

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

Source: California State University San Bernardino Course Syllabus Policy and Guidelines FAM 820.9 2019.

[https://www.csusb.edu/sites/default/files/upload/file/FAM%20820.9%20-%20COURSE%20SYLLABUS%20POLICY%20AND%20GUIDELINES\\_0.pdf](https://www.csusb.edu/sites/default/files/upload/file/FAM%20820.9%20-%20COURSE%20SYLLABUS%20POLICY%20AND%20GUIDELINES_0.pdf)

Academic Affairs Faculty Senate

---

CSUSB's Course Syllabus Policy and Guidelines FAM 820.0 (2019) requires at a minimum a statement of commitment to the values of inclusion, diversity, and equity. Including a diversity statement on your syllabus can set the tone for your classroom environment. It shows students that you value and respect differences in intellectual exchange and are aware of current campus conversations surrounding diversity. Your statement should articulate to your students why being inclusive matters to you, specifically, and how that relates to your discipline, course, and desired classroom climate. (Adapted from Cornell's Center for Teaching Excellence resource page.)

When crafting an inclusion, diversity, and equity statement you might consider the following questions:

- 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?

Below are just a few ways that faculty at CSUSB and various other institutions have crafted statements of commitment to the values of inclusion, diversity, and equity. There are also links and additional resources below. There is a specific statement on CSUSB campus resources for undocumented students or students in families of mixed immigration status. 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.

### **Sample syllabus statements from California State university San Bernardino Inclusion, Diversity, and Equity**

---

“The topics that we’re covering in this class are often difficult, not just intellectually but emotionally. While I expect there will be rigorous discussion and even disagreement in the course of our class discussions, I ask that you engage in discussion with care and empathy for the other members in the classroom. Aim to disagree (and support your point of view with credible, scholarly resources) without becoming disagreeable. In this class we will not shy away from the uncomfortable. Critically examining and assessing our most basic assumptions and values is not just one of the tasks of philosophy but is an activity vital to living an authentic (and your best!) life. I urge you to have the courage to experience the uncomfortable in this class. In exchange for your courage, I will work to ensure a classroom environment that supports your taking these intellectual and emotional risks. Some of you will have strong opinions based on religious or spiritual beliefs. This is expected and respected as long as we allow everyone a voice. I welcome you as my academic partner.”

--Source: Charli Eaton, MA, MPA (she, her, hers), CSUSB Adjunct Faculty

“All students are welcome and all students belong in this class regardless of race, ethnicity, gender identity, political stance, religion, citizenship, or immigration status whether the status is documented or undocumented. If your name and/or pronouns differ from those on your college record, please let me know. If anything in the course content, lectures, or discussions prevents you from engaging in the course in the richest way possible, please let me know by email or other method. You can also submit comments to my department chair, \_\_\_\_\_ or the \_\_\_\_\_ College Dean’s office if you would like to report something anonymously.

“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 (<https://www.csusb.edu/undocumented-student-success-center>) at both San Bernardino and Palm Desert 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 <https://www.csusb.edu/admissions/apply-csusb/establishing-residency/csu-resources-undocumented-students>.”

--Source, CSUSB

## Sample syllabus statements from other universities

---

"Respect for Diversity: It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you."

--Source: University of Iowa College of Education

"All people have the right to be addressed and referred to in accordance with their personal identity. In this class, we will have the chance to indicate the name that we prefer to be called and, if we choose, to identify pronouns with which we would like to be addressed...I will do my best to address and refer to all students accordingly and support classmates in doing so as well."

--Source: University of Michigan, Center for Research on Learning and Teaching

"A university is a place where the universality of the human experience manifests itself."

-Albert Einstein

In keeping with the spirit of Einstein's viewpoint, the Department of Communication Studies is committed to providing an atmosphere of learning that is representative of a variety of perspectives. In this class, you will have the opportunity to express and experience cultural diversity as we focus on issues such as: gender and communication in small groups, communication in the multicultural group, and cross-cultural and intercultural work group communication. In addition, writing assignments and daily activities have been designed to encourage individuality and creative expression. You are encouraged to not only take advantage of these opportunities in your own work, but also, learn from the information and ideas shared by other students."

--Source: University of Alabama, Department of Communication Studies

### **Diversity & Inclusion Syllabus Statements**

From the Harriet W. Sheridan Center for Teaching and Learning, Brown University

<https://www.brown.edu/sheridan/teaching-learning-resources/inclusive-teaching/statements>

### **Diversity & Inclusion Syllabus Statements**

From Clemson University

[https://www.clemson.edu/otei/documents/Teaching%20Review%20Resources/Diversity\\_InclusionSyllabiSamples.pdf](https://www.clemson.edu/otei/documents/Teaching%20Review%20Resources/Diversity_InclusionSyllabiSamples.pdf)

## **Example Diversity Statement for Syllabi**

From University of Wyoming

[https://www.uwyo.edu/learn/fac\\_resources\\_recognition/teacher\\_guides/example-diversity-statements-for-syllabi.pdf](https://www.uwyo.edu/learn/fac_resources_recognition/teacher_guides/example-diversity-statements-for-syllabi.pdf)

## **Additional Resources:**

---

### **Sample Language and Resources Focused on Undocumented Student Support**

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 (<https://www.csusb.edu/undocumented-student-success-center>) at both San Bernardino and Palm Desert 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 <https://www.csusb.edu/admissions/apply-csusb/establishing-residency/csu-resources-undocumented-students>.

Also see [USSC Syllabus Statement for Undocumented Student Support](#)

**CSUSB Land Acknowledgement is linked here, and the full text is provided here.**

<https://www.csusb.edu/tribal-relations>

“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.”