



Boulder Faculty Assembly

UNIVERSITY OF COLORADO **BOULDER**

Sample Scoring Rubrics- Part II BFA-R-1-02.28.22 Recommended Guidelines DEI Faculty Merit Evaluations

To score faculty DEI involvement, units might choose to score summaries (e.g., 0, 5, 10, or 15 points) or they might choose to score using a rubric such as the one below designed by INSTAAR or PWR. Please note that these rubrics are only examples of what each unit might require or include.

Example Narratives: Following are some samples of narratives that might support the process; units might encourage faculty to craft activity narratives such as the examples below.

Service Narrative

As Chair of the PWR and the BFA Diversity Committees, I strive to raise the profile of Diversity, Equity, and Inclusion across campus. In 2021 I served as co-chair of a Task Force to advise the Provost on best practices for DEI and merit. The first step was implementing DEI on the FRPA as an overarching category. I worked with Michele Moses and her OIT team to review changes to FRPA throughout Fall 2021 and met with the PWR Director and AMRC chair to discuss how PWR might include DEI for merit. I also serve on the teaching and learning team for the Chancellor's Colorado History Project, to re-imagine and re-integrate previously excluded groups into the history of UCB. We are designing a freshman seminar, a Center for Teaching and Learning workshop, and surveying instructors across campus to see if and how they currently work CU Boulder history into their classes.

Teaching Narrative 1

My book chapter "Fostering Inclusive Communities through Dialogue" published in 2021, focused on combining international and local students in a vibrant, dynamic way that bridges transnational boundaries. The chapter was based on dialogues held with ESL and mainstream students in combined PWR classes. CU Engage awarded me a Dialogues Faculty Fellowship in Spring-Fall 21, to develop multicultural dialogues in my classes. I collected pedagogically related teaching materials to enhance the students' understanding of dialoguing for the long-term. I held five dialogues over the Spring and Fall 2021 semesters, expanding dialogues into my Multicultural Rhetorics class. Students who take the Multicultural Rhetorics often speak non-standard varieties of English or are interested in learning about such varieties of English. The students included a variety of writing forms in their papers; four of my students won 2021 PWR diversity awards for their papers based on these dialogues.

Teaching narrative 2

I conducted three teacher-training workshops for best practices in teaching multilingual students in 2021: "Developing Pedagogical Multilingual and Multicultural Practices across the Curriculum," for Rocky Mountain MLA, "Tips for Teaching Multilingual Writers," for the Center for Teaching and Learning, and "International Student Resources" for Continuing Education to develop online and remote techniques for ESL students. Approximately 60 online instructors attended the CE presentation, and a lively discussion ensued. I compiled a white paper outlining these resources and techniques published on the CTL website and over 30 faculty in PWR and across campus have attended the sessions and contacted me to use these



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materials. I also presented information for new international students in family housing called “The Professor’s Perspective” which discussed cross-cultural adjustments and the “hidden curriculum.” Topics on which I presented included how to provide an equitable experience for international students at CU Boulder.

General summary Narrative

The focus of my research is developing equitable spaces for learning in dual language bilingual education (DLBE) K-12, and along with preparing all teachers to teach culturally and linguistically diverse students. My published research this year (2 articles, 6 chapters, 2 in-process books under contract) reflects these equity/diversity concerns. This year I was awarded a Spencer Conference Grant (\$49K) to engage practitioners and researchers in the Midwest in a set of webinars and an in-person gathering to understand the role of critical consciousness in building anti-racist DLBE programs in the Midwest Region, and to develop a research and practice agenda for critically conscious and inclusive DLBE programs. I have also been Co-PI on an Outreach award that supports mentoring for CU Boulder and University Hill Elementary (UHE) students of color in a weekly afterschool program, and PD to help UHE teachers embrace culturally sustaining pedagogies and ensure equity in their diverse classrooms. The courses I teach, including Intro to Bilingual/Multicultural Education, Second Language Acquisition, Methods of English Language Development, and Research Issues in Bilingual Education, prepare preservice and inservice teachers to work with linguistically and culturally diverse students and thus tackle a range of issues related to DEI. I carried out six (virtual) workshops at teacher conferences this year supporting bilingual teachers to embrace critical consciousness and reflect on equity concerns at their schools. Regarding service, at CU Boulder I serve on the Diversity committee for the BFA and I attend meetings of the DACA Network, comprised of faculty and staff interested in supporting DACA students on CU Boulder campus. I am an advisory board member for CU Engage in the SOE, and for the Monterey Institute for English Learners (MIEL) at CSU-MB, with a mission to improve educational opportunity for students labeled ELs in Central California.

General summary narrative:

My teaching increasingly incorporates DEI perspectives. For example, one introductory course explores the connections between race and health disparities in a way that effectively encourages student self-reflection. This past year I was the chair of the department’s Diversity and Climate Committee, and we developed a departmental implementation path for the university’s IDEA Plan. As a member of the Center for Asian Studies speaker and events committee, I took part in discussions about how the CAS could actively engage in university DEI initiatives, and we have plans for future programs toward this goal. In terms of professional development, three DEI-related initiatives stand out: I participated in the two-week webinar program, Academics for Black Survival and Wellness, over the summer. Some of the sessions spoke directly to academics of color, which were educative to white academics as well; other sessions highlighted effective techniques for allyship. The Kempe Center for the Prevention and Treatment of Child Abuse and Neglect (housed in CU Anschutz) held a remote conference in the fall, which I attended; many of the sessions centered non-white and Indigenous perspectives of worldwide child welfare systems, so this conference was



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useful for my research and also as DEI training. Finally, the Wenner-Gren webinar, “Beyond Extractivism: Toward New Collaborative Futures in Anthropology,” was a fantastic example of the types of trainings that our own department could engage in, specifically in its focus on World Anthropology and citational practices, powerfully showing that inclusive scholarship is academically valuable and necessary in its own right.

General summary narrative:

In my teaching and service to the department, I’m increasingly thinking about how I can not only incorporate more diverse voices into my classroom (through the readings I assign and discussions that are had), but also to better support students that I work with that come from those communities that traditionally underserved and/or represented on campus. Over the past year, I’ve worked to incorporate a wider range of readings and voices on my syllabus and have received positive feedback from students who have previously not seen themselves represented as experts in the classroom. As director of our department’s Honors program, I’ve worked to mentor and support many students who come from underserved communities and am also looking for new ways to recruit more students of color, LGBTQ+ students, and first-generation students into our program. As a teaching mentor, I also work with many graduate students to help them find their voice in the classes they are teaching and TA-ing.