Inclusive Excellence Teaching and Service Evaluation Toolkit

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Inclusive Excellence is a concept developed by experts at the Association of American Colleges and Universities (AAC&U) as a way to re-imagine diversity and inclusion as the *active* process of making excellence inclusive and the *responsibility of everyone*. They note, "The action of making excellence inclusive requires that we uncover inequities in student (faculty and staff) success, identify effective educational (and operational) practices, and build such practices organically for sustained institutional change."

IE changes the way the university has historically conceptualized diversity and inclusion—as a numerical goal (numbers only) of diverse faculty, staff, and students. While numbers continue to be important, under IE, the emphasis is on transforming the institution into a vibrant community that embeds diversity throughout the institution and its culture. IE employs a broad definition of diversity that includes dis/ability, gender identity, gender expression, sexual orientation, race/ethnicity, religion, nationality, age and other important social dimensions that are part of our community.

Since it takes intentional effort from all members of the university community to achieve Inclusive Excellence, we need to build IE considerations into our policies and practices relating to reporting, assessment, and incentives (among other things) across all positions and units. To encourage all Ball State faculty and staff to "walk the walk" on Inclusive Excellence, members of the 2020-2021 Antiracism and Intersectionality Faculty Learning Community have compiled the following documents to guide our efforts.

These documents are meant to be templates/models that individual departments can draw upon to supplement the evaluation of teaching and service, particularly regarding annual review and merit pay. Ideally, these templates/models will provide departments with tangible means to ensure that IE has a central place in rewards and recognition practices, as well as in promoting IE in training, professional development, and curriculum. Moreover, by adopting these self- and peer service and teaching evaluation forms, departments will do their part in fostering a university culture and climate grounded in the aims of Inclusive Excellence.

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Inclusive Excellence Self-Evaluation of Teaching
For definitions, see the glossary of terms at the end of the document.

Instructor's Name:
Course Name and Number:
Course Delivery Method (online, hybrid, or on-campus face-to-face):

Self-Assessment: Respond to the following questions and reflection prompts before being observed by a colleague. Once completed, pair your colleague's completed Inclusive Excellence Peer Evaluation of Teaching form with this one to include in your Annual Review and/or Promotion and Tenure files.

1)   Outline the antiracism, intersectionality, and decolonization reading and self-reflection exercises that you engaged in before teaching your course. Next, explain how these texts and exercises shaped the norms and values inscribed into your course design, learning objectives, assignments, assessments, lesson plans, and interactions with students.

2)   In your lesson planning and delivery, how do you draw attention to the distinct social positions you and your students occupy? In what ways are you ensuring that your classroom policies, practices, and even the physical or virtual environment resist social hierarchies and hegemonic assumptions while ensuring the respect and validation of all ethnic and cultural backgrounds? For example, how do you hold space for minoritized students? Conversely, how do you require students occupying positions of social dominance to acquire the intellectual and cultural resources necessary to function in a multiethnic, multicultural democracy? Please include examples of assignments, lectures, or class activities.

3)   In what ways are you championing and encouraging your students to champion the components of Inclusive Excellence?

4)   Explain in detail the ways in which your assessment and feedback methods reflect inclusive excellence, including empowering BIPOC, LGBTQ+, disabled, and other minoritized students with agency. For example, how do your methods of evaluation and feedback center BIPOC students and those on the margins? Moreover, how do you repair harm when hegemonic modes of thought and behavior enter the classroom, including by you?

5)   Other thoughts or reflections on the ways in which your pedagogy aligns with inclusive excellence, antiracism, decolonization, and intersectional consciousness?

Glossary of terms:
➢ **Antiracism**: An active and intentional effort to combat racism. Anti-racism also decenters whiteness and promotes the leadership of BIPOC (Black, Indigenous, and People of Color)—the people most impacted by racism. (Ibram X. Kendi, *How to Be an Antiracist*)
➢ **Antiracist pedagogy**: "Antiracist pedagogy . . . closely examines issue of race in all its forms, as well as its intersections, while also countering racist structures in educational settings" (Tanetha Jamay Grosland, "Through Laughter and Tears: Emotional Narratives to Antiracist Pedagogy" 304).

➢ **Decolonized classroom**: "One that actively works toward dismantling historically shaped hierarchies of privilege and entitlement in both theory *and* practice" (Karen Buenavista Hanna, "Pedagogies in the Flesh: Building an Anti-Racist Decolonized Classroom").

➢ **Intersectionality**: The "major axes of social divisions in a given society at a given time, for example, race, class, gender, sexuality, dis/ability, and age operate not as discrete and mutually exclusive entities, but build on each other and work together" (Patricia Hill Collins and Sirma Bilge, *Intersectionality*).

➢ **Intersectional identities**: We understand identities (our own and others') as intersectional when we acknowledge the ways that people occupy different, complexly interconnected social identities simultaneously. For example, a wealthy Black woman and a poor white woman should not be treated as interchangeable instances of the category 'woman'; they experience womanhood quite differently because of their race and class differences.

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  o Inclusiveness and excellence are conceptualized as one and the same - to practice inclusiveness is excellence.

  o IE shifts the responsibility for diversity and inclusiveness to everyone on campus, as opposed to one individual or department shouldering that responsibility alone. One person can drive the process, but the responsibility for change and inclusiveness is assumed by every person in every unit on campus, regardless of their role.

  o IE changes the way the university has historically conceptualized diversity - as a numerical goal (numbers only) of diverse faculty, staff, and students. Instead, under IE, numbers continue to be important, but the emphasis is on transforming the institution into a vibrant community that embeds diversity throughout the institution.

  o IE employs a broad definition of diversity that includes dis/ability, gender identity, gender expression, sexual orientation, race/ethnicity, religion, nationality, age and other important social dimensions that are part of a community.

Inclusive Excellence Peer Evaluation of Teaching
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Course Name and Number:
Course Delivery Method (online, hybrid, or on-campus face-to-face):
Date of Observation:
Instructor Observed:
Instructor Conducting the Observation:

Peer Evaluation: Before observing your colleague, ask them to share their completed Inclusive Excellence Self-Evaluation of Teaching form. Once you have completed your observation, share your observation with your colleague, comparing the self-evaluation with what you observed. The goal here is for self-evaluation and peer observation to work in tandem to enable all Ball State instructors to realize our Inclusive Excellence goals.

1) In what ways does the instructor's course design and syllabus, including the course policies, procedures, and cultural environment, reflect the instructor's pedagogical commitments to an antiracist, decolonized, intersectionally conscious classroom? Moreover, in what ways does the instructor's course design and syllabus exemplify the principles of inclusive excellence? Please include examples.

2) How do the instructor's pedagogical strategies, content, and interactions with students resist social hierarchies and hegemonic assumptions while ensuring the respect and validation of all ethnic and cultural backgrounds? Please include examples.

3) How do the instructor's assessment and feedback methods reflect inclusive excellence, including empowering BIPOC, LGBTQ+, disabled, and other minoritized students with agency? Additionally, what kinds of safeguards and methods of repair are in place if and when hegemonic modes of thought and behavior enter the classroom, including (potentially) by the instructor? Please include examples.

4) Other helpful observations or feedback to better align this course in particular and the instructor's pedagogy in general with inclusive excellence, antiracism, decolonization, and intersectional consciousness?

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Inclusive Excellence Self-Evaluation of Service Activities
For definitions, see the glossary of terms at the end of the document.

Name:
Title:
Unit:

As you answer the questions in the following self-evaluation, please focus your attention on the activities you do that fall under the category of professional service. Those may include serving on committees at the department, college, or university level. They may include leadership roles in professional organizations or academic journals. They may include collaborative activities that involve non-academic community organizations. (This list is not exhaustive.)

The more of the following questions that one can answer with "yes" and provide supporting examples for, the better, but no one is expected to be able to prioritize all these dimensions of inclusive excellence in their specific service activities. So, feel free to mark the questions with "N/A," as appropriate.

1. Have I taken steps to **collect data** about the participation of and benefits gained by people with varying intersectional identities in the service work that I do?
    a. The steps I have taken include …

2. Have I taken steps to **invite the contributions** of people with varying intersectional identities into my service activities?
    a. The steps I have taken include …

3. Have I taken steps to **bring down barriers** that prevent people with varying intersectional identities from participating on equitable terms in and benefitting from my service activities?
    a. The steps I have taken include …

4. Have I taken steps to **extend leadership opportunities** to and **support the leadership** of people with varying intersectional identities in my service activities?
    a. The steps I have taken include

5. Have I taken steps to **minimize the workload** of folks with varying intersectional identities who are traditionally asked/required to do a disproportionate amount of service (especially service relating to inclusive excellence)?
    a. The steps I have taken include …

6. Have I taken steps to **assess the policies** of the organizations/groups that I serve/work with for the inclusiveness of their goals and impacts?
    a. The steps I have taken include …

7. Have I taken steps to **revise the policies** of the organizations/groups that I serve/work with to make them not just less racist, sexist, ableist, classist, homophobic, transphobic,

etc., but actively antiracist, antisexist, antiableist, anticlassist, antihomophobic, antitransphobic, etc.?

    a. The steps I have taken include …

8. When **evaluating others' contributions** to my service work, have I taken steps to ensure that the evaluation criteria do not systematically benefit or burden people with certain (types of) identities rather than others? And have I taken steps to ensure that the evaluation criteria are applied fairly?

    a. The steps I have taken include …

9. When **distributing rewards, recognition, and other resources** in the context of my service work, have I taken steps to be as inclusive as possible?

    a. The steps I have taken include …

10. What **challenges have I faced** regarding intersectionality and antiracism in my service work?

    a. The steps I have already taken to face these challenges include …

11. Which of the above are **areas in which I should prioritize improvement**?

    a. The steps I will take to prioritize improvement in those areas include …

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Inclusive Excellence Peer Evaluation of Service Activities
For definitions, see the glossary of terms at the end of the document.

Name of Evaluator:
Title:
Unit:

Name of Person Being Evaluated:
Title:
Unit

As you answer the questions in the following peer evaluation, please focus on your peer's activities that you are familiar with and that fall under the category of professional service. Those may include serving on committees at the department, college, or university level. They may include taking a leadership role in a professional organization or an academic journal. They may include collaborative activities that involve non-academic community organizations. (This list is not exhaustive.)

1. In what capacity are you familiar with the professional service activities of the peer who you are evaluating?

It is recommended that before you begin answering the following questions, you initiate a conversation with your peer about their accomplishments, struggles, and goals relating to inclusive excellence in professional service. It is recommended that they fill out the Inclusive Excellence Self-Evaluation of Service Activities form and share it with you before proceeding with that conversation.

The more of the following questions that one can answer with "yes" and provide supporting examples for, the better, but no one is expected to be able to prioritize all these dimensions of inclusive excellence in their specific service activities. So, feel free to mark the questions with "N/A," as appropriate.

12. Has your peer taken steps to **collect data** about the participation of and benefits gained by people with varying intersectional identities in the service work with which you are familiar?
    a. The steps they have taken include …

13. Has your peer taken steps to **invite the contributions** of people with varying intersectional identities into the service activities with which you are familiar?
    a. The steps they have taken include …

14. Has your peer taken steps to **bring down barriers** that prevent people with varying intersectional identities from participating on equitable terms in and benefitting from their service activities?
    a. The steps they have taken include …

15. Has your per taken steps to **extend leadership opportunities** to and **support the leadership** of people with varying intersectional identities in their service activities?
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16. Has your peer taken steps to **minimize the workload** of folks with varying intersectional identities who are traditionally asked/required to do a disproportionate amount of service (especially service relating to inclusive excellence)?
    a. The steps they have taken include …

17. Has your peer taken steps to **assess the policies** of the organizations / groups that they serve / work with for the inclusiveness of their goals and impacts?
    a. The steps they have taken include …

18. Has your peer taken steps to **revise the policies** of the organizations / groups that they serve / work with to make them not just less racist, sexist, ableist, classist, homophobic, transphobic, etc., but actively antiracist, antisexist, antiableist, anticlassist, antihomophobic, antitransphobic, etc.?
    a. The steps they have taken include …

19. When **evaluating others' contributions** to their service work, has your peer taken steps to ensure that the evaluation criteria do not systematically benefit or burden people with certain (types of) identities rather than others? And have they taken steps to ensure that the evaluation criteria are applied fairly?
    a. The steps they have taken include …

20. When **distributing rewards, recognition, and other resources** in the context of their service work, has your peer taken steps to be as inclusive as possible?
    a. The steps they have taken include …

21. What **challenges has your peer faced** regarding intersectionality and antiracism in their service work?
    a. The steps they have already taken to face these challenges include …

22. Which of the above are **areas in which your peer should prioritize improvement**?
    a. The steps they will take to prioritize improvement in those areas include …

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**Annual Review and Merit Pay Templates for Inclusive Excellence Evaluation
of Teaching and Service**

In an effort to provide a model for departments looking to achieve Inclusive Excellence goals of creating a culture and climate of inclusion, the development of rewards and recognition of IE practices, and the establishment of inclusive policies and systems, the Antiracism and Intersectionality Faculty Learning Community Humanities Cohort II developed templates for departmental Annual Review and Merit Pay documents. While these templates build on model statements already in use by a number of departments, the intent is for these templates to be adapted/revised based on the circumstances and/or requirements of individual departments.

Annual Review Model Language

- Teaching
    - As part of your review of teaching, please choose one of the following two options: 1) Complete the Inclusive Excellence Self and Peer Evaluation of Teaching forms as evidence of your commitment to Inclusive Excellence in teaching. 2) Discuss the ways you emphasize Inclusive Excellence in your pedagogy, syllabi, course design, lesson planning, class discussions, and lectures. Please provide examples of syllabi, lectures, and/or assignments that promote IE.

- Research
    - In your Annual Review, please also describe the ways your research agenda advances or addresses inclusive excellence, antiracism, decolonization, and intersectional consciousness.

- Service
    - As part of your review of service, please choose one of the following two options: 1) Complete the Inclusive Excellence Self and Peer Evaluation of Service forms as evidence of your commitment to Inclusive Excellence in service. 2) Discuss your professional activities that relate to inclusive excellence, antiracism, decolonization, and intersectional consciousness.

Merit Document Model Language

For those departments that use a numerical system, consider revising your merit document to include:

Research

- Scholarly activity that results in an award related to Inclusive Excellence and/or results in a diversity certificate from the Office of Inclusive Excellence. 5 points.

Teaching
- Participate in and complete a workshop on inclusivity or take advantage of university resources that lead to revising a course syllabus and course content or grant proposal. 2 points (Maximum 10 points per year.) [Example language from a revision to the History Department Merit Document in fall 2020]

Service
- Organize a semester-long workshop or series of workshops on inclusivity, teaching, and other academic issues at Ball State or another institution. 5 points [Example language from a revision to the History Department Merit Document in fall 2020]

For those departments that use a narrative review, consider revising your prompt to include:

- "Your annual report statement/narrative should also include a discussion of how your teaching, research, and service promotes Inclusive Excellence and reflects a commitment to an antiracist, decolonized, intersectionally conscious classroom and university."

Research

- "Scholarly accomplishments that demonstrate a commitment to antiracist, decolonized, and/or intersectional approaches are also valued as part of the overall assessment of a faculty member's production and accomplishments."

Teaching

- "Teaching activities that demonstrate pedagogical commitments to an antiracist, decolonized, intersectionally conscious classroom and in line with the principles of Inclusive Excellence are considered an important part of the Record of Teaching Activities. In your statement, please complete one of the two following options: 1) the Inclusive Excellence Self and Peer Evaluation of Teaching forms as evidence of your commitment to Inclusive Excellence in teaching. 2) In your narrative statement, address the ways your teaching fulfills and advances the goals of Inclusive Excellence and reflects a commitment to an antiracist, decolonized, intersectionally conscious classroom."

Service

- "Professional Service is also defined by participation and engagement in activities (workshops, professional development, review/revision of policies as part of one's committee work, community partnerships, etc) that promote inclusivity and antiracism at Ball State or another institution. In your statement, please complete one of the two following options: 1) the Inclusive Excellence Self and Peer Evaluation of Service forms as evidence of your commitment to Inclusive Excellence in service. 2) In your narrative statement, address the ways your service activities fulfill and/or advance the goals of

Inclusive Excellence and reflect a commitment to an antiracist, decolonized, intersectionally conscious university."

Non-Tenure Line, Adjunct, and Graduate Instructional Employees

- Departments should provide opportunities for non-tenure Line, adjunct, and graduate instructional employees to be reviewed using the above proposals. However, this should not be required of non-tenure line, adjunct, and graduate instructional employees but could be used in place of other forms of annual evaluation.

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Considerations for Inclusive Excellence Evaluations for Non-Tenure Line, Adjunct, and Graduate Assistant Instructional Employees

According to the Ball State Faculty and Professional Personnel Handbook, Section 2, 16.1.2., Non-Tenure-Line faculty may serve on a semester, one (fiscal) year, two-year, or three-year contract, and they should not expect renewal of their appointment. Each department is expected to evaluate Non-Tenure Line faculty annually. Adjuncts are described by the handbook as those who "significantly assist the University in its academic programs, regardless of the fraction of load assigned and, in most cases, without remuneration" (16.1.4.1.). The following is a list of questions we ask departments to consider as they integrate Inclusive Excellence teaching and service assessments into their evaluation process.

1. What if a Non-Tenure Line faculty person is employed as part of a program and not a department, thus not evaluated annually, either because it is not required or simply not done?

2. How much should we expect from adjuncts or other Non-Tenure Line faculty when it is unclear if they have a contract the following semester or year?

3. Are teaching graduate assistants evaluated in the same manner as Non-Tenure Line faculty? If not, how do we ensure they implement antiracism and intersectional practices into their courses and are evaluated accordingly?

4. How do we ensure antiracism and intersectional practices/evaluations of those who are already overworked and paid minimally, without adding another "hoop" to jump through to keep their positions?