

A Self-Reflection Rubric for Inclusive Teaching

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Introduction

Higher education and K-12 are replete with efforts to better understand and apply the myriad of teaching practices that help educators to become more inclusive, equitable, and accessible while promoting student belonging and empowerment. These efforts encompass a wide array of pedagogies, design principles, and instructional techniques. We henceforth will refer to all of these as "inclusive teaching," taking a very, well, inclusive approach to the many discourses that frame these efforts – from critical pedagogy to more institutionalized models for DEI applied to the classroom. What follows is a document that we hope synthesizes much of the wisdom of these efforts into a rubric for self-reflection and improvement.

It is necessary to acknowledge at the outset that rubrics in general can be problematic, since they can be too rigid, linear, vague, incomplete, or otherwise inadequate to the tasks of critical reflection and assessment. We have attempted to overcome these limitations here by being as thorough, clear, and nuanced as we can, yet undoubtedly challenges remain. Therefore, like the work of inclusion and equity itself, we see what follows as a work in process that can adapt to meet the ever-changing challenges of, and inquiry into, inclusive teaching.



Image created using Canva

Structure of the Rubric

Regarding its organization, the rubric is structured into four domains of inclusive teaching: beginning with instructor **values and core commitments** and then the basic labor of course design and teaching practice - **course design and learning goals**, **learning assessment**, and lastly, **learning experiences and interactions**.

Within each of these domains we list several teaching orientations or practices, each accompanied by text describing six levels of inclusion: **beginning**, **emergent**, **deliberate**, **integrated**, **engaged with educational systems**, and **engaged with community and society** (see next page). While we have structured the six levels of the rubric to encourage thorough reflection on ways you might extend your inclusive practices, level six does not represent the “best” or “highest” level of achievement. Nor do we intend any implicit judgment if you find yourself at level one.

NOTE: Throughout this document we frequently refer to “instructor.” By “instructor” we refer to anyone who shares responsibility for design and implementation of courses, e.g., faculty, graduate instructors, undergraduate educators, staff, community partners, or instructional designers.



Instructor values and core commitments



Course design and learning goals



Learning assessment

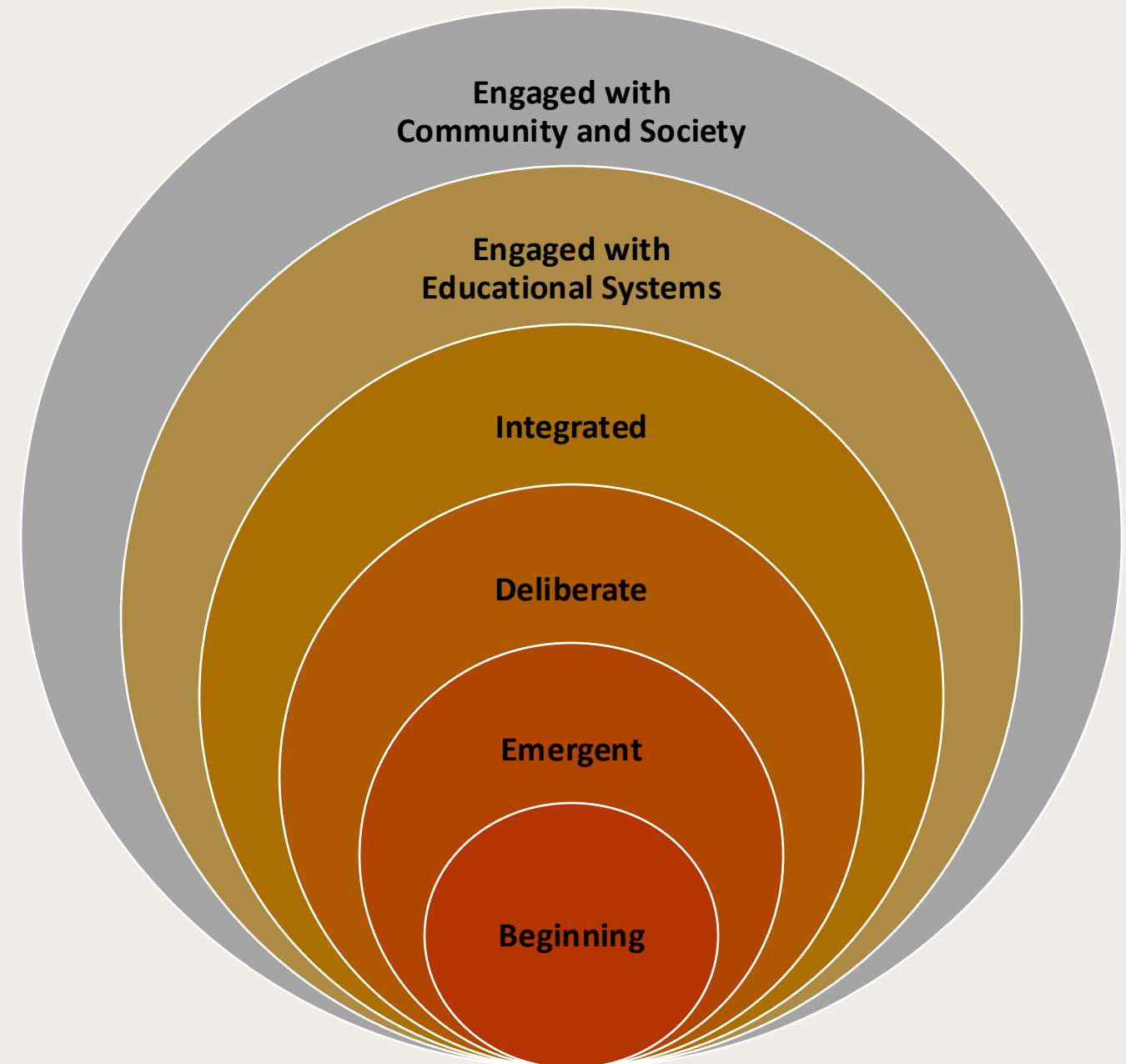


Learning experiences and interactions

Structure of the Rubric

All of us start at different places in our journeys to be inclusive educators, and we have unique teaching contexts that may challenge the application of one or more inclusive teaching techniques – institutions, enrollments, courses, and our disciplines’ “signature pedagogies” (Shulman, 2005), just to name a few. These, along with educators’ positions in gender, race, or other social hierarchies, may limit our labor, autonomy, or power to fully embrace inclusive practices.

As an example, the fifth and sixth levels of the rubric tend to focus on the co-creation of our courses and instruction with student, institutional, community, or public partners. Their inclusion may not be possible in all teaching contexts and for all educators, and indeed may involve tradeoffs in teaching (more preparation and planning, for example) that one cannot afford at this moment. Yet, we discuss them here since the practice of inclusion is, in principle, an ever-expanding circle that extends beyond our courses to our disciplines, institutions, and communities. While these and other practices of highly inclusive teaching may take considerable time and effort, they do become easier with time and experience, and their benefits for student learning are well documented. Moreover, it is our hope that, with greater co-creative inclusion of all stakeholders and partners across our educational and social systems, we may realize the transformative potential of education for our students, ourselves and our broader society.



How to Use the Rubric

1

As a tool for reflection and formative assessment

We intend it to serve a reflective, formative function in your self-assessment, not a summative one as a part of any formal peer or institutional review of your teaching. We hope it will help you to reflect upon where you think your teaching is now and where you might like it to grow.

2

As a beginning, not an end

We hope this is not the end of any data gathering or reflection on your inclusive practices, but merely the beginning, to be supplemented by other inquiry into your teaching such as student evaluations, student performance, peer review, and assessment with a Center for Teaching and Learning as well as other colleagues, stakeholders, or "critical friends" (Curry, 2022).

3

Not as a checkbox activity

We do not wish anyone to treat this or any such reflection exercise as merely a check-box activity, after which no further vigilance or self-critique is necessary, since this is likely to be counter-productive. Indeed, the work of inclusion is never finished, and mastery is never perfect among the ever-shifting identities and power relations of our educational and social contexts.

4

As a collaborative, generative process

We do not intend for you to use this in some highly individualized reflection. To be sure, you may begin by using the rubric to prompt your own private and very personal self-reflection, but ultimately, we hope that it will be part of a generative, collaborative engagement with others in your institution, community, and broader society.

5

To consider where your teaching currently is versus where you desire it to be

We hope you can use this tool to consider where your teaching is versus where you want it to be. For each practice below, you might make a check next to the level that best represents your current teaching ("current" in the tables below), and a check next to the level that best describes your desired level of practice ("desired"). In this way the rubric can help you to focus attention on developing particular practices. The descriptions of the levels that fall between your current and desired levels can offer some ideas for improvement and spark further investigation and experimentation.

Getting Started

Where to begin?

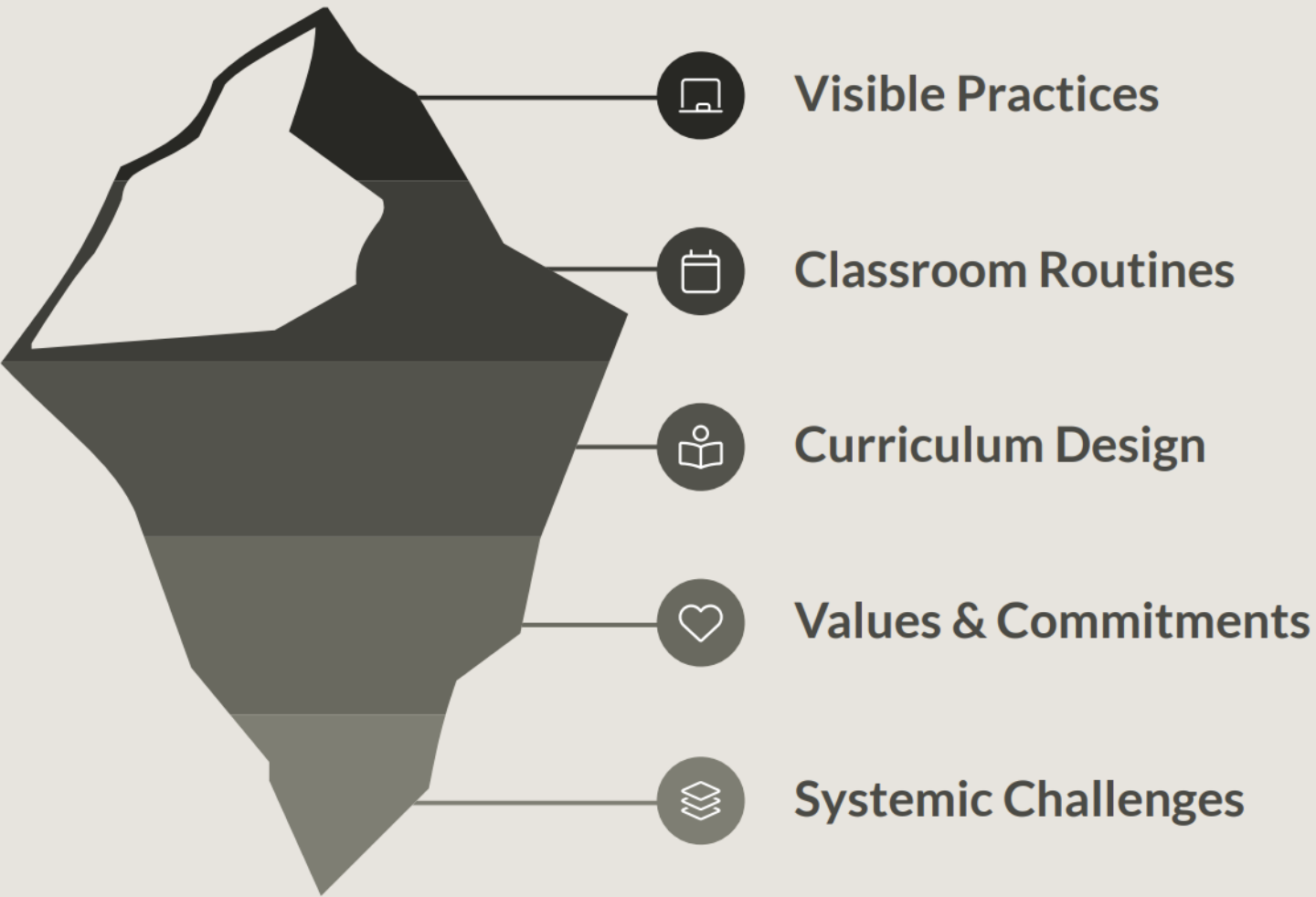
While you may start with any domain in the rubric, but we do suggest working through the domains sequentially. This is because the first domains ask you to consider pedagogical orientations and core commitments that are likely to provide a strong foundation that supports multiple areas of teaching, and without which the latter, more practical domains may make less sense. This said, if you have limited time and would rather start with practical skills that help you to find some efficacy before digging deeper, the latter three domains may be the place to begin, and you can return to the first two when you are ready.

Take it at your own pace

We know the rubric is large and detailed because, we hope, it begins to approximate the difficult and complex work of inclusive teaching. You may choose to focus on one domain at a time. We urge you to work through it at whatever pace is comfortable. Use it to reflect, inquire, experiment, develop, and iterate your courses or instruction over time.

Be comfortable with discomfort

As you consider the rubric and where you find yourself in it, know that the work of reflecting upon and improving our inclusive practices can be uncomfortable, time-consuming, and frustratingly slow since it can involve confrontations with our own limitations. More, the development of knowledge and skills can be iterative and take time to nurture, following a path that is circuitous, not linear, as we experiment, fail, and improve. Change in inclusive teaching may involve practices and



teaching techniques that are visible in the classroom, but it also requires challenging work that often goes unseen – work on our values, our pedagogies, and our institutions. This deep work can provoke discomfort and conflict – whether it is internal or shared - but it also can set us on a path to become more effective and just educators, benefitting our students, colleagues, universities, and communities.

Turning Your Assessment into Action

Each of the four domains below concludes with an “Action Assessment,” a set of 4 prompts to help you traverse the gap between where your teaching currently is and where you would like it to be. The following example scenario might elicit the italicized responses to the 4 prompts.

Example Scenario

James looks over his responses to each of the practices in this **Domain 1: Values and Commitments** and finds that he has mixed ratings. For some practices, he rated himself as currently having a **deliberate** orientation, specifically, his values of inclusion and equity and his efforts to be transparent about his teaching goals and student assignments; and he indicated that, at least for now, his desired status is the same on these 2 practices (i.e., deliberate). For others, however, he rated his current practice as **emergent**; for instance, he tends to take a deficit-based rather than asset-based orientation to his students’ learning and, relatedly, is somewhat less student-centered in his instruction. For each of these 2 practices, he marked his desired status as **integrated**, two levels up from his current status.

Example Action Assessment Responses

What patterns do you see in your responses? *Notes in response: I didn’t mark myself as a beginner on any of the practices. None of my desired statuses are higher than “integrated.” I’m fine where I am on 2 of the practices*

What do your responses reveal about your current inclusive teaching orientations or strategies, and where do you have room for growth? *Notes in response: I’ve got something to build on for each practice - I don’t see myself as beginner on any of them, which surprises me a bit. I don’t need to be too concerned about my values of inclusion and equity or how transparent I am when it comes to my goals and assignments. I’ve got some work to do on some of the practices though: I am too deficit-based in the way I think about students’ learning and also too teacher-centered*

Prioritize the top 2 to 3 practices in this domain that you would like to investigate and improve. *Notes in response: The ones that I ranked farthest apart: deficit-based rather than asset-based orientation to students’ learning and teacher-centered rather than student-centered instruction*

What concrete steps might you like to take to grow toward where you want to be in these 2 or 3 priority practices? *Notes in response: Consult with the Center for Teaching and Learning to get a list of readings and delve into them to learn about the philosophies and practicalities of student-centered approaches. Meet with Juan and Sandra in my department who are known to take more asset-oriented and student-centered approaches; ask what motivated them and how they implement these approaches in their daily teaching practices*

Example 1: A New Faculty Member's Journey

A new faculty member at a research-intensive institution of higher education who has limited experience and no formal training in teaching. He is asked by his chair to teach an introductory course of nearly 100 students. He is excited to get into the classroom and to share his knowledge and passion for his discipline with all his students, and he wants all of them to feel welcome in his classroom and capable of succeeding.

That said, his experience as a student in a heavily enrolled, technical field means he has seen a lot of courses with extensive lecturing and limited student collaboration, and assessment focused on high-stakes multiple choice tests. Midway through his course, after implementing this familiar teaching model, he notices some of his students – predominantly but not always women and people of color – are less participatory in Q&A and have consistently lower grades than their male and white counterparts. As an instructor in a gateway course to his major, he wants to address this inequality and ensure that all students, regardless of background or identity, have the same opportunity to succeed. He decided to take the following steps:

Initial Assessment

When he works through this rubric, he finds that his teaching orientation and practices fit most cleanly within the beginning or emergent categories, since, despite his deep commitment to inclusion and some deliberate or integrated practices he intuited, he simply has not had much professional development in teaching.

Planning for Change

He therefore uses the rubric in combination with a thorough assessment of his students' work, their evaluations, and consultations with his Center for Teaching and Learning to develop a plan for implementing small changes in his teaching that would make the largest impacts.

Implementation

He implements more collaborative and active learning in class, mandatory study groups for all students, and an assessment strategy that entails more low-stakes formative assessments with supportive feedback.

Long-term Growth

After years of teaching, there is no longer any evidence of opportunity gaps among his students, and there is consistently high student engagement and success in his classes. He continues to use the rubric to reflect on his teaching and finds that he now identifies more with the integrated and engaged levels.

Example 2: A Graduate Instructor's Experience

A graduate instructor in a history department typically structures her seminar classes around participatory, student-centered analyses of historical events such as segregation and its contemporary legacies. She engages students in discussions about the history of segregation and its lived, human experience, particularly those related to structures of housing and schooling, and what impacts it has had on urban systems today.

She has spent much of her professional career developing an interdisciplinary understanding of social histories of racial inequality for multiple groups and is herself someone who has experienced marginalization due to her race and gender. Therefore, she feels committed and well-equipped to teach inclusively and empower students, regardless of background, to be thoughtful advocates for equality and to dismantle systems of oppression.

However, despite her commitments to the critical study of difference and inequality, she feels she has a hard time connecting with her students. Sure, her students learn many social histories and theories of inequality and seem empathetic with the experiences of marginalized groups, but engagement is limited.

For instance, in discussing racial injustices, her white students can either be quietly deferential to her or their peers of color, or engage merely at an intellectual level around theory and history, rarely venturing into the course's implications for their own personal identity, emotions, or ethics. Meanwhile, students of color display personal interest in the learning goals, but at times will remain on the sidelines of the discussion, possibly (she speculates) due to trauma, "battle fatigue" educating white peers, or simply the limited depth of race discussions at a predominantly white institution.

She also wonders if she is part of the problem since she may tend to select less motivating lesson plans and she might be able to do more to build trust in the classroom, especially given she has less experience. She is frustrated since she puts a lot of work into her teaching and truly wants to empower her students to be good thinkers and citizens, but there is something missing.



Credit: Eric Haynes, [The Oracle](#)

Example 2: A Graduate Instructor's Experience (continued)

Initial Assessment

Therefore, she turns to this rubric and finds that she identifies her teaching orientation and practices as deliberate or integrated.

Planning for Change

Yet, in reading through the rubric's themes of co-creation she sees that there may be opportunities to learn more about, and motivate, her students by being more student-centered and by engaging them in collaborative dialogues that redefine course goals, assignments, and learning experiences. She sees ways she can co-construct class cultural commitments and principles for addressing potential conflict that would raise the level of trust and belonging in class. Lastly, she sees ways she might help students to personalize course content in written assignments that tie readings to personal experiences, identities, attitudes, well-being, and ethics.

Implementation and Growth

Intentionally integrating these assignments into in-class dialogues with students she hopes will empower them to engage more deeply and holistically about social inequalities and how we confront them in our private and public lives. She even experiments with community engagement, helping students develop community partnerships with local racial justice organizations working on housing, reorganizing entire units to better inform students with critical knowledge about issues, methods, and ethics.

She implements these changes as she feels comfortable, and experiences challenges as she cedes some power to her students and community partners, while ensuring mutually beneficial pursuit of learning goals and community development. Nonetheless, after implementing these changes, she finds students to be much more motivated, engaged, and to develop far more trust in their peers and her, discussing the subject matter in a way that involves greater personalization, vulnerability, criticality, and public purpose.

These are only two hypothetical examples of instructors who use this rubric in very different contexts to reflect upon, experiment, and improve – never perfect – their teaching. As you use the rubric, you, like them, may experience this work to be uncomfortable, painstaking, and slow, but know that even small changes can set you on a path to make meaningful differences in your students' learning and bring greater success and joy to your teaching. We hope this rubric can be of some help along the way.

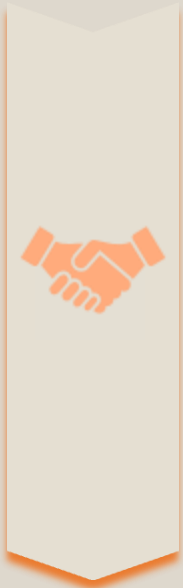
Acknowledgements

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Domain 1: Values & Core Commitments

Inclusion and equity

What do I see as the importance of inclusion, equity, belonging, and accessibility in education and in society?
What is my understanding of the research on inclusive teaching and its impacts on teaching and learning?
What is my commitment to inclusion in teaching and learning, in educational institutions, in my society?

Here, we focus on foundational commitments. Stay focused on your educational values and how they affect inclusion, access, equity, and belonging across all phases of your students' learning.

	Current	Desired	
Beginning			I view inclusion and equity as relevant to teaching and learning but have many uncertainties about the research or the practice.
Emergent			I have an emergent understanding of the evidence and importance of inclusion and equity in teaching and learning and how they may be incorporated into my teaching practice.
Deliberate			I am committed to the benefits and ideals of inclusion and equity and to developing related competencies and practices in teaching and learning.
Integrated			I am committed to inclusion and equity as both means and ends in teaching and learning, and to honing instructional practices via scholarship to center equity concerns throughout multiple areas of teaching, from design to implementation to assessment.
Engaged with educational systems			I challenge educational systems that render concerns regarding inclusion and equity invisible or that contribute to systemic inequities, and I seek to root inclusion and equity throughout the curriculum and the institution.
Engaged with community and society			I challenge educational and social systems that render concerns regarding inclusion and equity invisible or that contribute to systemic inequities, and I seek to realize inclusion and equity throughout the institution, my discipline, and in society more broadly.

Domain 1: Values & Core Commitments

Personalization

How do I help my students to make the course material and assignments more personally meaningful?

How do I help my students to see their own experiences and histories as relevant in my courses?

	Current	Desired	
Beginning			Students have limited opportunities to personalize goals, assessment, or learning experiences (e.g., examples in class discussions), minimizing the possibility for students to make the course relevant to their own interests, values, and lives.
Emergent			Students have some opportunities to personalize goals, assessment, or learning experiences via instructor-defined choices (e.g., of topics for class dialogue, writing assignments, or optional test questions).
Deliberate			Students are encouraged to seize opportunities for the personalization of goals, assessment, or learning experiences via a mixture of instructor-defined and open-ended choices (e.g., for both the topic and format of discussions, writing assignments, testing, and culminating projects).
Integrated			Students have a high number of opportunities for the personalization of goals, assessment, or learning experiences, reflecting their interests or lives, and additionally they contribute to the course instruction (e.g., peer review of assignments or student-led discussions).
Engaged with educational systems			Students fully design and conduct the course in collaboration with me via a constructivist model, co-creating goals, assignments, and learning experiences that are empowering for their personal, professional, and academic development and co-leading lesson plans and learning assessments.
Engaged with community and society			Students have all the previous opportunities and support and are encouraged to develop goals, assessment, and learning experiences with me, peers, and community members who co-create new knowledge and contribute to social change.

Domain 1: Values & Core Commitments

Transparency

How can I be as clear as possible in the goals, methods, criteria, and evaluation of my course?

How can I support my students' self-efficacy in navigating the requirements of the course?

	Current	Desired	
Beginning			Minimal explanations of teaching philosophies, goals, methods, criteria of assessment, what students will need to do to succeed, and instead limiting communications to brief evaluations of student work.
Emergent			Some explanation of teaching philosophies, goals (e.g., general introductions), methods, criteria of assessment (e.g., general assignments listed in the syllabus), what students will need to do to succeed, or evaluations of student work.
Deliberate			A moderate amount of explanation of teaching philosophies, goals, and methods (e.g., syllabus statements, policies), what students will need to do to succeed (e.g., handouts on assignments), what criteria will be used to assess student learning (e.g., basic rubrics), and evaluations of student work with significant feedback.
Integrated			A high level of transparency about teaching philosophies, goals, methods (e.g., providing teaching statements and regular discussions about the purpose and function of activities and assignments), what students will need to do to succeed (e.g., handouts and strategies for skill development), what criteria will be used to assess student learning (e.g., elaborate rubrics and models), and evaluations of student work (e.g., extensive feedback).
Engaged with educational systems			Full transparency through collaborative construction of teaching methods (e.g., students and I collaborate on devising collaborative teaching & learning), assignments (e.g., student co-creation of assignments), and criteria for assessment of student learning (e.g., student- and instructor-generated rubrics for assessment), and evaluations of student work.
Engaged with community and society			Full transparency through collaborative construction of teaching philosophies, goals, methods (e.g., students, instructor, and community members collaborate on devising collaborative teaching & learning), assignments (e.g., student, instructor, and community member co-creation of assignments), criteria for assessment of student learning (e.g., student-, instructor-, and community member generated rubrics for assessment), and evaluations of student work.

Domain 1: Values & Core Commitments

Student-centeredness

To what degree do I orient and calibrate my instruction to students’ existing interests, experience, and skills?
How might I more accurately and collaboratively incorporate students’ experience, knowledge, and skills in the development of course goals, learning experiences, and assessment?

	Current	Desired	
Beginning			Minimal attention to students’ experience, knowledge, skills, interests, and identities in the development of course goals, assessment, and learning experiences, other than general age and prerequisites.
Emergent			Some general effort to learn about students’ prior experience, knowledge, skills, interests, and identities (e.g., via course roster information such as majors and year) and to calibrate the difficulty and progression of course goals, assessment, and learning experiences.
Deliberate			Moderate attention to learn students’ prior experience, knowledge, skills, interests, and identities (e.g., via pre-course surveys, personal dialogues, office hour discussions) and to use it to empower their participation in some aspects of developing course goals, assessment, and learning experiences.
Integrated			Thoroughgoing efforts to incorporate students’ prior experience, knowledge, skills, interests, and identities to empower their participation in most aspects of developing course goals, assessment, and learning experiences.
Engaged with educational systems			All students’ prior experience, knowledge, skills, interests, and identities inform the co-construction of course goals, assessment, and learning experiences by myself and students.
Engaged with community and society			All students’ prior experience, knowledge, skills, interests, and identities, as well as those of community members, inform the co-construction of course goals, assessment, and learning experiences by myself, students, and community members.

Domain 1: Values & Core Commitments

Supporting Student Self-efficacy

How might I maximize students' self-efficacy in navigating the content and requirements of my courses?

How might I empower students' self-efficacy in navigating their education and a broader social world?

	Current	Desired	
Beginning			Limited efforts to encourage student self-efficacy, except that achieved by general growth in knowledge and skills via course completion.
Emergent			Some efforts to encourage students and offer some scaffolding of learning experiences to promote growing confidence and ability.
Deliberate			Some efforts to encourage students and offer some scaffolding of learning experiences to promote growing confidence and ability, and more formative, consistent, timely evaluations to support knowledge and skill development and self-awareness about areas for improvement.
Integrated			Previous row + student-directed learning goals and peer education/mentorship to develop capacities for metacognition, self-knowledge, and growth opportunities.
Engaged with educational systems			Previous row + learning experiences that support students' holistic development of social, career, ethical, and other knowledge, skills, and attitudes.
Engaged with community and society			Previous row + students' holistic development also oriented toward public citizenship and social change work.

Domain 1: Values & Core Commitments

Growth Orientation

To what extent do I value and support my own and my students' growth?
Do I see my or my students' growth holistically, involving intellectual, ethical, social, and emotional growth?
How do I support my own and my students' growth as part of a broader institutional or social change process?

	Current	Desired	
Beginning			I do not see my own identity or growth as an instructor at stake in teaching and learning, beyond general professional productivity and a deepening of disciplinary knowledge.
Emergent			I recognize that teaching can stimulate my own ongoing self-understanding, at least as an educator, in addition to intellectual growth.
Deliberate			I seek to develop some knowledge, skills, and self-awareness through teaching, not just as an educator but as a whole person.
Integrated			I value my own identity and growth, as an educator and as a whole person, as equally important to students' growth.
Engaged with educational systems			I value my own holistic growth and that of students as interdependent and as part of the maturation of the institution that makes human flourishing available to all members of the campus community.
Engaged with community and society			I value my own holistic growth, that of students, and that of community members as interdependent and as part of the maturation of both institutional systems and social systems that make human flourishing available to all.

Domain 1: Values & Core Commitments

Asset Orientation

Do I tend to think of my students more in terms of what they need/lack or in terms of what they bring/have?

What knowledge and skills do my students need, and what assets do they bring to the learning process?

How might I understand and internalize asset-based ways of teaching?

	Current	Desired	
Beginning			My orientation to students tends to be deficit-based (explicitly defining students in terms of what they do not know and cannot do), possibly reflecting institutional or social biases.
Emergent			My orientation to students is somewhat deficit-based (attending mostly to what students do not know and cannot do) and somewhat asset-based (acknowledging what students do know and can do).
Deliberate			My orientation to students is largely asset-based (acknowledging what students do know and can do, with some incorporation of active and collaborative learning).
Integrated			My orientation to students is thoroughly asset-based (defining students in terms of what they know and can do; supporting students in actively using and developing their strengths, and realizing this through collaborative, active learning models).
Engaged with educational systems			I internalize asset-based ways of thinking and being throughout all domains of my work as an educator and as a member of the campus community (beyond teaching and learning), challenging deficit-based ways of thinking and being throughout the institution.
Engaged with community and society			I internalize asset-based ways of thinking and being throughout all domains of my work as a member of the campus community (beyond teaching and learning) and a member of broader communities, challenging deficit-based ways of thinking throughout the institution and throughout society.

Domain 1: Values & Core Commitments

Accessibility

How can I ensure all course materials, communications, activities, and assignments are accessible to all students, regardless of their cognitive or physical abilities?

How can I ensure that students have multiple ways to access materials, to engage course content, and to express themselves fully?

How might greater accessibility for any one student group enhance accessibility for others?

	Current	Desired	
Beginning			Course materials, communications, activities, and assignments are accessible but in only one format or method determined solely by me and potentially not readily accessible by some or many students.
Emergent			Course materials, communications, activities, and assignments are accessible in more than one format or method determined by me and in compliance with required accommodations of some students.
Deliberate			Course materials, communications, activities, and assignments are accessible in more than one format or method, informed by me and by recommendations of disability services offices.
Integrated			Course materials, communications, activities, and assignments are accessible in multiple formats and methods, determined by me and by recommendations of disability services offices as well as students together considering students' particular opportunities and challenges.
Engaged with educational systems			Course materials, communications, activities, and assignments are accessible in multiple formats and methods, determined by students, myself, and campus offices together to ensure access for all.
Engaged with community and society			Course materials, communications, activities, and assignments are accessible in multiple formats and methods, determined by students, myself, campus offices, and community members together to ensure access for all and to further accessibility throughout society.

Domain 1: Values & Core Commitments

Action Assessment

Now that you have completed this domain, take a look at your responses to the domain's questions above.

What patterns do you see in your responses?

(For example, do you tend to rate your current teaching practices at the same level, or are they varied? On which practices are your current and desired ratings the closest? The farthest apart?)

What do your responses reveal about your current inclusive teaching orientations or strategies, and where do you have room for growth?

Prioritize the top 2 to 3 practices in this domain that you would like to investigate and improve.

(Note: You might select a particular practice because your current and desired responses are the farthest apart, revealing a significant area for growth. Conversely, you might focus on a practice for which your current and desired responses are close, perhaps making it easier to see change in the short term [i.e., "low hanging fruit"]. Remember there is no right or wrong choice and you can always come back later to focus on the others.)

What concrete steps might you like to take to grow toward where you want to be in these 2 or 3 priority practices?

(Note: You will find it most helpful if these concrete steps are relevant, specific, and achievable.)

Domain 2: Learning Goals

In this domain, we ask you to consider learning goals, the basis of inclusive course design. Stay focused on your and your students’ growth opportunities.

Knowledge Goals

How can I make the knowledge goals more explicit, developed, achievable, accessible, measurable, assessed, and supported?
How can I ensure the knowledge goals are relevant to students and my discipline, and promote deep learning?
How can I develop knowledge goals that empower students to understand and expand the epistemic diversity of the subject matter?

	Current	Desired	
Beginning			Knowledge goals are only implied in course content, not explicit.
Emergent			Knowledge goals are explicit but may be general, underdeveloped, unachievable, inaccessible, unmeasurable, unassessed, and centered upon me, disciplinary coverage, or basic student comprehension and application goals.
Deliberate			Knowledge goals are more specific, clear, achievable, accessible, measurable, assessed, and somewhat focused upon deeper learning (e.g., analysis or critique), upon student interests and needs, and upon diverse content (e.g., authors, guest speakers, examples from diverse perspectives).
Integrated			Knowledge goals are co-created with students to be highly specific, clear, achievable, accessible, measurable, and assessed; they are focused upon deep learning (synthesis, innovation, knowledge creation), upon student interests and needs, and upon diverse content that empower students’ critical understandings of the epistemic diversity of the subject matter.
Engaged with educational systems			Knowledge goals are co-created with students and other institutional partners to be highly specific, clear, achievable, accessible, measurable, and assessed; they thoroughly promote deep learning; they meet student and my own interests and needs; they empower students’ and my own understanding; and they expand the epistemic diversity of the subject matter.
Engaged with community and society			Knowledge goals are co-created with students, institutional, and public/community stakeholders to be highly specific, clear, achievable, accessible, measurable, and assessed; they thoroughly promote deep learning; they meet student, my own, and public interests and needs; they empower students’, my own, and all stakeholders to understand and expand the epistemic diversity of the subject matter.

Domain 2: Learning Goals

Skills Goals

How can I make the course’s skills goals more explicit, developed, achievable, accessible, measurable, assessed, and supported?
How can I incorporate skills goals that empower, not merely academic or career success but also social, leadership, and citizenship development?

	Current	Desired	
Beginning			Skills goals (e.g., writing, quantitative reasoning, inquiry, study or learning habits, technology proficiencies) are only implied in course assignments, not explicit.
Emergent			Skills goals are explicit but may be general, unclear, underdeveloped, unachievable, inaccessible, unmeasurable, unassessed, and under-supported by me and/or campus resources.
Deliberate			Skills goals are more specific, clear, developed, achievable, accessible, measurable, assessed, and supported by me or campus support offices (e.g., writing & tutoring centers, librarians, technology centers, career centers, etc.) to help students develop foundational capacities for academic and career success.
Integrated			Skills goals are highly specific, clear, developed, achievable. accessible, measurable, assessed, and supported by me and campus support offices to help students succeed and find greater autonomy in developing the capacities and habits for academic, career, and life success.
Engaged with educational systems			Skills goals are highly specific, clear, developed, achievable, accessible, measurable, assessed, supported, and co-constructed with students and institutional stakeholders; they empower students and me to succeed and find autonomy via self- and peer-support and to develop academic, career, life, and citizenship skills (e.g., inclusive and equitable leadership within the class or institution).
Engaged with community and society			Skills goals are highly specific, clear, developed, achievable, accessible, measurable, assessed, supported, and co-constructed with students, institutional stakeholders, and community/public interests; they empower students and all stakeholders in developing academic, career, life, and citizenship skills to advance collective interests.

Domain 2: Learning Goals

Values Goals

How can the values goals be more explicit, developed, achievable, accessible, measurable, assessed, and supported?
How can I develop value goals that enhance students' ethical self-awareness, professional practice, and capacities for leadership and social change work?

	Current	Desired	
Beginning			Values goals (e.g., maturation through moral or ethical self-awareness, integrity, integration of personal and professional or public ethics) are only implied in course assignments, not explicit.
Emergent			Values goals are explicit but may be general, unclear, underdeveloped, unachievable, inaccessible, unassessed, and under supported by me and/or campus resources.
Deliberate			Values goals are more specific, clear, developed, achievable, accessible, assessed, and supported by me or campus offices around common broad ideals (e.g., academic integrity, civility, and inclusion).
Integrated			Values goals are highly specific, clear, achievable, accessible, measurable, assessed, and supported by me and campus offices and there is intentional, critical inquiry or dialogue about relevant academic and professional ethics and opportunities for greater student moral/ethical self-awareness.
Engaged with educational systems			Values goals are co-constructed with students and other institutional stakeholders; they are highly specific, clear, achievable, accessible, measurable, assessed, and supported by critical inquiry and application of relevant academic and professional ethics as well as by opportunities for moral and ethical growth for students and me.
Engaged with community and society			Values goals are co-constructed with students as well as other institutional and community stakeholders to ensure that they are highly specific, clear, achievable, accessible, measurable, assessed, and supported by critical inquiry and application of relevant academic, professional, and social ethics as well as by opportunities for moral and ethical growth for all.

Domain 2: Learning Goals

Social and Emotional Goals

How can the course’s social and emotional goals be more explicit, developed, achievable, accessible, measurable, assessed, and supported?
How can I better develop social and emotional goals that enhance students’ self-awareness, well-being, connectedness, cultural competence, conflict resolution, and social development?

	Current	Desired	
Beginning			Social and emotional goals (e.g., maturation of emotional self-awareness, emotional intelligence, empathy, cultural competencies of living in diverse communities, compassion, relationship building, conflict transformation, etc.) may be absent or merely implicit.
Emergent			Social and emotional goals are explicit but may be general, unclear, underdeveloped, unachievable, inaccessible, unassessed, and under supported by me and/or campus resources.
Deliberate			Social and emotional goals are more specific, clear, developed, achievable, accessible, assessed, and supported by me or campus offices around common broad ideals (e.g., self-awareness, cultural competence, conflict resolution).
Integrated			Social and emotional goals are highly specific, clear, achievable, accessible, measurable, assessed, and supported by me and campus offices around common broad ideals (e.g., self-awareness, cultural competence, conflict resolution). There is an intentional, holistic understanding of the interdependencies of social-emotional and cognitive development, permitting inquiry and debate around affective and social skills or philosophies, attention to student well-being, and opportunities for greater student self-awareness and growth.
Engaged with educational systems			Social and emotional goals are co-created with students and other institutional stakeholders to ensure that they are highly specific, clear, achievable, accessible, measurable, assessed, and supported by faculty and campus offices. There is a holistic, integrative, and critical inquiry into social-emotional learning, presenting opportunities for greater student and instructor self-awareness and growth, attention to instructor and student well-being, and developing social-emotional skills necessary for navigating the complexities of campus and social life.
Engaged with community and society			Social and emotional goals are co-created with students and other institutional and community stakeholders to ensure that they are highly specific, clear, achievable, accessible, measurable, assessed, and supported by all. There is a holistic, integrative, and critical inquiry into social-emotional learning, presenting opportunities for greater self-awareness and growth for all, attention to collective well-being, and developing social-emotional skills necessary for navigating the complexities of campus and social life as well as community and public life.

Domain 2: Learning Goals

Action Assessment

Now that you have completed this domain, take a look at your responses to the domain's questions above.

What patterns do you see in your responses?

(For example, do you tend to rate your current teaching practices at the same level, or are they varied? On which practices are your current and desired ratings the closest? The farthest apart?)

What do your responses reveal about your current inclusive teaching orientations or strategies, and where do you have room for growth?

Prioritize the top 2 to 3 practices in this domain that you would like to investigate and improve.

(Note: You might select a particular practice because your current and desired responses are the farthest apart, revealing a significant area for growth. Conversely, you might focus on a practice for which your current and desired responses are close, perhaps making it easier to see change in the short term [i.e., "low hanging fruit"]. Remember there is no right or wrong choice and you can always come back later to focus on the others.)

What concrete steps might you like to take to grow toward where you want to be in these 2 or 3 priority practices?

(Note: You will find it most helpful if these concrete steps are relevant, specific, and achievable.)

Domain 3: Learning Assessment

Now, we turn to assessment, a focal point of all accessibility and equity in teaching. Attend to how your assessments are engaging, fair, and rigorous while promoting self-efficacy, metacognition, and meaningful growth for all learners.

Rigor

How can I define rigor in clear, transparent forms for students and calibrate it to the appropriate level for my students’ ages and experience?
How can I be sure not to confuse higher order learning with high logistical difficulty or workload?
How can I take an asset-based approach to assessing and supporting student learning and well-being?

	Current	Desired	
Beginning			Presumed or limited definition of rigor, leading to poor measurement (e.g., I see failing grades as evidence of rigor); an effort to make assignments difficult without purpose or clarity, leading to conflation of higher order learning with high workloads; and a deficit approach to student knowledge, possibly due to “survivor bias” (i.e., if I survived this education, students can too).
Emergent			Some definition of rigor, with some transparency and connection to learning goals; some development of a distinction between higher order learning and high workloads; somewhat less deficit-based with a more asset-based approach to student knowledge evident in, for example, greater student autonomy.
Deliberate			Moderate clarity in the definition of, and transparency about, rigor appropriate to the learning goals and teaching context (i.e., prior student experiences, a course’s purpose in the curriculum); moderate recognition of the distinction between higher order learning and workload, with some scaffolding of learning; asset-based approach to student knowledge, with some effort to support student learning and well-being.
Integrated			High degree of clarity in the definition of rigor and full transparency about its connection to learning goals defined in part through collaboration with students; very clear distinction between higher order learning and workload, with scaffolded support for student learning; dedicated asset-based approach to student knowledge with extensive support for student learning and well-being.
Engaged with educational systems			High degree of clarity in the definition of rigor and full transparency through a co-construction of learning goals and assessment strategies with students and institutional stakeholders (e.g., departments, schools, student affairs); very clear distinction between higher order learning and workload, with scaffolding and assessment processes collaboratively defined with students and other institutional stakeholders; thorough asset based orientation via the institutional co-construction of assessment goals and processes, attentive to student autonomy, self-efficacy, and well-being, with campus support offices as resources (e.g., writing centers, tutoring, mental health resources).
Engaged with community and society			High degree of clarity in the definition of rigor and full transparency through a co-construction of learning goals and assessment strategies with students and other course stakeholders institutionally and in the community (e.g., community partners); very clear distinction between higher order learning and workload, with scaffolding and assessment processes collaboratively defined with students, institutional stakeholders, and community partners; thorough asset-based orientation via the institutional and community-centered co-construction of assessment goals and processes, attentive to collective, shared autonomy, efficacy, and well-being.

Domain 3: Learning Assessment

Diversity of Assignments

How can I offer a diversity of assignments, formative and summative, that assess a wide range of learning goals?

How can I offer assessments that are accessible to, and encourage engagement of, a diversity of students?

How can I support collaborative assessment with students that ensures meaningful and holistic learning?

	Current	Desired	
Beginning			A small number and low diversity of high-stakes, summative assignments that assess a limited range of student learning goals. Assignments may also suffer from limitations of accessibility, flexibility, and opportunities for higher order learning (e.g., synthesis, creativity).
Emergent			Some diversity of assignments with somewhat greater quantity and form of assignments (e.g., more formative assignments), with some accessibility (e.g., clearer guidance on multiple platforms), flexibility (e.g., more than one testing format), and opportunities for higher order learning.
Deliberate			Moderate diversity of assignments with significantly greater quantity and form of assignments (e.g., multiple types/genres of writing), with more accessibility (e.g., written and oral assessment), flexibility (e.g., more autonomy in selection of assessment options), and opportunities for higher order learning (e.g., creative writing or multimedia reports).
Integrated			High diversity of assignments with high quantity and multiple forms of assignments (e.g., collaborative assignment design with students), high accessibility (e.g., all learning goals and assessment criteria are easily available), flexibility (e.g., more thorough personalization), and opportunities for higher order learning (e.g., portfolios with multiple analytical, synthetic, and creative components).
Engaged with educational systems			Assignments designed in collaboration with students to ensure a high diversity of assignments in multiple forms with high accessibility, flexibility, and opportunities for meaningful higher order learning, including more opportunities for self- and peer-assessment, metacognition, and holistic reflection on individual or shared learning (academic personal, ethical, professional, leadership).
Engaged with community and society			Assignments designed in collaboration with students and community partners to ensure a high diversity of assignments in multiple forms with high accessibility, flexibility, and opportunities for meaningful higher order learning, including more opportunities for self- and peer-assessment, metacognition, and holistic reflection on social learning (academic, personal, ethical, professional, and citizenship capacities).

Domain 3: Learning Assessment

Scaffolding

How can I build an assessment strategy that introduces greater complexity, difficulty, and autonomy?

How can I support the gradual growth of student confidence and self-efficacy in the learning process?

	Current	Desired	
Beginning			Limited scaffolding of assignment difficulty or complexity.
Emergent			Some scaffolding across assignments throughout the semester, with some gradual introduction of more difficult or complex concepts or tasks towards somewhat clear learning goals.
Deliberate			Moderate scaffolding within and across assignments explicitly designed to help students develop knowledge and skills via more complex tasks, achieve clearly defined learning goals, grow in confidence and self-efficacy, as well as lead to smaller performance and persistence gaps
Integrated			High degree of scaffolding within and across assignments designed to empower students to become confident, self-directed, and autonomous learners with clear learning goals and processes for reaching them.
Engaged with educational systems			Consistent, well-developed scaffolding designed in collaboration with students to ensure growth within and across assignments that empowers learning via confidence, self-direction, autonomy, clear goals, and self- and peer-assessment.
Engaged with community and society			Consistent, well-developed scaffolding designed in collaboration with students and community partners to ensure growth within and across assignments that empowers mutual growth towards clear learning goals for all stakeholders.

Domain 3: Learning Assessment

Examinations

How can I evaluate students fairly?

How can examination processes provide students with needed support?

How can examination processes best be designed to enable students' ongoing learning and growth?

	Current	Desired	
Beginning			High-stakes examination process only, designed solely by me/department/school/external organization without formative or preparatory testing, including complexities that may be too advanced to “weed out” less prepared students.
Emergent			High-stakes examination process only, designed solely by me/department/school/external organization but in a form that fairly tests students' knowledge, prepares them with study sessions or guides, and is designed to support students in their learning process.
Deliberate			A mixture of low-stakes and high-stakes examination processes that fairly test students, prepare them with practice exercises and examinations, and both identify student challenges and support their efforts to meet them.
Integrated			A process with a higher number of low-stakes examinations combined with high-stakes examinations, each with preparatory exercises or guides and each including student-generated questions; response options that allow students to explain their responses.
Engaged with educational systems			Examination processes that draw from student-generated questions and allow for students to explain and, later, reflect on and correct their answers (perhaps for partial credit); may include self- or peer- assessment; may include personalized learning goals and plans constructed in collaboration with instructor(s), departments, or schools.
Engaged with community and society			Examination processes that draw their design from a collaboration of me, students, and community partners, include preparatory exercises and guides and allow students to explain, reflect upon, and correct their answers; may include self- or peer-assessment; may include personalized learning goals and plans constructed in collaboration with institutional and community partners.

Domain 3: Learning Assessment

Feedback

How can I develop and share criteria for evaluation in ways that empower students to succeed?
How can I communicate feedback in the most frequent, thorough, meaningful, and timely process for my teaching context?
How can I create collaborative feedback processes that support student metacognition, empowerment, and success?

	Current	Desired	
Beginning			Little feedback, not frequent, meaningful, or timely; may be limited to grades.
Emergent			Some meaningful, frequent, and timely feedback, including some clear criteria for assessment and rationale for evaluations and grades.
Deliberate			Moderately meaningful, frequent, and timely feedback, including clear criteria and rationale for evaluations and grades (e.g., rubrics) that entails affirmation, critique, and resources or strategies for improvement.
Integrated			High degree of meaningful, frequent, and timely feedback, including clear criteria and rationale for evaluations and grades (e.g., rubrics and models) that entails affirmation, critique, resources, strategies for improvement as well as possibilities for revision and retesting.
Engaged with educational systems			High degree of meaningful, frequent, and timely feedback designed in collaboration with students, including co-created processes of assessment and evaluation; includes clear criteria, self- and peer assessment, shared resources, and strategies for improvement as well as possibilities for revision and retesting.
Engaged with community and society			High degree of meaningful, frequent, and timely feedback designed in collaboration with students and community stakeholders, including co-created processes of assessment and evaluation; includes clear criteria, self- and peer and community assessment, shared resources, and strategies for improvement as well as possibilities for revision and retesting.

Domain 3: Learning Assessment

Grading

How can I ensure that qualitative evaluation, not grades, are the focal point of student learning?

How can I support students' understanding of and contributions to evaluation to support metacognition and engagement in the learning process?

How can I ensure grades are not an obstacle to student learning and growth?

	Current	Desired	
Beginning			Grades represent the only form of communication about student performance, leading to less guidance, grade fixation, limited learning and performance, and persistence gaps.
Emergent			Grades are the most important form of communication but are accompanied by some qualitative assessment of student performance according to somewhat clear learning goals and criteria for performance.
Deliberate			Grades are moderately important but accompanied by moderate qualitative assessment of student performance according to moderately clear learning goals and criteria for performance.
Integrated			Grades are less important than thorough qualitative assessment of student performance according to well-developed learning goals and criteria for student performance.
Engaged with educational systems			Grading has minimal importance (e.g., final marks for transcript only) as defined by an assessment strategy designed in collaboration with students to provide thorough qualitative assessment, self- and peer-evaluation, and clear goals and criteria for student performance.
Engaged with community and society			Grading has minimal importance (e.g., final marks for transcript only) as defined by an assessment strategy designed in collaboration with students and community partners to provide thorough qualitative assessment; self-, peer-, and community partner-evaluation; and clear goals and criteria for student performance and shared learning.

Domain 3: Learning Assessment

Course and Teaching Assessment

How can I best learn how to improve my course and my teaching?

Who can I best engage with to improve my course and my teaching?

How can I inquire with others via scholarship of teaching and learning to study and improve my own and others' teaching processes?

	Current	Desired	
Beginning			Course/teaching assessment is limited to institutional student evaluations of teaching, with minimal or inconsistent application of the results to future improvements.
Emergent			There is some course/teaching assessment (e.g., institutional surveys and reflection), with some intentional use of the results to improve course design and instruction.
Deliberate			There is moderate course/teaching assessment (e.g., institutional surveys and peer review), with moderate use of the results to improve course design and instruction (e.g., course redesign and research into pedagogies and practices of instruction).
Integrated			There is a high degree of course/teaching assessment (e.g., pre-/post- testing of student learning, close examination of student products via scholarship of teaching and learning) with extensive use of the results to improve course design and instruction (e.g., consultations and participation in programs with a Center for Teaching & Learning).
Engaged with educational systems			There is a high degree of course/teaching assessment in collaboration with students (e.g., student focus groups, students as co-inquirers in scholarship of teaching and learning) with an extensive collaboration with students to improve course design and instruction (e.g., students as partners or learning assistants to support course and instructional design), in addition to support from institutional Centers and stakeholders to use evidence to improve curricula beyond the course in question (e.g., department chairs or deans).
Engaged with community and society			There is a high degree of course/teaching assessment in collaboration with students and community partners (e.g., student/community focus groups) with an extensive collaboration among all stakeholders to improve participatory course design and instruction processes, in addition to support from institutional and community stakeholders to improve curricula and processes of co-teaching with community members.

Domain 3: Learning Assessment

Action Assessment

Now that you have completed this domain, take a look at your responses to the domain's questions above.

What patterns do you see in your responses?

(For example, do you tend to rate your current teaching practices at the same level, or are they varied? On which practices are your current and desired ratings the closest? The farthest apart?)

What do your responses reveal about your current inclusive teaching orientations or strategies, and where do you have room for growth?

Prioritize the top 2 to 3 practices in this domain that you would like to investigate and improve.

(Note: You might select a particular practice because your current and desired responses are the farthest apart, revealing a significant area for growth. Conversely, you might focus on a practice for which your current and desired responses are close, perhaps making it easier to see change in the short term [i.e., "low hanging fruit"]. Remember there is no right or wrong choice and you can always come back later to focus on the others.)

What concrete steps might you like to take to grow toward where you want to be in these 2 or 3 priority practices?

(Note: You will find it most helpful if these concrete steps are relevant, specific, and achievable.)

Domain 4: Learning Experiences and Interactions

Class Norms

How can I create a classroom culture that supports integrity, diversity, inclusion, and belonging?
How can I co-create norms that encourage community-building, not merely compliance?
How can I co-create processes that honor civility and productive forms of conflict for learning?

Here, we ask you to consider how you can create a classroom culture that fosters informed, dynamic, diverse, just, and critical dialogue while supporting all students’ trust and belonging in the educational process.

	Current	Desired	
Beginning			Norms for the course are implied or established and articulated by the institution.
Emergent			Norms are minimal or established by me and/or campus policy; framing may be in terms of compliance; focus may be largely on academic integrity.
Deliberate			Norms determined with student feedback; framing may be in terms of compliance; focus is on basics of civility and honesty as well as academic integrity.
Integrated			Norms co-created by me and students; framing is in terms of community building not only compliance; focus is on ideals of inclusion, equity, and empowerment as well as civility, honesty, and academic integrity
Engaged with educational systems			Norms co-created by me and students; framing is in terms of community building and negotiating difference, not only compliance; focus is on ideals of inclusion, equity, and empowerment as well as civility, honesty, and academic integrity; attention to transforming unproductive conflict to productive conflict as a model for campus life.
Engaged with community and society			Norms co-created by me, students, and community partners; framing is in terms of community building and negotiating difference, not only compliance; focus is on ideals of inclusion, equity, empowerment, and ethics of community engagement as well as civility, honesty, and academic integrity; attention to transforming unproductive conflict to productive conflict as a model for community and social change.

Domain 4: Learning Experiences and Interactions

Sources of Knowledge

How can I ensure the course includes diverse voices as sources of knowledge and learning?
How can I help students to understand the (limited) diversity of voices that shape my (sub)discipline?
How can my students and I make new contributions to my (sub)discipline and foster epistemic justice?

	Current	Desired	
Beginning			Voices in the course (i.e., authors, lecturers, examples, case studies, students, etc.) represent a limited range of perspectives, experiences, cultures, or identities.
Emergent			Voices in the course represent a somewhat more diverse set of perspectives, experiences, cultures, or identities (e.g., a greater diversity of authors or examples).
Deliberate			Voices in the course represent a significant range of perspectives, experiences, cultures, or identities (e.g., guest instructors, co-teachers).
Integrated			Voices in the course represent a highly diverse range of perspectives, experiences, cultures, or identities; they help students better understand the epistemic limitations of existing scholarship in a (sub)discipline, the revival or creation of new theories and methods, the application to new contexts, etc.
Engaged with educational systems			Voices in the course represent a highly diverse range of perspectives, experiences, cultures, or identities; they help students, me, and other stakeholders in the (sub)discipline co-create new contributions to the (sub)discipline and foster epistemic justice.
Engaged with community and society			Voices in the course represent a highly diverse range of perspectives, experiences, cultures, or identities – including community members; they help all stakeholders co-create new contributions to the (sub)discipline, to epistemic justice, and to more just social systems.

Domain 4: Learning Experiences and Interactions

Supporting Students Who Struggle

How can I assess effectively and better support students who underperform?
How can I best provide struggling students with the resources they need to succeed?

	Current	Desired	
Beginning			There is little attempt to reach out or give special support to students who underperform beyond what is required by institutional policy.
Emergent			There are some efforts to assess students, identify students who underperform, and provide feedback about needed growth.
Deliberate			There are consistent efforts to assess students, identify students who underperform, communicate with them about their struggles, and support their intellectual development by providing academic resources in and outside of class.
Integrated			There are thoroughgoing efforts to assess students, identify students who underperform, communicate with them about their struggles, clarify learning goals, and support their holistic development by providing resources for their academic and personal growth.
Engaged with educational systems			There are thoroughgoing efforts to assess students, identify students who underperform, communicate with them about their struggles, identify academic and personal challenges, clarify learning goals, develop learning plans, and provide student- and instructor-based mentorship for academic and personal growth.
Engaged with community and society			There are thoroughgoing efforts to assess students, identify students who underperform, communicate with them about their struggles, identify academic and personal challenges, clarify learning goals, develop learning plans, and provide student-, instructor-, and community-based mentorship for academic, personal, and civic growth.

Domain 4: Learning Experiences and Interactions

Communication with Students

How can I provide all students with the direction and feedback they need to succeed?
How can I make sure all students, regardless of differences, can access and receive meaningful guidance?
How can I co-create a culture of open and productive communication about course material and assignments?

	Current	Desired	
Beginning			Minimal communications via syllabus, learning management system (LMS), or in-person meetings focused on clarifying requirements and course content and on providing feedback and grades.
Emergent			Some communications via syllabus, LMS, email, or in-person meetings focused on the learning goals and policies of the course, clarifying requirements and content, and providing feedback and grades.
Deliberate			Moderate communications across all platforms focused on learning goals and policies of the course, clarifying requirements and content, sharing assessment criteria via rubrics, providing assessment feedback and grades that are timely and fair.
Integrated			Highly transparent and participatory dialogue across all platforms focused on learning goals, policies, requirements, content, assessment criteria via rubrics, assessment feedback that is timely and fair, as well as pedagogies or methods of instruction and efforts to define and build a learning community.
Engaged with educational systems			Fully transparent and co-constructed communications among me, students, and other institutional stakeholders (departments, schools, and other units) about learning goals, policies, requirements, content, assessment criteria via rubrics, assessment feedback that is timely and fair, self- and peer-assessment, as well as pedagogies or methods of collective efforts to build a learning community – all for the sake of shared learning.
Engaged with community and society			Fully transparent and co-constructed communications among institutional and community stakeholders about learning goals, policies, requirements, content, assessment criteria via rubrics, assessment feedback that is timely and fair, self- and peer-assessment, as well as pedagogies or methods of collective efforts to build a learning community – all for the sake of shared learning and social transformation.

Domain 4: Learning Experiences and Interactions

Inclusive Facilitation

How can I be more attentive to, and supportive of, all student voices in classroom discussions?
How can I ensure all students have the belonging, preparation, and readiness to contribute to classroom discussions?
How can I model acceptance and inclusion of a diversity of student identities and perspectives?

	Current	Desired	
Beginning			Limited attention to how inclusive or equitable class discussions may be, and limited effort to enhance the belonging, preparation, or readiness less engaged students may bring to the dialogue (e.g., asking for all students to provide comments and ask questions).
Emergent			Some attention to how inclusive or equitable class discussions may be, and some effort to enhance the belonging, preparation, or readiness less engaged students may need to contribute to the dialogue (e.g., encouragement of less engaged students, asking for new voices to contribute).
Deliberate			Considerable attention to tracking how inclusive or equitable class discussions may be, and considerable effort to enhance the belonging, preparation, or readiness less engaged students may need to contribute to the dialogue (e.g., checking in with less engaged students to ensure they have the preparation and support they need, and encouraging more vocal students to step back).
Integrated			Regular and thorough attention to how inclusive or equitable class discussions may be, and thorough efforts to enhance the belonging, preparation, or readiness less engaged students may need to contribute to the dialogue (e.g., norming and modeling inclusion, using check-in or small group presentations to structure more inclusive participation).
Engaged with educational systems			Regular and thorough attention to how inclusive or equitable class discussions may be; thorough efforts to enhance the belonging, preparation, or readiness less engaged students may need to contribute to the dialogue; and endeavors to support inclusion and equity across academic affairs and student life in the institution.
Engaged with community and society			Regular and thorough attention to how inclusive or equitable class discussions may be; thorough efforts to enhance the belonging, preparation, or readiness less engaged students or community members may need to contribute to the dialogue; and endeavors to support inclusion and equity across the institution as well as in community and public life.

Domain 4: Learning Experiences and Interactions

Engagement with Difference via Culturally Responsive Teaching

How can I be sure to include and fully engage the diverse range of student voices in my course?

How can I be sure all student voices contribute to a dynamic and critical learning environment?

How can I be culturally responsive to the histories, identities, and contributions of all students, or engage students in just and equitable ways, including under-represented and marginalized students?

	Current	Desired	
Beginning			Limited acknowledgement of the diversity of perspectives, experiences, or backgrounds among students, instructor(s), or others who inform the course (authors, guest lecturers), and limited efforts to incorporate them into the learning process.
Emergent			Some acknowledgements of the diversity of perspectives, experiences, or backgrounds among students, instructor(s), or others who inform the course (e.g., syllabus diversity statements) and some effort to incorporate them into the learning process (e.g., my personal interest in student dialogue outside of class).
Deliberate			Moderate acknowledgement of the diversity of perspectives, experiences, or backgrounds among students, instructor(s), or others who inform the course (e.g., class dialogues about the learning benefits of diversity) and moderate effort to incorporate them into the learning process (e.g., my efforts to be inclusive of diverse perspectives in class dialogue and being culturally responsive to different students' learning process).
Integrated			Consistent and thorough acknowledgement of the diversity of perspectives, experiences, or backgrounds among students, instructor(s), or others who inform the course (e.g., efforts to diversify content) and consistent efforts to incorporate them into a just and engaging learning process (e.g., dialogue that helps students achieve greater self-awareness and personalize course content, assignments, and learning goals).
Engaged with educational systems			Highly collaborative acknowledgement among all institutional stakeholders of the diversity of perspectives, experiences, or backgrounds among students, instructor(s), or others who inform the course (e.g., co-constructed norms for honoring diversity and equity) and collaborative efforts to realize them in a just and engaging learning process (e.g., collaborative learning strategies, assignments that build cultural competencies).
Engaged with community and society			Highly collaborative acknowledgement among all institutional and community stakeholders of the diversity of perspectives, experiences, or backgrounds among all who inform the course (e.g., co-constructed norms for honoring diversity and equity in class and in the community) and collaborative efforts to realize them in the a just and engaging learning process as well as in community or public life (e.g., developing cultural competencies to foster greater inclusion and equity in community or public action).

Domain 4: Learning Experiences and Interactions

Supporting Belonging and Community

How can I ensure all students find belonging and community in my course through trust and common purpose?

How can I co-create a classroom culture in which all students support one another in the learning process?

How can I expand the classroom community to campus and community stakeholders in the course?

	Current	Desired	
Beginning			Beyond general niceties and responsiveness, there is limited effort to support student belonging or community
Emergent			Some efforts to support student belonging and build community through trust and common purpose. For example, building rapport and welcoming students with openness, friendliness, broad accessibility, and explicit commitments to student well-being.
Deliberate			Moderate efforts to support belonging and build community. For example, through syllabus or in-class statements in support of diversity, inclusion, and equity in the course, in addition to intentional work to include diverse voices in the readings, examples/cases, guest speakers, and among the student participants.
Integrated			Thoroughgoing efforts to support belonging and build community among myself and students. For example, adopting a “growth mindset” (Dweck, 2007) or asset-based approach in all communications with students, ensuring they have the encouragement and support to participate fully and in diverse, personally relevant ways.
Engaged with educational systems			Highly collaborative efforts among myself and students and other institutional stakeholders in co-creating a culture of belonging and community in the course. For example, using highly collaborative and inclusive dialogue across differences that explicitly honors everyone’s contributions, supporting personalized and meaningful learning plans, or fostering a sense of epistemic justice in the (sub)disciplinary focus of the course.
Engaged with community and society			Highly collaborative efforts among all stakeholders, including community partners, in co-creating a culture of belonging and community in the course. For example, honoring the mutual contributions of community partners, students, and myself in the co-creation of knowledge and skills of social change work.

Domain 4: Learning Experiences and Interactions

Action Assessment

Now that you have completed this domain, take a look at your responses to the domain's questions above.

What patterns do you see in your responses?

(For example, do you tend to rate your current teaching practices at the same level, or are they varied? On which practices are your current and desired ratings the closest? The farthest apart?)

What do your responses reveal about your current inclusive teaching orientations or strategies, and where do you have room for growth?

Prioritize the top 2 to 3 practices in this domain that you would like to investigate and improve.

(Note: You might select a particular practice because your current and desired responses are the farthest apart, revealing a significant area for growth. Conversely, you might focus on a practice for which your current and desired responses are close, perhaps making it easier to see change in the short term [i.e., "low hanging fruit"]. Remember there is no right or wrong choice and you can always come back later to focus on the others.)

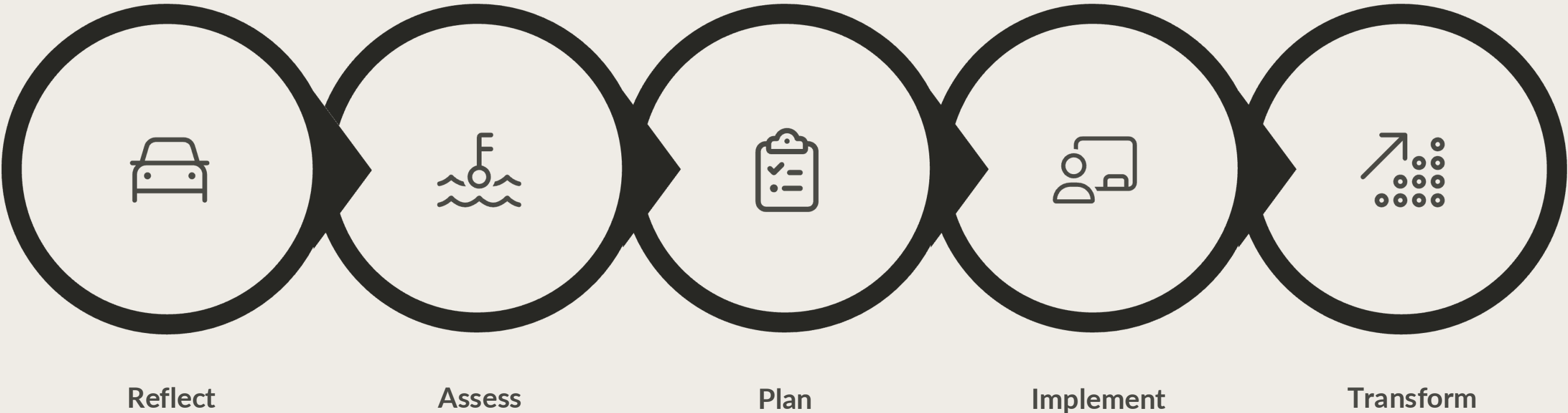
What concrete steps might you like to take to grow toward where you want to be in these 2 or 3 priority practices?

(Note: You will find it most helpful if these concrete steps are relevant, specific, and achievable.)

Conclusion

Congratulations, you have completed the rubric! We hope it has helped you move along your path towards greater inclusive and equitable teaching, and that it will promote the engagement and growth of you and your students. We invite you to return to the rubric periodically as you cycle through new phases of reflection, assessment, and implementation in your inclusive teaching.

Thank you again for your commitments to this work and all that it may mean to you, your students, and our broader world.



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