



ASCN Working Group 6 Informal Discussion
Teaching Effectiveness

October 2021

Please introduce yourself in the chat! We will begin soon.

About the Organizers



TEval Knowledge Exchange

Monday, Oct 18: 1-4:30p ET: Department-Level Approaches

How TEval has used a department-level approach for improving the evaluation of teaching.

Friday, Oct 22, 1-4:30p ET: Scaling Change

How models of change can help departments and institutions scale their work.

Wednesday, Oct 27, 2-4:30p ET: National Landscape

How the national landscape is changing, and how we can help shape the national dialogue and engage more institutions in this work



Working Group 6

Aligning Faculty Work with Systemic Change

The purpose of this working group is to promote development of institutional cultures where continuous improvement of teaching is expected, valued, assessed, and rewarded at various stages of a faculty member's career. The working group will achieve its purpose by illuminating the policies and practices employed in the current higher education landscape that effectively evaluate and reward the three aspects of faculty work: teaching, scholarship, and service. Working group 6 will 1) map the landscape of practices, 2) create a taxonomy to identify and classify the varied approaches, 3) examine current evidence that addresses the potential or realized effectiveness of these practices, and 4) assess and share the evidence and practices to promote accountability.

Group Leaders:

Christine Broussard, Univ. of Laverne & Kadian Callahan, Kennesaw State University



Knowledge Sharing - Teaching Potluck

- Let's talk about teaching and the tools/practices you use to foster social justice, equity, diversity, and inclusion.
- Goal: You leave with one or more new tools to use!

Structure

- Breakouts
- Persons with an * next to their name will share [add to your name now] a google slide and a ^ will serve as room facilitators
- How do you use what you have brought? (5 minutes per presenter)
 - How does the item address social justice, equity, diversity, and inclusion?
 - How have you used it?
 - What are its Strengths & Weaknesses
 - Student & Colleague Responses
 - Discussions
- Continue Sharing for 25 minutes
- Return to Main Room for Wrap Up (10 minutes)

Breakout Rooms

Questions for discussion:

- Would you need to modify it to make it work at your institution?
- Does anyone else have experience using this or something like it?
- How might this scale to a very large or small class?
- How do you embrace the discomfort that often accompanies in class discussions about social justice, equity, inclusion, and diversity?

Infographic: Helping students make the most of office hours

Lisa Elfring, University of Arizona

https://teachingmodels.arizona.edu/sites/teachingmodels.sites.arizona.edu/files/2021-04/Helping%20students%20office%20hours%20graphic.FINAL_.pdf

- Used for discussions with instructors: some considerations about how to introduce what office hours are “for” and how to promote attendance.
- Source: Lisa Elfring, with collaboration with colleagues in the UArizona Office of Instruction and Assessment
- Strengths: Short, brief, actionable
- Weaknesses: Doesn't give rationale about why students might need this kind of an approach

Resources for an Inclusive Excellence in Teaching professional learning community (PLC): Lisa Elfring, University of Arizona

Here's the [link](#)

- Used as scaffolding for a PLC offered in Fall 2017
- Source material and PLC developed and facilitated by Mascha Gemein and Celeste Atkins, Office of Instruction and Assessment, University of Arizona
- Strengths: Great resources to share that would enable others to put together a similar PLC
- Weaknesses: No facilitation notes; these are just the public-facing documents

Preparing Teachers to Teach Social Justice Mathematics Lessons - Eliza Gallagher

- Intended for: Preservice secondary math teachers
- **High School Mathematics Lessons to Explore, Understand, and Respond to Social Injustice (Corwin Mathematics Series)** by Robert Q. Berry III, Basil M. Conway IV, Brian R. Lawler, and John W. Staley, ISBN-13: 978-1544352596
- **Strengths**
 - Includes complete lessons organized by topic
 - Includes links to authentic data sets
 - Includes templates for creating new lessons
- **Weaknesses**
 - Designed for practicing high school teachers, has to be modified for working with preservice teachers (will also share ways I modified for that audience)

● DE&I/Antiracism Contribution: to merit and promotion

This new and optional Activity was recommended by the ECAS Faculty Senate Antiracism Working Group to document and recognize faculty contributions to antiracism and DE&I efforts.

Strengths

- Fostering an environment in which practices and policies combine to support the recruitment, retention, and success of BIPOC students, staff, and faculty, within Emory and/or beyond.
- Actively promoting greater inclusivity, humility, openness and equity through our research, teaching, service activities and personal interactions, within Emory and/or beyond.
- Building inclusion and social justice into our curriculum, student interactions, and plans for their success, within Emory and/or beyond.
- Broadening faculty engagement in antiracism and DE&I activities, within Emory and/or beyond.
- Documenting, sustaining and building on past, present and future efforts in DE&I, so that they go beyond a transient dedication to these issues, and promote real cultural change.
- Faculty will also have the option to upload a one-page DEI Statement.
<http://college.emory.edu/faculty/faculty/faculty-activity-and-merit-evaluation.html>
- Weaknesses: It's new this year, so we don't know how many are taking advantage.

Twenty-One Teaching Strategies to Promote Student Engagement and Cultivate Classroom Equity (Jennifer Manilay)

- Used for supporting biology instructors in striving for classroom equity and in teaching all their students, not just those who are already engaged, already participating, and perhaps already know the biology being taught
- Source <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3762997/>
- Strengths: Description of each strategy; includes a self-assessment
- Weaknesses: From an article; may be difficult to find

Transparency in Learning and Teaching project

- Aims to advance equitable teaching and learning practices that reduce systemic inequities in higher education through two main activities
 - Promoting students' conscious understanding of how they learn
 - Enabling faculty to gather, share and promptly benefit from current data about students' learning by coordinating their efforts across disciplines, institutions and countries
- Source <https://tilthighered.com/>
- Strengths: A variety of examples and resources available online
- Weaknesses: Access to some resources require signing up

A Learning-Focused Syllabus Rubric - Kadian Callahan

- Used for establishing trust and rapport with your students to begin building an inclusive classroom community
<https://cte.virginia.edu/sites/cte.virginia.edu/files/Syllabus-Rubric-Guide-2-13-17.pdf>
- Strengths: Accessible way to start conversations with faculty about inclusive teaching practices
- Weaknesses: Changing the syllabus cannot be an ending point

ESCALA Cultural Competence Rubric - presented by Christine Broussard

- Used for self-reflection
- ESCALA Educational Services LLC - Dr. Melissa Salazar
- Strengths: short, non-threatening; good to give to colleagues at the beginning of JEID work; can be coupled with evidence-based approaches
- Weaknesses: just the beginning of reflection, by itself won't create significant change

DEI endorsement matrix (work in progress) presented by Christine Broussard

- Used for...review, promotion, and tenure
- ULV Office of DEI - Dr. Alexandra Burrell
- Strengths: gives a variety of ideas for DEI work
- Weaknesses: not really a classroom tool/approach

Getting to know you survey - Christine Broussard

- Used for...creating community and appreciation of each others' cultural influences
- Source - Sense of Belonging literature and Dewsbury et al., 2019
- <https://doi.org/10.1007/s11422-018-9891-z>
- Strengths: encourages students to share their backgrounds
- Weaknesses: not a stand alone tool, must be coupled with classroom activity

My regional and cultural background (i.e. where you grew up and any ethnic/cultural group for which you feel a particular affinity) is _____.

How many hours per week do other commitments take up (e.g. jobs, family obligations, extra-curricular activities)?

Making your syllabus more friendly and inclusive (Sean Walker)

- Used to make your syllabus clear, inclusive, and to demystify the class.
- Resource:
<https://fdc.fullerton.edu/faculty-dei/practices/inclusive-syllabus/>
- Strengths: Low activation energy, conversation starter, encourages reflection about teaching, abundant literature, helps to set the tone of your class.
- Weaknesses: Folks are resistant to change (this literature has been around for ages), syllabi are already too long, who reads the syllabus?

Think-Pair-Share and Variations - Kaci Thompson

- Used for... promoting student engagement in a lecture-style course
- Source
<https://www.lifescied.org/doi/pdf/10.1187/cbe.20-08-0200>
- Strengths: Easy to implement
- Weaknesses: Classroom sharing component can reinforce inequities and may need to be modified or eliminated

Next WG6 Informal Discussion

Teaching Evaluation and JEDI

December 14, 2021 | 10:00-11:00am PT / 11:00am-12:00pm MT /
12:00-1:00pm CT / 1:00-2:00pm ET

Register here (will put into the chat):

https://ascnhighered.org/ASCN/wg6_fall21_reg.html

What's Next?

Get Involved with ASCN

- Free to join as a network member
<http://ascnhighered.org>
- Twitter: @ascnhighered
- Also on Facebook & LinkedIn