

**Gender Equity Website Evaluation Rubric**  
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**1. Using Color and Font**

- Use color and design effectively
- Use legible fonts
- Give attention to the aesthetics of the site

**2. Using Language**

- Avoid “generic” masculine pronouns
- Use active, rather than passive, voice
- Use sufficient language to convey goals

**3. Using Photographic Images**

- When possible, use images as a way of humanizing the site and making it more aesthetically attractive
- Include images of women
- Watch *how* these images depict women and minority men. E.g., achieve a balance of active and passive figures in images

**4. Including Diversity-Friendly Links**

- Include links to relevant internal (departmental, college, university) and external (governmental, nongovernmental, professional) organizations/resources
- Include links to organizations/resources for women and minority groups

**5. Committing to Diversity**

- Individual (program or departmental) websites should signal their commitment to diversity rather than piggyback on the diversity commitment of larger units (e.g., the college or university)
- The commitment to diversity should be articulated throughout the website in appropriate locations to confirm the message and so that customized pages constructed by users will retain this information
- Commitment language should not be segregated on pages dedicated to the recruitment/retention of women, but should appear throughout the website

**6. Eliminating References to Discriminatory Traditions and Practices**

- These references may be overtly or tacitly gendered
- Examples (not exhaustive) included in gender equity workshops

**7. Using Science and Technology in the Real World**

- Include discussions of jobs and activities of graduates and/or those in the profession
- Include information about how the profession and its members contribute to the welfare of society/the physical environment and/or the wellbeing of people

**8. Characterizing Female and Male Students and Professionals**

- Assure that images and textual characterizations of women and men are harmonized throughout the website
- Include names and forms of address, photos, biographical information, length and descriptions of research

For additional information see:

Montelone, Beth A., Ruth A. Dyer, Cynthia Burack, and Suzanne E. Franks. 2006. Designing welcoming and inclusive STEM department websites. [Proceedings of WEPAN National Conference.](#)

Burack, Cynthia and Suzanne E. Franks. 2006. Evaluating STEM Department Websites for Diversity. [Proceedings of WEPAN National Conference.](#)