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Teaching for Inclusion & Equity Foundational Badge Artifact

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Inclusivity syllabus statement:

Diversity is valuable both in principle and in practice. People enter university from all different walks of life, and our classroom space will be represented by differences in age, ability, socioeconomic status, cultural background, racial/ethnic identity, gender identity, sexual orientation, religious affiliation, political affiliation, and myriad other social identities and experiences. In this class, we will work together to develop a learning community that is inclusive and respectful of this diversity of identities and experiences. Although acknowledging, discussing, and embracing these differences can sometimes be uncomfortable, doing so is important (in principle) as we value the right for all voices to be heard and (in practice) because hearing voices different from the ones we most often hear can break down barriers, challenge misconceptions, and lead to personal growth and enrichment. As a result, we will together embrace this type of environment, even—or perhaps especially—when it feels uncomfortable. At the same time, we will be careful about what we say, when we say it, and how we say it, as we recognize that the person sitting next to us may have experiences that cause certain statements to hit differently or hit harder. If a line is crossed, we will point out the mistake without condemning the person, and the person should acknowledge the mistake with humility and make adjustments in the future. Although it is impossible to guarantee a truly “safe space,” my hope is that working together to apply these practices will lead to a “brave space” in which we can embrace discomfort and grow in this area together.