SDS Syllabus Review for Inclusion and Justice

Senate Diversity Subcommittee (SDS)
Chair: Krista Altaker
Task Force Members: Aja LaDukeMonica LaresMegan McIntyreLisel Murdock-Perriera Teresa Nguyen

Purpose

This document is intended to support faculty in creating more equitable and just course policies and syllabi. The goal is to help faculty revisit and revise their syllabus, policies, and practices through a lens of inclusion, equity, and justice. Below, we offer reflective questions, suggested guidelines and/or templates, and additional resources related to elements of course syllabi for interested faculty. The SDS Syllabus Review is intentionally modular so that faculty can choose to focus on certain areas of inclusion, equity, and justice one at a time (or as they choose). It is intended to be supportive of faculty and department efforts toward equity and inclusion but should not be made mandatory for any faculty.

DISSEMINATION OPTIONS

Asynchronous Dissemination:
We encourage that this document be used asynchronously by faculty members. We intend that this document be used to recognize those doing important equity work. Below is a list of possible methods for SDS to disseminate this resource to the larger campus community. The SDS Syllabus Review is intended to be supportive of faculty and department efforts toward equity and inclusion but should in no way be made mandatory for any faculty.

In addition to use by individual faculty members, we support the document being added to following websites/emails:
- Center of Teaching & Educational Technology
- Resource pages for new faculty
- Peer Observation of Faculty resource pages
- Faculty Affairs resources for faculty

Synchronous/Workshop Dissemination:
If you would like to use this document for a workshop, **contact the SDS Task Force members who will coordinate guidance on** how to use the document and/or to co-facilitate the workshop. A Diversity, Equity, and Inclusion document such as this one may contribute to continued systemic discrimination if syllabus and practice review are not accompanied by commitments to anti-racist and liberatory practices. Changes to syllabi and policy without accompanied changes to pedagogies and practices can cause significant harm.

Workshop Coordinators / Facilitators: Megan McIntyre Lisel Murdock-Perriera Teresa Nguyen

Structure of Each Syllabus-Review Module

1. Reflective questions
2. Suggested guidelines and templates (e.g. CAPS description)
3. Additional readings/resources (including citations for peer-reviewed publications)

Overview of Modules

1. Assumptions about Prior Knowledge (hidden curricula; linguistic bias; and suggested guidelines around including resources on the syllabus)
2. Student and Instructor Expectations
3. Community Procedures for an Inclusive Classroom Environment
4. Assignments and Grading
5. Reading List and Course Materials
6. Type of Assignments
7. Academic Surveillance
8. Schedule of Assignments and Late Work
9. Fire and Sickness Policy
10. Technology Policy
11. Accessibility/Universal Design for Learning
12. Invitation for Feedback from Students / Co-creation (Module in development)

Table of Contents

Modules

Assumptions about Prior Knowledge

Questions to Consider

- How would I describe my students? What do I know about them?
- What resources do I assume my students know about? Do I make "hidden curriculum" visible (i.e., unspoken or implicit academic, social, and cultural messages, expectations, or knowledge)?
- Do I reassure students that I, along with other sources, am available to help them succeed in this course?
- What kinds of biased language might I be using? What assumptions do I have about "academic" and "professional" language?
- Do waitlisted students know whether they can join the class late in the enrollment period (Week 2 - 4) and whether late work will be accepted once enrolled?

Suggested Guidelines and Templates

Guidelines

- Clearly state your availability and boundaries so that students know when and how to contact you.
- Consider whether the language of your syllabus and other course documents is accessible to all of your students.
- Share resources for students in multiple locations, not just on the syllabus itself.
- Consider creating small groups so that students can support one another.

Office Hours

- You can remove barriers to students meeting with you by offering a variety of times (time of day and length of meeting), formats (e.g., video conference, phone call, text message, email), and structures (e.g., one-on-one and in small groups). Promote your office hours in a way that is visually engaging and encouraging. Continually invite students to your office hours throughout the semester. Preview a sample graphic showing office hours.
- Consider the alternative term of "*student hours*," since some students have the misconception, or may have received implicit messages, that "office hours" is the time instructors set aside to work in their offices and should not be disturbed. By referring to the time as "student hours," you send a clear message that this time is for them.

Resource Templates

- **Office Hours**: The following text is recommended by Fuentes et al., (2021) as a way to invite first-gen students to connect with faculty: "*My office hours are an opportunity for you to connect with me, a chance to ask clarifying questions about content, explore what you many want to do after you graduate, and find support.*"

- **Contact Procedures**: The following resources can be provided to students as instructions for how to effectively contact and connect with their professor: Email Guidelines for Students and "Re: Your Recent Email to Your Professor."

- **"How to ask for a letter of recommendation:"** The following example syllabus statement provides information to students on how to identify recommenders. Note that this statement may not work for all instructors nor disciplines, so consider how you would write your own statement to reflect the goals of your discipline and students. "*Who should you ask? A recommender needs to be able to describe your academic abilities (quality of your assignments) and/or work skills. If you are applying to graduate school, your recommender will be asked about your ability to perform and succeed at the graduate level, and the recommender needs to be someone who has academically evaluated you, ideally in an upper-division class. Start by generating a list of professors whose classes you succeed in and who know you well. If you are applying to a job, your previous managers will be able to provide the most valuable insight on your practical skills.*"

- **How can I petition to** withdraw from an individual class (after the deadline), repeat a course, change my major, substitute a class from another university for one of my GE requirements, or apply to graduate?

- **The Tutorial Program**: "*The Tutorial Program offers free peer tutoring in over 50 courses each semester and provides weekly drop-in math tutoring. Students can easily schedule tutoring appointments for the Tutorial Program by clicking here and registering for an account, if you haven't done so before.*"

- **The Advising and Transfer Center:** "*Stay on track and achieve your goals by meeting with your advisor at least once a semester. Your advisor will work with you to create an educational plan that meets your goals, help you persist towards on-time graduation, or make adjustments that better fit your career outcomes. Visit the Advising & Transfer website for more information.*"

- **The SSU Writing Center**: "*The SSU Writing Center, located at Schulz 1103, helps SSU students become better writers and produce better written documents. The knowledgeable and friendly tutors can help you with a wide array of concerns, from generating good ideas and organizing papers more clearly to learning citation formats*

and using semi-colons correctly. Visit the Writing Center [website](#) for more information on how to schedule time with a tutor."

- **HUB Cultural Center**: *"The HUB fosters connection by cultivating meaningful conversation and building community within and between diverse cultures. HUB programs and events focus on inclusivity, equity, and community-building. Overall, the HUB provides opportunities for students to expand their worldviews, deepen their awareness of who they are in relation to others and place, and to feel at home in a community that cares about and works toward a vital and just society."*

Additional Resources and Readings

- Definition of hidden curricula. For more see Jean Anyon's "Social Class and School Knowledge."
- Lalayants, M. (2012). Overcoming graduate students' negative perceptions of statistics. *Journal of Teaching in Social Work*, 32(4), 356–375. DOI:https://doi.org/10.1080/08841233.2012.705259
- APA: [Avoiding Biased Language from APA](#)

Student and Instructor Expectations

Questions to Consider

- What are my expectations for students and what are students' expectations for me?
- What are my expectations for myself and what are students' expectations for themselves?
- What do my students need from me?
- What do students need to do well in this course?
- How can I be clear and concise in describing my needs so that all students can understand them?
- How might the language in my syllabus inadvertently convey power and authority in the classroom setting?

Suggested Guidelines and Templates

Guidelines

- Use the syllabus as a method for setting expectations at the beginning of the semester, and reiterate those expectations often.
- Ask students to articulate their expectations as well for you as well as what they understand about your expectations of them.
- Address any unrealistic expectations in class.
- Write expectations clearly. Avoid vague statements and provide language that offers a single interpretation
- Note that power and authority can be signaled in various other ways, from a high authority statement such as "*Late homework will not be accepted" to a softer version that*

explains why, such as "Because we will discuss the answers in class, I cannot accept late assignments."

Templates

- [Expectation Sheet](adapted from Matthew Paolucci Callahan, Psych Dept.)
- How to Write a Group Compact

Community Procedures for an Inclusive Classroom Environment

Questions to Consider

- Is it clear to my students what my core values are in designing this class?
- In what ways does my teaching philosophy reflect my respect for and engagement with diversity in the classroom?
- Do I demonstrate that I recognize the value of racial or ethnic backgrounds and experiences that all students bring into the classroom?
- How do I, concretely, recognize and value diversity in my classroom? To what extent is that conveyed in the syllabus?
- Do I demonstrate how diversity can be an asset for learning?
- Do I seek input from my students on classroom climate?
- Overall, does my syllabus have a warm and inviting tone?

Suggested Guidelines and Templates

Guidelines

Undergraduates perceive a class environment to be "warmer" if the course syllabus includes a diversity statement (Branch et al., 2018) or some sort of statement that highlights the instructor's core values related to diversity, equity, and inclusion (DEI). Fuentes et al., 2021 articulate several core features of an effective diversity statement (see below), and note that the placement of the statement in the syllabus and the consistency between the statement and the instructors teaching practices can determine whether the statement is overall effective.

- proclamation for the respect for diversity
- an inclusive list of relevant dimensions of diversity
- an explicit valuing of diverse perspectives
- expectations with respect to the classroom climate and behavior
- description of how micro- and macroaggressions will be addressed and used as teaching moments
- Beyond the 5 core components, Fuentes et al., (2021) also note other elements that can be included in an effective statement
  - acknowledgment of inequities in society, education, or one's field specifically
  - relevant student resources
  - an indication of ways that diversity enhances learning

- ○ acknowledgment of how a diversity statement aligns with one's teaching philosophy

Templates

- Sample Syllabus Statements: Please note that these are examples rather than true boiler-plate templates; it is important for you to consider why inclusivity matters to you and your discipline, specifically.

  - ○ <u>Brown University's Harriet W. Sheridan Center for Teaching and Learning</u>

  - ○ <u>Eberly Center at Carnegie Mellon University</u>

- Resources: Provide students with information about the HUB Cultural Center using this template.

  - ○ *HUB: <u>The HUB Cultural Center</u> fosters connection by cultivating meaningful conversation and building community within and between diverse cultures. HUB programs and events focus on inclusivity, equity, and community-building. Overall, the HUB provides opportunities for students to expand their worldviews, deepen their awareness of who they are in relation to others and place, and to feel at home in a community that cares about and works toward a vital and just society.*

Additional Resources and Readings

- Adams, M., & Love, B. J. (2009). Social justice education: Inviting faculty to transform their institutions. In K. Skubikowski, C. Wright, & R. Graf (Eds.), *Social Justice Education: Inviting Faculty to Transform Their Institutions* (pp. 3–25). Sterling, VA: Stylus Publishing, LLC.
- Harnish, R., & Bridges, K. (2011). Effect of syllabus tone: Students' perceptions of instructor and course. *Social Psychology of Education*, 14(3), 319–330. DOI: https://doi.org/10.1007/s11218-011-9152-4

Reading List and course materials

Questions to Consider

- Am I including "own voices" in places that are not just about diversity, equity and inclusion (i.e., Do Black authors only talk about being Black?) Do I present a diversity of perspectives (including perspectives from cultural groups to which students belong) in the course material?

- Are DEI issues covered only during one week as opposed to being discussed throughout the course? For blended classes with online components, is DEI discussed only in the online modules?

- How will I support students and their communities via the work of the class?

- Whose voices are heard in my discipline, and in the history of my discipline? Do I include a diversity of perspectives in course material? Where do voices not typically heard in my discipline appear, including in the history of the discipline?

- Cost effectiveness of course texts: Have I worked with my subject librarian to place materials on reserve and determine appropriate availability for students?

● Am I transparent behind my intentionality around choosing specific texts?

Suggested Guidelines and Templates

Guidelines

● Make sure to have representation across weeks, kinds of reading, modalities, and media. Allotting only a single week or day to issues of diversity and multiculturalism can inadvertently convey that such topics are unimportant (Vaccaro, 2019).

● Consider adding the full names and short bios/descriptions of some of the authors

● Be considerate of cost of other course materials

● Include a list of different websites/locations to find textbooks w/ lowest cost

● Discuss with students (either on the syllabus or as part of lecture or class discussion) your intentional choice to include readings that Provide intentionality around your choice of readings, honoring and recognizing the leading scholarship of BIPOC scholars and scholars whose own voices are represented in their writing.

Additional Resources and Readings

● Spitzer, B., & Aronson, J. (2015). Minding and mending the gap: Social psychological interventions to reduce educational disparities. *British Journal of Educational Psychology*, 85(1), 1–18. DOI: https://doi.org/10.1111/bjep.12067

Assignments and Grading

Questions to Consider

● How am I demonstrating that the goal of this class is to learn and grow?
● What does it mean to be fair in grading vs. just in grading?
● How can I grade equitably, considering students' differential needs?
● Do I only use traditional high-stakes summative assessments (tests, exams, etc) OR are there low stakes growth-based assignments (reflections, clickers, discussion comments, quizzes and groupwork, etc) that allow students to practice new skills without much pressure?
● Is grading described in a way that is success-oriented rather than failure-oriented?
● Do I take a growth mindset rather than a fixed mindset approach to student learning? That is, do I communicate to students that intelligence is not a fixed trait and that basic abilities are developed through repeated practice and hard work? And do I utilize assignment structures and grading policies that embody that mindset?
● If I am grading participation, am I considering feminist ideals of equity and eglairtarianism?
● Have I considered including "high impact practices" (Kuh, 2008), which might include collaborative assignments, learning communities, writing instruction, eportfolios, and service-learning?
● Do I consider identity threat (Steele, 2011) that may make students unlikely to participate?

Suggested Guidelines and Templates

Guidelines

Guidelines for Grading and Providing Feedback

- Providing timely feedback when you grade, including using Canvas comments and direct editing features
- Provide transparency in grading: Make sure the grade displayed on Canvas aligns with students' actual grades in the course
- Use speed-grader, to-do list, and calendar features on Canvas
- Include at least some revisable assignments or quizzes you can take unlimited times to pass
- Multiple options to demonstrate understanding
- Growth mindset in grading and policies (drop lowest, revise and resubmit, low stakes engagement [e.g., reflective papers, collaborative testing], credit/no credit assignments [interactive activities, etc.])

Guidelines for Fostering Growth Mindset in Large Lecture Classes

- Re-submission of quizzes
- Add assessment and drop lowest score
- Add suggestions/feedback and offer opportunity for revision/resubmission with assignments

Guidelines for Type of Assignments

- Exams: Standardized testing can promote competitiveness among students because higher grades are markers of prestige and monetary prizes that reflect colonial,capitalistic, and racist ideals promoted in higher education (Gupta, 2012)
- (Graded) Participation
    - See Steele (2011) for guidance on how to minimize identity threat during discussions
    - Be flexible with your attendance policy and reconsider requiring a medical note to deem an absence as "excused" given that it assumes students have equal access to health care. A flexible attendance policy will further include those with chronic physical and mental health conditions or students from marginalized backgrounds (Fuentes et al., 2021, pg 76)

Additional Resources and Readings

- Kuh, G. D. (2008). High-impact educational practices: What they are, who has access to them, and why they matter. Washington, DC: Association of American Colleges and Universities.
- Thompson, B. (2007). The syllabus as a communication document: Constructing and presenting the syllabus. *Communication Education*, 56(1), 54–71. DOI: https://doi.org/10.1080/03634520601011575
- Dweck, C. S. (1999). *Self-theories: Their Role in Motivation, Personality, and Development* (1st ed.). New York: Psychology Press.

Academic Surveillance

Questions to Consider

- How am I centering student learning vs. cheating in my courses?

- What constitutes plagiarism to me and how am I making this clear to my students?

- How does my policy differ from the school's policy?

- Am I using tools like Proctorio or TurnItIn because they advance my goals as a teacher or because that's how I've always done it or seen it done?

- How am I making use of TurnItIn and remote proctoring services? Do these services ask questions of students that I feel comfortable with?

- How do I consider physical or virtual space students need to take tests?

- How am I considering who is harmed by the use of academic surveillance?

Suggested Guidelines and Templates

Guidelines

- Consider ways of encouraging academic integrity without employing academic surveillance systems (like Proctorio and TurnItIn):
    - Scaffold projects so that you review projects more than once and/or require drafts and revision.
    - Ask students to explain their reasoning/process for coming to answer on a quiz or exam.
    - Rotate exam questions/revise projects so that students must do original work.

- Sample syllabus related to academic integrity
    - University Academic integrity: Students should know that the University's Cheating and Plagiarism policy is available at http://www.sonoma.edu/UAffairs/policies/cheating_plagiarism.htm. Your own commitment to learning, as evidenced by your enrollment at Sonoma State University and the University's policy, require you to be honest in all your academic coursework, which includes doing your work yourself and not claiming that words or ideas written or created by someone else as your own, either directly or by implication.
    - Course Academic integrity: If you feel you need support in completing coursework, feel confused by an assignment or its requirements, or feel overwhelmed, please reach out to me via email or in person during Zoom class. I will support you in completing the work for our class so that it represents your original work.
    - Be sure to cite all sources appropriately, since failure to appropriately cite sources used in a paper can be construed as plagiarism (Citations also bolster your credibility as a writer!). This applies to all sources, including articles, books, movies and other media, including the Internet. APA format is the best way to cite sources for this course.
    - It is your right as a student to bring a case before the Dispute Resolution Board; according to their website, "the Dispute Resolution Board adjudicates grade appeals, student grievances and cheating and plagiarism cases."

Resources
- Understanding why you [may not want to use TurnItIn](#)
- TurnItIn as [surveillance](#) tool not a student tool
- How one professor uses [TurnItIn as a teaching tool](#)
- [Resource guide](#) for alternatives to academic surveillance
- Recommended Integrity blurb; include required code AND recommended language

Due Dates (Schedule of Assignments) and Late Work

Questions to Consider

- Are my due dates consistent enough that students can easily discern when things are due?

- Does my late work policy balance students' diverse circumstances/needs with my own schedule?

- Does the course calendar represent a reasonable amount of work (including readings, assignments, classwork, and homework) for each week?

- Do I expect students to complete earlier assignments after enrolling in my course during late registration (Add, Drop, Swap Period)?

- Have I considered students' feedback and perspectives in my late work policy?

Suggested Guidelines and Templates

Guidelines

- Create consistent due dates (e.g., the same day each week).

- Create a clear policy for late work; consider asking students to propose such a policy and vote on it as a class.

- Create an easy-to-follow calendar that gives students enough lead time to complete assigned work.

- Create a clear policy for late work OR accept all late work

Additional Resources and Readings

- [Course Workload Estimator](#) from Rice University

Fire and Sickness Policy Examples

Questions to Consider

- Is it clear to my students what will happen if there are power outages, fires that require evacuation, other natural disasters, or sickness due to COVID-19?

Suggested Guidelines and Templates

Templates

- Syllabus Policy Examples

- ○ *"NOTE: As I'm sure you're aware, our fall semester coincides with CA's wildfire season. Although our late work policy asks that you reach out to me before the due date (so that we can make a plan so you don't fall behind), if you are impacted by fires or power outages, please take care of yourself and your loved ones first and foremost. Once you're able, we'll make a plan so you can catch up with anything you miss. And don't forget: if you need an extension (for any reason), just ask."*

  - ○ *"Natural Disaster Policy: Given the risk for fires in the region as well as prolonged power outages to prevent future fires, I will adapt the course in response to either situation. This may include altering deadlines or changing assignments. Should either situation occur, I will maintain contact with the class via Canvas on a regular basis."*

- ● Canvas "Home" / Welcome Page Messages

  - ○ Education Example: "*You have chosen a dynamic and important time to begin your career as an educator. It is a challenging yet exciting time, given our shift to fully or partially remote instruction in response to the COVID-19 crisis. We have both an invitation and an opportunity to be creative, innovative, and to reexamine our practices, policies, and priorities in the field of education to achieve greater equity, and therefore true excellence, for ALL students in our care and the communities we serve. As some of you have seen firsthand, university faculty and TK (Transitional Kindergarten) through Grade 12 teachers have now taught fully or partially online for several months, learning valuable lessons and refining our online teaching skills along the way. However, it is my personal and professional goal for this semester NOT to lose sight of the fact that we are still in a very complex and challenging situation. We have adjusted in many ways, but the pandemic is still ever-present. Your physical and mental well-being is of the utmost importance. I have designed this course to be flexible and to "meet this moment" in a way that does not compromise rigor or give you a preparation experience that is "less than" in any way. Now that I have shared my commitment to you, I will count on you to be communicative with me in order to accomplish my goal. Please keep me informed of how things are going for you in the course. If you fall behind, please do not disappear or feel like it is "too late" to re-engage. You are part of our learning community and you will always be welcomed back. There is no shame in admitting that you are struggling or asking for help. In this class and as university students/teacher candidates navigating education in this unique moment, your voices, stories, and experiences matter and will continue to matter.*"

Technology Policies

Questions to Consider

- ● Can neurodiverse students and/or students with multiple responsibilities (e.g. caretakers, working parents) complete my class given my technology policies (e.g. blanket laptop bans)?
- ● What technology (e.g. smartphones, laptops, multiple screens, printers) do students need to successfully complete my course?

- Do I know how many students in my classes are using mobile devices to complete work?

Suggested Guidelines and Templates

Guidelines

- Avoid technology bans.
- Refer students with low connectivity to the library in order to receive wifi hotspots (if those are available).
- Refer students to the University Library to borrow a laptop for their learning or life needs; available to any student on a first-come, first-serve basis.
- Recognize that students may have differential needs for technology use (e.g. some students may need to have a laptop for note-taking purposes while others do-not).

Resources

- Pryal & Jack, "[When You Talk About Banning Laptops, You Throw Disabled Students Under the Bus](#)"

Accessibility/UDL

Questions to Consider

- How am I thinking about *universal* access? For example, can students with a visual impairment use a screen-reader to read my syllabus and other course documents?
- How am I considering accessibility and the hidden curriculum--the ways that college works?

Suggested Guidelines and Templates

Guidelines

- Recognize that accessibility is specific to your class; consider feedback your students give you about what is most accessible for them.
- Recall that affordability is an element of accessibility.

Templates

- Example CAPS statement: *The purpose of Counseling and Psychological Services (CAPS) is to support student mental health and wellbeing. To accomplish this, CAPS offers short-term individual and group counseling, workshops, crisis intervention services, consultation, referral, training, and outreach. All currently enrolled students who pay the mental health fee (a mandatory campus fee paid at registration) are eligible for their services. There are no additional charges. CAPS strives to acknowledge, accept, and support the perspectives of a diverse campus population. This includes, but is not limited to, race/ethnicity, gender, age, sexual orientation, ability, religious/spiritual affiliation, socio-economic status, and immigration status.*
- Example DSS statement: *If you have a physical, psychological, or learning disability or another special need, you will be fully accommodated in this course. I will work with the DSS to provide equal access for all students. Please contact Disability Services for*

Students (DSS) as soon as possible and note that you must be registered each semester. Use of DSS services, including testing accommodations, requires prior authorization by DSS in compliance with university policies and procedures. See SSU's policy on Disability Access for Students. Additional Resources and Readings

- SSU's Accessible Syllabus Template

Resources

- [Make Your Content Accessible (University of Missouri)](#)
- [Accessibility at SSU](#)
  - [CTET Accessibility Workshops](#)
  - [Ally Tool in Canvas:](#) Ally measures the accessibility of each file attached to your course and shows you at-a-glance how it scores. Scores range from Low to Perfect. The higher the score the fewer the issues. For files with Low to High scores, Ally shows you the issues and gives a step-by-step guide on how to fix them.
    - Remediating PDFS
      (1) You can make a PDF screen-reader friendly by editing a Word version of the document and adding heading levels (Heading 1, Heading 2, etc.)
      (2) You can use Adobe to remediate documents by adding Heading designations
- Hamraie, "[Accessible Teaching in the Time of COVID-19](#)"
- University of Arkansas, Little Rock's "[Ten Steps Toward Universal Design of Online Courses](#)"
- The [Accessible Syllabus Project](#)
- Microsoft Word and PowerPoint [Accessibility Checker](#)

Terminology and Jargon within Course Content

Questions to Consider

- Am I providing students with opportunities to articulate concepts using new terminology covered in the course?
- Have I offered a glossary of terms or created an assignment so that students can create one of their own?

Suggested Guidelines and Templates

Guidelines

- Explain and define important terms (preferably in writing so that students can return to it later)
- Use clear, specific language and/or avoid jargon when possible (i.e., when the jargon isn't vital for understanding the subject/topic/theme

Invitation for Feedback from Students / Co-creation (Module in development)

- Questions
    - How can I create an environment in which students feel like full participants in their education?
    - What elements of my course might I invite student feedback on?
- Suggestions
    - Consider inviting students to give you feedback due dates, readings, and/or assignment requirements.
    - Consider whether students might contribute to the structure of the class by suggesting readings, leading class discussions, or helping you build rubrics for particular work in the course.
- Resources
    - Dollinger & Lodge, "Student-staff co-creation in higher education: an evidence-informed model to support future design and implementation"
    - Lubicz-Nawrocka, "An introduction to student and staff co-creation of the curriculum"
    - Bovill, et al., "Addressing potential challenges in co-creating learning and teaching: overcoming resistance, navigating institutional norms and ensuring inclusivity in student-staff partnerships"
    - McIntyre, "Co-Creating Assessment Criteria in First-Year and Graduate Classrooms" (forthcoming)

SSU RESOURCES

- SSU Diversity Resources
- Anti-Racism Resources
- CCE Inclusive Teaching Tools

REFERENCES

Vaccaro, A. (2019). Developing a culturally competent and inclusive curriculum: A comprehensive framework for teaching multicultural psychology. In J. A. Mena & K. Quina (Eds.), *Integrating multiculturalism and intersectionality into the psychology curriculum: Strategies for instructors* (pp. 23–35). American Psychological Association.

Fuentes, M. A., Zelaya, D. G., & Madsen, J. W. (2021). Rethinking the Course Syllabus: Considerations for Promoting Equity, Diversity, and Inclusion. *Teaching of Psychology*, *48*(1), 69-79.

Taylor, S. D., Veri, M. J., Eliason, M., Hermoso, J. C. R., Bolter, N. D., & Van Olphen, J. E. (2019). The Social Justice Syllabus Design Tool: A First Step in Doing Social Justice

Pedagogy. *JCSCORE*, 5(2), 132-166. https://doi.org/10.15763/issn.2642-2387.2019.5.2.132-166