I. Theory and Hypotheses

Attractiveness

Productivity and Discrimination
• Recent studies report that more attractive instructors receive better SET. However, it remains unclear whether this is due to differences in productivity or the result of discrimination.
• On the one hand, the quality of the course could increase with the attractiveness of the instructor (productivity).
• On the other hand, the quality of the course could remain constant and nonetheless the SET gets better (discrimination).

Beauty-is-Beastly
• People attribute typical characteristics of one’s sex to extraordinarily attractive persons. So women should be for example less assertive than men.
• Thus, female instructors with an attractiveness over a certain threshold could get a poorer evaluation.

II. Experimental Design

Group 1 (N=75)
Receive curriculum vitae, listen to taped lecture
→ Test
→ SET

Group 2 (N=74)
Receive curriculum vitae, listen to taped lecture
→ SET
→ Test

The pictures of the instructors

III. Empirical Results

Average SET by treatment

<table>
<thead>
<tr>
<th>Attractiveness</th>
<th>Test following Evaluation</th>
<th>Evaluation following Test</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>female instructor</td>
<td>male instructor</td>
<td>female instructor</td>
</tr>
<tr>
<td>high</td>
<td>2.76</td>
<td>2.69</td>
<td>3.32</td>
</tr>
<tr>
<td>low</td>
<td>3.13</td>
<td>2.82</td>
<td>3.54</td>
</tr>
<tr>
<td>summary</td>
<td>2.97</td>
<td>2.76</td>
<td>3.42</td>
</tr>
</tbody>
</table>

Attractiveness

Productivity and Discrimination
• The influence of attractiveness was lower than in similar non-experimental studies.
• There are small productivity effects as well as very low levels of discrimination.

Beauty is Beastly
• Against the theoretical expectation: Only male instructors with an attractiveness over a certain threshold got a poorer evaluation than expected.

Intersexual-Attraction
• If instructors and students are of the same sex, the SET become worse.
• If instructors and students are of the same sex, the influence of the instructors attractiveness on the SET increases.

Difficult Test and Grading on Reciprocity
• There is a significant interaction between the number of correct answers in a test and the timing of test.
• By adding students’ interest, sex and prior knowledge, the interaction in the model gets stronger. So there is no indication for a spurious correlation.

Reciprocity

Glamour-Effect
• If the SET is conducted after a difficult test, the negative effect of poor test performance on SET is weaker for more attractive instructors than for less attractive instructors.

Beauty-Penalty
• If the SET is conducted after a difficult test, the negative effect of poor test performance on SET is stronger for more attractive instructors than for less attractive instructors.

The results show a clear and strong influence of a difficult test and of grading on reciprocity.

Alternative Explanations can be excluded
• SET do not reflect learning success.
• The grading effect is not due to the attribution of failures to others and of successes to oneself.

Beauty-Penalty and Glamour-Effects
• The results seem to show a beauty-penalty and not a glamour-effect.
• After a difficult test, both male and female instructors with above average attractiveness were punished in the SET.

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