

KNR Diversity and Inclusion Checklist
A Checklist for Inclusion: Syllabus

Text and reading materials

- Required textbooks/readings include a culturally diverse collection of authors.
 - I have _____ authors (textbooks, journal, online, etc) and _____ of them are non-male.
 - I have _____ authors (textbooks, journal, online, etc) and _____ of them are people of color.
- Almost all of my texts are open-source or library-subscribed journal articles (students don't have to purchase books).
- At least one copy of each textbook is on reserve at the library on reserve and/or on the stacks.
- If possible, I'll wait a year or two to require the newest edition of an expensive text (Seymour, 2018).
- Students have the option to use desk copies of textbooks during office hours and they know this is an option.

What's written on the syllabus

- At least one objective aims at diversity- or inclusion-related knowledge, skills, or attitudes.
- Resources available to students (disability, tutoring, counseling, etc.) are included.
- Cognitive learning objectives appeal to different levels/types of thinking in [Bloom's Taxonomy](#) or [Fink's Taxonomy](#).
- Make-up and absence policies are communicated so they don't privilege students who are willing to ask for forgiveness or permission (Seymour, 2018).
- Office hours are explained, either on the syllabus or in person during the first few days of class. Consider renaming them to make them more welcoming for students (Lyles & Bridges, 2017).
- I have eliminated idioms and other jargon from my syllabus (Lyles & Bridges, 2017).
- My gender pronouns and what I'd like to be called are included in my contact information (Lyles & Bridges, 2017).
- Out of class availability for consultation is communicated by including contact information and office hours.
- Exams and major projects are not scheduled over religious holidays.
- Out-of-class group collaboration that requires in-person meetings is minimized in consideration of students who might have work or family responsibilities.
- Include an inclusive learning environment statement that communicates openness to multiple perspectives and experiences. Example:

"Your success in this class is important to me. We will all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course. I encourage you to visit the Office of Disability Services to determine how you could improve your learning as well. If you need official accommodations, you have a right to have these met. There are also a range of resources on campus, including the Writing Center, Tutoring Center, and Academic Advising Center" (Tulane 2018).

Things you're probably already doing but are supportive inclusive practices

- Learning goals and objectives are clearly stated and cover cognitive, affective, and psychomotor domains.
- Course description/introduction appeals to a variety of students and perspectives.

- Wording of syllabus and course policies is positive, friendly, and supportive (“I encourage you to...”) rather than punishing (“I will not accept...”).
- Learning objectives appeal to and reflect the interests and learning needs of different types/groups of students (consider student differences related to sociodemographic factors, first generation status, ability, sexual orientation etc.).

A Checklist for Inclusion: Course Content

- Photos in my slides include at least 25% people of color, include people with different abilities, and include diverse genders ([See video from D&I Team](#)).
- I have some photos of gender androgynous people (*a presentation of one’s appearance that exhibits or lacks both “masculine” and “feminine” traits).
- All of my worksheets/case studies have she/her and he/him pronouns replaced with they/them/their pronouns.
- Hyperlinks in worksheets are linked with a basic description of link (not “Click here”).

For example, if you were linking to an APA Citation Guide the link should look like [APA Citation Guide](#) **not** [Click Here](#) **or** <https://guides.library.illinoisstate.edu/apa/milnerbooks/12345678/htm/123>

- All “sloppy” PDFs have been replaced with better versions or eliminated.
- Almost all of my slides/worksheets are using black font on white backgrounds.
- I use inclusive and person-first language ([See video from D&I Team](#)).
- Text that is coded by color is also coded with something else. For example:

Choose one from the red list and one from the purple* list:

Category	Category
Dog	Pineapple*
Cat	Sweet Potato*
Mouse	Apple*

Accessibility

- Syllabus/worksheet/etc. is posted in more than one format, e.g., Word, PDF, .html (Atkinson & Lowney, 2016).
- Syllabus/worksheet/etc. is formatted with smart headings and a searchable table of content ([See video from D&I Team](#)).
- All text is black on white background.
- Text is emphasized by underlining, not italicizing.
- Images include “alternative text” or “tags” for screen readers ([See video from D&I team](#)).
- All assigned video content has closed captioning and/or transcripts (See video from D&I team).

For more information and to see the sources used to compile this document check out our [resource folder here](#).