Code Book for 2018 #MeTooPoliSci Survey

Last update: January 20, 2021

The *purpose* of this coding effort was to organize and record the data collected from the #MeTooPoliSci survey that was distributed through APSA in July/August 2018. The *focus* of this initial round of coding was to ascertain the actions and policies identified as supportive and as hindering to women+ in Political Science – at the department, institutional, and disciplinary levels. In addition, we were trying to determine whether policies to improve the status of women+ in the discipline and in academia find support across demographic subgroups in order to provide recommendations as an outcome of the #MeTooPoliSci project.

Phase 1: Results were exported from the survey in Qualtrics (Feb 2019). The survey initially yielded 427 responses. Before coding began, the survey results were "cleaned". This included deleting test responses submitted before the actual launch of the survey (8 responses total), as well as deleting survey entries that presented an IP address that duplicated other entries (6 responses total). Entries with shared IP addresses were only deleted if the two entries had concurrent start and end times and identical demographic data, and if the entry selected for deletion contained no other data, which indicated that a participant had opened the survey and clicked through twice, but had not responded to any of the substantive questions for one of the attempts. Finally, for the purpose of this coding effort, any remaining entries that did not include responses to any of the survey questions – demographic and substantive – were deleted (21 responses total). These revisions left us with 392 responses. Each entry was then labeled with an identifier: Respondent_1, Respondent_2, etc. And an approximate age for each respondent at the time of survey was also designated by subtracting the year of birth given from 2018, the year in which the survey was administered.

Phase 2: In addition to demographic data, respondents were asked questions on "Obstacles and Support" related to their experiences. Participants had the opportunity to complete open-ended queries about institutional and disciplinary support and policies, as well as to provide suggestions how the discipline could address gender-based discrimination and harassment. Participants were also asked directed choice questions about their personal experiences, with specific attention to discrimination or harassment, and about options for how the discipline could address gender-based discrimination and harassment. As such, we organized the questions in the "Obstacles and Support" section into four main categories for coding: 1) institutional policies (Q.7-10), 2) disciplinary policies (Q.11-13), 3) experiences (Q.14-17), and 4) ways forward (Q.18-23) (See Table 1). Of 392 responses, 242 included data for at least one of the questions in the four selected categories. For the first round of coding, we created a validated instrument for two of the four categories: 1) institutional policies (Q.7-10), 2) disciplinary policies (Q.11-13). We also included category 3 (experiences, Q.14-17) in our data analysis, though those questions were directed choices, and therefore did not require coding of open-ended responses. The fourth category – ways forward (Q.18-23) – will be coded using a separate, validated instrument. As such, responses to questions 18-23 are not included in the attached dataset.

Because many questions in these sections allowed for open-ended responses, we selected an emerging coding approach to analyze the data. This approach first required that each coder read through the survey responses several times in a preliminary examination of the data to identify themes for analysis. Next, the coders worked together to create a consolidated coding instrument and then validated its reliability. The coders then worked independently to complete the coding of all identified responses, with periodic control checks.

Table 1. "Obstacles & Support" Survey Questions by Category

Institutional Policies	***Disciplinary Policies***	***Experiences***	***Ways Forward***	
Q.7 Consider your current position (institution). What obstacles to their success, if any, do you think women+ at your institution face that are related to their gender?	Q.11 Thinking more broadly, what, if any, obstacles do you think women+ face in terms of their success in the discipline that are related to their gender?	Q.14 Have you ever been told by colleagues that your success is due to your physical appearance? [select choice]	Q.18 In what ways, if any, could your institution do more to discourage gender discrimination, sexual harassment, violence, or misconduct?	Q.21 If you could give a recommendation to APSA, which, if any, of the following actions would you like to see APSA prioritize in the efforts to support women+ in the discipline? [select choice]
Q.8 Are there policies and/or practices at your institution that you have found effective for creating and maintaining a supportive campus climate for women+ and which facilitate their success?	Q.12 And what kind of support, if any, do you think the broader discipline provides to women+ to help them succeed? Please give us specific examples, if possible.	Q.15 How often, if ever, have you had student teaching evaluations that comment on your physical appearance or clothing? [select choice]	Q.19 What suggestions do you have for how the American Political Science Association (APSA) could encourage departments and/or its members to create, implement, and enforce policies to curb gender discrimination and sexual harassment?	Q.21 If you could give a recommendation to APSA, which, if any, of the following actions would you like to see APSA prioritize in the efforts to support women+ in the discipline? [other - text]
Q.9 Please describe the policies and/or practices that you have found effective for creating and maintaining a supportive campus climate for women+ and which facilitate their success.	Q.13 What other types of support, if any, would you like to see offered to women+ in the discipline that are not currently available?	Q.16 Have you ever been told that there is a particular person in the discipline (either at your institutions or in a professional association) that you should steer clear of because of his/her alleged past behavior of sexual harassment? [select choice]	Q.20 In your opinion, what ways can/should the discipline as a whole deal with sexual predators and serial harassers?	Q.22 If proposed, would you support a ban on manels (panels with only men)? [select choice]

Q.10 What other types of support would you like to see offered to women+ at your institution that are not currently offered?		Q.17 Did that information come from a woman+ or from a man? [select choice]		Q.23 If proposed, would you support a requirement on gender balance in APSA leadership/editorial boards? [select choice]

Coding Instrument: Each coder used the coding instrument to review and categorize the open-ended responses for this section of the survey. We first organized responses regarding obstacles for women+ at their institutions and in the discipline, which respondents identified for Questions 7 & 11, into five broad categories related to the type of issue experienced. This included: 1) implicit bias, 2) explicit bias, 3) structural discrimination, 4) harassment, and 5) emotional labor. For these categories, we used the definitions provided in Table 2 for guidance.

Table 2. "Obstacles" Survey Responses by Type of Issue Experienced

Type of Issue	***Definition***
Implicit bias	"Implicit bias involves all of the subconscious feelings, perceptions, attitudes, and stereotypes that have developed as a result of prior influences and imprints. It is an automatic positive or negative preference for a group, based on one's subconscious thoughts. However, implicit bias does not require animus; it only requires knowledge of a stereotype to produce discriminatory actions. Implicit bias can be just as problematic as explicit bias, because both may produce discriminatory behavior. With implicit bias, the individual may be unaware that biases, rather than the facts of a situation, are driving his or her decision-making."[1]
Explicit bias	"Explicit bias is the traditional conceptualization of bias. With explicit bias, individuals are aware of their prejudices and attitudes toward certain groups. Positive or negative preferences for a particular group are conscious."[2]
Structural discrimination	"Structural discrimination, on the other hand, refers to policies that are race or gender neutral in intent but that

[1] U.S. Department of Justice. n.d. "Understanding Bias: A Resource Guide." *Community Relations Services Toolkit for Policing*. https://www.justice.gov/crs/file/836431
[2] U.S. Department of Justice. n.d. "Understanding Bias: A Resource Guide." *Community Relations Services Toolkit for Policing*. https://www.justice.gov/crs/file/836431

	have negative effects on women, minorities, or both."[3]
Harassment	"It is unlawful to harass a person (an applicant or employee) because of that person's sex. Harassment can include "sexual harassment" or unwelcome sexual advances, requests for sexual favors, and other verbal or physical harassment of a sexual nature. Harassment does not have to be of a sexual nature, however, and can include offensive remarks about a person's sex. For example, it is illegal to harass a woman by making offensive comments about women in general. Both victim and the harasser can be either a woman or a man, and the victim and harasser can be the same sex. Although the law doesn't prohibit simple teasing, offhand comments, or isolated incidents that are not very serious, harassment is illegal when it is so frequent or severe that it creates a hostile or offensive work environment or when it results in an adverse employment decision (such as the victim being fired or demoted). The harasser can be the victim's supervisor, a supervisor in another area, a co-worker, or someone who is not an employee of the employer, such as a client or customer."[4]
Emotional labor	"Morris and Feldman defined emotional labor as the "effort, planning, and control needed to express organizationally desired emotion during interpersonal transactions (p. 987)." This definition includes the organizational expectations for employees concerning their interactions with the clients, as well as the internal state of tension or conflict that occurs when employees have to display fake emotions, which is known as emotional dissonance."[5]

[3] Pincus, Fred L. 1996. "Discrimination Comes in Many Forms: Individual, Institutional, and Structural." *American Behavioral Scientist* 40 (2): 186-194. doi:10.1177/0002764296040002009

[4] U.S. Equal Employment Opportunity Commission. n.d. "Sexual Harassment." https://www.eeoc.gov/sexual-harassment

[5] Jeung, Da-Yee., Kim, Changsoo, & Chang, Sei-Jin. 2018. "Emotional Labor and Burnout: A Review of the Literature." *Yonsei Medical Journal* 59 (2): 187-193. https://doi.org/10.3349/ymj.2018.59.2.187

Coding Instrument (finalized May 4, 2019)

In the coding sheet, mark 0 for No, 1 for Yes, 2 for Not Sure, and 3 if the respondent did not answer the question. For coding the text of open-ended responses using the selected themes below, mark 0 for the absence of a theme and 1 for the presence of a theme.

I. Did the participant respond to Question 7 (*institutional obstacles*)?
   A. No
   B. Yes
      i. If yes, which, if any, of the identified obstacles were mentioned? (check all that apply)
         1. Implicit bias
            If selected, did the respondent note as obstacles (check all that apply):
               a. Lack of recognition for work?
               b. Men who ignore or do not believe in structural sexism?

         2. Explicit bias
            If selected, did the respondent note as obstacles (check all that apply):
               a. Service burden?
               b. Bias from students/student evaluations of teaching?
               c. Less respect & support for research areas, methodologies, schools of thought [favored by women+]?

         3. Structural discrimination
            If selected, did the respondent note as obstacles (check all that apply):
               a. Lack of transparent policies with regard to research opportunities, resource distribution, advancement?
               b. Pay inequality?
               c. Lack of resources?
               d. Insufficient or nonexistent policies to support parenthood and/or care work; penalties related to performing care work?
               e. Insufficient, inappropriate, and/or nonexistent policies or processes to respond effectively to harassment?
               f. Barriers to promotion and leadership?

4. Harassment
   If selected, did the respondent note as obstacles (check all that apply):
      a. Gender-based discrimination, microagressions, sexism?
      b. Sexual harassment and/or assault?

5. Emotional labor
   If selected, did the respondent note as obstacles (check all that apply):
      a. Psychological impacts of dealing with bias, discrimination, and harassment?
      b. Psychological impacts of dealing with precarity?
      c. Gendered work expectations?

II. What did the participant select in response to Question 8 (*presence of effective policies*)?
   A. No
   B. Yes
   C. Not sure
   D. Participant did not reply to question

III. Did the participant respond to Question 9 (*effective policies at institution*)?
   A. No
   B. Yes
      i. If yes, which, if any, of the identified policies/practices were mentioned? (check all that apply)
         1. Creation of spaces, events, committees, networks for women+ only
         2. Efforts to change culture/climate on campus, e.g., recognition of women's contributions, equal service distribution, implicit bias training, etc.
         3. Representation - in faculty, leadership, graduate student cohorts, etc.
         4. Informal and/or formal mentorship programs
         5. Clear, transparent, accessible processes for hiring, renewal, promotion, tenure, leave, resource distribution, etc.
         6. Clear, transparent, accessible trainings and processes with meaningful outcomes for issues related to discrimination and harassment
         7. Resources for women (university-provided and/or external programs), e.g., research group support, funding opportunities, course releases, etc.

8. Family-friendly policies and practices (*for parents and other caregivers*)
9. Pay equity
10. Unionization of faculty

IV. Did the participant respond to Question 10 (*suggested institutional support*)?
   A. No
   B. Yes
      i. If yes, which, if any, of the identified policies/practices were mentioned? (check all that apply)
         1. Creation of spaces, events, committees, networks for women+ only
         2. Efforts to change culture/climate on campus, e.g., recognition of women's contributions, equal service distribution, implicit bias training, etc.
         3. Representation - in faculty, leadership, graduate student cohorts, etc.
         4. Informal and/or formal mentorship programs
         5. Clear, transparent, accessible processes for hiring, renewal, promotion, tenure, leave, resource distribution, etc.
         6. Clear, transparent, accessible trainings and processes with meaningful outcomes for issues related to discrimination and harassment
         7. Resources for women (university-provided and/or external programs), e.g., research group support, funding opportunities, course releases, etc.
         8. Family-friendly policies and practices (*for parents and other caregivers*)
         9. Pay equity
         10. Unionization of faculty

V. Did the participant respond to Question 11 (*disciplinary obstacles*)?
   A. No
   B. Yes
      i. If yes, which, if any, of the identified obstacles were mentioned? (check all that apply)
         1. Implicit bias
            If selected, did the respondent note as obstacles (check all that apply):
               a. Lack of recognition for work?
               b. Men who ignore or do not believe in structural sexism?

         6. Explicit bias

If selected, did the respondent note as obstacles (check all that apply):

a. Service burden?
b. Bias from students/student evaluations of teaching?
c. Less respect & support for research areas, methodologies, schools of thought [favored by women+]?

7. Structural discrimination
   If selected, did the respondent note as obstacles (check all that apply):
   a. Lack of transparent policies with regard to research opportunities, resource distribution, advancement?
   b. Pay inequality?
   c. Lack of resources?
   d. Insufficient or nonexistent policies to support parenthood and/or care work; penalties related to performing care work?
   e. Insufficient, inappropriate, and/or nonexistent policies or processes to respond effectively to harassment?
   f. Barriers to promotion and leadership?

8. Harassment
   If selected, did the respondent note as obstacles (check all that apply):
   a. Gender-based discrimination, microaggressions, sexism?
   b. Sexual harassment and/or assault?

9. Emotional labor
   If selected, did the respondent note as obstacles (check all that apply):
   a. Psychological impacts of dealing with bias, discrimination, and harassment?
   b. Psychological impacts of dealing with precarity?
   c. Gendered work expectations?

VI. Did the participant respond to Question 12 (*effective policies within discipline*)?
   A. No
   B. Yes
      i. If yes, which, if any, of the identified policies/practices were mentioned? (check all that apply)

1. Creation of spaces, events, committees, networks for women+ only
2. Efforts to change culture/climate on campus, e.g., recognition of women's contributions, equal service distribution, implicit bias training, etc.
3. Representation - in faculty, leadership, graduate student cohorts, etc.
4. Informal and/or formal mentorship programs
5. Clear, transparent, accessible processes for hiring, renewal, promotion, tenure, leave, resource distribution, etc.
6. Clear, transparent, accessible trainings and processes with meaningful outcomes for issues related to discrimination and harassment
7. Resources for women (university-provided and/or external programs), e.g., research group support, funding opportunities, course releases, etc.
8. Family-friendly policies and practices (*for parents and other caregivers*)
9. Pay equity
10. Unionization of faculty

VII. Did the participant respond to Question 13 (*suggested disciplinary support*)?

A. No

B. Yes

i. If yes, which, if any, of the identified policies/practices were mentioned? (check all that apply)

1. Creation of spaces, events, committees, networks for women+ only
2. Efforts to change culture/climate on campus, e.g., recognition of women's contributions, equal service distribution, implicit bias training, etc.
3. Representation - in faculty, leadership, graduate student cohorts, etc.
4. Informal and/or formal mentorship programs
5. Clear, transparent, accessible processes for hiring, renewal, promotion, tenure, leave, resource distribution, etc.
6. Clear, transparent, accessible trainings and processes with meaningful outcomes for issues related to discrimination and harassment
7. Resources for women (university-provided and/or external programs), e.g., research group support, funding opportunities, course releases, etc.
8. Family-friendly policies and practices (*for parents and other caregivers*)

9. Pay equity
10. Unionization of faculty