

Creating a Statement of Commitment to the values of Inclusion, Diversity, and Equity

CSUSB's [FAM 820.9 \(2019\) Course Syllabus Policy and Guidelines](#) requires at a minimum a statement of commitment to the values of inclusion, diversity, and equity.

Such a statement provides a critical step in promoting an inclusive environment for your classroom, as it not only demonstrates your respect for the variety of experiences, cultures, and background that students bring to class, but also reflects your commitment to providing a supportive and equitable learning environment for all.

Upon crafting such a statement, also consider if the rest of your syllabus and course content is in alignment with such a statement, in regard to tone, spirit, and practice.

When writing such a statement of commitment, you might consider:

- How do you define diversity?
 - Consider how it may differ from your students' understanding of it.
 - Consider if your definition is inclusive of the diversity represented in our students', including, but not limited to: race, ethnicity, religious belief, sexual orientation, sex, gender identity, gender expression, ability, socioeconomic status, cultural orientation, national origin, and age.
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- How do you, as an instructor, recognize and value the diversity in your classroom?
 - Consider what specific systems are in place to ensure that all voices are heard.
 - Consider if a variety of examples are used to demonstrate a concept.
 - Consider if there are guidelines that promote respectful discussions in your classroom to promote a culture of inclusion.
- How can diversity, as represented in your discipline, course content, and classroom, be an asset for learning?
 - Consider what positive learning outcomes can occur by respecting diversity in the classroom.
 - Consider how you can highlight such diversity in the classroom.
- How will issues related to diversity arise in your course and classroom?
 - Consider plans to handle them.
 - Consider if your discipline or your course explicitly or implicitly raise sensitive and/or controversial topics.
 - Consider how might students from different backgrounds respond to disciplinary norms.
- How you seek input from your students on inclusivity of your classroom climate (i.e., to what extent they feel included and how)?
 - Consider how you plan to address the feedback in a respectable and equitable manner.
- What relevant sources exist on campus that you may refer students to for more support?
- What role does your respect for inclusion, diversity, and equity in the classroom play in your personal teaching philosophy?

- What do you want your students to know about your expectations regarding creating and maintaining a classroom space where differences are respected and valued?
- What kind of classroom environment would your students like to see? How might you include them in the conversation about standards for classroom civility?

Adapted from: [Carnegie Mellon University, Eberly Center](#)

You can also choose to include a CSUSB [Land Acknowledgement](#) in your syllabus, lectures and campus events, and this is also included in the resources section.

“We recognize that California State University, San Bernardino sits on the territory and ancestral land of the San Manuel Band of Mission Indians (Yuhaaviatam). We recognize that every member of the California State University, San Bernardino community has benefitted and continues to benefit from the use and occupation of this land since the institution’s founding in 1965. Consistent with our values of community and diversity, we have a responsibility to acknowledge and make visible the university’s relationship to Native peoples. By offering this Land Acknowledgement, we affirm Indigenous sovereignty and will work to hold California State University, San Bernardino more accountable to the needs of American Indian and Indigenous peoples.”

You may also consider adding a component to demonstrate inclusivity of our differently-abled students, beyond the required ADA statement.

“CSUSB is committed to creating an inclusive learning environment. If you experience any barriers to learning in this course, please discuss your concerns with me.”

You may also consider adding a component to demonstrate support for undocumented students.

“If your immigration status or that of a family member presents obstacles to engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the [Undocumented Student Success Center](#) at both San Bernardino and Palm Campuses (Dreamers@csusb.edu; (909) 537-5937). Making use of these resources will not jeopardize your student status, your financial aid, or any other part of your residence. Please visit the Desert [CSU Resources for Undocumented Students](#).”

Additional Resources

Diversity & Inclusion Syllabus Statements

[Clemson University](#)

[Harriet W. Sheridan Center for Teaching and Learning, Brown University](#)
[University of Wyoming](#)

Examples of Accessible Statements for Syllabi, as well as Dos and Don’ts

[Bates University](#)

[University of Minnesota](#)