasize points	They use pitch and inflection to emphasize points
They sound more monotonous in speech. They use approximately 3 tones when talking	They sound more emotional in speech. They use approximately 5 tones when talking
They interrupt others more and allow fewer interruptions	They interrupt others less and allow more interruptions
They disclose less personal information about themselves	They disclose more personal information about themselves
They make direct accusations (i.e., "You don't call")	They make more indirect accusations. They use "why", which sounds like nagging (i.e., "Why don't you ever call?")
They make more direct statements and "beat around the bush" less often	They make more indirect statements
They use less intensifiers	They use more intensifiers such as "few", "so", "really", "much", "quite"
They make more declarative statements (i.e., "It's a nice day.")	They make more tentative statements and use "tag endings" or upward inflections which make statements sound like questions (i.e., "It's a nice day, isn't it?")
They use more interjections when changing topics (i.e., "Hey!", "Oh", "Listen!")	They use more conjunctions when changing topics (i.e., "and", "but", "however")
They ask fewer questions to stimulate conversation	They ask more questions to stimulate conversations
They rarely discuss their personal life in business	They tend to establish more business relationships through discussing their personal life

Excerpted from the book
He Says, She Says: Closing the Communication Gap Between the Sexes
 by Dr. Lillian Glass. Putnam, 1992.

Retrieved April 19, 2007 from The Ladies Room at <http://www.geocities.com/Wellesley/2052/genddiff.html>

Gender Communication Differences

The research done by Professor of Linguistics, Deborah Tannen, Ph.D.,* reveals the ways that men and women use language differently. Women use language to seek support and affirmation, to develop relationships and foster intimacy. Men, on the other hand, use language to establish their status in the interaction emphasizing their independence and achievements. This is in harmony with the findings of Psychology Professor Eleanor Maccoby, Ph.D., ** whose review of the literature on male/female differences in social interactions showed the same patterns.

On the one hand, these differences in agendas and communication styles enrich our interactions and relationships. Unfortunately, they also lead to frequent misunderstandings between men and women.

The following is a summary of Tannen’s work that gives us a brief guide to identifying the specific behaviors in which these differences are played out. The ability to identify concrete instances of “different words for different words” will help us see when and how we are talking at cross purposes, so we can get back on track.

<u>In Their Use of Language Men Tend To</u>	<u>In Their Use of Language Women Tend To</u>
Share activities, not personal information.	Regard sharing details about their personal life as a basis for intimacy
Talk from an impersonal, objective basis.	Talk from a personal, subjective basis.
Play up their own expertise and emphasize differences in expertise in the group.	Play down their own expertise and minimize differences in expertise within the group.
Ask: Did I do my best? Have I won?	Ask: Have I been sufficiently helpful? Do you like me?
Need to help women; comfortable giving help, but not receiving it.	Be comfortable giving and receiving help.
Talk things over, but decide on their own.	Discuss decisions to gain consensus.
Use “Yeah” to mean, “I agree with you”.	Use “Yeah” to mean, “I follow you, I’m with you”.
Use language as a contest.	Use language to create rapport and community.
Challenge others as a form of respect.	Seek agreement and avoid open challenges.
Tell stories about others to make a point.	Tell stories about themselves to make a point.
Show their anger.	Avoid open expressions of anger.
Body Language: Men stretch out.	Body Language: Women gather themselves in.
<u>Difficult Consequences for Men</u>	<u>Difficult Consequences for Women</u>
Maintaining connection with others while negotiating for rank becomes a burden for men.	Having the pressure to achieve status while avoiding conflict and appearing no better than anyone else can be a burden for women.

* Tannen, Deborah. (1990). *You Just Don't Understand*. New York: William Morrow and Co.

** Maccoby, Eleanor. (1990). “Gender and Relationships: Development Account”, *American Psychologist*. April 1990, Vol. 45, No. 4, pp. 513-520.

Gender Differences in Communication: An Intercultural Experience

Argues that cross-gender communication qualifies as a form of intercultural communication and offers advice on how to develop effective intercultural communication skills when speaking across genders

by Becky Michele Mulvaney
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Introduction

A catalog which recently arrived at my house advertises T- shirts and bumperstickers popularizing the words of feminist scholars Cheri Kramarae & Paula Treichler: "Feminism is the radical notion that women are people."(1) Indeed, sometimes I think we've spent the last two millennia making that notion acceptable. Now, as the 20th century ends, we may be at the point of completing a first step for women-- that first step has been a difficult, long-term struggle toward acceptance of women as people.

Yet history demonstrates that legal personhood does not necessarily result in comparable/equal treatment. That is, women, like so many other groups, have gained legal rights only to face less institutional, perhaps more subtle but insidious forms of discrimination. In this time when political, educational, and social discussions center on issues of diversity and of creating a constructive, multi-cultural society, it may be helpful to examine problems in communication between the genders as a cultural issue. This is not the only, the right, or the best way of examining gender and communication, but it does offer an alternative framework for analysis, one that perhaps defuses the potential for offensive and/or defensive posturing when discussing gender.

Hence, in this presentation I argue that it is both useful and appropriate to view gender communication as a form of intercultural communication. First, I offer a brief primer on gender differences in communication with primary emphasis on examples that illustrate how gender is both an influence on and a product of communication. In short, this discussion highlights the primary role played by communication in gender issues. Second, I offer descriptions of some salient elements of intercultural communication and I illustrate how gender communication is a form of intercultural communication. Finally, I will apply advice on how to develop effective intercultural communication skills to the situation of gender communication. During our discussion period, I hope that you, the audience (the true experts on gender communication issues and the librarian) will provide examples of problems and/or possible solutions related directly to the practicing librarian.

Overview on Gender and Communication

Two assumptions from communication theory (both classical and contemporary theories) help situate my overview on gender and communication. First, communication is epistemic. That is, communication is the medium by which we come to know things (Protagoras argued that absolute truth was inaccessible to humans; hence, truth had to be established by human standards [\[doxa\]](#)). Similarly, contemporary rhetorical theorists argue that truth is socially constructed through language and other symbol systems).(2) For example, it was through scientific discourse (rhetoric) that people came to view the universe as earth- centered. Human acceptance of this narrative was so strong that Galileo, in positing that the universe is sun-centered, was placed under house arrest.

My second assumption about communication is that it is axiological. That is, communication is value-laden. Virtually all communication theorists agree that language is subjective. All communication makes claims and takes stances. And some theorists, such as Weaver, Eubanks, and Winterowd would argue that no language is neutral.(3) Indeed, any use of communication exhibits an attitude, and an attitude

implies an act, and all human actions have moral consequences. Hence, communication entails moral responsibility.

The significance of communication practices in shaping our lives is no less important in the arena of gender and communication. In fact, Laurie Arliss argues that "communication is thought to be, at once, the process by which we learn to be male or female, and the product of our attempts to behave sex appropriately."(4) In describing feminist criticism, rhetorical critic Sonja Foss posits that "Its focus is on a fundamental element of human life--gender--and it is dramatically changing the form and content of knowledge about rhetoric."(5) That is, gender is both an influence on and a product of communication. Let me provide a few illustrations.

From a very early age, males and females are taught different linguistic practices. Communicative behaviors that are acceptable for boys, for example, may be considered completely inappropriate for girls. Hence, the body of research on women and language reveals that women experience linguistic discrimination in two ways: in the way they are taught to use language, and in the way general language usage treats them.(6) So, for example, women reflect their role in the social order by adopting linguistic practices such as using tag questions, qualifiers, and fillers to soften their messages. Likewise, traditionally women were identified by their association with men, and we know that occupational titles indicated which jobs were "for men" and which were "for women." While much of this has changed today, our society retains a tendency to imply that maleness, after all, is the standard for normalcy (a female physician may still be referred to as a "woman doctor," and while a female committee chair may be called the "chair" or the "chairperson," a male in that role will more likely be called "chairman").(7) What we are taught about gender, then, is reflected in our language usage.

Communicative practices not only reflect notions about gender, but they also create cultural concepts of gender. Message sources privileged by society as legitimate knowledge generators create a web of socially compelling discourses. Thus, religious, mythic, philosophic, and scientific discourses teach us, among other things, about society's values and rules related to gender. It is no accident, then, that American myths focus on the active male and the supporting female, or that Plato defined women as "lesser men," or that Aristotle described women as "a deformity, a misbegotten male," or that St. Thomas Aquinas argued that god should not have created women, or that craniologists of the nineteenth century argued that women's smaller heads justified their subordinate position in society (thus initiating all the "pretty little head" rhetoric about women), or that Freud believed women had "little sense of justice," and so on.(8)

The rhetorical force of myths in constructing powerful worldviews is, frankly, awesome. As Edward Said explained: There are no innocent, no unideological myths, just as there are no "natural" myths. Every myth is a manufactured object, and it is the inherent bad faith of a myth to seem, or rather to pretend, to be a fact.(9)

Similarly, religious myths seem to be especially potent narrative forms of rhetoric. Religion "legitimizes so effectively because it relates the precarious reality constructions of empirical societies with ultimate reality."(10) All these privileged discourses, I would argue, create a web of meaning, a socially constructed worldview that historically has excluded or made secondary the experience of certain groups of people.

In addition, mass mediated messages offer the most contemporary, powerful, technologically and rhetorically sophisticated strategies for shaping cultural reality. The beauty, diet, and advertising industries are the most obvious, best researched examples of contemporary, self-conscious myth-makers who control cultural concepts (and acceptable images) of gender (of what it takes and means to be male or female, masculine or feminine).(11) Consider the myriad of mass mediated communication forms available now, as we enter the twenty-first century--from the now simplistic printing press to the information superhighway and beyond. The opportunities for generating (and receiving) mass mediated messages is staggering. So too is the opportunity for abuse.

Communication, then, is of central concern when addressing gender issues. Rhetorical messages in large part determine what we consider knowledge, what knowledge we privilege, and what values we espouse. Furthermore, the role of culture in communication practices directs us to an intercultural perspective on gender and communication.

Intercultural Communication

Intercultural communication, defined by Richard Porter and Larry Samovar as occurring "whenever a message producer is a member of one culture and a message receiver is a member of another," has been of interest to communication scholars since the 1960s.(12) Literature on intercultural communication often includes discussion of subcultures ("a racial, ethnic, regional, economic, or social community exhibiting characteristic patterns of behavior sufficient to distinguish it from others within an embracing culture or society") or co-cultures (an alternative term for subcultures adopted by Judy Pearson so as not to imply inferiority in relation to the dominant society).(13) Pearson defines co-cultures as "groups of persons united by a common element who live in a culture operating within a dominant culture."(14) Communication practices by and about women clearly fit definitions of both subcultures and co-cultures. Furthermore, communication between the sub or co-culture and the dominant culture represents a form of intercultural communication. Scholars in this area often begin their discussions by identifying the main characteristics of intercultural communication. For example, Samovar and Porter identify what they call the "constituent parts of intercultural communication." (15) Dorothy Penington calls such elements "significant cultural components."(16) For the purposes of illustration, I will describe three elements of intercultural communication common to most discussions. Then, I will provide examples from gender communication to demonstrate how the intercultural communication framework is useful to us.

Worldview, language, and nonverbal communication (particularly the use of space and/or time) are often identified as important elements of intercultural communication. Worldview refers to a "culture's orientation toward such things as God, humanity, nature, the universe, and the other philosophical issues that are concerned with the concept of being."(17) An example often used is a comparison between Euro-American and Native American relationships to nature. While the Native American views the human relationship to nature as one of unity (being at one with nature), the Euro-American views the world as human-centered. Rhetorical forms such as religious, philosophical, and scientific discourses work to create a coherent world view for a culture.

Language is another significant element of intercultural communication.

Language is the medium through which a culture expresses its world view. . . . Like culture in general, language is learned and it serves to convey thoughts; in addition it transmits values, beliefs, perceptions, norms, and so on.(18)

The importance of language to intercultural communication is most obvious when cultures speak different languages. Yet, differences in meaning across culture can be just as significant when each culture uses the same language. If a British native tells her American friend to put the bags in the boot, the American may not know to place them in the trunk of the car. While this is an obvious example, Porter and Samovar point out that

Objects, events, experiences, and feelings have a particular label or name solely because a community of people have arbitrarily decided to so name them.

Language serves both as a mechanism for communication and as a guide to social reality.(19)

Finally, nonverbal communicative behavior, such as concepts of time or the uses of space, differ widely from culture to culture. For example, proxemics, the study of "the way in which people use space as a part of interpersonal communication," recognizes that "people of different cultures do have different ways in which they relate to one another spatially."(20) Furthermore, the use of space helps define social

relationships and social hierarchies.(21) A father traditionally sits at the head of the table in Western cultures, thus signifying his primary role in patriarchal societies. Similarly, we all know that a supervisor will exhibit a more relaxed posture than a subordinate, or that Arabs stand very close when conversing. Worldview, language usage, and proxemics are three constituents of intercultural communication which we can easily apply to communication between the genders (I believe other constituents could easily be applied as well, but I will focus on three typical elements due to time constraints).

Gender Communication as Intercultural Communication

The constituents of intercultural communication as identified by scholars such as Porter, Samovar, and Pennington are points at which significant differences may occur in communication patterns, habits, and traditions across cultures. Occurrences of differences at these points suggest we are dealing with intercultural communication. Differences in worldview, language usage, and proxemics between the genders are three points of difference which suggest that gender communication is a form of intercultural communication.

Although explanations vary widely, many feminist scholars have described the female worldview as significantly different from the male worldview. Carol Gilligan, arguing from a psychological perspective, states that "female identity revolves around interconnectedness and relationship." Conversely, she argues that male identity "stresses separation and independence."(22) And many feminist scholars, in examining the current and historical roles of women in religion, have resurrected religious practices which predate Judeo-Christian traditions and which better speak to notions of spirituality that reflect female experiences. Hence, in describing ancient goddess religions as well as contemporary practices of them, scholars note that in goddess mythology the goddess is the world (instead of a mythology which places god above or apart from the world).(23) Goddess metaphysics, if you will, creates a worldview in which the earth and nature are respected, not dominated. So, differences between female and male worldviews, like differences between Asian and American worldviews or European and Native American worldviews, may significantly affect communication.

In fact, it is difficult to discuss differences in worldviews without talking about language, since our view of the world is expressed through language and other symbol systems. Deborah Tannen, in her book *You Just Don't Understand: Women and Men in Communication*, argues that "communication between men and women can be like cross cultural communication, prey to a clash of conversational styles."(24) This is due, at least in part, to differences in the way men and women generally look at the world. Therefore, it is no coincidence that women see talk as the essence of a relationship while men use talk to exert control, preserve independence, and enhance status.(25) The ways in which concepts of social relationships (and their accompanying communication patterns) differ between genders are parallel to gender differences in worldview.

Language also reflects differences in social status between genders. Research on gender and language reveals that female language strategies invariably emulate the subordinate, nonaggressive role of women in Western society. And, language about women does no better, as suggested earlier in this paper.

Differences in language usage and worldview are woven together and difficult to separate. And, nonverbal behavior is another form of "language" which demonstrates differences between men and women. Our earlier example of proxemics offers considerable evidence that gender communication is a form of intercultural communication.

"Space is a primary means by which a culture designates who is important, who has privilege."(26) Differences in the amount of space given to and taken by women and men reflect societal gender roles. So, women are less likely than men to have their own private space within the family home. And, in the workplace, employees in the traditionally female role, secretary, generally have a smaller space than the employee in the traditionally male role, executive.(27) Responses to invasion of space also differ between men and women. While men may respond aggressively, women tend to yield space rather than challenge

the intruder.(28) These are but a few examples of the ways in which differences in communication between the genders fit categories of primary elements in intercultural communication. The point is that these differences can create problems in communication. Julia Wood devotes a whole chapter of her book *Gendered Lives* to the ways in which these problems are manifest in the educational system. We might assume too that the same problems are likely to visit the university library as well. An abridged list of the concerns Woods discusses includes issues familiar to us all: lack of female role models, curricular content which misrepresents white men as standard and renders women invisible, biased communication in the classroom (in both student-faculty and student-counselor communication women are not taken seriously).(29)

Woods, at the end of her chapter on gender and communication in the school setting, calls for programs which would increase sensitivity to gender.(30) But she fails to provide specific advice. By looking at these problems via the intercultural communication perspective, we can outline specific behaviors which may improve communication between genders.

Guidelines for Improving Communication between the Genders

In intercultural communication, identifying problem areas can also help us learn to avoid them. These problem areas can be applied to gender communication as well. Laray Barna identifies six stumbling blocks in intercultural communication: (1) assumed similarity, (2) language, (3) nonverbal misinterpretations, (4) preconceptions and stereotypes, (5) tendency to evaluate, and (6) high anxiety.(31)

This last stumbling block, high anxiety, occurs when people are completely separated from their own culture, and usually does not apply to gender communication (except, perhaps, in overtly abusive situations or highly sex-segregated societies). Awareness of the other five stumbling blocks, however, can be useful in improving our gender communication.

By learning not to assume that men and women are the same, we can become more sensitive to the fact that men and women's values and goals may differ, and generally their verbal and nonverbal language will vary as well. Conversely, awareness of societal preconceptions and stereotypes which portray the other sex as "different," or "opposite," can help us avoid such stereotypes. That is, although there may be cultural differences between the sexes, it is not productive to assume that all men love sports anymore than it is constructive to assume that all Irish consume extraordinary amounts of alcohol.

The tendency to evaluate another's culture as inferior to our own is perhaps the most difficult stumbling block to avoid, especially when applying it to gender communication. So, instead of becoming annoyed by a male's aggressive communication style, we should recognize that it is a style which is as much a part of his identity as an ethnic cuisine or a religious tradition is part of a culture. The task in improving intercultural communication is awareness and respect rather than evaluation.

Conclusion

In this presentation, I hope to have offered an overview of the significant role communication plays in contemporary gender issues. Furthermore, the communication perspective allows us to examine gender communication as a form of intercultural communication. Guidelines from the discipline of intercultural communication, I believe, may be useful in improving gender communication in the library setting. I hope that in our discussion period we may explore some of the ways in which the librarian may apply these guidelines.

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(1) Northern Sun Merchandising: Products For The Progressive (Minneapolis, Minn., Spring/Summer, 1994). Kramarae and Treichler are communication scholars best known for writing A Feminist Dictionary (London: Pandora Press, 1985).

(2) See Ann Gill, Rhetoric and Human Understanding (Prospect Heights, Ill.: Waveland, 1994), pp. 45, 95-99; 109-201.

(3) Gill, pp. 51-52; Ross W. Winterowd, Rhetoric: A Synthesis (New York: Holt, Rinehart, & Winston, 1968), p. 1; Richard Weaver, "Language is Sermonic," in The Rhetoric of Western Thought, eds. James Golden, et al (Dubuque, IA: Kendall/Hunt, 1976), pp. 147-154.

(4) Laurie P. Arliss, Gender Communication (Englewood Cliffs, NJ: Prentice Hall, 1991), p. 10.

(5) Sonja K. Foss, Rhetorical Criticism: Exploration and Practice (Prospect Heights, Ill.: Waveland, 1989), p. 151.

(6) See Robin Lakoff's groundbreaking book Language and Women's Place (New York: Harper & Row, 1975). See also a review of more recent research in Arliss, pp. 12-26.

(7) Arliss, pp. 32-33.

(8) Plato, Republic, Book V, quoted in Martha Lee Osborne, ed., Women in Western Thought (New York: Random House, 1979), pp. 15-16. Aristotle, Metaphysics, quoted in Rosalind Miles, The Women's History of the World (Topsfield, MA: Salem House, 1989), p. 57. Aquinas, Summa Theologica, quoted in Osborne, p. 68. Carol Tavris and Carol Wade, The Longest War: Sex Differences in Perspective (San Diego: Harcourt Brace Jovanovich, 1984), p. 14. Excerpt from Freud's letter to Martha Bernays, quoted in Miles, p. 222.

(9) Edward Said, "Orientalism and The October War: The Shattered Myths," in Arabs in America, Myths and Realities, eds. Baha abu-Laban & Faith T. Zeadey (Illinois: The Medina University Press, 1986), p. 83.

(10) Peter Berger and Hansfried Kellner, Sociology Reinterpreted: An Essay on Method and Vocation (New York: Anchor Books, 1981), pp. 84-90.

(11) See, for example, Naomi Wolf, The Beauty Myth (New York: William Morrow, 1991), and Jean Kilbourne, Killing Us Softly: Advertising's Image of Women (Cambridge Documentary Films, Inc., 1979).

(12) Richard Porter and Larry Samovar, "Approaching Intercultural Communication," in Intercultural Communication: A Reader, 4th ed., eds. Samovar and Porter (Belmont, CA: Wadsworth, 1985), p. 15.

(13) Porter and Samovar, p. 20.

(14) Judy Cornelia Pearson and Paul Edward Nelson Understanding and Sharing: An Introduction to Speech Communication, 6th ed. (WCB Brown & Benchmark, 1994), p. 192.

(15) Porter and Samovar (p. 24) identify the following "constituent parts": perception (including beliefs, values, attitudes, worldview, and social organization), verbal processes (including verbal language and patterns of thought), and nonverbal processes (including nonverbal behavior in general as well as concepts of time and use of space).

(16) Dorothy L. Penington, "Intercultural Communication," in Larry A. Samovar and Richard E. Porter, eds., Intercultural Communication: A Reader, 4th ed. (Belmont, CA: Wadsworth, 1985), pp. 31-36. Penington includes in her list of components the following: existential worldview, cosmology, ontology, language, symbol systems, schemas, beliefs, attitudes, values, temporality, space (proxemics), religion, myths, expressive forms, social relationships, communication networks, and interpolative patterns.

(17) Porter and Samovar, p. 26.

(18) Pennington, p. 33.

(19) Porter and Samovar, p. 27.

(20) Porter and Samovar, p. 29.

(21) Porter and Samovar, p. 29.

(22) Diana K. Ivy and Phil Backlund, Exploring GenderSpeak: Personal Effectiveness in Gender Communication (New York: McGraw-Hill, 1994), p. 57.

(23) Starhawk, The Spiral Dance: The Rebirth of the Ancient Religion of the Great Goddess (San Francisco: Harper & Row, 1979), pp. 1-16. See also, Carol P. Christ, "Why Women Need the Goddess: Phenomenological, Psychological, and Political Reflections," in Women and Values: Readings in Recent Feminist Philosophy, ed. Marilyn Pearsall (Belmont, CA: Wadsworth, 1986), pp. 211-219.

(24) Deborah Tannen, You Just Don't Understand: Women and Men in Communication (New York: William Morrow, 1990), p. 42.

(25) Julia T. Wood, Gendered Lives: Communication, Gender, and Culture (Belmont, CA: Wadsworth, 1994), pp. 141-143.

(26) Wood, p. 160.

(27) Wood, p. 161.

(28) Wood, p. 162.

(29) Wood, pp. 206-229.

(30) Wood, pp. 227-228.

(31) Laray M. Barna, "Stumbling Blocks in Intercultural Communication," in Intercultural Communication: A Reader, 4th ed., eds. Larry A. Samovar & Richard E. Porter (Belmont, CA: Wadsworth, 1985), pp. 330-338.

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Equity Assessments

Following are a variety of assessment instruments that can be used with educational staff and students to judge the overall climate of the educational program.

Am I A Fair Teacher?

1. Do I monitor my own classroom behavior, language, voice, tone, and nonverbal language for stereotypes and sexist generalizations?	Always	Often	Rarely
2. Do I use gender-fair language, avoiding "he" and "she" when referring to specific workers (such as "he" for welders and "she" for nurses)?	Always	Often	Rarely
3. Do I search for and use instructional materials that depict multicultural women and men in a variety of occupational and recreational activities?	Always	Often	Rarely
4. Do I support students who are enrolled in vocational technical programs not traditional for their gender/ethnic group?	Always	Often	Rarely
5. Do I encourage all students to develop leadership skills through participation in student organizations?	Always	Often	Rarely
6. Do I encourage all students to make career decisions based on skills, abilities, and goals, and not on gender/ethnicity?	Always	Often	Rarely
7. Do I infuse equity topics into the curriculum, such as the awareness and prevention of harassment and discrimination?	Always	Often	Rarely
8. Do I provide opportunities for male and female students to work together on teams to solve problems?	Always	Often	Rarely
9. Do I provide attention, instruction, feedback, academic criticism, and praise to students of both sexes?	Always	Often	Rarely
10. Am I consistent in student achievement expectations for female and male students regarding grading, discipline, and behaviors?	Always	Often	Rarely
11. Do I mandate that students treat each other as equals, with respect?	Always	Often	Rarely

Additional resource: Career and Technical Education Equity Activities at http://www.isbe.state.il.us/career/pdf/perkins_equity.pdf

Source: Adapted from MECCA Trainer's Guide, Utah State Department of Education

Modified/Adapted for the Climbing the Ladder to Nontraditional Careers & Gender Equity Tool Kit by the Gender Equity Project at the Illinois Office of Educational Services, Springfield, IL in FY 2006-2007.
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Am I A Fair Counselor?

1. Do I encourage all students to make academic, career, and personal decisions on the basis of individual abilities, interests, and values rather than on the basis of gender?	Always	Often	Rarely
2. Do I encourage students to pursue a career even though the people in that field are primarily of the other sex?	Always	Often	Rarely
3. Do I discuss job salaries with both male and female students?	Always	Often	Rarely
4. Do I point out that typical female jobs usually have lower salaries than typical male jobs?	Always	Often	Rarely
5. Do I meet with students in programs nontraditional for their gender on a regular basis to support them in their pioneering roles and to discuss any problems that may arise?	Always	Often	Rarely
6. Do I provide students about to enter the work force with information about employment rights and discrimination laws?	Always	Often	Rarely
7. Do I help students understand the changing roles of men and women, and the effect this may have on their work and family life?	Always	Often	Rarely
8. Do I provide realistic information about students' probable job futures (most women can expect to hold paying jobs even if they marry and have families)?	Always	Often	Rarely
9. Do I recognize barriers that young women impose on themselves in response to socialization pressures?	Always	Often	Rarely
10. Do I review all counseling and testing materials for sources of sex bias, and modify wherever appropriate?	Always	Often	Rarely

Source: *Improving Sex Equity in Postsecondary Technical Programs: A Resource Manual*, Austin, TX: North State Texas University, and adapted from *MECCA Trainer's Guide*, Utah State Department of Education.

Modified/Adapted for the Climbing the Ladder to Nontraditional Careers & Gender Equity Tool Kit by the Gender Equity Project at the Illinois Office of Educational Services, Springfield, IL in FY 2006-2007.
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What are My Values and Beliefs?

1. Do I find myself taking a different tone of voice with a girl than with a boy or with a person of different ethnicity?	Always	Often	Rarely
2. Do I ever discourage a girl from going after a career--such as carpentry or engineering in which there are few women?	Always	Often	Rarely
3. Do I expect boys to be more competitive or athletic than girls?	Always	Often	Rarely
4. Do I react (perhaps "feel funny" inside) when I hear that a boy wants to pursue a career as a nurse or become a secretary? Would I discourage such aspirations in a boy?	Always	Often	Rarely
5. Do I present careers to a girl as something to fall back on in case she needs it after marriage?	Always	Often	Rarely
6. Do I expect girls to be better at literature and writing than boys?	Always	Often	Rarely
7. Do I treat females and males and different ethnic groups similarly with regard to application of classroom rules and privileges?	Always	Often	Rarely
8. Do I give similar encouragement to females and males in identifying strengths and assets?	Always	Often	Rarely
9. Is my language free of sex bias with regard to: Use of masculine terminology to refer to all people? Use or acceptance of derogatory terminology to refer to members of either sex? Use of word order which consistently places males first (he or she, boys and girls, men and women)?	Always Always Always	Often Often Often	Rarely Rarely Rarely
10. Do I interact with females, males, and different ethnic groups similarly with regard to: Maintaining eye contact with them? Considering their points of view? Waiting for answers to questions?	Always Always Always	Often Often Often	Rarely Rarely Rarely

Source: Adapted from *MECCA Trainer's Guide*, Utah State Department of Education

Modified/Adapted for the Climbing the Ladder to Nontraditional Careers & Gender Equity Tool Kit by the Gender Equity Project at the Illinois Office of Educational Services, Springfield, IL in FY 2006-2007.
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Instructional Practices Observation and Data Collection

A wide range of data may be desired when evaluating and/or developing a school-wide strategy for meeting student gender equity and nontraditional career selection needs. An excellent resource for collecting data and developing strategies is:

Building Level Assessment – An Equity Manual

<http://docs.ioes.org/1729831.pdf>

Downloaded from Midwest Equity Assistance Center
1100 Mid-campus Drive
Manhattan, KS
<http://meac.educ.ksu.edu>

The purpose of this manual is to identify a variety of equity related assessment statements that schools can use to develop questionnaires/surveys for use to assess the school community. This manual has been developed for both individual and group analysis and consists of a comprehensive data bank of survey questions.

In addition a classroom observation data collection form that was developed for the 1999 GENDER EQUITY LESSON PLANS AND TEACHER GUIDE, Western Massachusetts Gender Equity Center follows.

INSTRUCTIONAL PRACTICES & INTERACTIONS OBSERVATION & DATA COLLECTION

Instructor: _____ Observer/Recorder: _____

Subject/Context: _____

CLASS COMPOSITION: FEMALES _____ MALES _____ TOTAL _____

DIRECTIONS: An opportunity for instructors to evaluate and improve teaching interactions with students regarding gender differences. In each section, have observer (colleague or student) observe and record the number of times each interaction is used. The overall total indicates the most/least used instructional practices observed.

RESPONSE OPPORTUNITY: Teacher directly interacts with students such as asking students to answer questions, contribute to discussions, state opinions, write on the board, present something to the class, etc.

_____ FEMALES _____ MALES _____ TOTAL

REMEDIATION: Teacher provides or offers extra assistance to students.

_____ FEMALES _____ MALES _____ TOTAL

WAIT/THINK TIME: The amount of time the teacher waits in silence (5-10 seconds) for the student's response. Prompting a student, repeating the question, or talking to the student breaks off the wait time, at which point the count starts over.

_____ FEMALES _____ MALES _____ TOTAL

PROXIMITY: Physical closeness. Judged when a student and teacher are conducting their classroom activities near each other - within arm's reach.

_____ FEMALES _____ MALES _____ TOTAL

PRAISE: Teacher provides positive feedback.

_____ FEMALES _____ MALES _____ TOTAL

HIGHER-LEVEL QUESTIONING: Teacher asks analytical and thought provoking questions.

_____ FEMALES _____ MALES _____ TOTAL

Adapted from 1999 GENDER EQUITY LESSON PLANS AND TEACHER GUIDE,
Western Massachusetts Gender Equity Center

Modified/Adapted for the **Climbing the Ladder to Nontraditional Careers & Gender Equity Tool Kit** by the Gender Equity Project at the Illinois Office of Educational Services, Springfield, IL in FY 2006-2007.

STUDENT PERCEPTION OF CLASSROOM AND TEACHER

NAME OF TEACHER _____

NAME OF CLASS _____

I AM (Check one) ___ FEMALE ___ MALE

DATE _____

1. The teacher uses the following in her/his class:

- | | | | |
|--|--------------|------------------|--------------|
| a. teacher lectures (talks) | <i>A Lot</i> | <i>Sometimes</i> | <i>Never</i> |
| b. small group activities and discussions | <i>A Lot</i> | <i>Sometimes</i> | <i>Never</i> |
| c. activities and discussions with the whole class | <i>A Lot</i> | <i>Sometimes</i> | <i>Never</i> |
| d. students working in pairs | <i>A Lot</i> | <i>Sometimes</i> | <i>Never</i> |
| e. students working alone | <i>A Lot</i> | <i>Sometimes</i> | <i>Never</i> |

2. I like:

- | | | | |
|--|--------------|------------------|--------------|
| a. teacher lectures (talks) | <i>A Lot</i> | <i>Sometimes</i> | <i>Never</i> |
| b. small group activities and discussions | <i>A Lot</i> | <i>Sometimes</i> | <i>Never</i> |
| c. activities and discussions with the whole class | <i>A Lot</i> | <i>Sometimes</i> | <i>Never</i> |
| d. working in pairs | <i>A Lot</i> | <i>Sometimes</i> | <i>Never</i> |
| e. working alone | <i>A Lot</i> | <i>Sometimes</i> | <i>Never</i> |

- | | | | |
|---|--------------|------------------|--------------|
| 3. My opinions and ideas are respected by the girls in class. | <i>A Lot</i> | <i>Sometimes</i> | <i>Never</i> |
| 4. My opinions and ideas are respected by the boys in class. | <i>A Lot</i> | <i>Sometimes</i> | <i>Never</i> |
| 5. My opinions and ideas are respected by the teacher. | <i>A Lot</i> | <i>Sometimes</i> | <i>Never</i> |
| 6. I am comfortable expressing my opinions in class. | <i>A Lot</i> | <i>Sometimes</i> | <i>Never</i> |
| 7. The teacher calls on the first person who raises his/her hand. | <i>A Lot</i> | <i>Sometimes</i> | <i>Never</i> |
| 8. I have felt invisible in this class. | <i>A Lot</i> | <i>Sometimes</i> | <i>Never</i> |
| 9. The teacher calls on me. | <i>A Lot</i> | <i>Sometimes</i> | <i>Never</i> |
| 10. The teacher calls on boys. | <i>A Lot</i> | <i>Sometimes</i> | <i>Never</i> |
| 11. The teacher calls on girls. | <i>A Lot</i> | <i>Sometimes</i> | <i>Never</i> |
| 12. I am interrupted when I speak in class. | <i>A Lot</i> | <i>Sometimes</i> | <i>Never</i> |
| 13. I leave class without sharing my opinions and feelings. | <i>A Lot</i> | <i>Sometimes</i> | <i>Never</i> |
| 14. The teacher gives me the time I need to answer questions. | <i>A Lot</i> | <i>Sometimes</i> | <i>Never</i> |
| 15. The teacher expects me to do my best. | <i>A Lot</i> | <i>Sometimes</i> | <i>Never</i> |
| 16. The teacher gives attention to the girls who misbehave. | <i>A Lot</i> | <i>Sometimes</i> | <i>Never</i> |
| 17. The teacher gives attention to the boys who misbehave. | <i>A Lot</i> | <i>Sometimes</i> | <i>Never</i> |
| 18. The teacher encourages the girls to do things that boys usually do. | <i>A Lot</i> | <i>Sometimes</i> | <i>Never</i> |
| 19. The best thing the teacher can say to me about my work is | | | |

Other comments:

Adapted from: Making Equity Count for Classroom Achievement by the Utah State Office of Education: 1995

Modified/Adapted for the **Climbing the Ladder to Nontraditional Careers & Gender Equity Tool Kit** by the Gender Equity Project at the Illinois Office of Educational Services, Springfield, IL in FY 2006-2007.

Teacher Evaluation of Curricula Materials for Gender Equity

Complete the sections that apply to your subject area and to the instructional materials used.

THE PORTRAYAL OF FEMALES AND MALES			
1. How accurately do the number of females and males in the text/material reflect their actual percentages in the population?	<i>Always</i>	<i>Often</i>	<i>Rarely</i>
2. How accurately do the number of males and females of color (<i>African American, Asian Pacific American, Latino/a, Native American, people of mixed heritages</i>) reflect their actual percentages in the population?	<i>Always</i>	<i>Often</i>	<i>Rarely</i>
3. How accurately do the number of females and males from different socio-economic backgrounds reflect their actual percentages in the population?	<i>Always</i>	<i>Often</i>	<i>Rarely</i>
4. How accurately do the family structures/heads of households reflect the wide range present in the population?	<i>Always</i>	<i>Often</i>	<i>Rarely</i>
5. Are males and females represented in roles that are nontraditional for their sex?	<i>Always</i>	<i>Often</i>	<i>Rarely</i>
6. Are males and females shown to possess a wide range of abilities, traits, and emotions?	<i>Always</i>	<i>Often</i>	<i>Rarely</i>
7. Does the text/material avoid describing women in terms of their appearance or marital status while men are described in terms of their accomplishments or titles?	<i>Always</i>	<i>Often</i>	<i>Rarely</i>
8. Are quotes and anecdotes from women used as frequently as those from men?	<i>Always</i>	<i>Often</i>	<i>Rarely</i>
9. Are references and supplemental materials authored by women (including women of color)?	<i>Always</i>	<i>Often</i>	<i>Rarely</i>
10. Does the material emphasize that every group has its achievers, thinkers, writers, artists, scientists, and leaders?	<i>Always</i>	<i>Often</i>	<i>Rarely</i>
LANGUAGE			
1. Are both pronouns (<i>she/he and him/her</i>) used when the sex is unspecified?	<i>Always</i>	<i>Often</i>	<i>Rarely</i>
2. Is a universal male word avoided when the word is meant to include both sexes (<i>mankind</i>)?	<i>Always</i>	<i>Often</i>	<i>Rarely</i>
3. When referring to both sexes are the male and female terms used alternately through the text (<i>the girls and boys, he and she</i>)?	<i>Always</i>	<i>Often</i>	<i>Rarely</i>
4. When a person holds a nontraditional job, does the text avoid the unnecessary focus on the person's sex (<i>the male nurse</i>)?	<i>Always</i>	<i>Often</i>	<i>Rarely</i>
5. Are non-parallel words avoided in referring to males and females (<i>President Clinton and Hillary</i>)?	<i>Always</i>	<i>Often</i>	<i>Rarely</i>
COMPUTER PROGRAMS AND VIDEOS			
1. Are male and female voices used to narrate?	<i>Always</i>	<i>Often</i>	<i>Rarely</i>
2. Do the images represent women and men of all ages, sizes, shapes, colors, and abilities?	<i>Always</i>	<i>Often</i>	<i>Rarely</i>
3. Do the images avoid stereotyping female and males (<i>women as secretaries; men as bosses and leaders</i>)?	<i>Always</i>	<i>Often</i>	<i>Rarely</i>
4. Are more than occasional token men and women pictured in nontraditional roles?	<i>Always</i>	<i>Often</i>	<i>Rarely</i>
5. Do the images avoid using only pastel colors and soft lines when portraying females and strong colors and bold lines when portraying men?	<i>Always</i>	<i>Often</i>	<i>Rarely</i>
6. Are women (including women of color) depicted as role models worthy to emulate?	<i>Always</i>	<i>Often</i>	<i>Rarely</i>

SOCIAL STUDIES			
1. How accurately do the images on the cover reflect the text?	<i>Always</i>	<i>Often</i>	<i>Rarely</i>
2. Does the text/material supply an accurate and balanced perspective, making it clear that females of all ethnicities/races, socio-economic groups, religions, sexual orientations are part of U.S. history? Which groups are missing?	<i>Always</i>	<i>Often</i>	<i>Rarely</i>
3. Does U.S. history include an in-depth history of indigenous peoples including indigenous women?	<i>Always</i>	<i>Often</i>	<i>Rarely</i>
4. How well are white women and women of color included as: Explorers Settlers Pioneers Resisters/Revolutionaries Abolitionists Leaders Political Change Agents	<i>Always</i> <i>Always</i> <i>Always</i> <i>Always</i> <i>Always</i> <i>Always</i> <i>Always</i>	<i>Often</i> <i>Often</i> <i>Often</i> <i>Often</i> <i>Often</i> <i>Often</i> <i>Often</i>	<i>Rarely</i> <i>Rarely</i> <i>Rarely</i> <i>Rarely</i> <i>Rarely</i> <i>Rarely</i> <i>Rarely</i>
5. How well does the text/material acknowledge the limitations placed on women in the past?	<i>Always</i>	<i>Often</i>	<i>Rarely</i>
6. How well does the text/material present U.S. history as a history of wars and social movements?	<i>Always</i>	<i>Often</i>	<i>Rarely</i>
7. Does the text/material give attention to social issues and problems which affect females (<i>pay inequities</i>)?	<i>Always</i>	<i>Often</i>	<i>Rarely</i>
8. Does the text include an examination of historical and contemporary forces and conditions that have discriminated against women and people of color?	<i>Always</i>	<i>Often</i>	<i>Rarely</i>
9. Is the history of the women's movement discussed as a serious and continuing struggle, rather than one that ended with the right to vote?	<i>Always</i>	<i>Often</i>	<i>Rarely</i>
LITERATURE			
1. How accurately do the images on the cover reflect the text?	<i>Always</i>	<i>Often</i>	<i>Rarely</i>
2. How well does the text/material acknowledge the limitations placed on women in the past?	<i>Always</i>	<i>Often</i>	<i>Rarely</i>
3. Do fictional pieces portray girls and women as main characters?	<i>Always</i>	<i>Often</i>	<i>Rarely</i>
4. Does the text supply a balanced perspective making it clear that women from all ethnicities/races, socio-economic groups, religions, sexual orientations are part of U.S. literary heritage?	<i>Always</i>	<i>Often</i>	<i>Rarely</i>
SCIENCE/MATH			
1. How well does the text include picturing of females conducting experiments, handling money, fixing/using computers, building/creating?	<i>Always</i>	<i>Often</i>	<i>Rarely</i>
2. How well does the text avoid picturing only females working at home or in passive activities?	<i>Always</i>	<i>Often</i>	<i>Rarely</i>
3. Are girls and women of color in the illustrations?	<i>Always</i>	<i>Often</i>	<i>Rarely</i>
4. Does the text/material include white women and women of color as: Inventors Physicists Chemists Engineers Mathematicians Recipients of the Nobel Prize in their field	<i>Always</i> <i>Always</i> <i>Always</i> <i>Always</i> <i>Always</i> <i>Always</i>	<i>Often</i> <i>Often</i> <i>Often</i> <i>Often</i> <i>Often</i> <i>Often</i>	<i>Rarely</i> <i>Rarely</i> <i>Rarely</i> <i>Rarely</i> <i>Rarely</i> <i>Rarely</i>
5. How well does the text/material acknowledge the limitations placed on women in the past?	<i>Always</i>	<i>Often</i>	<i>Rarely</i>

Source: Adapted from: *MECCA: Making Equity Count in Classroom Achievement* by the Utah State Office of Education 1995; *Checklists for Counter Acting Race and Sex Bias in Educational Materials* compiled by Martha Cotera; *A Guide to Curriculum Planning in Technology Education* by the Wisconsin Department of Public Instruction 1988; *Manual for Evaluating Content of Classroom Instructional Materials for Bilingual Multicultural Education* by the Institute for Cultural Pluralism, San Diego State University 1978; and *Non-Sexist Curricular Materials for Elementary Schools* by Laurie Olsen Johnson 1974.

From: 1999 GENDER EQUITY LESSON PLANS AND TEACHER GUIDE, Western Massachusetts Gender Equity Center

Modified/Adapted for the **Climbing the Ladder to Nontraditional Careers & Gender Equity Tool Kit** by the Gender Equity Project at the Illinois Office of Educational Services, Springfield, IL in FY 2006-2007.



Educational Technology Equity Checklist

Unconscious stereotyping on the part of educators keeps them from challenging ethnic minority, lower-income, differently-abled, and female students academically. Within schools, research shows that different groups of students use the computer in different ways. This indicates that school staff may play a role in perpetuating inequities.

District Level – To what degree are you addressing these issues?	Always	Usually	Rarely	Never
1. Do students in schools with high numbers of students of color have an opportunity to use computers in the same way as students in schools with high numbers of white students?				
2. Do students in schools with high numbers of lower-income students have an opportunity to use computers in the same way as students in schools with high numbers of higher-income students?				
3. Has technological "fluency" been defined?				
4. Is a survey of students completed to identify:				
a. Are computers available in the home?				
b. Do students use home computers for school work?				
c. Do students use home computers to play games?				
d. Does the mother use the computer for her work – job or home?				
e. Does the father use the computer for his work – job or home?				
f. Do students believe that computer use helps them complete assigned school work?				
g. Do students work on computer assignments in groups?				
h. Do students believe that teachers encourage both boys and girls in using computers to accomplish classroom assignments and projects?				
i. Do students believe that teachers help them use the computer to complete assigned work?				
j. Do all teachers infuse computer use into the curriculum?				
k. Does the software available help students meet their goals or needs?				
l. Do teachers/classroom visitors/field trip leaders share how computers are used in the workplace?				
5. Are surveys used throughout the students progression through school to assist staff in equalizing computer access and learning?				

School Level – To what degree are you addressing these issues?	Always	Usually	Rarely	Never
1. Do all students, regardless of academic ability, income level, race, gender, English-speaking ability, and physical condition, have an opportunity to use computers for higher-level cognitive activities? In other words:				
a. Do lower-income, lower-achieving, and ethnic minority students use the computer for high- as well as low-level cognitive tasks (drill and practice)?				
b. Do lower-achieving students use the computer to solve problems and learn applications as well as to learn basic skills?				
2. Are females and students of color proportionally represented in elective and advanced programming classes? Have unnecessary prerequisites been eliminated?				
3. Are females and males equally represented in applications (word processing) classes?				
4. Do all groups have equitable access to the computer laboratory before and after school and during other free times?				
5. Do all groups use computers before and after school and during other free times?				
6. Are the most competent and experienced teachers assigned to teach lower achievers as well as higher achievers and the gifted?				
7. Are younger students made aware of technology careers and technology education classes available in high school?				
8. Do high school students not enrolled in technology programs have sufficient flexibility to allow them to consider taking technology courses as electives?				
9. Are all parents or guardians educated about the importance of technology skills for their children?				
10. Are all groups of students represented in computer clubs?				

<i>Classroom Level – To what degree are you addressing these issues?</i>	<i>Always</i>	<i>Usually</i>	<i>Rarely</i>	<i>Never</i>
1. Are you aware of stereotypes you hold or students hold that may influence who does what with computers in your classroom?				
2. Do you examine stereotypes that may keep you from challenging some students academically?				
3. Do you create an environment that says the study of technology is appropriate for all students?				
4. Do you hold high expectations for all students and provide them with equal opportunities to use computers in diverse ways?				
5. Do you encourage or require all students to demonstrate proficiency with computers and other technology?				
6. Do you ensure that no group of students is allowed to dominate computer use?				
7. Do you avoid allowing extra time at the computer as a way of rewarding students for early completion of their work or good behavior?				
8. Have you taken steps to make yourself comfortable with the use of computers and other technology?				
9. Do you relate learning technology skills to the world outside of school and to jobs?				
10. Do you provide students with female and diverse racial and cultural role models in technology-based careers?				
11. Do you counter negative labels like “computer nerd” or negative attitudes like “it’s not cool”?				
12. When you assign work, are you sensitive to the fact that many students do not have access to a home computer or the Internet?				
13. Do all students have an opportunity to fill leadership roles such as class assistant or tutor?				

Classroom Level – To what degree are you addressing these issues?	Always	Usually	Rarely	Never
1. Do all curricular offerings incorporate various levels of technology use?				
2. Have unnecessary prerequisites to courses or programs been eliminated?				
3. Has the existing collection been screened for bias?				
4. Do software evaluation forms screen for gender and ethnic bias?				
5. Are software screeners and purchasers trained in bias issues?				
6. Is instructional software sought that meets the needs and interests of limited English speaking, ethnic minority, differently-abled, and female students? For example:				
■ Shows both boys and girls from varying ethnic backgrounds in diverse roles				
■ Is available in more than one language				
■ Allows for different learning styles				
■ Accommodates varying ability levels				
■ Accommodates the needs of differently-abled students				

Adapted From: Northwest Educational Technology Consortium, **Closing The Equity Gap In Technology Access And Use: A Practical Guide For K-12 Educators**, 1997.

http://www.nwrel.org/cnorse/booklets/equitygap/Equity_gap.pdf#search=%22%22computer%20equity%2%20%22gender%20equity%22%20check%20list%22. Date viewed: September 14, 2006.

Modified/Adapted for the **Climbing the Ladder to Nontraditional Careers & Gender Equity Tool Kit** by the Gender Equity Project at the Illinois Office of Educational Services, Springfield, IL in FY 2006-2007.

Additional Resources:

Silver, Mary M. **Gender Equity and the Development of Computer Literacy**, 2001, www.faculty.umb.edu/pjt/610silver.doc. Date viewed: September 14, 2006.

University of Illinois Urbana Champaign, Curriculum, Technology, & Education Reform (CTER), **An Educator's Guide to Gender Bias Issues**, 2002, http://rs.ed.uiuc.edu/wp/access-2002/gender_bias.htm. Date Viewed: September 20, 2006.

North Central Regional Educational Laboratory, **enGauge®: A Framework for Effective Technology Use – Gender Equity**, 2000. <http://www.ncrel.org/engauge/framewk/equ/gender/equgenpr.htm>. Date viewed: September 20, 2006.

HOW DOES YOUR SCHOOL RATE?

The following is a self-quiz to determine the "equity level" in your school.

1. Has your school completed a thorough self-study to identify equity needs?	YES	NO
2. Are you working to correct problems using concrete activities, goals, and timelines?	YES	NO
3. Does your school have an effective and publicized grievance procedure?	YES	NO
4. Do you provide training or assistance in multicultural and gender fair classroom behavior and practices?	YES	NO
5. Are counseling, screening, testing, and placement procedures equitable for all students?	YES	NO
6. Are instructional materials reviewed for bias?	YES	NO
7. Do teachers receive training in the use of biased materials in a nonbiased way?	YES	NO
8. Are students informed about the significance of equity?	YES	NO
9. Do students understand their legal rights for an equal educational opportunity?	YES	NO
10. Are efforts made to keep the board, administration, staff, students, and parents informed about equity?	YES	NO

Scoring:

9-10 "yes" answers: You have a model district!

7-8 "yes" answers: You are on the right track.

6 or fewer "yes" answers: Contact your state's education agency for assistance in understanding and implementing equity.

Source: Adapted from material by the California State Department of Education
 © 1999 GENDER EQUITY LESSON PLANS AND TEACHER GUIDE, Western Massachusetts Gender Equity Center

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Assignment and Project Assessment

"RUBRIC"

These are sample rubrics that may be modified and applied to any lesson. Students should have a copy of the rubric for reference when the assignment is given.

1. WRITTEN COMPONENT	<i>Possible Points</i>	<i>Points Awarded</i>
Style:		
• Student has strong grasp of grammar, spelling, and vocabulary.	5	
• Student makes occasional mistakes with grammar and vocabulary.	3	
• Student has poor sense of sentence structure and limited vocabulary.	1	
Equity:		
• Vocabulary used is gender neutral and does not stereotype human roles or interactions.	5	
• Vocabulary used is gender specific or does stereotype human roles or interactions.	3	
• Vocabulary used is both gender specific and does stereotype human roles or interactions.	1	
Follows Directions:		
• Student follows directions completely.	5	
• Student follows most directions; misses some details.	3	
• Student follows few directions.	1	
Thoroughness:		
• Student explores many ideas and writes with great detail.	5	
• Student explores some ideas and leaves out detail.	3	
• Student shows little concern for ideas or detail.	1	
Organization:		
• Student has well organized ideas, excellent paragraph structure.	5	
• Student is somewhat organized, but needs to improve.	3	
• Student is disorganized. Ideas are scattered and confused.	1	
Willingness to Take Chances:		
• Student is willing to state new ideas and use new words.	5	
• Student takes some writing risks.	3	
• Student plays it safe, stays with the familiar	1	
TOTAL POINTS	30	

GRADE:

27-30 POINTS "A"

24-26 POINTS "B"

21-23 POINTS "C"

18-20 POINTS "D"

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2. VERBAL COMPONENT	<i>Possible Points</i>	<i>Points Awarded</i>
Clarity:		
• Student presents information in a clear, confident voice.	5	
• Student hurries parts of the presentation, stumbles over some details.	3	
• Student mumbles, is inaudible, and/or races through the presentation.	1	
Equity:		
• Language used is gender neutral and does not stereotype human roles or interactions.	5	
• Language used is gender specific or does stereotype human roles or interactions.	3	
• Language used is both gender specific and does stereotype human roles or interactions.	1	
Organization:		
• Student presents information logically and sequentially.	5	
• Student is a little scattered, but information is easy to follow.	3	
• Student is disorganized; presentation is difficult to follow and understand.	1	
Thoroughness:		
• Student presents all the pertinent information and ideas in the project.	5	
• Student leaves out some information but covers the main points.	3	
• Student omits important information, uses little detail.	1	
Response:		
• Student answers questions accurately and with detail.	5	
• Student answers questions with some hesitation and lack of detail.	3	
• Student has difficulty answering questions and offering details.	1	
TOTAL POINTS	25	

GRADE:

23-25 POINTS "A"

20-22 POINTS "B"

17-19 POINTS "C"

15-16 POINTS "D"

3. VISUAL COMPONENT	<i>Possible Points</i>	<i>Points Awarded</i>
Graphic Clarity:		
• Graphics are clear, organized, and easily understood.	5	
• Graphics are somewhat disorganized, sloppy, and confusing.	3	
• Graphics are difficult to decipher and understand.	1	
Creativity:		
• Graphics show a high degree of originality and creativity.	5	
• Graphics are somewhat derivative and clichéd	3	
• Graphics show no originality and little creative energy	1	
Connection to Subject		
• Graphics specifically and directly relate to the subject of the project.	5	
• Graphics reference the subject indirectly and incompletely.	3	
• Graphics make no obvious or logical connection to the subject.	1	
Equity:		
• Graphics used are gender neutral and do not stereotype human roles or interactions.	5	
• Graphics used are gender specific or do stereotype human roles or interactions.	3	
• Graphics used are both gender specific and do stereotype human roles or interactions.	1	
Scope of Effort		
• Graphics show considerable time and effort on the part of the student.	5	
• Graphics are the result of some serious work but don't enhance the overall presentation.	3	
• Graphics are obviously the result of little effort and time.	1	
TOTAL POINTS	25	

GRADE:

23-25 POINTS "A"

20-22 POINTS "B"

17-19 POINTS "C"

15-16 POINTS "D"

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STATE OF MAINE Competency Profile

For

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

A technically trained workforce is essential for us to compete successfully in the global economy. To rebuild our standard of living, it is vital that both women and men have equal access to economic equity through education and jobs. Most careers in the United States are segregated by gender. For instance, most trade and technical jobs are held by men and most service sector and social work jobs are held by women.

Women and men work for the exact same reasons: to meet financial responsibilities; to achieve a sense of contribution to society; and to achieve a sense of personal fulfillment.

Many barriers prohibit women and disadvantaged men from achieving economic equity. To open all careers to women and men, barriers in recruitment, training and retention must be eliminated. Internal barriers are an individual's thoughts or feelings that influence decision-making and personal and professional options. External barriers are family, cultural, educational or governmental attitudes and policies that limit personal and professional options and decision making. Because many external barriers have an impact on self-esteem and an individual's perceived options, some of the barriers listed below may appear on both lists:

Internal Barriers:

- Sex-Role Stereotyping
- Lack of Self-Esteem and Self-Confidence
- Age
- Fear of Failure or Success
- Cultural and Religious Mores
- Physical Capabilities
- Homophobia
- Ethnic Background
- Low Vocational Expectations
- Fear of Science/Math Ability

External Barriers:

- Lack of enforcement of government laws and regulations
- Sex-Role Stereotyping
- Finances
- Child Care
- Vocational/Academic Preparation
- Transportation
- Job Organization and Structure
- Homophobia
- Lack of Support
- Lack of Information about Career Opportunities
- Harassment
- Isolation and Discrimination
- Cultural and Religious Mores

It is up to each of us to work toward eliminating these barriers. This competency profile identifies strategies to remove barriers in Trade and Technical Careers.

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KENNEBEC VALLEY TECHNICAL COLLEGE
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1994

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

Audience Codes: S–Student E–Educators PM–Policy Makers P–Parents BIC–Business/Industry Community

Duty	Tasks	Audience
A. Eliminate Internal Barriers	A-1 Instill self-esteem and empowerment	S, E, P
	A-2 Identify and manage “Imposter Syndrome”	S
	A-3 Build self-confidence	S
	A-4 Teach vocational cross-training to girls and boys at an early age	S
	A-5 Eliminate internal sex-role stereotyping	All
	A-6 Encourage and support risk taking	S
B. Eliminate Sex-Role Stereotyping	B-1 Revise printed materials and graphics to be gender positive	E, PM, BIC
	B-2 Eradicate exploitation of women in media	E, PM, BIC
	B-3 Increase positive image of women in media	E, PM, BIC
	B-4 Provide trade and technical nontraditional role models	E, BIC
	B-5 Eliminate gender-specific marketing techniques	E, BIC
	B-6 Increase the number of nontraditional workers in trade and technical positions in the media	E, PM, BIC
	B-7 Use gender positive language	All
	B-8 Change career and technical program titles to be gender neutral	E, PM
	B-9 Provide parenting education for all students	S, E, P
	B-10 Involve parents/guardians in career exploration and decision-making	S, E, P
	B-11 Educate ethnic/cultural associations	P, BIC
	B-12 Provide experiential opportunities for parents	E, P
C. Provide Survival Skills for Trade and Technical Women and Men	C-1 Teach history of women in trades	All
	C-2 Conduct legal rights education	All
	C-3 Conduct safety education	All
	C-4 Conduct interlocking oppression and diversity training education	All
	C-5 Increase strength and cardiovascular conditions	S, BIC
	C-6 Conduct sexual harassment prevention training	S, PM, BIC
	C-7 Provide leadership opportunities for women	PM, BIC
	C-8 Conduct labor union/organization education	S, PM, P
	C-9 Teach communication skills	S
	C-10 Teach conflict resolution skills	S
	C-11 Teach financial management/planning	S
	C-12 Identify resources/networks for support	S, E, P
	C-13 Demonstrate balancing work and family	S, Pm, P
	C-14 Manage the imposter syndrome	S
	C-15 Identify sources for back-up dependent care	S, P, BIC
	C-16 Participate in nontraditional workers support groups	S, BIC

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

Audience Codes: S–Student E–Educators PM–Policy Makers P–Parents BIC–Business/Industry Community

Duty	Tasks	Audience
D. Create Support Systems	D-1 Provide and promote employer/employee networking	BIC
	D-2 Utilize gender-specific nontraditional support groups/networks	S, BIC
	D-3 Encourage family support	S, P
	D-4 Encourage opportunities for peer support	S, PM, BIC
	D-5 Encourage the placement of two or more nontraditional students or workers in classes and on job sites	S, PM, BIC
	D-6 Eliminate discrimination in work assignments	S, PM, BIC
	D-7 Provide personal counseling services	E, PM, BIC
	D-8 Provide placement and follow-up services	S, PM, BIC
E. Eradicate External Barriers	E-1 Eliminate discrimination because of race, age, sex, religion, ethnicity, sexual orientation, mental or physical disability, and marital status	ALL
	E-2 Eliminate unsafe working conditions	E, PM, BIC
	E-3 Comply with and enforce government laws/regulations	E, PM, BIC
	E-4 Eliminate hostile work environment	E, PM, BIC
	E-5 Design comparable tools and equipment to fit women	E, PM, BIC
	E-6 Design ergonomically correct environments	E, PM, BIC
	E-7 Implement diverse dependent care options	PM, BIC
	E-8 Increase access to transportation	PM, BIC
	E-9 Provide flex-time opportunities/options	PM, BIC
	E-10 Provide technical assistance for schools and employers regarding employing nontraditional workers	E, PM, BIC
	E-11 Elevate image of Career and Technical Education	All
	E-12 Provide dependent care leave	E, PM, BIC
	E-13 Provide comprehensive benefits package for all	E, PM, BIC
F. Remove Discriminatory Behavior in all Levels in Schools and the Workplace (Co-Workers/Students)	F-1 Stop violence and hatred toward to women	All
	F-2 Conduct interlocking oppression education	S, E, BIC
	F-3 Conduct sexual harassment education	S, E, BIC
	F-4 Conduct affirmative action/civil rights education at all levels	S, E, PM, BIC
	F-5 Eliminate career discrimination	All
	F-6 Eliminate discrimination in work assignments	All
	F-7 Eliminate promotional discrimination	S, E, PM, BIC
	F-8 Eliminate physical and mental harassment	All
	F-9 Eliminate age discrimination	S, E, PM, BIC

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

Audience Codes: S–Student E–Educators PM–Policy Makers P–Parents BIC–Business/Industry Community

Duty	Tasks	Audience
F. Remove Discriminatory Behavior in all Levels in Schools and the Workplace (Co-Workers/Students) continued	F-10 Provide technical assistance for schools and employers	BIC
	F-11 Provide gender-positive team building education (co-worker)	S, E, PM, BIC
	F-12 Eliminate discriminatory teaching methods	E, BIC
	F-13 Require respect in the workplace	S, E, BIC
	F-14 Provide leadership opportunities for women	S, E, PM, BIC
G. Provide Educator Training	G-1 Conduct interlocking oppression education	E
	G-2 Teach how to eliminate discrimination in class assignments	E
	G-3 Provide education on civil rights and EEOC	E
	G-4 Provide sexual harassment prevention training	E, BIC
	G-5 Utilize gender-equal teaching methods	E
	G-6 Eliminate self-fulfilling prophesy stereotyping	E, BIC
	G-7 Require trade and technical job shadowing opportunities	E, BIC
	G-8 Teach gender equity in early childhood education classes	E
	G-9 Identify differences in male/female learning styles	E, BIC
	G-10 Measure tool/equipment usage	E/BIC
	G-11 Require use of trade/vocational vocabulary	E/BIC
	G-12 Provide information to counselors on career and technical education occupations	E/BIC
	G-13 Provide multi-cultural awareness education	E/BIC
	G-14 Utilize gender-positive language	E/BIC
	G-15 Employ team-building techniques	E/BIC
	G-16 Incorporate safety education	E/BIC
	G-17 Provide cross-training experiences at all levels	E/BIC
	G-18 Teach team decision-making (Win-Win Bargaining)	E/BIC
	G-19 Employ same sex advisors/mentors when possible	E/BIC
	G-20 Utilize gender-neutral assessment practices	E/BIC
	G-21 Correlate current learning to previous learning (transferable skills)	E/BIC
	G-22 Seek women to participate in career and technical education curriculum development	E/BIC
	G-23 Provide a support system for nontraditional students/workers	E/BIC

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

Audience Codes: S–Student E–Educators PM–Policy Makers P–Parents BIC–Business/Industry Community

Duty	Tasks	Audience
H. Deliver Career Education and Exploration	H-1 Assign same sex advisors/mentors to nontraditional students where possible	S
	H-2 Expand student career aspirations	S
	H-3 Conduct on-going, hands-on career and technical exploration for all students	S
	H-4 Provide job-shadowing experiences	S
	H-5 Explore career ladders starting in middle school	S
	H-6 Use nontraditional role models	S
	H-7 Provide financial realities information for career choices	S
	H-8 Conduct gender-neutral skill assessments	S
	H-9 Provide interactive career counseling	S
	H-10 Elevate image of career and technical education and careers	S, PM, P, BIC
	H-11 Correlate individual needs with workplace realities	S, BIC
	H-12 Explore entrepreneurship as a career advancement strategy	S
	H-13 Provide placement and follow-up services	S, BIC
I. Deliver Workplace Literacy Skills	I-1 Utilize decision-making skills	S, BIC
	I-2 Demonstrate problem-solving skills	S, BIC
	I-3 Require correct workplace attire	S, BIC
	I-4 Develop critical thinking	S, BIC
	I-5 Train using gender-positive team building skills	S, BIC
	I-6 Require respect in the workplace	S, BIC
	I-7 Monitor safety skills and rules	S, BIC
	I-8 Create awareness of worker rights and responsibilities	S, BIC
	I-9 Require recognized business communication skills	S, BIC
	I-10 Instruct on how to balance work and family	S, BIC
	I-11 Demonstrate conflict resolution skills	S, BIC
	I-12 Demand basic trade and technical terms and tools usage	S, BIC
	I-13 Identify what constitutes sexual harassment	S, BIC
	I-14 Instruct the economics of work	S, BIC
	I-15 Use applied math and science skills	S, BIC
	I-16 Identify employability skills	S, BIC
	I-17 Demonstrate basic computer skills	S, BIC
	I-18 Measure initiative	S, BIC
J. Revise Policies and Regulations	J-1 Eliminate “good faith effort” in meeting Affirmative action policies and regulations	PM, BIC
	J-2 Codify Affirmative action and EEOC regulations	PM
	J-3 Institute universal access to health care	PM

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

Audience Codes: S–Student E–Educators PM–Policy Makers P–Parents BIC–Business/Industry Community

Duty	Tasks	Audience	
J. Revise Policies and Regulations continued	J-4 Conduct gender-impact analysis on all policies and regulations	PM	
	J-5 Increase transportation options	PM	
	J-6 Implement comparable crediting of prior experience	E, PM, BIC	
	J-7 Create multiple dependent care options	E, PM, BIC	
	J-8 Include participation of nontraditional workers in the development of policies and regulations	E, PM, BIC	
	J-9 Increase enrollment of nontraditional students in career and technical education	E, PM	
	J-10 Solicit participation in apprenticeship when business involved is in any government program	PM	
	J-11 Require comprehensive career exploration K-12	E, PM	
	J-12 Increase number of nontraditional trade instructors	E, BIC	
	J-13 Utilize current census and labor market information to increase goals for nontraditional student participation	PM	
	K. Comply with Government Regulations	K-1 Enforce safety regulations	E, PM, BIC
		K-2 Enforce sexual harassment regulations	E, PM, BIC
		K-3 Enforce EEOC Guidelines	E, PM, BIC
K-4 Enforce Affirmative Actions goals, regulations, and laws		E, PM, BIC	
K-5 Enforce state Human Rights Act in Education and Employment		E, PM, BIC	
K-6 Enforce Title IX		E, PM, BIC	
K-7 Enforce Executive Order 11246 (Affirmative Action)		E, PM, BIC	
K-8 Enforce non-retaliation clauses		E, PM, BIC	
K-9 Enforce Apprenticeship Regulations, Title 29, CFR 30		E, PM, BIC	

Adapted and Modified from State of Maine Gender Equity in Trades and Technical Careers, Developed by the Vocational Curriculum Resource Center of Maine, 1994. A copy of the original chart maybe downloaded from: <http://documents.ioes.org/1727250.pdf>.

Modified/Adapted for the **Climbing the Ladder to Nontraditional Careers & Gender Equity Tool Kit** by the Gender Equity Project at the Illinois Office of Educational Services, Springfield, IL in FY 2006-2007.



STATE OF MAINE Competency Profile

For

GENDER EQUITY IN TRADES AND TECHNICAL CAREERS

A technically trained workforce is essential for us to compete successfully in the global economy. To rebuild our standard of living, it is vital that both women and men have equal access to economic equity through education and jobs. Most careers in the United States are segregated by gender. For instance, most trade and technical jobs are held by men and most service sector and social work jobs are held by women.

Women and men work for the exact same reasons: to meet financial responsibilities; to achieve a sense of contribution to society; and to achieve a sense of personal fulfillment.

Many barriers prohibit women and disadvantaged men from achieving economic equity. To open all careers to women and men, barriers in recruitment, training and retention must be eliminated. Internal barriers are an individual's thoughts or feelings that influence decision-making and personal and professional options. External barriers are family, cultural, educational or governmental attitudes and policies that limit personal and professional options and decision making. Because many external barriers have an impact on self-esteem and an individual's perceived options, some of the barriers listed below may appear on both lists:

Internal Barriers:

- Sex-Role Stereotyping
- Lack of Self-Esteem and Self-Confidence
- Age
- Fear of Failure or Success
- Cultural and Religious Mores
- Physical Capabilities
- Homophobia
- Ethnic Background
- Low Vocational Expectations
- Fear of Science/Math Ability

External Barriers:

- Lack of enforcement of government laws and regulations
- Sex-Role Stereotyping
- Finances
- Child Care
- Vocational/Academic Preparation
- Transportation
- Job Organization and Structure
- Homophobia
- Lack of Support
- Lack of Information about Career Opportunities
- Harassment
- Isolation and Discrimination
- Cultural and Religious Mores

It is up to each of us to work toward eliminating these barriers. This competency profile identifies strategies to remove barriers in Trade and Technical Careers.

Compiled By
VOCATIONAL CURRICULUM RESOURCE CENTER OF MAINE
KENNEBEC VALLEY TECHNICAL COLLEGE
92 Western Avenue • Fairfield, ME 04937
1992

GENDER EQUITY IN TRADES AND TECHNICAL CAREERS

Audience Codes: S–Student E–Educators PM–Policy Makers P–Parents BIC–Business/Industry Community

Duty	Tasks	Audience
F. Eliminate Internal Barriers	A-1 Instill self-esteem and empowerment	S, E, P
	A-2 Identify and manage “Imposter Syndrome”	S
	A-3 Build self-confidence	S
	A-4 Teach vocational cross-training to girls and boys at an early age	S
	A-5 Eliminate internal sex-role stereotyping	All
	A-6 Encourage and support risk taking	S
G. Eliminate Sex-Role Stereotyping	B-1 Revise printed materials and graphics to be gender positive	E, PM, BIC
	B-2 Eradicate exploitation of women in media	E, PM, BIC
	B-3 Increase positive image of women in media	E, PM, BIC
	B-4 Provide trade and technical nontraditional role models	E, BIC
	B-5 Eliminate gender-specific marketing techniques	E, BIC
	B-6 Increase the number of nontraditional workers in trade and technical positions in the media	E, PM, BIC
	B-7 Use gender positive language	All
	B-8 Change career and technical program titles to be gender neutral	E, PM
	B-9 Provide parenting education for all students	S, E, P
	B-10 Involve parents/guardians in career exploration and decision-making	S, E, P
	B-11 Educate ethnic/cultural associations	P, BIC
	B-12 Provide experiential opportunities for parents	E, P
H. Provide Survival Skills for Trade and Technical Women and Men	C-1 Teach history of women in trades	All
	C-2 Conduct legal rights education	All
	C-3 Conduct safety education	All
	C-4 Conduct interlocking oppression and diversity training education	All
	C-5 Increase strength and cardiovascular conditions	S, BIC
	C-6 Conduct sexual harassment prevention training	S, PM, BIC
	C-7 Provide leadership opportunities for women	PM, BIC
	C-8 Conduct labor union/organization education	S, PM, P
	C-9 Teach communication skills	S
	C-10 Teach conflict resolution skills	S
	C-11 Teach financial management/planning	S
	C-12 Identify resources/networks for support	S, E, P
	C-13 Demonstrate balancing work and family	S, Pm, P
	C-14 Manage the imposter syndrome	S
	C-15 Identify sources for back-up dependent care	S, P, BIC
	C-16 Participate in nontraditional workers support groups	S, BIC

GENDER EQUITY IN TRADES AND TECHNICAL CAREERS

Audience Codes: S–Student E–Educators PM–Policy Makers P–Parents BIC–Business/Industry Community

Duty	Tasks	Audience
I. Create Support Systems	D-1 Provide and promote employer/employee networking	BIC
	D-2 Utilize gender-specific nontraditional support groups/networks	S, BIC
	D-3 Encourage family support	S, P
	D-4 Encourage opportunities for peer support	S, PM, BIC
	D-5 Encourage the placement of two or more nontraditional students or workers in classes and on job sites	S, PM, BIC
	D-6 Eliminate discrimination in work assignments	S, PM, BIC
	D-7 Provide placement and follow-up services	S, PM, BIC
J. Eradicate External Barriers	E-1 Eliminate discrimination because of race, age, sex, religion, ethnicity, sexual orientation, mental or physical disability, and marital status	ALL
	E-2 Eliminate unsafe working conditions	E, PM, BIC
	E-3 Comply with and enforce government laws/regulations	E, PM, BIC
	E-4 Eliminate hostile work environment	E, PM, BIC
	E-5 Design comparable tools and equipment to fit women	E, PM, BIC
	E-6 Design ergonomically correct environments	E, PM, BIC
	E-7 Implement diverse dependent care options	PM, BIC
	E-8 Increase access to transportation	PM, BIC
	E-9 Provide flex-time opportunities/options	PM, BIC
	E-10 Provide technical assistance for schools and employers regarding employing nontraditional workers	E, PM, BIC
	E-11 Elevate image of Career and Technical Education	All
	E-12 Provide dependent care leave	E, PM, BIC
	E-13 Provide comprehensive benefits package for all	E, PM, BIC
F. Remove Discriminatory Behavior in all Levels in Schools and the Workplace (Co-Workers/Students)	F-1 Stop violence and hatred toward to women	All
	F-2 Conduct interlocking oppression education	S, E, BIC
	F-3 Conduct sexual harassment education	S, E, BIC
	F-4 Conduct affirmative action/civil rights education at all levels	S, E, PM, BIC
	F-5 Eliminate career discrimination	All
	F-6 Eliminate discrimination in work assignments	All
	F-7 Eliminate promotional discrimination	S, E, PM, BIC
	F-8 Eliminate physical and mental harassment	All
	F-9 Eliminate age discrimination	S, E, PM, BIC

GENDER EQUITY IN TRADES AND TECHNICAL CAREERS

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Duty	Tasks	Audience
F. Remove Discriminatory Behavior in all Levels in Schools and the Workplace (Co-Workers/Students) continued	F-10 Provide technical assistance for schools and employers	BIC
	F-11 Provide gender-positive team building education (co-worker)	S, E, PM, BIC
	F-12 Eliminate discriminatory teaching methods	E, BIC
	F-13 Require respect in the workplace	S, E, BIC
	F-14 Provide leadership opportunities for women	S, E, PM, BIC
G. Provide Educator Training	G-1 Conduct interlocking oppression education	E
	G-2 Teach how to eliminate discrimination in class assignments	E
	G-3 Provide education on civil rights and EEOC	E
	G-4 Provide sexual harassment prevention training	E, BIC
	G-5 Utilize gender-equal teaching methods	E
	G-6 Eliminate self-fulfilling prophesy stereotyping	E, BIC
	G-7 Require trade and technical job shadowing opportunities	E, BIC
	G-8 Teach gender equity in early childhood education classes	E
	G-9 Identify differences in male/female learning styles	E, BIC
	G-10 Measure tool/equipment usage	E/BIC
	G-11 Require use of trade/vocational vocabulary	E/BIC
	G-12 Provide information to counselors on career and technical education occupations	E/BIC
	G-13 Provide multi-cultural awareness education	E/BIC
	G-14 Utilize gender-positive language	E/BIC
	G-15 Employ team-building techniques	E/BIC
	G-16 Incorporate safety education	E/BIC
	G-17 Provide cross-training experiences at all levels	E/BIC
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	G-19 Employ same sex advisors/mentors when possible	E/BIC
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	H-2 Expand student career aspirations	S
	H-3 Conduct on-going, hands-on career and technical exploration for all students	S
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	H-5 Explore career ladders starting in middle school	S
	H-6 Use nontraditional role models	S
	H-7 Provide financial realities information for career choices	S
	H-8 Conduct gender-neutral skill assessments	S
	H-9 Provide interactive career counseling	S
	H-10 Elevate image of career and technical education and careers	S, PM, P, BIC
	H-11 Correlate individual needs with workplace realities	S, BIC
	H-12 Explore entrepreneurship as a career advancement strategy	S
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I. Deliver Workplace Literacy Skills	I-1 Utilize decision-making skills	S, BIC
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	I-9 Require recognized business communication skills	S, BIC
	I-10 Instruct on how to balance work and family	S, BIC
	I-11 Demonstrate conflict resolution skills	S, BIC
	I-12 Demand basic trade and technical terms and tools usage	S, BIC
	I-13 Identify what constitutes sexual harassment	S, BIC
	I-14 Instruct the economics of work	S, BIC
	I-15 Use applied math and science skills	S, BIC
	I-16 Identify employability skills	S, BIC
	I-17 Demonstrate basic computer skills	S, BIC
	I-18 Measure initiative	S, BIC
J. Revise Policies and Regulations	J-1 Eliminate “good faith effort” in meeting Affirmative action policies and regulations	PM, BIC
	J-2 Codify Affirmative action and EEOC regulations	PM
	J-3 Institute universal access to health care	PM

GENDER EQUITY IN TRADES AND TECHNICAL CAREERS

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	J-6 Implement comparable crediting of prior experience	E, PM, BIC	
	J-7 Create multiple dependent care options	E, PM, BIC	
	J-8 Include participation of nontraditional workers in the development of policies and regulations	E, PM, BIC	
	J-9 Increase enrollment of nontraditional students in career and technical education	E, PM	
	J-10 Solicit participation in apprenticeship when business involved is in any government program	PM	
	J-11 Require comprehensive career exploration K-12	E, PM	
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		K-2 Enforce sexual harassment regulations	E, PM, BIC
		K-3 Enforce EEOC Guidelines	E, PM, BIC
K-4 Enforce Affirmative Actions goals, regulations, and laws		E, PM, BIC	
K-5 Enforce state Human Rights Act in Education and Employment		E, PM, BIC	
K-6 Enforce Title IX		E, PM, BIC	
K-7 Enforce Executive Order 11246 (Affirmative Action)		E, PM, BIC	
K-8 Enforce non-retaliation clauses		E, PM, BIC	
K-9 Enforce Apprenticeship Regulations, Title 29, CFR 30		E, PM, BIC	

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