

EVALUATION OF EFFECTIVE AND INCLUSIVE TEACHING

How can teaching and learning centers and professionals be involved in change towards justice, equity, diversity, & inclusion?

bit.ly/wg356webinar



Monday, August 30th
1:00 PT/4:00 ET

A COLLABORATION BETWEEN ASCN WORKING GROUPS 3, 5, AND 6

WORKING GROUP 3

Change Leaders

Change agents have many different job titles and come from many different levels of an organization. This working group works to identify important roles and activities in the change process and articulate how people in different organizational levels and positions accomplish change. We pay particular attention to who must be engaged in change efforts, what skills they need, and how these skills can be developed.

WORKING GROUP 5

Diversity, Inclusion, Equity, and Social Justice

We explore the intersection of equity, inclusion, diversity, and justice with systemic change in higher education. We identify common ground and promote opportunities for collaboration, informed by the perspectives of diverse stakeholders. We aim to support administrators, faculty, students, and staff; and promote access, participation and success for all parties.

WORKING GROUP 6

Aligning Incentives with Systemic Change

We examine the current state of evaluation of teaching, with a focus on practice as opposed to institutional rhetoric about valuing teaching. We are gathering, curating, and sharing the policies and practices employed in the current higher education landscape that effectively evaluate and reward equitable and inclusive quality teaching in higher education.

THESE RESOURCES WILL INFORM OUR WEBINAR:

Increasing Student Success in STEM; ([Kezar and Elrod, 2015](#))

The Keck/PKAL Model is designed to guide change processes aimed at improving student learning and success. This model can be described as a river - which flows towards change and swirls and eddies as it encounters obstacles. The swirls represent the iterative process that change leaders engage in to navigate past these obstacles. Travelers along the river may join or leave at different points, and they may change direction and paddle in the other direction at times - but the overall direction is towards change.

Signature Pedagogies in the Disciplines; ([Shulman, 2005](#))

Every discipline has a signature pedagogy - a distinctive set of norms and teaching practices that is emblematic of that discipline. Shulman argues that these signature pedagogies reveal the nature of a discipline - its assumptions, beliefs, and epistemologies. There is a "hidden curriculum" that is taught through a signature pedagogy, thereby socializing students into the norms and values of that discipline. However, in many disciplines, signature pedagogies have failed to evolve as disciplinary norms and values have evolved.

Recognizing and Evaluating Science Teaching in Higher Education: Proceedings of a Workshop; ([NASEM, 2020](#))

This document summarizes a NASEM workshop on teaching evaluation. There is great momentum towards change in the way STEM teaching is evaluated. There are many innovations in teaching evaluation, and many ways to support systemic change in teaching evaluation. Workshop members also identified and addressed the next steps: identifying what excellent teaching looks like, identifying the best methods for evaluation, centering diversity and inclusion, and recognizing the institutional factors that promote sustainable change