



— ASSOCIATED —
COLLEGES OF THE SOUTH

A Workshop on Bias in Faculty Evaluations: A Closer Look at Peer Evaluation of Teaching (PET)

Workshop Outcomes

- Identify structural, procedural, or personal biases that may influence the PET process;
- Foster core institutional values towards a more inclusive and equitable PET process.

Workshop Design

The workshop is designed in three main parts and represents a time commitment of approximately 4 to 5 hours.

- Pre-workshop Preparation (1 hour)
- Workshop A (1.5-2 hours)
- Workshop B (1.5-2 hours)

Each of the three parts can be further broken down into smaller units to allow for customization and in order to fit some or all of the workshop materials into your institution's schedule.

Pre-Workshop Preparation (1 hour)

Workshop leaders and participants should read, as a discussion primer, the following:

Stewart, Abigail J. and Virginia Valian. "[Evaluating and Promoting Faculty](#)." *An Inclusive Academy: Achieving Diversity and Excellence*. MIT Press, 2018, pp. 325-372.

Participants may also appreciate watching *The Chair* on Netflix.

Workshop Outline: Workshop A (1.5-2 hours)

[\[Link to the slides\]](#)

Establishing Workshop Goals and Outcomes (30 minutes)

1. Show Workshop Outcomes Slide. Read aloud.
2. Show Slide "Creating Inclusive Organizations." Guide participants through Slide 1, identifying the four-fold approach to fostering inclusivity. As time allows, discuss each frame as it relates to the PET process at your institution. Take notes. [This discussion may take place in 4 breakout rooms or 4 small groups and then shared out.]¹
3. Show Slide "Core Values of Promising Practice in Each Frame." As time allows, invite participants to expand on the list of promising practices in each frame. Take notes. [This discussion may take place in 4 breakout rooms or 4 small groups and then shared out.]

¹ Adapted from "Making Change: A Framework for Promoting Gender Equity in Organizations." CGO Insights, Briefing Note 1 (Oct 1998). <https://www.simmons.edu/sites/default/files/2021-12/CGO-Insights-01.pdf>

Reading Discussion (40-50 minutes)

1. Show Slide “Reading Discussion” (slide 1). Give participants several minutes to review reading and any notes.
2. Invite discussion of questions (there are 4 questions total, but you can add or remove as suits the context of the workshop). Discussion may take place as a large group or in small groups. Ideally, group members will come from a variety of disciplines and have a variety of experiences.
 1. Describe your institution’s guidelines for PETs. Are they formal? Informal? Is there a rubric or template for evaluating peer-teaching? Where is this information documented?
 2. Are PETs consistent across evaluators? Across departments or divisions? How do you know?
 3. Describe your own process for evaluating a peer’s teaching, including your goals and expectations. What are you “looking for”?
 4. Does your PET process include a conversation with the evaluatee prior to observations? Does it include a follow-up and/or opportunity for feedback?
 5. Based on the reading, what do you see as some potential pitfalls at your institution during the PET process? Generate individual lists and then share/discuss.

“I Am A Cultural Being” (20-30 minutes)

1. Show Slide “I Am A Cultural Being.” Refer participants to [the worksheet](#) of the same name. Read the introduction and invite participants to take several minutes to complete the worksheet.
2. Invite participants to discuss the worksheet around the following process questions:
 1. Describe this exploration of the self as a cultural being. Had you pondered many of the guiding questions before this activity?
 2. How might your family-of-origin values, messages, upbringing, life experience, etc. help or hinder you in your role as a supervisor?
 3. How might this activity inform your interactions and engagement during the faculty evaluation process?

Workshop Outline: Workshop B (1.5-2 hours)

[\[Link to the slides\]](#)

Considering Bias in PETs (30-40 minutes)

1. Show Slide “An Anti-Venn Diagram: Considering Bias in PETs.” If access allows, play selected scenes from Netflix’ *The Chair*:
 - E1: 16:20-16:52 (“Tweet?”)
 - E3: 4:41-5:50 (“Melville was a wife-beater?”)
 - E4: 4:50-6:40 (“Just do it!”)
 - E4: 6:55-8:09 (“Squeeze! Squeeze! Squeeze!”)
2. Ask participants to consider the scene from *The Chair*, but also their own knowledge and experiences to reflect on the two questions on the “Anti-Venn Diagram” slide:
 - How might our cultural (and professional) situatedness influence the PET process? Consider yourself both in the role of evaluator and evaluatee. Invite examples, real or hypothetical, to discuss.

- How might our students' cultural situatedness influence the PET process? Invite examples, real or hypothetical, to discuss.

Considering Bias Scenarios (40-60 minutes)

1. Show slide "Some Scenarios" and refer participants to the worksheet, "[Peer Evaluation Cultural Framework](#)."
2. Invite participants to break into four groups. These can be the same groups as from earlier in the workshop or new configurations. Ask each group to claim a scenario and to discuss the questions as a group. As needed, refer to the Cultural Framework diagram to prompt consideration of how different frameworks (global, personal, work, etc) might enter into each scenario.
3. After a reasonable amount of time, ask groups to share their insights. (Each example is on its own slide for quick reference.)

Wrapping Up (30 minutes)

1. Show slide "Identifying Actions for Equity-Minded Reform. Invite each of the four groups to consider the original four frames for creating inclusivity in order to generate ideas for institutional and individual action. Record your results for future use.