**Diversity and Inclusion Statement**

**Shorter Option:**

*Please consider tailoring this statement to include why diversity and inclusion is important for your area of study and students’ success in that field (e.g., what is the positive impact of supporting diversity and inclusion within your classroom and area of study?).*

Ohio University is committed to supporting inclusion of diverse people and populations within and beyond our campus community. It is crucial that we commit to learning from one another in our classroom and provide an environment where if something is occurring that prevents us from being able to succeed, we talk about and address it. Discrimination has a negative impact on one’s learning, and my hope is that we can create a classroom environment in which all are able to learn and succeed.

**Longer Option:**

*Please consider tailoring this statement to include why diversity and inclusion is important for your area of study and students’ success in that field (e.g., what is the positive impact of supporting diversity and inclusion within your classroom and area of study?).*

It is crucial that we commit to learning from one another in our classroom and provide an environment where if something is occurring that prevents us from being able to succeed, we talk about and address it. Some examples of what I am committed to are:

* **Awareness that what happens outside the classroom can have a direct impact on our experiences within the classroom.** When racism, sexism, homophobia, transphobia, ableism, classism, and other forms of discrimination occur, it may cause us distress or make it challenging for us to be as engaged as we would like within the classroom. If something has happened that is preventing you from learning in our environment, please either let me know so I can help find the best resources to support you on campus or in our community, or, if you are uncomfortable speaking with me, utilize the resources on campus like Counseling and Psychological Services, the Division of Diversity and Inclusion, and/or Equity and Civil Rights Compliance.
* **Addressing microaggressions, implicit bias, and/or discrimination within the classroom.** Microaggressions are statements or actions that may be difficult for us to discern why they are a problem if we do not know the history or root of certain stereotypes or behaviors, but that can cause discomfort and stress for members of our community. I will try my best to address these in the moment, but may not always succeed for a number of reasons, including: I may not hear or see something; I may want to talk with the person impacted before addressing the class; or I may simply not know how to respond in the moment, and may follow up when I’m able to determine the best course of action. If something has been said that has caused harm, please let me know.
* **Continuously improving my understanding and practice of inclusive teaching.** There are many ways we can all improve in creating inclusive environments. I am committed to learning. We all should acknowledge that this is an area of growth for everyone, even experts. Feedback can be challenging to hear, and changes difficult to implement, but I encourage us all to have an open dialogue about how we can create an inclusive environment that will foster success I know my students are capable of.

**Content Warning (Safe Learning Environments)**

In our class, we will engage in some difficult topics, including, but not limited to: [please list topics in your class, including, but not limited to: homophobia, transphobia, sexism, racism, suicidality, war, sexual violence]. It’s important that you engage with these topics as they shape our field of study. I have been careful in selecting how these topics are discussed, so that we are sensitive to how these issues may have already been lived experiences for those in this class *and* so we can achieve the learning outcomes for our class. You may find some of these topics emotionally challenging. If needed, I encourage you to utilize resources on campus, including, but not limited to:

[Counseling and Psychological Services (CPS)](https://www.ohio.edu/counseling)
740.593.1616
3rd Floor Hudson Health Center
[www.ohio.edu/counseling](https://www.ohio.edu/counseling)
counseling.services@ohio.edu

Student Accessibility Services

348 Baker University Center

740.593.2620

[www.ohio.edu/uc/sas](http://www.ohio.edu/uc/sas)

access@ohio.edu

If you have questions about the content of our course, please come and speak with me. *[Edit this to provide your own guidance on how students are expected to engage with you on sensitive material. Are they able to step out of class during triggering conversations? Can they miss sessions? Do you require that they receive appropriate accommodations from Accessibility Services to miss or step out of sessions?]*

**Pronouns and Names**

It is my desire that I, and your fellow students, will honor the name and pronoun that you would like used when addressing you. I will create space within the classroom for you to notify me of your name and pronoun, but you may also contact me privately. I also understand that this may change throughout the semester, as students become more comfortable or as one’s experience changes.

**Guidance for Productive Conversations**

Respect and Civility in the Classroom:

Our class discussions should, at times, lead to debate and academic disagreement. In a community of mutual respect and consideration, respectful disagreement is productive because it challenges assumptions and leads to exploration, growth, and thoughtfulness. Do not hesitate to express your ideas or to challenge the ideas of a peer, but please do so using respectful language and reasoned argument. Some guidelines:

* Approach discussions with good faith and assume that others have good intentions.
* Do not assume that everyone shares your experiences or perspectives.
* Ask clarifying questions, offering feedback from a place of shared humanity.
* Receive feedback by listening carefully and responding graciously.
* Be mindful that discussion is shared time. Think of how and what you want to express, but look for opportunities to be brief and to allow others to speak.
* During discussion, reflect on how your perspective connects directly with the assigned readings. The readings have been carefully and expertly chosen so all the students can work with a common reservoir or information. That’s not to discourage other sources, but to focus on the readings everyone is expected to read.

Communication with Faculty:

This should be tailored to your specific requirements and should provide guidance on how to email you (email etiquette, emailing you from OHIO accounts), what to refer to you as (Dr., Professor), etc. Providing this guidance can help make visible your expectations for students outside of your graded assessments, which can help with their long-term professional development. Language may include:

My hope is that email communication between us can help you prepare for professional communication in the workplace. As such, I ask that you address me using my honorific (Dr.) and that you use a salutation (e.g., Dear Dr. Murray). I recommend reading [Corrigan and McNabb’s article about students emailing professors](https://www.insidehighered.com/views/2015/04/16/advice-students-so-they-dont-sound-silly-emails-essay). I do not want you to stress about your emails to me; these will not be graded. If you don’t know how to ask something about a class assignment, etc., I can help you consider phrasing! I may provide you with feedback about your email communication so I can support you in your professional development.