

Inclusion Statement

The statements below are suggestions. Please feel free to modify to suit your own teaching philosophy.

Core Statement based on the official definition of Inclusion at UVU (See website)

“Come as you are. UVU has a place for you.”--President Tuminez.

UVU is committed to preparing all students for success in an increasingly complex, diverse, and globalized society. We value and promote collegial relationships and mutual respect among students, faculty, staff, and the community. We acknowledge and seek to address the needs of populations who are underserved as well as students with varying levels of academic preparation. Since your experience in this class is important to me, it is my intent to promote civility and respect the voice, dignity, and potential of each individual. I aim for an inclusive learning environment that provides equitable opportunities and fosters the understanding, appreciation, and recognition that diversity and individual differences are a source of strength. I aim for a course that is respectful of diversity including age, culture, disability, ethnicity, gender, nationality, race, religion, sexuality, and socioeconomic status.

Please contact me if you need to talk about any issues you are facing. I value any suggestions on how to improve the effectiveness of this course. If that feels uncomfortable to you, you can contact the [Inclusion and Diversity Committee](#) to ask for help and support.

Core Statement Short versions (for faculty concerned with the length of their syllabi)

Version 1

“Come as you are. UVU has a place for you.”--President Tuminez.

Your experience in this class is important to me. As your instructor, it is my intent to create an inclusive and equitable climate that fosters a safe and successful learning environment. My main goal is to provide you with equal opportunities to succeed in this class. Please feel free to contact me if you would like to talk about any suggestions and/or concerns. If that feels uncomfortable to you, you can also contact the [Inclusion and Diversity Committee](#) to ask for help and support.

Version 2

“Come as you are. UVU has a place for you.”--President Tuminez.

Your experience in this class is important to me, and it is my intent to create an inclusive and equitable climate to foster a safe and successful learning environment. Please feel free to contact me if you would like to talk about any suggestions and/or concerns. If that feels uncomfortable to you, you can also contact the [Inclusion and Diversity Committee](#) to ask for help and support.

Version 3

UVU is committed to fostering an inclusive and diverse learning environment. In this class, we acknowledge our differences and accept our diversity in gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture as a strength. We strive to foster equity and to maximize respect and fairness. Please feel free to contact me if you would like to talk about any suggestions and/or concerns. If that feels uncomfortable to you, you can also contact the [Inclusion and Diversity Committee](#) to ask for help and support.

Version 4

“Come as you are. UVU has a place for you.”--President Tuminez.

Your experience in this class is important to me and I want you to feel included, respected and that your voice is heard. As your instructor, it is my intent to create an inclusive and equitable learning atmosphere that is representative of a diversity of perspectives, and where all students are encouraged to share, express, and contribute in a safe environment. Please feel free to contact me if you would like to talk about any suggestions and/or concerns. If that feels uncomfortable to you, you can also contact the [Inclusion and Diversity Committee](#) to ask for help and support.

Additional Statements (these could be added to a syllabus if a faculty choses to address these specific issues)

Statement 1:

"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."

Source: University of Michigan, Center for Research on Learning and Teaching

Statement 2:

Discussions and debates are a way to grow and learn. In this class, you will be encouraged to share your ideas and debate them critically and rationally. I ask that you do so with kindness and empathy for your classmates. That you listen and respond respectfully and with care. Remember that in our diversity there is strength. That while some perspectives might challenge our fundamental assumptions, they also provide an opportunity to question, listen, and grow.

Statement 3:

Microaggressions are small yet very hurtful statements that one can make intentionally or unintentionally. They are generally based on derogatory or negative stereotypes. Sometimes they are viewed as simple jokes. In our class, we will all try to be kind and respectful towards each other. Our diversity is our strength and microaggressions do not belong here. If you experience and or witness an instance of microaggression, please contact me so that together we can address the situation, and hopefully use it as an opportunity to educate and grow.

Additional resources for students

- <https://www.uvu.edu/equalopportunity/titleix/> (Title IX coordinator for victims of any form of harrasment, sexual misconduct, discrimination, or intimate partner violence)
- <https://www.uvu.edu/ombuds/> (Student complaint procedures and conflict resolution)