A Short Checklist for the Gender-Inclusive Classroom

Classroom Communication:
Be aware of the dynamics in the classroom. (Videotaping or a colleague's observations may help you to answer the following questions.)

✓ Do male students comment or answer questions in class more frequently than female students?
✓ Are individuals interrupted as they speak? Who does the interrupting?
✓ Is your verbal response to student comments encouraging? Is it the same for men/women/minority students? If not, why? (There may be valid reasons for responding to individuals differently.)
✓ Do you look to one side of the room more than the other? Do you tend to make eye contact with some students more than others? What kinds of gestures, facial expressions, and postures do you use?
✓ Which students do you call on by name?

Written Assignments:
✓ Students are encouraged to use inclusive language in their written work.
✓ Where appropriate, at least one written assignment is a "connected knowing" exercise in which the students put themselves into the situation of the subject rather than analyzing it from a purely external perspective.
✓ At least one assignment involves collaboration, working in groups, or listening to and eliciting information from others.

Syllabus & Course Content:
✓ Syllabus uses inclusive language (e.g. "human" rather than "man").
✓ Women authorities are cited in the textbooks and lectures and their scholarship is seriously considered.
✓ When women are the subject, course content:
  • includes both separate and comparative descriptions of men's and women's lives,
  • avoids treating women as anomalies or problems,
  • does not limit the discussion of women to "exceptional" or "unusual" women if possible, and
  • treats the contributions of women with the same seriousness as those as men.