



Create a clear syllabus and incorporate a variety of course content

Promote success and inclusion for all students by clearly stating the instructor's expectations for learning. Aim for an inclusive curriculum, including course materials from authors of diverse backgrounds and perspectives

The syllabus provides you with a unique opportunity to offer all students a more equitable experience by demystifying implicit norms that must be followed to succeed in your course.ⁱ Using clear language to define student expectations makes it more likely that students from a variety of backgrounds will understand how best to succeed in your course and creates an approachable tone in your course overall. By providing a personalized statement on diversity, equity, and inclusion, you welcome a diverse population of students and acknowledge both their unique circumstances and your own commitment to respecting them regardless of those circumstances.

In addition to these expectations, your course materials should also reflect a diverse range of perspectives. Do you include authors from multiple races, ethnicities, and gender identities in your curriculum? Do you approach sensitive topics in a way that acknowledges their potential impact on effected populations, and do you state clearly how students should proceed if they are uncomfortable with discussing a particular topic? Making space for different perspectives, both from the students and the materials they read, creates an environment where discussion can occur in a way that is respectful to all students, regardless of their identity.

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Faculty Development Resources

[Crafting an Inclusive Syllabus](#)

This Bentley University guide contains some brief tips and tricks to help faculty make their syllabi more inclusive.

[Writing Your Inclusion Statement](#)

An inclusion or diversity statement sets the tone for your course and demonstrates your respect for and awareness of the diversity within your learning environment. In this guide, you will find some key points to consider when drafting your inclusion statement.

[Sample Diversity Statements](#)

Here is a link to a sample of diversity statements from Yale's Poorvu Center for Teaching and Learning.

[Improving equality of opportunity in higher education through the adoption of an Inclusive Curriculum Framework](#)

Within higher education, inclusion of students from diverse nations, socioeconomic, ethnic and cultural backgrounds is vital for social mobility and economic development. Despite some international successes in widening participation, inequalities in student experiences and differentials in degree attainment for traditionally underrepresented groups, remain a major challenge. Institutional approaches to inclusion that value diversity as an inherent source of learning are underdeveloped. This paper adds theoretical insights and evidence to the debate on inclusive curricula by showing the benefits of institutional change through a strategic approach and innovation in practice (case studies). We argue that the Inclusive Curriculum Framework (ICF), underpinned by core principles of inclusion, can enhance equality of opportunity all the way through the student journey. The paper innovatively and rigorously bridges theory and practice in relation to inclusivity in learning and teaching and student success. It describes early and positive impact at Kingston University, adoption and spread in other institutions in England and potential international relevance.

["Decolonizing" Curriculum and Pedagogy: A Comparative Review Across Disciplines and Global Higher Education Contexts](#)

Drawing on the global interdisciplinary literature on decolonizing curriculum and pedagogy (DCP) in higher education, we critically examined the idea of decolonizing in the context of disciplines and universities around the world. Based on a critical analysis of 207 articles and book chapters published in English and centering a geopolitics of knowledge frame, we present three themes: (a) decolonizing meaning(s), (b) actualizing decolonization, and (c) challenges to actualizing, all related to DCP. We observed three major meanings of decolonization and four ways to actualize DCP that were associated with geographical, disciplinary, institutional, and/or stakeholder contexts. We argue that while there are similarities within the literature, ultimately the meanings, actualizations, and challenges of DCP are contextual, which has political and epistemological consequences. We end by offering directions for education research on DCP, revealing the possibility for a field or discipline of decolonial studies.

In class resources

[Engaging Students in you Syllabus](#)

Having your students engage with your syllabus in a meaningful way helps them understand and retain the information from your syllabus better and can serve multiple purposes: it introduces the students to the course, helps them get to know you and one another better, and gives them the opportunity to practice locating and interpreting information on the syllabus. Here are a few activities to get students actively engaged in reading your syllabus.

[Sample Syllabus activities ACUE](#)

For activities centered around the synchronous online classroom, the Association of Colleges and Universities (ACUE) has provided a list of activities centered around students getting familiar with the syllabus.

Further reading

Cameron, H. (2019). *Bookishness, blue skies, bright hats and brickies: discourse and positioning in academics' conversations around 'academic intelligence' and the 'good' student*. *Studies in Higher Education*, 44(2), 318-332.

Collins, A., Azmat, F., & Rentschler, R. (2019). *'Bringing everyone on the same journey': revisiting inclusion in higher education*. *Studies in higher education*, 44(8), 1475-1487.

Syllabus Review Guide for Equity-Minded Practice. Center for Urban Education, Rossier School of Education, University of Southern California 2017.

https://www.cuesta.edu/about/documents/vpaa-docs/Syllabus_Review_Protocol_CUE.pdf.

Want to talk through these resources? Please contact [Georgia Madway](#), Instructional Designer of Inclusive Pedagogy.

¹ [Center for Urban Education \(Univ. Of Southern California\): Syllabus Review Guide for Equity-minded Education](#)