

DELAYED MALE: FACULTY GENDER AND STUDENT COMPLETION OF EARLY CLASS REQUIREMENTS

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ABSTRACT

Male and female students have displayed different reactions to faculty gender. Different from past findings, this research explores if gender biases exist early in the term. Students' unfavorable attitudes toward instructors were ascertained by measuring the extent to which they delayed completing a course requirement. Participants signed up for a requisite class subject pool. The difference between sign up and actual completion times reveals that male students delayed their requirement (a) more when their instructors were female rather than male, and (b) more than female students when the instructor was female. Consistent with past work, supporting data suggest that the delayed completion times reflect lower evaluations of female faculty. Discussion focuses on professional implications within and outside of academic settings.