



Grand Rounds Presentation

Addressing Student Incivility in Feedback –
Winter 2024

DATE: January 2024
PRESENTED BY: Lawrence Williams, MS; Graciela Vidal, MS, MEd

Workshop Objectives

By the end of this workshop, you should be able to:

- Identify the types of bias that can be present in course and teaching evaluations.
- Employ anti-bias/anti-incivility best practices when discussing evaluations with students.
- Identify sources of information and/or assistance (such as the TLC)
- Employ difficult-conversation best practices when discussing feedback with students

Workshop Audience

Who is this workshop for?


- Instructors
- Supervisors = Program directors, Deans, etc.



Why talk about incivility?

“Inappropriate or negative comments and actions about the ability, skills or attributes of others violate OHSU's Code of Conduct.”

From OHSU’s Diversity Guiding Principles and Values



Why talk about incivility in evaluations?

“A scholarly consensus has emerged that using SETs as the primary measure of teaching effectiveness in faculty review processes can systematically disadvantage faculty from marginalized groups.”

From American Sociological Association’s Statement on Student Evaluations, 2019,

https://www.asanet.org/sites/default/files/asa_statement_on_student_evaluations_of_teaching_feb132020.pdf

Types of Bias:

Racial
Gender
Sexual Orientation
Ageism
Cultural
Appearance
Socio/economic
Disability
Political
In-group vs. Out-group
Language



Intersectionality

Why use evaluations?

- By analyzing longitudinal evaluation data, instructors can assess whether or not a teaching intervention or innovation was effective. (Kember & Ginns, 2012; Nielsen & Kreiner, 2017)
- Using student evaluation data, instructors can assess areas for improvement, and develop a cohesive narrative to describe their teaching. (Franklin, 2001; Franklin & Theall, 1990; Darwin, 2017)



Individual Report-31010-NRS 332 - Foundation:Acute Care/End Life-Linda Brown-Portland Campus

Response Ratio

Raters	Students
Responded	24
Invited	56
Response Ratio	42.86%

Course Evaluation

The rating scale for the quantitative sections is described below:

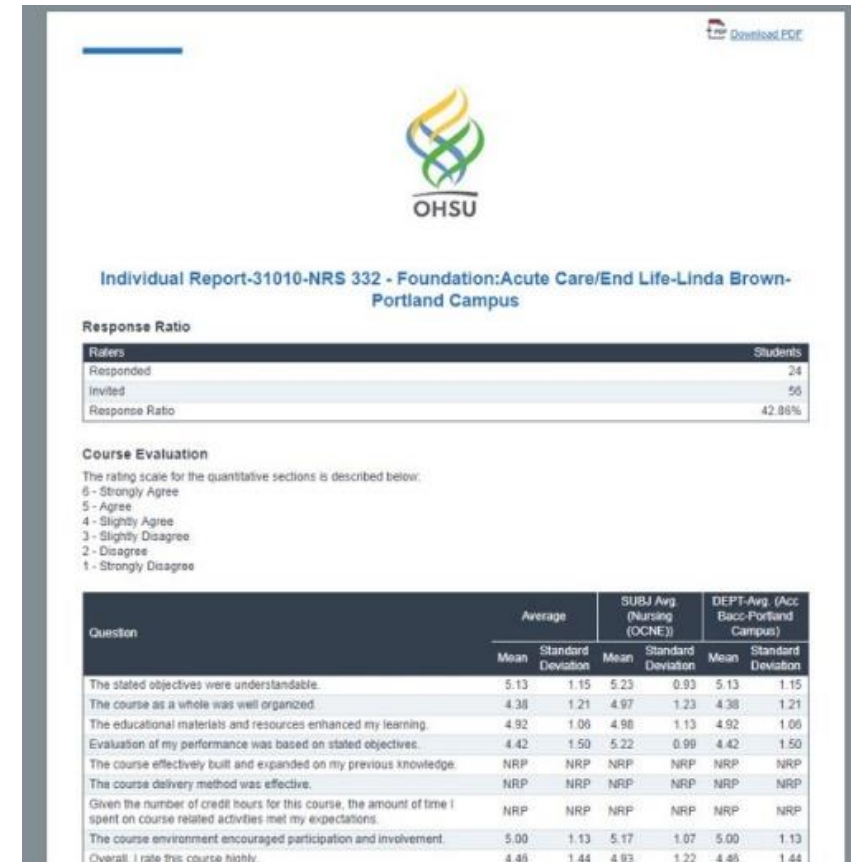
- 6 - Strongly Agree
- 5 - Agree
- 4 - Slightly Agree
- 3 - Slightly Disagree
- 2 - Disagree
- 1 - Strongly Disagree

Question	Average		SUBJ Avg (Nursing (OCNE))		DEPT-Avg. (Acc Bacc-Portland Campus)	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
The stated objectives were understandable.	5.13	1.15	5.23	0.93	5.13	1.15
The course as a whole was well organized.	4.38	1.21	4.97	1.23	4.38	1.21
The educational materials and resources enhanced my learning.	4.92	1.06	4.98	1.13	4.92	1.06
Evaluation of my performance was based on stated objectives.	4.42	1.50	5.22	0.99	4.42	1.50
The course effectively built and expanded on my previous knowledge.	NRP	NRP	NRP	NRP	NRP	NRP
The course delivery method was effective.	NRP	NRP	NRP	NRP	NRP	NRP
Given the number of credit hours for this course, the amount of time I spent on course related activities met my expectations.	NRP	NRP	NRP	NRP	NRP	NRP
The course environment encouraged participation and involvement.	5.00	1.13	5.17	1.07	5.00	1.13
Overall, I rate this course highly.	4.46	1.44	4.93	1.22	4.46	1.44


Why use evaluations?

- Student evaluations provide students to have a voice in their educational experience.

(NILOA Equity Considerations)



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Best Practices for Reducing Incivility

Discuss types of bias (racial, age, etc.) across the curriculum

Guide students on how to give good feedback

Model good behaviors for giving and receiving feedback

(Richards, 2020; Axt, Casola, and Nosek, 2019)



Screenshot from McGill University Evaluation site:
<https://www.mcgill.ca/mercury/students/feedback>

SMART Model

- S – specific
- M – measurable
- A – achievable
- R – relevant
- T – timely

Best Practices for Reducing Bias

Remember: the conversation and/or intervention with students doesn't need to be flowery or lengthy. It needs to be clear and concise.

(Axt, Casola, Nosek, 2019)



Be respectful. Derogatory comments or criticisms based on race, religion, gender, sexual orientation, etc. are not appropriate in course evaluations.

Screenshot from McGill University Evaluation site: <https://www.mcgill.ca/mercury/students/feedback>

Best Practices for Reducing Incivility

- Encourage students to have an “egalitarian mindset” when providing feedback (Byyny, 2017; Devine 1989, Moskowitz and Li, 2011)

“By making egalitarian goals a habit, they become unconsciously accessible and automatically activated in the presence of groups different than yourself” – Dr. Richard Byyny



Best Practices for Reducing Bias

How to Challenge Race and Gender Bias



Encourage stakeholders to take the Unconscious Bias Training through CDI

Request peer observations

Participate in professional development for teaching

(Richards, 2020)

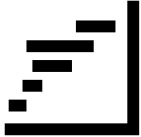
Screenshot from Dr. Richards' presentation on the NCFDD Website: <https://www.facultydiversity.org/>



Difficult
conversations
to
receive quality
feedback

- What students most likely don't know about course evals:
 - Purpose and importance
 - Audience
 - Etiquette
 - Beneficiaries





Timeline to prepare students during class time

Introduce course evals as part of the course

Critical thinking about the course over all



FIRST DAY OF CLASS

MID TERM

LAST WEEK

LDOC

INFORMAL FEEDBACK on paper

Critical thinking about course evals and their purpose



THROUGHOUT THE TERM
Informal micro feedback

Sources:

- Hogan & Sathy, 2022
- Levantovskaya, M., 2020
- Halonen, J. & Dunn, D. 2023



Taking care of yourself

Don't fixate on the negative

Ignore the personal attacks

Don't go to external professor evaluation platforms such as [ratemyprofessors.com](https://www.ratemyprofessors.com)

Don't underestimate "post-covid crankiness"

Prevention is important

If needed, have a conversation with a student that is clearly discontented (have a colleague present for accountability)



Resources Available To You

Teaching Resources

- Teaching and Learning Center (TLC), Blue Information Page on Sakai (<https://sakai.ohsu.edu/portal/site/blue>)
- Fostering Respectful and Equitable Education (FREE) Initiative in EII

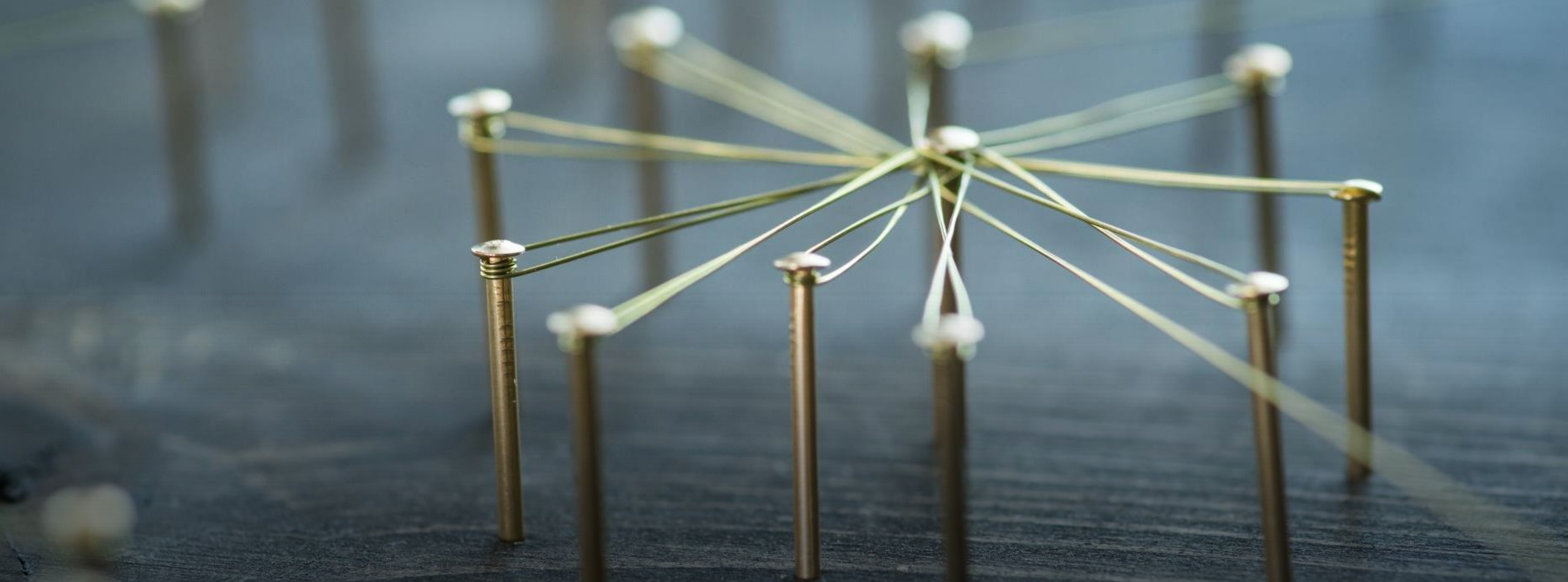
Resources Available To You

Policy, Legal Resources:

- Office Civil Rights Investigations and Compliance (formerly AAEO)
- OHSU Policies on Discrimination, Harassment and Retaliation

External Resources

- McGill University webpages regarding evaluations - <https://www.mcgill.ca/mercury/students/feedback>
- National Center for Faculty Development and Diversity - <https://www.facultydiversity.org/>



Discussion



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