



Grounded in an asset-based approach, the Diversity Readiness Suggestions Checklist was designed for faculty with a particular interest in making sure that their online courses reflect and honor student diversity. These suggestions include and expand on DEI-related items included in CETLOE's Comprehensive Design Suggestions Checklist and are meant to spark ideas rather than provide a complete to-do list.

Like all efforts in this area, this is a work in progress. Effective DEI work requires participation, so we hope that faculty will be an active part of this resource's ongoing development and use our [feedback form](#) to offer suggestions for improvement.

Faculty may use the checklist to complete their own reviews but are encouraged to [request that a CETLOE design team use the checklist to review their course and offer recommendations.](#)

For more information on asset-based thinking, visit [CETLOE's Embracing Diversity with Asset-Based Pedagogies webpage.](#)

Establishing A Community of Learners

1. The syllabus lays ground rules for course interactions, creating a safe and welcoming space for idea sharing and empowering students to participate in the critique and construction of knowledge. These expectations are reiterated throughout the course, where appropriate.
2. Early in the course, learners (both faculty and students) have a chance to get to know one another. A discussion forum where everyone introduces themselves in a substantive way is one way to begin developing trust. Faculty might also survey students and share the results with the class, asking questions that surface how the course connects with students' experiences, interests, and local communities.
3. Discussions promote divergent thinking, connect to "real life" in local communities, and encourage students to tap into and share their relevant lived experiences and aspirations.
4. Faculty situate themselves as a part of the community of learners rather than a "sage on a stage." Simple ways faculty can do this include using discussions and announcements to highlight diverse perspectives and acknowledge when they've learned from student contributions.
5. Students are invited to reflect and provide feedback (preferably anonymous) on course materials and learning activities, including suggesting possible alternatives or supplements. When appropriate, faculty integrate and acknowledge student contributions. iCollege surveys offer a great way to collect this kind of feedback.
6. Course media (images, graphics, video, etc.) reflect the diversity of the student body at Georgia State University.

Course Learning Activities

7. Authors, points of view, characters, and subjects are representative of Georgia State University's rich diversity, including but not limited to race, gender, sexual orientation, culture, age, socioeconomic status, campus, etc.
8. Diversity of thought and backgrounds among individuals who have contributed to the field is recognized.
9. Where relevant, the emergence of dominant paradigms or norms is explained, especially as such formation connects to power asymmetries among different groups.
10. Students have opportunities to pursue areas of interest and complete assignments that align with their personal goals, interests, and prior experiences.
11. Learning activities support students' development of multiple literacies, including but not limited to written, verbal, data, and visual communication literacies.
12. Students' grades reflect, at least in part, individual growth and contributions to the course community.
13. Faculty promote a growth mindset, framing learning as an ongoing process rather than an achievement.
14. Where possible, testimonials from local professionals or former students from diverse backgrounds are incorporated into the course, offering current learners stories of how others have overcome adversity and achieved relevant educational or career goals.

Resources

Notes

COMPARISON BETWEEN ASSET-BASED AND DEFICIT BASED APPROACHES

CONSTRUCTING A LEARNER-CENTERED SYLLABUS: ONE PROFESSOR'S JOURNEY, IDEA PAPER #60

A LEARNER-CENTERED SYLLABUS HELPS SET THE TONE FOR LEARNING

CETLOE CONSTRUCTING A SYLLABUS RESOURCES
(INCLUDING DIVERSITY, INCLUSIVITY, AND RESPECT STATEMENTS)

A SYLLABUS STATEMENT ON THE VALUE OF INCLUSION

NETIQUETTE: MAKE IT A PART OF YOUR SYLLABUS

DEVELOPING A GROWTH MINDSET (CAROL DWECK)

ICOLLEGE DISCUSSION TOOL

ICOLLEGE SURVEY TOOL

POSTING ICOLLEGE ANNOUNCEMENTS