# Inclusive Syllabus Rubric

## Purpose

Does your syllabus promote equity in learning? Use this rubric to help you check! This rubric was designed as a tool to gauge how effectively your syllabus aligns with the GROW practices, identified as actionable ways to increase belonging, inclusion, accessibility, and equity in the classroom. The GROW practices are:

* Grow Relationships
* Reimagine Representation
* Optimize Learning through Accessibility
* Work toward Awareness and Self-Reflection

[Visit TLC’s Equity in Learning website](https://sites.wit.edu/tlcdev/equity-in-learning/) for more information about the GROW practices and additional resources for improving equity in learning.

This rubric is for your personal self-reflection. It should not be used to inform any formal teaching or performance evaluations.

## Part 1: Does my syllabus grow and generate relationships?

### Rubric:

| **Criteria** | **Exemplary** | **Present** | **Not Yet** | **Rationale** |
| --- | --- | --- | --- | --- |
| Syllabus tone is inviting, engaging, and focused on student success.  |  |  |  |  |
| Syllabus uses language that assumes students are competent and engaged learners, capable of succeeding in the course. |  |  |  |  |
| Syllabus introduces students to the instructor, whose voice, expertise, and personality is evident. |  |  |  |  |
| Instructor includes their pronouns in the syllabus. |  |  |  |  |
| Syllabus provides multiple ways for students to contact the instructor, information about the location of the instructor’s office, and availability hours.  |  |  |  |  |
| Syllabus communicates shared expectations for respectful engagement and participation. |  |  |  |  |
| Syllabus identifies student support resources and provides contact information for those resources. |  |  |  |  |
| Syllabus identifies the right to be free from discrimination and provides information about how to report discrimination, harassment, and sexual misconduct. |  |  |  |  |

### Overall comments:

### Suggestions for improvement:

## Part 2: Does my syllabus reimagine representation?

### Rubric:

| **Criteria** | **Exemplary** | **Present** | **Not Yet** | **Rationale** |
| --- | --- | --- | --- | --- |
| Syllabus uses inclusive language that considers the diverse identities of students.    |  |  |  |  |
| Assigned content, including required readings, visual content, and guest speakers, are representative of people with many diverse identities and perspectives.   |  |  |  |  |
| Assigned activities include efforts to address cultural and/or socioeconomic issues or disparities common in the field of study. |  |  |  |  |
| Assigned activities include at least one opportunity for students to choose a topic of interest for meaningful and personalized study.  |  |  |  |  |
| When needed, syllabus includes content warnings to inform students about topics that may be difficult, sensitive, or disturbing to cover, which may require additional preparation before engaging with them. |  |  |  |  |

### Overall comments:

### Suggestions for improvement:

## Part 3: Does my syllabus optimize learning through accessibility?

### Rubric:

| **Criteria** | **Exemplary** | **Present** | **Not Yet** | **Rationale** |
| --- | --- | --- | --- | --- |
| Content listed in the syllabus provides [multiple means of representation](https://udlguidelines.cast.org/representation) for students to learn about topics (example: assigned content includes textbooks, videos, audio, handouts, and images). |  |  |  |  |
| Activities listed in the syllabus provide students with multiple ways to [engage with](https://udlguidelines.cast.org/engagement) and [express](https://udlguidelines.cast.org/action-expression) what they know about topics (examples: students have alternatives to writing assignments; students can complete activities individually or within a group). |  |  |  |  |
| Any assigned media in the course has a text-based alternative provided (examples: all videos have captions and/or transcripts; all images have alt text). |  |  |  |  |
| Any assigned PDFs in the course have [selectable, searchable, and tagged text](https://sites.wit.edu/tlc/2022/05/10/all-about-ally-part-3/). |  |  |  |  |
| Syllabus passes the [Microsoft Word Accessibility Checker](https://support.microsoft.com/en-us/office/make-your-word-documents-accessible-to-people-with-disabilities-d9bf3683-87ac-47ea-b91a-78dcacb3c66d) and includes the following characteristics to enhance accessibility:* A hierarchical structure with headings
* Descriptive hyperlinks
* A clear and consistent font
* Tables with designated header rows
* Alt text on all images

Accessible color contrast and combinations |  |  |  |  |

### Overall comments:

### Suggestions for improvement:

## Part 4: Does my syllabus promote working toward awareness and self-reflection?

### Rubric:

| **Criteria** | **Exemplary** | **Present** | **Not Yet** | **Rationale** |
| --- | --- | --- | --- | --- |
| Syllabus includes at least one course- or module-level learning objective related to diversity, equity, inclusion, and/or accessibility. |  |  |  |  |
| Activities listed in the syllabus encourage students to view the course content through the lens of their own identities and experience. |  |  |  |  |
| Activities listed in the syllabus contain opportunities for student reflection. |  |  |  |  |
| Activities listed in the syllabus contain opportunities for students to share feedback and suggestions for improvement in the course. |  |  |  |  |

### Overall comments:

### Suggestions for improvement: