Questions to ask yourself as you review or build your syllabus:

*Are my teaching choices are clear and made intentionally?*
  * Are my goals and objectives explicit?*
  * Why do I select the content I do? Is there other content I can include that would incorporate more diversity?*
  * Are there activities that might be more inclusive of a wide range of diverse students (both identity, styles)?*
  * How do I convey my expectations of hard work with the possibility of all students achieving excellence, and built in support? What kind of support will that be?*

*How can I check my assumptions for accuracy?*
  * What assumptions have I made about the learners in my class in terms of their preparation, their background, their identity, who they are as learners?*
  * How can I find out more about them that would help me be a better teacher for all students? (Examples of pre-assessments)*

*How will I convey that student knowledge is respected and invited, including lived experience?*
  * Have I created an environment for co-constructing learning? (Consider what input students might be able to have in shaping the syllabus and content of the course.)*

*How will I get to know my students and how they are doing?*
  * Have I built time into the course calendar to ask for feedback on how things are going?*
  * Have I set the tone for my course intentionally in my syllabus as welcoming and supportive of all students?*
  * Have I set clear expectations for participation and interaction between my students and me?*
  * How will I use office hours to engage students?*

*Have I infused diversity and inclusion throughout the course?*
  * Do I use examples and text throughout the course that are representative of my students?*
• Do I Include diverse names in examples and on exams?

*How can I ensure that perspective taking and full participation are valued and supported?*

• Do I encourage and present alternative perspectives, not just the disciplinary or dominant perspective?
• How will I create an environment where students can participate freely, and challenge each others’ views while maintaining respect?
• How can I teach students to engage and take perspectives other than their own?

*Are my assessments varied and accessible to a range of learner strengths?*

• Are there alternative or better ways to evaluate student work than I currently use? (See the page on inclusive assessment LINK)
• Have I varied the ways for students to demonstrate their learning? Do I present early and frequent opportunities for feedback so that students can gauge the course? (And do I have strategies for addressing their challenges one on one or for the whole class?)
• Do I present clear examples of good work and / or clear rubrics?
• Do I allow for drafts of written work, or resubmission of exam questions for partial credit?