**Sample Respect, Diversity, and Inclusion Statements**

Drafted by the Diversity Advisory Committee with input from faculty at two FTLLs.

**Commitment to Diversity and Inclusion**

Linfield University honors human rights and academic freedom, celebrates diverse cultures, fosters a climate of mutual respect, and promotes an inclusive environment that affirms the value of all persons. Dimensions of diversity can include sex, race, age, national origin, immigration status, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. In a multi-perspective intellectual space, challenges to our beliefs and ideas are part of the learning process and can provide opportunities for growth. Reasoning, thoughtfulness, and open dialogues that honor the dignity of everyone is expected.

The Management of Sport (BNSS 350), Denise M. Farag, J.D.

**Civility and Diversity:**

I commit to creating a climate for learning characterized by intellectual diversity and a respect for each other and the contributions each person makes to class. I am also committed to insuring a positive learning environment by respecting Linfield’s Diversity Statement: “Linfield University honors human rights and academic freedom, celebrates diverse cultures, fosters a climate of mutual respect, and promotes an inclusive environment that affirms the value of all person.” I ask that you make similar commitments.

Postcolonial Literature in English (ENG 365), Dr. Reshmi Dutt-Ballerstadt

**Diversity, Inclusion and Non-Discrimination Policy:**

Any harassment or discrimination on the basis of any one of the following is a violation of a person’s civil rights and will not be tolerated in this class: race, color, religion, ancestry, class, national origin, age, gender, marital status, persons with disabilities and medical conditions, and sexual orientation. We will model and maintain a discourse of critical dialogue about difficult and different ideological positions, but will do so respectfully in our “safe” and “brave” space designated as our classroom. Disagreements (profound or otherwise) are fully permissible in the classroom and yet, these dialogues does not necessarily have to be disrespectful. In an intellectual space these disagreements MUST be supported by reasoning and open dialogue. In an intellectual space, I expect you to feel both challenged and sometime uncomfortable with ideas that are either new, or expose you to different frameworks and paradigms. And just because some ideas are uncomfortable will not result in using censorship as a tool to block these ideas and discussions. It is only when we are open to engaging thoughtfully and respectfully with a range of political, sociological, cultural and historical positions (no matter how different these are from our own positions) we can claim any meaningful participation in honoring diversity and inclusion.

The Path of Wisdom (INQS 125), Dr. Jennifer Williams

**Diversity and Inclusion:**

Linfield University honors human rights and academic freedom, celebrates diverse cultures, fosters a climate of mutual respect, and promotes an inclusive environment that affirms the value of all persons. This course will utilize the multicultural perspective that seeks to understand, value and embrace differences in people. In this course, we will treat each other with equal dignity, understanding, opportunity and respect as we gain cultural self-awareness and seek to learn and understand our differences in cultural values and norms.

Multicultural Communication in the United States (TCCA 233), Dr. Brenda DeVore Marshall.

**The Multicultural Perspective**  
The multicultural perspective, in which all differences in people are potentially understood, valued, and embraced, will be used throughout the course. This perspective emphasizes that people learn to treat each other with equal dignity, understanding, opportunity and respect by honoring different cultural values and norms. People are guided to become aware of the self as a cultural being through cultural self-awareness.

Intermediate Academic Listening/Speaking (ELCP 101), Wendy Sagers

**Statement on Student Behavior--Be polite and respectful.**

Every faculty member and student has the right to conditions favorable to teaching and learning both in and out of the classroom. To foster and maintain such conditions, students have the responsibility to conduct themselves both individually and in groups, in a manner that promotes an atmosphere conducive to teaching, studying, and learning. Students are expected to uphold academic and personal integrity, to respect the rights of others, to refrain from disruptive, threatening, intimidating, or harassing behavior, or behavior which is harmful to themselves, other persons, or property. Faculty has the right and responsibility to foster an environment conducive to teaching and learning and should this be threatened by student behavior, faculty are authorized and encouraged to initiate steps to deal with this issue.

British Literature I: The Middle Ages through 1660 (ENGL 240), Dr. Jamie Friedman

Epic and Romance: Racial and Religious Diversity (ENGL 340), Dr. Jamie Friedman

**Diversity and Inclusion**

The college states that it “honors human rights and academic freedom, celebrates diverse cultures, fosters a climate of mutual respect, and promotes an inclusive environment that affirms the value of all persons.” We will strive to enact these values in the ways we conduct ourselves with each other in the classroom. This means that we will try very hard to remain open to others’ differences of perspective, opinion, history, and culture as we interpret texts together. Of course we will disagree at times; and, in fact, we will learn to relish those differences as contributing to the rich textures of complex literary ideas, and literary communities, from which we learn and grow. Let’s aspire to listen well to each other, and to the texts, and to learn from each other within our differences, just as often as we are willing to risk voicing our own unique and valuable perspectives.

Living in a Media World (MSCM 150), Dr. Susan Currie Sivek

**Classroom Environment**

This class will be conducted in an atmosphere of respect and decorum. Disruptive students will be asked to leave. Use of laptops and other devices is permitted for class-related tasks only; you must remain engaged with the class and refrain from distracting others. If your device use appears to distract other students, I will ask you to end your use for the remainder of the class session. Additionally, you’ll be asked to work in small groups. Your active involvement in these learning activities is an essential part of our course and is appreciated. In our class, we will discuss issues of diversity, in all its forms. We learn to treat each other with equal dignity, understanding, opportunity, and respect by honoring different cultural values and norms. Linfield University honors human rights and academic freedom, celebrates diverse cultures, fosters a climate of mutual respect, and promotes an inclusive environment that affirms the value of all persons. Overall, I expect your respectful, thoughtful engagement in this class.