

**NDSU Advocate  
FORWARD**

# **Gender and Higher Education: Exploring Women's Experiences**

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**Human Development & Family  
Science**



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NDSU **FORWARD**

# SMALL GROUP ACTIVITIES

# Table Activity #1

- Introduce yourself and share why you decided to come to this workshop
- As a group, select one individual to be the recorder and reporter of ideas generated during the table discussion to the larger group
- Please discuss the following two questions:
  - How would you describe the climate as it relates to gender in your current unit/department?
  - What are the barriers in your unit to a positive and equitable gender climate?

# Reporting on Table Activity #1

- Please share what your group discussed about:
  - What are the barriers in your unit to a positive and equitable gender climate?

## Table Activity #2

- Please discuss the following two questions:
  - What institutional changes are needed to address issues related to gender inequity at the University of Pittsburgh?
  - What individual actions can men take to help address issues related to gender inequity at University of Pittsburgh?

# Reporting on Table Activity #2

- Please share what your group identified as the needed:
  - Institutional Changes
  - Individual Actions

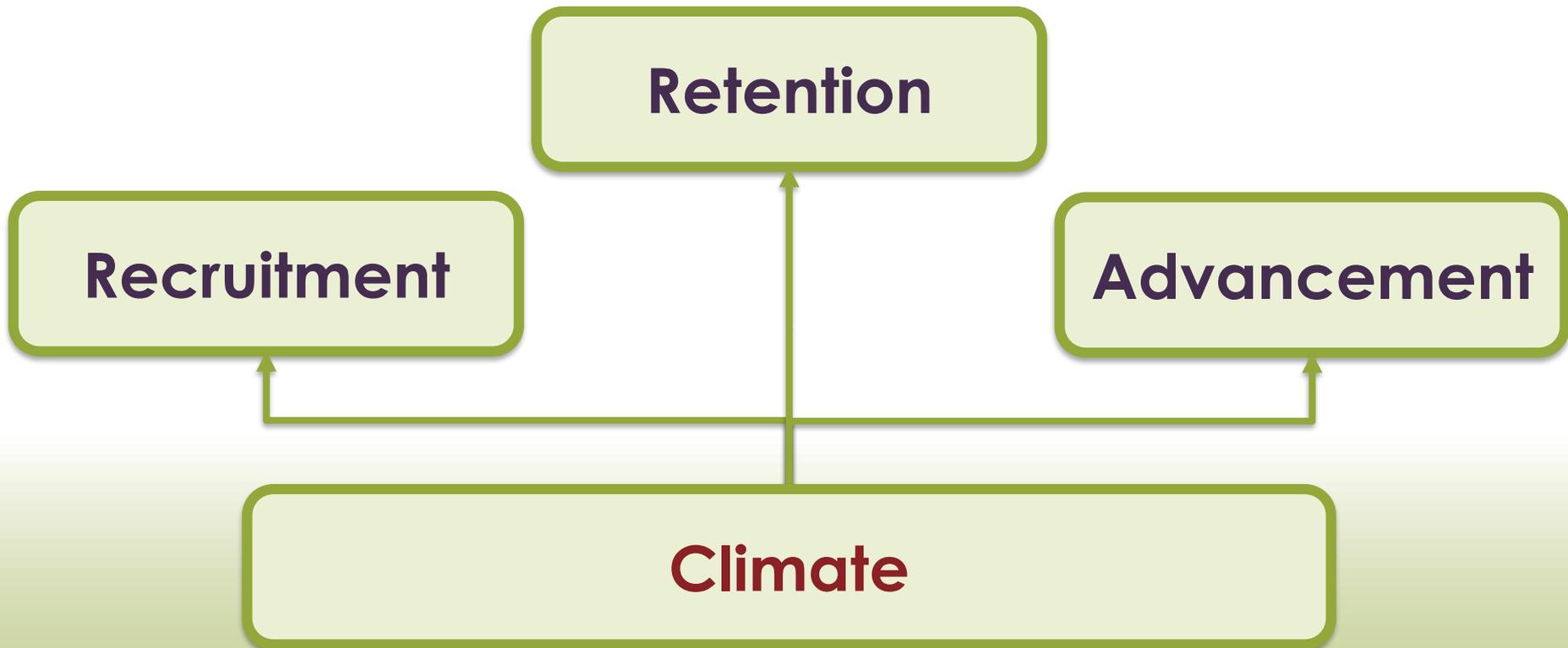
# UNIVERSITY OF PITTSBURGH: INSTITUTIONAL DATA AND CONTEXT

# University of Pittsburgh: Gender Equity Efforts

- **Initiatives and Campus Organizations:**
  - **Office of Faculty Affairs, Development and Diversity**
  - **IDEAL-N NSF-ADVANCE Project**
  - **The Provost's Advisory Committee on Women's Concerns (PACWC)**
  - **Resource Guide for Faculty Search Processes**

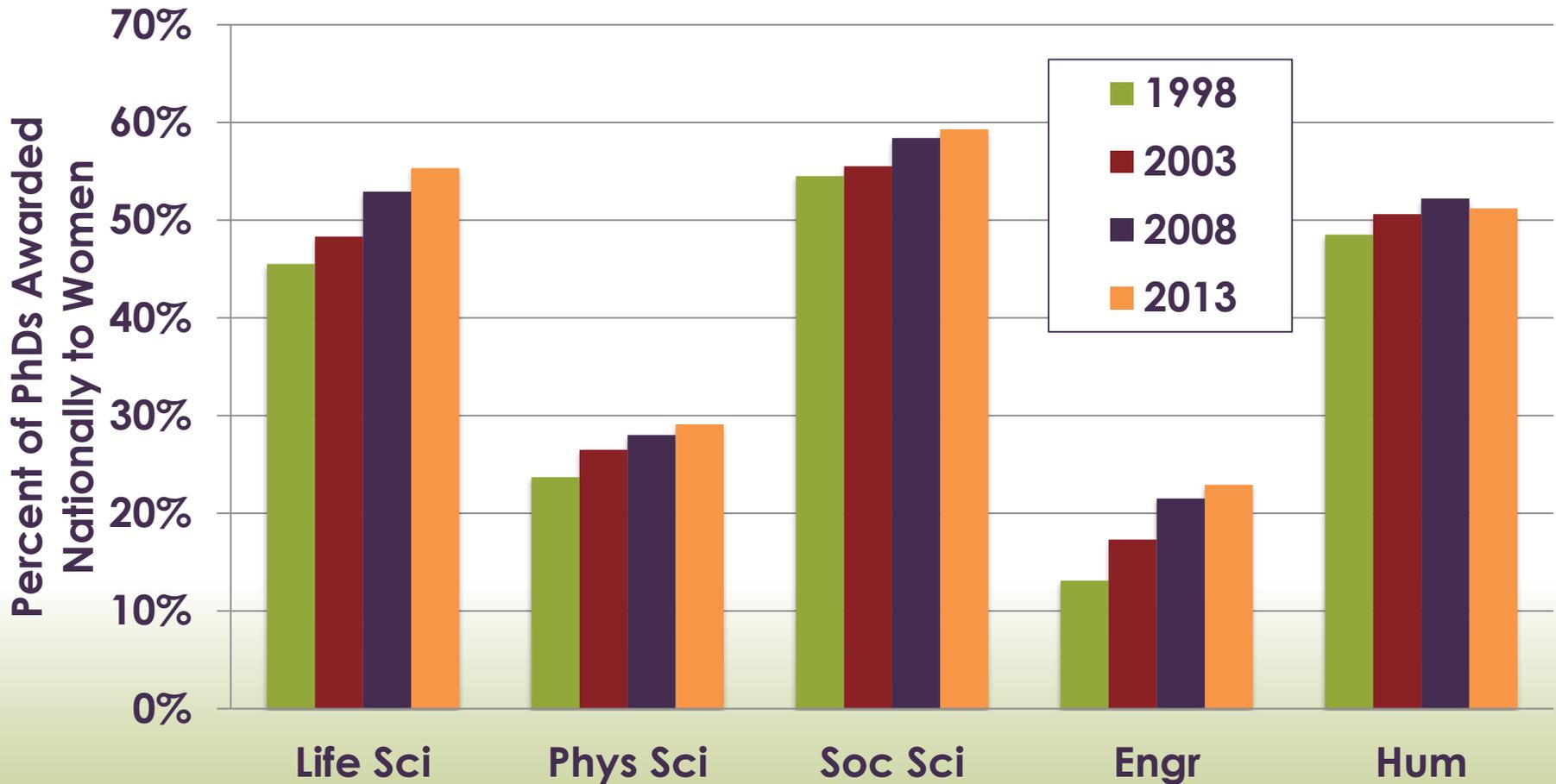
# Data & Context

A snapshot of University of Pittsburgh data that is consistent with national trends and highlights:



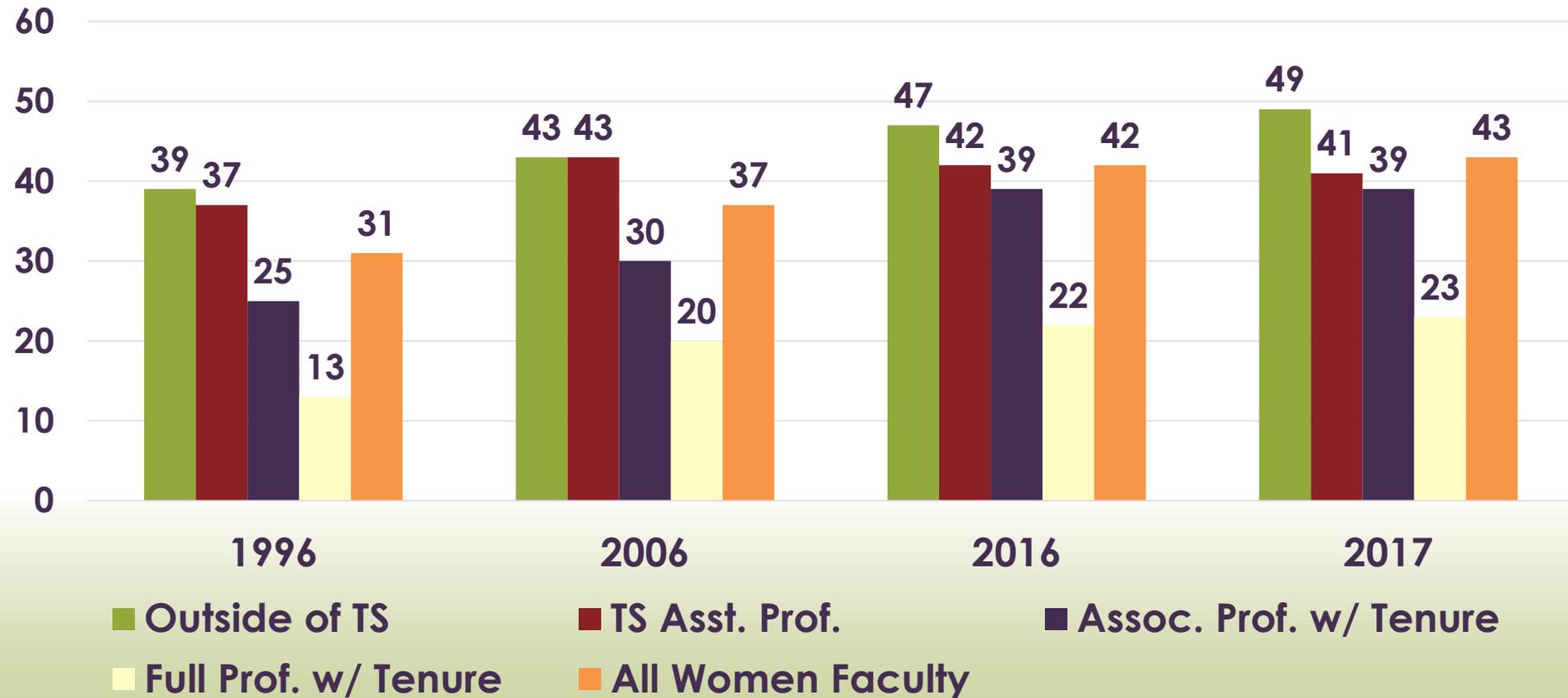
# Pipeline: National Trends

## Female PhD Awardees



# Why Does the Pitt Need Allies? Challenges in Recruitment

## Percentage of Women Faculty by Rank



# Why Does Pitt Need Allies?

## Challenges in Retention/Advancement

- Across the university (2017), women comprised only 23% of full professors
- In Science and Engineering departments (2016), women comprised only 21% of tenured faculty and 26% of tenure-track faculty

# Why Does Pitt Need Allies?

## Disparities in Leadership

**Few women in leadership positions (2017):**

- **Of the 117 department/division chairs, only 30 (26%) are women**
- **In Science and Engineering departments in 2016:**
  - **Only 4 out of 18 (22%) department chairs**
  - **Only 5 out of 36 (14%) Endowed Chairs & Distinguished Faculty were women**

# Why Does UPitt Need Allies?

## Underlying Challenges with Climate

### COACHE Survey Results

- **Recruitment:**

- *46% of women faculty believe search processes in their department generate a diverse pool of candidates vs. 58% of men faculty*

- **Retention:**

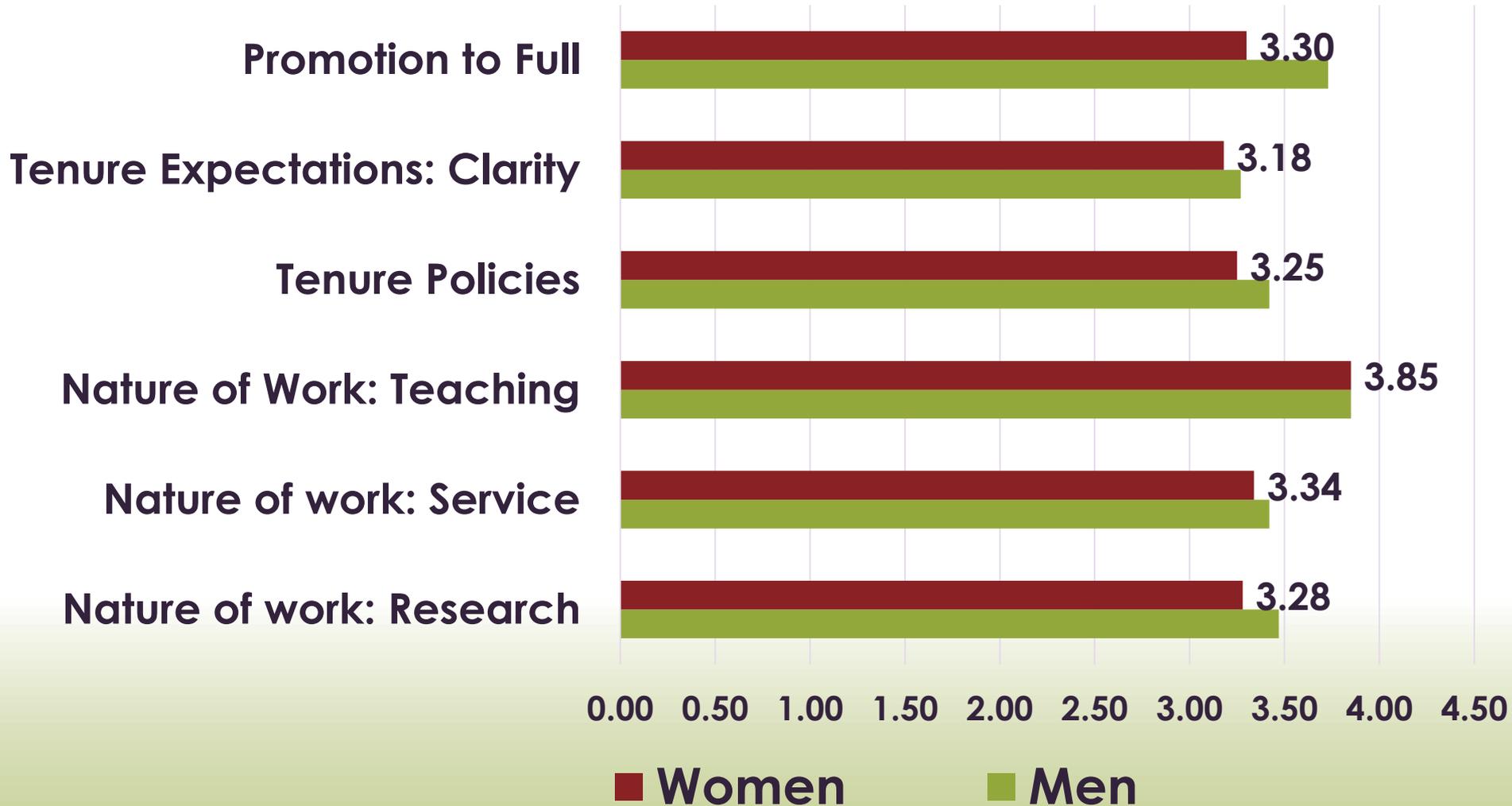
- *57% of women faculty believe their department is successful at retaining high-quality faculty members vs. 64% of men faculty*

- **Promotion from Associate to Full Professor:**

- *Women perceive consistently less clarity on promotion metrics than men.*

# 2016 COACHE Survey Results

## Average Faculty Satisfaction by Gender



# 2016 COACHE Survey Results Comparison to Peers and Cohort

Satisfaction with	Comp to Peers	Comp to Cohort
Nature of work: Research	1st or 2nd	Top 30%
Nature of work: Service	1st or 2nd	Top 30%
Nature of Work: Teaching	3rd or 4th	Top 30%
Tenure Policies	5th or 6th	Bottom 30%
Tenure Expectations: Clarity	5th or 6th	Bottom 30%
Promotion to Full	5th or 6th	Middle 40%

# OVERVIEW OF THE EXISTING RESEARCH

# Unconscious Bias

Also known as...

... stereotypes ...

... schemas ...

... implicit associations.

# Whatever the name, they are...

implicit or unconscious assumptions that  
**influence** our judgments...

sometimes about physical or social  
characteristics associated with race or  
ethnicity, gender, disability, and sexual  
orientation

**or**

about certain job descriptions, academic  
institutions, and fields of study

# Gender Bias is Often Unconscious and Favors Men Regardless of Gender

- People who have strong egalitarian values and believe that they are not biased will nevertheless unconsciously or inadvertently behave in discriminatory ways (Dovidio, 2001)
- Influences both men and women
  - Men and women were equally likely to give the men applicants better evaluations for teaching, research, and service and were more likely to hire men than women applicants (Steinpreis et al., 1999).

# Rating Student Candidates

Woman and Man faculty rate woman student candidates lower (Moss-Racusin et al., 2012)

- Faculty were given identical applications with the exception of candidates having an obvious male or female name
- Women were given lower overall ratings
- Women were seen as less hireable
- Women would be offered lower salaries
- Women were less likely to be offered mentoring

# Letters of Recommendation

## Biased letters of recommendation (Schmader et al., 2007)

- Men are more often described with superlatives and in agentive terms (e.g., outstanding scholar or researcher)
- Letters for women used gendered adjectives or qualifiers (e.g., female faculty)
- Women were described in relational terms (e.g., caring, compassionate, etc.)
- Letters for women tend to be shorter and contain less detail about commitments to academia and specific skills as researchers

# Rating Job Candidates and Hiring

## Biased ratings of job candidates (Rudman & Glick, 2001)

- Assertive male candidates were rated as more qualified
- Assertive female candidates were rated as less qualified and as lacking warmth

## Bias in hiring decisions (Corbett & Hill, 2015)

- Choose best qualified: 69% of the time
- Underqualified man to underqualified woman

**29 to 2**

# Advocacy:

## A Double Standard for Women

**Women are punished for trying to address diversity issues (Hekman et al., 2016)**

- **Participants read about a hypothetical hiring scenario in which a manager hired a new male or female employee**
- **Shown a picture of the manager (so gender and race was identified)**
- **Women who hired other women were seen as less competent and effective than women who hired men**
- **Men were judged as equally competent when they hired women as when they hired men**

# Student Evaluation of Teaching

When evaluating excellence in teaching, students evaluate women and men teachers differently (Sprague & Massoni, 2005)

- Top descriptor when best teacher is a man:  
Funny (accomplished in-class, en masse)
- Top descriptor when best teacher is a woman:  
Caring (accomplished individually, time-intensive)

# Further Evidence of Gender Bias in Ratings of Instruction

- Online students gave better evaluations to instructors they think are men – even when the instructor is actually a woman
  - Perceived male instructors received markedly higher ratings on professionalism, fairness, respectfulness, giving praise, enthusiasm, and promptness (MacNeill & Shipman, 2014)
- Men are more likely to be described as a star, knowledgeable, awesome, or the best professor
- Women are more likely to be described as bossy, disorganized, helpful, annoying, or as playing favorites

# One More Example of Gender Bias in Ratings of Instruction

- Language students use in evaluations regarding men professors is significantly different than language used in evaluating women professors.
  - Women are evaluated differently in at least two ways: intelligence/competence and personality (Mitchell & Martin, 2018)
- 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.

# Evaluating Faculty Research

- **Biased evaluations of faculty (Wenneras & Wold, 1997)**
  - **Women candidates needed substantially more publications to achieve the same rating as men**
  - **Articles evaluated more favorably when attributed to a male**
- **Women are often less likely to be nominated for awards or to receive them when they are nominated (Lincoln et al., 2012)**

# Differences in Perceived Speaking

- **Women are more likely than men to be interrupted when speaking (Crawford, 1995)**
- **In mixed gender conversations, women are perceived as dominating conversations when they speak just 30% of the time (Coates, 2004; Spender, 1990)**

# The Relationship between Gender Discrimination and Advantage

Understanding that the disadvantages faced by women faculty are part of a systemic problem and when a problem is systemic, in order to create change, we need to examine the other side of the system

- When one group is disadvantaged in a system, by necessity, another group is systemically advantaged
- Advantage is something that happens when systems or institutions have historically been (or currently are) dominated by a particular group

# Male Privilege

- Never having to be the first male full professor in your department, or be an associate professor who has to wonder: will this department ever promote a man to full professor?
- Never having somebody wonder: did his gender give him an edge in that [FILL IN THE BLANK]?
- Never having to wonder: would the department accept a man as a chair or head? Would the college accept a man as the Dean? Would the unit accept a man as the director?
- Never having somebody raise the question: was he hired because of his gender?
- Never having to feel like you stand out in a room full of men at a meeting

# Large Group Discussion

- Does this research fit your experience?
- Did any of it surprise you?
- How does knowing about this research impact your own understanding of working on a university campus?
- Having seen the research, what do you feel needs to be done on your campus?

# QUESTIONS, COMMENTS, FEEDBACK