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APA supports right of educators to do their jobs without political interference

Attacks on teaching of diversity, equity and inclusion undermine profession, hurt students, says APA president

WASHINGTON — Following is a statement by Thema Bryant, PhD, president of the American Psychological Association, in response to efforts to dictate what educators may teach and discuss in classrooms:

“The American Psychological Association stands firmly behind the principle of allowing educators and researchers to disseminate and pursue knowledge freely and responsibly, and to do their jobs without political interference.

“Recent efforts by politicians, institutions and other individuals to tell educators and researchers what they may teach and study run counter to the basic tenets of education. Educators at all levels have a responsibility to impart accurate knowledge, science and history to their students. They are also responsible for respecting the informed opinions of others. The current attacks on discussing diversity, equity and inclusion run counter to the psychological research that informs EDI and the principles of academic freedom outlined by the [American Association of University Professors in 1940](https://www.aaup.org/report/1940-statement-principles-academic-freedom-and-tenure) (<https://www.aaup.org/report/1940-statement-principles-academic-freedom-and-tenure>) and endorsed by APA in 1961.

“Talking about diversity in a thoughtful and sensitive way creates a more inclusive environment for students. Research suggests that discussing diversity

in classrooms not only reduces stress among students from marginalized backgrounds, but also creates a culture that increases all students' achievement, sense of belonging and overall wellness. In contrast to the view that addressing topics such as privilege and systemic inequity is harmful, research shows that positive experiences with these issues can lead to positive changes in all students' attitudes and values.

“Refusing to provide students with an accurate depiction of history is harmful. Telling educators that they may not talk about concepts central to diversity, equity and inclusion hurts students and limits teachers' ability to fulfill their professional responsibilities.”

Find this article at:

<https://www.apa.org/topics/lgbtq/history>