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BRIEF RESEARCH REPORT

Are Women Underrepresented as Authors and Editors of Educational Psychology Journals?

Daniel H. Robinson

University of South Dakota

Dakin W. McKay

Mississippi State University

Andrew D. Katayama

Southern Illinois University at Edwardsville

and

Ai-Chun Fan

Mississippi State University

To determine the progress women have made in the last 20 years in terms of contributions to the knowledge base (i.e., authorship) and reputations as leading contributors (i.e., appointments as editors and editorial board members) in educational psychology, we analyzed data from six journals: the *American Educational Research Journal, Contemporary Educational Psychology,* the *Educational Psychologist, Educational Psychology Review,* the *Journal of Experimental Education,* and the *Journal of Educational Psychology.* Results indicated that (*a*) women's progress in terms of authorships could be predicted by their increasing representation as educational psychologists, (*b*) opportunities for females to become editorial board members seem to be getting better, and (*c*) opportunities for females to become editors seem to be getting worse. © 1998 Academic Press

An appointment to serve on the editorial board of a leading scientific journal is generally regarded as indication that the individual has achieved a

Address reprint requests to Daniel H. Robinson, School of Education, University of South Dakota, 414 East Clark St., Vermillion, SD 57069. E-mail: <drobinso@usd.edu>. The authors wish to thank Mike Royer and Marlynn Griffin for their helpful suggestions during preparation of this manuscript.

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reputation as a leading contributor to the discipline. An appointment to serve as editor of a leading scientific journal generally indicates that the individual has achieved an even higher reputation. To obtain such appointments and to achieve such reputations, an individual must normally have a successful record of publication. Typically this involves authoring articles that are published in the leading nationally-refereed journals in one's field. Being listed as a secondary author is one of the first indicators that an individual is contributing to knowledge base. Being listed as a primary author, however, implies a greater contribution due to the increased responsibility as principal investigator. Generally, an individual must be the primary author on several of his/her publications to achieve a reputation as a leading contributor, or else as Kelly (1992, p. 285) suggested, ''if . . . all one's publications are . . . jointly authored, there may arise the suspicion that the individual is incapable of doing anything by himself (sic).''

In the present study we sought to measure the progress women have made in the last 20 years in terms of contributing to the knowledge base (i.e., authorship) and achieving reputations as leading contributors (i.e., appointments as editors and editorial board members) in the field of educational psychology. Although such progress has previously been measured in the field of psychology by examining APA journals (e.g., Over, 1982; Teghtsoonian, 1974; & White, 1985), these studies are quite dated and none have focused solely on educational psychology journals. We also wanted to know if any such progress (i.e., increasing numbers of female authors and editors) could be attributed simply to an increasing number of women in the field. If the progress exceeds that which could be expected given the increasing numbers of women in the field, then women have become more accepted as researchers and gatekeepers. If the progress has not reached that which could be expected, then women have become less accepted.

Six U.S. journals were chosen based on what we considered to be educational psychology journals: the *American Educational Research Journal* (AERJ), *Contemporary Educational Psychology* (CEP), the *Educational Psychologist* (EP), *Educational Psychology Review* (EPR), the *Journal of Experimental Education* (JEE), and the *Journal of Educational Psychology* (JEP). We analyzed every article (except editorials, introductions, reprints, book reviews, and notes) appearing in the journals during even-numbered years beginning with 1976 (or the first even-numbered year the journal was published) and ending with 1996. For each article, the following information was recorded: number of authors, number of male authors, number of female authors, sex of primary author, number of male secondary authors, and number of female secondary authors. We classified authors and editors as male or female simply by judging based on first names. We had the most difficulty classifying names that were either foreign (e.g., Ak-Swan Hong), used only first initials (e.g., H. M. Brown), or those that were gender-neutral (e.g., Pat

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