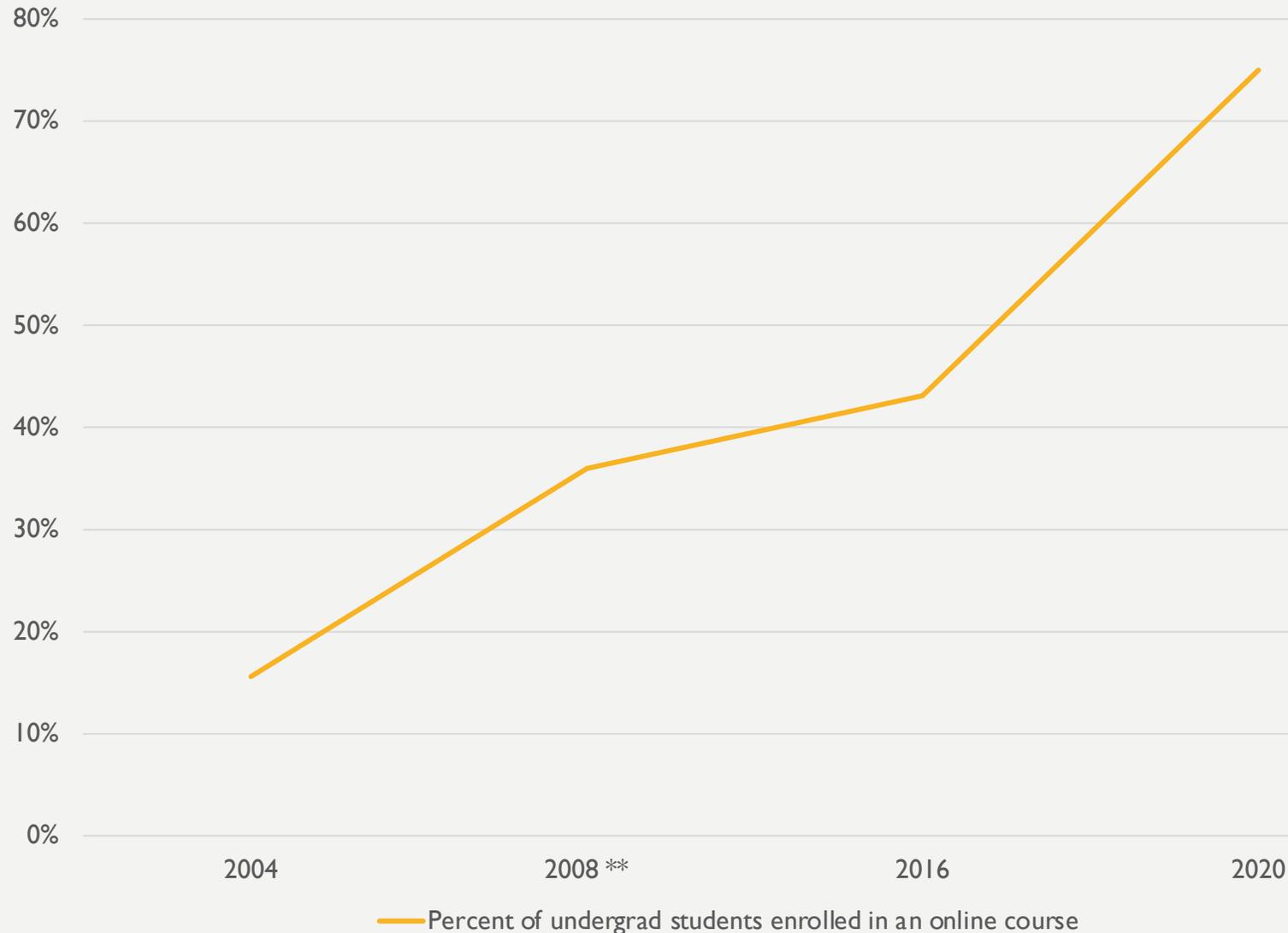


**EQUITABLE
ONLINE
CLASS DESIGN:**

**An Inclusion,
Equity, and
Anti-Racism
Rubric**

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Growth Of Online Courses



Online course offerings equal and in many schools surpass the number of those delivered face-to-face.

Today, over half of all classes at NKU are delivered online.

Quality Control

To provide quality educational experiences, online classes typically face significantly higher levels of quality control.

They are built to accomplish defined course objectives and structures, but almost never held to equity standards.

Need For Diversity, Equity, & Inclusion In Online Spaces

Racism is both conscious and unconscious and exists throughout American life (Tate, 1997)

Those racist norms that exist in the classroom did not just disappear with online education (Humphrey & Davis, 2021)

Session Goals

The goals of the session are to empower attendees with the ability to:

- Provides a tool that higher education (and even P-12) can utilize to guide online courses to become more equitable in their delivery,
- Apply the rubric to a chosen course,
- Analyze the course content and delivery style, and
- Evaluate the extent to which the course displays adherence to equity standards.



TONE WARNING!

This rubric is snarky!

It is designed based on the relationship developed with the faculty.

If your relationship is different, you will definitely need to change some of the wording so that it better serves your needs.

Rubric Categories

Borrowing from Pardis Mahdavi (2022), I utilized the JEDI framework (Justice, Equity, Diversity, and Inclusion) to design a series of critical elements engendered in an online course environment.

- **Accessibility**
- **Diversity Depiction**
- **Inclusive Design**
- **Assessments**
- **Inclusive Atmosphere**
- **Anti-Racism**
- **Communication with Learners**

Accessibility

	Excellent (5)	Satisfactory (3)	Poor (1)
Accessible course - have you addressed the accessibility concerns of your course and created a virtual world where all students can learn with equal opportunity?	Your course would be effective for students of all levels of ability regardless. Your course passes all accessibility checks and you go above and beyond!	Your course has made most of the corrections and adjustments needed for accessibility, be sure to check all materials and make those accessible as well.	Your course has multiple accessibility violations. Immediate attention is needed to satisfy legal requirements and to be accessible for all of our students.
Accessible instructor - do you provide the means by which students can contact you to not only address classroom concerns, but also express or voice more human concerns concerning their situations?	You provide multiple ways for students to contact you and you do so with a tone and verbiage that would make students feel comfortable doing so.	You make students aware of ways to contact you. Make a bit more effort to make them feel comfortable reaching out to you and opening up.	Your course materials and syllabus make you seem very distanced from the course. Students would not feel comfortable reaching out to you for help and might not know how if they needed it.

Diversity Depiction (1)

	Excellent (5)	Satisfactory (3)	Poor (1)
Depictions in module materials - do your module materials depict a diversity of backgrounds (racial, gender, sexual orientation, ability)	Your course modules are a virtual rainbow of colors. Your course demonstrates diversity without it feeling forced or tokenish.	Your course demonstrates diversity, but does have clusters where only the dominant population is prevalent.	Monochrome. Your course does not demonstrate diversity in background. Take some time to find alternative imagery so all students will feel welcome.
Depictions in Presentation materials - do your presentations depict a diversity of backgrounds (racial, gender, sexual orientation, ability). These could be examples, visuals, ...	Your course materials are a virtual rainbow of colors. Presentations demonstrate diversity without it feeling forced or tokenish.	Your course materials demonstrate diversity, but there are presentations and materials where only the dominant population is prevalent.	Monochrome. Your course materials do not demonstrate diversity in background. Take some time to find alternative imagery so all students will feel welcome.

Diversity Depiction (2)

	Excellent (5)	Satisfactory (3)	Poor (1)
Background of noted experts - do you use content experts who demonstrate a diversity of backgrounds (racial, gender, sexual orientation, ability)	Impassioned experts from various backgrounds are featured in your course.	You do feature experts from other backgrounds, but there is room for improvement here. Either more need to be changed or more backgrounds represented.	Old White guys. Your course only features the dominant race and gender and fails to recognize the contributions of experts from other backgrounds.

Inclusive Design

	Excellent (5)	Satisfactory (3)	Poor (1)
Inclusiveness of language - does your course use gender, race, able inclusive language?	Your course does a great job using a variety of names and pronouns to provide diversity of background.	Your course does include inclusive language, but there is room for improvement in use of a diversity names and gender options.	'He' can't do it all. Your course leans too heavily on one gender and ethnicity for your examples.
Gender inclusion - do you provide students with a means by which they can provide their preferred pronouns or alternative name?	You demonstrate inclusion admirably. You share your pronouns and ask for your students to do that same if they are comfortable.	Your course is inclusive, but there is more you could do to make students feel more comfortable in your course.	A student who is not cisgender would likely not feel comfortable in your course. That would likely distract from their learning.

Assessment (1)

	Excellent (5)	Satisfactory (3)	Poor (1)
Assessment diversity - do your assessments offer a variety of approaches to provide students different ways that they can show mastery?	You are incredibly creative in how you offer multiple types of assessments that measure the same objectives.	Your course is not limited to a single type of assessment, but you could increase the number to be more inclusive to learning types.	Your course only offers one way for students to demonstrate mastery. If a student is poor at that method, they would likely perform poorly.
Assessment flexibility - do you offer students a chance to choose the assessment they would prefer by which to demonstrate mastery?	Bend but not break. You do a great job offering students a choice of assessments and ways to demonstrate mastery.	Your course offers assessments of different types well. Consider being more flexible in how your students can demonstrate their mastery.	Your way or the highway. Your course is rigid and inflexible. You have a singular type of assessment through which students must demonstrate mastery.

Assessment (2)

	Excellent (5)	Satisfactory (3)	Poor (1)
Humanity measure of assessments - are your assessments and policies designed to allow you to react appropriately to student needs and challenges?	You do a great job describing your policies. They are flexible but still drive the course flow. Penalties for late work are humane and students would feel comfortable asking for help.	Your course is not completely rigid and students might reach out for help when things go wrong for them. Consider more humane late policies or more open language.	Tough as nails. Your course is completely rigid and unforgiving. Students in distress would likely fail to turn in work or resort to academic dishonesty.

Inclusive Atmosphere

	Excellent (5)	Satisfactory (3)	Poor (1)
Welcoming atmosphere - does your course create an atmosphere within which a diverse (racial, gender, sexual orientation, ability) set of students would feel care and support?	Overall your course has a very welcoming atmosphere. Students of all backgrounds will be able to be themselves and feel comfortable in the course.	Your course feels inclusive, but typical. Put more effort into making students feel like they can be themselves and reach out if they have a need.	Brick wall. It feels like there is one that has been built between you and your students. There are numerous things you can do to make your students feel welcome.
Availability for student contact – do you provide and communicate an abundance of opportunities for students to reach out to you for substantive help or connectivity?	You provide a great deal of time and diversity of techniques for students to reach you. You make it clear that you are here for academic and human help for them.	You provide contact time and are open for them to contact you. Consider adding more options and making it clear you are there for them as people.	You do not offer enough times or methods for students to reach you. And/or you don't make it clear that you are there for the human needs of the student.

Anti-Racism

	Excellent (5)	Satisfactory (3)	Poor (1)
Justice measure of your course - To what extent do you make it clear that you are anti (racist, bullying, discrimination)?	Social Justice Warrior! I like how you incorporate justice topics without distracting from the content and flow of the course.	You do a good job pointing out ethical issues and dilemmas. You could take it one step further and champion just causes.	10-foot pole. That's the distance you stay away from controversial issues in your course. Try to get more comfortable pointing out what is not acceptable.
Socio-economic equity - do you strive to keep costs low in your course so as to not disadvantage your students who struggle financially?	Your course is accessible by every student inclusive of economic status. That equity is important for our students.	The costs of your class are acceptable. Anything you can do to lower the costs further would help our students.	I would need to take out a second mortgage to afford your class! Is everything needed or can you find less expensive materials for the class?

Communication with Learners

	Excellent (5)	Satisfactory (3)	Poor (1)
Utilization of empathic language - does your course or syllabus include humane language.	You have the perfect balance of responsibility and understanding. I know that if I need your help, you will help me.	Your tone is distanced; it doesn't demonstrate how caring and accepting I know you are as an instructor.	When does boot camp start? Your tone and language are dictatorial and demanding.
Feedback - Is your feedback caring, authentic, and demonstrating of your personality?	"Are you talking to me?" Your comments are empathic and instructive. They sound like I am sitting down with you for a conversation.	Your comments demonstrate authenticity. But I cannot hear your voice in the comments you provide.	Your comments are robotic and impersonal. These comments could be given to any student.