

INCLUSIVE TEACHING HIGHER EDUCATION RUBRIC

General Standards	Specific Standards	Points
Faculty Awareness	1.1 Examine implicit biases using self-assessment, feedback, journaling, or another technique.	3
	1.2 Remediate implicit biases by raising self-awareness, cultivating an inclusive classroom climate, adopting includes teaching practices, or other strategies.	3
	1.3 Maintain awareness of classroom diversity, both visible and invisible, and how students' backgrounds / experiences may influence their motivation, engagement, and learning in the classroom.	2
	1.4 Interrupt stereotypical assumptions about students' backgrounds.	2
	1.5 Learn about different forms of inequities in the classroom.	1
Learning Environment	2.1 Establish community guidelines for interaction early in the semester to set the tone for inclusivity.	3
	2.2 Model respectful class discussion.	3
	2.3 Cultivate an inclusive classroom climate that communicates the value of student diversity.	3
	2.4 Get to know your students. Continue to develop your relationship with them throughout the term.	2
	2.5 Identify opportunities for building rapport with and among your students.	2
	2.6 Promote collaborative work and cross-cultural communication.	2
	2.7 Remain attentive to invisible barriers that may interfere with an equitable learning environment. Act when issues arise.	1
Course Overview and Syllabus	3.1 Provide information about office hours, location, what to expect, and how to prepare for an appointment.	3
	3.2 Clarify expectations and establish agreed upon norms and behaviors, including respectful dialogue.	3
	3.3 Incorporate a diversity statement and invite students to discuss.	2
	3.4 Include statements of accessibility and consider reasonable and fair accommodations related to disability, religious observation, veteran status or need.	2
	3.5 Include a clear outline of course objectives and corresponding activities and assignments in the syllabus and review them with the class.	2
	3.6 Clarify how students' work will be assessed and how to meet expectations for success.	2

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Instructional Materials	4.1	Include content from multiple perspectives	3
	4.2	Choose content that represents varied experiences of a range of groups without trivializing or marginalizing their experiences.	3
	4.3	Choose materials written by people of different backgrounds or by members of the group discussed by the class.	3
	4.4	Examine content for inaccuracy and absence of relevant perspectives. Alert students to relevant limitations.	2
	4.5	Create opportunities for students to critique the course, discuss their experience in the class, or correct inaccuracies or misrepresentations related to the history or experiences of their own groups.	2
Instructional Strategies	5.1	Self-assess your preferred instructional strategies.	3
	5.2	Seek out various instructional strategies to foster inclusion.	3
	5.3	Apply universal design for learning principles to course design.	3
	5.4	Draw from the generic of discipline specific scholarly literature on inclusive teaching.	2
	5.5	Use varied language and cultural reference point examples.	2
	5.6	Plan ahead to manage and address conflict, “hot moments”, offensive, discriminatory or insensitive comments.	2
Assessment	6.1	Encourage students to demonstrate their development using a growth mindset approach.	3
	6.2	Provide multiple means for students to meet learning objectives and demonstrate learning.	3
	6.3	Assess student learning early and often using a variety of assessment methods.	3
	6.4	Explain criteria used for evaluation and give a rationale.	2
	6.5	Consider the use of anonymous grading when appropriate to avoid bias.	2