A Gender Lens on Pedagogical Choice in Academia: Revisiting Hartlaub and Lancaster's Study on Teaching Methodologies

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Abstract

This paper focuses on the role of gender in faculty choice of teaching methodologies at colleges and universities in North Carolina. We replicate research conducted by Hartlaub and Lancaster who examined pedagogical preference among a national sample of political science instructors. In revisiting that inquiry, published in 2008, we have explored the applicability of their finding that gender had some influence on pedagogical choice. As we compare the sample of North Carolina colleges and universities with those in the nationally representative sample, we also look at the similarity of other findings, as well as disparities, that we think relevant to our study.

By broadening the Hartlaub-Lancaster national sample to include faculty who teach public administration, public policy and research methods, we specifically look to see if gender-related associations, which were revealed in the national study can be generalized to faculty in other disciplines and of smaller geographical areas.

While we employ the Hartlaub-Lancaster survey, we condense the number of questions in the survey to reduce the completion time in which we thought most respondents would readily accept. Information that is provided by excluded questions, however, is not lost, as we will be able to extrapolate information needed for future research from the emailed responses of participants. We detail the excluded survey questions in the section, *The 2008 and 2010 Studies*.

Introduction

We live in a very political society; our government is a model for the world. Furthermore, as we export commodities, as we globally travel, are translated and read, heard and interfaced with in the blogosphere, American understandings of representation, equity and power globally circulate also. From Jimmy Carter and Kay Hagen to Jesse Helms and Lindsey Graham, the contemporary U.S. South has a vibrant reputation. North Carolina's graduates of political science/public administration, public policy and government, in one or a combination of these disciplines are proof that North Carolina universities and colleges play an important role in recruiting, training and releasing to the local and national public, adults who will claim their education has prepared them to be heard and followed. We have the opportunity to challenge and shape how America's future leaders and public servants utilize received knowledge: Political Science and public administration faculty distinctly facilitate what and how students learn about our democracy and how public policy is formulated and implemented.

What our students encounter and perceive in political science and public administration classroom matters because we, in part, shape their professionalized political (and politicized) outlook. From content to content and classroom culture, the post-secondary, political science and public administration classrooms are more than a place to read and listen, they define a place

where received notions of gender, voice, and power are being acted out; thus, in this way, turning North Carolina classrooms into initiating fora for learned behavior about collegiality, authority and gender. We are concerned with some initial considerations of how and whether the American—and, some might say feminist—ideal prompted by a sought after gender balance among North Carolina political science and public administration faculties, correlates with the vehicle used for instructional input. What might feminist, faculty choices look like and how frequent are political science and public administration professors in North Carolina choosing them?

How our students receive and process our instruction may exceed their personal use of information in texts of faculty choice and the tools we assign them to process quantitative data. What our students internalize, learn and model in future may reflect what they have or have not experienced of equity (as conceived by "group work") on one hand, and, on the other, executive feminism (as construed by female faculty lectures) in the Southeastern political science classroom.

Theoretical Framework: Pedagogical Differences

Teacher education customarily includes curricula about the relationship between instructional practice and student cognition, and has so for over a decade. "Faculty," their instructional choices particularly, "Do Matter," according to the aptly titled study by Paul Umbach and Matthew Wawrzynski, who found that constructivism is an "effective educational practice" leading to "greater gains in personal social development, *general education knowledge,* and practical competencies on campuses where faculty engaged [first years and seniors] using active and collaborative learning exercises" (165, our emphasis). This pedagogy, combined with a commitment to providing "higher order cognitive activities" is known in education as "best practices." Umbach and Wawrzynski outlined them in many ways, including "Active and collaborative learning," which includes when students

- Work in class on student collaborative projects
- Work outside of class together on class assignment preparation
- Tutor each other
- Discuss ideas or reading outside of class
- Ask questions in class, contributing to class discussion
- Share the in-class instructional load (teacher-student shared seminar or discussion)
- Give student presentations.

Under the category of "Higher-order cognitive activities," Umbach and Wawrzynski place

- Thinking critically and analytically
- Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships
- Solving complex real-world problems
- Making judgments about the value of information, arguments or methods including interpretation and assessment of others' data collection and the soundness of their conclusions
- Applying theories or concepts to practical problems or in new situations
- Analyzing the basic elements of an idea, experience, or theory

- Putting together ideas or concepts from different courses when completing assignments or during class discussions ("Appendix A").
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These various best practices were favored by the students they surveyed and colored their view of the college experience. "For first-year students, *campus emphasis* on higher cognitive activities was statistically significantly positively related to academic challenge… and more involvement in active and collaborative learning" (167, our emphasis). Umbach and Wawrzynski insist that "[s]tudents on campuses where faculty emphasize best practices report greater gains in personal/social development, general education knowledge, and practical competencies" (170).

John Ishiyama, et. al., disagree—to a point. Their research considers "how student characteristics affect their evaluation of teaching strategies, specifically critical thinking disposition" and several other good variables. They found "it may be the case that in introductory level classes lecture techniques may be best suited to instruct students who are disposed to think critically but lack the basic concepts and factual information." Their work reversed several conclusions of C.T. Husbands' on "lecturing" versus "small group teaching" and students' evaluations of at the London School of Economics in the mid 1990s. Ishiyama, et. al. round out their analysis with considerations of students' self-awareness of the information deficits they bring, "poor previous experiences with group based instruction" and familiarity (therefore comfort) with lecture formats in class. While our study's sample represents other disciplines, in addition to political science, this study is especially pertinent for us because it emphasizes political science pedagogy. "The fact that political science majors exhibited a more positive evaluation of lecture methods as compared to non-majors also contradicts the assertion by Husbands that students who have a 'stake' in the class… are more apt to favor group methods."

Report # 4 of "A National Survey of Schools and Teachers" explains that "teachers are also likely to feel accomplished when they can implement classroom practices that are consistent with what they regard as good and important teaching." This finding within "Constructivist-Compatible Beliefs and Practices among U.S. Teachers" resulted from surveys of teachers about "teacher as facilitator, ""teacher as explainer," "diverse project activities" and "short, whole-class activities." As reported by Jason Ravitz, et. al:

> One "beliefs" question, for example, asked teachers whether they agreed that instruction should be built "around problems with clear, correct answers, and around ideas that most students can grasp quickly." The "practice" question related to this asked teachers how often their objective for asking questions of students was to find out if students knew the correct answer—a practice that a teacher agreeing with the belief statement would presumably employ…. We examined another "belief" question that asked teachers to position their own philosophy between two competing approaches to instruction; one that poses the teacher as a facilitator of student learning who provides opportunities and resources for students to discover or construct knowledge for themselves; and the other that describes the teacher's role as one who explains knowledge in a structured manner.

Teachers who follow the teacher-centered philosophy were 84% more likely to "[n]ever or sometimes" solicit students for constructivist input when planning. "Thus we can show that teachers holding certain constructivist philosophies carry that philosophy into their classroom teaching." While the analysis did not mention gender, it did consider that "subject and level play a large role in the relevance of certain instructional strategies to a teacher's practice." This factor seems especially germane to considerations of

pedagogical choice when we recall the findings of Leanne Sedowski and Michael Brintnall, that specializations within political science vary by gender: more women specialize in public policy and comparative politics. More men specialize in research methods. Nevertheless, according to Report #4, "Social Studies" overall—the secondary-level version of this project's subject area—ranked highest in "Cognitive Challenge." The analysis within "A National Survey of Schools and Teachers" concludes "Pedagogical differences by teacher gender, years of teaching experience, and educational background have important implications for educational policy. The differences in pedagogy are particularly strong by gender and by educational background."

These are different findings than what has been published about gender and faculty "integration of computers into the curriculum." Kate Mackowiak's "The Effects of Faculty Characteristics on Computer Applications in Instruction" notes that "female faculty use computers as often as male faculty," according to Jackobson and Weller's work from 1987-1988. This rate was down 1-2% (fewer female than male faculty "teach with computers") in 1991, when Mackowiak's work was published with the intention "to investigate demographic characteristics of faculty who require and who do not require computer utilization in courses they teach." Included in her study were different technological uses: "word processing, "data analysis and manipulation," "computer assisted instruction," electronic communication" and "computer supported management and design." She also investigated whether, at that time, "faculty in social sciences and humanities [still] rarely use[d] computers."

Technology today is applicable to both "rough groups" of political science "pedagogical choices" hashed out by Stephen Hartlaub and Frank Lancaster: "pedagogical techniques," including lecture and small-group work, and "pedagogical tools such as study guides" and grading on a curve" (378). We point out the research in this section that hold particular pertinence for the current study, and in the section below, give attention to both the original study conducted by Hartlaub and Lancaster in 2008, and our research of 2010.

The 2008 and 2010 Studies

Methodologies

According to Hartlaub and Lancaster, professors in political science use a variety of pedagogical techniques in their classes besides lecture, with small-group exercises and study guides being the most common. This finding, among others, was revealed when the authors surveyed a random sample of 115 schools of 450 listed on the American Political Science Association (APSA) website. Hartlaub and Lancaster report that following first and follow-up emails to 1478 professors of political science, 217 faculty responded, resulting in a response rate of 18%. (The 21-question survey for their national sample appears in Appendix A.) For the 2010 study, the sample, comprised of North Carolina colleges and universities, was drawn from the Carnegie classification of colleges and universities in the U. S. A letter requesting participation in the survey with a hyperlink to the Institutional Review Board (IRB) consent form and the survey were emailed to 321 faculty, representing 29 public and private schools in the state. (The Letter Requesting Participation in the 2010 Study, the IRB Consent form, and the 2010 Survey appear in Appendices B, C, D respectively.) Faculty who did not teach courses in public administration, public policy, American government or research methods, were excluded from the study. Seventy instructors returned completed surveys electronically, which resulted in a response rate of roughly 22%.

In large part, we retain the same questions on the original survey for the current study, such as those which operationalize influences on pedagogical choice. However, in our attempt to enhance its

effectiveness to address key questions of the current study, the original survey was modified. We discuss those modifications in the latter part of this section.

In trying to identify what factors influence choice of pedagogical tools, Hartlaub and Lancaster looked at three areas: (1) educational experience of the faculty members to see how their own experiences as a student influence their teaching strategies; (2) current institutional setting, such as institutional type, i.e. private, state-supported (trade or professional), or private (trade or professional) and the number of students enrolled; and (3) personal characteristics of the faculty members themselves, such as gender, years of teaching experience, and rank. A fourth possible area of influence on choice of classroom methodology was a political category and operationalized by two questions, the first of which asked the faculty member to indicate a liberal or conservative ideological identification on a scale of 1 to 7(survey question 16). In the second question, respondents were asked to identify on the scale the degree of strength of the political party affiliation that was most compatible with the selected political ideology (survey question 17).

Hartlaub and Lancaster use two questions—11 and 12—to operationalize the frequency of use of ten pedagogical strategies:

- study guides
- practice exams
- extra credit
- additional study sessions
- simulations
- service learning
- curving of grades
- drop the lowest grade

To determine the frequency in which lecture is used in the classroom, participants in the study were asked to select the percentage of time that they devoted to lecture (survey question 13). The last question in the section on pedagogy asked instructors to indicate on a scale from 1 to 7 (1 indicating "mostly my own decision" and 7 indicating "mostly my department's decision") who decides which technique is used in the classroom (question 14).

A question, which Hartlaub and Lancaster identify as a strategy (survey question 15), but what appears to be a class policy, assesses the instructor's "criteria" for accepting (or not accepting) common excuses for not attending class on a day that an assignment is due. Excuses, such as a "death in the family, "car problems", and "didn't feel well" were among the scenarios to which the instructor was asked to respond.

The last four questions on the survey tapped instructors' views on what we consider to be social policy issues. On a scale from 1 to 4, respondents were asked to indicate the level of agreement or disagreement with statements reflecting specific positions in regard to the following: (1) how people end up in poverty (question 8); (2) the capability of individuals on welfare (question 19); (3) why most people end up in prison (question 20); and why wealthy people are successful (question 21).

Our modification of Hartlaub and Lancaster's survey of a national sample of college/university instructors, while including gender and rank in the personal characteristics category, does not include years of full-time teaching experience. However, unlike Hartlaub and Lancaster, we add race/ethnicity to our North Carolina survey, as we would expect, because this variable is often connected to where instructors decide to receive undergraduate and graduate training, it may have some effect on pedagogical choice.

We chose to keep instructor rank in the current survey because it may not only indicate years of teaching (a question in the 2008 study that we exclude because of its redundancy), but, as Hartlaub and Lancaster explain, changes in teaching (and we think, in other areas of responsibility, as well) of faculty as they advance in rank, may affect pedagogy. We also think that, for faculty, who have tenure and who are in the higher ranks, may feel more comfortable in taking "risks" in experimenting with various pedagogical tools.

In the first and second survey categories, the undergraduate institution of the participant and the current institution, respectively, we exclude the questions which asked the instructor to first, identify the type of institution attended as an undergraduate and second, the type of the current institution, and the question which asked about the size of the student body. As this information is readily available online, we decided their exclusion would make it possible to add questions to the survey that we thought could better operationalize influencing factors on pedagogy of our interest. For example, rather than ask about the highest degree offered in the program, which can be accessed online, we add a question that asked instructors to name the department in which they taught political science, public policy and/or public administration. We would expect differences in the use of certain pedagogical tools because departments often differ in the types of paradigms that instruct subject matter of the discipline, and subsequently, in classroom methodologies.

We retain the two political questions from the 2008 study— identification of political ideology and compatible political party—as we, like Hartlaub and Lancaster, seek to understand the role that political preference and ideology might play in classroom teaching—beyond the reported association of academics and more liberal ideology and party.

In addition to the pedagogical techniques used in the original survey, we include four additional techniques—podcasts, power point presentations, video- recorded lectures (DVD) and case studies—to our survey. We consider the latter four techniques more contemporary, and perhaps, more widely used classroom strategies, and therefore expect that their inclusion may enhance the effectiveness of the assessment of pedagogical choice. As in the 2008 study, we too, examine discretion in pedagogical choice by asking instructors, "Who decides which pedagogical technique is used in the classroom?" and look for a possible association with gender.

Hartlaub and Lancaster's assessment of instructors' positions on the ten 'class policies'—death in the family, car problems, medical problem, etc.—is included in the current study as gender could possibly inform how instructors respond to the excuses for non-attendance. Similarly, questions which tap instructors' views on social policy issues in the survey which concern reasons for people ending up in poverty, for having wealth and success, for being in prison, and whether welfare recipients are taking advantage of the system, are also borrowed from the 2008 study because of the mediating role that their views on the issues may play in the relationship between gender and pedagogy.

Methodological Differences

A main differences between the 2008 national sample and the 2010 North Carolina sample (besides the geography, the 2-year difference, and the broader sample of departments in the more recent study, and the modified survey) is sample size. In the next section we examine how sample size instructs the selection of analytical tools for the current study.

With a modest sample size (70), comparing scaled variables between two groups is best done by using t-tests, which do not require the large sample sizes typical of national surveys and which typically report findings in categories and percentages. With a sample size of over 1,000, sample errors are on the

order of 3% (+/-1/√n-1), which is why national samples are often a little over 1,000. For example, if men and women are compared with regard to their responses to the Liberal-Conservative scale reduced to a simple dichotomous combined category, Liberal/Conservative, then a sample size of 70 would result in a sample error of +/-1/√n-1 =+/- 0.12 = =/-12%, but by comparing male/female responses using t-tests on their scaled responses , a modest difference between means of less than a single point on that 7-point scale (3.27 for 41 men v. 2.54 for 24 women) can be shown to be a statistically significant difference ($p < 0.05$). Similarly, the national large-sample study found differences between men and women in the frequency of the use of small-group exercises, but the Hartlaub and Lancaster large-sample study reported only percentages responding to 2 of the 7 response options ("Frequently" plus "Almost Always"). We provide the results of the analysis below where we first look at frequencies of our sample's personal characteristics and political identification, followed by crosstabulations of relevant bi-variate associations in our study.

Results

Frequencies of Personal Characteristics of the Sample

Females in our sample comprised only half the proportion of males—approximately 36% to 64% in the sample, the small sample size most likely impacting the disproportion. Rank was almost equally represented in the four categories—contractual and non-tenure track, which together comprised roughly 23%; assistant professor, which made up 24%; associate professor, which comprised approximately 23%, and full professor, which represented the highest proportion— 31% of the sample. Seventy-four percent of the sample was identified as "White/Caucasian," eleven percent as "Black/African," roughly nine percent as "Other," and one percent as "Black/African."

Roughly 50% of the survey sample taught in a political science department, while 17% and 15% taught in public policy or public administration departments, respectively. Six percent of those responding were instructors in a history and government department. For highest degree offered in the program in which the faculty member taught, the largest proportion - 35% indicated the doctor of philosophy degree, followed by approximately 30%, who indicated the master of public administration degree. Twenty-six percent of the survey sample taught in programs where the bachelor of arts was the highest degree, while only 2% instructed in programs in which the bachelor of science or the doctor of public administration degree was the highest offered.

We were not totally surprised by the responses to questions concerning political identification. Academics tend to be associated more with liberalism than conservatism (Hartlaub and Lancaster, 2008).

More faculty members in the sample identified with liberalism than with conservatism. To the question which asked respondents to identify their political ideology, roughly 44% chose the two more liberal measures on the political ideology continuum, while only 16% chose the two more conservative measures. Interestingly, 41% of faculty in the sample identified with the two mid-range ideological measures. In responding to the question, "How would you describe your ideology in regards to the current political parties?" roughly 32% responded as either "Strong Democrat" or "Moderate Democrat". Only 6% and 3% of the faculty identified with "Moderate Republican" and "Strong Republican," respectively.

As we discussed above, gender representativeness of our survey sample was disproportionately comprised of males. However, the crosstabulation tool allows us to look at gender in regards to other factors in the study. We examine these associations below.[1]

Crosstabulation of Gender and Personal Factors, Pedagogy, and Social Policy Issues

We crosstabulated gender with four categories of personal characteristics of participants in the sample. As we would expect, the North Carolina sample reflected patterns of gender and rank we see in political science departments in U.S. colleges and universities nationally (Sedowski and Brintnall 2007). The proportion of males of full professorial rank was extremely higher than that for females at the same rank in our sample. Only 18% of female faculty identified with this rank compared to 82% of male faculty. While the gender disparity is clearly evident for the rank of full professor, interestingly, only modest differences are shown for the associate and assistant professor ranks. Far more women in the sample—just over half of the proportion of men—were in contractual positions. Neither men or women reported being of the Emeritus professorial rank.

Of the 50% of faculty, who named political science as their department, roughly 63% were men, while their female counterparts comprised a little over half that proportion. Another noteworthy disparity was for public policy. Approximately 18% of faculty surveyed identified public policy as their department with three-fourths of male faculty in the sample naming that department. Twice the percentage of men named public administration as their department as their female faculty. There was disparity between men and women in how they responded to the highest degree offered in the program in which they taught. While there was no gender- related difference for the Bachelor of Arts degree, disparity between male and female faculty did exist in other degree categories, becoming larger as the degree became more advanced. The largest gender disparity was shown for the Doctor of Philosophy and Doctor of Public Administration degrees.

Approximately 26% of the survey sample indicated a political ideology in the mid-range (4) of the 1 – 7 point continuum (1 = liberal; 7 = conservative) where women comprised 41% and men comprised 59 % in this range. Male faculty who identified themselves as more liberal constituted 44% of the sample when percentages for the first two liberal categories are combine (1) than their female counterparts, but for the next liberal category (2), women in the sample edged men by 12%. Only about 5% of the sample—all male faculty—identified with the conservative measures 5 and 6 on the ideology continuum. Consistent with the indicators of political ideology, more faculty in the sample identified with the Democratic Party than the Republican Party and males in the sample far exceeded females in identifying as "Strong Democrats." In contrast, only men in the sample identified with the choices, "Moderate Republicans" or "Strong Republicans," although the percentage was very small.

We also examine possible gender-related differences in how men and women faculty responded to the question, "What percent of your class is lecture?" The most revealing difference appears in the last category, in which four times the percentage of males reported devoting more than 80% of class to lecture than their female counterparts. While the greatest pedagogical strategy difference between men and women is in the frequency of curving grades—roughly 61% of women and 29% of men reporting "never," they also differ in reporting "sometimes" in using practice exams and simulations. Women faculty reported using the simulations in twice the proportion of men.

[1] As Hartlaub and Lancaster did not provide frequencies for personal characteristics of their sample, we were unable to compare our sample's makeup with the national sample.

Interestingly, the greatest similarities in the type of pedagogical tools employed by men and women were found in the more contemporary tools that we added to our 2010 survey. Power point presentations, video-recorded lectures (DVD), and podcasts had less gender disparity in terms of use in the classroom than other pedagogical choices.

To the question, "Who decides which pedagogical technique [is] used in the classroom," 87% of the faculty in our survey indicated that it was mostly their decision. Thirty-three percent of female faculty members indicated that response, while twice the proportion of male faculty responded that way. Only 1% of faculty indicated that choice of pedagogical technique was the "mostly the department's decision."

As we explain in a section to follow, while our statistical analyses found no statistically significant associations between gender and faculty positions on social policy issues in the North Carolina study, crosstabluation reveals that gender appears to play a modest role in some of the responses. A higher proportion of faculty in our sample indicated either "strongly agree" or "somewhat agree" in identifying with the statement, "Most people end up in poverty because of social factors, such as family situations and the economy. While close to 85% of the sample comprised these categories combined, gender differences are apparent. Women make up one third of faculty who "strongly agree" with the statement, one-half of the proportion of men in that category. Similarly, male faculty double the percentage of female faculty who "somewhat" agree with the statement Faculty in the sample who disagree with the statement make up only 16%.

Most of the faculty surveyed either indicated "somewhat [or] strongly disagree" with the statement, "Most wealthy people are successful because of their personal hard work and dedication." Sixty-one percent of men surveyed and approximately 39% of women in the survey made up the first category, and conversely, 60% of women and 40% of men fell in the second category.

When we look at disparities in gender and the position of why people are in prison, ten percent of our sample—86% of men and 14% of women—"strongly agree" with the survey statement that, "Most people are in prison because they grew up in poverty, abusive homes or have drug problems." However, the greatest proportion fell in the "somewhat agree" category, which comprised twice as many male faculty as female faculty in the sample.

More males than females in our sample disagreed with the survey statements, "Most people on welfare are capable of working and supporting themselves on their own. They are just taking advantage of the system." An overwhelmingly disproportionate percentage of men than women responded "somewhat disagree" to the statement and twice the proportion of men than women "strongly disagree[d] with the statement. Less gender disparity is shown for the "strongly disagree" category.

Results of Chi Square, t-tests and Correlations

The major question explored in our study is how gender is related to the following pedagogical factors that are operationalized by questions on the survey—personal characteristics, choice of classroom pedagogical techniques, social policy issues, and political ideology. Table1 shows chi - square goodness of fit test results for gender and present rank. As shown in the table, occupational rank was found to be independent of gender. Highest degree earned (not shown in the table) is also independent of gender.

Table 1
Gender and Rank

```
CROSSTABS
  /TABLES= Q1_RANK BY Q15gendr
  /FORMAT=AVALUE LABELS TABLES PIVOT
  /STATISTICS=CHISQ
  /CELLS=COUNT EXPECTED RESIDUAL.
```

Summary:

	Cases					
	Valid		Missing		Total	
	N	Percent	n	Percent	N	Percent
Q1_RANK * Q15gendr	69	98.6%	1	1.4%	70	100.0%

Q1_RANK * Q15gendr [count, expected, residual]:

	Q15gendr		
Q1_RANK	FEMALE	MALE	Total
Professor	4	17	21
	7.6	13.4	
	-3.6	3.6	
Associate Professor	7.0	8.0	15
	5.4	9.6	
	1.6	-1.6	
Assistant Professor	7	10	17
	6.2	10.8	
	0.8	-0.8	
non-tenure-track instructor	2.0	6	8
	2.9	5.1	
	-0.9	0.9	
contractual...	5.0	3	8
	2.9	5.1	
	2.1	-2.1	
Total	25	44	69

Chi-square tests:

Statistic	Value	Df	Asymp. Sig. (2-sided p-value)
Pearson Chi-Square	6.40	4	.17 **(not sig.)**
Likelihood Ratio	6.56	4	.16 **(not sig.)**
Linear-by-Linear Association	2.21	1	.14 **(not sig.)**
N of Valid Cases	69		

Most of the questions in the survey involved scaled responses. Therefore, in order to analyze the influence of gender, t-tests are appropriate for a survey of modest sample size (n=70). Of the 34 t-tests of differences between the means of men and women for scaled data from this survey, only four t-tests generated p-values less than 0.05 (with 95% confidence intervals not including zero difference between each pair of means, equal variance assumption verified by Levine's F-test), although, of course, one out of 20 (one or two) of this many t-tests among sets of random numbers would seem to be "statistically significant" at the 0.05 level. We discuss the results of the t-test analyses below.

Table 2
Statistically Significant t-tests
Gender and Pedagogical Techniques, Classroom Policy and Political Ideology

Group Statistics

	Q15GENDR	N	Mean	Std. Deviation	S.E. of the Mean
Q4ESMGRX	**FEMALE**	**23**	**4.43**	**1.34**	**0.28**
	MALE	**42**	**3.40**	**1.82**	**0.28**
Q4HCURVG	**FEMALE**	**23**	**1.26**	**1.91**	**0.40**
	MALE	**38**	**2.42**	**2.09**	**0.34**
Q7B_CAR	**FEMALE**	**23**	**-1.48**	**0.95**	**0.20**
	MALE	**43**	**-0.93**	**0.96**	**0.15**
Q8L1toC7	**FEMALE**	**24**	**2.54**	**1.10**	**0.23**
	MALE	**41**	**3.27**	**1.45**	**0.23**

Independent Samples t-tests:

		Equality of Variances verified		**t-tests for Equality of Means**						
									95% Confidence Interval of the Difference	
		F	**n.s.s.**	**T**	**Df**	**Signif. (2-tailed p-value)**	**Mean Difference**	**Std. Error Difference**	**Lower**	**Upper**
Q4ESMGRX	Equal variances assumed	2.64	0 .11	2.38	63	**0.02**	1.03	0.40	**0.24**	**1.82**
Q4HCURVG	Equal variances assumed	0.59	0 .45	-2.17	59	**0.03**	-1.16	0.52	**-2.21**	**-0.11**
Q7B_CAR	Equal variances assumed	0.49	0 .48	-2.22	64	**0.03**	-0.55	0.25	**-1.04**	**-0.06**
Q8L1toC7	Equal variances	3.04	0 .09	-2.12	63	**0.04**	-0.73	0.32	**-1.36**	**-0.09**

		Equality of Variances verified		t-tests for Equality of Means						
									95% Confidence Interval of the Difference	
		F	n.s.s.	T	Df	Signif. (2-tailed p-value)	Mean Difference	Std. Error Difference	Lower	Upper
Q4ESMGRX	Equal variances assumed	2.64	0 .11	2.38	63	0.02	1.03	0.40	0.24	1.82
	assumed									

Table 2 presents group statistics for analyses of the following factors what were found to be statistically significant to gender: two pedagogical classroom techniques—small group exercises and curving of grades; a classroom policy—acceptance of car problems as an excuse for failing to attend class and response to political ideology. Results of the analyses of each of the four associations are presented in Tables 3 – 6.

Table 3
Gender and Small Group Exercises

	Q15GENDR	N	Mean	Std. Deviation	S.E. of the Mean
Q4ESMGRX	FEMALE	23	4.43	1.34	0.28
	MALE	42	3.40	1.82	0.28

		Equality of Variances verified		t-tests for Equality of Means						
									95% Confidence Interval of the Difference	
		F	n.s.s.	T	Df	Signif. (2-tailed p-value)	Mean Difference	Std. Error Difference	Lower	Upper
Q4ESMGRX	Equal variances assumed	2.64	0 .11	2.38	63	0.02	1.03	0.40	0.24	1.82

Q4ESMGRX (use of small group exercizes): p-value = 0.02;
95% confidence interval for the difference between means: +0.24 to +1.82
(mean for female respondents: +4.43;
mean for male respondents: +3.40)

Tables 3 and 4 show interesting results for gender differences in the choice of two of the statistically significant classroom pedagogical techniques. While women are more likely than men to use

small-group exercises, as revealed in Table 3, women are less likely than men to grade on the curve, which is shown in Table 4. For the classroom policy, acceptance of car problems as an excuse for missing class, Table 5 shows that women were less tolerant than men.

Table 4
Gender and the Grading on the Curve

Q4HCURVG	**FEMALE**	**23**	**1.26**	**1.91**	**0.40**
	MALE	**38**	**2.42**	**2.09**	**0.34**

		Equality of Variances verified		**t-tests for Equality of Means**						
									95% Confidence Interval of the Difference	
		F	**n.s.s.**	**T**	**Df**	**Signif. (2-tailed p-value)**	**Mean Difference**	**Std. Error Difference**	**Lower**	**Upper**
Q4HCURVG	Equal variances assumed	0.59	0 .45	-2.17	59	**0.03**	-1.16	0.52	**-2.21**	**-0.11**

Q4HCURVG (grading on the curve): p-value = 0.03;
95% confidence interval for the difference between means: -2.21 to -0.11
(mean for female respondents: +1.26;
mean for male respondents: +2.42)

Table 5
Gender and Response to Car Problems

Q7B_CAR	**FEMALE**	**23**	**-1.48**	**0.95**	**0.20**
	MALE	**43**	**-0.93**	**0.96**	**0.15**

		Equality of Variances verified		**t-tests for Equality of Means**						
									95% Confidence Interval of the Difference	
		F	**n.s.s.**	**T**	**Df**	**Signif. (2-tailed p-value)**	**Mean Difference**	**Std. Error Difference**	**Lower**	**Upper**
Q7B_CAR	Equal variances assumed	0.49	0 .48	-2.22	64	**0.03**	-0.55	0.25	**-1.04**	**-0.06**

Q7B_CAR (response to car problems as an excuse for late papers): p-value = 0.03;
95% confidence interval for the difference between means: -1.04 to -0.06
(mean for female respondents: -1.48;
mean for male respondents: -0.93)

In another statistically significant gender-related association, women report themselves to be more liberal than men on the 7-point Liberal-to-Conservative scale. As the midpoint on this scale is 4, the average respondent, male or female, tends to be liberal. This result is shown in Table 6.

Table 6
Gender and Political Ideology

Q8L1toC7	**FEMALE**	**24**	**2.54**	**1.10**	**0.23**
	MALE	**41**	**3.27**	**1.45**	**0.23**

		Equality of Variances verified		**t-tests for Equality of Means**						
									95% Confidence Interval of the Difference	
		F	**n.s.s.**	**T**	**Df**	**Signif. (2-tailed p-value)**	**Mean Difference**	**Std. Error Difference**	**Lower**	**Upper**
Q8L1toC7	Equal variances assumed	3.04	0 .09	-2.12	63	**0.04**	-0.73	0.32	**-1.36**	**-0.09**

Q8L1toC7(response to political ideology): p-value = 0.04;
95% confidence interval for the difference between means: -1.36 to
(mean for female respondents: +2.54;
mean for male respondents: +3.27)

Our results above focused primarily on gender differences. We want to also examine correlations of interest which are unrelated to gender for what they may indirectly explain for gender-related disparities. We found highly correlated associations among political ideology and social policy issues. The 7-point political ideology scale is highly correlated with the 5-point Democrat-to-Independent-to-Republican scale. Although closely related (co-related), they are not synonymous ($r=0.74$, $p<<0{,}005$). In the present study, most of the questions regarding responses to excuses regarding late papers are highly inter-correlated, for example. We note especially that both Democrat-Independent-Republican and Liberal-Conservative correlate significantly, but not strongly, with attitudes toward wealth and welfare, with r-values shown in the table. All four of the variables, operationalized by survey questions 8, 9, 11, and 13, are inter-correlated. The prison question was not correlated with any other variable - prison correlations wee not significantly different from zero.

Although "Who Decides" correlates with several pedagogical techniques, such as study guides (p=0.01, r=0.3**),** small group exercises (p=0.01, r=0.30**)**, and simulations (p=0.04, r=0.25 – marginal**) -** questions 4A, 4E, and 4F respectively, we also note that "Who Decides" correlates most strongly with survey question 4J, extra points for attendance ($p<0.005$, r=0.45), although r square is only 20%), meaning that points for attendance are somewhat more likely to be awarded if this classroom policy is decided by the department, rather than by the faculty member.

An examination of our results reveal both similarities and differences in Hartlaub and Lancaster's 2008 study and the current investigation. First, in findings related to gender and pedagogy, both studies found that female faculty lecture less than their male counterparts and use small-group exercises to a greater degree. Another gender-related finding was the consistency gender held in its statistical significance to the curving of grades for both studies. Similarly, either study found the pedagogical techniques, service learning and simulations, related to gender.

We also think results unrelated to gender *directly* are important to note. In both studies, a higher percentage of faculty (both male and female) identified with the liberal categories and the Democratic Party. Our finding that political ideology and response to 'social policy' issues were highly correlated was to be expected because of how these often politically charged issues are discussed in the "court of public opinion."

Conclusion

"The college classroom is both an intimate and alien environment." So writes Stephen Hartlaub and Frank Lancaster in their observation of the absence of shared classroom information among political science faculty in the discipline." "Teaching Characteristics and Pedagogy in Political Science," raised important questions about how choice of pedagogical tools might be determined by faculty who teach political science. We replicated Hartlaub and Lancaster's study, and for our purpose here, expanded to other disciplinary specializations and centered the investigation on the role of gender in influencing pedagogical choice at colleges and universities in North Carolina.

Does gender matter? Key to our study was the applicability of Harlaub and Lancaster's findings, which were based on a national sample of political scientists, to our research, which used a state sample of instructors representing several related specializations. The finding that, in both the Hartlaub and Lancaster and current studies—female faculty used lecture less; used small-group exercises more, and that gender was statistically significant to the curving of grades—confirms, to some degree, that gender may play a role in pedagogical choice. Would the finding that, female faculty tend to lecture less and men lecture more, reflect that women may come to the position of being more communal (than men) in how they present in the classroom? Perhaps, but we leave that exploration to future research.

Hartlaub and Lancaster contribute much to the enhancement of collegial knowledge of pedagogical strategies that faculty might employ. Hopefully, our research enhances that knowledge and especially informs the role of gender in pedagogical choice. It is our hope that this contributes both to the literature on gender differences in teaching among faculty in universities and to the call for greater awareness, as well as offer windows into possibilities for innovation and accommodation in and beyond the classroom.

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APPENDIX A

THE 2008 SURVEY

- Professor
- Emeritus

2) Which of the following best describes the institution at which you are currently employed?

- Community college
- Private liberal arts college
- State-supported university
- State-supported professional or trade school
- Private professional or trade school

3) What is the approximate number of undergraduate students at the institution at which you are currently employed?

- Under 2,500
- 2,500–4,999
- 5,000–9,999
- 10,000–19,999
- More than 20,000

4) What is the highest degree offered in your program?

- Associates Degree
- Bachelors Degree
- Masters Degree
- Doctorate Degree

5) What is your primary specialty within Political Science?

- Not in Political Science
- Comparative Politics
- International Relations
- Political Theory
- American Politics
- Political Behavior
- Public Administration

6) Are you

- Male
- Female

7) Which of the following best describes the institution from which you received your undergraduate degree?

- Community college
- Private liberal arts
- State-supported liberal arts

- State-supported professional or trade school
- Private professional or trade school

8) What was the approximate number of undergraduate students at the institution from which you received your undergraduate degree?

- Under 2,500
- 2,500–4,999
- 5,000–9,999
- 10,000–19,999
- More than 20,000

9) How many years have you worked as a full-time college instructor?

- 1–5 years
- 6–10 years
- 11–15 years
- 16–20 years
- 21–25 years
- 25+ years

Section Two: Pedagogy

The following questions ask you about your courses, how often you use a variety of pedagogical strategies in your undergraduate classes, and your responses to a series of hypothetical situations. We have divided undergraduate classes into two sections: introductory level and upper division.

10) What is the average size of the undergraduate courses you teach (Please check the most appropriate response):

Introductory

- under 30
- 31–60
- 61–90
- over 90

Upper division

- under 20
- 21–40
- 41–60
- over 60

11) How often do you use the following strategies in your *introductory* courses? (Please check the most appropriate response.)

Pedagogical technique	Almost never	Rarely	Sometimes	Frequently	Almost always
Study Guides					
Practice Exams					
Extra Credit					
Additional Study Sessions					
Small-Group Exercises					
Simulations					
Service-Learning					
Curving of Grades					
Drop the Lowest Grade					
Extra Points for Attendance					

12) How often do you use the following strategies in your *upper division* courses? (Please check the most appropriate response.)

Pedagogical technique	Almost never	Rarely	Sometimes	Frequently	Almost always
Study Guides					
Practice Exams					
Extra Credit					
Additional Study Sessions					
Small-Group Exercises					
Simulations					
Service-Learning					
Curving of Grades					
Drop the Lowest Grade					
Extra Points for Attendance					

13) What percent of your class is lecture? (Please check the most appropriate response.)

- Less then 20%
- 21–40%
- 41–60%
- 61–80%
- more than 80%

14) Who decides which pedagogical techniques you use in the classroom? (Please circle the appropriate response.)

Mostly my own decision———Mostly the department's decision
1 2 3 4 5 6 7

15) An average student who normally attends class fails to attend class the day a short paper is due. They show up the next class period with the paper and make one of the following excuses that you assume to be true. Please indicate how you would respond regarding accepting the paper for each excuse: Accept without penalty; Accept with minor penalty; Accept with major penalty; Do not accept.

Excuse given	Accept without penalty	Accept with minor penalty	Accept with major penalty	Do not accept
Death in the family				
Medical problems with a Doctor's note				
Car problems				
Computer malfunction				
Studying for another class				
Didn't feel well				
Studying for another exam				
Alarm clock set wrong				
Misread the Syllabus				
Hung-Over				

Section 3: This Section Asks Six Questions Related to Political Ideology

16) Please circle the number that best represents your political ideology.

Liberal						Conservative
1	2	3	4	5	6	7

17) How would you describe your ideology in regards to the current political parties? (Please circle the most appropriate response.)

1	2	3	4	5
Strong Democrat	Moderate Democrat	Independent	Moderate Republican	Strong Republican

For questions 18–21 please indicate your response to each of the following statements: (Please circle the most appropriate response.)

18) Most people end up in poverty because of social factors such as family situation and the economy.

1	2	3	4
Strongly Agree	Somewhat agree	Somewhat disagree	Strongly disagree

19) Most people on welfare are capable of working and supporting themselves on their own: they are just taking advantage of the system.

1	2	3	4
Strongly Agree	Somewhat agree	Somewhat disagree	Strongly disagree

20) Most people are in prison because they grew up in poverty, abusive homes or have drug problems.

1	2	3	4
Strongly Agree	Somewhat agree	Somewhat disagree	Strongly disagree

21) Most wealthy people are successful because of their personal hard work and dedication.

1	2	3	4
Strongly Agree	Somewhat agree	Somewhat disagree	Strongly disagree

APPENDIX B

LETTER REQUESTING PARTICIPATION IN THE 2010 STUDY

Dear Professor _____ ,

We are conducting a study of teaching practices in relation to teacher characteristics and institutional attributes. The objective of this research project is to add to the knowledge of how colleges and universities organize curricula and how teachers deliver course content in the fields of interest. We are particularly interested in the teaching methodologies of instructors of American government, public administration, public policy and research methods. In addition, we want to know about your background and political orientation. We think that there are potential benefits for faculty development and curriculum planning, as we learn more about practices at various types of academic institutions.

We are asking you to complete our survey on the Internet at the link below. Then send us a copy of your résumé or curriculum vitae and course materials, including syllabi, for the courses you teach in the fields of interest. If you prefer, you may print, complete and return the questionnaire by regular mail. If you prefer to respond to the questions orally, let us know and we will record your responses by interview on the phone. Your name will be separated from the questionnaire and replaced with a code, so that you will not be personally identified with your responses.

You may be contacted at a later time to invite your participation in a focus group discussing preliminary findings. The results of this project will be summarized, presented at conferences and submitted for publication. We guarantee that your responses will not be identified with you personally. We plan to compare the answers of people at highly selective colleges and universities with those at Historically Black Colleges and Universities. We'll do a separate analysis of just North Carolina schools, and look for geographic patterns. The findings will also be compared with those reported by researchers, Stephen G. Hartlaub and Frank A. Lancaster, who asked these questions of a representative sample of political science teachers. Our study also will look for correlations among various attributes (such as teacher training, graduate education experiences, or institutional resources) that may be useful in faculty development and support of teaching.

Your participation is voluntary and there is no penalty if you do not participate. Regardless of whether you choose to participate, you can have a summary of our findings. To receive a summary, reply to this email with a request for the summary report. Understanding how teaching differs among departments and colleges is critical to our efforts to improve the quality of higher education. Through your participation, we hope to contribute to collective knowledge in this field.

We hope you'll help us move forward with what we believe will ultimately benefit our students, as well as political science and public administration education, more broadly. Realizing how busy faculty members are, we've designed our survey to take no more than 5 minutes to complete. The Informed Consent form is on the website with the survey. Won't you complete and submit the survey today? Just follow this link:

https://www.empliant.com/survey/F30082CE4-144F-2090-6C76/

Thank you in advance for your participation.

Sincerely,

Patricia M. Wigfall, Ph.D.
Professor
Department of Public Administration
North Carolina Central University
(919) 530.5203

Paula Quick Hall, Ph.D.
Assistant Professor
Department of Political Science
North Carolina Central University
(919) 530.6695

APPENDIX C

IRB CONSENT FORM FOR THE 2010 STUDY

Informed Consent to Participate in Research

For survey authentication purposes please enter your email address.

You are being asked to take part in a study under the direction of Dr. Paula Quick Hall and Dr. Patricia M. Wigfall. Research assistants who work with Drs. Hall and Wigfall may assist or act for them in conducting this study.

Purpose: The purpose of this research is to examine the relationships among political science and public administration teaching practices, teachers' characteristics and attributes of colleges and universities.

Duration and Location: Participation in this study will occur over a period of one year beginning in January 2010, using the Internet, regular mail or telephone (as preferred by participants.) Completion of the survey will take approximately 5 minutes via a web-based survey tool. Some participants will be invited to participate in focus groups that will meet for up to two hours at locations on college campuses.

Procedure: In this study you will be asked to complete a questionnaire regarding your teaching practices, demographic background, and political orientation, and to submit copies of your résumé or curriculum vita and teaching materials. Some participants will be invited to participate in focus groups to discuss preliminary research findings. Surveys will be completed in either of three ways, based on participants' preferences: an internet website for survey data collection, a printed version that can be submitted by regular mail or a telephone interview.

Inclusion and Exclusion Criteria: Participants for this study are being recruited from faculty members at selected colleges and universities in the United States. You should not participate in this study if you are under the age of 18.

Risks and Discomforts: The risks and discomforts involved in this study are believed to be minimal in that subjects may experience some discomfort in answering questions about their teaching practices and beliefs. The likelihood of any serious problem is believed to be nonexistent. Your participation is voluntary, and you may refuse to participate or stop your participation at any time for any reason without penalty. Subjects will be instructed NOT to put their names on the questionnaires so that anonymity can be protected. Lists connecting names and respondent codes will be stored in a locked file in Dr. Hall's office.

Right to Refuse or Withdraw from the Study: Your participation in this study is entirely voluntary. You have the option not to take part in this study. If you choose to participate, you have the right to stop taking the survey at any time for any reason without penalty. Drs. Hall and Wigfall have the right to stop your participation in the study at any time.

Use of Research Results: The data obtained in this study will assist current investigators in understanding the relationships among political science and public administration teaching practices, teachers' characteristics and institutional attributes. This information will be useful for improving institutional effectiveness.

Benefits: Study participants will be contributing to society's understanding of the relationships among political science teaching practices, teachers' characteristics and institutional attributes. (Political science is defined as inclusive of public administration. The focus of this study is limited to four specialties: public administration, public policy, research methods, and American government.) Faculty members who

participate will have the benefit of this knowledge to inform their own teaching practices and contribute to curriculum development and continuing education.

Confidentiality and Anonymity: Your responses will be confidential. The reporting of survey results will be in the form of aggregate data and will be formatted so that individual characteristics will not be identifiable. No subject will be identified in any report or publication of the study or its results. Survey answers will be stored on a secure website that is separate from identifiable information. Access to the data will be limited to the researchers and research assistants, the university review board responsible for protecting human participants, and regulatory agencies.

Institutional Review Board Approval: This research study has been approved by the North Carolina Central University Institutional Review Board (IRB) for the Protection of Human Subjects in Research. If you believe that there is an infringement upon your rights as a participant in this research you may contact the IRB Chair, Dr. Susan Peacock, at 919. 530.6570.

If you have any questions or concerns that arise in connection with your participation in this study, you should contact Dr. Paula Quick Hall at 919.530.6695 or Dr. Patricia M. Wigfall at 919.530.5302. You may also contact Dr. Susan Peacock, Chair, Institutional Review Board, North Carolina Central University, 1013 BRITE, Durham, NC 27707; telephone: 919. 530.6570.

Subject's Agreement: By checking the box below, you indicate that you are 18 years of age or older and are voluntarily choosing to take part in this research.

I have read the information provided above and voluntarily agree to participate in this research.

APPENDIX D

THE 2010 SURVEY INSTRUMENT

Teaching: Who, What, How & Where?

For survey authentication purposes, please enter your E-mail address:

1. What is your present rank?

- contractual
- non-tenure track instructor
- tenure track instructor
- Assistant Professor
- Associate Professor
- Professor
- Emeritus

2. What is the name of the department in which you teach political science, public policy, &/or public administration courses?

- Political Science
- Government
- Public Administration
- Politics
- Public Policy
- History and Government
- other

– if other, please specify:

3. Which is the highest degree offered in your program?

- Bachelor of Arts
- Bachelor of Science
- Master of Arts
- Bachelor of Public Administration
- Master of Public Administration
- Doctor of Philosophy

Doctor of Public Administration

– if other, please specify:

4. How often do you use the following strategies in your undergraduate courses?
If you teach more than one course in the subjects above, <u>and</u> these responses apply to only one course, indicate which course:

4a. Study guides:

-never -almost never -rarely -sometimes -frequently -almost always -always

4b. Extra credit:

-never -almost never -rarely -sometimes -frequently -almost always -always

4c. Practice exams:

-never -almost never -rarely -sometimes -frequently -almost always -always

4d. Additional study sessions:

-never -almost never -rarely -sometimes -frequently -almost always -always

4e. Small-group exercises:

-never -almost never -rarely -sometimes -frequently -almost always -always

4f. Simulations:

-never -almost never -rarely -sometimes -frequently -almost always -always

4g. Service learning:

-never -almost never -rarely -sometimes -frequently -almost always -always

4h. Curving of grades:

-never -almost never -rarely -sometimes -frequently -almost always -always

4i. Drop the lowest grade:

-never -almost never -rarely -sometimes -frequently -almost always -always

4j. Extra points for attendance:

-never -almost never -rarely -sometimes -frequently -almost always -always

4k. Podcasts:

-never -almost never -rarely -sometimes -frequently -almost always -

always

4l. PowerPoint presentations:

-never -almost never -rarely -sometimes -frequently -almost always -always

4m. Video recorded lectures (DVD) :

-never -almost never -rarely -sometimes -frequently -almost always -always

4n. Case study:

-never -almost never -rarely -sometimes -frequently -almost always -always

4o. GIS / mapping:

-never -almost never -rarely -sometimes -frequently -almost always -always

5. What percent of your class is lecture?

- less than 20%
- 21-40%
- 41-60%
- 61-80%
- more than 80%

6. Who decides which pedagogical technique you use in the classroom?
(1=Mostly my own decision … 7=Mostly the department's decision)

1 **2** **3** **4** **5** **6** **7**

7. An average student who normally attends class fails to attend class the day a short paper is due. He or she shows up the next class period with the paper and makes one of the following excuses that you assume to be true. Please indicate how you would respond regarding accepting the paper for each excuse.

7a. death in the family:

-accept without penalty -accept with minor penalty -accept with major penalty -do not accept

7b. car problems:

-accept without penalty -accept with minor penalty -accept with major penalty -do not accept

7c. medical problem with a doctor's note:

-accept without penalty -accept with minor penalty -accept with major penalty -do

not accept

7d. computer malfunction:

-accept without penalty -accept with minor penalty -accept with major penalty -do not accept

7e. studying for another class:

-accept without penalty -accept with minor penalty -accept with major penalty -do not accept

7f. don't feel well:

-accept without penalty -accept with minor penalty -accept with major penalty -do not accept

7g. studying for another exam:

-accept without penalty -accept with minor penalty -accept with major penalty -do not accept

7h. alarm clock set wrong:

-accept without penalty -accept with minor penalty -accept with major penalty -do not accept

7i. hung over:

-accept without penalty -accept with minor penalty -accept with major penalty -do not accept

7j. misread the syllabus:

-accept without penalty -accept with minor penalty -accept with major penalty -do not accept

8. Please indicate the number that best represents your political ideology. (1=Liberal, 7=Conservative)

1 **2** **3** **4** **5** **6** **7**

9. How would you describe your ideology in regards to the current political parties?

-Strong Democrat -Moderate Democrat -Independent -Moderate Republican -Strong Republican

10. Most people end up in poverty because of social factors such as family situations and the economy.

-Strongly Agree -Somewhat Agree -Somewhat Disagree **-Strongly Disagree**

11. Most wealthy people are successful because of their personal hard work and dedication.

-Strongly Agree -Somewhat Agree -Somewhat Disagree **-Strongly Disagree**

12. Most people are in prison because they grew up in poverty, abusive homes or have drug problems.

-Strongly Agree -Somewhat Agree -Somewhat Disagree **-Strongly**

Disagree

13. Most people on welfare are capable of working and supporting themselves on their own; they are just taking advantage of the system.

-**Strongly Agree** -Somewhat Agree -Somewhat Disagree -**Strongly Disagree**

14. Please indicate your race/ethnicity:

-White/Caucasian

-Black/African American

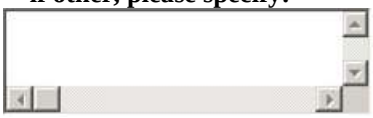
-Black/African

-Black/Caribbean

-neither White nor Black

-other

– if other, please specify:



15. Please indicate your gender:

-**Male**

-**Female**