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

<table>
<thead>
<tr>
<th>Principle 1. Transparency</th>
<th>Level 3 present and clear</th>
<th>Level 2 present and somewhat clear</th>
<th>Level 1 present but implied/unclear</th>
<th>n/a not present</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of learning activities (what)</td>
<td>Describes in detail what students will do to prepare for and engage in a class session</td>
<td>States what students will do to prepare for and engage in a class session but description lacks detail and clarity</td>
<td>Implies but does not state what students will do to prepare for and engage in a class</td>
<td>Does not state what students will do to prepare for and engage in a class</td>
</tr>
<tr>
<td>Purpose of learning activities &amp; assessments (why)</td>
<td>Clearly describes the purpose of most main learning activities and major assessments with explicit reference to gained skills, connections within the subject</td>
<td>States the purpose of some main learning activities and some assessments but lacks detail and clarity</td>
<td>States and/or implies the purpose of few learning activities and assessments; missing the purpose of one or more learning activities and assessments</td>
<td>Does not state the purpose of learning activities and assessments</td>
</tr>
<tr>
<td>Description of what successful learning looks like (how + resources)</td>
<td>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</td>
<td>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)</td>
<td>Lists resources but does not describe the relevance of resources or additional tips or strategies for success</td>
<td>Does not describe what successful learning looks like, nor mention additional supporting resources</td>
</tr>
<tr>
<td>Description of assessments (what)</td>
<td>Clearly describes what students will do to complete all major assessments in detail</td>
<td>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</td>
<td>Describes few assessments with minimal detail; missing description of one or more major assessments</td>
<td>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 how it is graded</td>
</tr>
<tr>
<td>How to get help from &amp; contact instructor(s)</td>
<td>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</td>
<td>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</td>
<td>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</td>
<td>Does not include office hours or other methods of reaching the teaching staff and contact information</td>
</tr>
<tr>
<td>Rationale for subject policies (why)</td>
<td>Clearly explains rationale for all subject requirements, deadlines, assessments, policies</td>
<td>Explains rationale for some but not all subject requirements, deadlines, assessments, and policies</td>
<td>Lists policies without a rationale</td>
<td>Does not include subject requirements, deadlines, assessments, and policies, as well as the rationale behind them</td>
</tr>
</tbody>
</table>