ACADEMIC SENATE – DISTINGUISHED TEACHING AWARDS COMMITTEE

Spring 2016
Due: Wednesday, June 8, 2016

MEMBERS	
Name	**College/Unit**
Chen, Lei-da	OCOB
Czerny, Daniela	ASI
McLamore, Alyson	CLA
Retsek, Dylan	CSM
Toker, Umut	CAED
Vanasupa, Linda (CH)	CENG
VACANT	CAFES
VACANT	PCS
VACANT	ASI

| CHARGES	
Charge	**Status/Notes**
To recommend up to three candidates for the DTA.	Please see previous reports for the process that we followed in our consensus recommendations.

NOTES: (By outgoing chair, Linda Vanasupa, these do not necessarily represent the views of the committee)

Having served on the DTA for about six or so years since 2002, I have some observations that I'd like to offer in the spirit of learning. I hope that next year's chair will consider these reflections at the outset.

I am struck by the apparent historical pattern of gender bias in the DTA awardees. According to the Cal Poly Fact book, the male segment of the faculty is consistently ~58% for full time faculty, yet the DTA awardees are 15/56 female/male (i.e., 80% male). The same pattern exists in the Distinguished Scholar Award. .Are male teaching and scholarship models (often performance, expert, sage on stage) valued over female models (often student centered, nurturing)?

DTA Awardees
■ Females ■ Males

If we use quantitative reasoning, does it seem as though there is an unconscious bias for male models of teaching? Does stacking the committee with past DTA/DSA Awardees result in an unconscious prioritizing of awardees who value similar styles?

Or, is it truly the case that male teachers/scholars are simply more distinguished? Or, is the eligibility list closer to 80% male? What accounts for this difference? If there is a bias against females or feminist styles, I am certain that it is not consciously-held.
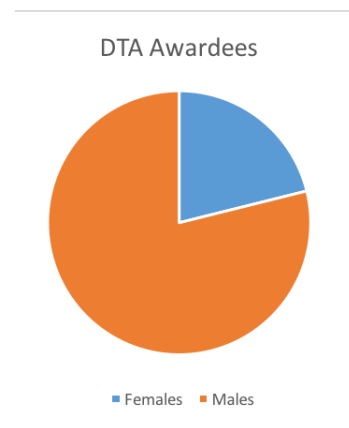
As a recommendation, I suggest that future DTA/DSA committee members take the Harvard Implicit Association Test and dialogue about the implication of the results with one another prior to commencing the sorting and choosing. I believe that taking the test will allow people to immediately encounter the implicit bias in the design of the test itself and provide an opportunity to account for biases by interrogating one's assumptions.

For example, I am moderately biased toward "science as male" (i.e., against females!). The bias against women in science, technology, math and engineering is well known and well-researched, although peoples' willingness to acknowledge it varies (Handley, I. M., Brown, E. R., Moss-Racusin, C. A., & Smith, J. L. (2015). Quality of evidence revealing subtle gender biases in science is in the eye of the beholder. *Proceedings of the National Academy of Sciences*, 201510649–6. http://doi.org/10.1073/pnas.1510649112). The result: I call for partnership from others in reflecting on my choices.

Thanks for your consideration of these ideas.