

Correction: Gender and cultural bias in student evaluations: why representation matters

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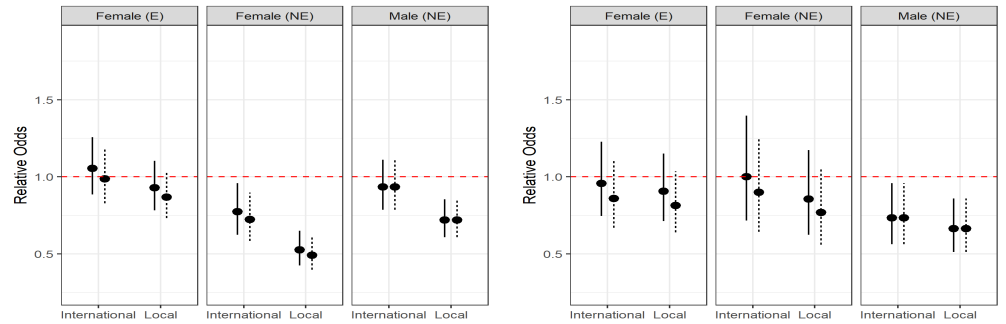
After the publication of the article, it has been brought to the authors' attention that the original dataset contained duplications. These duplication occurred during data merging stage. This resulted in changes to the total number of unique student surveys, which should be 290,377. Specifically, the numbers reported in first row of Table 1 (Fan et al, 2019) should be 94,290; 37,972; 17,603; 35,518; 84,994 for the faculties of Business, Science, Medicine, Engineering and Arts and Social Sciences respectively.

We have repeated the analyses on the corrected data, in Table 1 and Figure 1 below we provide the updated estimates and plots. The corrected results show small shifts in point estimates in the regression model for the vast majority of the parameters, and the overall pattern of the results were unchanged. We list below the main changes:

- In Science faculty, Fan et al (2019) reported a marginally significant effect against female English speaking instructors as rated by international male and female local students. These effects remain negative, but are no longer significant at the 95% level.
- A coding error which is unrelated to the duplication of data has now been corrected for female non-English speaking instructors as rated by male local students. The results now show there is a negative effect associated with female non-English speaking instructors in this group, and the effects range from marginally to strongly significant at the 95% level across all the faculties. Previously, Medicine and Engineering show negative but not statistically significant effects.

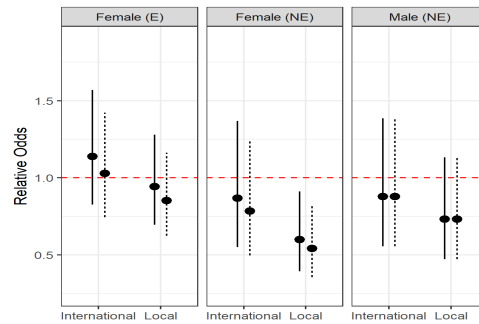
Instructor	Faculty	Int_Female	Int_Male	Local_Female	Local_Male
Female (E)	Bus	1.06 (0.89,1.26)	0.99 (0.83,1.18)	0.93 (0.78,1.1)	0.87 (0.73,1.03)
Female (NE)	Bus	0.77 (0.62,0.96)	0.72 (0.58,0.9)	0.53 (0.42,0.65)	0.49 (0.4,0.61)
Male (NE)	Bus	0.93 (0.79,1.11)	0.93 (0.79,1.11)	0.72 (0.61,0.85)	0.72 (0.61,0.85)
Female (E)	Sci	0.96 (0.75,1.23)	0.86 (0.67,1.11)	0.91 (0.71,1.15)	0.81 (0.64,1.04)
Female (NE)	Sci	1 (0.72,1.4)	0.9 (0.64,1.16)	0.86 (0.62,1.17)	0.77 (0.56,1.06)
Male (NE)	Sci	0.73 (0.56,0.96)	0.73 (0.56,0.96)	0.66 (0.51,0.86)	0.66 (0.51,0.86)
Female (E)	Med	1.14 (0.83,1.57)	1.03 (0.74,1.42)	0.94 (0.69,1.28)	0.85 (0.62,1.16)
Female (NE)	Med	0.87 (0.55,1.37)	0.78 (0.5,1.24)	0.6 (0.39,0.91)	0.54 (0.36,0.83)
Male (NE)	Med	0.88 (0.56,1.39)	0.88 (0.56,1.39)	0.73 (0.47,1.13)	0.73 (0.47,1.13)
Female (E)	Eng	1.17 (0.77,1.78)	1.2 (0.79,1.81)	0.98 (0.64,1.5)	1.01 (0.67,1.53)
Female (NE)	Eng	1.05 (0.69,1.59)	1.08 (0.71,1.62)	0.65 (0.43,0.99)	0.67 (0.44,1.01)
Male (NE)	Eng	0.93 (0.72,1.19)	0.93 (0.72,1.19)	0.68 (0.53,0.88)	0.68 (0.51,0.88)
Female (E)	Arts	0.98 (0.81,1.18)	0.95 (0.78,1.14)	1.06 (0.89,1.27)	1.02 (0.85,1.22)
Female (NE)	Arts	0.82 (0.65,1.03)	0.79 (0.59,1.00)	0.74 (0.6,0.92)	0.71 (0.57,0.89)
Male (NE)	Arts	0.91 (0.7,1.19)	0.91 (0.7,1.19)	0.76 (0.59,0.99)	0.76 (0.59, 0.99)

Table 1. Relative odds or effect size for different teacher/student populations. Columns indicate student attribute and rows indicate teacher attribute. Confidence intervals are given in brackets, and significant (at 5% level) terms are highlighted in **bold** font, borderline significance (at 5% level) is indicated by **bold italics**. Confidence intervals not including the value 1 indicates significance.



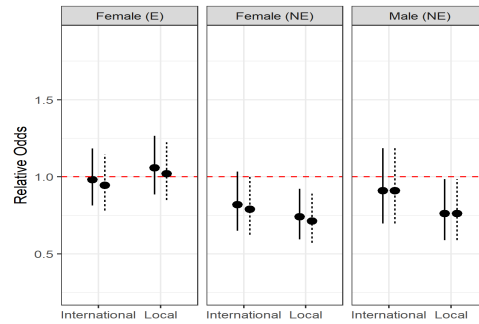
(a) Business

(b) Science



(c) Medicine

(d) Engineering



(e) Arts and Social Sciences

Fig 1. Effect of gender from teaching evaluations. Points below the line at one indicate bias against groups (English (E) and non-English (NE) speaking females, and non-English (NE) speaking males) across male and female local and international students. Where solid lines (female students), and dotted lines (male students) indicate 95% confidence interval. If vertical lines do not intersect the line at 1, this indicates differences are statistically significant.