UNIVERSITY OF CALIFORNIA

Diversity, Equity, and Inclusion Course Design Rubric

Introduction:

This rubric seeks to support the intentional development of equitable, and inclusive higher education courses by individual practitioners as well as course design and delivery teams. This is not an exhaustive rubric but may guide and focus discussion and decision-making around diversity, equity, and inclusion (DEI) research and best practices. Many of the suggested guidelines adopt a Universal Design for Learning (UDL) framework and are effective teaching and learning practices in general.

The rubric is being reviewed regularly and may be updated from time-to-time with additional content. Once you have used our rubric, we would appreciate your feedback on applications or ways to improve this resource. We invite you to complete this three minute DEI Rubric Feedback Survey.

Getting Started:

- The rubric is designed to be used as a whole or in part and individual practitioners and design teams may adapt it for specific course or campus needs.
- For each dimension, the levels of achievement begin with a baseline set in 'Start,' are built upon in 'Extend,' and then optimized in 'Enhance.' Levels are distinguished by strategic priority and type of intervention.
- A 'Notes' section is provided for reflective notes by individual practitioners, for feedback from instructor peers, or for recording discussion within course design and delivery teams.
- The rubric can be applied at different stages of course development and delivery and is meant to support a reflective, collaborative, and iterative course design process.

Dimension & Levels of Achievement	Start	Extend	Enhance	Notes
Syllabus & General Course Design Diversity and inclusion are explicitly recognized and valued in the syllabus and overall course design. Read more about Inclusive Teaching and Course Design See Policy 4400: Policy on University of California Diversity Statement	[ ] The syllabus includes: ● clear, specific, and inclusive course learning objectives, expectations, and deadlines ● a diversity statement that acknowledges: ○ that diversity is valued in the course - that all students, regardless of racial/ethnic, cultural, gender, age, social class, and other kinds of human difference are important and equal partners in the education process; ○ the importance of inclusivity and respect for all students and their contributions.	[ ] Course guidelines, course content, classroom behaviors, activities, and assignments: ● affirm respect for diversity and inclusivity; ● accommodate different ways of knowing and learning; ● provide multiple attempts for learning; ● reduce the negative effects of stereotype threats on performance; (e.g., provide role models that challenge stereotypic assumptions); ● encourage respectful communication to promote inclusivity, reduce polarization and marginalization; ● foster a spirit of collaboration and equal partnership and encourage student ownership of a course.	[ ] Course content, activities, and assessments are transparent and authentic in nature and are aligned with specific principles of Universal Design for Learning (UDL); [ ] Equitable grading practices are described clearly; [ ] The instructor utilizes campus resources to understand and support diverse student needs.	

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Dimension & Levels of Achievement	Start	Extend	Enhance	Notes
Student Support All learners should have access to academic and student support services throughout the course. Your institution, college, department, or program may have specific language or templates for how to support students. See the accompanying References and Resources listings.	[ ] The syllabus outlines student support and well-being services in these areas: ● general student assistance; ● online academic supports; ● assistance with using technology; ● health and well-being resources; ● resources for students with disabilities.	[ ] There are clear explanations and pathways for students to access and utilize all needed resources throughout the course.	[ ] The instructor solicits feedback from students throughout the course to provide additional resources and just-in-time student support.	

Dimension & Levels of Achievement	Start	Extend	Enhance	Notes
Content, Activities, and Engagement Course materials and activities should be aligned with learning outcomes and designed with consideration for diversity, equity, and inclusion. Learners should be able to see themselves represented in the course content and/or discipline. Campus teaching centers provide resources and professional development on best practices.	[ ] Course content explores a broad range of diverse contributions to the discipline; [ ] Images, representations, readings and sources reflect diversity and/or [ ] the instructor acknowledges the lack of diversity in the discipline or topic under study, and provides a platform for discussion around representations and stereotypes.	[ ] The course utilizes diverse student and instructor experiences and perspectives as resources, and emphasizes the enrichment they bring to the course. [ ] Multiple course activities require students to connect course content to: ● their own lives and/or reflect on course content in relation to a variety of perspectives; ● students' communities and/or social and cultural groups of reference, and the socio-cultural backgrounds of others.	[ ] Course content and activities are transparent and authentic in nature and are aligned with specific principles of Universal Design for Learning (UDL), i.e., multiple means of representation, action and expression, and/or engagement.	

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Dimension & Levels of Achievement	Start	Extend	Enhance	Notes
Building Relationships The instructor builds relationships with and among students to promote community building and academic success through opportunities for holistic social and emotional growth. Learn more about social and emotional learning (SEL).	[ ] The instructor demonstrates a welcoming approach that respects and values diverse abilities, talents, life experiences, and ways of knowing, and recognizes their importance for collaborative learning. [ ] The instructor communicates inclusive and attainable high expectations; provides explicit criteria for success for all students.	[ ] The instructor makes intentional efforts to learn who students are individually, including asking students their pronouns and how to pronounce their names. What are personal pronouns and why do they matter? [ ] The instructor solicits, respects, and adjusts to students' communication preferences. [ ] The instructor provides multiple specific and intentional individual and/or group course activities where students interact with each other in ways that value diverse student experiences and perspectives.	[ ] The instructor engages students in learning opportunities above and beyond required course work. [ ] The course requires regular interaction designed to strengthen student connections based on diverse student experiences and perspectives.	

Dimension & Levels of Achievement	Start	Extend	Enhance	Notes
Human Interaction Bias The instructor and learners should be aware of any biases or stereotypes that may interfere with their learning.	[ ] Human biases are acknowledged; [ ] There is information about mitigating, addressing, and handling bias in the class; the instructor has a plan in place for addressing any possible micro-aggressions and implementing micro-affirmations in class.	[ ] The instructor demonstrates self-reflection on their own biases. [ ] Trigger warnings (or "content advisories") are included for sensitive content that may negatively impact learners.	[ ] Learning activities encourage continual learning and analysis of representations, stereotypes, and human biases throughout the course.	

Dimension & Levels of Achievement	Start	Extend	Enhance	Notes
Technology Educational technology tools support learning outcomes and provide equitable opportunities for student success. Consult your local IT or EdTech department for more information.	[ ] The syllabus clearly sets out: ● all technology required for the course; ● where/how students can get assistance with required course technology; ● VPN access and information.	[ ] The course supports mobile learning and is designed for flexibility, for students with a variety of devices, broadband access, and experience with technology. [ ] Technology is listed in the learning module or activity that requires it; [ ] Resources for technology help are provided in context (e.g., video tutorials, help desk, disability support).	[ ] The syllabus offers clear alternatives for students with technology impediments. [ ] Any technology limitations do not negatively impact student learning activities or learning assessments. [ ] Consult with an accessibility expert or an instructional designer about equitable implementation of course technology	

Dimension & Levels of Achievement	Start	Extend	Enhance	Notes
Accessibility The instructor ensures equitable and inclusive practices for accessibility by all learners. See: Accessibility is for everyone (UCOP) More on accessible course design.	[ ] The instructor provides clear instructions for how to request an accessibility (disability) accommodation in the course syllabus. [ ] The instructor provides options for students to access the content based on technological, wifi, and/or time zone limitations faced by some students in the course	[ ] The instructor acknowledges that navigating course material may become a struggle for some students and outlines clear, simple steps for obtaining assistance.	[ ] The instructor makes sure that content and activities are clearly aligned with all institutional accessibility guidelines and the course reflects Universal Design for Learning (UDL) principles.	
Continuous Improvement and Self-evaluation The instructor engages in continuous reflection, self-evaluation, and self-improvement - key components in the development of an equity-oriented mindset.	[ ] 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.	[ ] The instructor is aware 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 teaching.	[ ] The instructor identifies and communicates areas in need of improvement to administrators and other stakeholders in order to promote broader institutional change.	

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NOTE: A select list of **UC Resources for Diversity, Equity, and Inclusion** can be found at: https://tinyurl.com/55b8j9dd

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