

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

Are my teaching choices 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?