# **Racially inclusive teaching: teaching staff self-evaluation**The teaching staff self-evaluation tool has been designed to be used by **individuals or groups of teaching staff** (e.g. whole course team, faculty working group, etc.) to:

* review current practices and progress in a specific course or programme against a set of prompts
* provide structure to conversations about racially inclusive teaching
* identify and share good practices with peers

**Rather than seeing this as an evaluation to be simply completed, you may find it helpful to return to this self-evaluation at different points on an ongoing basis (for example, at the start and end of a course / course design / term / academic year). This may help you to reflect on whether you have achieved aims that you have set for yourself, gained confidence in some practices or found alternative ways to enhance your approach to racially inclusive teaching.**

**Please note that engaging with this tool may prompt you to reflect on your own racial identity, your racial biases and your experiences of race, which can be a challenging and sometimes uncomfortable experience.**

This tool is divided into two parts. The first part comprises a self-evaluation and the second part proposes a way to conduct an evaluation exercise in partnership with students:

1. A) Self-evaluation (to be carried out individually or in teaching teams)

B) Reflective statement (to be carried out individually or in teaching teams)

1. Engaging students in self-evaluation (to be carried out with students

## **Part 1a: Self-evaluation**

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| **Where in their learning could students…** | **I / we do not currently consider this in our teaching.** Consider using the space below to reflect on why you do not consider this. For example: 1. Have there not been opportunities to do this within your specific teaching settings or context?
2. Does it reflect more broadly how your discipline is or has been taught across Higher Education?
3. Does is reflect your research interests?

Make a note of any actions that might help you to consider this approach in future. | **I / we have introduced practices to consider this.**Consider using the space below to reflect on practices you have introduced and why. Reflect on how you think these practices are going. For example:1. What has worked particularly well and how did you get there?
2. Where have you encountered challenges or setbacks in introducing these practices and what would help you to overcome these?
 | **I / we have introduced practices to consider this and want to do more.**Consider using the space below to reflect on what practices you have introduced and how you might enhance these. For example:1. Could you engage students in an evaluation exercise that prompts them to reflect on the impact these practices have had on their learning, for instance by using the Student teaching and learning self-evaluation tool?
2. Could you work to integrate these practices more deeply across a course or programme?
3. Could you set up a network with colleagues to share examples of good practice?
4. Are there specific resources or guides (such as those provided in the toolkit’s ORLO) that might support you to develop further?
 | **I / we want to consider this but have not yet started.**Consider using the space below to reflect on practices that you recognise as important and want to address in your teaching as well as actions you might take to start the process. For example:1. Are there instances in your teaching or course that lend themselves particularly well to some of these practices, and if so, when do these happen?
2. Are there other areas of the toolkit you could explore to help you get started?
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| 1. **Engage in conversations with you about steps being taken to support racially inclusive teaching and learning?**
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| 1. **Reflect on how race and / or racial bias has influenced the voices and content that is traditionally taught?**
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| 1. **Encounter the work and contributions of racially diverse scholars and authors?**
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| 1. **Create connections between race / racially diverse scholarship and other core areas of their study?**
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| 1. **Be made aware of racial diversity within their discipline?**
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| 1. **Be made to feel their racial identity and experiences are welcomed and valued?**
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| 1. **Be prompted to challenge problematic behaviours towards underrepresented racial groups?**
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| 1. **Develop skills to manage challenging conversations and think critically about race and racial inequalities?**
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| 1. **Be made aware of material that is racist in tone and / or content?**
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| 1. **Be prompted to approach racial diversity in specific, rather than generalised, terms?**
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## **Part 1b: Reflective statement**

This space is provided for you to write a short reflection on the self-evaluation exercise. You may wish to use it to write a statement to share with your course team or with your students – for example, to outline your findings and any actions you plan to take as a result.

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## **Part 2: Engaging students in self-evaluation**

The toolkit also includes a **Student teaching and learning self-evaluation tool** that you may wish to direct your students towards or use together with students as a joint exercise. This tool has been designed to support students to reflect on racially inclusive teaching across their learning; students are prompted to consider what and how they learn as well as reflecting on their own attitudes and behaviours (such as their interactions with peers, their engagement with learning materials and the strategies they use to support their own learning). **You may wish to adapt the tool and its questions to best reflect your teaching context or discipline.** Below are three suggested ways you could use the **Student teaching and learning evaluation tool** in partnership with your students. You may also have other ideas for how you might best use these tools to support racially inclusive teaching.

* As an **anonymous evaluation exercise focused on a particular course or session you have taught** which you ask students to complete and hand in. This will help you to both gather information about your teaching and students’ learning as well as prompt students to reflect more deeply on teaching content and their engagement with activities and peers. **You may want to ask students to share just their reflective statements with you, rather than the full self-evaluation** (if so, consider making this expectation clear to students in advance).
* You may want to use it as an **in-class evaluation activity at the start or end of a session** to engage students in a conversation about how to create teaching that is racially inclusive. Students could be asked to reflect on **all, a few, or just one** of the questions provided. You may want to clarify that this is intended to support you **all** to consider what is working well as well as what could be improved and that it is also an opportunity for students to reflect on their attitudes and behaviours as well as how others support racially inclusive teaching practices.
* You may wish to use the student tool to facilitate conversations about how you will **work *with* students** to make any agreed upon changes or developments to the course. Students could be asked to suggest changes to the course in all, a few, or just one of the questions and subsequently **discuss practical ways that they could work alongside you to make these changes**. In this type of partnership work, you may want to emphasise to students that you would not expect them to be experts in the course content you would be changing or developing, but instead they should show up as experts in their own experiences as learners with unique identities.

If you decide to use the tool to engage in a conversation with students, try giving opportunities for **all** students to share reflections on the exercise and don’t expect any individual student(s) to represent or speak on behalf of a racial group.