

Inclusive Excellence Checklist for Syllabi

Adapted from the [Inclusive Excellence Guidance for Syllabi](#) document

Transformation toward equitable approaches to curricular development necessitates a collective commitment to reforming and restructuring exclusive syllabus models and practices. With the aim of embracing and promoting equity, diversity, justice, and inclusion within and across all course contexts, GSE's Standing Committee on Equity, Diversity, Justice, and Inclusion (EDJI) created a checklist for reviewing, reflecting upon, and revising syllabi. Themes include self-assessment; acknowledging and respecting difference; practical matters; strategic use of assignments and in-class exercises; evaluation and application of lessons learned; considering who is included in course materials; and framing difference in context.

| Checklist Item | Yes | No + Rationale |
|---|------------|-----------------------|
| <i>*Numbers correspond with those listed in the Inclusive Excellence Guidance for Syllabi document. Please navigate to the guidance document for additional information and linked resources regarding each checklist item. *Place a checkmark in the "Yes" column if you have addressed the checklist item or a checkmark in the "No" column if you have not addressed the checklist item and provide a rationale.</i> | | |
| Self-Assess Your Syllabi | | |
| 1 & 2. Have you self-assessed your syllabus using one or more of the critical consciousness resources? | | |
| Acknowledging and Respecting Difference | | |
| 3. Have you included a syllabus statement that fosters an inclusive learning environment, as well as information about university resources (e.g., accessibility, counseling)? | | |
| 4. Have you clearly articulated overall learning goals and specific learning objectives and reflected on whether they are relevant to students of all background? | | |
| 5. Have you checked your use of terminology and avoided general use of male pronouns and cultural phrasing that does not easily translate from English (e.g., idioms)? | | |
| 6. Have you developed guidelines for course discussions with student participation? | | |
| 7. Have you included a statement about personal names and pronouns, so that students will know that their identities will be respected in the classroom? | | |
| Practical Matters | | |
| 8. Have you considered the cost of textbooks in your reading lists? | | |
| 9. Have you reviewed UB Libraries Copyright and Fair Use Policies and considered how to increase transparency and sensitivity in relation to students' financial circumstances? | | |
| 10. Have you clearly presented course due dates, especially for graded work? Have you considered holidays, religious occurrences, and break periods with regard to due dates? | | |
| 11. Have you considered your course's technology expectations and potential alternatives to ensure the course is accessible to all students? | | |
| 12. Have you clearly presented attendance policies and expectations? | | |

| Strategic Use of Assignments and In-Class Exercises | | |
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| 13. Have you considered differentiated instructional approaches and multiple modalities to vary the way you teach and ask students to demonstrate their learning? | | |
| 14. Have you scaffolded assignments to create opportunities for iterative cycles of feedback? | | |
| 15. Have you clearly articulated how all in- and out-of-class assignments are relevant to the learning goals and objectives of the class? | | |
| 16. Have you clearly written instructions and provided rubrics that make expectations and grading criteria clear? | | |
| 17. Have you create assignments that engage students with real-world applications that will be broadly relevant and applicable to their own cultures, identities, and backgrounds? | | |
| 18. Have you considered how discussion guidelines and classroom norms will be established and provided to students? | | |
| 19. Have you considered the use of differentiated activities to ensure inclusivity of introverted and extroverted students? | | |
| Evaluation and Application of Lessons Learned | | |
| 20. Have you applied lenses of diversity, equity, and inclusion throughout course materials (e.g., linguistic justice, epistemic justice, racial justice, LGBTQ2SIA+ allyship, universal design, strengths-based pedagogy)? | | |
| 21. Have you attended to universal design and accessibility of materials for all learners? | | |
| Consider Who Is Included in Course Materials | | |
| 22. Have you considered who is represented in the readings in terms of topics covered and, whenever possible, included multiple perspectives on each topic? | | |
| 23. Have you considered who is represented in the readings in terms of authors and, wherever possible, included Black, Indigenous, and People of Color (BIPOC) scholars? | | |
| 24. Have you considered providing examples and images of theorists and researchers who are members of marginalized groups? | | |
| Framing Difference in Context | | |
| 25. Have you considered asset-based materials that can replace or complement deficit model materials represented in your syllabus? | | |
| 26. Have you reviewed your syllabus for opportunities to adjust topics and content to reflect diversity and inclusion? | | |