

Assessing Faculty Contributions to Inclusive Excellence - Example

"I was invited to Program X, one of the leading research institutes in Mexico, by student X who had been in my UCI teacher training program. He now has a faculty position and is also in charge of curriculum revision for his institute. I gave two seminars as part of a three-day program on creating inclusive learning classrooms. I also led a workshop for 30 graduate students to teach the theory and practice of using demonstrations in the classroom. I started with a team building exercise. I think this was instrumental in the students' engaged participation, working in small groups they created and presented demonstrations. Another faculty member ran a workshop with a different team building exercise. Hers was effective in a group where not everyone could speak Spanish (me!) since body language and other cues were more important than verbal exchange to completing the task. Learning a new team building exercise that encouraged inclusivity was extremely informative and I used that exercise effectively in a workshop for another group of future faculty at UCI several months later."

This is an effective example because it is evidence-based, includes the assessment of the contribution's impact, and explicitly states the faculty's role in the activity and overall effort and time.

Evidence

- Be specific in who invited you
- Triangulate information
 - Talks listed on AP-10 should be consistent with this inclusive excellence example
 - Faculty in your department should know about the activity and student and be able to include information regarding this inclusive excellence activity in letter of support
 - Learning the new tool that supports inclusive excellence was used in a workshop at UCI months later, so there should be a workshop listed with appropriate title on AP-10 during that time frame

Assessment of Contribution

- Impact
 - Directly, by providing 30 grad students with training in creating inclusive classrooms
 - Indirectly, through the future benefits to the training participants' students
 - Acquired new tool for working with diverse groups
- Role
 - Contributor to the program, leader in workshop
- Overall effort and time
 - 3 days (+ prep time), single event