

# CAL POLY HUMBOLDT

## Faculty Inclusive Teaching Toolkit

*Provided by the Inclusive Teaching and Culturally Responsive Pedagogy Subcommittee of the Diversity, Equity and Inclusion Council*

A collection of resources that support faculty in demonstrating and meeting the objectives of Appendix J

### Current Resources

- Observation Guides\* for Faculty Evaluation
  - [Instructional Observation Guide Asynchronous Online: Narrative Version](#) - observing online course that has no real-time (asynchronous) class sessions
  - [Instructional Observation Guide Face to Face Synchronous Online: Narrative Version](#) - observing online course that has real-time (synchronous) class sessions
  - [Instructional Observation Guide Face to Face Synchronous Online: Table Version](#) - guide for observing face-to-face course with real-time, same physical space class sessions

\*Newly updated observations guides found on the [Academic Personnel Services website](#)

- Course Equity Ratio Report (CERR)
  - Confidential course equity data for self-reflective examination of equity gaps
  - Individual instructor request from Institutional Research, Analytics, and Reporting (IRAR): [IRAR Data request form](#)
- [Teaching Development Plan](#)

Chart your own teaching action plan that can be used as a guide in exploring goals, strengths, and opportunities to further your teaching; provides documentation for portfolio

- [Inclusive Teaching Guide](#)

A reflective guide that explores inclusive teaching practice through the intersections of intrapersonal awareness, interpersonal awareness, inclusive pedagogy, curricular transformation, and inclusive environment.

- [National Center for Faculty Development & Diversity \(NCFDD\)](#)

## Resources in Development

- Example for each of the Instructional Observation Guides
- Examples of
  - PDP (professional development plan) - how to describe teaching in a way that will be successful (annotated)
  - Observation letters
  - Faculty self-narratives
  - PDS (personnel data sheet) - write for your dossier, teaching philosophy, student evaluations, etc, samples that are annotated, include types of language (for junior faculty) help faculty of color make their work visible---including cultural and emotional labor
    - Cultural taxation: Developing language around cultural taxation and how to document in file
      - Cal Poly Humboldt recognizes cultural taxation and offers "[Assigned Time for Exceptional Service to Students](#)"
      - [IRAR glossary definition](#) of cultural taxation:
        - *Cultural taxation describes the unique burden placed on faculty in minoritized groups in their efforts to meet their university-service responsibilities. Coined by Amado Padilla in 1994, Padilla defined it as the obligation to show good citizenship towards the institution by serving its needs for ethnic representation on committees, or the obligation to demonstrate knowledge and commitment to a cultural group, which, though it may bring accolades to the institution, is not usually rewarded by the institution on whose behalf the service was performed.*
    - [How to Recognize Cultural Taxation](#)
    - Some ways in which faculty from minoritized groups find their responsibilities increased include serving as de facto
      - experts on diversity,
      - diversity educators for the majority group,

- liaisons between campus and minoritized communities,
  - advisors to minoritized students, and
  - linguistic and cultural translators.
- Identify and provide language that defines cultural taxation and how it is recognized/given credit for in faculty files (new contract)
- Peer Evaluation process
  - Example of bias language in letters, e.g., gender bias, for peer reviewers to be aware of during review of files and Student Evaluations
- Mentor resources
- Peer Evaluation form for Lecturers (Appendix K)
  - From English:
    - [Lecturer Evaluation Procedure](#)
    - [Lecturer Observation Checklist](#)

## Other Teaching Resources Available:

- Professional Development:
  - Center for Teaching and Learning (CTL) programming: New Faculty Academy, Mid-Semester Feedback, Professional/Faculty Learning Communities, Course Design Institute, Teaching Excellence Symposium, Humanizing Online STEM
  - Equity Fellowship department sessions
- Readings
  - Ambrose, S. A., Bridges, M.W., DiPietro, M. & Lovett, M.C. (2010). *How learning works: Seven research-based principles for smart teaching*. Jossey Bass.
  - Chávez, A.F, & Longerbeam, S. D. (2016). *Teaching across cultural strengths: A guide to balancing integrated and individuated cultural frameworks in college teaching*. Stylus.
  - Dewsbury, B.M, & Brame, C.J. (2019). Inclusive teaching. *CBE—Life Sciences Education*, 18(2), 258-297. <https://doi.org/10.1187/cbe.19-01-0021>
  - Salazar, M., Norton, A., & Tuitt, F. (2009). Weaving promising practices for inclusive excellence into the higher education classroom. In L.B. Nilson and J.E. Miller (Eds.) *To improve the academy*. (pp. 208-226). Jossey-Bass.
  - Pacansky-Brock, M., Smedshammer, M., & Vincent-Layton, K. (2020). [Humanizing online teaching to equitize higher education](#). *Current Issues in Education*, 21(2), 1-21.
  - ■ The ABC approach to creating climates of engagement on diverse camp...
- Universal Design for Learning resources: [EnACT's UDL- Universe: A Comprehensive Faculty Development Guide](#) or the [National Center for Universal Design for Learning](#)