



# Diversity Statements



BROWN

Including a diversity statement on your syllabus can set the tone for your classroom environment. It shows students that you value and respect difference in intellectual exchange, and are aware of current campus conversations surrounding diversity.<sup>1</sup>

When crafting a diversity statement you might consider the following questions:

- What are your discipline's conventions and assumptions? How might students with varying backgrounds respond to them?
- What role does your respect for and engagement with diversity in the classroom play in your personal teaching philosophy?
- What positive learning outcomes can come from respecting difference in the classroom? How can you highlight these?
- What do you want your students to know about your expectations regarding creating and maintaining a classroom space where differences are respected and valued?
- Is your statement inclusive of different types of diversity, including, but not limited to, race, gender, ethnicity, sexual orientation, age, socioeconomic status, religion, and disability?
- Which campus resources would you like to direct your students to for further support?
- What kind of classroom environment would your students like to see? How might you include them in the conversation about standards for classroom civility?

Below are some sample diversity statements:

"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." *Source: Brown University Department of Sociology: <http://www.brown.edu/academics/sociology/diversity-statement>*

"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, socio-economic 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." *Source: University of Iowa College of Education: <http://www.uiowa.edu/~c07p265/syllabus.htm>*

"The Sheridan Center supports an inclusive learning environment where diverse perspectives are recognized, respected, and seen as a source of strength. Certificate II seeks to present a variety of diverse perspectives within the scholarship of teaching and learning (SOTL) and through our seminar discussions. The seminar will address diversity considerations for course design and student engagement along a number of dimensions, including race, ethnicity and national origins, gender and gender identity, sexuality, socio-economic class, age, religion, and disability. Seminar participants who have a disability or other condition necessitating accommodation are encouraged to discuss their needs with the instructor."

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<sup>1</sup> Handout adapted from Cornell's Center for Teaching Excellence resource, POD conference, 2011.