# Sample Wording – Inclusive Teaching

## From [University of Michigan Inclusive Teaching Resources](https://sites.lsa.umich.edu/inclusive-teaching/)

Example 1: (from U-M Faculty Member Evelyn Alsutany, American Culture)  
Class Conduct: A positive learning environment relies upon creating an atmosphere where diverse perspectives can be expressed, especially in a course that focuses on pressing and controversial social and political issues. Each student is encouraged to take an active part in class discussions and activities. Honest and respectful dialogue is expected. Disagreement and challenging of ideas in a supportive and sensitive manner is encouraged. Hostility and disrespectful behavior are not acceptable. Just as we expect others to listen attentively to our own views, we must reciprocate and listen to others when they speak, especially when we disagree with them. However, in this class, our emphasis will be on engaging in the mutual exploration of issues as presented in the course readings as scholars rather than in defending the points of view we have formed outside the classroom.

Example 2 (from U-M Faculty Member Alisse Portnoy, English)  
You and your classmates are central to this course. Your professors are resources, of course, and this will be a collaborative environment. In our course, we will explore dynamic meanings of race, ethnicity, nationhood, sexual orientation, ability, gender, and class. That means we also will have opportunities to explore some challenging, high-stakes issues and increase our understandings of different perspectives, aided or complicated by our locations in place (for example, at a predominantly white institution) and time (for example, during a global pandemic and at a moment of amplified calls for racial and other forms of justice). It also is the case that some of us are social justice activists, some of us are in the course only because it fills a requirement; some of us lean far right, some of us lean far left; some of us will be outspoken, some of us will be shy; most of us will be somewhere in the midst of these binaries. We will have a very large range of intersecting identities in our classroom community. Our conversations may not always be easy; we sometimes will make mistakes in our speaking and our listening; sometimes we will need patience or courage or imagination or any number of qualities in combination to engage our texts, our classmates, our intentions, our impacts, and our own ideas and experiences. We also can acknowledge that those needs will not fall equitably in our classroom space, given the predominance of majority identities – and we can seek ways to attend to those disparities as we consider our course texts, concepts, and goals. Always we will need self-care for ourselves and respect for others, as we deepen our understandings of multiple perspectives – whatever our backgrounds, experiences, and positions. The results of our work together will be exponentially more valuable – and more interesting – than that which we could do on our own.

Example 3 ([From U. of S. Carolina Center for Teaching Excellence](https://sc.edu/about/offices_and_divisions/cte/teaching_resources/syllabus_templates/syllabus_statement_examples/index.php))  
In order to learn, we must be open to the views of people different from ourselves. In this time we share together over the semester, please honor the uniqueness of your classmates, and appreciate the opportunity we have to learn from one another. Please respect each other’s opinions and refrain from personal attacks or demeaning comments of any kind. Finally, remember to keep confidential all issues of a personal or professional nature that are discussed in class.