

**CAL POLY HUMBOLDT
University Senate**

Resolution to Recognize the Importance of Accessibility in Teaching

23-23/24-FAC — April 23, 2024 — First Reading

RESOLVED: That the University Senate of Cal Poly Humboldt recommends the following changes to Appendix J be forwarded to the General Faculty for a vote of acceptance or rejection; and be it further,

RESOLVED: That these changes become effective at the beginning of the 2024 fall semester; and

RESOLVED: That these updates are intended to clarify the importance of accessibility and the expectations of faculty in accessible course design and other aspects of teaching; and be it further

RESOLVED: That the University Senate of Cal Poly Humboldt acknowledges that creating accessible learning materials is not only mandated by state law and CSU policy, but that it is an imperative aspect of creating an inclusive campus and in ensuring student success.

RATIONALE:

This idea was brought forward by the Accessibility Fellows as a way to promote faculty involvement in working to improve accessibility in their work. The proposed changes do not alter the RTP requirements or criteria but simply clarify that working to improve course accessibility is a way to demonstrate teaching/librarianship/counseling excellence.

Current language in Appendix J:

IX. AREAS OF PERFORMANCE FOR RTP

B. Assessment of the Areas of Performance for RTP

All faculty are expected to create inclusive learning environments and ensure that students are provided with an equitable opportunities for success. Faculty may also make contributions toward equity and inclusion in scholarly/creative activities and service aspects of their duties. These contributions to equity and inclusion can take a variety of forms including but not limited to those listed below, and should be identified in the appropriate section of the WPAF:

1. Effectiveness

- a) Teaching effectiveness is essential for retention, tenure, and promotion. Effective teaching demands the clear communication of disciplinary/subject matter knowledge and the transformation and extension of that knowledge to a diverse student population.

- (1) It is expected that faculty will continually strive to create welcoming and inclusive learning environments, where students from diverse backgrounds and cultures are treated equitably, and all students have equal opportunity to succeed. Examples of such activities may include:
 - 1) Exposing students to a diverse ensemble of scholars
 - 2) Integrating diverse examples/voices into curriculum
 - 3) Developing/Implementing inclusive pedagogies
 - 4) Providing space for students to share their identities and common experiences
 - 5) Building inclusive community/cohorts
 - 6) Incorporating indigenous peoples and knowledge into curriculum where appropriate
 - 7) Incorporating opportunities that encourage students from diverse backgrounds to work collaboratively inside and outside the classroom
 - 8) Providing a variety of ways in which students can demonstrate mastery of course material
- (2) It is expected that faculty will continually improve their understanding of student learning, increase their knowledge of pedagogy, and strengthen teaching skills throughout the probationary period, and will demonstrate clear, precise communication as well as effective application of that knowledge in teaching.
- (3) Teaching effectiveness is demonstrated through understanding and current knowledge, including the use of measures of student learning, in such activities as:
 - 1) Clearly defined student learning outcomes
 - 2) Appropriate learning activities
 - 3) Samples of student exams and essays

- 4) Designed course materials.
 - (4) Faculty are expected to participate in professional development activities that enhance teaching effectiveness for the purpose of:
 - 1) Acquiring theoretical and empirical research-based knowledge about effective learning and teaching;
 - 2) Reflecting upon and practicing such knowledge in the educational setting; and
 - 3) Demonstrating how the use of various pedagogies have informed and enhanced teaching effectiveness;
 - 4) Reflecting on and understanding how positionality impacts the learning environment and the teaching/learning experience;
 - 5) Understanding and working toward equity-minded teaching practices
 - (5) Teaching effectiveness is assessed primarily through collegial evaluation of classroom teaching and summary analysis of student evaluations by peers. Evaluations of teaching effectiveness shall be based primarily on written statements from colleagues within the candidate's academic discipline(s). The statements should be supported by direct observation of the candidate's performance. Such observation can take place in a variety of ways, such as classroom visitations, team teaching, guest lecturing, etc. Multiple observations, conducted over a period of time, are preferable to a single observation conducted solely for personnel purposes.
 - (6) Other academic contributions to teaching effectiveness to be evaluated by colleagues include but are not limited to: course syllabi, learning outcomes, exams, and other learning activities.
 - (7) Constructive and professional relationships with students are important for a strong academic program, therefore, it is expected that faculty demonstrate sound academic advising, effective counseling of students on course-related matters, the ability to work with a diverse student population, ensure equitable learning opportunities and activities, and availability of the faculty member on a regular basis to assist the academic needs of students.
 - (8) Assessment by the candidate's colleagues shall be substantiated by other evidence such as written comments by colleagues not in the candidate's area of service, student evaluations, degree of achievement of and supporting statements from former students.
 - (9) Written student evaluation of teaching in all courses (unless exempted) is required of all faculty by trustee policy and the CBA, but candidates for RTP may be evaluated in all courses taught during the year preceding their application for RTP. Additional written or oral evaluations may be taken, and identified by name, and submitted as part of the candidate's file. Student evaluations will be used as one element in assessing the quality of instruction, but not as the sole indicator of such quality.
- b) Effectiveness in Librarianship – is essential for retention, tenure, and promotion. Effective librarianship demands the clear communication of disciplinary/subject

matter knowledge and the transformation and extension of that knowledge to a diverse student population.

- (1) Library faculty who teach will strive to teach culturally grounded information literacy.
 - (2) It is expected that faculty will continually improve their understanding of student learning, increase their knowledge of pedagogy, and strengthen librarianship skills throughout the probationary period, and will demonstrate clear, precise communication as well as effective application of that knowledge in their work with students.
 - (3) The primary emphasis of this area is on the quality of librarianship. Evaluations of effectiveness in librarianship shall be based primarily on written statements from faculty members within the candidate's area of service. The statements should be supported by direct observation of the candidate's performance. Such observation can take place in a variety of ways such as classroom visitations, team teaching, mutual service on department and library committees, etc. The library shall organize and promote a system of peer evaluation which will aid in developing the written statements of the candidate's colleagues.
 - (4) Specific performance criteria for effectiveness in librarianship shall be developed as part of the Library Faculty Personnel Policies and Procedures and included in a candidate's WPAF.
 - (5) Assessment by the candidate's colleagues shall be substantiated by other evidence such as written comments by colleagues not in the candidate's area of service and student evaluations.
- c) Counseling Effectiveness – is essential for retention, tenure, and promotion. Effective counseling demands the clear communication of disciplinary/subject matter knowledge and the transformation and extension of that knowledge to a diverse student population.
- (1) It is expected that faculty will continually improve their understanding of counseling practices and strengthen counseling skills throughout the probationary period, and will demonstrate clear, precise communication as well as effective application of that knowledge in their work with students of diverse backgrounds and experiences.
 - (2) It is expected that counseling faculty will continually strive to create welcoming and inclusive environments, where students from diverse backgrounds and cultures are treated equitably, and all students have access to the support they need.
 - (3) The primary emphasis of this area is on the quality of counseling. Evaluations of counseling effectiveness shall be based primarily on written statements from faculty members within the candidate's areas of service. The statements should be supported by direct observation of the candidate's performance. Such observation can take place in a variety of ways, such as videotapes of counseling, co-therapy, etc. Multiple observations, conducted over a period of time, are preferable to a single

observation conducted solely for personnel purposes. The department shall organize and promote a system of peer evaluation which will aid in developing the written statements of the candidate's colleagues.

- (4) Specific performance criteria for effectiveness in counseling shall be developed as part of the Counseling Faculty Personnel Policies and Procedures and included in a candidate's WPAF.
- (5) Assessment by the candidate's colleagues shall be substantiated by other evidence such as written comments by colleagues not in the candidate's area of service, student evaluations, degree of improvement or achievement, and supporting statements from former students.
- (6) Written student evaluations of both individual and group counseling are required. Such evaluations may include both quantitative and qualitative components and should be garnered from a significant proportion of students participating in counseling with the candidate. Student evaluations and letters will be used as one element in assessing the quality of counseling, but not as the sole indicator of such quality.

Updated language for Appendix J:

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