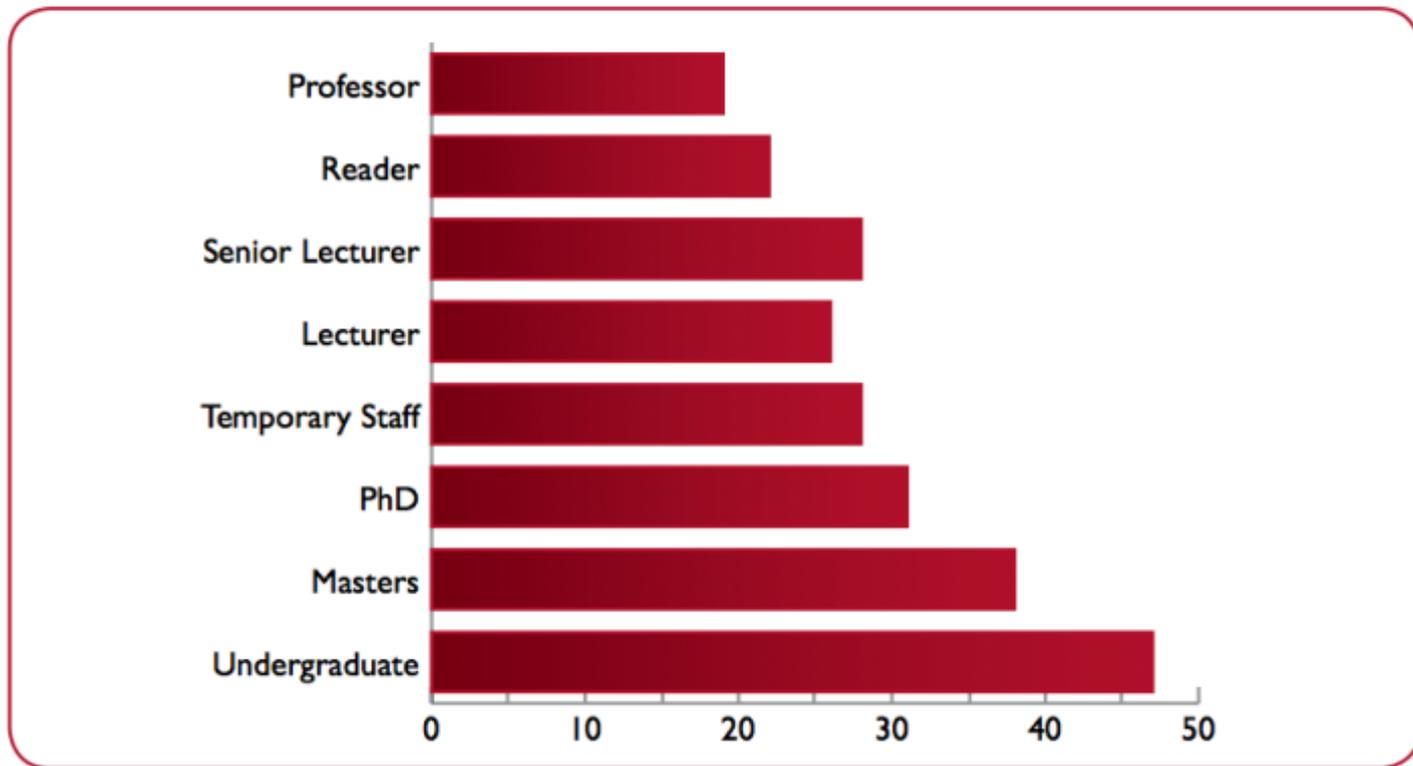


Representation of women in philosophy

- BPA 2008-2011 study:
 - Women represent 24% of permanent academic staff in philosophy.
- At Edinburgh: 24% of permanent faculty.
- (Focusing on women here; cf. other under-represented groups.)

Representation at different levels

Figure 1: Percentage women at each level

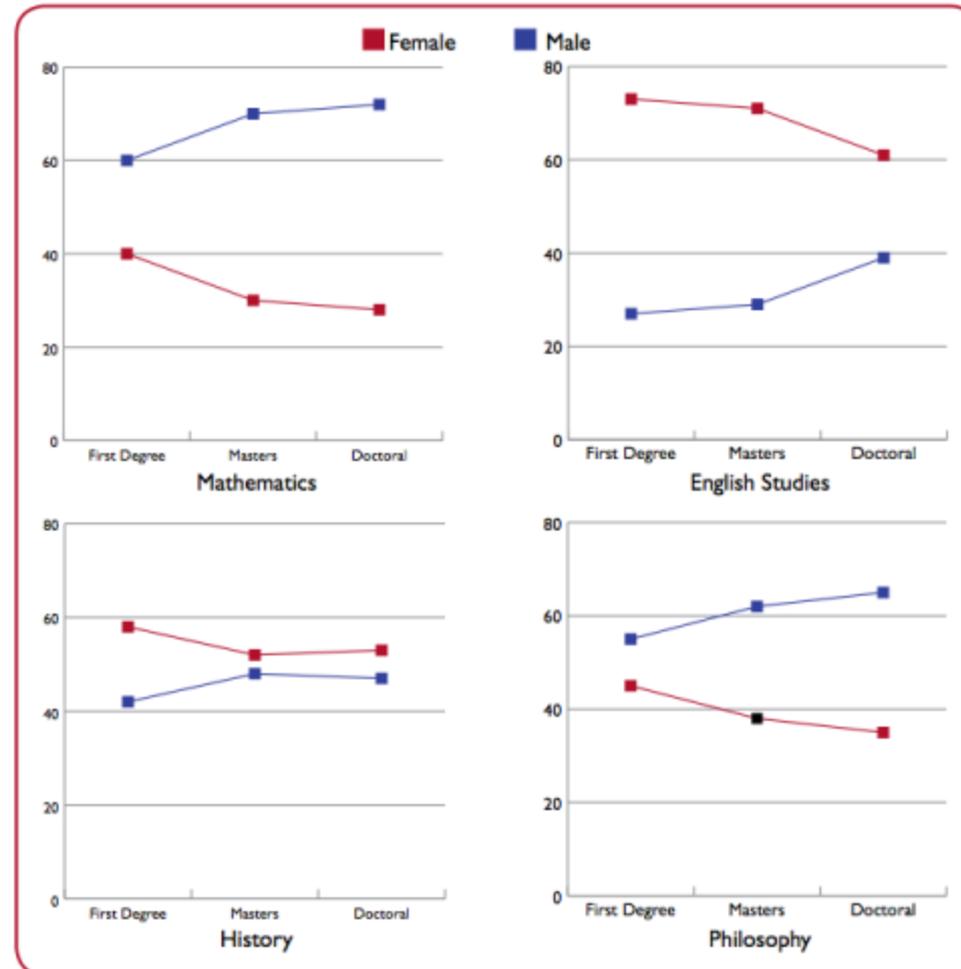


E.g. Edinburgh

- Women represented 56% of students in single or joint philosophy MA (in 2011-12).
- Women represented 17% of permanent faculty in philosophy (in 2011-12).
 - 24% in 2013-14.

Comparison to other disciplines

Figure 3: Trends by subject area from first degree to doctoral levels



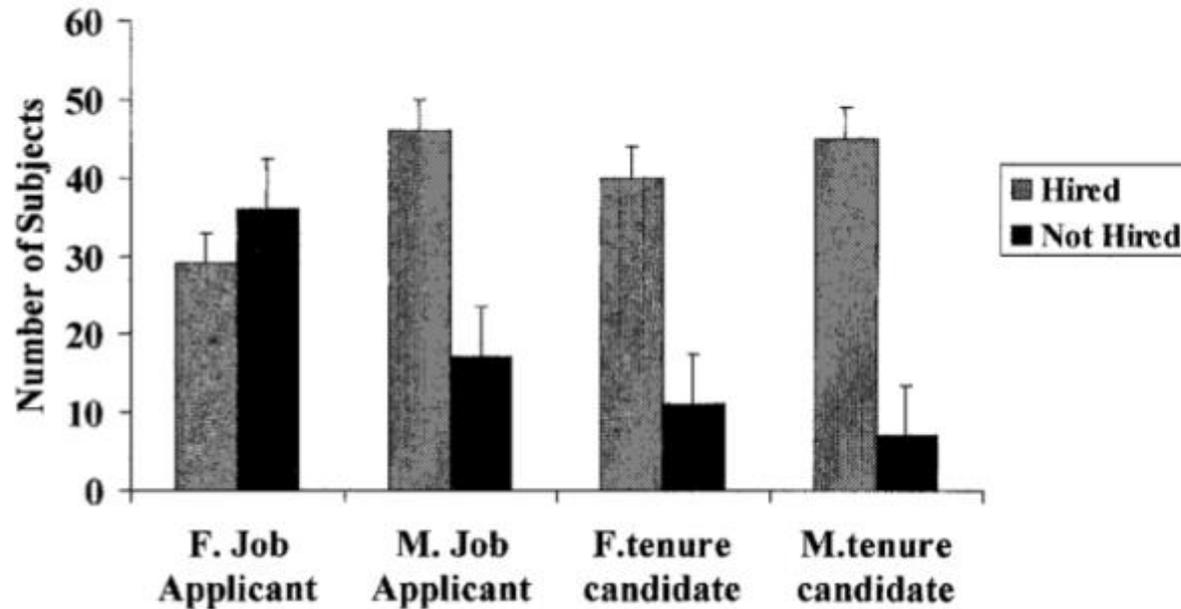
Three factors (highlighted by BPA):

- Implicit bias
- Stereotype threat
- Sexual harassment
 - “Harassment occurs when you engage in unwanted behaviour ... which has the purpose or effect of violating a persons dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment which interferes with an individual’s learning, working or social environment.”
 - (<http://www.ed.ac.uk/schools-departments/equality-diversity/2.2636/harassment-bullying>)
 - Sexual harassment is a species of this.
 - Harassment (including sexual harassment) is illegal under the Equality Act 2010.

Implicit bias

- Implicit rather than explicit.
- Explicit and sincere repudiation of bias can co-exist with bias.
- Members of target group can exhibit bias to the same degree as non-members.

Karen Miller vs. Brian Miller



Steinpreis, R., Anders, K., and Ritzke, D. 1999. "The Impact of Gender on the Review of the Curricula Vitae of Job Applicants and Tenure Candidates: A National Empirical Study", *Sex Roles*, 41: 7/8, 509-528.

Stereotype threat

- The performance of a member of the target group is affected by awareness of membership.
- Role of stereotypes: adverse affect on performance when these exists a negative stereotype about the target group associated with relevant task.
- “Victims of stereotype threat [...] are unconsciously preoccupied by fears of confirming the stereotypes about their group [...] they show elevated heart rate and blood pressure [and so underperform on relevant tasks]. But when the threat is removed, performance from the stigmatised group improves dramatically – often to the point of equality.”
- “Stereotype threat is likely to be provoked where one is from a group that is negatively stigmatised in a certain context, one is in that context, and one’s group membership is made salient [...] being one of only a few women in a roomful of men is sufficient to make one’s group membership salient.”

Spencer et al. 1999

- “As you may know there has been some controversy about whether there are gender differences in math ability. Previous research has sometimes shown gender differences and sometimes shown no gender differences. Yet little of this research has been carried out with women and men who are very good in math. You were selected for this experiment because of your strong background in mathematics.”
- The instructions went on to report that the first test had been shown to produce gender differences and that the second test had been shown not to produce such differences, or vice versa, depending on the order condition.

Spencer et al. 1999

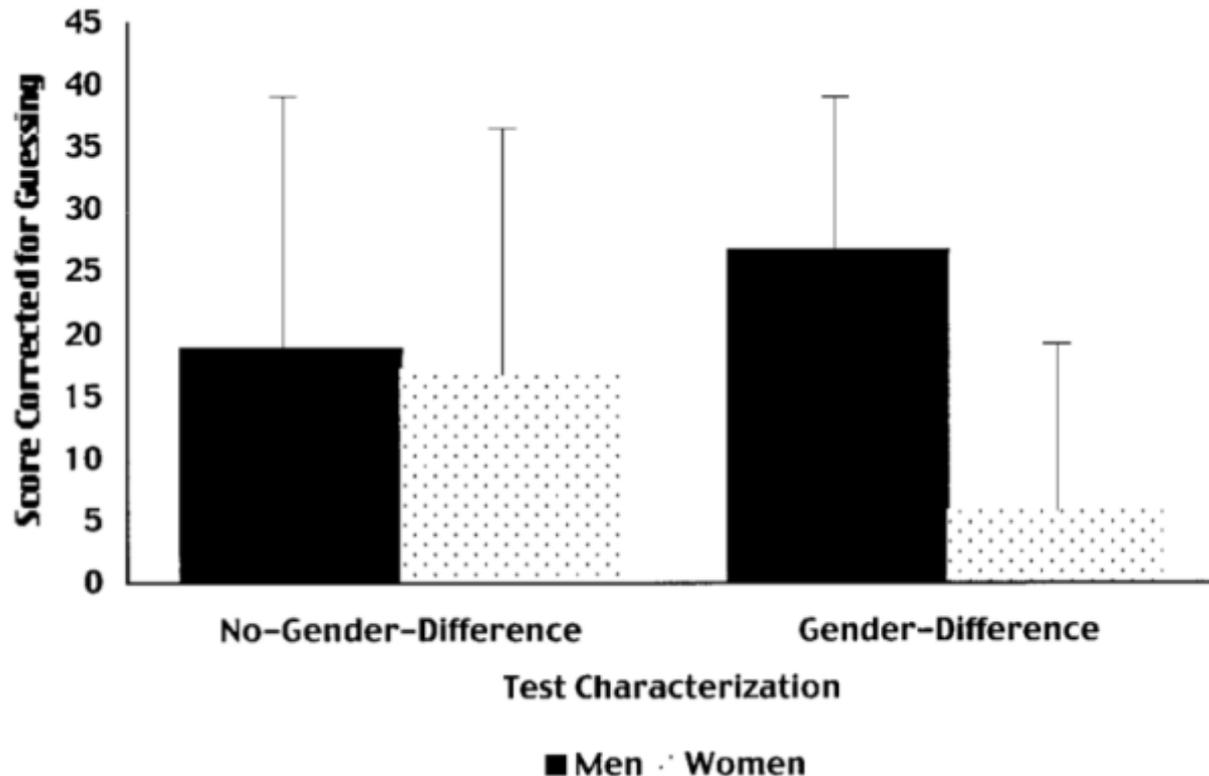


FIG. 2. Performance on a difficult math test as a function of sex of subject and test characterization

Spencer, S.J., Steele, C.M, and Quinn, D.M. (1999),
“Stereotype Threat and Women’s Math Performance,”
Journal of Experimental Social Psychology 35, pp. 4-28.

Effect of “intellectual environment”

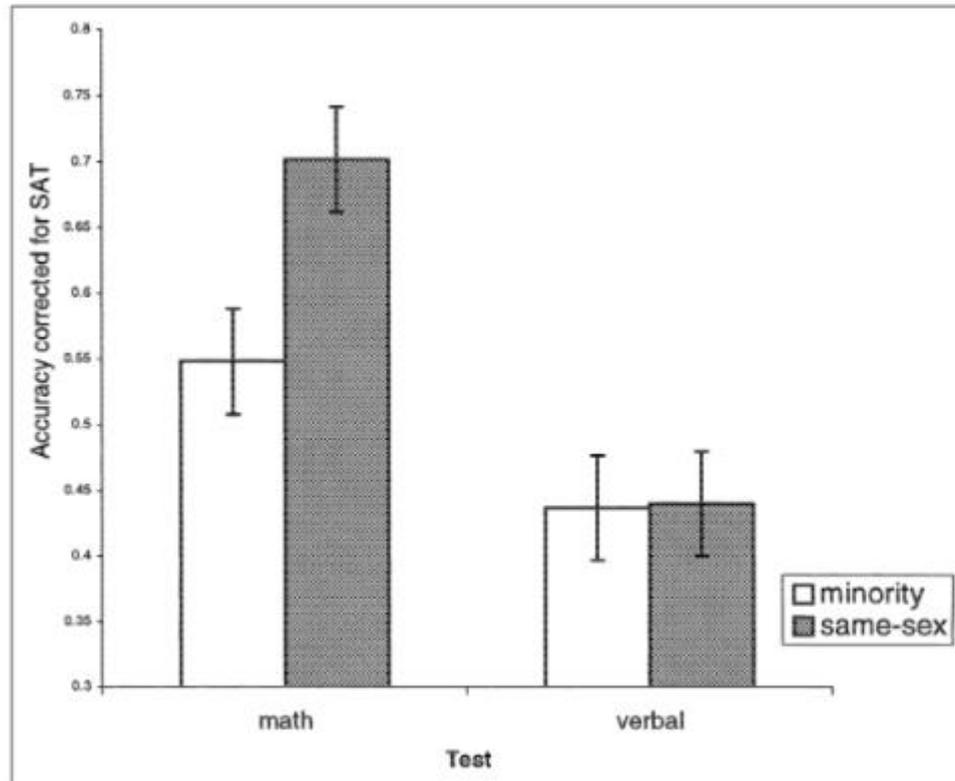


Fig. 1. Accuracy of test performance, corrected for Scholastic Assessment Test (SAT) score, as a function of sex composition of group and test type. Error bars represent standard errors.

Inzlicht, M., and Ben-Zeev, T. (2000), “A Threatening Intellectual Environment: Why Females are Susceptible to Experiencing Problem-Solving Deficits in the Presence of Males,” *Psychological Science* 11(5), pp. 365-71.

Problems for tutoring

- Implicit bias could result in bias against female/minority students.
 - Even among those who hold egalitarian views.
 - Even among female/minority tutors.
- Stereotype threat could result in adversely affected performance on the part of female/minority students.
- What's already been done?
 - Blind marking for all formal assessment
 - Visibility of EWPG
 - Attempts/plans to include more women on reading lists
 - Philosophy has voted to adopt BPA/SWIP's "good practice" scheme
- What are tutors required to do?

Encourage participation

- Look out for non-verbal cues.
- Note patterns of interruption.
- Intervene in communication patterns that shut people out.
 - E.g. interruption of female/minority students, either by other students or by the tutor, i.e. you.
- Pay extra attention to women/minority students, and call on them specifically.
 - Most people are more likely to notice men attempting to contribute than women. All stereotyped groups are less likely to attempt to contribute.
- Is one person or group dominating discussion?
 - Enlisting his or her help in shutting up: praise, encouragement, etc.

Language

- Avoid the generic “he”.
- In examples, reverse stereotypes about jobs, etc.
- Use inclusive terminology.
- Refer to female contributors by name so that others notice their contributions too.
- Make a point of referring to female authors by full name/gender-based pronouns.
- Refer to female members of faculty as “Dr” or “Prof”.
- No sexual jokes, avoid sexual examples.
 - Prohibit the same in discussion.

Non-verbal communication

- Eye-contact
- Posture
- Classroom set up
- Tone

Tutorial techniques

- Splitting students into smaller groups – be mindful of gender balance.
- Teach your students how to have a fruitful and respectful discussion early on.
 - Refer back to this if problems arise.
- Make sure students have equal opportunities to participate and get advice:
 - Allowing time to respond
 - ‘Coaching’
 - Varying types of questions
 - Essay plans/feedback

Other ideas

- Feminine/masculine styles of a student's comment might affect perceptions.
- Try not to think about gender when marking.
- Have similar expectations of your female students as you do of your male students.
- Encourage all promising students to consider postgraduate study (in the areas in which they show promise/interest).

BPA/SWIP on teacher-student relationships

- Power differences make such relationships “vulnerable to exploitation.”
- And they can have unintended consequences, e.g. other students may perceive preferential treatment.
- So the scheme (adopted by Edinburgh) maintains that:
 - Relationships between teaching staff and undergraduates are very strongly discouraged.
 - If a relationship does occur, it must be reported to the course organizer.
 - The relevant member of teaching staff must withdraw from small-group teaching and assessment of the student.
 - CO can coordinate this.

Resources

- http://www.apaonline.org/?page=diversity_resources
- <http://phildiversity.weebly.com/>
- <http://swipuk.org/>
- <http://bpa.ac.uk/resources/women-in-philosophy/good-practice>
- <http://beingawomaninphilosophy.wordpress.com/>
- <http://whatweredoingaboutwhatitslike.wordpress.com/>
- <http://feministphilosophers.wordpress.com/>
- <https://representingedinburgh.wordpress.com/>