

Example Diversity Statements for Syllabi

- ***“Your experience in this class is important to me. If you have already established accommodations with the Resource Office on Disabilities, please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course.*** If you have not yet established services through ROD, but have a temporary health condition or permanent disability that requires accommodations (conditions include but are not limited to: mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact ROD at 203-432-2324 to make an appointment. General information for students can be found on the [Student Information](#) page of the Resource Office on Disabilities’ website. ROD offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s), and ROD. It is important to Yale University to create inclusive and accessible learning environments consistent with federal and state law” (Yale CTL and ROD)
- “Commitment to an inclusive learning environment: Yale University adheres to the philosophy that all community members should enjoy an environment free of any form of harassment, sexual misconduct, discrimination, or intimate partner violence. If you have been the victim of sexual misconduct, we encourage you to report this. If you report this to a faculty/staff member, they must notify our college’s Title IX coordinator about the basic facts of the incident (you may choose to request confidentiality from the University). If you encounter sexual harassment, sexual misconduct, sexual assault, or discrimination based on race, color, religion, age, national origin, ancestry, sex, sexual orientation, gender identity, or disability please contact the Title IX Coordinator, Stephanie Spangler, at stephanie.spangler@yale.edu([link sends e-mail](#)) (203.432.4446) or any of the University Title IX Coordinators, who can be found at: <http://provost.yale.edu/title-ix/coordinators>”
Source: Nancy Niemi, Yale Center for Teaching and Learning
- “The Department of Sociology embraces a notion of intellectual community enriched and enhanced by diversity along a number of dimensions, including race, ethnicity and national origins, gender and gender identity, sexuality, class and religion. We are especially committed to increasing the representation of those populations that have been historically excluded from participation in U.S. higher education.”
Source: Brown University, Department of Sociology

- “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

- “The Sheridan Center supports an inclusive learning environment where diverse perspectives are recognized, respected, and seen as a source of strength. Certificate II seeks to present a variety of diverse perspectives within the scholarship of teaching and learning (SOTL) and through our seminar discussions. The seminar will address diversity considerations for course design and student engagement along a number of dimensions, including race, ethnicity and national origins, gender and gender identity, sexuality, socio-economic class, age, religion, and disability. Seminar participants who have a disability or other condition necessitating accommodation are encouraged to discuss their needs with the instructor.”

Source: Brown University Sheridan Center for Teaching and Learning

- The University of Central Florida considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community.

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options

at www.shield.ucf.edu and <http://cares.sdes.ucf.edu/>.

If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please notify the instructor as soon as possible and/or contact Student Accessibility Services.

Note:

In addition, the diversity statement can provide a precedent for diversity practices throughout term:

- Giving explanations of why certain authors from marginalized backgrounds or identities are present or lacking on the syllabus reading list.
- Providing personal stories of how the instructor has been affected by the lack of diversity in their field.
- Giving examples of how the instructor struggled with the course material as a student because of challenges tied to background or identity.
- Acknowledging the history of exclusion of people with diverse identities, backgrounds, or ideologies from the field.
- Providing ground rules for discussing hot topics, such as national politics or campus controversies.
- Explaining how teaching practices are meant to address the learning needs of diverse students.