

Evaluation of Teaching (EoT) Committee Meeting Minutes

Friday April 20, 2018: 10:30-12

Clark Hall Conference Room, 4th floor (#405)

1. Approve February 2018 Minutes
2. Vote on Nomination of Anna Howard as EoT Committee Chair for 2018-2019
3. Thank You to Outgoing EoT Members for their Service
4. Follow Up on *CST (Comment Selection Tool)* Focus Groups/Pilot in 2018-19
5. Next Steps with ClassEval FAQ Sheet (2016)
 - a. Is it time for another push to educate deans, department heads and faculty on ClassEval?
6. Initial Discussion: Gender Bias in Student Evaluations of Faculty

Adjourn

Next meeting: August 2018 → Day and time to be determined by incoming EoT Chair

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Present: Valerie Wust (Chair), Mike Carter, Grae Desmond, Hernan Marchant, Maria Gallardo-Williams, Anna Howard, Whitney Jones, Srinivasan Krishnamurthy, Jim Mickle, Katharine Stewart, Paul Umbach
Students: Marissa Brinkman, Kirsten Stovall

Ex-officio Present: (XONV) Doug James (Minutes)

Not Present: Christopher Adin, Diane Chapman, Amy Clemmons, Jason Delborne, Brenden Drumm, Dami Fasina, Tyler Keel, Stephen McKinney, Justin Travis, Katie Valker, Greg Young

10:33am- Chair Wust opened the meeting with Introductions

10:35 Minutes – Motion to approve; Dr. Marchant; seconded, Dr. Krishnamurthy; Approved – unanimous

10:36- Vote on Nomination of Anna Howard as incoming EoT Committee Chair for 2018-19
- No other faculty candidates; Dr. Howard voted in unanimously via voice vote
- Dr. Wust to remain on EoT Committee as member to assist with transition

10:39- Dr. Wust offered appreciation to all faculty and student representatives who are rolling off and to those who served on Teaching Award Committees (Whitney Jones, Tyler Keel, James Mickle- Alumni Distinguished Teaching Awards; Board of Governors Award; Anna Howard)

10:41- Discuss Next Steps with *ClassEval*

- During 2015-16, the *ClassEval* FAQ sheet was revised to address/update Concern 5
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- Members had an active discussion about how to promote or increase student response rates for *ClassEval*, noting:
 - o some Deans (not all) email all faculty at beginning and end of term to remind them to include language in syllabus, to allow time for students to complete during class, to leave the room, and to ensure technology is available; however, most faculty EoT members do not get reminders
 - o we need to educate students (to ensure confidentiality) and faculty (on best practices); The only possible confidentiality not maintained relates to any personal threat
- Members briefly discussed faculty misconceptions around *ClassEval*, noting:
 - o faculty may not realize there is professional expertise / research behind *ClassEval*
 - o questions are reviewed on a 3-year regular basis and chosen by NC State faculty and students
 - o Timing of *ClassEval*, as one-week prior to final grades, offers opportunity for students to reflect on course experience, materials, etc.
 - o Dr. Gallardo-Williams explained that *ClassEval* questions are sequenced to encourage student reflection prior to the ‘overall’ question (and student members shared that they do take time and reflect on answers before completing)
 - o Dr. Howard noted that Dept. /faculty often only look at 1-2 questions; Some faculty perception exists that *ClassEval* has minimal use, so maybe add ‘Who uses data’ to FAQ
 - o Dr. Carter noted that *ClassEval* is used for both formative and summative evaluation, making it challenging for faculty to use it in truly formative ways
 - o Others noted that teaching award candidates often describe how they used *ClassEval* and made teaching improvements based on feedback
 - o There is consensus that more education is needed, to ensure faculty should not offer rewards (drop lowest assignment, extra points on final; party) and students should know this is not permitted since the goal of *ClassEval* is to be voluntary, unbiased, and clear to all parties as to how information is to be used
 - o Chair Wust noted that EOT Committee has 2 years prior to whole *ClassEval* review of questions; It was noted that the committee did not review Lab questions the last time around

Dr. Zonderman (Head of History) raised a concern about gender bias in student evaluations of teaching (see recent article). More research is showing gender bias exists towards women, and possibly minority or underrepresented faculty.

- Several female EoT faculty noted that they regularly receive comments related to dress, body styles, hair styles, fashion sense, titles of Mrs. Or Madame, not Dr./Professor, and offensive comments fairly often; very few male faculty noted they receive similar comments
- As a campus, we should be aware there is white, male privilege, and if female or underrepresented minority colleagues are being evaluated in promotion and tenure on

items unrelated to teaching, this does raise concerns about the validity and continued use of *ClassEval*

- The Committee had a broad initial discussion, agreeing that bias should be a focus for 2018-19, related to gender bias and validity of *ClassEval* / EoT feedback and how it is used by Departments and in promotion and tenure decisions
- Students recommend creating an infographic, showing how men/women faculty receive different feedback on student evaluations of their teaching; Extant research should be referenced

- Members also discussed how and where to educate faculty and students:
 - o Students indicated they read monitors in buildings like Talley, but the student body president /Howl is not widely read
 - o Committee members noted that IF we propose changes to *ClassEval*, we need to offer alternatives such as the use of Peer Reviews of Teaching
- Questions were raised to Dr. Stewart about how DVFs are educated in their use of *ClassEval* data:
 - o Dr. Stewart noted implicit bias may exist in male vs. female faculty scholarly productivity, service commitments, and other areas; Dr. Stewart suggested that we need to reference both internal and external research; She also noted that students may need to be reminded about possible implicit bias
 - o Overall, there was agreement that *ClassEval* has value, but education is needed for faculty and students in how to fill out the instrument and how to use data in useful ways

11:50 Dr. Howard (incoming EoT Chair)– Invited outgoing committee members to raise any items of concern to be addressed in the coming academic year

Dr. Stewart shared the following questions for future discussion:

1. How do other universities approach the issue of bias in faculty evaluation and in student course evaluations?
2. What are the ways that the campus can reduce bias in student evaluations and in faculty reviews of teaching?
3. How can EoT increase awareness of implicit bias in course evaluations (students and peer) and offer practical strategies to the campus for mitigating bias?

11:51 Chair Wust adjourned meeting