The Journey to an Inclusive Political Science Curriculum

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Abstract

In order to meet the challenges of the 21ˢᵗ century, political science needs to come to terms with its exclusive past and make the changes needed for an inclusive future. This paper focuses on the challenges involved in transforming an existing, traditional political science curriculum into a curriculum that addresses the diverse perspectives, issues and problems the world faces and confronts the systemic biases in both the discipline and the world. In this paper, I use examples from my own department's process, as well as examples I have gathered from other departments and from the literature to make suggestions for concrete steps any department can take to develop an inclusive curriculum. These steps are broken down into individual and collective changes and also into the categories of pedagogical change, content change, and faculty reward-structure change. By breaking it down this way, I hope to include transformations that are possible for any person involved in college teaching in any capacity. This paper also addresses how to consider opposition to inclusive change and makes the case for including anti-racist pedagogy and content as a key part of an inclusive curriculum.

Introduction

If your university is like mine, you may have found yourself in recent years responding to a number of initiatives with different names and seemingly different goals, all aimed at diversifying the academy and preparing students, faculty and institutions for the 21st century that is already well underway. In this paper, I make the case for ways to complete real, meaningful change in a political science department in ways that will not need to shift with every new initiative and do not require the buy-in of every person in the department on every item. Creating an inclusive, intersectional, anti-racist undergraduate political science curriculum is an important and achievable goal.

I want to make it clear that none of this has unfolded in the straightforward way that may be indicated by structuring the progress of one department into a paper; and, this paper is not in any way a victory lap—our department still has a long way to go in building our new curriculum. I hope this piece is valuable in trying to put together some of the many strains of ideas, justifications, criticisms and practices that anyone involved in trying to create a more inclusive, intersectional, anti-racist political science curriculum is likely to encounter.

Why is Change Necessary

Setting up a department for successful change begins with articulating reasons why change is necessary that can sustain a core group of people in their efforts in the face of resistance and pushback. Some of the reasons that institutions and higher education publications tout as reasons for change are too instrumental and cynical to lead to successful change. How many of us want to work hard to make changes because the threat of declining enrollments and

the potential for institutional decline light a fire under us? Not many; these kinds of reasons breed pessimism. It is important to think about why universities find themselves in this position in the first place—a failure to adapt to the change natures of the economic, social, political and cultural systems in the U.S. When considered in this way, change is important because it is the right thing to do from an ethical perspective AND because an inclusive, intersectional, anti-racist political science curriculum will help us ask better questions, find better answers, and generally create better knowledge. Perhaps these goals seem too lofty, but hopefully by the end of this paper, these goals will seem both crucial and feasible.

An Inclusive Undergraduate Political Science Curriculum

"Inclusive teaching is an explicit intellectual and affective inclusion of all students into our fields and disciplines through course content, assessment, and/or pedagogy" (Sheridan Center, 2017). An inclusive curriculum embraces the idea that all students who have been accepted into the university and have met the requirements for being in a particular class should have an opportunity to be successful in the classroom (Sanders 2020). An inclusive curriculum rejects the idea of "weeding out" or "sink or swim" (An inclusive classroom, however, does not necessitate that everyone end up with the same grade or the same outcomes). Moving toward an inclusive curriculum requires that we acknowledge that the status quo in political science is exclusive and that the exclusivity harms both our students and our discipline. Being inclusive will allow students who have traditionally been unsuccessful in political science to become successful in the discipline. A significant amount of the literature on inclusivity addresses the needs of students with differing abilities and first-generation students (Denny et al 2023; Ambrose et al 2010). Given the high portion of students with physical and mental health conditions, providing an environment in which these students can be successful promotes

fairness and including these perspectives in the classroom enhances the ability to see political science topics from different perspectives. Similarly, students who are unaware of the "hidden curriculum" (Jackson 1968) due to being the first in their family to go to college not only deserve a chance at success in political science, but also the chance to share their perspectives coming from communities that are different from the typical, traditional college student and offer us windows on political problems and issues we may not have without the ability to develop relationships across difference (Denny et al 2023). Instead of making individual accommodations or exceptions for students with different backgrounds or abilities, an inclusive curriculum offers the same options for all students in meeting curricular goals.

Looking at the dimensions of an inclusive curriculum, some examples of inclusive content are providing readings from scholars with a wide variety of identities and perspectives, asking questions and covering topics that are relevant to different students, considering the biases in some political science research and methods and having a broad range of courses addressing topics of interest to different sets of students. Examples of inclusive assessment include having formative as well as summative assessments that provide the scaffolding for students to build knowledge, providing multiple types of assignment options to meet course goals, contract grading, flexible due dates and collaborative syllabus building with students. Examples of inclusive pedagogy include active learning activities such as group projects, student-led course activities, incorporating self-reflection, using captioning and recording as learning tools and experiential learning.

An Intersectional Undergraduate Political Science Curriculum

"Intersectionality, like the scholars who employ it, has roots in a range of academic disciplines and methodologies. While these diverse origins mean that there are different

understandings of what intersectionality is, those who employ an intersectional approach share a desire to improve our understanding of the ways in which multiple social and political categories and systems interact and influence social and political outcomes" (Rasmussen 2014: 104, citing Hancock 2007; Strolovitch 2007). In acknowledging that our discipline as it currently stands is exclusive, it is also important to consider the wide variety of identities and combinations of identities that shape individuals' outlooks on the world, and their relative privilege or oppression. An inclusive curriculum cannot be truly inclusive unless it unpacks the different sets of barriers and advantages different individuals face. An intersectional curriculum can help students understand their own positionality and how it differs from others'. The intersectional nature of identity in many ways is the key reason for an inclusive curriculum. Instead of identifying and then developing accommodations for individual student needs, an inclusive curriculum allows each student to build their strengths, work on their weaknesses, and learn to consider the structural and systemic conditions outside of the individual that affect success. Rasmussen (2014) highlights four dimensions of an intersectional political science curriculum: focusing on multiple identities, foregrounding power and processes, transforming courses for inclusion, and employing a normative commitment to equality. Considering intersectionality in this way, the dimension of foregrounding power and processes is consistent with anti-racism and transforming for inclusion is part of the definition. Rasmussen suggests that many may find having a "normative commitment" in the classroom to be a new idea, but that most political scientists in their teaching capacities are already pursuing normative goals, such as promoting the value of democratic participation or encouraging civil discourse; a commitment to equality should not be a difficult commitment for most scholars to make (2014, 108-109).

An Anti-Racist Political Science Curriculum

Adopting a broad definition of anti-racism, 'anti-racism…refers to those forms of thought and/or practice that seek to confront, eradicate and/or ameliorate racism. Anti-racism implies the ability to identify a phenomenon- racism- and to do something about it' (Bonnett 2000, 3). At the core of the anti-racist project are the tasks of correcting the intellectual errors inherent in racism, making clear and correcting the ways in which racism distorts and erases peoples' identities and countering the inegalitarianism of racism (Bonnett 2000, 6-7). Anti-racism is necessary in order to identify and counter the racist actions, policies and outcomes in the U.S. political system and also to identify and counter the racism within the discipline of political science. Anti-racism focuses on White racism against Black people because the racial hierarchy in the U.S. was created over time as a means to prevent Black people from enjoying full equality, while other racial and ethnic groups were later added to this racial hierarchy (Johnson et all 2000, 95-97).

Political science is in a key position to bring anti-racism to the curriculum both because there is continued racism in the political systems that we study AND because the legacy of racism in the discipline of political science and its effects on the discipline today have gone largely unexplored. To focus on this latter reason, as Blatt (2018) points out, key founders of the discipline of political science were avowed racists and saw race as a biological concept in which Whites were at the top of the racial hierarchy and Blacks at the bottom. Although later political scientists distanced themselves from White supremacy, race continued to be considered as a "pre-political" variable and therefore was not considered as an important area of study for political scientists. King and Smith (2005) and Hero (2003) build on their own and other earlier work in pointing out that political scientists have generally ignored the roles of ideas about ascriptive hierarchies based on race and instead focused exclusively on the importance of ideas

of liberalism and civic republicanism when these various ideas often coexisted and have had complicated and conflicting influences. International relations scholars have only recently attempted to come to terms with the origins and legacy of the subfield in promoting and justifying racialized colonialism Zvobgo and Loken (2020). American politics scholars continue to use race as an independent variable without theorizing the concept of race or the causal mechanisms that connect it to other variables (McClain et al 2016). One of the criticisms of anti-racism is that it is deployed without first demonstrating that there is racism that needs to be countered. The evidence is clear that both in the political systems we study and in the discipline itself, racism has had a long and continuing influence.

Why All These Approaches?

Inclusion, intersectionality and anti-racism are all big goals, and approaches to diversity that are often presented as competing with each other. Given this, it might seem easier to adopt one approach. I suggest that adopting all of the approaches at once is better for two reasons. First, each approach has its strengths and weaknesses and using all the approaches helps to bolster the effectiveness of each individual approach. Second, faculty need "something" to grab onto. Using only one approach, many faculty may not find a way into the project of creating a more diverse political science; however, by using a multiplicity of approaches, most faculty should be able to find something that resonates with their own senses of what is currently lacking. In the examples below, I attempt to make the case for pursuing all three at once to truly create a political science undergraduate curriculum for the 21st century.

Collective Approaches for Departments

Collective changes require having enough people in a department who are motivated to create change. Collective approaches may not be possible until one or a few people have engaged in individual changes that can encourage and inspire others; at the same time, collective change creates the environment that makes individual approaches easier and more likely. My point here is to note that it isn't always clear whether collective change or individual change should come first. None of these changes are necessary or sufficient; these are merely ideas that have been tried and have some success. These kinds of changes are broken down into three categories; pedagogical change, content change and faculty reward-structure change (although all of these overlap in some ways).

Faculty Reward-Structure Change

Perhaps the most effective means of making any type of change is to change the reward structure. This can also be controversial and destructive if it is not done well. In my department, we have made key changes to the faculty reward structure that have been effective in creating many changes, including those related to creating a more inclusive, intersectional and anti-racist curriculum. These changes have not been without their controversies. Some of these changes have been made at the behest of institutional initiatives and others have been created within the department. Some of these changes were made explicitly to address DEI issues and others were made for other reasons but have effects on DEI issues.

- Learning-by-doing (LbD) curriculum and reduced teaching load for tenure-track faculty: Centering active and experiential learning as essential to the curriculum

In 2019, our department had the opportunity to make a proposal for the tenure-track faculty moving from a 2-2 teaching load to a 2-1 teaching load. Other departments that had this opportunity proposed to increase the research output of the department; our political science department proposed shifting the undergraduate curriculum to a "learning by doing" curriculum. Although this curriculum is not well-defined in its meaning, the concept most closely matches up to literature on active and experiential learning. This proposal was accepted. Since that time, the tenure-track faculty of the department have been allowed to retain a 2-1 teaching load as long as the individual faculty member continues to demonstrate that they are engaging in "learning by doing" activities. A checklist for this purpose was created by members of the department (see Appendix 1), which was meant to both inspire people with ideas of what to do and also to make it possible to hold faculty accountable. This initiative was adopted for a variety of reasons that were not specific to the goals of an inclusive, intersectional and anti-racist curriculum but (as discussed below), by promoting active and experiential learning. In addition to the course release, the department also received donor funds allowing for small grants of money to assist faculty in developing or implementing "learning by doing" activities. The details of this significant change are well-beyond the scope of this paper and the change has caused a number of ongoing controversies. One controversy relevant to this project is that only tenure-track faculty receive a course release for these activities. Currently, teaching-track faculty, graduate student instructors and lecturers do not receive such a benefit and in fact a college-level policy of increasing the teaching-track faculty load from 3-3 to 4-4 was being implemented at the same time as this initiative. And, due to the fact that the number of political science majors has been growing rapidly, course sizes have increased significantly.

Other departments are unlikely to find themselves in a position to make this specific change, but providing time and money to implement change is almost certainly necessary as most of us are already over-subscribed in our required responsibilities. Course releases, funding for new activities and credit for such activities in evaluations are all significant means of changing the reward structure. As discussed in the section below on pedagogical change, both active learning and experiential learning are compatible with, and can help to promote inclusivity, intersectionality and anti-racism.

- Creating a dedicated DEI Committee in the Department

In 2016, our department created an ad-hoc committee to address issues of diversity, equity and inclusion in our unit, at the behest of the administration. We later voted to make this committee a standing departmental committee. Having a dedicated committee makes it possible for faculty to really focus in on what the issues in the department are and on how to address them. The recommendations and ideas the committee has brought to the department over the years include educating the faculty on the importance of having diverse authors and perspectives on syllabi, encouraging the department to prioritize a more diverse faculty in hiring proposals, providing training on inclusivity and anti-racism in the classroom, providing a way for graduate students to communicate anonymously with departmental leadership on diversity, equity and inclusion concerns and bringing an anti-racism in the classroom pledge to the department.

Any department could create a dedicated committee or assign responsibility for overseeing efforts toward inclusion, intersectionality and anti-racism in the curriculum. The downsides include existing service burdens and time constraints.

- Anti-Racism in All Courses Pledge

After the killing of George Floyd in 2020, the graduate students in our department demanded a departmental response. Department leadership and the DEI committee worked to prepare a response, which included asking the department to pledge to have an anti-racism component in every political science course. This was a controversial proposal, but it was passed by the department. Since then, faculty are expected to move in the direction of implementing such changes. This expectation creates an environment in which faculty are motivated to make curricular changes.

- Quality Teaching Initiative (QTI) and Assessing Faculty Teaching Performance for Merit Review, Reappointment, Tenure and Promotion for All Faculty: DEI as a Dimension of Evaluating Teaching

In an initiative required by the college, in 2022, the department adopted new criteria for assessing teaching for merit evaluation, reappointment, tenure and promotion (see Appendix 2). One of the dimensions of this new evaluation is a DEI dimension. This provides both guidance for faculty on teaching expectations and changes the reward structure for teaching activities. This change is in the process of being implemented and is quite controversial. However, once implemented, it should create incentives for faculty to think about how their teaching relates to DEI issues and to reward faculty who make changes that are consistent with an inclusive, intersectional, anti-racist curriculum.

Collective Pedagogical Change

Collective pedagogical changes do not necessarily need to be adopted by every faculty member in every class. Collective pedagogical changes are changes that are encouraged and supported by the department in some way.

- Active learning

"Active learning engages students in the process of learning through activities and/or discussions in class, as opposed to passively listening to an expert. It emphasizes higher-order thinking and often involves group work" (Freemen et al. 2014). Most departments pursue active learning due to the evidence that it is more effective. However, in many cases I don't think people dig into exactly why it is more effective. Often, faculty have always done active learning without considering it is a pedagogical strategy. It is important to consider the role that active learning can play in creating an inclusive, intersectional and anti-racist curriculum. In doing so, it can help us to understand why active learning is also more inclusive and is amenable to intersectional and anti-racist approaches. Active learning is a constructivist approach to learning in which students participate in the creation and dissemination of knowledge. As such, active learning done properly is inclusive, as it allows students to bring in new perspectives, ask questions, criticize, and consider alternative answers. If we acknowledge that the lack of diversity in political science harms our ability to get the best possible answers to our research questions, active learning allows us to bring students into this process of constituting knowledge. Active learning also presents opportunities for critiquing existing answers and approaches by considering how the existing exclusivity is biased against the perspectives of those who are left out, which creates the space for intersectional and anti-racist lenses on topics.

Active learning can be done on an individual-level, but encouraging active learning can also be done collectively. Our department has, is discussed in detail above, prioritized active learning by changing the incentive structure.

- Experiential Learning

Experiential learning is "the process whereby knowledge is created through the transformation of experience. Knowledge results from the combinations of grasping and transforming the experience" (Kolb 1984). Kolb suggests that grasping the experience involves both abstract conceptualization and concrete experience and that transforming involves both active experimentation and reflective observation. There is overlap between the active learning model and the experiential learning model, but experiential learning is usually associated with learning activities that involve a long-term, in-depth experience that is paired with academic work that helps students contextualize the experience and guided reflection that helps students think critically about the experiences and processes they are learning. Denny, et al (2023) found in their study of having first-generation political science students design, conduct and analyze experiments that the projects were well-received by first generation students and increased the level of first-generation student interest in doing research. Experiential learning, like active learning, is encouraged in our department by the "learning by doing" curriculum. Key examples of experiential learning in our department involve our political science internship program which has existed for over 30 years, our relationship with CU's "CU in DC" internship program which our department helped to create in 2009, our honors thesis program which has existed since the 1990s, and newer endeavors specifically designed for the learning by doing curriculum including the STUDIO program that pairs students with faculty and graduate students to engage in research and the American Politics Research Lab (APRL) which involves graduate students and

undergraduate students in conducting the Colorado Climate Survey; graduate students teach an undergraduate course in survey design and the graduate students, undergraduate students and faculty conduct and analyze the survey and create research projects using the data. We have also long been a "study abroad friendly" department, as characterized by academic advising, because students are able to transfer study abroad courses that are related to political science into the major easily. We have also approved two study abroad courses within the department—one taught by a current faculty member and another taught by an adjunct specifically hired to contribute to the department's study abroad offerings.

Why and how are experiential learning in general and these programs in particular contributing to our department's efforts to create an inclusive, intersectional and anti-racist curriculum? First generation students and students from underrepresented groups have traditionally been less likely to complete internships, participate in research labs and study abroad. This remains true in our department. However, by cultivating experiential learning opportunities, making them available to all students, crafting them in ways that guide students through experiences and developing methods of communicating these opportunities that reach all of our students, we are working to close the gap on who has access to these kinds of learning opportunities. We are currently in the process of collecting data to evaluate how representative the participants in our experiential learning opportunities are of our majors overall. Denny et al (2023) found that their efforts at having first generation students work on creating, implementing and analyzing surveys based on questions generated an inclusive classroom that the first-generation students involved both found satisfaction in the activities and were more interested in participating in research in the future.

Collective Content Change

In many ways, a standard political science undergraduate curriculum looks like it did when I was an undergraduate student in the 1990s, and that looked similar to the curriculum of the decades before that. If we are to admit that our current political science is exclusive, lacks intersectional perspective and needs anti-racism, then we must change the content itself, not just how it is delivered. At the very root of content change, but beyond the scope of this paper, is the fact that we need to ask different questions, do different research and recognize different evidence in our discipline. When it comes to creating an undergraduate curriculum, we do need to rely on the work that already exists, which creates challenges. Here, I highlight several ways our department has collectively acted to make our curriculum's content more inclusive, intersectional and anti-racist.

- Making it easier to create new classes and change existing ones

For many years in our department, new course proposals have been rare. When new faculty are hired, they often create one new course in an area close to their research expertise and then in many cases never create a new course again. Part of the reason for this is that our course proposal system is arduous and takes over a year from start to finish. When I became Director of Undergraduate Studies, one of my initiatives as the Chair of the Undergraduate Curriculum Committee was simply to put out a call for course proposals with a deadline and then offer to help faculty with the process. In the almost-two years I have been in the position, we have received eight new course proposals, rejected one and have one that is still in progress. As part of creating new courses, faculty were asked to be conscious about an inclusive reading list, to keep in mind our learning by doing curriculum, and to be sure to incorporate anti-racism, consistent with our anti-racism pledge. Our new courses include: Authoritarianism in the Digital Age;

Social Policy; Race, Power & Politics; Russia & Space Politics; Revolutions in Paris (study abroad course); Politics & History of Cuba (study abroad course); and Indigenous Peoples' Politics (approval in process).

In addition, we have tried to democratize the process of changing course titles and descriptions by reminding faculty that these are fairly easy changes that we can help them accomplish. Several existing courses have had name changes and course description changes which happened in conjunction with one or a few faculty members re-prepping courses and deciding they should be framed slightly differently in the curriculum.

- Encourage faculty to review course readings for inclusivity

One of our first initiatives to increase inclusivity was asking faculty to read over their course readings to ensure that they are up-to-date and to consider how to include a more representative group of scholars, topics and perspectives. Many faculty did this, resulting in more diverse readings.

- Implementing anti-racism in every class

In 2020, the entire department pledged to implement anti-racism in every class, both undergraduate and graduate. Since then, the new classes that have been created have already been designed with anti-racism components included. We also had a department training by our DEI committee on implementing anti-racism in the classroom.

Individual Approaches to Change

Implementing an inclusive, intersectional and anti-racist political science curriculum requires individual change. Individual change is easier in a collective-change environment, but

individual action can also create the climate for collective change. And, not every faculty member needs to embrace all the same changes. The challenge and beauty of curricular change is that it is a very large undertaking with many different options. There should be some kind of change that even the most hardened defenders of the status quo can get on board. Here I am just providing a few choices among many options that have been chosen by our faculty, broken down into pedagogical change and content change.

Individual Pedagogical Change

Many faculty in our department have worked to implement small and large changes to make their courses more inclusive, intersectional and/or anti-racist.

- Explicit learning goals

Active learning requires students to participate in the learning process by preparing in advance for class activities, engaging in good faith in those activities, reflecting on the activities and demonstrating their learning through assessments. Getting students on board this process can be difficult and one reason is that they often do not understand why they are engaged in the activities. By the time it comes to assessment, students have not prepared well or engaged with the activities enough to achieve the learning outcomes. This issue can be particularly acute for students who have less understanding of college in general as first-generation students or students from environments in which these pedagogies aren't used. Being explicit about what students are expected to learn, how activities are related to that and what assessments are meant to accomplish is very helpful.

"It is important that we reflect and clearly articulate our goals for our students, and explain what kind of learners we hope our students to be and why. We want thoughtful learners who use evidence, are exposed to different experiences and perspectives, and apply that knowledge to better our world. Having a conversation with your students about learning goals and regularly linking your assignments and activities to their progression toward those goals is very helpful. Inclusive teaching and learning can be clearly expressed as a goal from the beginning so that students know that this Political Science course has certain expectations of them and understand why you are making an effort to have a broader representation of groups in your course" (Hasunuma 194-195).

When appropriate, these goals can specifically relate to inclusivity, intersectionality or anti-racism. In the Hasunuma example above, the author was focused on inclusive activities that center the experiences of Asian and Pacific American (APA) students. In other examples, in my American Political Thought class, one of the learning goals is to look at American political thought and development through an anti-racist lens. Several of us teaching introduction to American government have a learning goal of understanding the causes of political inequality in the United States and examining solutions. Multiple courses have learning goals related to intersectionality. Learning to navigate discussions of controversial issues in a civil way are learning goals in many classes related to inclusivity. Again, making learning goals explicit is inclusive whether the learning goals specifically address curriculum goals related to diversity or not.

- Active learning

The importance of active learning in creating a more inclusive environment is discussed above and although a collective approach encourages active learning activities, nearly all active learning activities are implemented in individual classrooms with individual instructors. Active learning activities such as jigsaw activities where each group learns part of a topic and teaches it to the rest of the class, group activities in which students design their own research questions, simulations and role playing are all activities that can foster a more inclusive environment, open up the space for intersectional perspectives on issues and work through identifying and countering racism.

- Inclusive assessment

Many of us were forced to reevaluate assessments during the Covid19 crisis and that reevaluation continues in many ways as we struggle to adapt to the new world created by the crisis. Inclusive assessment takes many forms. The one-minute paper as a substitute for traditional paper grades is an example of an assessment that is transparent, creates an equal opportunity to participate, encourages student attentiveness, and creates a channel of communication and instant feedback between instructors and students (Levin-Banchik 2021). Other reforms individuals can make include creating multiple methods of assessing the same learning goal, allowing students to resubmit work, having formative assessments along the way to summative assessments, contract grading and having at least some portion of course work that is graded for completion. Inclusive assessment strategies can be controversial, but again, there is no expectation that every person make the same changes.

Individual Content Change

Among all the changes we can all make as individuals, I am perhaps personally most passionate about content change. Creating a curriculum that focuses in on the experiences and perspectives, problems and successes faced by diverse groups of people in the political world is the only way to make political science more inclusive, relevant and accurate. Acknowledging that some of our existing political science research is shaped by racist assumptions and practices and considering how to do better in the future is key to the discipline's very survival. And doing a better job of considering individual's multiple and conflicting identities and how they shape the political world is necessary to replace our current clunky understanding of the relationships of identity in our understanding of the political world. Here are just a few possibilities for individual change.

- Anti-racism and the discipline

Identifying and countering racism in political science and in the research and ideas we learn in political science is an important area for content change. Recent examples in my own courses include looking at the roles early 20th century political scientists played in the eugenics movement in the United States, considering how our small samples of racial and ethnic minorities in large political science surveys affects our abilities to make any kind of generalizations about political behavior for these groups and considering how the treatment of race as being "pre-political" in political science has affected the extent to which the discipline has conducted and respected research on issues of race and ethnicity. In another example, I recently taught a special topics course entitlted, "What are the Roles of Universities in the U.S. Political System." A subtopic in the course was on the roles of political science and we read Jessica Blatt's (2018) *Race and the Making of American Political Science.*

- Collaborative syllabus building

An inclusive way to address content change is to engage in collaborative syllabus building with the students. There are many ways to do this, but one way I have found particularly interesting in recent years is to have a particular section on the syllabus where students have some choice of the topic and then help find the readings on the topic. For example, in my class on the Politics of Economic Inequality in the U.S., I have asked students to pick particular areas of interest in different years. Some of the areas we have chosen include environmental inequality, K-12 educational inequality and access to clean water (inspired by the Flint crisis). We then have an activity where each students posts a reading that they have found on the topic and then the class chooses the best readings. I also weigh in on which readings are most important to understand the topic. When one of these units turns out well, I use those readings the next time I teach the class and include that topic, and then have students choose different topics in the collaboration. In this way, the syllabus is always being built and reflects my understanding of the topic, the understandings of previous iterations of the course and the current set of students' perspectives and interests.

- Considering missing voices

Considering missing voices can be an effective way of addressing intersectionality. In my American Political Thought class, we engage in this exercise and often come to a different set of interests. In one iteration of the course, we focused in on the missing voices of Black women in the 1800s, examined the reasons why this would be the case and then focused in on important Black women leaders such as Sojourner Truth and Harriet Tubman. In doing so, we discussed the unique trials of Black women during the time period, the patriarchal nature of the abolition movement, and the fact that even activists who supported equality for women put forth male

leaders due to the patriarchal nature of white society. Another year, students became very interested in missing Indigenous voices. That year we ended up focusing on the fact that voices that do remain, such as William Apess and Chief Seattle, were often converted Christians and discussed how only a small minority of Indigenous people in the 1700s-1800s learned to speak English let alone read or write in English and that they were likely to have been educated by Christian missionaries. And, due to the patriarchal nature of white society, these voices are usually men despite the more varied gender relations in different Indigenous groups.

Considering Teaching Equity

In the process of implementing inclusive, intersectional, anti-racist curriculum change, it is important to consider that the burden of this process should not fall more heavily on the very people who are disadvantaged in the status quo undergraduate curriculum. This is an area where intersectionality is important to consider. Although faculty from underrepresented groups may more likely to pursue individual change and push for collective change, it is a very complex set of considerations to think about everyone's responsibility for these changes. On the one hand, faculty from oppressed groups deserve all the credit for leadership in these areas and it is undesirable to have faculty from privileged groups to swoop in and claim credit, those operating from a position of privilege are in better positions to take any blame when things don't go as well as planned and to use their position to advocate for change. In deciding how change should be structured, all factors of identity, including institutional identities such as tenured or non-tenured, faculty or adjunct, etc. should be considered. Pittman and Tobin (2022) have a particularly helpful discussion of the different experiences women of color may have with implementing inclusive learning techniques from the experiences of white men implementing the same

techniques; they argue that inclusive techniques are important but that power dynamics need to be considered and examined in making such changes.

Opposition to Inclusive Change

Some people aren't going to like it. Some people aren't going to do it. The first thing to accept in the pursuit of significant change is that this is the case. There are at least four aspects of making inclusive, intersectional, anti-racist curricular change that if addressed well can make the process easier.

- Focus on the big picture

As noted in the beginning of this paper, the idea that the political science curriculum should be transformed to be an inclusive, intersectional, anti-racist curriculum is a big and controversial goal. The approaches of inclusivity, intersectionality and anti-racism contain tensions with each other. All three approaches have tensions with those who believe the discipline is objective or that the status quo represents the results of a meritocracy. Although I think it is important to consistently and insistently provide evidence that the status quo is exclusive and needs to be changed, it is also not a good idea to get bogged down in arguing against every objection to change. Because there is so much work to be done, I advise identifying things that can be done, doing them, and building on the successes of those efforts.

- Have lots of options

This is closely related to the previous point, but an important point on its own. There may be individual faculty who really embrace inclusivity, intersectionality or anti-racism but oppose the other approaches. Because there are real and important tensions among these approaches, it may be faculty who are most committed to change who want to argue for one of these over the others.

Rather than having them focus their energy in this direction, I would suggest encouraging them to run with their approach and "prove it." This will focus their energies in the direction of making the changes, rather than arguing over the details. There are also going to be plenty of faculty who believe change is necessary, but don't have the bandwidth to think or work too hard to make changes, so it is best to make it easy: offer examples of anti-racist activities, let them evaluate a class that uses active learning well, share new work by underrepresented authors who could be included in a syllabus. There are also those who may not fully accept that change is necessary, but as long as it is not too difficult, will be willing to do so.

- Be generous with carrots and avoid sticks

Probably the most important aspect of making true and lasting change is changing the incentive structure. In doing so, I think a lot of advocates of change (and especially administrators without faculty experience), want to rush in and punish people who do not get on board. There is absolutely no reason to do this and it won't work. Faculty are independent professionals and cannot be directed, they can only be encouraged with good leadership. I always assume that people are extremely busy and acting in good faith unless given evidence otherwise. If this is the case, then even small rewards like a lunch or an email shoutout to the department can be a carrot. But, time and money are the most important resources in a political science department and acknowledging and compensating this are keys to success.

If you read back over the section in which I discussed changes in the incentive structure, you will notice little about reprimands or punishments. It is important to note that when you change what is rewarded, you are also making that equal to the other things that are currently rewarded AND elevating the new activities being rewarded above those that aren't. Some people are going to see and experience that change in itself as punishment, although it is not. There is so much

work to be done with positive reinforcement and so much potential damage and conflict to develop with negative reinforcement that I would strongly discourage using sticks as agents of curricular change.

- Engage with anyone operating in good faith

There are going to be opponents to change. Some of them are going to be frightened that their jobs will be come even harder than they already are. Others will disagree that change is necessary. Others will agree that change is necessary, but disagree with the way it is being done. All of these perspectives are important. Anyone who is engaging in good faith is a potential ally in change.

Conclusions

Moving toward an inclusive, intersectional, anti-racist political science curriculum within a political science department is a complicated endeavor. It is a project that has probably already begun for most of us, whether we have acknowledged it or not and it is a goal that can never be fully accomplished. However, every move we make in the direction of a more inclusive, intersectional, anti-racist discipline is a move in the direction of a discipline that welcomes everyone and their questions, problems and energy to our discipline. It is a move in the direction of incorporating a wider variety of perspectives and sets of experiences into our work. And it is a move in the direction of finding answers to questions about the political world that are more accurate and more relevant than the status quo.

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Appendix A

Memo: Merit Review Under the Learning-to-Doing Program To:
Department of Political Science
From: Ad-Hoc Committee members [redacted]

Overview
This memo lists activities that foster the learning-to-doing program. The list is intended to serve as a guide for the merit review process under the new program. While we have not assigned weights or points to the activities, we do suggest a baseline amount of activity that constitutes "meeting expectations." We hope the department will continue to operate in a deliberative and democratic way when conducting merit reviews, using this list to launch a conversation about the possible ways faculty can contribute under the new program. The list can also be used as a form for faculty to complete in advance of the annual merit review. This will provide faculty the opportunity to document the activities completed, as well as report additional activities that may not be listed within the University's faculty activity report system.

With this rubric, instructors are encouraged to incorporate active learning pedagogy in their classes. Their merit reviews, however, will be based on the current criteria we use (multiple measures of teaching). If they do adopt these techniques, extra merit will be awarded. If desired, instructors can take a more active role in the activities listed below. In some cases, the activities may be significant enough to count as a class, and the department's policy committee and Chair will then draft an MOU for consideration by the Divisional Dean.

Tenure-track faculty who opt to remain on the 2-2 load will receive extra points in teaching merit if they adopt some of the measures spelled out below. If tenure-track faculty on a 2-1 load do not meet expectations for two consecutive years, their teaching obligation will revert to a 2-2 load.

Any changes to the procedure or activities spelled out in this document will be submitted to and approved by the department Budget committee.

Your Name: _____

High volume activities – semester long, ongoing activities. One of these activities qualifies as meeting expectations in the merit review.

___ Directing an Open Space

___ Teaching a research class tied to the Open Space's theme.

___ Coauthoring a paper with an undergraduate

___ Serving as editor of Colorado Political Science Review (CPSR)

___ Being an ASSETT fellow

___ Flipping a class for the first time

___ Developing an undergraduate learning assistant program for a class

___ Directing the departmental internship program or teaching the internship class

___ Teaching the honors' thesis research class

Other_____

_____

_____

Medium volume activities – not a full semester's commitment, but somewhat regular effort. Two of these activities qualify as meeting expectations in the merit review.

___ Directing a UROP student or employing an undergraduate research assistant

___ Directing an honors thesis

___ Sitting on the board of Colorado Political Science Review

___ Organizing an activity within an Open Space

___ Supervising an undergraduate to submit a paper to an academic journal

___ Developing and incorporating three weeks of active learning into a class for the first time

___ Teaching a flipped class, not for the first time

___ Developing a new simulation or conducting a longer class simulation

___ Meeting with students in structured settings outside class and in addition to regular office hours

___ Directing an undergraduate learning assistant program for a class

___ Organizing a monthly networking or mentoring event with undergraduates

Other _____

_____

_____

Low volume activities – one-time activities. Three of these activities qualify as meeting expectations in the merit review.

___ Collecting and posting data and other resources on the Open Space's website

___ Faculty Associate of an Open Space initiative

___ Publishing in blogs that draw attention to the activity of the Open Space

___ Presenting research to the Open Space members

___ Arranging a speaker that engages and attracts undergraduate attendance

___ Serving on an undergraduate honors committee

___ Arranging a networking event for undergraduates

___ Attending an FTEP or ASSETT workshop that helps with active learning

___ Paper from your class published in the CPSR

___ Inviting community members to interact with students

___ Conducting a short active learning simulation in class

___ Giving an active or peer learning assignment to a class

___ Directing an undergraduate to attend a conference

Other _____

_____

_____

Narrative: Please describe the activities you completed this year to foster the learning to doing program.

Definitions

Open Space
Open spaces are meant to bring undergraduates, graduate students, and faculty together for research projects and building skills (quantitative and qualitative) that involve a website presence, access to resources for students, a series of speakers, and regular round-table discussions (undergraduates, graduates, and faculty).

Colorado Political Science Review
An undergraduate journal primarily run by undergraduates that publishes the best work in Political Science in the academic year.

Active Learning
Any activity, broadly construed, that is not lecturing.

Undergraduate Research Opportunities Program (UROP) and Honors
Activities that engage undergraduates in the Undergraduate Research Opportunities Program or the Honors certificate in the political science major.

Learning Assistants
Undergraduate students serve as assistants to the learning process in a class they have already received an A in. They do not grade or hold recitations, but they provide advice, help, and tutoring for those in the class.

Appendix 2

Quality Teaching in Political Science

The College of Arts & Sciences has asked all departments to reform the evaluation of teaching and learning for promotion, reappointment, tenure and merit evaluation. This document is designed to be used as a guide to evaluate the evidence of teaching quality for faculty members in political science. The scales here are 1-5 scales that are modeled after the Teaching Quality Framework (TQF) designed for the college, and they are also designed to have the same scores and labels as the 1-5 merit evaluation scale.

1) To use this document for peer evaluation of a class, the evaluator should use this document to review the syllabus, look at the course Canvas site (if applicable), conduct a classroom visit, and look at other materials such as assignments or exams.

2) To use this document to evaluate a faculty member for merit review, the evaluator should look at FRPA reports, peer evaluations and FCQ reports, using this form as a guide to providing a score on each dimension.

3) To use this document in creating PUEC reports, the committee should examine all the evidence submitted by the faculty member, peer evaluations, and FCQ reports, using this document as a guide to evaluate teaching quality.

This document is also meant to align merit evaluation with evaluations of teaching quality for promotion, reappointment and tenure. In general, a faculty member consistently receiving 3 or above for merit scores in teaching should expect to demonstrate a case for meritorious in teaching. Teaching-track faculty are required to demonstrate excellence in teaching for reappointment. Faculty who consistently have scores above a 3 on merit evaluations may be able to make the case for excellence in teaching, but they should be aware that additional documentation will be necessary for such a case and that scores of 4-5 are more likely to correlate with a score of excellence in teaching. Pursuing advanced expectations is encouraged for faculty who wish to demonstrate excellence in teaching.

In addition to incorporating evidence-based standards drawn from general scholarly research, the evaluation of teaching in political science also includes four important aspects of our department curriculum and culture. First, the political science department has adopted a Learning-by-Doing (LbD) curriculum, so LbD practices are valued in the department. Second, the political science department has pledged to address anti-racism in our courses, so anti-racism pedagogies and practices are valued. Third, we have a large number of majors and a relatively small faculty. Our faculty thus face the challenge of providing quality teaching in large classes on a regular basis, so we value the ability of our faculty to deliver the curriculum to our students in these more difficult environments. Fourth, we recognize the racial and gender biases that underlie FCQ responses. FCQ scores are thus a deeply flawed measure, so we wish to emphasize that they play only a small part in how the department thinks about quality teaching.

The Four Dimensions of Quality Teaching in PSCI

Dimension 1: Inclusive Teaching (required by A&S)

Dimension 2: Goal-Oriented Teaching (required by A&S)

Dimension 3: Scholarly Teaching (required by A&S)

Dimension 4: Serving our Students and our Curriculum (unique to PSCI)

Dimension 1: Inclusive Teaching

_____

_____

A&S policy identifies several parts to inclusive teaching:

1) Supporting diverse approaches to learning using a variety of teaching practices

2) Sensitivity to and support for students and faculty from across the range of social, economic and demographic factors

3) Inclusive teaching involves classroom practices but also mentorship and support of students in their personal and professional goals outside the classroom.

_____

_____

Political Science Standards for Evaluating Inclusive Teaching

Level 0- Does not meet all basic criteria for any course/ educational environment

Level 1- Meets basic criteria for at least one course/educational environment, but falls short of meeting criteria in at least one course or educational environment

Level 2- Meets basic criteria for all courses and educational environments in the evaluation period.

Level 3- Meets basic criteria for all courses and educational environments in the evaluation period and also meets AT LEAST 5 of the expected requirements in some way across teaching contexts

Level 4- Meets basic criteria for all courses and educational environments in the evaluation period and also meets AT LEAST 7 of the expected requirements

Level 5- Meets basic criteria for all courses and educational environments in the evaluation period, meets ALL of the expected requirements AND meets at least 2 advanced criteria

Basic Criteria for Inclusive Teaching in Political Science

_____ Is inclusion of all students a transparent course goal?

Expected Criteria for Inclusive Teaching in Political Science

_____ Are the pedagogical methods and practices of the course informed by knowledge of the student population?

_____ Are the pedagogical methods and practices attentive to the success of all students, and particularly students from historically underrepresented and/or marginalized groups in the field/academia?

_____ Are students highly engaged?

_____ Does course content address racial, ethnic, religious, gender, economic and/or power inequality?

_____ Do course readings and materials present diverse viewpoints and perspectives? Do course readings and materials include scholars and others from diverse backgrounds?

_____ Does the course present opportunities for students to bring up topics related to the subject matter of the class that relate to their interests, experiences, and perspectives?

_____ Does the course have a clear anti-racism component, as expected from the PSCI department's anti-racism pledge?

_____ Does the course content address the perspectives and/or challenges of marginalized or less developed parts of the world?

_____ Being inclusive is more difficult in large classes. Are the basic criteria met in at least one classroom context with 40+ students?

_____ Is the faculty member engaged in mentoring and advising outside the classroom (either graduate and undergraduate students)?

_____ Are the mentoring and advising practices structured in such a way that addresses the needs of diverse students?

_____ Is the faculty member involved in professional development activities that foster inclusive teaching as a participant?

_____ Is the faculty member involved in clubs, programs or initiatives that foster the success of diverse students?

Advanced Expectations for Inclusive Teaching in Political Science

_____ Has the faculty member developed an inclusive teaching practice or approach that has been recognized by peers as being innovative?

_____ Is the faculty member involved in professional development activities that foster inclusive teaching as a mentor?

_____ Is the faculty highly involved in clubs, programs or initiatives that foster the success of diverse students?

_____ Is the faculty member involved in Scholarship of Teaching and Learning (SoTL) that addresses inclusive teaching?

Are there other teaching-related activities that should be considered, which do not fall into any of these categories, in evaluating inclusive teaching?

Data Options in Evaluating Inclusive Teaching in Political Science for Merit Reviews

Self-Reflection:

FRPA summary

FRPA code reporting

FRPA inclusivity self-reporting

LbD report

Student voice:

Peer report of class interviews/focus groups

FCQ Questions 1, 4, 5, 8, 9, 12

Peer review:

Peer observation reports

Process of budget committee using these guidelines to assign merit scores

Publication on inclusive practices in peer-reviewed publications as reported in FRPA

Data Options in Evaluating Inclusive Teaching in Political Science for PUEC Reports

Self-Reflection:

Teaching statement

FRPA summary

FRPA code reporting

LbD report

Course portfolio/teaching portfolio

Student voice:

Peer report of class interviews/focus groups

Confidential letters/interviews from randomly-solicited students

FCQ Questions 1, 4, 5, 8, 9, 12

Qualitative comments on FCQs

Peer review:

Peer observation reports

Syllabus analysis

Publication on inclusive practices in peer-reviewed publications

Process of preparing PUEC reports

Dimension 2: Goal-Oriented Teaching

_____

_____

A&S policy identifies several parts to goal-oriented teaching:

1) Guided by clearly-articulated learning goals

2) Based on a curriculum designed to prepare, enact and achieve these goals

3) Evaluated and responsive to various forms of feedback, including evidence of impacts on learning

4) Additional element: engaging in efforts to make the achievement of specific learning outcomes visible to students or other audiences (such as the department or the profession)

5) Additional element: engaging in efforts to meet the needs of diverse learners in achieving goals

----

Political Science Standards for Evaluating Goal-Oriented Teaching

Level 0- Does not meet all basic criteria for any course/ educational environment.

Level 1- Meets basic criteria for at least one course/educational environment, but falls short of meeting criteria in at least one course or educational environment.

Level 2- Meets basic criteria for all courses and educational environments in the evaluation period.

Level 3- Meets basic criteria for all courses and educational environments in the evaluation period and also meets AT LEAST 3 of the expected requirements in some way across teaching contexts.

Level 4- Meets basic criteria for all courses and educational environments in the evaluation period and also meets AT LEAST 5 of the expected requirements.

Level 5- Meets basic criteria for all courses and educational environments in the evaluation period, meets ALL of the expected requirements AND meets at least 3 advanced criteria.

Basic Criteria for Goal-Oriented Teaching in Political Science

_____ Are learning goals clearly stated in the syllabus and available to students for reference?

_____ Are course materials and content consistent with course goals?

_____ Are methods of evaluating students consistent with evidence-based practice and/or departmental norms?

Expected Criteria for Goal-Oriented Teaching in Political Science

_____ Are course goals transmitted to students in multiple ways, such as on Canvas, on assignments, verbally, on lecture slides, etc.?

_____ Are course goals and materials connected to program learning outcomes (PLOs) and/or departmental curricular goals?

_____ Do course goals include promoting diversity, equity and inclusion in political science?

_____ Are students regularly given feedback designed to help them achieve course goals and learn course skills?

_____ Is there evidence of working to be inclusive in helping students meet course goals?

_____ Are assignments graded using clear standards (such as rubrics)?

_____ Does the course clearly contribute to the PSCI curriculum?

_____ Is instructor regularly available to students to communicate and clarify course goals, such as via office hours and email?

_____ Is the faculty member involved in professional development activities that foster goal-oriented teaching as a participant?

_____ In mentoring relationships, does the faculty member have clearly articulated guidelines and goals for working with mentees and/or advisees?

Advanced Expectations for Goal-Oriented Teaching in Political Science

_____ Are students involved in choosing some of the course goals and/or means of achieving those goals, contributing to inclusive teaching?

_____ Is student learning in the course explicitly connected to achieving learning goals in other courses in PSCI?

_____ Is there evidence that the instructor evaluates whether learning outcomes are achieving learning goals and respond to that feedback?

_____ Is the instructor involved in professional development activities that foster goal-oriented teaching as a mentor?

_____ Is the instructor involved in Scholarship of Teaching and Learning (SoTL) that addresses goal-oriented teaching?

_____ Goal-oriented mentoring is especially difficult with a large number of advisees. Is the instructor achieving goal-oriented mentoring with more than two PhD advisees?

_____ Has the faculty member co-authored work with a graduate or undergraduate student in the evaluation period?

_____ Has the faculty member placed a graduate student (in a tenure track, visiting position, post-doc or industry position related to the PhD)?

Are there other teaching-related activities that should be considered, which do not fall into any of these categories, in evaluating inclusive teaching?

Data Options in Evaluating Goal-Oriented Teaching for Merit Evaluations

Self-Reflection:

FRPA summary

FRPA code reporting

LbD report

Student voice:

FCQ Questions 3,6,7,10,11,12,13,14

Peer review:

Peer observation reports

Process of budget committee using these guidelines to assign merit scores

Publication on goal-oriented teaching in peer-reviewed publications as reported on FRPA

Data Options in Evaluating Goal-Oriented Teaching for PUEC Reports

Self-Reflection:

Teaching statement

FRPA summary

FRPA code reporting

LbD report

Course portfolio/teaching portfolio

Summary of data connecting student outcomes to course goals

Student voice:

Peer report of class interviews/focus groups

Confidential letters/interviews from randomly-solicited students

FCQ Questions 3,6,7, 10,11,12,13,14

Qualitative comments on FCQs

Peer review:

Peer observation reports

Syllabus analysis and analysis of other teaching materials, such as assignments, student feedback, rubrics, Canvas page, etc.

Publication on goal-oriented teaching in peer-reviewed publications

Dimension 3: Scholarly Teaching

_____

_____

A&S policy identifies several parts to scholarly teaching:

1) Using evidence-based approaches to teaching and learning, drawing on domain-specific research.

2) Examples of scholarly teaching include engaging students in classroom settings, challenging students appropriately, structured research experiences, experiential learning, bringing faculty research into the classroom, developing technology-based and innovative teaching methods, individual mentoring, nurturing sense of identity and belonging among students.

3) Contributing to evidence-based approaches to teaching and learning by conducting scholarship of teaching and learning (SoTL).

_____

_____

Political Science Standards for Scholarly Teaching

Level 0- Does not meet all basic criteria for any course/ educational environment.

Level 1- Meets basic criteria for at least one course/educational environment, but falls short of meeting criteria in at least one course or educational environment.

Level 2- Meets basic criteria for all courses and educational environments in the evaluation period.

Level 3- Meets basic criteria for all courses and educational environments in the evaluation period and also meets AT LEAST 1 of the expected requirements in some way across teaching contexts.

Level 4- Meets basic criteria for all courses and educational environments in the evaluation period and also meets AT LEAST 2 of the expected requirements.

Level 5- Meets basic criteria for all courses and educational environments in the evaluation period, meets ALL of the expected requirements AND meets at least 2 advanced criteria.

Basic Criteria for Scholarly Teaching in Political Science

_____ Are course materials, methods, and activities effective, according to evidence-based research?

Expected Criteria for Scholarly Teaching in Political Science

_____ If the faculty member is subject to the LbD 2-1 teaching load, has the faculty member met the standards laid out in the LbD checklist for the period under review?

_____ Is student feedback regularly sought and incorporated into learning practices?

_____ Does faculty member adjust teaching practices based on feedback from multiple sources?

_____ Does the course have an LbD component?

_____ Are goals for mentor/mentee relationships well-defined and based on evidence?

_____ Does the non-classroom activity have an LbD component?

Advanced Expectations for Scholarly Teaching in Political Science

_____ Is systematic data collected in the classroom and used to improve teaching practices?

_____ Are research-based methods of collecting data, such as pre-tests and post-tests, used to measure student understanding?

_____ Is the instructor involved in professional development activities that foster goal-oriented teaching as a mentor?

____ Is the instructor involved in Scholarship of Teaching and Learning (SoTL) that addresses goal-oriented teaching?

Are there other teaching-related activities that should be considered, which do not fall into any of these categories, in evaluating inclusive teaching?

Data Options in Evaluating Scholarly Teaching for Merit Evaluations

Self-Reflection:

FRPA summary

FRPA code reporting

LbD report

Student voice:

Changes in FCQ scores over time

Peer review:

Peer observation reports

Syllabus analysis and analysis of other teaching materials, such as assignments, student feedback, rubrics, Canvas page, etc.

Publication on goal-oriented teaching in peer-reviewed publications

Teaching awards

Data Options in Evaluating Scholarly Teaching for PUEC Reports

Self-Reflection:

Teaching statement

FRPA summary

FRPA code reporting

LbD report

Course portfolio/teaching portfolio

Summary of data connecting student outcomes to course goals

Student voice:

Changes in FCQ scores over time

Peer review:

Peer observation reports

Syllabus analysis and analysis of other teaching materials, such as assignments, student feedback, rubrics, Canvas page, etc.

Publication on goal-oriented teaching in peer-reviewed publications

Teaching awards

Dimension 4: Serving our Students and Our Curriculum

This dimension has been developed within the political science department to measure how well faculty are contributing to our curriculum and our responsibilities to serve students. We have identified several parts to this dimension:

1) Faculty in political science are expected to teach relatively large courses. Teaching large courses places significant additional demands on faculty time and limits the pedagogical methods available.

2) Faculty are expected to address anti-racism in undergraduate courses. The department is committed to this process and also recognizes that the pedagogical methods necessary for anti-racism can be time-consuming and difficult to properly implement.

3) Faculty are encouraged to regularly contribute to updating the curriculum and their own courses.

4) Tenure-track faculty on a 2-1 teaching load are required to engage in LbD activities and teaching faculty are encouraged to do so.

5) Tenure-track faculty are expected to teach and mentor graduate students regularly.

Political Science Standards for Serving our Students and our Curriculum

Level 0- Does not meet all basic criteria for any course/ educational environment.

Level 1- Meets basic criteria for at least one course/educational environment, but falls short of meeting criteria in at least one course or educational environment.

Level 2- Meets basic criteria for all courses and educational environments in the evaluation period.

Level 3- Meets basic criteria for all courses and educational environments in the evaluation perioda. For tenure-track faculty only, also meets AT LEAST 3 of the expected requirements in some way across teaching contexts.

Level 4- Meets basic criteria for all courses and educational environments in the evaluation period and also meets AT LEAST 5 of the expected requirements.

Level 5- Meets basic criteria for all courses and educational environments in the evaluation period, meets at least 5 of the expected requirements AND meets at least 3 advanced criteria.

Basic Criteria for Serving our Students and our Curriculum

_____ Faculty member taught courses in the department as agreed upon during the course planning process if teaching was part of faculty member's duties for the year.

_____ Faculty member was cooperative with subfields and the department in planning courses and course sizes for the year.

Expected Criteria for Serving our Students and our Curriculum

_____ Faculty member did at least one of the following: advised an honors thesis, advised a UROP student, supervised a STUDIO student, advised an independent study

_____ Faculty member advised at least one graduate student (for tenure-track faculty)

_____ Faculty member served on two graduate committees (for tenure-track faculty)

_____ Faculty member met requirements for LbD checklist (for tenure-track faculty)

Advanced Criteria for Serving our Students and our Curriculum

_____ Faculty member taught an undergraduate course of 40+ students without a TA

_____ Faculty member taught a large Intro course that counted as 1 or 1.5 courses

_____ Faculty member engaged in extensive anti-racism activities

_____ Faculty member created a new course

_____ Faculty member revised an existing course

_____ Faculty member did three or more of the following: advised an honors thesis, advised a UROP student, supervised a STUDIO student, advised an independent study

_____ Faculty advised three or more graduate students (for tenure-track faculty)

_____ Faculty member served on three or more graduate committees (for tenure-track faculty)

_____ Faculty member advised a student club (such as Political Science Club or Pi Sigma Alpha)

Are there other teaching-related activities that should be considered, which do not fall into any of these categories, in evaluating inclusive teaching?

Scholarly Resources

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