**Univeristy Council on Teaching**

**Minutes 12-3-2014**

In Attendance: Jeff Cohen (Chair), Kathy Bailey, Julian Bourg, Pat DeLeeuw, Audrey Friedman, Katie McInnis-Dittrich, John Rakestraw, Danielle Taghian, Jessica Pesce

Special Guest: Katie Dalton, Director of BC Women’s Center

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1. The meeting began with a correction to the Minutes of the 11-4-2014 meeting. Katie McInnis-Dittrich said that she appeared on the attendance list, but she was actually unable to attend. The rest of the Minutes were approved.
2. Katie Dalton gave a presentation on the data from surveys and focus groups regarding the female experience at BC, as well as the initiatives undertaken to address these issues.
   1. Key finding: BC Females feel they “aren’t enough.”
      1. Is it different than what males are experiencing? Yes. Males feel that they are in a male-dominated society where they are set up to succeed.
      2. IR administered freshman and senior surveys. While it’s harder for women to get into BC than men, they rate themselves lower on 14 out of 17 self-concept areas. The three areas where they rate more highly than their male peers are: drive to achieve; cooperativeness; understanding of others. Drive to achieve decreases by senior year, specifically for A&S females.
   2. The results were shared with Pat DeLeeuw, and a committee was created to explore the data. Focus groups were conducted with traditional and non-traditional female students at BC. They overwhelmingly stated that these data represented their experiences.
      1. Perfect storm of competitive culture: competitive to get into BC and to do activities when they arrive, especially for first year women. They must compete with other strong women to get into activities; they feel a sense of rejection before they even develop friendships here. Most clubs and organizations have fewer males applying, but try to keep 50-50 gender balance, so it’s harder for women to succeed. Housing situation is also difficult, resulting in an injured sense of self and sense of community. Men go through the same process, but it doesn’t seem to hurt their sense of self as much. Harder for women to have fluidity socially when they are locked into housing groups early in their freshman year.
      2. Plex culture and body image: data shows most people come in having participated in athletics, but not everyone can participate in D1 sports. Women now faced with having to exercise to maintain body image. Men are more likely to work out together than women are. Women here say there is a warped sense of body image where they feel that they must achieve perfection without trying to.
      3. Hookup culture: students pretend it’s about empowering women, but in reality, females enter the situation with different expectations than men. Women think it might lead to relationship, but men don’t. Sometimes this leads to sexual assault and lack of consent on campus, especially with alcohol being such a huge part of the hookup culture.
         1. Women’s Center offers Bystander Intervention Education, showing students how they can help mitigate these situations.
      4. Compartmentalization: BC students are very good at separating their Monday-Friday afternoon class personas from their Thu/Fri/Sat night personas. How can we help them integrate these instead of being so siloed?
   3. The Women’s Center became a stand-alone department as of June 1. Hiring an assistant director has enabled Katie to focus on leadership, self-confidence, etc. instead of just medical issues like assault or eating disorders.
   4. There will soon be a bigger data set: sophomore check-in survey administered this year, earning a 48% response rate. This will help assess the decline between freshmen and seniors and aid in developing targeted programming.
      1. The Center is using Kostka, the all-female residence hall, to test some interventions. One major initiative is Duo, a peer mentoring program that pairs first years with sophomore, junior, senior women. The whole group meets monthly for events, dinners, etc., and pairs meet every two weeks. Monthly events relate to issues students face that time of year; for example, September was about student involvement and recovering from rejection. Two faculty members spoke in October about making relationships with faculty. The Center collected data from Duo participants and a control group to examine stress and self-confidence levels pre- and post-intervention. Those who participated in Duo demonstrated increased self-confidence, and many of them reported lower self-confidence levels than the control group before the program.
   5. Katie would love additional interactions with Faculty. What else can the Center do to partner with faculty? How could be involved?
      1. Audrey Friedman said that all Lynch freshmen take the stress survey. Her program also delivered a presentation to all Lynch freshmen about BC culture. They use people from across campus for presentations, train graduate student facilitators, select peer mentors, and use small groups over the academic year to create community. (Note: Lynch is primarily female.)
      2. Kathy Bailey asked how many students the programs involve. Katie said 180 live in Kostka, and there are 65 pairs in the Duo program. Dinners are typically 40 students, offered monthly; students sign up, but it’s not a unique 40 every time. Ideally, she would like to demonstrate the usefulness of the program on a small scale, then ask for funding to increase it.
      3. John Rakestraw asked about the impact of classroom behaviors on the female experience at BC. How can we look at our classroom behaviors in terms of supporting women?
      4. Danielle Taghian asked if there are any programs that can be done with men to help the situation. Katie Dalton said the Bystander intervention program empowers students to do this. Katie McInnis-Dittrich asked if the Center has help with intervention research; she offered the assistance of grad students in BCSSW. She will be in touch with Katie.
      5. Pat said female faculty are very interested in helping out; should we expand the mentoring program that Kostka has?
3. John Rakestraw—Update on CTE
   1. CTE has started planning for e-teaching day, which occurs right after finals and before commencement. They are thinking about reframing the day to explore the change from IDeS to CTE. They will include e-teaching along with other teaching methods.
      1. What are topics that might entice you to go?
         1. Grading is a hot topic. You would get people in for a day on assessment, especially subjective grading.
         2. How to use social media effectively in the classroom. Gerry Kane in CSOM is an expert on this.
         3. How to get BC students to talk/engage.
         4. How to get students to do the readings.
         5. Sciences: engagement in large intro classes.
         6. Flipped classroom.
         7. Diversity of students. International students. Gender in the classroom.
         8. Teaching graduate students.
         9. Time for faculty complaints.
      2. What about playing on the “e” in e-teaching day for “excellent?”
         1. Some departments were always turned off by “e-teaching” anyway, so they would like this idea.
      3. John asks for suggestions for names of speakers.
      4. Need to get the Deans on board.
4. Pat DeLeeuw and Jeff Cohen:
   1. TAM winners from last semester should come and speak, perhaps in our spring meetings.
   2. We should examine TAM awards in the future to see if this is the best way to use and administer the money.