

Attracting and Retaining Diverse Faculty

Hiring, Promotion, and Retention

KEY FINDINGS:

- There is a gender gap with regards to promotion and tenure. ^a
- Solo authorship versus co-authorship affects whether women professors get tenure, especially when women professors co-author with men. Men professors do not see a difference in tenure between authorship and co-authorship. ^b
- Women are more likely to change career paths away from political science faculty positions, and are also more likely than men to believe there are inequalities in their work environment.^c
- Race is the strongest explanation of the gap in tenure and promotion between academics.^d

Kim, H., & Grofman, B. (n.d.). Job Mobility, Tenure, and Promotions in Political Science PhD-Granting Departments, 2002–2017: Cohort, Gender, and Citation-Count Effects. *PS: Political Science & Politics*, 1-7. doi:10.1017/S1049096519000490. ^a

Using updated data from 2002 and 2017 on the political science discipline, we show how the cohort and gender composition of US PhD-granting departments has changed dramatically over time. Integrating 2002 and 2017 data, we examine overall patterns and gender differences in job mobility, tenure and promotion, and university prestige level among non-emeritus 2002 faculty, controlling for cohort effects. Even with this control, we find strong gender effects in some of these success dimensions. We then introduce another variable, citation counts, and find that women are consistently less cited than men, with important variations in the pattern across different cohorts. A control for citation counts show that some of these gender differences tend to disappear and we consider possible explanations for these findings.^a



Hesli, V. & Burrell, B. (1995). Faculty Rank Among Political Scientists and Reports on the Academic Environment: The Differential Impact of Gender on Observed Patterns. *PS: Political Science & Politics*, 28(1), 101-111. DOI:10.2307/420592. [¶]

The survey's goal was to determine whether there are measurable differences between men and women in career patterns, in achievements, and in perceptions of the job environment. Professionals self-assess their experiences to determine differences in experiences between men and women in the field. Key findings: Male and female graduates with a doctorate degree in political science from Midwest universities during the period from 1965 to 1991 do differ in notable respects. First, women are proportionately less likely than men to be employed in faculty positions now and, second, women faculty are significantly more likely than male faculty to characterize their work environment as being unequal in the way that male and female faculty are treated. Noteworthy as well is the finding that reports of a chilly climate are likely to occur less frequently among faculty members who are further along in their careers.

Kang, S. et al. (2016). Whiteness Resumes: Race and Self-Presentation in the Labor Market. *Administrative Science Quarterly* 61(3), 469-502. DOI. ^d

Using interviews, a laboratory experiment, and a résumé audit study, we examine racial minorities' attempts to avoid anticipated discrimination in labor markets by concealing or downplaying racial cues in job applications, a practice known as "résumé whitening." Interviews with racial minority university students reveal that while some minority job seekers reject this practice, others view it as essential and use a variety of whitening techniques. Building on the qualitative findings, we conduct a lab study to examine how racial minority job seekers change their résumés in response to different job postings. Results show that when targeting an employer that presents itself as valuing diversity, minority job applicants engage in relatively little résumé whitening and thus submit more racially transparent résumés. Yet our audit study of how employers respond to whitened and unwhitened résumés shows that organizational diversity statements are not actually associated with reduced discrimination against unwhitened résumés. Taken together, these findings suggest a paradox: minorities may be particularly likely to experience disadvantage when they apply to ostensibly pro-diversity employers. These findings illuminate the role of racial concealment and transparency in modern labor markets and point to an important interplay between the self-presentation of employers and the self-presentation of job seekers in shaping economic inequality.

Arnold, N. W. et al. (2016). Psychological Heuristics and Faculty of Color: Racial Battle Fatigue and Tenure/Promotion. *Journal of Higher Education*, 87 (6), 890-919. DOI: 10.1353/jhe.2016.0033. [§]

Faculty who have been historically excluded from participating in academia present a unique quandary for those who have traditionally held power at the university. This article explores the promotion and tenure (P&T) process of Black faculty using a psychological construct to examine how racial



microaggressions manifest and articulate themselves through individual and organizational phenomena such as Racial Battle Fatigue (RBF). We applied a psychological approach to narrative inquiry to examine how two faculty of color experienced the P&T process. Participant narratives highlighted how much of the P&T process, and even engagement in academia in general, is articulated by likability or congeniality--two constructs absent from P&T policies.

[Perna, L. \(2001\). Sex and Race Differences in Faculty Tenure and Promotion. *Research in Higher Education*, 42\(5\), 541-567.](#)^h

Data from the 1993 National Study of Postsecondary Faculty are used to explore sources of the lower representation of women and minorities among tenured than tenure track faculty and among full professors than lower ranking faculty. A 2-step approach is used. First, differences in the probability of being tenured rather than on a tenure track are explored. Then, differences in the probability of holding the rank of full professor among faculty who are tenured are examined. Logistic regression analyses are used to isolate the effects of sex and race on the dependent variables after controlling for human capital, productivity, and structural characteristics. For both tenure and promotion to full professor, separate analyses are conducted for women and men in order to explore sex differences in the tenure and promotion processes. All analyses are conducted separately for full-time faculty working at public 2-year institutions and full-time faculty working at 4-year institutions.

[Ards, S., Brintnall, M., & Woodard, M. \(1997\). The Road to Tenure and Beyond for African American Political Scientists. *The Journal of Negro Education*, 66\(2\), 159-171. DOI:10.2307/2967225.](#)^j

African American political scientists are not tenured at the same rate as European Americans, nor do they hold similar rates of full professorships. This study examines data from the 1991-92 Departmental Survey of the American Political Science Association, as reported by chairs of 1,288 political science departments nationwide. The purpose of this study is twofold: (a) to measure the disparities in political science faculty rank and rates of tenure by race after controlling for likely intervening factors such as age, gender, and type of institution; and (b) to examine other factors that may explain these disparities. The results reveal that race remains the single strongest significant explanation for the difference in rank among African American and European American political scientists.

[Monforti, J., & Michelson, M. \(2008\). Diagnosing the Leaky Pipeline: Continuing Barriers to the Retention of Latinas and Latinos in Political Science. *PS: Political Science & Politics*, 41\(1\), 161-166. DOI:10.1017/S1049096508080232.](#) [?]



Despite comprising a large and increasing proportion of the United States population—about 14.7%, according to March 2006 Census Bureau estimates—Latinos continue to be severely underrepresented in political science, and today comprise less than 2% of the academy (Census Bureau 2006; Michelson 2007). Increased recent attention to the issues of recruitment and retention of Latino political scientists by professional associations such as the American Political Science Association (APSA) notwithstanding, the number of Latino scholars in the field continues to lag behind that of other racial and ethnic groups. But just where in the pipeline does the problem exist? Are not enough Latinos being recruited for graduate study? Are Latinos being successfully recruited but then not finishing their degrees? Or is the leak occurring later in scholars' careers, perhaps between graduation and tenure? Avalos (1991) noted that Latinas were particularly underrepresented, with few women entering or completing Ph.D. programs. More than 16 years later, does a gender gap persist among Latino political scientists? Do leaks in the pipeline differ for Latinos and Latinas? These are the questions that drive this research. An earlier version of this research was presented at the 2007 Annual Meeting of the American Political Science Association. We would like to thank Maria Chavez, Patricia Jamarillo, Lisa García Bedolla, Celeste Montoya, Luis Fraga, Anna Sampaio, and Juan Carlos Huerta for their helpful comments, as well as Michael Jackson and Lilly Montalvo for their research assistance. We are also indebted to all of the respondents for their cooperation. All errors, of course, remain our own.

[Damon A. Williams and Katrina C. Wade-Golden, *Tomorrow's Academic Careers: Barriers to Faculty Diversity* \(Chapter 7 of the book “Best Practices for Improving Faculty Diversity Recruitment and Retention”\)](#)

The barriers to faculty diversity are complex. Our research suggests five primary impediments:

- the pipeline challenge
- outdated faculty recruitment and retention practices
- faculty diversity myths that abound in higher education
- the decentralized administrative culture of the academy, and
- the view that faculty diversity is incompatible with academic excellence.

[Cynthia Sims, *Broadening the Scope of Diversity: Implications for the Recruitment and Retention of Diverse Faculty*](#)

Research on recruiting and retaining diverse faculty in higher education includes a traditional definition of diversity, mainly intergroup differences. Intragroup differences are omitted, in spite of research on intraracial diversity among minorities. As institutions of higher education seek to recruit and retain minority faculty, they must consider broadening the scope of diversity. This literature review examines the need to link intra-group diversity to the body of research on diverse faculty in higher education.



[Colleen Flaherty, Cluster Hiring and Diversity](#)

“At all institutions in the study, cluster hiring had positive effects on at least one element of campus climate -- most commonly interdisciplinary collaboration. Institutions also reported more energy and more collaboration among faculty members. Interviewees also reported that faculty cluster hires were as productive if not more so than their noncluster peers, and that faculty retention improved. Regarding academics, the clusters created new courses, and research and mentoring opportunities for graduate and undergraduate students were enriched, the report says. Several institutions also reported increased engagement with local and state governments and businesses.”

[Julia Michaels, New evidence suggests faculty cluster hiring can improve diversity, campus climate](#)

The results show that cluster hiring can be an effective strategy for recruiting and retaining a diverse faculty body depending on how it is implemented. It may also improve campus climate within the following dimensions: 1) the academic success of faculty from all backgrounds, 2) an inclusive learning environment, as perceived by students, faculty, and staff, 3) collaboration among individuals from diverse backgrounds and across disciplines, and 4) community engagement. The report proposes a set of promising practices drawn from the experiences of the most successful cluster hiring programs.

[Inclusive Hiring Language: Why use Inclusive Excellence Language in your Position Descriptions?](#)

Working Inclusive Excellence language into your position announcements provides an inclusive, welcoming, and positive communication with possible applicants. Inclusive Excellence language includes being mindful and respectful of the terminology used by and to describe a variety of socio-cultural groups. Incorporating inclusive language into your position description not only ensures a larger selection of diverse and qualified candidates, it also reaffirms the University’s commitment to diversity and inclusion.

Publishing

KEY FINDINGS:

- Men publish more often than women and are cited more often than women.^a
- Women are less likely than men to cite themselves, and men are less likely to cite women.^d



- Low publishing and citation rates do not correspond to low participation or presence of women in the field.^b
- Low publishing rates may be at least partially explained by differences in submissions by gender.^g Women and men are more likely to write on different topics, and topics women tend to focus on are published at lower rates.^g

[Sarsons, H. \(2017\). *Gender Differences in Recognition of Group Work*. Boston: Harvard University.](#) ^b

How is credit for group work allocated when individual contributions are not perfectly observed? Do demographic traits like gender influence the allocation of credit? Using data from academic economists' CVs, I test whether coauthored and solo-authored publications matter differently for tenure for men and women. Because coauthors are listed alphabetically in economics, coauthored papers do not provide specific information about each contributor's skills or ability. Solo-authored papers, on the other hand, provide a relatively clear signal of ability. I find that men are tenured at roughly the same rate regardless of whether they coauthor or solo-author. Women, however, become less likely to receive tenure the more they coauthor. The result is most pronounced for women coauthoring with men and less pronounced among women who coauthor with other women. I contrast economics with sociology, a discipline in which coauthors are listed in order of contribution, and find that when contributions are made clear, men and women receive equal credit for coauthored papers.

Mathews, A., & Andersen, K. (2001). A Gender Gap in Publishing? Women's Representation in Edited Political Science Books. *PS: Political Science & Politics*, 34(1), 143-147.

DOI:10.1017/S1049096501000221^a

Academic publishing is tightly connected to college and university faculty members' prospects for promotion, tenure, salary increases, and professional recognition, and is often regarded as an index of one's scholarly contribution to a given field (Blackburn and Lawrence 1995). This is problematic because, as many researchers have clearly documented, women publish less than men. Because female faculty produce fewer publications on average than their male counterparts, they also receive lower pay and are more likely to hold the ranks of assistant and associate professor (Blackburn and Lawrence 1995; Creamer 1998; Dinauer and Ondeck 1999; Roland and Fontanesi-Seime 1996; Schneider 1998). And, although gender differences in publishing have narrowed in most disciplines over the past two decades, in most cases, men still outpublish women by a ratio of two to one (Roland and Fontanesi-Seime 1996). Among the factors cited as being important to publishing regularly are ambition, reputation, merit, institutional support and resources, professional networks and collegial/mentoring relationships, research topic and methodology, and time.



Teele, D. L. & Theelan, K. (2017). Gender in the Journals: Publication Patterns in Political Science. *PS: Political Science and Politics*, 50(2), 433-447. [DOI](#).^b

This article explores publication patterns across 10 prominent political science journals, documenting a significant gender gap in publication rates for men and women. We present three broad findings. First, we find no evidence that the low percentage of female authors simply mirrors an overall low share of women in the profession. Instead, we find continued underrepresentation of women in many of the discipline's top journals. Second, we find that women are not benefiting equally in a broad trend across the discipline toward coauthorship. Most published collaborative research in these journals emerges from all-male teams. Third, it appears that the methodological proclivities of the top journals do not fully reflect the kind of work that female scholars are more likely than men to publish in these journals. The underrepresentation of qualitative work in many journals is associated as well with an underrepresentation of female authors.

Djupe, P., Smith, A., & Sokhey, A. (2019). Explaining Gender in the Journals: How Submission Practices Affect Publication Patterns in Political Science. *PS: Political Science & Politics*, 52(1), 71-77. DOI:10.1017/S104909651800104X^c

In recent work, Teele and Thelen (2017) documented the underrepresentation of female-authored scholarship in a broad selection of political science journals. To better understand these patterns, we present the results of an original, individual-level survey of political scientists conducted in the spring of 2017. Confirming Teele and Thelen's speculation, our evidence indicates that differences in submission rates underlie the gender gap in publication—a pattern particularly pronounced for the discipline's "top three" journals. Leveraging original survey items, we pursue explanations of the submission gap, finding that both methodological specialization and attitudes toward publication strategies play roles. Importantly, we also conclude that men and women obtain differential returns on their investments in coauthorship: although male and female respondents report identical propensities to coauthor, coauthorship boosts submission and publication rates more strongly for men than women. We discuss the implications of our findings for ongoing conversations about inequality in political science.

Maliniak, D., Powers, R. & Walter, B. (2013). The Gender Citation Gap in International Relations. *International Organization* 69 (4), 889-922. [DOI](#).^d

This article investigates the extent to which citation and publication patterns differ between men and women in the international relations (IR) literature. Using data from the Teaching, Research, and International Policy project on peer-reviewed publications between 1980 and 2006, we show that women are systematically cited less than men after controlling for a large number of variables including year of publication, venue of publication, substantive focus, theoretical perspective, methodology, tenure status, and institutional affiliation. These results are robust to a variety of modeling choices. We



then turn to network analysis to investigate the extent to which the gender of an article's author affects that article's relative centrality in the network of citations between papers in our sample. Articles authored by women are systematically less central than articles authored by men, all else equal. This is likely because (1) women tend to cite themselves less than men, and (2) men (who make up a disproportionate share of IR scholars) tend to cite men more than women. This is the first study in political science to reveal significant gender differences in citation patterns and is especially meaningful because citation counts are increasingly used as a key measure of research's quality and impact.

Barnes, T., & Beaulieu, E. (2017). Engaging Women: Addressing the Gender Gap in Women's Networking and Productivity. *PS: Political Science & Politics*, 50(2), 461-466.
DOI:10.1017/S1049096516003000. ^a

Women earn 40% of new PhDs in political science; however, once they enter the profession, they have strikingly different experiences than their male counterparts—particularly in the small but influential field of political methodology. For several years, the Society for Political Methodology, with support from the National Science Foundation, has attempted to address this gender gap through the Visions in Methodology (VIM) program. VIM features an annual conference that brings women together to present and discuss their research and to participate in professional-development sessions. Do programs like VIM have the desired impact? Using an original survey of political scientists, this study provides insights into the ways that bringing women together in small-group settings like VIM might facilitate networking and enhance productivity. In particular, the study finds that women who attend the VIM conference are better networked and more productive in terms of publication.

Kim, H., & Grofman, B. (2019). The Political Science 400: With Citation Counts by Cohort, Gender, and Subfield. *PS: Political Science & Politics*, 52(2), 296-311. DOI:10.1017/S1049096518001786. ^b

This article updates the Masuoka, Grofman, and Feld 2002 dataset that identified the then-3,719 faculty in political science PhD-granting departments in the United States. That dataset contained information about each faculty member, including date and PhD-granting department, lifetime citation counts, fields of interest, and school of employment. We similarly create a database with the 4,089 currently tenured or tenure-track faculty, along with emeritus faculty, at US PhD-granting departments ca. 2017–2018. Using Google Scholar Profiles, along with manual counts for those who do not have a profile, we sort the dataset by citation count, PhD cohort, field of interest, and gender. This article identifies the 100 currently most-cited scholars, the 25 most-cited in each PhD cohort and subfield, the 40 most-cited women scholars, and the 25 most-cited emeriti. The full list of The Political Science 400 is available in an online appendix.



Key, E., & Sumner, J. (n.d.). You Research Like a Girl: Gendered Research Agendas and Their Implications. *PS: Political Science & Politics*, 1-6. DOI:10.1017/S1049096519000945.^g

Political science, like many disciplines, has a “leaky-pipeline” problem. Women are more likely to leave the profession than men. Those who stay are promoted at lower rates. Recent work has pointed toward a likely culprit: women are less likely to submit work to journals. Why? One answer is that women do not believe their work will be published. This article asks whether women systematically study different topics than men and whether these topics may be less likely to appear in top political science journals. To answer this question, we analyzed the content of dissertation abstracts. We found evidence that some topics are indeed gendered. We also found differences in the representation of “women’s” and “men’s” topics in the pages of the top journals. This suggests that research agendas may indeed be gendered and that variation in research topics might be to blame for the submission gap.

Reid, R., & Curry, T. (2019). Are We There Yet? Addressing Diversity in Political Science Subfields. *PS: Political Science & Politics*, 52(2), 281-286. DOI:10.1017/S1049096518002068. ^d

Political science departments, along with the colleges and universities within which they operate, seek to diversify for various reasons. However, despite these efforts - often representing millions of dollars’ worth of investment (Sinclair-Chapman 2015) - political science remains a predominantly white male field. We are not the first to note the lack of diversification. P.S.: Political Science and Politics has published several articles and symposia on issues of diversity. However, the majority of publications pertaining to these issues assume a predominantly gender-focused perspective. From 1993 to 2017, more than 50 articles pertained to gender inequalities in the profession, whereas only a few articles addressed racial and ethnic disparities or other forms of diversity, including one symposium on LGBTQ issues in the January 2011 issue. Although many of these gender-oriented articles include acknowledgment of other dimensions of diversity and intersectionality, the lack of those focusing on these dimensions is noticeable. Indeed, the majority can address changes in the participation of only white women in the field; people of color are relegated as the catch-all for all non-white scholars to systematically evaluate. Furthermore, this lack of representation means what we, as a field, cannot address how women of color and other intersectional groups experience compounded inequalities and disenfranchisement.

Diversity in Leadership

KEY FINDINGS:

- Women are more likely to be asked and agree to serve on committees, but not more likely to serve as department chair, chair committees and other leadership roles.^a



- Women generally spend more time on teaching than research, but this is not necessarily by preference. ^d
- Latinos are severely underrepresented in political science - especially academia.

Mitchell, Sara McLoughlin & Hesli, Vicki L. (2013). Women Don't Ask? Women Don't Say No? Bargaining and Service in the Political Science Profession. *American Political Science Association*, 46 (2), 355-369. [DOI](#).^a

This article examines the dual problems of “women don't ask” and “women don't say no” in the academic profession. First, we consider whether female faculty bargain more or less frequently than male faculty about such resources as salary, research support, clerical support, moving expenses, and spousal accommodation. Analyzing a 2009 APSA survey, we find that women are more likely to ask for resources than men when considering most categories of bargaining issues. This finding goes against conventional wisdom in the literature on gender and bargaining that suggests that women are less likely to bargain than men. Second, we seek to understand if women are reluctant to say no when asked to provide service at the department, college, university, or disciplinary levels. We find that women are asked to provide more service and that they agree to serve more frequently than men. We also find that the service women provide is more typically “token” service, as women are less likely to be asked by their colleagues to serve as department chair, to chair committees, or to lead academic programs. The implications of these results for the leaky pipeline in the academic profession are discussed.

[Bellas, M. & Toutkoushian R. \(1999\). Faculty Time Allocations and Research Productivity: Gender, Race, and Family Effects. *The Review of Higher Education*, 22 \(4\), 367-390.](#) ^b

This study, drawn from data about 14,614 full-time faculty, examines total faculty work hours, research productivity, and allocation of work time among teaching, research, and service. Variation in time expenditures and research output are influenced by gender, race/ethnicity, and family (marital/parental) status, but findings are also sensitive to definitions of total work hours and research productivity. These findings have important implications for how administrators and faculty define productivity and for the status of underrepresented groups within the academy.

[Winslow, S. \(2010\). Gender Inequality and Time Allocations Among Academic Faculty. *Gender and Society*, 24\(6\), 769-793.](#)^d

This article focuses on faculty members' allocation of time to teaching and research, conceptualizing these?and the mismatch between preferred and actual time allocations?as examples of gender



inequality in academic employment. Utilizing data from the 1999 National Study of Postsecondary Faculty, I find that (1) women faculty members prefer to spend a greater percentage of their time on teaching, while men prefer to spend more time on research, although these preferences are themselves constrained; (2) women faculty members spend a greater percentage of their workweek on teaching and a smaller percentage on research than men, gaps that cannot be explained by preferences or educational and institutional attributes; and (3) women faculty members have larger time allocation mismatches than men--that is, their actual time allocations to both teaching and research diverge more from their preferred time allocations than those of men. These findings shed light on how gender inequality is both produced and maintained in this aspect of academic employment and have implications for job satisfaction, productivity, and the recruitment and retention of current and future faculty members, especially women.

Park, S. (1996). Research, Teaching, and Service: Why Shouldn't Women's Work Count?. *Journal of Higher Education* 67(1), 46-84. [DOI](#). ^d

This article examines one way institutionalized sexism operates in the university setting by examining the gender roles and gender hierarchies implicit in (allegedly gender-neutral) university tenure and promotion policies. Current working assumptions regarding (1) what constitutes good research, teaching, and service and (2) the relative importance of each of these endeavors reflect and perpetuate masculine values and practices, thus preventing the professional advancement of female faculty both individually and collectively. A gendered division of labor exists within (as outside) the contemporary academy wherein research is implicitly deemed "men's work" and is explicitly valued, whereas teaching and service are characterized as "women's work" and explicitly devalued.

Intra-Faculty Bias

KEY FINDINGS:

- An intersectional focus on diversity in higher education and political science is needed in order to bolster information beyond participation of white women. ^d
 - Research of LGBT+ issues is becoming more accepted, while LGBT individuals in the field still face discrimination. [?]
 - Tensions between women and men in the field continue to be prominent. [?]
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Novkov, J. & Barclay S. (2010). Lesbians, Gays, Bisexuals, and the Transgendered in Political Science: Report on a Discipline-Wide Survey. *American Political Science Association*, 43 (1), 95-106. DOI: 10.1017/S1049096509990643. [?](#)

This article reviews the results of a discipline-wide survey concerning lesbians, gays, bisexuals, and the transgendered in the discipline. We find that both research and teaching on LGBT topics have made some headway into the discipline, and that political scientists largely accept that LGBT issues can be fundamentally political and are worth studying and teaching for that reason. Nonetheless, troubling questions about discrimination both against those who conduct research concerning LGBT issues and LGBT individuals themselves remain.

Shames, S., & Wise, T. (2017). Gender, Diversity, and Methods in Political Science: A Theory of Selection and Survival Biases. *PS: Political Science & Politics*, 50(3), 811-823. DOI:10.1017/S104909651700066X.[j](#)

At a recent major political science conference, Tamara (not her real name) presented an in-depth qualitative study several years in the making, only to have the panelist speaking after her begin his remarks by saying, "And now back to the hard-core data." By this, he meant quantitative, large-n data, which his work utilized. This moment highlights a series of tensions in our field relating to gender and methodology, and their effects, which this article explores and elucidates.

[Samuel, E., & Wane, N. \(2005\). "Unsettling Relations": Racism and Sexism Experienced by Faculty of Color in a Predominantly White Canadian University. *The Journal of Negro Education*,74\(1\), 76-87.^k](#)

This article is a qualitative investigation of the experiences of nine women of color in a predominantly White Canadian university. Although the sample size is small, this study underscores racism and sexism pervading in some contexts, situations, and relationships for women of color in academe. Minority instructors perceive racism as infusing most aspects of academic life such as curriculum design, evaluations, administrative support, and mainstream student reactions. This analytical inquiry recommends a revamping of curriculum design and evaluation criteria, an implementation of ongoing anti-racism training for mainstream faculty, and most importantly, hiring a "critical mass" of women of color to "unsettle relations " and create a more congenial, affable, supportive and equitable academic environment.

Fattore, Christina (2018). Nevertheless, She Persisted: Women's Experiences and Perceptions within the International Studies Association. *International Studies Perspectives* 20 (1), 46-62, [DOI](#).[?](#)

The Women's Caucus for International Studies and the ISA Committee on the Status of Women conducted a survey of the membership concerning the effects of gender on members' professional and personal lives in November and December 2015. Other iterations of this survey using similar questions



were conducted in 1995 and 2006. A plurality of women and a majority of men responded that things have gotten better for women in the discipline. However, using more specific questions and asking for open responses, the survey uncovered that men and women still have very different experiences within the discipline and that the chilly climate continues to persist in international relations. The 2015 survey reveals continued concerns regarding the tension between familial responsibilities and the academic environment, overt and structural discrimination, and the perception of “reverse discrimination” against men.

Van Assendelft, L., Gunther-Canada, W., & Dolan, J. (2001). The Status of Women in Political Science Departments in the South: Results of the Millennium Survey. *PS: Political Science & Politics*, 34(2), 333-338. DOI:10.1017/S1049096501000592. ^b

For over a decade, the Southern Political Science Association has been committed to assessing the status of women faculty members by regularly administering surveys to political science programs within the South. These surveys, sponsored by the SPSA and administered by the Committee on the Status of Women, have resulted in numerous recommendations for creating diversity within departments and gender equity within programs. In this article we examine the results of the Millennium Survey, the latest effort to evaluate the progress of female political scientists within the South. Our findings suggest that in the last 10 years women faculty have made great progress, especially in Ph.D. granting institutions where the number of women in tenured positions at the rank of associate and full professor has doubled since the last survey. This is an important shift from a trend noted in an earlier CSW survey and in a national report in the September–October 1998 issue of *Academe* where the author remarked that “Women, unlike men, traded off rank for institutional prestige. For women, the more prestigious their institution, the lower their rank; for men there was no such relationship” (Valian 1998). Contrary to the national trend dynamic, women in the South are making the most progress at the most prestigious institutions. Perhaps there are a greater number of faculty positions within doctoral departments and that in the last 10 years these programs have had more opportunities to hire and promote women. Our survey suggests that there have been fewer tenure-track positions available for women within departments at smaller, bachelor's degree-granting institutions. While the number of female associate professors has increased within baccalaureate-granting programs, the number of female full professors has actually declined. However, the overall number of women faculty members at all ranks has increased in the majority of political science programs within the South

Course Evaluations

MAIN TAKEAWAYS:



- Male professors tend to fare better in course evaluations in questions both about the professors' skills and the course itself.^a
- Language in reference to men is different than language in reference to women in course evaluations.^b
- Male students are more likely to rate female professors lower.^d
- Differences are more pronounced for young female professors, as well as in courses in Mathematics.^d
- Latina and black professors were evaluated lower than their white counterparts. [77]
- Known gay and lesbian professors were rated lower than heterosexual professors after a strong lecture.^h

[Arbuckle, Julianne & Williams, Benne D. \(2003\). Students' Perceptions of Expressiveness: Age and Gender Effects on Teacher Evaluations. *Sex Roles* 49 \(9/10\), 507-516.](#)^a

In this study we investigated the relationship between college students' perceptions of professors' expressiveness and implicit age and gender stereotypes. Three hundred and fifty-two male and female students watched slides of an age- and gender-neutral stick figure and listened to a neutral voice presenting a lecture, and then evaluated it on teacher evaluation forms that indicated 1 of 4 different age and gender conditions (male, female, "old," and "young"). Main and interaction effects indicated that students rated the "young" male professor higher than they did the "young" female, "old" male, and "old" female professors on speaking enthusiastically and using a meaningful voice tone during the class lecture regardless of the identical manner in which the material was presented. Implications of biased teacher-expressiveness items on student evaluations are discussed.

Mitchell, Kristina M. W. & Martin, Jonathan (2018). Gender Bias in Student Evaluations. *American Political Science Association* 51 (3), 642-652. [DOI](#).^b Many universities use student evaluations of teachers (SETs) as part of consideration for tenure, compensation, and other employment decisions. However, in doing so, they may be engaging in discriminatory practices against female academics. This study further explores the relationship between gender and SETs described by MacNell, Driscoll, and Hunt (2015) by using both content analysis in student-evaluation comments and quantitative analysis of students' ordinal scoring of their instructors. The authors show that the language students use in evaluations regarding male professors is significantly different than language used in evaluating female professors. They also show that a male instructor administering an identical online course as a female instructor receives higher ordinal scores in teaching evaluations, even when questions are not instructor-specific.



Findings suggest that the relationship between gender and teaching evaluations may indicate that the use of evaluations in employment decisions is discriminatory against women.

Rosen, Andrew S. (2017) Correlations, trends and potential biases among publicly accessible web-based student evaluations of teaching: a large-scale study of RateMyProfessors.com data. *Assessment and Evaluation in Higher Education Data*, 43 (1), 31-44. DOI: 10.1080/02602938.2016.1276155. [↗](#)

Student evaluations of teaching are widely adopted across academic institutions, but there are many underlying trends and biases that can influence their interpretation. Publicly accessible web-based student evaluations of teaching are of particular relevance, due to their widespread use by students in the course selection process and the quantity of data available for analysis. In this study, data from the most popular of these websites, RateMyProfessors.com, is analysed for correlations between measures of instruction quality, easiness, physical attractiveness, discipline and gender. This study of 7,882,980 RateMyProfessors ratings (from 190,006 US professors with at least 20 student ratings) provides further insight into student perceptions of academic instruction and possible variables in student evaluations. Positive correlations were observed between ratings of instruction quality and easiness, as well as between instruction quality and attractiveness. On average, professors in science and engineering disciplines have lower ratings than in the humanities and arts. When looking at RateMyProfessors as a whole, the effect of a professor's gender on rating criteria is small but statistically significant. When analysing the data as a function of discipline, however, the effects of gender are significantly more pronounced, albeit more complex. The potential implications are discussed.

Mengel F. et al. (2018). Gender Bias in Teaching Evaluations. *Journal of the European Economic Association*, 17 (2), 535-566. DOI: 10.1093/jeea/jvx057.^d

This paper provides new evidence on gender bias in teaching evaluations. We exploit a quasi-experimental dataset of 19,952 student evaluations of university faculty in a context where students are randomly allocated to female or male instructors. Despite the fact that neither students' grades nor self-study hours are affected by the instructor's gender, we find that women receive systematically lower teaching evaluations than their male colleagues. This bias is driven by male students' evaluations, is larger for mathematical courses, and particularly pronounced for junior women. The gender bias in teaching evaluations we document may have direct as well as indirect effects on the career progression of women by affecting junior women's confidence and through the reallocation of instructor resources away from research and toward teaching.



Anderson, K. & Smith, G. (2005). Students' Preconceptions of Professors: Benefits and Barriers According to Ethnicity and Gender. *Hispanic Journal of Behavioral Sciences*, 27 (2), 184-201. DOI: 10.1177/0739986304273707.

The present study examined the influence of professor and student characteristics on students' preconceptions of college professors. Course syllabi for a politically charged social science course were constructed with versions varying by teaching style, professor gender, and professor ethnicity. A total of 633 (44% Latino; 34% African American; 22% Anglo) undergraduates rated the course and the instructor on professor warmth, professor capability, and political bias. Among several findings associated with professor ethnicity and teaching style, Latina professors were viewed as more warm when they had a lenient teaching style and less warm when they had a strict teaching style when compared with Anglo women professors with respective styles. Anglo men students perceived professors as more politically biased than did other students. Results are discussed in the context of aversive racism and a double standard of evaluation for Latino professors.

[Bavishi, A., Madera, J. M., & Hebl, M. R. \(2010\). The effect of professor ethnicity and gender on student evaluations: Judged before met. *Journal of Diversity in Higher Education*, 3\(4\), 245-256.](#)

Ethnic minority academicians face a number of challenges in the “ivory tower.” One set of challenges arises from the racial stereotypes that others hold, and the current research investigates the stereotypes held by students before they even meet such professors. After providing college preparatory students with a CV of a professor (differing in their race—White, Black, or Asian; their gender—male or female; and their academic discipline—Science or Humanities), students evaluated the professor on measures of competence, legitimacy, and interpersonal skills. We found that students evaluated Black professors to be significantly less competent and legitimate than their White and Asian counterparts. Both Black and Asian professors were judged to have significantly less interpersonal skills than White professors. No gender main effects emerged. Professors in science were judged to be more competent and legitimate than professors in humanities. Very few interactions surfaced. We discuss our results in terms of previous stereotype research and the implications our results have for further compounding the challenges that Black professors face in academia.

[Ewing, V. et al. \(2003\). Student Prejudice Against Gay Male and Lesbian Lecturers. *The Journal of Social Psychology*, 143 \(5\), 569-579.](#) ^h

The authors examined whether gay men and lesbians are evaluated more negatively than individuals of unspecified sexual orientation when attributional ambiguity surrounds evaluations and whether they are evaluated similarly to unspecified others when no attributional ambiguity is present. One male and one female lecturer delivered either a strong or a weak lecture to students who either (a) believed that the lecturer was a gay man or a lesbian or (b) did not receive sexual orientation information. Contrary to



predictions, the quality of the lecture did not influence the ratings of known gay male and lesbian lecturers, although lecture quality strongly influenced ratings of lecturers whose sexual orientation was unspecified. After strong lectures, participants rated known gay male and lesbian lecturers more negatively than they did lecturers whose sexual orientation was unspecified. After weak lectures, participants rated known gay male and lesbian lecturers more positively than they did the others. The authors discussed the possibility that students might moderate their ratings to avoid discriminating against gay and lesbian lecturers.

[Smith, B., & Hawkins, B. \(2011\). Examining Student Evaluations of Black College Faculty: Does Race Matter? *The Journal of Negro Education*, 80\(2\), 149-162.](#) ^J

The purpose of this study was twofold. First, to describe the undergraduate student ratings of teaching effectiveness based on the traditional 36-item end-of-course evaluation form used in the College of Education (COE) at a southeastern Research Extensive predominantly White institution. Second, using critical race theory (CRT) to compare the teaching effectiveness for the tenure-track faculty in this study based on race (White, Black, and Other racial groups including Asians, Latinos, and Native Americans). Three academic years of undergraduate level courses were used to analyze student ratings for 28 items (26 multidimensional, which address specific topics or a single aspect about instruction and 2 global/overall, which address value of course and teaching ability) on the end-of-course evaluation form. Eight of the 36 items request demographic information from the student. The findings showed that of the three faculty racial groups, Black faculty mean scores were the lowest on the 26 multidimensional items. On the two global items, which are used in making personnel decisions, Black faculty mean scores were also the lowest of the faculty groups analyzed.

