

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.	3
	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.	2
	1.5 Be aware of different forms of inequities in the classroom.	1
Learning Environment	2.1 Establish community guidelines for interaction early in the class to set the tone for inclusivity.	3
	2.2 Encourage students to contribute to respectful and equitable class discussion.	3
	2.3 Cultivate an inclusive classroom climate in which students feel valued because of their differences.	3
	2.4 Get to know students and continue to develop your knowledge about and connection to students throughout the term.	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
	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	3.1 Provide information about office hours, location, what to expect, and how to prepare for them.	3
	3.2 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
	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.	2
	3.6 Clarify how student's work will be assessed and how to meet expectations for success.	2
Instructional Materials	4.1 Include content from multiple perspectives.	3
	4.2 Course content represents varied experiences of a range of groups without trivializing or marginalizing their experiences.	3
	4.3 Choose materials written or created by people of different backgrounds or by members of the group that the class is discussing.	3
	4.4 Examine course content for inaccuracy and absence of relevant perspectives, and alert student relevant limitations.	2
	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.	3
	5.2 Provide multiple means for students to meet learning objectives and demonstrate their learning.	3
	5.3 Assess student learning early and often by utilizing a variety of assessment methods.	3
	5.4 Explain the criteria used to evaluate students' work and provide a rationale.	2
	5.5 Consider the use of blind grading when appropriate to avoid biases.	1
Instructional Strategies	6.1 Perform a self-assessment of your preferred instructional strategies.	3
	6.2 Employ various instructional strategies to foster inclusivity.	3
	6.3 Apply Universal Design for Learning principles to the design of course components.	2
	6.4 Draw from the generic or discipline-specific scholarly literature on inclusive teaching.	2
	6.5 Offer varied language and cultural reference point examples to support student from diverse backgrounds.	2
	6.6 Plan ahead and prepare to manage and address conflict, "hot moments", offensive, discriminatory, and insensitive comments.	2