

TARGIT: Training And Resources for Gender Inclusive Teams Beddoes et al. (2016)

Recommended Best Practices for Gender Inclusive Teams

1. Do not allow students to self-select teams. Teams should primarily be formed by the instructor so that individual student characteristics can be considered during the formation process.
2. Consider whether the topics of your projects could be made more appealing to diverse groups of students.
3. Soloing women should be avoided with the exception of expressed concern by women themselves or after an in-depth classroom discussion.
4. Forming teams as heterogeneous or homogeneous should be done on a case-by-case basis depending on the particular class with consideration of the benefits and drawbacks of each.
5. Team roles should be designated from the beginning and team members should rotate roles on a schedule and spend equal amounts of time in technical and non-technical roles to better diversify student abilities and prepare them for the workforce.
6. Pre-teamwork interventions should be used to teach students about common problems and convey that you want problems to be reported
7. Instructors should actively engage in teamwork facilitation throughout the course of the project to address gendered practices as they arise and to create a space where students are comfortable discussing problems in order to promptly make adjustments and avoid on-going negative experiences.
8. Women students should list their individual contributions to the team project in order to receive full recognition for their work.