

# Gender Gaps

Understanding Teaching Style  
Differences Between Men and Women

Indiana University  
Center for Postsecondary  
Research

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## Background

- Gender differences in teaching well documented
- Teaching style
  - Some find gender gap disappears after controlling for discipline

Faculty Survey of Student Engagement 1

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## Purpose

- To examine gender differences in teaching style
- To determine whether gender differences vary by course characteristics such as discipline, course level, and course size

Faculty Survey of Student Engagement 2

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## Data Source and Sample

- 107 institutions from FSSE 2006
  - 21% doctoral
  - 41% master's
  - 31% baccalaureate
  - 56% public
- 9,647 faculty
  - 46% women
  - 84% White
  - 84% FT
  - Avg course load = 5
  - 49% GEC
  - Avg course size = 40
  - 28% Hard, 72% Soft
  - 65% Pure, 35% Applied
  - 35% Life, 65% Non-Life

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## Dependent Measures

- Percent of class time spent **lecturing**
- Percent of class time spent on **active classroom practices**
  - Student-faculty shared responsibility
  - Small group activities
  - Student presentations

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## Independent Measures

- **Faculty Characteristics**
  - Gender, Race/ethnicity, FT/PT, Tenure status, & course load
- **Course Characteristics**
  - Discipline--Biglan, Course level, General Ed Req, Course times, & Course size
- **Institutional Characteristics**
  - Carnegie Classification & Control
- **Interactions between Gender and Course Characteristics**

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## Analyses

- OLS Regression
  - Block 1 = faculty, course, and institutional characteristics
  - Block 2 = interaction terms
- All independent variables grand mean centered prior to entry

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## Results

- Percent of Class Time Lecturing
  - Women spend 10% less than men
- Percent of Class Time on Active Practices
  - Women spend 14% more than men
- These gaps between women and men vary by course characteristics

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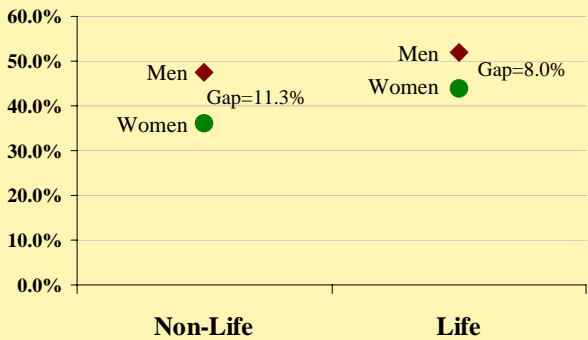
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## Lecturing Gaps by Discipline



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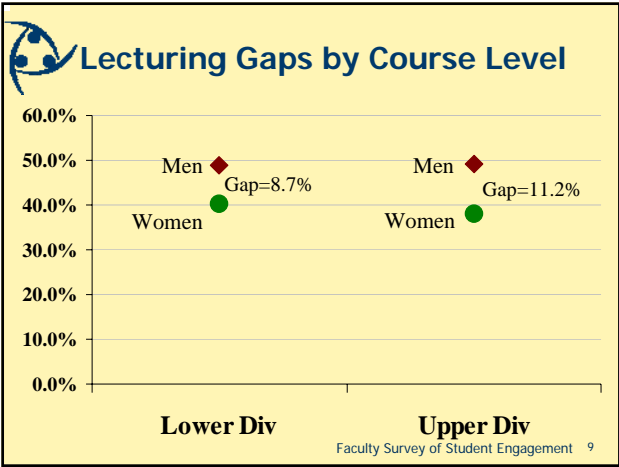
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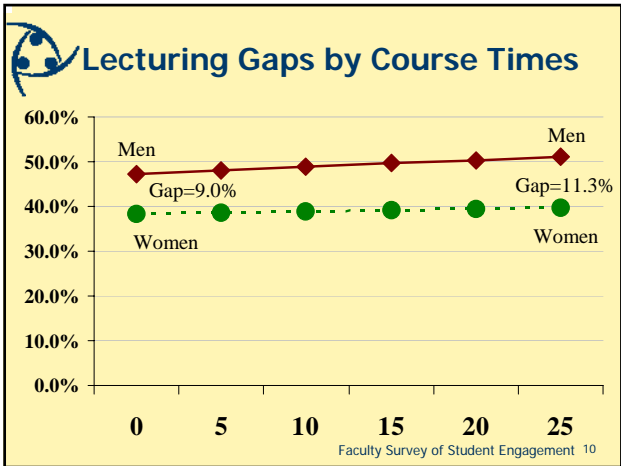
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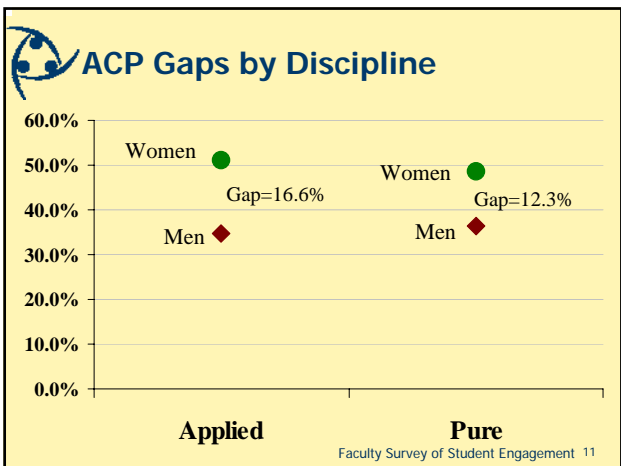
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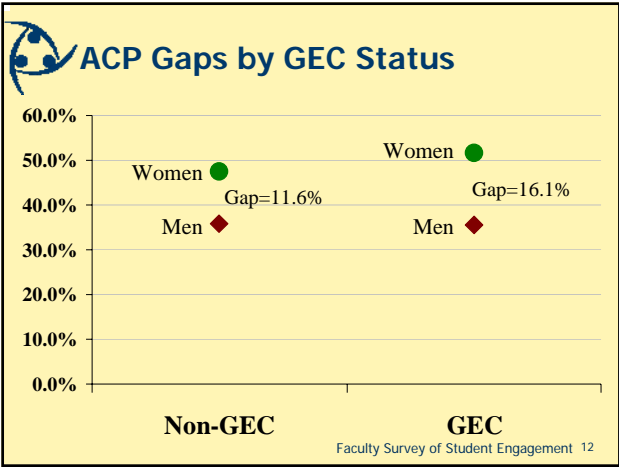
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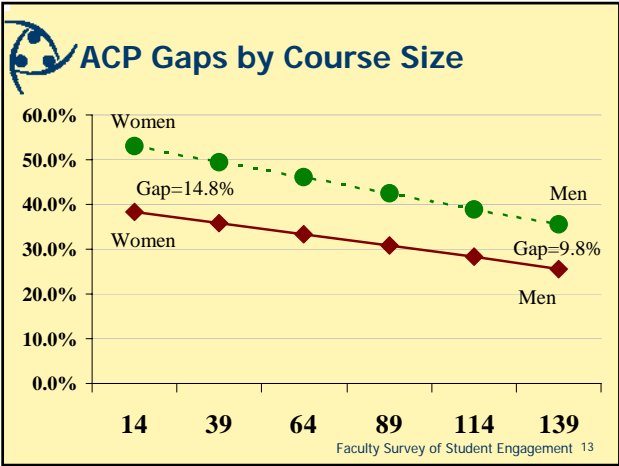
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### Implications

- The effect of gender should not be treated equally
- None of Biglan's categories should be ignored
- Examine other discipline categorizations (i.e. Holland)
- Be mindful of differences and address them with colleagues

Faculty Survey of Student Engagement 14

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## For more information

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Copies of the paper and  
presentation are available at:  
<http://www.nsse.iub.edu>

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