

Teaching Excellence with Equity Evaluation Rubric

Program Description: The description includes clear information about a program aimed at closing equity gaps through teaching excellence and building inclusive classroom environments. In addition, the description includes information about implementing inclusive excellence, culturally responsive pedagogy, reflective practice, action research, or other approaches supported by the literature which are aimed at improving student success and closing equity gaps, particularly across racial and ethnic demographics. Key strategies are described in how the program will benefit the college. Proposals should also include key stakeholders that will contribute to the program.

Supporting Data and Success Determination: Data is provided that led the applicant to pursue this program. Specifically, trend equity gap data from the last 3-5 years. The proposal addresses how this grant will explicitly target closing those equity gaps. This data can be quantitative and/or qualitative (campus climate results, student experience survey results). Proposals should also include how success of the grant will be determined linking strategies of the program and the data.

Creating Buy-in: The process for creating buy-in about the proposed program from faculty and instructors is included in the proposal. There will be details explaining what feedback was received from faculty and instructors as well as feedback from external partners if applicable. If external partners are named in the description of the proposal then there is a process mentioned of how they were engaged in the buy-in process.

Scaling and Impact: Proposals with the broadest reach will address the potential action's scope of impact at the institution(s). Proposals that affect the entire campus community, proposals that affect more than one division, and/or proposals that affect multiple colleges are considered as having the broadest potential influence. The committee will also consider the depth of a proposed action when making evaluations. For example, if a proposal has a limited potential impact in terms of numbers of individuals but a qualitatively deep change, that will also be taken into consideration by the grant committee.

Reporting: With the goals of organizational learning and maximizing impact in mind, proposals delineate when reporting will happen, what will be reported on, and how results will be communicated inside and outside the college(s). Grant applications will include plans to share program results at the Summer Intensive Teaching and Learning Institute.

Budget: A clear budget includes information about overall program costs and answers to each of the questions in the application. In addition, a strong budget proposal will break down expenditures by type (professional development, release time, consultants, travel, training, etc), as well as any in-kind contributions from the college(s).

Timeline and Implementation Plan: The proposal includes a timeline of a clear plan for implementation by May 31, 2022. The timeline includes a description of each step of the process from beginning to end, including how the impact of the program will be assessed. A realistic timeline and implementation plan

takes into consideration the demands of the applicant's teaching schedule and the amount of time in which a particular action can reasonably be completed.

Assessment: Reviews the overall success and impact of program implementation. A strong assessment reviews how implementation correlates to college and inclusive excellence goals, and measure the results of program implementation.

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Program Description	The proposal includes multiple strategies mentioned in the purpose of the grant. Specifically centers racial or ethnic implications in description. Names multiple partners and how they will be involved.	Proposal includes one strategy mentioned in the purpose of the grant. Briefly discusses racial and ethnic implications. One key partner and their involvement is mentioned.	The proposal is unclear on what the focus will be for the program. Strategies are incomplete or not mentioned. Does not include racial or ethnic implications. No key partners are mentioned.
Supporting Data & Success Outcomes	Equity trend data from 3-5 years is included and has clear rationale of how it has informed the proposal. Clear & succinct connection of the data to goals of the program. New target data included with rationale as to why specific targets were set to address closing equity gaps of students of color. Proposal has clearly stated how success would be determined using target data and is aligned with strategies of the program.	Trend data is provided but not linked to the goals of the program. Rationale is not clear on how data informed the proposal. Target data is included but not clear on why targets were selected. Success determination only aligns with one strategy of the program but not the target data.	Data is missing or recent trends not included. No rationale as to how data informed the proposal. Data is missing for students of color. Does not include how success will be determined or how it will be linked to target data.
Creating Buy-In	Specific strategies used to engage faculty in the development of the grant are clearly stated and include input from faculty and instructors. Proposal includes input from external partners named in the description (if applicable).	Only one strategy is mentioned of how faculty and instructors were engaged in the development of proposal. No input from faculty or external partners is included (if applicable).	No strategies are included in how faculty and instructors were engaged in development of proposal. No input from external partners or faculty and instructors is included.
Scaling and Impact	Proposal demonstrates collaboration with other colleges for broader impact. OR proposal details a specific plan to scale successful strategies within the institution.	Proposal includes college-wide or multi-division impact OR includes deep change within a single division and includes indication of plans to scale within the institution.	Proposal is limited to one institution and does not include a plan on how to scale successful strategies.
Reporting	Proposal includes information about how results will be communicated to stakeholders, what results	Proposal identifies a timeline for reporting, but does not specify engagement with	Proposal indicates that reporting will occur, but does not define when or how

	will be shared, and a timeline for when reporting will occur. The proposal demonstrates a commitment to organizational or system learning.	stakeholders as a part of the reporting process.	results will be shared for organizational learning.
Budget	Budget is clear, shows overall program costs, and answers each of the application questions. In addition, the budget details expenditures by type and in-kind contributions from the college.	Budget addresses some, but not all of the questions in the application. Budget does not clearly detail expenditures by type and in-kind contributions from the college.	Budget is vague, incomplete, and/or unclear. Budget questions on the application are vague, incomplete, and/or unclear. Budget does not clearly detail expenditures and/or in-kind support from the college.
Timeline and Implementation Plan	Timeline is specific and includes multiple points of engagement on program proposal. Timeline is clear, easy to understand, and realistic.	Timeline includes a few points of engagement on program proposal. Timeline has gaps or is not as comprehensive as expected.	Timeline is vague, unclear, and/or unrealistic.
Assessment	The proposed assessment shows a clear connection to target outcomes, inclusive excellence, and/or college goals, and identifies specific measurement tools.	The proposal assessment shows only a connection to audience outcomes, inclusive excellence, and/or college goals, or only identifies specific measurement tools.	The proposal does not have a connection to inclusive excellence or college goals and does not identify specific measurement tools.