

Leveraging Data to Guide Change Efforts in Inclusive and Equitable Teaching

■■■■■■■■ A Pilot Assessment in Academic Departments

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The Inclusive and Equitable Teaching Assessment (IE-Teaching) is an initiative designed to promote more inclusive and equitable teaching practices by using data to motivate, inform, and tailor change efforts to the departmental contexts in which they will be implemented (Reinholz & Apkarian, 2018; Ngai et al. 2020).

In this presentation, we will highlight:

- 1) how and why we focused on working with academic departments, rather than individual instructors, to promote inclusive teaching;
- 2) how different sources of data, from multiple stakeholder perspectives, provided nuanced information to guide change efforts; and
- 3) how we are leveraging these data to support departmental stakeholders in developing their own plans and resources for promoting inclusive and equitable teaching.

Methods: Student Survey

Social Indicator Scales

1. Caring and Engaging Instructors
2. Positive and Supportive Peer Interactions
3. Threats to Sense of Belonging

Academic Indicator Scales

1. Self-Efficacy for Learning/ Achievement
2. Value of Class Content
3. Transparency of Policies/Practices
4. Flexibility of Policies/Practices

Methods: Syllabus Analysis

Measures: Indicators of Inclusive & Equitable Teaching (23 criteria in total)*

- Transparency (see a sample of the rubric for this criterion on the next page)
- Structure(d) Interactions
- Academic Belonging
- Critical Engagement with Difference
- Organization & Accessibility

*Principles based on [principles of equity-focused teaching developed by the Center for Research on Learning & Teaching at University of Michigan](#)

Excerpt from IE-Teaching Syllabus Rubric

Criterion	Level 3 <i>present and clear</i>	Level 2 <i>present and somewhat clear</i>	Level 1 <i>present but implied/unclear</i>	n/a <i>not present</i>
Principle 1. Transparency				
Description of learning activities (what)	Describes in detail what students will do to prepare for and engage in a class session	States what students will do to prepare for and engage in a class session but description lacks detail and clarity	Implies but does not state what students will do to prepare for and engage in a class Lists, in brief titles, the topics covered in class	Does not state what students will do to prepare for and engage in a class
Purpose of learning activities & assessments (why)	Clearly describes the purpose of most main learning activities and major assessments with explicit reference to gained skills, connections within the subject	States the purpose of some main learning activities and some assessments but lacks detail and clarity	States and/or implies the purpose of few learning activities and assessments; missing the purpose of one or more learning activities and assessments	Does not state the purpose of learning activities and assessments
Description of what successful learning looks like (how + resources)	Clearly describes actionable tips and concrete strategies on how to succeed in the course, which may also include external tools and campus resources to support students' development of the skills and knowledge in the course	Describes general tips and/or strategies on how to succeed in the course or resources to support student learning, but the tips, strategies, or resources are general and not specific to the development of the skills and knowledge in the course (e.g., ILOs or assessments)	Lists resources but does not describe the relevance of resources or additional tips or strategies for success	Does not describe what successful learning looks like, nor mention additional supporting resources
Description of assessments (what)	Clearly describes what students will do to complete all major assessments in detail	Describes what students will do to complete all major assessments, but some descriptions lack detail and clarity. May not describe more traditional assessments such as problem sets and exams	Describes few assessments with minimal detail; missing description of one or more major assessments	Does not describe what students will do to complete assessments; e.g., only includes overview of % of grade for each assessment without any description of <i>how</i> it is graded
How to get help from & contact instructor(s)	Explains how and when instructor(s)/ TA(s) are available to students, how to reach out to them, and the purpose of office hours or other methods of reaching the teaching staff (e.g., piazza, slack). May give examples of when a student might want to visit office hours	Explains how and when instructor(s)/ TA(s) are available to students but does not describe how to reach out to them or the purpose of either office hours or other methods of reaching the teaching staff	Lists time and location of office hours but does not explain how instructors are available to them, how to reach out to them or the purpose of either office hours or other methods of reaching the teaching staff	Does not include office hours or other methods of reaching the teaching staff and contact information
Rationale for subject policies (why)	Clearly explains rationale for all subject requirements, deadlines, assessments, policies	Explains rationale for some but not all subject requirements, deadlines, assessments, and policies Rationales may be either unclear or policies do not align with the provided rationale	Lists policies without a rationale	Does not include subject requirements, deadlines, assessments, and policies, as well as the rationale behind them

