

EQUITY AS FAIRNESS

Demystifying	Already incorporated?	Needed for equity?
Does your syllabus provide students with information they need to successfully complete the course?		
- What is the course about (course description)?	☐	☐
- What is the aim of the course (goals and objectives)?	☐	☐
- How can students get in touch with you (contact information, office hours)?	☐	☐
- How will the course be taught (e.g., lecture, group work, student-led discussion)?	☐	☐
- When will students be learning specific course topics (e.g., calendar, timeline)?	☐	☐
- What will students be doing (e.g., assignments, exams)?	☐	☐
- How will students' learning be assessed (grading)?	☐	☐
- How can students obtain additional support (e.g., tutoring, office hours)?	☐	☐
- What policies are students obliged to adhere to (e.g., policies on grading, accommodations)?	☐	☐
- Does it include information on how students can seek help from you, in and out of class?	☐	☐
- Does it include information on how students can seek help from their peers, in and out of class?	☐	☐
- Does it include information on what academic support services are available on campus, and how students can access them?	☐	☐

EQUITY AS FAIRNESS

Demystifying	Already incorporated?	Needed for equity?
Is the information presented in such a way that a first-time college student can easily make sense of the syllabus?		
- Is the syllabus written clearly, in plain language, with academic jargon kept to a minimum and used only when absolutely necessary?	☐	☐
- Is the information presented in an order and formatted in a way that emphasize what students need to know in order to maximize their learning and increase the likelihood that they will succeed in the course?	☐	☐
- Are policies of high consequence (e.g., grading, how to make up missed work) written in a transparent and clear manner?	☐	☐

EQUITY AS CARE

Welcoming	Already incorporated?	Needed for equity?
Does your syllabus communicate a willingness to create a classroom where students are cared for and valued as learners?		
- Does it convey sensitivity to students' entering skill level, note that aspects of the course can be challenging, and suggest that it's acceptable and beneficial for students to seek help whether or not they're struggling?	☐	☐
- Does it convey your willingness to work individually with students who need extra help?	☐	☐
- Does it limit the use of language that "scolds" students for potential behavioral infractions (e.g., "Do not use mobile phones in class. Failure to comply will result in loss of class participation points.")?	☐	☐
- Does it set ground rules for discussion to ensure respect in the classroom?	☐	☐
- Does it include an anti-discrimination policy?	☐	☐
- Does it suggest that if racist and discriminatory comments and behavior emerge during class or on campus, that you'll facilitate a discussion where students can talk through the issue?	☐	☐

EQUITY AS CARE

Creating a Partnership	Already incorporated?	Needed for equity?
Does your syllabus communicate a desire for all students to succeed at a high level and outline how you'll work with students for their success?		
- Does it include a statement on what you expect of students as learners, and what students can expect of you as an instructor?	☐	☐
- Does it include a statement outlining what you'll do to ensure that all students are equal members in the learning community, and your commitment to creating an inclusive classroom environment?	☐	☐
- Does it communicate that while your intent as an instructor is to help foster students' success, you need students to help identify the blind spots of your teaching practices?	☐	☐
- Does it convey your willingness to receive feedback from students during the course (e.g., by asking students to complete an anonymous survey midway through the term), and to either implement the suggested changes or provide a compelling reason to students why such a change is not feasible?	☐	☐
- Does it convey a willingness to use a wide variety of instructional strategies to promote active learning (e.g., collaborative work, student-led discussion, learning-by-doing activities)?	☐	☐
- Does it convey a willingness to use teaching approaches to accommodate diverse learning preferences and language proficiencies?	☐	☐

Creating a Partnership	Already incorporated?	Needed for equity?
- Does it convey a willingness to elicit participation in a variety of ways, diminishing the prospect that a small number of student voices will dominate the class?	☐	☐
- Does it communicate respect for students as autonomous, critical, and reflective thinkers?	☐	☐
- Does it state how the instructor and course will help students further develop their capacities as autonomous, critical, and reflective thinkers?	☐	☐
- Does it suggest that students will have the opportunity to decide what they wish to read, study, and/or research?	☐	☐
- Does it communicate the expectation that students play an active role in their success (e.g., they're expected to actively participate and lead in-class discussions and activities), and that they'll be supported by a community of peers and faculty?	☐	☐
- Does it suggest that students bear responsibility for the success for the class and the creation of a learning community, through active and respectful engagement with their peers and the instructor?	☐	☐
- Does it state how class and course objectives will help students succeed in future courses?	☐	☐
- Does it suggest that instructors are willing to help students connect class and course objectives with their career goals?	☐	☐
- Does it suggest that instructors are willing to help students connect class and course objectives with their life goals?	☐	☐

EQUITY AS CARE

Validating	Already incorporated?	Needed for equity?
Does your syllabus communicate your belief that all students are expected to succeed?		
- Does it communicate the belief that all students— regardless of their stated intentions—are capable of obtaining their educational goals?	☐	☐
- Does it describe different types of assignments and forms of assessment that give students multiple ways to demonstrate their learning and their strengths?	☐	☐

EQUITY AS TRANSFORMATION

Representing	Already incorporated?	Needed for equity?
Does your syllabus communicate the value of students' racial/ethnic backgrounds as sources of learning and knowledge?		
- Does it acknowledge that students' learning benefits from deep and rich engagement of the students' racial/ethnic backgrounds and experiences?	☐	☐
- Does it include a statement that recognizes the value of the racial/ethnic backgrounds and experiences all students bring into the learning environment?	☐	☐
- Does it include readings, activities, and assignments that are culturally relevant and inclusive (e.g., those that incorporate issues of race/ethnicity, as well as gender, language, sexuality, and disability to show diversity of perspectives and lived experiences)?	☐	☐
- Does it include multiple assignments or discussion topics that allow students to share and draw on their experiential knowledge and/or the knowledge of their communities?	☐	☐
- Does it include multiple topics and assignments on the real-world problems and issues facing the communities or cultural groups students come from?	☐	☐

EQUITY AS TRANSFORMATION

Deconstructing	Already incorporated?	Needed for equity?
Does your syllabus actively promote awareness and critical examination of students' assumptions, beliefs, and privilege?		
- Does it include readings and assignments that compel students and the instructor to critically examine their assumptions about different racial/ethnic groups?	☐	☐
- Does it include readings and assignments that compel students and the instructor to critically examine the privileges they accrue by virtue of their race/ethnicity (and gender, socioeconomic status, ability status, etc.)?	☐	☐

EQUITY AS TRANSFORMATION

Deconstructing	Already incorporated?	Needed for equity?
Does your syllabus actively promote awareness and critical examination of dominant norms and broader social inequalities?		
- Does it include readings, activities, and assignments, as well as opportunities to engage in respectful class discussions, of the history and contemporary experiences of people and communities that face discrimination, racism, and marginalization?	☐	☐
- Does it include readings, activities, and assignments, as well as opportunities to engage in respectful class discussions, that question dominant norms in major social institutions (e.g., what constitutes “success” in higher education) and assumptions made about people of color and others from marginalized communities?	☐	☐
- Does it include readings, activities, and assignments, as well as opportunities to engage in respectful class discussions, on persistent issues of racial inequality in education, law, health, and other areas?	☐	☐
- Does it include readings, activities, and assignments, as well as opportunities to engage in respectful class discussions, on the racialized (and gendered and classed) nature of social institutions?	☐	☐
- Does it suggest that instructors are willing to help students see how class and course objectives will prepare them to contribute to their communities?	☐	☐
- Does it convey the expectation (e.g., through a course goal or objective) that students learn in order to make change in, or for, their communities?	☐	☐