



MITIGATING GENDER BIAS IN SEIS: A TOOLKIT

A TOOL FOR INSTRUCTORS

Curated by Caitlin McGrew













SUMMARY

We have curated a toolkit with recommendations to mitigate gender bias and its influence on student evaluations of teachers in the higher education STEM classroom.

FOR MORE INFO

Visit
www.engineering.osu.edu/faculty-research/faculty-development

Recommendations

-  #1 Conduct Midterm & Departmental Evaluations
-  #2 Acknowledge & Recognize Bias
-  #3 Offer Optional Implicit Bias Training
-  #4 Revise Evaluation Prompts
-  #5 6 point Evaluation Scale
-  #6 Evaluate Instructors via Multiple Methods
-  #7 Increase Representation
-  #8 Transparent Grading Practices
-  #9 Ask Students to Self Evaluate First
-  #10 Ask Students to Evaluate What They are Qualified to Assess
-  #11 Teach Students How to Give Feedback
-  #12 Build Positive Rapport

CLASSROOM LEVEL MITIGATIONS

#8 Transparent Grading Practices

At the beginning and throughout each term be explicit about your grading practices, the rationale behind them, and the objective of your grading practices.

#9 Ask Students to Self Evaluate First

At midterms and the end of the term, prior to asking students to evaluate the course or the instructor ask them to self evaluate. This encourages students to be accountable for their learning experience, and requires them to reflect on the impact their choices have had on their learning experience.

#10 Ask Students to Evaluate What They are Qualified to Assess

When asking students to evaluate the course and or the instructor, survey questions should be tailored to assess only what students are qualified to assess. For example, if a student is asked how knowledgeable their instructor is, this is not a fair question as students are not experts on this.

#11 Teach Students How to Give Feedback

Teach students the importance of providing evidence to support their claims when providing commentary in evaluations. Encourage students to focus on what is important and relevant (i.e. class structure vs. instructor's fashion). Lastly, remind students effective feedback is observable, objective, free of value judgment, and unambiguous.

#12 Build Positive Rapport

At the beginning and throughout the semester build positive rapport with students by learning their names, getting to know them, ask them about their lives, and show them you care. Express your investment in their performance by engaging with students who are struggling and explicitly communicating your investment and interest in their learning.



INSTITUTIONAL AND DEPARTMENTAL MITIGATIONS

Recommendations Continued

#1 Conduct Midterm and Departmental Evaluations

At the institution, department, or classroom level, conduct midterm evaluations to assess progress and collect time sensitive data. Midterm data allows students to express concerns and the instructor to adapt, with the intent to improve students' learning experiences. Multiple forms of assessment provide diversity in evaluating teaching

#2 Acknowledge & Recognize Bias

At the institution, department, and classroom level, acknowledge the presence and influence of bias in a clear manner to students. Through recognizing bias and admitting to its existence, students' awareness of bias increases, and students can use this awareness to inform their evaluations.

#3 Offer Optional Implicit Bias Training

At the institution or department level, offer optional implicit bias training to address bias and its influence of the university climate. Trainings must be research driven, provide steps to address bias, celebrate differences, and use non-confrontational language. Optional trainings can reduce reactance and increase personal buy-in.

#4 Revise Evaluation Prompts

At the institution, department, and classroom level, evaluation questions and prompts must be objective. Questions about expressiveness should be removed and prompts must pertain to traits or facts that are easily observed and behaviorally based.

#5 Six Point Evaluation Scale

At the institution, department, and classroom level, evaluation scales must be 6 point, compared to a 10 point scale due to cultural affiliations with the number 10 and its implications of brilliance and perfection.

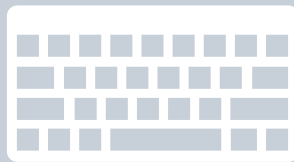


RESOURCES AND REFERENCES

For Further Information Visit:

<https://engineering.osu.edu/faculty-research/faculty-development>

<http://www.rebeccakreitzer.com/bias/>



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