# **5. Inclusive staff and student engagement: self-evaluation tool**

The first set of questions or prompts in this checklist has been designed for discussion by whole-of-course team, or working group interested in evaluating inclusive practices in their course or Department. The subsequent questions more broadly applicable to individual teaching staff. However, the full set of questions may be useful to anyone who wishes to independently reflect on the inclusivity of their individual papers, courses or teaching.

Each prompt is accompanied by a self-evaluation rating and an opportunity to document examples of effective practice, to note questions, or to identify priority actions to enhance future practices.

**Self-evaluation rating scale**

You are encouraged to self-evaluate your progress against each prompt using the following scale:

|  |  |
| --- | --- |
| **Not yet started** | We have not yet begun to discuss this in our department, or discussions have been limited.  |
| **Aspiring** | We recognise the value of inclusive practices and have noted the importance of addressing awarding gaps, but are not yet sure where to start.  |
| **Introducing** | We have identified awarding gaps of concern and have started planning to address them. |
| **Developing** | We have begun to address identified issues, and work is in progress to extend this across a wider group of students, courses or programmes.  |
| **Enhancing** | Identified issues have been addressed, we have systematic action and evaluation plan in place and have evidence of positive impact. |

### **Pre-questions**

Before you commence your self-evaluation, it would be helpful to note any information your currently have, or need to find, about the awarding gaps that might be experienced by particular cohorts of students in your course or local teaching context.

|  |  |  |
| --- | --- | --- |
| **Prompt** | **Self-evaluation** | **Notes** |
| Have you identified any awarding gaps in your course?  *If yes, please note what they are and how they are/have been addressed by your Faculty or Department* | * Yes
* No
* Not sure
 |   |
| Is there a dedicated team within your course/Tripos to address these awarding gaps?  | * Yes
* No
* Not sure
 |   |

**Course teams or working groups** are encouraged to contact the Awarding Gap Consultation Team to arrange for a facilitated workshop that focuses on the first section of each self-evaluation tool. The workshop will provide an opportunity for directed discussion and will provide an evaluation report for your records.

**Inclusive student and staff engagement**

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| --- | --- | --- | --- |
|  | Prompt | Self-evaluation | Notes  |
| Whole course team: student and staff engagement with EDI |
| 1 | Is there a specific member of staff or working group, including students, responsible for promotion, facilitation, oversight and advice about inclusion in the course’s design and delivery? (**responsibility for inclusive curriculum)** | * Not yet started
* Aspiring
* Introducing
* Developing
* Enhancing
 |  |
| 2 | Is there an opportunity to involve students in the review of the course’s content, teaching, student outcomes and awarding gaps from the specific perspectives of race and disability? (**student-staff partnership**) | * Not yet started
* Aspiring
* Introducing
* Developing
* Enhancing
 |  |
| 3 | Does the course team, including College staff, meet regularly with students to discuss their approach to teaching, learning and assessment and makes adjustments in light of their feedback, where appropriate? (**student engagement and feedback)** | * Not yet started
* Aspiring
* Introducing
* Developing
* Enhancing
 |  |
| 4 | To what extent are staff provided with resources or professional development opportunities related to inclusive teaching that is responsive to students’ protected characteristics (race, disability, gender), mode of delivery, and level of study (**staff development**) | * Not yet started
* Aspiring
* Introducing
* Developing
* Enhancing
 |  |
| 5 | Are teaching staff in your course team, including staff in Colleges, provided opportunities to trial and share teaching strategies and/or to discuss their observations about diverse student learning needs? (**sharing effective practices**)  | * Not yet started
* Aspiring
* Introducing
* Developing
* Enhancing
 |  |
| 6 | Are their opportunities for peer learning formally integrated into the delivery of the curriculum, so that students are encouraged to work with diverse and mixed groups? (**respect for diversity)**  | * Not yet started
* Aspiring
* Introducing
* Developing
* Enhancing
 |  |
| Peer learning |
| 7 | To what extent does the course facilitate early social integration to support peer relations through, for example, induction activities, collaborative learning and teaching, opt-out peer mentoring? (**peer learning**)  | * Not yet started
* Aspiring
* Introducing
* Developing
* Enhancing
 |  |
| 8 | Are teaching staff in your course team, including staff in Colleges, provided opportunities to trial and share teaching strategies and/or to discuss their observations about diverse student learning needs? (**sharing effective practices**) | * Not yet started
* Aspiring
* Introducing
* Developing
* Enhancing
 |  |
| Student-staff partnership projects |
| 9 | Are there structured and funded opportunities for students, particularly those from cohorts impacted by awarding gaps, to engage with the course team, F&D teaching staff and supervisors to consider where and how to enhance the embedding of inclusion in teaching delivery and course design? (**student-staff partnerships**) | * Not yet started
* Aspiring
* Introducing
* Developing
* Enhancing
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