**Suggested inclusive teaching question for the rubric long list>>short list. (Preferred qualification)**

Any documents required for the position can be used to make an evaluation of inclusive teaching competencies in the initial stages of the interview. These include, but are not limited to Cover Letter, Teaching Statement and Research Statement.

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| Does the candidate demonstrate an active practice or future commitment to foster an inclusive and welcoming climate for all learners/scholars in their major/field? | |
| **Grading Key: Yes, No, or Cannot be determined or as determined by search committee.** |  |

**On-campus interviews:**

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| Evaluator: | **Please tell me who is under-represented in your classroom/your discipline?** | **Please describe something concrete you do or plan to do, to ensure those students thrive, and ideally, stay in your major/field.** | |
| **Key: Outstanding (5), Excellent (4), Good (3), Fair (2), Poor (1), Cannot be Determined (N/A) or another scorecard agreed upon by committee for global rubric, OR**  **Grading Key: Yes, No, Cannot be determined, or as determined by search committee.** | Does the candidate demonstrate an awareness of under-represented learners AND/OR scholars in the classroom/discipline? (Pilot Q1) | Does the candidate identify a concrete practice/strategy in their answer to Q2? (Can be actual or hypothetical if candidate has little or no teaching experience.) | Does the candidate demonstrate an understanding of how the practice/strategy enhanced or might enhance success and retention for under-represented students/scholars in their major/field? (Pilot Q2) |
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