**BU Women’s Colloquium**

**MEETING MINUTES**

**3/18/2016**

**Members Present:** Sarah Walden, Robyn Driskell, Lisa Shaver, Andrea Turpin, Candi Cann, Brooke Blevins, Katie Jarvis, Christina Chan, Eileen Bentsen

**Spousal Hires/Employment Support:**

This issue was brought up again in the meeting as something we believe the BU Women’s Colloquium should address. We would like to see HR develop some kind of support system to help prospective faculty spouses find employment at Baylor or in the Waco area. Robyn Driskell agreed to talk to HR about this possibility and to follow up with Tiffany Hogue about how this might be supported by the Provost’s office.

**Faculty Evaluation Suggestions:**

After two meetings and discussion, the Baylor Women’s Colloquium submits the following suggestions for your consideration for revising future faculty evaluations. We appreciate your time, your good work on this, and for asking for our input and feedback. We are grateful to have a voice at Baylor and appreciate your consideration of these suggestions.

1. Students should be prompted to complete a brief tutorial about the purpose of evaluations and the potential for bias before they complete the online evaluation. This would allow students to know that we take their opinions seriously and are looking to incorporate their feedback to provide a quality classroom experience.
2. All chairs and senior faculty evaluating teaching faculty should receive a regular reminder about gender and racial bias in student evaluations.  This would serve the purpose of educating chairs and evaluating faculty while encouraging fairness and eliminating biases, conscious and unconscious.
3. In order to ensure 100% participation in the evaluation process, it was suggested that students be required to complete online evaluations in order to receive their grades. This seemed like the best way to increase evaluations without punitive or positive correlations.
4. Question 8 (“The instructor treated students with respect.”) was unanimously viewed to be problematic because what constitutes ‘respect’ is individually defined and understood. However, department chairs and a dean both suggested that this question is important for them to determine academic civility. BWC members felt this question should be reworded so it’s meaning is clearer to students. Suggestions for replacements included the following:
5. The instructor treats the student kindly and fairly

\_\_\_ in written discussions

\_\_\_ in classroom discussions

\_\_\_ in encouraging more thought regarding an issue

1. My instructor listens to me and values my opinions/contributions
2. Question 11 (“The exams were a good measure of my knowledge of the material”) was also unanimously viewed as problematic because some instructors do not use tests and/or exams to evaluate learning and comprehension. BWC members felt this might be better worded as
3. The assignments/papers/quizzes/tests were a good measure of my knowledge

of the material.

1. Classes with both large and small sections (science labs, first year survey/ core courses, and BIC Courses) should have clearly distinct sections for the large group elements of the course and the small group sections so that instructors can adequately incorporate feedback from students and course coordinators can receive feedback for their portion of the class.

1. Finally, it was suggested that questions answered extremely negatively or extremely positively include a forced comment section to explain WHY the student gave such positive or negative feedback. This would allow immediate and relevant feedback, while encouraging more specificity.

Katie Jarvis informed us that it is possible to add additional questions to your own evaluations. Meghann Wheelis told her that our evaluation system has a feature which enables instructors to add their own questions for specific courses. If you are interested contact Meghann to set up custom questions for your courses in addition to the “standard” course evaluation form.

**Announcements:**

* Another Year Finds me in Texas Lecture: April 26, 3:30pm Bennett Auditorium (co-sponsored by Women’s and Gender Studies)—See attached flyer
* Next meeting April 22, 11:30am Penland Private Dining Room