



GENDER DIFFERENCE IN COURSE EVALUATION RESULTS

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INTRODUCTION

- Extensive evidence that student evaluations of teaching are biased
- Two types of bias (Kreitzer and Sweet-Cushman (2021))
 - Measurement bias
 - Equity bias
- Question from Vice President of Degree Programs and Diversity, Equity and Inclusion Manager: **Is there evidence that male and female instructors are evaluated differently at the Stockholm School of Economics? – YES!**
 - Female instructors receive on average lower scores than male instructors
 - Student gender also plays a role with female students often rating female instructors higher and male instructors lower than male students

DERIVING INSIGHT FROM COURSE EVALUATION DATA COLLECTED VIA BLUE

TEACHER QUESTIONS INCLUDED IN COURSE EVALUATIONS

Teacher [Teacher's name]

[Teacher's name] effectively advanced and facilitated my learning.

learning

Disagree strongly	2	3	4	5	6	Agree strongly	I don't know
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

It was easy for me to get in touch with [Teacher's name] whenever I needed to.

Disagree strongly	2	3	4	5	6	Agree strongly	I don't know
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[Teacher's name] generated interest in the course.

interest

Disagree strongly	2	3	4	5	6	Agree strongly	I don't know
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Comments regarding [Teacher's name]

TASKS INCLUDED IN ANALYSIS

- Course evaluations data from P1 2020 to P1 2021 (5 periods)
- Tasks only from BSc and MSc level
- Dropped tasks from students who are not part of an SSE degree program
- Disregarded tasks from thesis courses (no teaching, rather thesis supervision)
- Only considered “complete” evaluation tasks
- 13,166 tasks
- Data issues
 - Observations not independent
 - Observations not identical
 - Controls missing

AVERAGE SCORES AND SCORE DIFFERENCES FOR THE LEARNING AND INTEREST QUESTION*

Program Level	Question	Gender of evaluated instructors		Difference
		Female Instructors	Male Instructors	
BSc	Learning	5,48	5,56	-0,08**
	Interest	5,37	5,52	-0,15***
MSc	Learning	5,29	5,78	-0,49***
	Interest	5,34	5,82	-0,49***

Table notes: Differences were calculated using independent sample t-tests with unequal variances.

** p < 0,05 and *** p < 0,01

* 1 indicates "disagree strongly" and 7 indicates "agree strongly".

AVERAGE SCORES AND SCORE DIFFERENCES FOR THE LEARNING AND INTEREST QUESTION*

Program Level	Question – Gender of evaluated instructor ↓	Gender of evaluating students		Difference
		Female Students	Male Students	
BSc	Learning – Female Instructors	5,48	5,48	0,00
	Learning – Male Instructors	5,54	5,57	-0,03
	Interest – Female Instructors	5,43	5,32	0,11*
	Interest – Male Instructors	5,53	5,51	0,02
MSc	Learning – Female Instructors	5,40	5,20	0,20**
	Learning – Male Instructors	5,75	5,80	-0,05
	Interest – Female Instructors	5,48	5,22	0,26**
	Interest – Male Instructors	5,78	5,85	-0,07

Table notes: Differences were calculated using independent sample t-tests with unequal variances.

* p < 0,1 and ** p < 0,05 and *** p < 0,01

* 1 indicates “disagree strongly” and 7 indicates “agree strongly”.



FINDING AND PROPOSING ACTIONS TO TAKE

SUGGESTIONS FOR REDUCING (GENDER) BIAS IN STUDENT EVALUATIONS OF TEACHING AT SSE

- Review process of how teaching assignments are given out
 - Information provision to create understanding of how different teaching assignments can impact student evaluations of teaching
- Review how teaching is evaluated in tenure review (Kreitzer and Sweet-Cusham (2021))
 - Information provision to allow for “correct” interpretation of course evaluation results
 - Provide tools to assess teaching beyond course evaluations (e. g. Teaching Excellence Benchmarking Project and Teaching Observation Project)
- Restrict access to teacher comments (Kreitzer and Sweet-Cusham (2021))
- Increase the response rate of course evaluations (Kreitzer and Sweet-Cusham (2021))
- Make changes to the teacher section of the course evaluations

INCREASE THE RESPONSE RATE OF COURSE EVALUATIONS

- Review and propose suggestions to shorten survey questionnaire
- Throughout the organization, clearly communicate the purpose and importance of evaluations to students (this includes CDs informing students about how their feedback is used)
 - E.g., by “Closing the feedback loop” (Blue)
- Students receive time to fill in evaluations during the last lecture
 - Students can resubmit surveys so this should be possible even though evaluations remain open until after the exam
 - Monitor response rate while giving time to ensure students are indeed filling in the course evals

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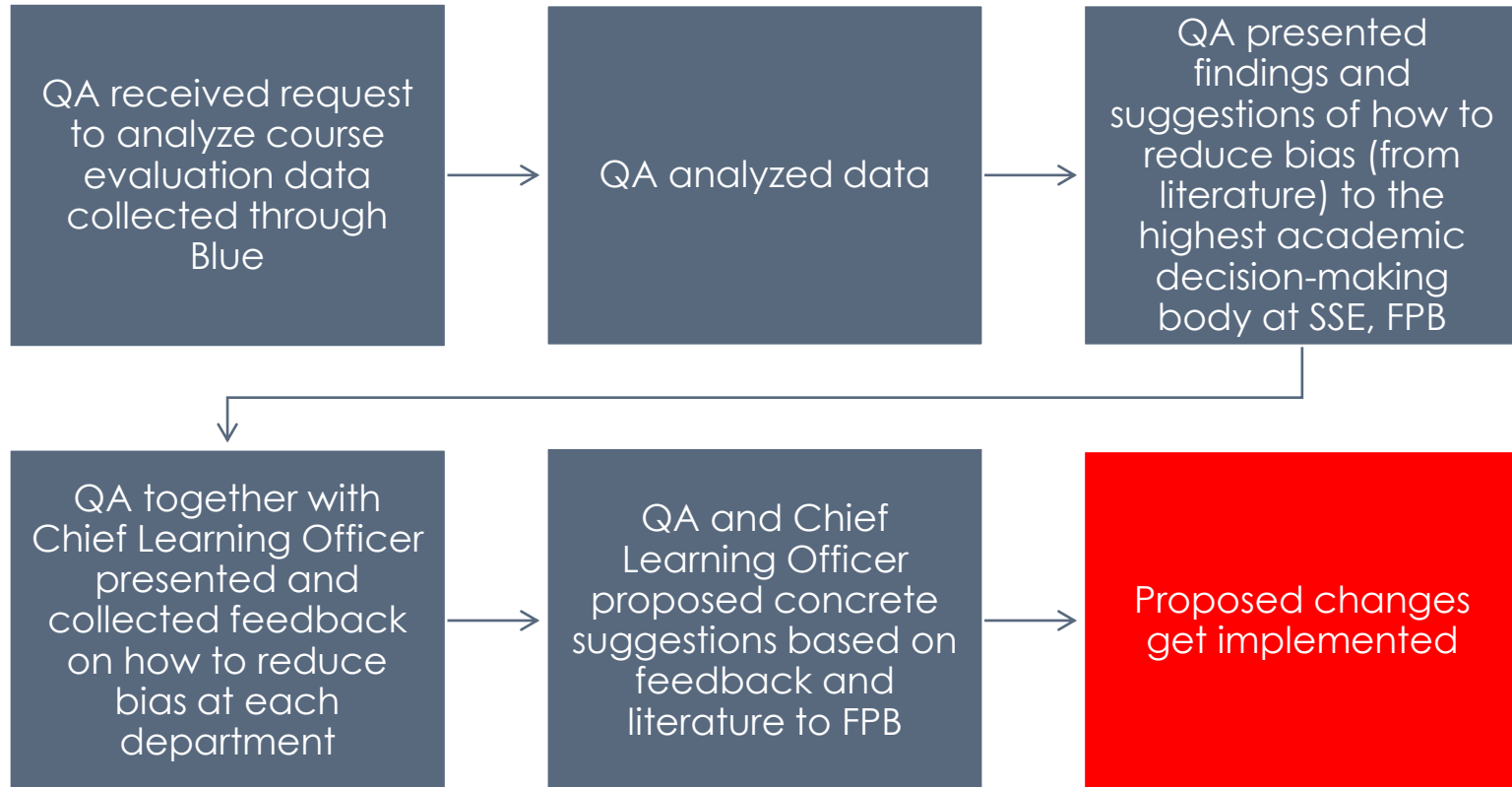
Comments regarding [Teacher's name]

REVIEW AND, IF NECESSARY, REFORMULATE SECTION EVALUATING TEACHERS

- Remove question 3
 - Redundant information
 - Reduces the length of the course evaluation and, hence, helping with the response rate
- Reformulate question 2 to take away the expectation of around-the-clock availability (e.g., *“I received the help I needed from [Teacher’s name] in an appropriate time frame.”*)
- Keep open text comment but add a phrasing that prompts students what to comment on (e.g., *“What concrete feedback do you have regarding [Teacher’s name] teaching?”*)

SUMMARY OF GETTING FROM INSIGHT TO ACTION

FROM INSIGHT TO ACTION



THANK YOU

APPENDIX

LITERATURE

- Kreitzer, Rebecca J., and Jennie Sweet-Cushman. “Evaluating Student Evaluations of Teaching: a Review of Measurement and Equity Bias in SETs and Recommendations for Ethical Reform.” *Journal of Academic Ethics* (2021).