

# **APPENDIX G: INCREASING TEACHING EQUITY FOR FACULTY THRIVING AND STUDENT SUCCESS: CAHSS ENROLLMENT AND TEACHING CAPACITY REVIEW COMMITTEE REPORT APPENDIX**

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## **INCREASING TEACHING EQUITY FOR FACULTY THRIVING AND STUDENT SUCCESS: CAHSS Enrollment and Teaching Capacity Review Committee Report**

Submitted 19 May 2021

### **Summary of Committee Work and Findings**

In January 2021, Dean Danny McIntosh created the CAHSS Enrollment and Teaching Capacity Committee, charging it with “establishing a public and shared set of criteria for allocation of faculty and understanding of the varying needs of our diverse departments’ curricula” (see Appendix a for committee charge). The committee met regularly between January and May 2021, with significant research and drafting work in between meetings. It engaged with CAHSS chairs and directors for input and feedback via a survey used to frame the committee’s work, a mid-point briefing and discussion at the regular Chairs and Directors meeting, and a final conversation to review drafts of the final report and a sample data set and contextual template.

The committee has distilled our charge into a foundational focus on teaching equity: to identify, create, and maintain equitable teaching opportunities and responsibilities in ways that recognize CAHSS’ complexity and diversity.

We recognize that

1. CAHSS teaching equity has horizontal components: equity within departments and CAHSS;
1. CAHSS teaching equity has vertical components: equity across CAHSS and across DU;
1. We can identify key principles to guide horizontal and vertical efforts to understand and increase teaching equity within CAHSS;
1. We can use relevant qualitative and quantitative information to identify areas of greater or lesser equity and develop approaches to adjust departmental and college practices accordingly;
1. We can create useful tools that allow for increased transparency around data, while still maintaining departmental autonomy and uniqueness in the delivery of the curriculum and the missions of the departments and programs across the college.

Providing key principles and data-based, evidence-driven approaches and tools for maintaining and increasing teaching equity within departments and across CAHSS supports our commitments to diversity, equity, and inclusion; to faculty thriving; and ultimately, to providing the best possible experiences to CAHSS students. Ideally, this framework will help to provide departments/programs the ability to teach with the pedagogical approaches appropriate to the subject, and to adjust pedagogies/offerings as needed to support student and department/program needs – while taking into account the resources available, and recognizing that there may be differences between ideal state and current state.

We take as a given the following:

1. The majority of full-time faculty in CAHSS are tenure-line faculty engaging in both teaching and scholarly/creative work.
1. Considerations of teaching equity inherently pertain to the integral work of our teaching and clinical faculty, as well as our contingent faculty.
1. CAHSS plays an essential role in contributing to the university’s common curriculum.