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# Gendered Performance Differences in University Courses: Patterns and Problems

Grades provide students with their primary performance feedback: signals which affect academic choices. Variations in grading practice among courses impose grade penalties (and bonuses) on students who take them. These grade penalties are sometimes gendered. Using extensive data from the University of Michigan, we report on patterns of grade penalty and gendered performance difference across 116 large courses. We find that significant gendered performance differences are ubiquitous in large introductory STEM lecture courses. They are largely absent in both STEM labs and in lecture courses in other disciplines. Exploring the features of these courses, we hypothesize that evaluation methods used in STEM lecture courses interact with stereotype threat to create these gendered performance differences

Monday, October 10 - 4 P.M. - Room 118 Nieuwland Science Hall