

A&S RAPs Rubric of Criteria for Teaching Excellence

Part I: Inclusive Teaching Assessment Rubric

Inclusive teaching in the RAPs at CU Boulder is designed with an eye toward the wide range of ways in which our students and educators teach and learn. In part, inclusivity means supporting diverse approaches to learning using a variety of teaching practices. Inclusivity also involves sensitivity to and support for diversity of students and faculty from across a range of social, economic, and demographic factors. In the RAPs, this sensitivity is geared toward initiatives in the classroom but also involves engagement with students in co-curricular and community-building activities, fostering a sense of belonging, and supporting their efforts to achieve their professional and personal goals.

Evaluation Criteria

Foundational:

- Creates a supportive environment that is consistently respectful, cooperative, inclusive, and gives each student equal access to learning
- Acknowledges challenges a diverse range of students face
- Designs tasks that build a shared identity and a sense of belonging as part of an inclusive and diverse learning community
- Makes use of course materials/content that include diverse perspectives appropriate to subject/field
- Receives student feedback indicating instructor accessibility and interaction skills are positive
- Demonstrates awareness of places where bias may enter assessment, and attempt to mitigate those biases
- Provides a variety of ways for students to succeed and/or demonstrate their learning, with particular attention to being inclusive and equitable
- Encourages respectful, friendly, and empathetic interactions between students in all parts of the RAP so that everyone is visible in the learning community

Advanced:

- Demonstrates an awareness of power dynamics with students
- Addresses challenges that a diverse range of students face
- Actively works to disrupt inequities in the discipline and classroom
- Designs assessments in a way which considers equity
- Gives explicit attention to describing a broad definition of “success” for a diverse array of learners
- Designs curriculum that includes scaffolding to support students in overcoming common challenges
- Strongly values diversity, equity, and inclusion in ways that students recognize
- Supports learning for and mentorship of students historically underrepresented or marginalized in the field, academia and/or society
- Pursues professional development opportunities to stay current with the latest scholarship in inclusive teaching pedagogies and methods
- Teaches students how to engage across diverse groups of learners and experiences
- Makes space for students to discuss inequity and exclusion they may be experiencing in the classroom and discipline
- Demonstrates understanding of students’ (intersecting) identities
- Works on curricular change efforts to integrate a value for diversity, inclusion and equity as an important influence on teaching
- Provides mentoring and informal advising that empowers students to navigate transition to college and adjust to first-year experience and fosters a sense of belonging to the RAP and the University
- Designs and implements co-curricular activities that encourage a sense of belonging for all students in the RAP and the University

Part II: Scholarly Teaching Assessment Rubric

Scholarship on teaching and learning and domain-specific studies of education provide clear pictures of effective, evidence-based and often innovative approaches for our CU Boulder RAP educators to draw from and contribute to. These high-impact practices may include (and are not limited to): engaging students in classroom settings; challenging them appropriately; providing structured research experiences; providing experiential learning opportunities; bringing appropriate faculty research or creative work into our classrooms; developing technology-based and innovative teaching methods; individualized mentoring; and nurturing a sense of identity, belonging, and reflection among our students. Scholarly approaches to teaching at CU-B and in the RAPs encourage our own continued development as educators and may seek to make our practices and impacts visible through dissemination and peer review.

Evaluation Criteria

Foundational:

- Selects teaching resources, materials, activities, and/or methods (evidence-based) that are shown to enable learning
- Knows subject on deep level, including current research, interaction with other topics
- Encourages student self-assessment or metacognitive reflection on work
- Reflects on teaching in a way that is informed by multiple sources of evidence/feedback (e.g., students, peers, literature on teaching and learning, professional development opportunities)
- Participates in the occasional professional development opportunity that advance understanding of field/subject matter and of teaching and learning
- Uses assessment practices that include measuring student learning outcomes
- Develops assignments that encourage students to navigate complex information landscapes (information literacy)

Advanced:

- Regularly participates in professional development activities and discussions with peers about teaching and learning, including inclusive and equitable pedagogy, evidence-based practices, open pedagogy, and other up-to-date scholarship on teaching and learning
- Employs systematic collection of classroom data (including student feedback) to iterate on and improve teaching, and communicates this back to students
- Uses high-impact and/or evidence-based methods to improve student understanding
- Uses research-validated tools for measuring student understanding (e.g., pre/post tests)
- Connects standards for evaluating student understanding to program/curriculum expectations
- Creates mentoring guidelines or programs that can be used by others
- Actively mentors others about teaching and/or formally shares teaching ideas, examples, materials, or methods (e.g., presentations, publications, seminars)
- Participates frequently in departmental and/or institutional teaching-related committees which have impact on departmental and/or institutional practices
- Recognized leadership role in significantly improving teaching on campus (e.g., awards earned, or with respect to curricular planning, assessment)
- Incorporates campus academic resources into course curriculum (e.g. introducing students to campus libraries, museums, CWA, departmental seminars, participation in ongoing research etc.)

Part III: Goal-Oriented Teaching

Hallmarks of quality teaching in the RAPs at CU Boulder include teaching that is: (1) guided by clearly articulated learning goals which are made visible to students; (2) based on a curriculum designed to prepare, enact, and achieve those goals; and (3) and responsive to various forms of feedback, including evidence of impacts on learning. Additional elements of goal-oriented teaching may include a focus on RAP-wide student learning outcomes, improving and adapting to the needs of diverse learners, and connecting these goals to scholarly teaching practices in part three of this rubric.

Evaluation Criteria
Foundational: • Plans syllabus, activities, assignments, and course materials well and demonstrates a commitment to meaningful assignments • Covers an appropriate range and depth of course topics for level and field of study • Aligns course materials and content with course goals/student learning outcomes that are appropriately challenging • Provides regular opportunities for students to practice important skills and concepts aligned with course goals/student learning outcomes • Gives students regular feedback on their mastery of important skills and concepts • Consistently works to improve student outcomes and support learning for all students • Makes course essentials that include syllabus, assignment information, and office hours clearly available on Canvas course site Advanced: • Communicates learning goals explicitly, clearly, and regularly to students • Relates course content to current developments in field • Evaluates student achievement with a clear, evidence-based approach • Integrates content from other topics/courses and/or makes interdisciplinary connections if appropriate • Connects course learning goals clearly to curricular, programmatic, departmental, and RAP goals • Invites or encourages students to define some of the class activities/goals • Facilitates student learning which supports success in other contexts (e.g., subsequent courses or non-classroom venues) • Uses instructional design for peer learning and regular direct communication between students and faculty to foster a sense of belonging • Includes high impact practices such as object-based learning, place-based learning, project-based learning, service learning, or community engagement-based learning in instructional design • Includes active or inquiry-based learning which increases student agency in their own learning as part of instructional design (i.e. using problem-based, discovery, or constructivist learning techniques)

*This set of criteria will be considered when looking at promotion, **though no one person is expected to meet every single criterion on these lists**. It also informs the other multiple measures that are in use. This list is intended to be given to instructors as part of their onboarding to a RAP position with the indication that some number of the basic criteria are expected of all who teach in the RAPs and that the gradual addition of advanced criteria are the kinds of things that will lead to stronger evaluations and consideration for promotion.*