LUTHER COLLEGE
Syllabus Statements on Diversity, Equity, and Inclusion

1. Statement generated by Luther’s Student Academic Support Center (SASC)

Services for Students with Disabilities and/or Medical Conditions
Any student needing accommodations due to the impact of a disability or medical condition can register for services with the Disability Services Office in the Student Academic Support Center (SASC). The office will verify the need for accommodations and develop a plan to be distributed to appropriate instructors. Students who use accommodations should also contact the instructor privately and in a timely manner to discuss the most effective methods to implement the approved accommodations. The SASC office is located in Preus Library, Room 108, and can be reached at 387-1270.

2. Statements generated by Luther’s Counseling Service

Sexual Misconduct and Title IX Statement:
Luther College strives to create an environment free from sexual or relationship misconduct of any kind; and in which those who have these experiences get the help and support they need. The College does not tolerate sexual harassment, sex offenses, stalking, dating violence and domestic violence, regardless of whether the individual engaged in the offensive behavior is a student, faculty member, staff member or visitor to the campus. These behavioral expectations and core values are consistent across the College. Luther’s Sexual Misconduct and Interpersonal Offenses Policy and Procedures outlines expectations the college has for students and employees, including faculty. In order to do all that we can to maintain a safe campus community, and in compliance with Federal law, all employees of the college are expected to report knowledge of alleged sexual misconduct to the Title IX Coordinator.

As an instructor, one of my duties is to help create a safe learning environment on our campus. I will seek to keep information you share private, however my legal duty as a responsible individual on campus I am required to report incidents which violate this policy. Therefore, if you reveal to me, in conversation, writing, class discussion, or in any other manner, that you have experienced sexual misconduct it is my obligation to share that information with the Title IX Coordinator on our campus. Please know that if this is a step that needs to be taken, I will do my best to involve you in that process so that you know what to expect as a result of the communication with the Title IX Coordinator. To learn more about the expectations the college has of you with respect to sexual misconduct, you can find the full policy here:

https://www.luther.edu/studentlife/student-handbook/?policy_id=678287
If you would rather not disclose to me, please note three confidential resources on campus: Luther College Counseling Service, Luther College Health Service and Luther College Campus Ministries. These three offices fall outside the guidelines of reporting responsibilities, and can therefore maintain your confidentiality.

Mental Health Services Syllabus Statement
As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. Luther College Counseling Services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via the Counseling Service web site at http://www.luther.edu/student-life/counseling/index.html.

3. Statements submitted by Luther faculty

Alignment with the Mission of Luther College
- Affirms the liberating power of faith and learning
- Embraces diversity
- An education that disciplines minds and develops whole persons equipped to understand and confront a changing society
- Strive to be a community where students and faculty are enlivened and transformed by encounters with one another, by the exchange of ideas, and by the life of faith and learning.

Choral Area Policy on Inclusion and Attire
Luther College does not discriminate in employment, educational programs, and activities on the basis of age, color, creed, disability, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, veteran status, or any other basis protected by federal or state law. The Luther College Choral Program welcomes all individuals into our community.

The choral art form demands a certain level of uniformity in sound and appearance, however, we want to provide concert attire options that best fits your identity. Please select from two options for formal attire:

Formal attire (ROBES)

Option 1: Choir robe, t-shirt, black pants, black dress socks (not ankle), black dress shoes (not tennis shoes) that have a black sole and black laces

Option 2: Choir robe, t-shirt, shorts, black tights, closed toe black dress flats (ballet) or one-inch black dress pumps (not patent leather shoes) with no extra adornments (bows, straps, sparkles, etc.).
No Jewelry allowed with formal attire other than Luther Rings, engagement/wedding rings.

Informal attire (QUARTER ZIPS)
Quarter zip, white shirt underneath with either black pants/socks/black shoes OR black skirt, black tights, black shoes.

Commitment to Inclusive Learning Environment
Your experience in this class is important to me. It is my intent that students from all diverse backgrounds and perspectives be well served by this course and that the diversity students bring to this class be viewed as a resource, strength and benefit. You will be treated with respect. I also expect all students to treat each other with respect.

Democratic Citizenship and Ethical Communication
My classroom is a space of training for democratic citizenship. In the spirit of open, deliberative democracy, we will not shrink from controversy; we will embrace a robust “public sphere” with arguments and counterarguments. As mature citizens of a democracy, we will all attempt to maintain the following standards of ethical communication:

- We will argue about ideas, not individuals, groups, or personalities.
- We will make claims based upon reasons and evidence, not gratuitous pleas to fear or prejudice.
- We will make attempts to listen and understand viewpoints that differ from our own.
- We will come to our public sphere with humility and open minds, willing to change our viewpoints when presented with better reasons and arguments.

Additionally, my classroom is a brave zone, a space that respects and celebrates our society’s human and cultural diversity. All students have the right to receive an education free from intimidation and harassment. I encourage all students to express their viewpoints freely, to bring marginalized or minority viewpoints to our classroom community, to challenge what the majority comfortably accepts as self-evident.

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. I am committed to teaching in a way that is respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. Your suggestions are encouraged and appreciated. 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.
Diversity
This classroom provides a place where individuals of all visible and nonvisible differences—including but not limited to race, ethnicity, national origin, cultural identity, gender, gender identity, gender expression, sexual orientation, physical ability, body type, socioeconomic status, veteran status, age, and religious, philosophical, and political perspectives—are welcome. Each member of this learning community is expected to contribute to creating and maintaining a respectful, inclusive environment for all the other members.

Diversity
Luther College recognizes the importance of diversity within the classroom and is committed to providing an inclusive environment where all feel respected, valued and accepted. It is my intent that everyone is welcome in the classroom and that we will all be respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Scientific advancement occurs when individuals collaborate and bring different ideas together. Each individual’s unique viewpoint and experiences bring important elements to the discussion of science, and accepting and embracing this diversity and will help in understanding the complex world in which we live.

Diversity Center
The services offered by Luther's Center for Intercultural Engagement and Student Success provide opportunities for students to achieve their academic and developmental goals. The center not only works with Luther's campus, but also the Decorah community to understand and use strategies that foster diversity appreciation and develop cultural competence. The center is located on the first floor of the Union.

Services for Students

<table>
<thead>
<tr>
<th>Services</th>
<th>Description</th>
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<tr>
<td>Lifeline</td>
<td>Help students adjust, focus on achievement, hone college survival skills, and appreciate students to help them thrive</td>
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<tr>
<td>Coach</td>
<td>Give accurate information, appropriate feedback, and explicit guidance in a comfortable setting; aids retention and success</td>
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<tr>
<td>Gateway</td>
<td>Spread the benefits of diversity through programming with depth, breath and excellence, partnerships with purpose and commitment and student leadership, all to improve the campus experience for students</td>
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<tr>
<td>Hotline</td>
<td>Initiate referrals, interventions and connections to meet student needs and remove barriers to learning</td>
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<tr>
<td>Advocate</td>
<td>Promote fairness and equity for all students</td>
</tr>
<tr>
<td>Resource</td>
<td>Provide accurate information on educational, leadership &amp; job opportunities</td>
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Diversity Statement
As a community of artists, we model and promote positive actions to create safe environments for all people. The art program affirms the commitment to be active in: the creation of a welcoming community; the defense of the rights of all; and a continuing and unswerving condemnation for all forms of bias and oppression. We support and work to create a culture of gratitude for people of all race, gender, age, abilities, national origin, religion, and sexual orientation.

Diversity Statement
I consider this learning environment to be a place where you will be treated with respect, and I welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, ability – and other visible and nonvisible differences. All members of this class are expected to contribute to a respectful, welcoming, and inclusive environment for every other member of the class.

Diversity Statement
I believe in fostering an inclusive learning environment. Students from all diverse backgrounds and with all learning needs are welcome. Members of the Luther community are expected to act respectfully toward others, whatever our gender, sexuality, disability, religion, ethnicity, race, culture, or socioeconomic status. If you have a disability, please come to my office early in the semester to discuss your accommodation plan.

Education Department Diversity Statement
The faculty, staff and emerging teachers in the Education Department at Luther College unequivocally denounce all forms of bias and hate. We strive to create an inclusive community where differences according to race, ethnicity, language, religion, national origin, gender identity, sexual orientation, socioeconomic status, age, and (dis)ability status are valued and affirmed. We are committed to challenging and eradicating racism, white privilege, xenophobia, heteronormativity, sexism, ableism, classism, and other unforeseen biases we bring into the classroom. Finally, we recognize our role and responsibility as teachers to create a more just and humane society so that all children may thrive.

Everyone Is Welcome
Everyone is welcome in this classroom without regard to your background, musical or otherwise. Each and every one of you is already a musician. But we’ve come to this place with a wide variety of musical experiences and backgrounds. My task is to take you where you are now, and help you develop into the outstanding musician (and teacher) you’ll become. This may require more work for some of you than for others. We have different gifts and different backgrounds, but this is a place where I hope you will feel confident to work as hard as you can to become an excellent musician (and music educator). I will support you the best that I can.

It is my intent that students from diverse backgrounds and perspectives be well served by this course, that your learning needs be addressed both in and also outside of class, and that the
diversity that you bring to this class be viewed as a resource, strength and benefit. It is my intent to respect diversity in the materials and activities we use in this course: diversity of gender, sexuality, disability, learning style, age, socioeconomic status, ethnicity, race, religion, culture and musical background. Your experience in this class is important to me, and 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.

**General Expectations**

Our class will be not only a stimulating place, but a safe place for learning. We operate on the principles of respect for each other, curiosity about our similarities and differences, and sensitivity and compassion as we work together to better understand each other and the world around us.

Everyone is welcome in this classroom. Please speak to me in public or in private about anything that happens that makes you feel unwelcome or uncomfortable in our class. One example: are we calling you by your preferred gender pronouns? Another example: do I speak too quickly, or not give clear enough instructions?

**Ground Rules for Discussion**

1. Remember that reasonable people can and do disagree.
2. Each person deserves respect and deserves to be heard.
3. Tolerance and patience are required of all.
4. Expect to offend and be offended—so forgive your classmates in advance.
5. Respect the courage of some who share things we may find highly objectionable. We may learn the most from their comments.
6. Understand the rules for civil discourse may need to be negotiated on individual, group, and class levels.
7. Acknowledge that all racial/ethnic groups have accomplishments their members can be proud of and misdeeds they should not be proud of.
8. Each person can only be held accountable for what he or she has done. She or he cannot be held accountable for what ancestors or relatives have done.
9. Each person should understand the privileges that he or she has in the U.S. based on skin color and other social assets such as social class, gender, level of education, and so on.
10. “Equality” between and among discussants should be the relational norm.

--Orbe and Harris, 2001

**Inclusion**

It is my goal to foster a learning environment where every student is recognized as a unique individual. A person whose personality and experiences are the basis for their unique perspectives, attitudes, beliefs, and values.

We may not always share a common set of opinions -BUT- We can share a dynamic journey!
Inclusion Statement
Your experience in coaching as a positive opportunity to grow and improve is important to me. Because this course is based on individual lessons, course experiences and outcomes vary widely. We each bring different levels of experience to the table, as well. Seminar class is an opportunity to share feedback and experience unity in this common cause. In the spirit of inclusion, there will be multiple opportunities to give feedback verbally and in writing, and I encourage fully engaged participation from all parties.

Learning Environment
To me, each course represents its own learning community and a shared adventure that grows over the course of the semester. You can expect me to support your learning, to foster an inclusive environment, and to respect you as an individual, regardless of your gender, gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, culture, or any other part of who you are. Likewise, I expect you to offer the same respect to your classmates, both as individuals and as learning partners, and to take a collaborative approach to learning - from me and from your peers - over the course of the semester.

Learning in Community
We all have much to learn from each other, and therefore each one of us needs to bring an open mind, empathy, curiosity, and humility. Our class community embraces everyone, whatever mix of moral values, politics, religious faith, sexual orientation, race, cultural background, and so forth. I often find that students are as quick or quicker than I am to realize that someone might not be feeling part of the group and needs to be included. Please reach out!

Here are some aspirations for making everyone feel part of the group:

- If someone says something that bothers you, first ask “I wonder why they see the world that way?” Then rather than immediately criticizing the view, share the way you see things.
- If you notice that someone’s not saying anything, reach out to them. This might happen in discussion or small group work, or before or after class.
- If you realize that you’re talking a lot, think of ways to ask questions as well as offer views, so that you develop your curiosity about what other people think.
- If, in listening to discussion, you feel “othered” because your views or experience don’t match what people are seeing as normal, try saying “wow, I guess I see things differently” or “you know, my experience hasn’t been like that,” and share an example or two. People will be interested and grateful! It takes courage, but your fresh perspective can help everyone expand their world.
- That said, the burden shouldn't be on you. If people express ideas or behave in ways that make you feel unwelcome or alienated, please come talk with me. I believe that all people deserve welcome, and I try to understand and respect all people. I want to work with you, whoever you are, and will listen, explore, and (I hope) find ways to address your concerns.
**My Classroom Is a Safe Zone**

My classroom is a safe zone, a space that respects and celebrates our society’s human and cultural diversity. All students have the right to receive an education free from intimidation and harassment. I encourage all students to express their viewpoints freely, to bring marginalized or minority viewpoints to our classroom community, to challenge what the majority comfortably accepts as self-evident. In keeping with this view, I fully support the rights of undocumented students to an education and to live free from the fear of deportation. If you have any concerns in that regard, feel free to discuss them with me and I will respect your wishes regarding confidentiality and will do everything in my power to protect your rights.

**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.

**Statement on Inclusion and Diversity**

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, and that everyone’s learning needs be addressed both in and out of class. Gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture are all pools of experience and resources to draw upon. The diversity you all bring to this class will provide strength and benefit the ideas we will explore in this space. Art is meaningless in and of itself. Art requires ideas, experiences, and perspectives to help guide and provide form. 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.

**Supporting an Open, Accepting, and Respectful Educational Environment**

Luther College’s Mission Statement states “As people of all backgrounds, we embrace diversity and challenge one another to learn in community, to discern our callings, and to serve with distinction for the common good”. As members of the Luther community, we will dedicate ourselves to creating an accepting and respectful educational environment that embraces members of all races, abilities or disabilities, ethnicities, sexual orientations, religions, nations of origin, gender identities, and political beliefs. I encourage you to give me any suggestions or ideas for how to make our class welcoming and inclusive throughout the semester. Please also let me know if any of our classes falls on important religious days and we can make alternative arrangements.

**This Course**

1. In all aspects of this course you will be treated with respect. Individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions,
national origins, religious affiliations, sexual orientations, ability – and other visible and nonvisible differences are not only welcomed but supported in their effort to learn and thrive. All members of this class are expected to contribute to a respectful, welcoming and inclusive environment for every other member of the class.

2. This course will be a place where all students can stretch and grow, independent of background or experience. No matter your background you will be challenged. My belief is that only through challenge can we make our most significant growth inside the classroom or in other settings. At times the material may seem daunting beyond what you feel you are able to achieve but you will be supported and you will learn.

Viewpoint Diversity in the Classroom
This is not primarily a discussion class, but there may be occasions when individuals have the opportunity to express their views. When those occasions occur, it is important that the following principles guide those discussions:

- Reasonable minds can differ on any number of perspectives, opinions, and conclusions
- No ideas are immune from scrutiny and debate
- Treat every member of the class with respect, even if you disagree with that person’s opinion
- You will not be graded on your opinions, nor will you be expected to adopt the opinions of the professor or anyone else in class

What You Can Expect of Me as the Instructor of the Course
You can expect me to be an engaged professor in the same way I expect you to be an engaged student. You can expect me to be thinking deeply about our course material and working to help you connect with it in multiple ways. You can expect me to be open and receptive to your questions; when I do not know something, you can expect me to go, learn a bit more, and come back to you. You can expect me to be supportive and encouraging of you as you engage with the course material, and as you navigate your time here at Luther. I will be responsive to your communication (digital and otherwise) and I will always try to find a time to meet with you outside of class, especially if that is during office hours. Most of all, you can expect me to foster a respectful, inquisitive, and positive learning environment.

4. Statements from External Sources
American Society for Engineering Education
Diversity Statement: I consider this classroom to be a place where you will be treated with respect, and I welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, ability – and other visible and nonvisible differences. All members of this class are expected to contribute to a respectful, welcoming and inclusive environment for every other member of the class.
Preferred Name/Pronoun Syllabus Statement: I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

Brown University, Department of Sociology
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.

Brown University, Lynn Hernandez (School of Public Health, Behavioral and Social Sciences)
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 the 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 identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, 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.

Important note: Given the sensitive and challenging nature of the material discussed in class, it is imperative that there be an atmosphere of trust and safety in the classroom. I will attempt to foster an environment in which each class member is able to hear and respect each other. It is critical that each class member show respect for all worldviews expressed in class. It is expected that some of the material in this course may evoke strong emotions, please be respectful of others' emotions and be mindful of your own. Please let me know if something said or done in the classroom, by either myself or other students, is particularly troubling or causes discomfort or offense. While our intention may not be to cause discomfort or offense, the impact of what happens throughout the course is not to be ignored and is something that I consider to be very important and deserving of attention. If and when this occurs, there are several ways to alleviate some of the discomfort or hurt you may experience:

1. Discuss the situation privately with me. I am always open to listening to students' experiences, and want to work with students to find acceptable ways to process and address the issue.
2. Discuss the situation with the class. Chances are there is at least one other student in the class who had a similar response to the material. Discussion enhances the ability for all class participants to have a fuller understanding of context and impact of course material and class discussions.
3. Notify me of the issue through another source such as your academic advisor, a trusted faculty member, or a peer. If for any reason you do not feel comfortable discussing the issue directly with me, I encourage you to seek out another, more comfortable avenue to address the issue.
Brown University, Monica Linden (Neuroscience)
In an ideal world, science would be objective. However, much of science is subjective and is historically built on a small subset of privileged voices. I acknowledge that the readings for this course, including the course reader and BCP were authored by white men. Furthermore, the course often focuses on historically important neuroscience experiments which were mostly conducted by white men. Recent edits to the course reader were undertaken by both myself and some students who do not identify as white men. However, 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. Integrating a diverse set of experiences is important for a more comprehensive understanding of science. Please contact me (in person or electronically) or submit anonymous feedback if you have any suggestions to improve the quality of the course materials.

Furthermore, I would like to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.) To help accomplish this:
- If you have a name and/or set of pronouns that differ from those that appear in your official Brown records, please let me know!
- If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you. Remember that you can also submit anonymous feedback (which will lead to me making a general announcement to the class, if necessary to address your concerns). If you prefer to speak with someone outside of the course, the Associate Dean of the College for Diversity Programs is an excellent resource.
- I (like many people) am still in the process of learning about diverse perspectives and identities. If something was said in class (by anyone) that made you feel uncomfortable, please talk to me about it. (Again, anonymous feedback is always an option).

Centenary College of Louisiana
Statement on Diversity: We value human diversity in all its richly complex and multi-faceted forms, whether expressed through race and ethnicity, culture, political and social views, religious and spiritual beliefs, language and geographic characteristics, gender, gender identities and sexual orientations, learning and physical abilities, age, and social or economic classes. We respect the value of every member of the class, and everyone in the class is encouraged to share his or her unique perspective as an individual, not as a representative of any category. Multicultural and intercultural awareness and competencies are key leadership skills, and we intend to present material and classroom activities that respect and celebrate diversity of thought, background, and experience. College is supposed to challenge assumptions and to provide new and sometimes uncomfortable ways of looking at issues, but if you feel uncomfortable regarding content or perspectives that are presented or discussed by professors, guest speakers, or other students we encourage you to contact one of your instructors immediately so that we can discuss those feelings. We would like to use your
preferred language when addressing you, so please let us know if your preferred name (or the pronunciation of that name) differ from what we are using and we ask that each of you let us know your preferred gender pronouns. Your suggestions on how to incorporate diversity in this course in a meaningful way are appreciated and encouraged.

Heterodox Academy
Commitment to Viewpoint Diversity, Mutual Understanding, and Constructive Disagreement: In order to create a classroom environment that supports respectful, critical inquiry through the free exchange of ideas, the following principles will guide our work:

- Treat every member of the class with respect, even if you disagree with their opinion;
- Bring light, not heat;
- Reasonable minds can differ on any number of perspectives, opinions, and conclusions;
- Because constructive disagreement sharpens thinking, deepens understanding, and reveals novel insights, it is not just encouraged, it is expected;
- All viewpoints are welcome;
- No ideas are immune from scrutiny and debate;
- You will not be graded on your opinions.

Montana State University (adapted from University of Northern Colorado)
Inclusivity Statement: I support an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. We expect that students, faculty, administrators and staff at MSU will respect differences and demonstrate diligence in understanding how other people's perspectives, behaviors, and worldviews may be different from their own.

Stonehill College, Center for Teaching and Learning
Diversity and Inclusion Statement: Stonehill College embraces the diversity of students, faculty, and staff, honors the inherent dignity of each individual, and welcomes their unique cultural and religious experiences, beliefs, and perspectives. We all benefit from a diverse living and learning environment, and the sharing of differences in ideas, experiences, and beliefs help us shape our own perspectives. Course content and campus discussions will heighten your awareness to these differences.

There are many resources for anyone seeking support or with questions about diversity and inclusion at Stonehill. Resources are infused throughout the Mission Division, Academic Affairs, and Student Affairs. If you’d like more information on how to get connected to resources, the Office of Intercultural Affairs is a good first stop.

If you are a witness to or experience an act of bias at Stonehill, you may submit a bias incident report online or on the Stonehill App. If you would like to learn more on bias incident prevention and response, or submit a report please visit:
http://www.stonehill.edu/offices-services/intercultural-affairs/bias-response-protocol/
A personal note from your professor… If you ever have a concern about my behavior or that of another student in the class, please, please feel free to approach me in person, by email, or with an anonymous note under my door… whatever it takes so that I can continue to work on creating an inclusive classroom environment. Thank you.

University of Central Florida, Karen L. Smith Faculty 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.

University of Iowa, College of Education
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.

University of Michigan, Center for Research on Learning and Teaching
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.
University of Pittsburgh, Graduate School of Public Health

Option 1: The University of Pittsburgh Graduate School of Public Health supports learning environments that are inclusive and respectful of all individuals. Every member of our community is expected to be respectful of the individual perspectives, experiences, behaviors, worldviews, and backgrounds of others.

Option 2: In this course, students, faculty and guests represent a diversity of individual perspectives, backgrounds, and experiences, which enriches our classes. We urge all to be respectful of others. While intellectual disagreement may be constructive, no harsh statements, or demeaning or discriminatory behavior will be permitted. If you feel uncomfortable, please feel free to approach me to discuss the situation.

Option 3: This course covers multi-dimensional academic topics. You are expected to share your views and be respectful of others’ opinions. This will ensure a learning environment that values diverse experiences and expertise, which will facilitate Pitt Public Health's collaborative approach to solving problems.

Whitman College

The topics that we’re covering in this class are often difficult, not just intellectually but emotionally. While I expect there to 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 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 life. I urge you to have the courage to 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.

Winona State University

Commitment to Inclusive Excellence: WSU recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from WSU’s community or if you have a need for any specific accommodations, please speak with the instructor early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community.

If you or a friend has been a victim of sexual assault, dating violence, domestic violence, or stalking, you can talk to a trained, confidential advocate by calling [phone number]. See the Sexual Violence page for more information about your rights and resources.
Yale Center for Teaching and Learning
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 any of the University Title IX Coordinators, who can be found at:
http://provost.yale.edu/title-ix/coordinators.

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