Gender Bias in Student Evaluations – Corrigendum

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In our article "Gender Bias in Student Evaluations" (Mitchell and Martin 2018), we conducted statistical tests of the difference in proportions using as a sample size the total number of observations in our data. We also recognize that statistical tests using separate samples for the individual teaching evaluations submitted for the female and male instructors lead to different findings.

The results using this different sample size are reported in the revised tables 1 and 2 below.

While we recognize the results reported below do not meet conventional levels of statistical significance, the differences are in the hypothesized directions and in line with our conclusions. We strongly encourage scholars to continue this very important and timely line of research to provide additional analyses of potential gender biases in student evaluations. ∎

Table 1

(Revised): Content Analysis for Official University Course Evaluations

Theme	Professor Martin (Man)	Professor Mitchell (Woman)	Difference	Z-Score (P- value)
Personality	4.3%	15.6%	-11.2	1.4 (.1714)
Appearance	0%	0%	0	NA
Entertainment	15.2%	32.2%	-17	1.5 (.1327)
Intelligence/ Competency	13.0%	11.0%	2	0.2 (.808)
Incompetency	0%	0%	0	NA
Referred to as "Professor"	32.7%	15.6%	17.1	1.6 (.1075)
Referred to as "Teacher"	15.2%	24.4%	-9.2	0.9 (.3808)
N	23	45		

Notes: N=68 * p<0.1; **p<0.05; ***p<0.001

Table 2

(Revised): Content Analysis for Rate My Professors Comments

Theme	Professor Martin (Man)	Professor Mitchell (Woman)	Difference	Z-Score (P- value)
Personality	11%	20.9%	-9.9	0.7 (.4917)
Appearance	0%	10.6%	-10.6	1.0 (.3063)
Entertainment	5.5%	3.3%	2.3	0.3 (.7485)
Intelligence/ Competency	0%	1.1%	-1.1	0.3 (.7519)
Incompetency	0%	6.6%	-6.6	0.8 (.4279)
Referred to as "Professor"	22.2%	22.0%	0.3	0.0 (.9895)
Referred to as "Teacher"	0%	5.5%	-5.5	0.7 (.4714)
N	9	45		

Notes: N=54 * p<0.1; **p<0.05; ***p<0.001

REFERENCE

Mitchell, Kristina M.W., and Jonathan Martin. 2018. "Gender Bias in Student Evaluations." *PS: Political Science & Politics* 51 (3): 648–52. https://doi.org/10.1017/S104909651800001X.