Vocabulary

Assigned sex at birth: an individual’s sex as classified at birth as male, female, or intersex, based on anatomical, chromosomal, and hormonal characteristics

Cisgender (also ciswoman/cisman): description of an individual whose gender identity aligns with assigned sex at birth

Femininity/femininities: historically variable, culturally specific, socially constructed, and contextually shaped behaviors, social roles, expectations and norms associated with being (assigned at birth) “a woman”

Gender expression: how individuals perform or express themselves in appearance, behavior, speech, and other mannerisms; may or may not align with gender identity

Gender identity: the gender that individuals’ identify with psychologically, regardless of assigned gender at birth

Masculinity/masculinities: historically variable, culturally specific, socially constructed, and contextually shaped behaviors, social roles, expectations and norms associated with being (assigned at birth) “a man”

Transgender (also transwoman/transman): umbrella term describing a loose association of people who transgress gender norms in a variety of ways; also describes people whose gender identity differs from assigned sex at birth

1 Most of these definitions are from the LGBTQ Center’s “Terminology Match Game,” which is part of the SafeZone training. The definitions of “masculinity” and “femininity” are based on the discussion in Michael Kimmel and Tristan Bridges’ “Masculinity,” in Oxford Bibliographies in Sociology. Accessed 30 Nov 2015. <http://www.oxfordbibliographies.com/view/document/obo-9780199756384/obo-9780199756384-0033.xml>.
Examples of Gender-based Discrimination

- Sexism, heterosexism, homophobia, and transphobia, including intolerance, threats, bullying and exclusion
- Lack of access to senior mentors/absence of senior mentors or role models
- Exclusion from (informal) professional networks and mentoring opportunities
- Sexual harassment (e.g., unwelcome “flirting” or “curiosity” about sexual status and/or practices)
- Minimized or unrecognized accomplishments and status (e.g., “Mrs. X” or “Nina” instead of “Dr. X”)
- Overlooked for nominations for awards or prestigious service opportunities
- Presumed diminished/inadequate qualifications and competence (e.g., because a targeted hire of opportunity)
- Challenges to and/or devaluation of legitimacy of research field (e.g., scholarship in gender and sexuality)
- Expected to perform academic “housework” (e.g., take meeting minutes, handle event logistics, do department social labor)
- Expected to mentor all students and faculty (of that identity)
- Expected to represent all members and experiences of that identity (e.g., by serving on diversity committee)
- External pressures to have children
- Internal pressures not to have children (e.g., barriers to accessing “accommodations” such as parental leave and tenure clock extensions, exclusion from professional opportunities, perception of negative repercussions for tenure)
- Assumptions about career goals and aspirations (e.g., “mommy tracking”)
- Student evaluations (e.g., comments about appearance and dress, demeanor and attitude, competence, expertise)
- Lack of access/unsafe access to facilities (e.g., bathrooms, lactation space)
- Exclusion of identities from research (e.g., LGBTQ-identified)
- Exclusion of identity from institutional paperwork and categories
Further Reading

A Quick Introduction:


Intersectional Analysis (a very small sample):

Acker, Joan. “Rewriting Class, Race, and Gender: Problems in Feminist Rethinking.” 44-70.


Diversity Work:


SOME BEST PRACTICES

• Use gender neutral language in documents, assignments and teaching examples.
• Be familiar with existing family-friendly policies and resources.
• Be familiar with University policies around discrimination and prohibited conduct.
• Establish explicit, widely-shared criteria for tenure, promotion, merit raises, etc.; self-check that remaining accountable to criteria.
• Create opportunities to share preferred pronouns.
• Establish a rotation for less desirable committee duties (don’t ask for volunteers!).
• Restrict mandatory meetings to business hours, between 8am and 4pm.
• Support all family and caregiving configurations.

Campus Resources

Carolina Women’s Center (http://womenscenter.unc.edu/)
   See especially “Resources” pages for “Faculty” and “Parenting@UNC”

LGBTQ Center (http://lgbtq.unc.edu)

Association of Women Faculty and Professionals (AWFP; http://awfp.web.unc.edu/)

Committee on the Status of Women (Current Chair Dr. Margot Stein)

Equal Opportunity and Compliance Office (www.eoc.unc.edu; 919.966.3576)

Gender Violence Services Coordinator Cassidy Johnson (confidential resource; http://womenscenter.unc.edu/resources/gender-violence-services/)

Ombuds Office (confidential, neutral resource; http://www.ombuds.unc.edu/about.html)

Community Resources

Compass Center for Women and Families (http://compassctr.org/)

Orange County Rape Crisis Center (http://ocrcc.org/)