**Equity and Inclusion Statement**

 American higher education is undergoing a transformation to a curriculum that includes the discoveries, insights and perspectives of all peoples. Teaching methods are also changing to reflect diverse ways of learning. I invite you to be partners with me in this process of transformation.

 While I do my best to create a learning environment that embraces difference, I’m still learning and need you to bring things to my attention that I have overlooked. If something is said in class that impedes your learning, please bring it to my attention. Likewise, if there is something in the assigned readings, something about the teaching methods I use, or something occurring outside of class that presents an obstacle to your learning, let me know.

 I expect that you will also do your best to contribute to an inclusive learning environment by respecting differences. But, like me, I realize that you are also still learning how best to interact with people who are different from you or how best to suggest changes that may benefit you and others. This process calls for goodwill and understanding from all of us.

 Including diverse views and experiences enriches learning for all of us and I hope that this issue can be discussed openly as needed. But if you don’t think it is appropriate to bring up an issue in class, then please contact me outside of class.

*Note: This statement is intended to open up a conversation between instructor and students, and as such can be tailored to your specific course needs.* *You may consider handing this statement out as a separate document rather than including it as an addendum to your syllabus; this might help underscore, for students, the importance of equity and inclusion in the classroom. To make the best use of such a statement, an instructor may also wish to follow up by:*

1. Giving students a first-day survey that solicits information on how best to make the classroom environment conducive to their learning individually.
2. Discussing other policies that might relate to this statement such as use of technology in the classroom.
3. Discussing the use of sensitive language in the classroom and reminding students that racist, sexist, homophobic language will not be tolerated.
4. Discussing the possibility of difficult or sensitive course texts.
5. Discussing the biases inherent in the material included in the syllabus and how the course will address those biases (e.g., “I acknowledge that it is possible that there may be both overt and covert biases in the material due to the lens with which it was written, even though the material is primarily of a scientific nature, etc.” Linden & Wright).

1. Talking with students about the teaching methods you use and why you use

them; letting students know that their feedback on these methods and assignments is welcome throughout the semester and not only at course evaluation time.