



(TOWARD)
EQUITY & INCLUSION
IN EVALUATING TEACHING

: PROMISES / PITFALLS / POTENTIALS /
PRACTICAL SOLUTIONS

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8.30 – 8.45 : OVERVIEW, INTRO EXERCISE, AND PRE-WORK

Day follows a problems-solutions arc. Morning sessions frame the main ‘problems’ at play, situating student evaluations in the broader contexts that shape our collective assumptions and biases in how we evaluate teaching. Afternoon sessions dive into practical ‘solutions’ built on intentional frameworks of equity and inclusion to make evaluating teaching a more meaningful and fruitful process for all involved.

8.45 – 10.15 : (1) PROMISES: CONTEXTS & ASSUMPTIONS

Sets up the problem, zooms out from student evaluations to see the bigger picture and contexts that shape our assumptions in how we currently evaluate teaching in higher education. Situates teaching within labor contexts, cultural/societal contexts, disciplinary contexts, methodological contexts, and our own personal contexts.

BREAK (10.15 – 10.30)

10.30 – NOON : (2) PITFALLS: BIASES & (MAL)PRACTICES

Dives into specific problems and issues in evaluating teaching at all levels and stages of the process, focusing in particular on those issues that most adversely impact equity and inclusion. Traces the inadvertent effects of implicit biases, stereotype threat, and well-intentioned but unprofessional ad-hoc practices. Also addresses how current processes are vulnerable to being hacked by explicit biases and overtly malicious practices.

LUNCH (Noon – 1.00)

1.00 – 2.30 : (3) POTENTIALS: A MULTIFACETED FRAME FOR INCLUSION

Introduces a systems-mindset to design equity and inclusion from the ground up in evaluating teaching using a multifaceted approach with the goal of making the process more meaningful and fruitful for all involved (including for students too). Highlights key priority areas to focus on that either need new processes or need bolstering of existing processes. Introduces creative and practical options to consider for changing processes and systems, drawn from a range of institutions but also from an interdisciplinary collection of fields and organizations.

BREAK (2.30 – 2.45)

2.45 – 4.15 : (4) PRACTICALS: METHODS AND INTERVENTIONS

Gets into nuts and bolts of actual methodologies and research-based practices, ranging from better design of current methods to practical options for gathering multifaceted data on teaching to better ways of analyzing and interpreting data to clearer training and re-orientation for all involved (including for students too).

4.15 – 4.30 : CLOSING EXERCISE & POST-WORK