

The Feminist & Gender Studies Program Antiracism Report, AY 2020-2021

As part of our collective commitment to aligning the Feminist & Gender Studies Program (FGS) curriculum and related pedagogical praxes and materials with our new identity as a program comprised of three core faculty, as well as the college's ever-developing commitments to antiracism, we recently revised our course evaluation questions. Previous course evaluation questions, while effective in measuring student and faculty success in any given course, did not allow us to gauge the coherence of our curriculum, especially in light of the recent updates to our major and minor. Now, the revised evaluation supports the fourth and fifth goals of the college's antiracism commitment to "support and engage all faculty and staff in antiracism work" and to "make antiracism a central value in CC's academic and co-curricular programs," respectively.

Additionally, our evaluation questions have now become a teaching tool wherein students are encouraged to implicate themselves in the success and/or failures of a course. For example, by asking students to "describe some ways you contributed to the intellectual growth of you and your peers," we invite students to think about their responsibility in equitably sharing the intellectual and emotional labor of our courses regarding our mission to foster "inquiry into structures and modes of power as they are mediated by gender, sexuality, race and ethnicity, class, caste, nation and citizenship, age, and ability." As a program comprised *entirely* of faculty of color, our course evaluations now support us in our antiracist pedagogy and work. Such questions also help mitigate the well-documented ways students at predominantly white and economically affluent institutions can and do weaponize course evaluations against vulnerable faculty with marginalized identities whose teaching challenge students to learn through discomfort. Further, our course evaluations attend significantly to the fifth goal of the college's antiracism commitment, especially by aiming to "address gaps and ensure that principles of diversity, inclusion, and antiracism are helping to guide course offerings" by inviting students to directly evaluate if, for example, "the professor helped [the student] gain a greater understanding of intersecting structures and modes of power such as gender, sexuality, race, class, and nation."

Thus overall, our course evaluations are now much more in line with ours and the college's mission and vision. Please see our revised course evaluation tool below for more specific examples:

Descriptive

FGS aims to foster mindful, equitable, and collaborative teaching and learning. Describe how this course successfully met some of these goals.

Describe some ways you contributed to the intellectual growth of you and your peers.

Describe how this course fostered interdisciplinarity by synthesizing information and perspectives from different fields of study.

Describe how one particular reading/assignment/discussion/activity helped you think about an issue differently.

What was your least favorite thing about this course?

What was your favorite thing about this course?

Agree/Disagree

The professor aided your learning and engagement with the course material.

The professor clearly explained the basis and criteria for grading.

The professor encouraged students to contribute to the course in myriad ways.

The professor helped develop my ability to analyze and interpret different sources of information.

The professor helped develop my ability to think critically and to articulate my ideas.

The professor helped me gain a greater understanding of intersecting structures and modes of power such as gender, sexuality, race, class, and nation.