

## **Possible Statements about Inclusion for Use in McCormick Syllabi**

The topic of adding statements regarding diversity and inclusion to McCormick course syllabi was the subject of two small meetings of the Northwestern Center for Engineering Education Research (NCEER) community, inspired by symposia at the American Society of Engineering Education (ASEE) conference in 2019. We offer three examples of statements that faculty can modify or use as is, as well as some suggestions regarding inclusion of students who have Accessible NU accommodations or other needs. Lastly, we provide links to some additional resources should you wish to explore these areas more.

### **1. Example Syllabus Statements about Diversity and Inclusion**

#### **Bennett Goldberg – Director of the Searle Center for Advancing Learning and Teaching: Inclusive Learning in Physics 103:**

*We believe in creating learning environments where we all treat each other with respect. We will work to create learning environments where individuals of all ages, backgrounds, beliefs, ethnicities, gender identities and expressions, national origins, religious affiliations, sexual orientations, ability and other visible and non-visible differences feel welcome to contribute in open and honest exchanges. To achieve this, we request that you listen to each other and not talk at each other; that you seek to dialogue rather than debate; that you acknowledge differences amongst us in backgrounds, skills, interests, and values; and that you are open to appreciating that these very differences will increase our awareness and understanding, and will help us learn from each other.*

*We further request that you consider both the intent and impact of your words and actions. Take responsibility—our best intentions do not negate the negative impact we may have on someone. As instructors, we will hold ourselves and you accountable by challenging ourselves and you to be quick to reflect, express apology and be open to learning when we do not understand. Finally, we request that you approach with curiosity and not judgement, and trust that people are attempting to balance openness and vulnerability, within the imperfect standards of perfection, mastery, and understanding.*

#### **Jeremy A. Magruder Waisome, University of Florida from “ASEE Example Classroom Inclusion Strategies”**

*I consider this classroom to be a place where you will be treated with respect, and I welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, ability –and other visible and nonvisible differences. All members of this class are expected to contribute to a respectful, welcoming and inclusive environment for every other member of the class. [I will not tolerate disrespectful language or behavior.]*

#### **Emma DeCosta, Associate Professor of Instruction, Design Thinking & Communication Syllabus Statement**

*I am firmly committed to diversity and equity whereby barriers are removed to create space for all individuals to fully engage in our community. Each student’s voice has something of value to contribute, especially in engineering disciplines where empathy, communication, and teamwork elevate our contributions to society. We must take care to respect individual backgrounds, personal identities, intellectual approaches, self-expression, experiential learning, and the demographics expressed by everyone in our community. Individual differences can deepen our understanding of one another, the world around us and our role as lifelong engineers. [I approach each class as if you have something to teach me –together we learn.]*

## 2. Additional Statements about Students with Special Needs

Students with special needs will generally have registered with Accessible NU, and the following statement in your syllabus would alert students to the fact that you are aware of this. The second statement is a more personal one that indicates that you will work with students on other accommodations that they may need.

*Any student requesting accommodations related to a disability or other condition is required to register with ANU ([accessiblenu@northwestern.edu](mailto:accessiblenu@northwestern.edu); 847-467-5530) and provide professors with an accommodation notification from AccessibleNU, preferably within the first two weeks of class. All information will remain confidential.*

*Should you need them, additional campus resources are available, including, but not limited to*

- Accessible NU [www.northwestern.edu/accessiblenu/](http://www.northwestern.edu/accessiblenu/)
- CAPS [www.northwestern.edu/counseling/index.html](http://www.northwestern.edu/counseling/index.html)
- Student Enrichment Services [www.northwestern.edu/enrichment/](http://www.northwestern.edu/enrichment/)

*I believe in providing reasonable accommodations that allow for full access to learning for all. Please contact me if there is anything that I should be aware of that might have an impact on your participation in this course (documented disability, language challenges, absences for religious observations, etc.)*

## 3. Why have Diversity and Inclusion Statements?

Some faculty might be interested in further resources about the types of things to include in a diversity and inclusion statement, and why one might want a statement at all. Dr. Nancy Ruggeri at the Searle Center for Advancing Learning and Teaching provided useful links to this that we cannot improve upon, so those links are given below.

- <https://www.cmu.edu/teaching/design/teach/syllabus/checklist/diversitystatement.html>
- <https://cft.vanderbilt.edu/guides-sub-pages/developing-and-writing-a-diversity-statement/>

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