



## Counselor/Advisor Gender Equity Survey

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The following survey has been developed to assist guidance counselors in identifying equity issues and planning for equity in counseling programs. The original survey was designed to be used by guidance counselors at the secondary level. However, this version has been adapted to consider advising at the postsecondary level. Elementary guidance counselors also may find the survey helpful as many strategies are appropriate that level. This guide can also be used as self-study for examining the level and depth of equity in current programs and services.

This survey items list examples of actions counselors and advisors can take to work toward building an equitable school climate. This survey is intended to assess current efforts to provide for equity, to teach counselors and advisors what could be done, and to serve as a self-assessment and guide for planning for future efforts. There is a “Comments” section following each group of items.

Many equity activities may have been tried in your institution. A great deal can be learned both from those that worked and those that did not. For this reason it is important to record the results of activities and revise or continue them. In the “Comments” section, make note of the equity strategies you have tried and the results.

Consider other programs areas that may not be included in this survey as additional areas of self-study:

- Partnerships with and role of business and industry
- Relationship and resources of community organizations and after-school programs
- Role and leadership of student organizations, particularly those related to career and technical education
- Partnerships with liberal arts/academics educators to infuse contextual learning of academic subjects (i.e. math, science, writing, etc.)

Complete the survey and use its results to determine which areas need to be focused on in building equity into your institution’s program or services. Following the survey, “Counselor/Advisor Strategies to Achieve Gender Equity” lists specific actions that can be used to promote equity. Please retain this sheet for your future reference.

## Counselor/Advisor Gender Equity Survey

It has been shown that guidance counselors are key people in building gender-equity programs in schools. What are you doing to promote gender equity in your school? Listed below are some activities and actions that contribute to gender-equitable guidance programs. For each item, please circle:

3 if it **has been** or is in the process of being done

2 if this is **in the planning stage**

1 if this **has not** been done

In the “Comments” sections, describe what equity strategies you have tried and how successful they were. Please provide dates, if possible.

	Has been done	Planning stage	Not done
<b>Section 1: Career Exploration</b>			
Encourage students to make academic, career, and personal decisions on the basis of individual abilities, informed interests, and need rather than on the basis of their gender	3	2	1
Publicize current information about work force trends to point out the importance of increasing male and female options in career choices	3	2	1
Provide realistic information about students' probable job futures (for example, most women and men can expect to hold paying jobs even if they marry and have families)	3	2	1
Encourage young women and men to take courses/programs that lead to economic self-sufficiency	3	2	1
Show both males and females the relevance of mathematics and science in many jobs. Provide academic support for them to be successful in those subjects.	3	2	1
Point out that there is wage inequity by job area (for example, typically “female jobs” pay lower salaries than typically “male jobs”)	3	2	1
Discuss job salaries as they relate to career interest, self-sufficiency and skills requirements, with both female and male students	3	2	1
Nontraditional career options are presented to students on a regular basis through:			
Pre-registration sessions	3	2	1
career fairs, guest speakers, and other	3	2	1
mentors, job shadowing, other experiential learning	3	2	1
career education materials and activities	3	2	1

## Counselor/Advisor Gender Equity Survey (continued)

### Career Exploration (continued)

Comments (*Describe activities and results*):

	Has been done	Planning stage	Not done
<b>Section 2: Enrollment</b>			
Statistics are collected and analyzed by course and program to determine patterns in male/female enrollments on a regular basis. (Less than 25-30 percent enrollment of one gender in a course or program is considered an area of concern.)	3	2	1

Comments (*Describe activities and results*):

### Section 3: Recruitment and Retention of Students

There is a plan in operation that encourages students to enroll in nontraditional classes, including students with special needs	3	2	1
The institution is initiating new and earlier opportunities for students to explore nontraditional options at elementary or middle school levels	3	2	1
Nontraditional role models—both men and women—are used as speakers for career days, shadowing, mentoring, and/or classroom instruction	3	2	1
Students enrolled or who plan to enroll in nontraditional classes are supported through support groups and contacts with role models and counselors/advisors	3	2	1

Comments (*Describe activities and results*):

## Counselor/Advisor Gender Equity Survey (continued)

### Section 4: Materials

Counseling materials, including tests and inventories, are reviewed; those that may reinforce bias and stereotyping are modified or eliminated	3	2	1
Career counseling materials are current, reflecting new and emerging jobs including nontraditional occupations	3	2	1
Find and use materials that show the changing roles of men and women in our society, both in the family and in the workplace	3	2	1
Coordinate marketing, websites and other social media that portray women and men working at a variety of jobs, including nontraditional jobs	3	2	1

Comments (Describe activities and results):

	Has been done	Planning stage	Not done
<b>Section 5: Equity Advocate</b>			
Assist in planning staff development activities on equity and inclusion issues	3	2	1
Model gender-fair behavior in actions and words, conveying to others the importance of equality and appropriateness for both genders of a wide range of roles and interests	3	2	1
Consider students' cultural values and interests when providing guidance regarding career options.			
Developmental guidance and activities are being implemented that provide an array of all potential opportunities for students with special needs.	3	2	1

Comments (Describe activities and results):

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**Counselor/Advisor Gender Equity Survey (continued)**

21. Please describe the content and duration of any training in gender equity and inclusion you have had.

22. Check one (please do not omit):

I identify as:

male

female

(Other gender identity)

*Thank you for your time.*

## Guidance Strategies for Achieving Gender Equity

*Retain this sheet for your information. Do not return it with the survey.*

Guidance counselors and college advisors can promote equity in several ways. They can

- recognize equity as an important issue and actively plan for it.
- incorporate equity concepts and actions into the guidance/advising program.
- provide educators with support materials that promote equitable career planning.
- ensure that they are meeting the requirements of Title IX and state laws outlining equity for counseling.

Guidance counselors and college advisors can use the following strategies to promote gender equity at the school and district level.

1. Identify current strategies within the guidance/counseling program that are promoting equity and build on those activities.
2. When students are selecting courses and programs in which to enroll, encourage them to consider their options realistically. Remind them that
  - most men and women will hold paying jobs for most of their lives (work-life balance);
  - most men and women work out of economic need;
  - many traditionally female jobs pay less than traditionally male jobs; and
  - even though greater choices are available, many students—especially girls—don't enroll in courses such as mathematics and science, which limit their choices in future coursework and employment.
3. Use career information that expands career choices:
  - materials that promote gender fairness;
  - bias-free language;
  - posters, graphics, displays, and other materials that expand career ideas; and
  - female and other underrepresented role models included as speakers on career days.
4. Review interest inventories and other assessment instruments and the interpretation of results for gender and multi-cultural bias. (An expert such as staff in various multi-cultural studies may be helpful.)