

Developing a Syllabus Policy on Safety and Comfort

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Shifting away from standard DEI disclosures and generic “safe space” language, this essay briefly explores safety and comfort in the classroom for the development of syllabus policies. Creating a syllabus policy on safety and comfort is one way to prepare students for the uncomfortable feelings that can happen when they engage in critical thinking. Writing these syllabus policies can also help instructors think critically about their pedagogical values by reflecting on power, identity, and race in the classroom. Reworking these policies in their respective institutional contexts is one way that writing scholars can build equitable classrooms.