

Sample Syllabus Statements on Diversity and Inclusion, Links to Other Institutions' Statements, and Considerations for Creating Such Statements

Matt Fotis (with physical and mental ability added by Beth Kiester)

Inclusivity Statement

Every student in this class, regardless of background, sex, gender, race, ethnicity, class, political affiliation, physical or mental ability or any identity category, is a valued and equal member of the group. We all bring different experiences to this class and no one experience has more value or import than another. In fact, it is our different experiences that will enrich the course content. I encourage every student to share their own experiences as they are relevant to the course, but I also stress that no student is ever presumed to speak for anything or anyone more than their own experience or point of view. Furthermore, in this classroom, you have the right to determine your own identity. You have the right to be called by whatever name you wish, and for that name to be pronounced correctly. You have the right to be referred to by whatever pronoun you identify. You have the right to adjust those things at any point. If there are aspects of the instruction of this course that result in barriers to your inclusion or a sense of alienation from the course content, please contact me privately without fear of reprisal. If you feel uncomfortable contacting me, please contact the Office of the Dean of Students.

Rob Seesengood

In class discussions, please feel free to discuss openly, seriously and passionately. I will not, however, tolerate disruptive or insulting remarks, gender or racial slurs, or other forms of bullying, intimidation or hate speech. Publication of the remarks or questions or work of any classmate - in any form, written or recorded - without clear consent will be regarded as a violation of academic integrity and treated as such. I expect you to act with respect for this space, this subject, our process and each other.

Ian Rhile

I view the individual identities and values of students in our class as a strength, and I aim to create a class atmosphere in which all students can learn. Those identities consist of a number of traits and beliefs, such as gender and gender identity, sexual orientation, race, ethnicity and national identity, political affiliation, age, intellectual and physical ability, socio-economic class, faith and non-faith perspectives, military experience, and other characteristics. I strive to do my best to respect this diversity throughout the semester. If you have an experience related to the class that contradicts this commitment or there is an aspect of the course that could be reasonably modified to improve your learning, please contact me. [The Compass](#) includes information about how the College handles [discrimination and hate speech](#), [sexual assault and rape](#) and [sexual harassment \(including Title IX\)](#) and other policies, and the Dean of Students may be a resource to you if you have a concern. In addition, see the statement about [Student Accessibility and Advocacy](#) below.

Links to statements at other institutions: [U. of Central Florida](#); [Winona State U.](#) ; [Yale U.](#); [U. of Central Missouri](#); [U. of Delaware](#); [Purdue U.](#); [Montana State U.](#); [Linfield College](#).

Themes from statements at other institutions

- Statements may be framed in terms of classroom civility, inclusion/inclusivity, diversity, equality/equity, etc.
- They may refer to nondiscrimination, sexual harassment/title IX, anti-bias and disabilities policies explicitly, or to diversity/inclusion committees or plans.
- Lists of identities are common but not always present. List: background/experiences, sex, gender/gender identity/gender expression, sexual orientation, race, ethnicity/national origin/national identity/region, class, political affiliation/ideology, age, intellectual and physical ability, income/socio-economic class, religion/ faith and non-faith perspectives, military experience/military or veteran status, primary language, education, family status, cognitive style, communication style, genetic information.
- Recurring language:
 - respect, valued
 - reference to the mission/values of the institution, community, inclusive environment
 - intersection
 - beliefs, backgrounds, experiences, behaviors, worldviews
 - contact instructor, dean, committee
 - negatives: threaten, harass, discriminate, bully, intimidate, hate speech
- In the Compass, there are the following: anti-discrimination policy (hate speech in particular), Title IX policy for sexual assault/rape, sexual harassment. There are several diversity pages on the Albright website.

Questions to consider - from Brown University, [link](#)

- What are your discipline's conventions and assumptions? How might students with varying backgrounds respond to them?
- What role does your respect for and engagement with diversity in the classroom play in your personal teaching philosophy?
- What positive learning outcomes can come from respecting difference in the classroom? How can you highlight these?
- What do you want your students to know about your expectations regarding creating and maintaining a classroom space where differences are respected and valued?
- Is your statement inclusive of different types of diversity, including, but not limited to, race, gender, ethnicity, sexual orientation, age, socioeconomic status, religion, and disability?
- Which campus resources would you like to direct your students to for further support?
- What kind of classroom environment would your students like to see? How might you include them in the conversation about standards for classroom civility?