Links to articles and blogs on bias in teaching evaluations and gender balance in academia

1. Gender Bias in Teaching Evaluations

https://8f8582db-a-62cb3a1a-s-sites.googlegroups.com/…/Meng…

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 towards teaching.

2. Why We Must Stop Relying on Student Ratings of Teaching

- The rate at which students were filling out evaluations has gone down precipitously in the electronic age.
- The tone of their comments has started to resemble that of internet message boards, with more abuse and bullying.
- Students who were aware of some or all of their grades tended to be harder on faculty members in both written comments and numerical assessment.

  https://www.chronicle.com/article/Why-We-Must-Stop-Relying-on/243213?cid=cr&utm_source=cr&utm_medium=en&elqTrackId=febb45cb7ad642f981dc957247d692c7&elq=89f9b0557053403d9efe4acdf0fd4e94&elqaid=18867&elqat=1&elqCampaignId=8503

3. Student evaluations of teaching are not only unreliable, they are significantly biased against female instructors.

http://blogs.lse.ac.uk/…/student-evaluations-of-teaching-g…/

A series of studies across countries and disciplines in higher education confirm that student evaluations of teaching (SET) are significantly correlated with instructor gender, with students regularly rating female instructors lower than male peers. **Anne Boring**, **Kellie Ottoboni** *and* **Philip B. Stark** *argue the findings warrant serious attention in light of increasing pressure on universities to measure teaching effectiveness. Given the unreliability of the metric and the harmful impact these evaluations can have, universities should think carefully on the role of such evaluations in decision-making.*

4. How does explicit and implicit gender bias affect gender balance in academia?

https://www.euroscientist.com/a-ladder-made-for-men/

5. Best Way for Professors to Get Good Student Evaluations? Be Male.

http://www.slate.com/blogs/xx_factor/2014/12/09/gender_bias_in_student_evaluations_professors_of_online_courses_who_present.html

Many in academia **have long known** about how **the practice of student evaluations** of professors is inherently biased against female professors. Students, after all, are just as likely as the public in general to have the same ugly, if unconscious, biases about women in authority. Just as polling data continues to show that **a majority of Americans think being a man automatically makes** you better in the boss department, many professors worry that students just automatically rate male professors as smarter, more authoritative, and more awesome overall just because they are men. Now, a **new study out North Carolina State University shows that there is good reason for that concern**.

6. Is Gender Bias an Intended Feature of Teaching Evaluations?

https://www.insidehighered.com/advice/2018/02/09/teaching-evaluations-are-often-used-confirm-worst-stereotypes-about-women-faculty#.WoL86JxwaOw.facebook

Every semester brings with it a new series of articles, blog posts and stories about gender and racial biases in teaching evaluations. A large and constantly growing body of academic literature demonstrates how bias shapes these tools. For example, experiments with students in online coursesshow that identical courses are rated lower if the instructor is randomly assigned a woman's name. Students may also use evaluations to comment on faculty appearance, tone of voice or even their sexual orientation.

7. Meta-analysis of faculty's teaching effectiveness: Student evaluation of teaching ratings and student learning are not related

https://www.sciencedirect.com/science/article/pii/S0191491X16300323

Student evaluation of teaching (SET) ratings are used to evaluate faculty's teaching effectiveness based on a widespread belief that students learn more from highly rated professors. The key evidence cited in support of this belief are meta-analyses of multisection studies showing small-to-moderate correlations between SET ratings and student achievement (e.g., Cohen, 1980, 1981; Feldman, 1989). We re-analyzed previously published meta-analyses of the multisection studies and found that their findings were an artifact of small sample sized studies and publication bias. Whereas the small sample sized studies showed large and moderate correlation, the large sample sized studies showed no or only minimal correlation between SET ratings and learning. Our up-to-date meta-analysis of all multisection studies revealed no significant correlations between the SET ratings and learning. These findings suggest that institutions focused on student learning and career success may want to abandon SET ratings as a measure of faculty's teaching effectiveness.

8. Chapter Title: Are Student Teaching Evaluations Holding Back Women and Minorities?: The

Perils of "Doing" Gender and Race in the Classroom Chapter

http://www.dickinson.edu/download/downloads/id/6308/are_student_teaching_evaluations_holding_back_women_and_minorities.pdf

9. Website with many articles such as

'Professionalism' is gendered — and women lose.
If the situation were reversed, men would revolt.
The hard truth about race and parenthood
The complicated question of sex and academe
Women in power must speak up for progress.

https://www.chronicle.com/interactives/the-awakening