

JEDI Syllabi Toolkit

This packet contains information, templates, and support resources as you develop your course materials and structure your syllabus with equity in mind.

What is a diversity statement in a syllabus?

A diversity statement is a brief section on your syllabus that explains your experiences and commitments to diversity as it relates to your teaching philosophy, pedagogy, and practice.

Why include a diversity statement?

A diversity statement on your syllabus can set the tone for your classroom environment. It can signal to your students your commitment to creating an inclusive, equitable and supportive climate for all students. It is a chance to show your views of diversity as an asset for learning and the steps you will take to ensure that every student has a voice. It also shows that you value and respect difference in intellectual exchange, and are aware of current campus conversations surrounding diversity.

Diversity statements can be unique to each instructor and course they are teaching, but should always acknowledge the diversity of the campus community with the goal of promoting an inclusive teaching and learning environment. **The Human Ecology JEDI Committee recommends including a diversity statement in your course syllabi.** You may write your own statement or adopt/adapt the language recommended by the Human Ecology JEDI Committee. See the samples below.

Sample Statement I:

UC Davis is a diverse community comprised of individuals from a multitude of backgrounds and experiences, having many perspectives and identities, with distinct needs and goals. We recognize that to create an inclusive and intellectually vibrant community, we must understand and value both our individual differences and our common ground. Together we must create a safe, inclusive, and equitable learning community for all our members. Creating this inclusive learning community of care is an important strategy in implementing our [UC Davis Principles of Community](#).

Sample Statement II:

UC Davis is a diverse community comprised of individuals from a multitude of backgrounds and experiences, having many perspectives and identities, with distinct needs and goals. We recognize that to create an inclusive and intellectually vibrant community, we must understand and value both our individual differences and our common ground. Together we must create a safe, inclusive, and equitable learning community for all our members. Doing so advances our own knowledge and expresses our care and respect for one another. Through active engagement with course materials and with your own experiences and perspectives, we will learn more about how diversity increases our own awareness and knowledge around major course themes. Members of our community are expected to treat each other with respect and dignity, to refrain from displays of inappropriate anger or intimidating conduct, to shun epithets or abusive language, and to find effective means to disagree, to persuade and to inform through rational discussion. We also endeavor to make course materials equitable, accessible and inclusive to all students. Suggestions to increase access and inclusion of course materials and activities are encouraged and appreciated. Creating this inclusive learning community of care is an important strategy in implementing our [UC Davis Principles of Community](#).

Crafting your own Diversity Statement

We recommend that you take time to think about the role of diversity, equity, inclusion, and justice in your teaching prior to writing a statement for your syllabus that reflects your unique thoughts, experiences, and values.

Questions to reflect on as you craft your own statement and construct your syllabi:

(Inspired by and adapted from "[Diversity Statement on a Syllabus](#)," Eberly Center, Carnegie Mellon University and "[Fostering Diversity and Inclusion in Classrooms](#)," Center for Teaching, Learning & Technology, Cal Poly)

- How is diversity addressed on campus? In your department, major, and course?
- How do you concretely recognize and value diversity in your classroom?
- How can diversity be an asset for learning?
- How will issues related to diversity arise in your course and classroom? And, how will you handle them when they do?
- Do you seek input from your students on classroom climate? Do you encourage critical discussions on course content?
- How have contributions from diverse scholars enriched your discipline?
- Is your statement inclusive of different types of diversity, including, but not limited to: race, gender and/or gender identity, ethnicity, sexual orientation, age, language, socioeconomic status, immigration status, geographic region, religion, and ability/disability?
- Which campus resources would you like to direct your students to for further support?
- What commitments will you make to specifically ensure that students from marginalized backgrounds are supported in your classroom?
- How will you provide warnings for potentially upsetting or controversial topics that might be covered in your course? The [University of Michigan](#) has a [Resource Guide](#) to help you consider why and how you might provide these warnings.
- How will you commit to interrupting racism and other forms of oppression in the classroom?
- How will you communicate your proactive approach against microaggressions?
- What do you want your students to know about your expectations regarding creating and maintaining a classroom space where differences are respected and valued?
- How are you going to model a diversity mindset?
- What are the community agreements and/or expectations for your class?
- How will you communicate your accommodations for Religious Practices?
- How do you acknowledge that your course is prepared and taught from a specific perspective or bias?
- How do you communicate your own cultural humility and commitment to personal growth as a model for your students?
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Resources to review while developing your syllabus and diversity statement:

- [Regents Policy on University of California Diversity Statement](#)

- [UC Davis Principles of Community](#) is an aspirational statement that embodies the commitment to create an inclusive and intellectually vibrant community, and reflects the ideas we seek to uphold.
- [The Office of Diversity, Equity & Inclusion](#) (DEI) has a page dedicated to [Anti-Racism](#), where you can find an [Anti-Racism Syllabus](#) that contains a wealth of resources as well as events and opportunities for professional development as well as [guidance](#) for how to take anti-racism action. There is a page dedicated to [Teaching Resources](#) for instructors to make their lessons more diverse and inclusive.
- The DEI Office also has a [Glossary](#) to help ensure common understanding of key terminology as you [learn about diversity and inclusion](#).
- The Department of Human Ecology's [Statement on Racial Justice](#)
- The [Keep Teaching](#) website has an expanded [guide](#) with strategies and resources for creating an inclusive class climate.
- UC Davis pays homage to the indigenous people and land on which the Davis campus is located. A [Land Acknowledgement Statement](#) formally recognizes and pays respect to the indigenous people who once lived where UC Davis stands today.
- Language related to [Title IX of the 1972 Education Act](#) and the [UC Davis Non-Discrimination Statement](#)
- The [First Generation Initiative](#) has a page with links to teaching resources for faculty.
- The [AB540 and Undocumented Student Center](#) offers trainings and workshops to support faculty in becoming an UndocuAdvocate Educator.
- [UC Davis Office of the Ombuds](#) provides confidential, independent, impartial, and informal problem-solving and conflict management resources for all members of the UC Davis community.

In addition to including a diversity statement, consider **providing information about campus resources and services**. Denote a section of your syllabus to information about support resources on campus that students can access remotely and in-person when campus is open. Regularly remind students of the availability of these resources. If students self-identify as struggling with academic or identify issues, refer the student to the appropriate campus resource.

Resources for Students to consider including in your syllabus:

- [UC Davis Principles of Community](#) is an aspirational statement that embodies the commitment to create an inclusive and intellectually vibrant community, and reflects the ideas we seek to uphold.
- [The Office of Diversity, Equity & Inclusion](#) (DEI) has a page dedicated to [Coronavirus Resources](#)
- The [Center for Educational Effectiveness](#) has a [Campus Resource Guide](#) that provides a non-exhaustive guide to UC Davis campus resources designed to help support staff, faculty, and students.
- The [Office of Education Opportunity and Enrichment Services](#) (OEOES) is a cluster of programs and services in the division of Student Affairs committed to the development and success of students during their undergraduate years and beyond.
- The [Academic Assistance and Tutoring Center](#) provides tutoring by both professional staff and peer tutors. AATC also has a [Writing Support Center](#).

- The [Information and Educational Technology IT Express](#) offers technical support services to faculty, students, and staff.
- The [Student Disability Center](#) coordinates support for students with disabilities to create equitable access to the University's educational program
- The [Center for Advocacy, Resources & Education \(CARE\)](#) provides confidential help for individuals experiencing any form of sexual violence.
- The [Student Health and Counseling Services](#) offers mental health services, advocacy, outreach, and consultation.
- The office [of Financial Aid and Scholarships](#) offers [Emergency and Short-Term Loan Programs](#) for students experiencing a temporary shortage of funds.
- The [AB540 and Undocumented Student Center](#) strives to empower undocumented students, their families, and members of the community.
- The [Crisis Text Line](#) offers free 24/7 support
- [The Pantry](#) is a free resource that provides food and basic necessities to students.
- Learn about basic needs resources through [Aggie Compass Basic Needs Center](#).
- Associate Dean Sue Ebeler created a list of [Frequently Asked Questions](#) that also contains a wealth resources for UC Davis students
- The [Cross Cultural Center](#) creates compassionate community spaces that foster identity development, critical consciousness, and collective innovation.
- The [Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual \(LGBTQIA\) Resource Center](#) promotes education as well as a safe space for self-exploration about all sexes, genders and sexualities and their intersections with other identities.
- Global Affairs has services for [International Students](#) and Scholars
- The [Office of Student Support and Judicial Affairs](#) (OSSJA) has helpful [suggestions](#) for avoiding academic misconduct, as well as details regarding [UC Davis' Code of Academic Conduct](#)
- [UC Davis Office of the Ombuds](#) provides confidential, independent, impartial, and informal problem-solving and conflict management resources for all members of the UC Davis community.
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