



Teaching for Inclusion & Equity Foundational Badge Artifact

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Inclusive Learning Environment Syllabus Statement

In this class, we will work together to develop a learning community that is inclusive and respectful. Our diversity may be reflected in ways that are both seen and unseen by others, including but not exclusive to differences in race, culture, age, religion, sexual orientation, socioeconomic background, neurodiversity, and other social identities and life experiences. Respecting one another's individual differences is critical in transforming a collection of diverse individuals into an inclusive and collaborative learning community. Our core commitment shapes our core expectation for behavior inside and outside of the classroom. Each week in the course modules on Canvas there is a link to a Qualtrics survey called "Weekly check-in and classroom climate survey" – this survey is anonymous and serves two purposes. First, it helps me to gauge how the class is doing with the coursework and feeling about meeting our learning goals. Second, it has an open-response section where you can let me know about anything that is happening in class of which I may not be aware and that interrupts your sense of belonging. If you would like to leave your name in the open response so that I can follow up with you, you are welcome to do so.

The goal of inclusiveness, in a diverse community, encourages and appreciates expressions of different ideas, opinions, and beliefs, so that conversations and interactions that could potentially be divisive turn instead into opportunities for intellectual and personal enrichment. A dedication to inclusiveness requires respecting what others say, their right to say it, and the thoughtful consideration of others' communication. Both speaking up and listening are valuable tools for furthering thoughtful, enlightening dialogue.