

Teaching Quality Framework Rubric - Diversity, Equity, Inclusion, and Belonging Focus [last updated 07/09/2022]

This tool is a subset of the Teaching Quality Framework (TQF) Rubric containing only the evaluation criteria that pertain explicitly to drawing from diverse perspectives, engaging in equitable and inclusive practices, and improving students' sense of belonging. These elements should not be seen as separate from the complete TQF Rubric, but as a reference for those interested in examining these criteria within existing evaluation practices. Diversity, equity, inclusion, and belonging are interwoven with all of the dimensions of the TQF Rubric and these specific criteria are meant to be used in conjunction with the full version of the rubric.

This abbreviated form of the rubric is intended for use by instructors/departments with existing evaluation tools who are interested in specifically addressing issues of diversity, equity, inclusion, and belonging. Since these criteria are new additions to the TQF Rubric as of September 2020 (and updated in 2022), instructors/departments interested in looking specifically at changes made to the Rubric may find this supplement helpful as well. This tool provides examples of possible assessment criteria within each of the 7 dimensions of quality teaching along with resources and readings to support those interested in addressing diversity, equity, inclusion, and belonging in their teaching.

In the tables that follow, *Italicized parentheticals* indicate the TQF dimension the criterion was pulled from, using the following shorthand: *Goals* = Goals, Content, & Alignment; *Preparation* = Preparation for Teaching; *Methods* = Methods & Teaching Practices; *Interaction* = Presentation & Student Interaction; *Outcomes* = Student Outcomes; *Mentorship* = Mentorship & Advising; *Reflection* = Reflection, Development, & Teaching Service/Scholarship.

***An Acknowledgements about Inclusive Teaching: several criteria reference inclusive environments, and/or, inclusive pedagogy. As this is a growing area of professional development that is still being learned, we acknowledge compassion for growth, acceptance, and time involved in developing these skill sets.

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Basic TQF Rubric Evaluation Criteria pertaining to diversity, equity, inclusion, and/or sense of belonging

- Demonstrates a goal to integrate diverse perspectives into their courses (*Goals*)
- Class structure and expectations (including grading policies) are clearly explained and communicated to students on the syllabus (*Preparation*)
- Plans materials that are accessible and inclusive for all learners in the class (*Preparation*)
- Course communication (e.g., webpage/LMS/other technology) is used to significantly improve student communication/access to course materials (*Preparation*)
- Evaluates students fairly and equitably in a timely manner appropriate to the course and its goals (e.g., rubrics are applied uniformly to all students in the course and rubric criteria are directly reflective of student performance)¹ (*Methods*)
- Ensures students have adequate time and resources to complete assignments, including working with student accommodations in a timely manner (*Methods*)
- Students are treated with understanding, dignity, and respect¹ (*Interaction*)
- Creates climate that fosters inquiry, cooperation, learning, and inclusivity in the class (*Interaction*)
- Makes clear to students the expectations faculty have for receiving or giving aid in examinations and other graded assignments¹ (*Interaction*)
- Office hours are posted and explained to students¹ (*Interaction*)
- Provides a variety of ways for students to succeed and/or demonstrate their learning on assessments (*Outcomes*)
- Evaluates student's/mentee's complete performance fairly and equitably in a timely manner when providing a professional reference¹ (*Mentorship*)
- Respectful and supportive of students' / mentees' diverse goals and values (*Mentorship*)
- Attentive to how to best support mentees/advisees from groups that are historically marginalized or underrepresented in the field/academia (*Mentorship*)
- Demonstrates sensitivity to student wellness / wellbeing / mental health (e.g., has a basic grasp of campus resources & referral services) (*Mentorship*)
- The instructor reflects on course design, course delivery, student evaluations, and other student learning data connected with diversity, equity and inclusion in order to make improvements in practice (*Reflection*)
- Demonstrates awareness of local, campus-based DEI and teaching centers that offer consultation, events, and resources to support reflection on, and infusion of, DEI strategies and perspectives in course design and teaching² (*Reflection*)

Professional TQF Rubric Evaluation Criteria pertaining to diversity, equity, inclusion, and/or sense of belonging

- Course goals/learning outcomes are attentive to diversity, equity, and inclusion in the classroom (*Goals*)
- Actively integrates diverse perspectives into materials and course content (e.g., course content explores a broad range of diverse contributions to the discipline, images/representations/readings/sources reflect diversity, etc.)² (*Goals*)
- Develops support structures towards student learning (*Preparation*)
- Can identify common challenges with course content (*Preparation*)
- Active consideration and planning for how diverse learners will engage with activities and content (*Preparation*)
- Uses high impact, evidence-based, and/or inclusive teaching pedagogies / methods to improve student understanding (*Methods*)
- Methods and practices are informed by a knowledge of the student population (e.g., information on college population from ODA surveys, anonymous pre-surveys to get to know a class as a whole, accommodation services, etc.) (*Methods*)

¹ Adapted from the CU Boulder Professional Rights & Responsibilities of Faculty Members, which describes the professional standards all CU faculty members are expected to maintain:

<https://www.colorado.edu/academicaffairs/professional-rights-and-responsibilities-faculty-members-and-roles-and-professional-responsibilities>

² Drawn from the Diversity, Equity, and Inclusion Course Design Rubric from UC Merced found here: <https://teach.ucmerced.edu/pedagogy-guides>

- Trains students to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish and meet team goals, plan tasks, (where applicable) (*Interactions*)
- Demonstrates a basic understanding of how inequity in the discipline and classroom can impact learning experiences (*Interactions*)
- Shares information about mitigating, addressing, and handling bias in the class and has a plan in place for addressing any possible microaggressions and implementing microaffirmations in class³ (*Interactions*)
- Clear efforts to support learning for students historically underrepresented or marginalized in the field, academia, and/or society (*Outcomes*)
- Demonstrates awareness of places where bias may enter assessment, and attempts to mitigate those biases (*Outcomes*)
- Actively works to recruit and support student mentees from groups that are historically marginalized or underrepresented in the field or society (*Mentorship*)
- Participates in PD* opportunities that advance understanding of teaching and learning practices (e.g., inclusive and equitable pedagogy, evidence-based practices, open pedagogy, culturally responsive teaching and mentoring, and/or other up-to-date scholarship on teaching and learning) (*Reflection*)

Advanced TQF Rubric Evaluation Criteria pertaining to diversity, equity, inclusion, and/or sense of belonging

- Utilizes diverse student and instructor experiences and perspectives as resources, and emphasizes the enrichment they bring to the course (*Goals*)
- Some student learning outcomes focus on developing skills / understanding of equity / inequities in the discipline (*Goals*)
- Has prepared, and worked to improve, activities to help students overcome challenges (*Preparation*)
- Intent to be equitable, inclusive, and to foster students' sense of belonging shapes all aspects of course development and implementation, including course goals, student learning outcomes, assessments of student learning, content, project design, etc. (*Preparation*)
- Is attentive to success of students from historically underrepresented and marginalized groups in the field and academia (*Preparation*)
- Integrates a variety of inclusive teaching and learning approaches that are easily apparent in teaching practices and designed to respond to the diverse experiences of students in their classes (*Methods*)
- Recognizes multiple ways of knowing and incorporates multiple ways of knowing into teaching and learning practice (*Methods*)
- Teaches students how to engage across diverse groups of learners and experiences (*Interactions*)
- Makes space for students to discuss inequity and exclusion they may be experiencing in the classroom and discipline (*Interactions*)
- Actively works to disrupt inequities in the discipline and classroom (*Interactions*)
- Uses instructional design for peer learning and regular direct communication between students and faculty to foster a sense of belonging (*Interactions*)
- Students perceive the instructor values diversity, equity, and inclusion, both within the classroom and the discipline (*Interactions*)
- Explicit attention to and description of a broad definition of "success" for a diverse array of learners (*Outcomes*)
- Demonstrates understanding and awareness of the depth of students'/mentees'/advisees' (intersecting) identities (*Mentorship*)
- Proactively supports mentees/advisees in navigating exclusive and inequitable environments and intervenes where needed on their behalf (*Mentorship*)
- Works on curricular change efforts to integrate a value for diversity, inclusion and equity as an important influence on teaching in classes (*Reflection*)
- Develops and shares (locally or beyond) materials supporting inclusive pedagogical practices in the classroom, mentoring experiences, or elsewhere (*Reflection*)
- Supports others (particularly faculty) in the use of inclusive pedagogical practices (*Reflection*)

³ Drawn from the Diversity, Equity, and Inclusion Course Design Rubric from UC Merced found here: <https://teach.ucmerced.edu/pedagogy-guides>

CU Boulder Resources for Diversity, Equity, and Inclusion Focused Teaching and Learning

Here are some resources available from CU Boulder that may be able to provide information and support for those focusing on addressing diversity, equity, and inclusion in their teaching.

Inclusivity resources can be found at the Center for Teaching and Learning website:

<https://www.colorado.edu/center/teaching-learning/inclusivity>

Campus-wide and off-campus resources can be found at the Office of Diversity, Equity, and Community Engagement (ODECE):

<https://www.colorado.edu/odece/campus-actions>

Campus-wide inclusion resources, including SafeZone, Anti-racism, and Anti-sexism training:

<https://www.colorado.edu/cisc/trainings-workshops>

Continued Reading

Resource Collections

Colorado Department of Higher Education. (2013). [Equity Toolkit](#).

Society for the Advancement of Biology Education Research (SABER). (2020). [SABER's Diversity and Inclusion Resources](#).

Student Experience Project at <https://studentexperienceproject.org/>

University of California, Merced. [Cultivating Equitable and Inclusive Environments](#). 2022.

White, K & Apkarian, N. (2020). [Start somewhere: Resources on equity and inclusion for STEM and higher education](#). Accelerating Systemic Change Network (ASCN).

Articles/Papers

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Dewsberry, B.M. (2017). On faculty development of STEM inclusive teaching practices. *FEMS Microbiology Letters*, 364(18), <https://doi.org/10.1093/femsle/fnx179>

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Lee, C. D. (1998). Culturally Responsive Pedagogy and Performance-Based Assessment. *The Journal of Negro Education*, 67(3), 268-279. <https://doi.org/10.2307/2668195>

Lee, K. (2007). [The Importance of Culture in Evaluation: A Practical Guide for Evaluators](#). *The Colorado Trust*.

Sathy, V. & Hogan K.A. (2019). [How to Make Your Teaching More Inclusive](#). *The Chronicle of Higher Education*

Glossary of Key Terms

Evidence-Based Practices (EBP). Also referred to as Evidence-Based Instructional Practices (EBIP) or Evidence-Based Teaching (EBT) are practices that support students' development of long term conceptual understanding and problem-solving skills. These practices have evidence through formal studies or research of producing improvements in student outcomes. [Groccia and Busket \(2011\)](#) define EBT as "the conscientious, explicit, and judicious integration of best available research on teaching technique and expertise within the context of student, teacher, department, college, university, and community characteristics." Examples of these practices can be found at <https://www.colorado.edu/csl/resources/instructional-innovations>

High-Impact Practices (HIP). These teaching and learning practices that evidence shows increase rates of student engagement and retention; aspects of HIP include intentionality, interaction, and reflection (Kuh, 2008) and can include capstone courses and projects, first-year seminars, and undergraduate research as examples. More information on HIP can be found at <https://www.colorado.edu/center/teaching-learning/teaching-resources/inclusive-pedagogy/use-high-impact-practices>

Inclusive Pedagogy. According to [Dewsbury \(2017\)](#), inclusive pedagogy is a "philosophy of teaching that provides equal opportunities for all students to have a successful learning experience". The [Center for Teaching and Learning at CU Boulder](#) has a range of resources available for growth in this area. See also additional resources above.

Learning Goals. While these are often used interchangeably with **Learning Outcomes**, in this document "learning goals...describe what an instructor, program, or institution aims to do." In contrast, learning outcomes are described in terms of what a "student is able to do as a result of completing a learning experience." (more on Learning Outcomes below). Essentially, the difference hinges upon who will be performing the activities.

<https://resources.depaul.edu/teaching-commons/teaching-guides/course-design/Pages/course-objectives-learning-outcomes.aspx>

Learning Outcomes. While Learning Outcomes are often used interchangeably with **Learning Goals** or Learning Objectives, in this document Learning Outcomes refer to "specific statements of what students will be able to do when they successfully complete a learning experience." While the learning experience can be at different scales (e.g., Program, Course, Module/Activity, Unit, or Week), "they are always written in a student-centered, measurable fashion that is concise, meaningful, and achievable."

<https://resources.depaul.edu/teaching-commons/teaching-guides/course-design/Pages/course-objectives-learning-outcomes.aspx>

Ways of Knowing. Essentially how we know what we know, e.g., through our sensory perceptions, logic & reasoning, authority, and intuition ([Ehman 2000](#)). Beliefs around how we obtain knowledge (epistemological beliefs, [Hofer & Pintrich 1997](#)) can influence instruction, learning, motivation, and achievement.