**SU Computer Science Department Diversity and Inclusion statement**

Seattle University and the Department of Computer Science are committed to creating and sustaining an inclusive culture that values diversity and works for equity in opportunity and outcomes. Diversity is a core value we espouse as part of our mission.  We respect our students’ identities and we strive to create a learning environment where every student feels welcomed and valued.

We ask for your help in fostering a welcoming and open environment, treating others with respect, and collaborating toward equity. Please refer to the [Student Code of Conduct](https://www.seattleu.edu/deanofstudents/policies/code-of-student-conduct/) and to the[Office for Diversity and Inclusion](https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.seattleu.edu%2Fdiversity%2F&data=02%7C01%7Cteodora%40seattleu.edu%7Ce79b10c8405c4e1fc1a308d84ec1eb81%7Cbc10e052b01c48499967ee7ec74fc9d8%7C0%7C0%7C637345942079544045&sdata=ft8qveSxtwzcPYO5xuBqgFE5LBPj5Tx%2BxqhLeRhc3eA%3D&reserved=0) for more information and guidance.  If you personally experience bias, harassment or discrimination, or witness any of these, you are encouraged to reach out to your instructor, your advisor, the Computer Science Department office, the [College Advising Center](https://www.seattleu.edu/scieng/advising/staff/), Diversity, Equity, and Inclusion Student Ambassadors (Instagram: @su\_stemdei), or any of the resources listed on the [SU Diversity and Inclusion resources page](https://www.seattleu.edu/diversity/resources/) including the Office of Institutional Equity’s [Campus Climate Incident reporting system](https://www.seattleu.edu/equity/campus-climate-incidents/).

**Community & Inclusivity statement**

Seattle University has a stated commitment to diversity and inclusivity. In part, this includes an expectation that all members of our campus community treat one another with respect and care in the classroom. Actions or statements which espouse the supremacy of one group of people over another, or which marginalize any group, are not welcome in our classroom. Such attitudes are destructive to both our learning process and our community. All students in this course are welcomed and valued.

Racism, sexism, homophobia, transphobia, and other forms of discrimination have no place on our campus or in our classroom. Our class, like our campus, is one community. We learn together. We work together. And we will respect one another. We teach all students, regardless of background or beliefs. All students are equally welcome and valued. Growth mindset includes our ability to grow together, to learn to be more tolerant, and to become more compassionate. No one is being asked to leave the table. Everyone is being asked to make room at the table, so that everyone has a seat and a fair chance.

If you find that anything in our class is failing to live up to these principles (including if you feel that I myself have failed to live up to them), I encourage you to bring this issue up, either to me, or to your department chair, your advisor, advisors in the College of Science and Engineering Advising Center, or another faculty or staff member you feel comfortable talking with, who could pass on your concerns to myself or my department chair.  You are also invited to reach out to Diversity, Equity, and Inclusion Student Ambassadors on Instagram @su\_stemdei.

**OFFICE OF INSTITUTIONAL EQUITY**

Seattle University students who have concerns of discrimination, harassment, sexual misconduct, or related retaliation, are encouraged to contact the Office of Institutional Equity(OIE) through their campus climate incident reporting system: <https://www.seattleu.edu/equity/campus-climate-incidents/>

**Land Use statement**

“We respectfully acknowledge that this class is taking place on the homelands of the Coast Salish peoples, who continue to steward these lands and waters as they have since time immemorial.  We recognize tribal nations and organizations who actively create, shape, and contribute to our thriving community at Seattle University and beyond.

We, as an academic community, should be and are committed to doing our part to engage with and amplify the voices of Native peoples and tribes.  We acknowledge our collective responsibility to advance proper education of Native peoples and tribes and call for further learning and action to support the Native people of this land."

Source: [Native American Law Student Association](https://www.nationalnalsa.org/)

**Pronouns**

**What are pronouns?**

Pronouns are linguistic tools that we use to refer to people, such as they/them/theirs, she/her/hers, and he/him/his. Pronouns do not indicate how someone identifies their gender, as gender is personal, complex, and specific to the individual. Like names, pronouns are an important part of how we portray and embody our identities. Someone’s pronouns inform us how to best refer to and honor them.

**The importance of pronouns**

Not all students identify as male or female or by the gendered pronouns found in many languages. For example, many gender nonbinary students use gender-neutral pronouns such as they/them/theirs or ze/hir/hirs. Students who have gender-neutral names may also find this option useful. By referring to someone with the correct pronouns, it is respecting their identity. Using the incorrect pronouns or assuming someone’s gender can be hurtful, especially to members of our community who are transgender, genderqueer, or non-binary.

As a department, we’re always working to include, engage, and respect everyone. Language is a reflection of the lived experience, so sharing pronouns and understanding why they are important is an essential component of affirming our shared humanity.

**Pronouns in use**

The table describes how common pronouns could be used. Note that this is not a complete list of people’s possible pronouns.

|  |  |
| --- | --- |
| Pronoun  | Use in sentence  |
| She/Her/Hers  | She is here / Her work is great / That pencil is hers  |
| He/Him/His  | He is here / His work is great / That pencil is his  |
| They/Them/Theirs  | They are here / Their work is great / That pencil is theirs  |
| Ze/Zir/Zirs  | Ze is here / Zir work is great / That pencil is zirs  |

**If you don’t know a person’s pronouns**

Never assume a person’s pronouns. Assuming a person uses a given pronoun based on their appearance ignores their identity and can make people feel alienated and excluded. Try to introduce yourself with your own pronouns so that others know they are in a safe space to share their own pronouns and that you will not assume others.

It is not always a safe space for everyone to share their pronouns. If a student does not want to publicly come out with their pronouns, or does not share pronouns when introducing themselves, refer to them by their name or with gender neutral pronouns (they/them/theirs). Remember that it’s ok to ask again if you forget!

**When you make a mistake**

Everybody slips up. If learning someone’s pronouns is a new activity, it is natural to eventually make a mistake. If you make a mistake, be gracious when others correct you, and don’t turn it into a large deal. Drawing attention to the error is drawing attention to someone who may be uncomfortable with the entire interaction. Simply apologize quickly, correct yourself, and move on. For example, “Oh, I’m sorry, I meant they, not he”. If someone else makes a mistake, correct the politely and quickly as well. If you find yourself making repeated errors with the same person, practice their pronouns afterwards.

References:

<https://universitylife.columbia.edu/pronouns-FAQ-faculty>

<https://studentlife.uoregon.edu/pronouns>

<https://edib.harvard.edu/gender-pronouns>

<https://docs.asee.org/public/LGBTQ/SZ_L1_ParticipantBooklet%20Oct%202022>

This is a living document. If you have any ideas or suggestions, please feel free to email cs@seattleu.edu