Appendix: Inclusive Teaching Higher Education Rubric

General

Standards	Specific Standards	
Faculty Awareness	 1.1 Utilize self-assessment, feedback, journaling, or other techniques to examine implicit biases. 1.2 Remediate implicit biases through raising self-awareness, cultivating an inclusive classroom climate, adopting inclusive teaching practices, or other strategies. 	3
	1.3 Maintain awareness of classroom diversity and how students' backgrounds and experiences might influence their motivation, engagement, and learning in the classroom.	2
	1.4 Avoid making stereotypical assumptions about students based on their backgrounds. 1.5 Be aware of different forms of inequities in the classroom.	2 1
Learning Environment	2.1 Establish community guidelines for interaction early in the class to set the tone for inclusivity. 2.2 Encourage students to contribute to respectful and equitable class discussion. 2.3 Cultivate an inclusive classroom climate in which students feel valued because of their differences. 2.4 Get to know students and continue to develop your knowledge about and connection to students throughout the term.	3 3 2
	2.5 Use various opportunities to build rapport with students and allow students to build rapport among themselves.	2
	 2.6 Promote collaborative work and encourage cross-cultural communication. 2.7 Remain attentive to invisible barriers that may interfere with an equitable learning environment and act quickly when issues arise. 	1
Course Overview and Syllabus	Provide information about office hours, location, what to expect, and how to prepare for them. Clarify course expectations and establish agreed upon norms, including respectful classroom dialogues and inclusive community.	3
	3.3 Add a diversity statement to the syllabus and invite students to discuss. 3.4 Include a statement on accommodations and consider reasonable and fair accommodations to requests related to religious observations or disability.	3
	3.5 Include a clear outline of course objectives and corresponding activities and assignments in course syllabus and review them with the class. 3.6 Clarify how student's work will be assessed and how to meet expectations for success.	2
Instructional	4.1 Include content from multiple perspectives.	3 3
Materials	 4.2 Course content represents varied experiences of a range of groups without trivializing or marginalizing their experiences. 4.3 Choose materials written or created by people of different backgrounds or by members of the group 	3
	that the class is discussing. 4.4 Examine course content for inaccuracy and absence of relevant perspectives, and alert student	2
	relevant limitations. 4.5 Create opportunities for students to critique the course content, discuss their experience, or correct inaccuracies or misrepresentations related to the history or experiences of their own groups.	2
Assessment	 5.1 Encourage students to demonstrate their development in all areas and forms of expression. 5.2 Provide multiple means for students to meet learning objectives and demonstrate their learning. 5.3 Assess student learning early and often by utilizing a variety of assessment methods. 5.4 Explain the criteria used to evaluate students' work and provide a rationale. 5.5 Consider the use of blind grading when appropriate to avoid biases. 	3 3 3 2
Instructional Strategies	 6.1 Perform a self-assessment of your preferred instructional strategies. 6.2 Employ various instructional strategies to foster inclusivity. 6.3 Apply Universal Design for Learning principles to the design of course components. 6.4 Draw from the generic or discipline-specific scholarly literature on inclusive teaching. 6.5 Offer varied language and cultural reference point examples to support student from diverse backgrounds. 	3 3 2 2 2
	6.6 Plan ahead and prepare to manage and address conflict, "hot moments", offensive, discriminatory, and insensitive comments.	2