

Policy Samples

These samples were provided by instructors and are designed to illustrate *some* ways that you can address these areas. They are not definitive and should be tailored for your specific course and context.

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Much thanks to these instructors for their permission to share their materials as examples!

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Pronoun and Naming Examples

University recommended language:

This course affirms people of all gender expressions and gender identities. If you prefer to be called a different name than what is on the class roster, please let me know. Feel free to correct instructors on your preferred gender pronoun. If you have any questions or concerns, please do not hesitate to contact me directly in class or via email (instructor email). If you wish to change your preferred name or pronoun in the UAccess system, please use the following guidelines: [...]

Example 1: “Preferred and Chosen/Professional Names”

We are committed to using the name and pronouns you use. We will take time during our first class together to do introductions, at which point you can share with all members of our learning community what name and pronouns you use. Additionally, if these change at any point during the quarter, please let us know and we can develop a way to share this information with others in a way that is safe and comfortable for you. If you want to change your preferred and/or chosen/professional name, please follow these instructions: You can update your name and gender identity within UAccess at any time under personal information and “gender identity and pronouns.” You can also update your name and pronouns in D2L by clicking on the “user profile.”

- Drs. Judy Marquez Kiyama and Marla Franco from HED 696c Hispanic Serving Institutions & Funds of Knowledge

Example 2: “Representation & Communication”

We will see and respect each other. We will help each other with learning to accurately and reliably pronounce each other’s names and pronouns as each individual identifies these for themselves.

- Dr. Mascha Gemein, UCATT, part of a larger statement on Representation and Communication, which is shown below
- Paired with detailed information on adjusting the D2L profile settings (incl, name, pronouns, time zones, etc.) in a course orientation module

Example 3: “Elective Name and Pronoun Usage”

This course affirms people of all gender expressions and gender identities. If you are comfortable doing so, please provide your elected names and pronouns to your classmates in Discussion 1: Introduce Yourself. If you are not comfortable doing that, please email me this information and I will endeavor to address you using your chosen name and pronouns. You may call me Dr. Orchard and use she/her or they/them pronouns for me. **Please correct me if I do not use your preferred gender pronouns and names.** Please see Student Resources for more information on how to change your preferred name and/or pronouns in the UAccess system.

- Dr. Samantha Orchard, Plant Sciences

Example 4: “Elective Name and Pronoun Usage”

This course affirms people of all gender expressions and gender identities. If you are comfortable doing so, please provide your pronouns and name choice to your classmates in Discussion 1 or via Zoom. If not, please email me this information and I will endeavor to address you using your chosen name and pronouns. If you are unsure of your pronouns or would like more information about its importance, please feel free to look through [this resource](#) and provide the information when you feel safe to do so. Also, please correct me if I do not use your preferred gender pronouns and name. Please see [Student Resources](#) for information on how to change your preferred name and/or pronouns in the UAccess system.

- Dr. Emily Jo Schwaller, UCATT, adapted from Dr. Samantha Orchard (shown above)

Community Statements**Example 1: “Equity & Community Commitments”**

Lead question: How do you wish to be in and build community within this space?

(Participants were presented with draft statements that they could change, omit, and add to)

Statements:

1. Our primary commitment is to learn – from each other, from students, from materials, and from our work. We acknowledge the differences among us in skills, interests, values, and experience.
2. We acknowledge and oppose racism, sexism, ageism, audism, homophobia, transphobia, and other forms of isms, discrimination and oppression.
3. We acknowledge that one of the meanings of “isms” is that we are immersed in a system of misinformation about our own group and especially about members of minoritized groups.
4. We cannot be blamed for the misinformation we have heard, but we will be held responsible for repeating or supporting misinformation after we have learned otherwise.
5. Individuals are not to be blamed for their oppression.
6. We will assume that people are always doing the best they can, both to learn the material and to behave in non-racist, non-sexist, socially just, inclusive, and equity-centered ways.
7. We will actively pursue opportunities to learn about our own groups and those of others, yet not enter or invade others’ privacy when unwanted.

8. We will share information, with reflexivity and reciprocity, about our own groups with other members of the group, and we will not demean, devalue, or put down people and their experiences.

9. We have an obligation to actively combat the myths and stereotypes about our own groups and other groups so that we can break down the walls, which prohibit group cooperation and group gain.

10. We want to create a welcoming atmosphere, and brave space when appropriate, for open discussion. Thus, the group should agree to not repeat the remarks outside of the group.

11. We will do our best to confront injustice and seek self-awareness to build upon action.

12. We will offer one another grace in the learning process and recognize that engaging in difficult questions and conversation is part of creating a collective space of inclusion and justice. We also acknowledge the harm that can come from asking minoritized folks to give grace or interrupt oppression. Silence can be a form of self preservation.

Example 2: “Classroom Discourse and Community Policy”

This course addresses topics such as anti-racist assessment, implicit bias, literacy backgrounds, and individual’s values about teaching and writing. In order to create a purposeful community of learners, I invite us all to **listen rhetorically** (Ratcliffe) to one another and practice responding respectfully by asking follow-up questions or [addressing microaggressions](#) in the classroom. If a problem arises I invite you to contact me immediately to make sure all our members feel safe and validated.

- Dr. Emily Jo Schwaller (UCATT)

Inclusivity Statements

Example 1: “Inclusivity Statement”

It is expected that our class meetings are supportive environments. A fundamental part of our class work is committing ourselves to fostering an inclusive, anti-oppressive environment where each person takes responsibility for her/his/their/hir language, actions and interactions. In this course, an anti-oppressive environment means that we work against language, actions, interactions and ideologies that hurt people. There will be class discussions that will be difficult or challenging. We share, as a classroom community, the task of negotiating the dual priorities of authentic free speech and active regard for all others. Thus, it is important that we listen to each other about how our words and actions are affecting one another and that we talk about a class moment in which something may feel hurtful. Therefore, hate speech of any kind will not be permitted. This includes use of racial, sexual, gender, or abled slurs and personal attacks on

other's ideas. We will negotiate other guidelines about classroom discussions throughout the course.

- Drs. Judy Marquez Kiyama and Marla Franco from HED 696c Hispanic Serving Institutions & Funds of Knowledge

Example 2: "Statement of Inclusivity"

I expect our class to be a supportive environment. A fundamental part of our work is committing ourselves to foster an inclusive, anti-oppressive environment where each person takes responsibility for her/his/their/hir language, actions, and interactions. In this course, an anti-oppressive environment means that we work against language, actions, interactions, and ideologies that hurt people. Thus, it is important that we listen to each other about how our words and actions are affecting one another and that we talk about a class moment in which something may feel hurtful.

Therefore, hate speech of any kind will not be permitted. This includes the use of racial, sexual, gender, or abled slurs and personal attacks on others' ideas. We will negotiate other guidelines about classroom discussions throughout the course.

- Earl Lee, Director of Training Initiatives, Diversity & Inclusion, from a summer 2022 course

Example 3: "Representation & Communication"

We will see and respect each other. We will help each other with learning to accurately and reliably pronounce each other's names and pronouns as each individual identifies these for themselves.

Critical conversations are an essential part of this course, which may require the willingness to be uncomfortable at times. Be your authentic self, speak your truth, and communicate with care. Stand back or speak up as needed to ensure equitable representation of each member of the learning community in conversation. We may disagree with a position, an action, or an expression and are free to express this, without attacking a person, as an element of critical engagement. We share the responsibility and have the opportunity to thoughtfully negotiate civil respect, trust, and authentic free speech. We will validate each other, listen actively, and educate each other about microaggressions when they occur. Microaggressions are oftentimes unintentional comments or gestures made toward others based on group membership, including race, gender, sexuality, disability, nationality, etc., that harm the other person(s). It is likely that we will make mistakes and shall strive to learn from them.

All languages and accents are welcome and encouraged. English will be used as lingua franca. What counts is not "correctness" of expression but the content/message in our oral and written conversations. In turn, please consider your Inclusive Practices Portfolio and your Inclusive Teaching Philosophy written documents that merit editing and polishing as professional academic products that you can put to further use once the course has ended.

[added to that later: student-developed Community Aspirations]

- Dr. Mascha Gemein (UCATT)

Accessibility, Accommodations, and Attendance

University recommended language:

At the University of Arizona, we strive to make learning experiences as accessible as possible. If you anticipate or experience barriers based on disability or pregnancy, please contact the Disability Resource Center (520-621-3268, <https://drc.arizona.edu/>) to establish reasonable accommodations.

Example 1: “Accessibility”

At the University of Arizona, we strive to make learning experiences as accessible as possible. If you anticipate or experience barriers based on disability or pregnancy, please contact the Disability Resource Center (520-621-3268, <https://drc.arizona.edu/>) to establish reasonable accommodations.

Whether in D2L-based conversations or in Zoom, there are options for oral and written participation. Handouts, worksheets, slides, and similar session materials will be available via D2L at the time of the session to optimize accessibility. Please see our “Course IT Overview” for a list of the IT tools we’ll use in addition to D2L and their accessibility information. Please contact me right away if you anticipate or experience any barriers to your access to materials or activities. I will be glad to provide immediate accommodations and improve my course design for the future.

- Dr. Mascha Gemein, UCATT

Example 2: “Parenthood, Family Considerations, and Flexibility in Covid-19”

This course recognizes the nuances of our community members. Therefore, I invite students who are mothers, caretakers or have additional responsibilities to contact me if you would like to discuss options for due dates, Zoom calls, etc. I also invite all mothers and parents to breastfeed, caretake, and “bring” children to class. Covid-19 has [disproportionately impacted](#) mothers who are students and workers and our community would like to extend an invitation to disrupt this practice by making space for all.

- Dr. Emily Jo Schwaller, UCATT

Example 3: “Attendance and Absences”

Your health is a priority. Plus, other stressors and emergencies, from family care to schooling, will impact us all this semester. If you feel sick, or may have been in contact with someone who is infectious, please stay home. Except for seeking medical care, avoid contact with others. If you miss time in this course, please let me know as soon as possible so that I can adjust my lesson plans. As per institutional policy, you are responsible for completing any work that you may miss due to illness. Non-attendance for any reason does not guarantee an automatic extension of a due date. Please communicate with me. We will work together to make a feasible plan.

If you need to miss more than one week of classes you will be required to provide a doctor's note of explanation to DOS-deanofstudents@email.arizona.edu. The Dean of Students Office will communicate the receipt of the note (with expected end date) out to the relevant faculty.

Missing a session doesn't mean that you are unable to complete your weekly practice (see "Weekly Practice" in Course Assessment & Grading). In lieu of attending the session, you can still complete all asynchronous elements, review any materials that may have been created during the session you missed, engage asynchronously in in-class activities, talk with me as needed to field any questions, and reflect on your learning via a written document of 400-600 words or a 4-6 min video reflection. You are welcome to submit your documentation of asynchronous Weekly Practice up to two weeks after the missed class session in the "As needed: Asynchronous Weekly Practice" D2L Assignment folder. It will help to send me an email notification when you do so.

- Dr. Mascha Gemein, UCATT

Place Based and Land Acknowledgement Statements

University recommended language:

We respectfully acknowledge the University of Arizona is on the land and territories of Indigenous peoples. Today, Arizona is home to 22 federally recognized tribes, with Tucson being home to the O'odham and the Yaqui. Committed to diversity and inclusion, the University strives to build sustainable relationships with sovereign Native Nations and Indigenous communities through education offerings, partnerships, and community service.

Example 1: "Land Acknowledgment & Place Consciousness"

We will collaboratively develop a course/group-specific land acknowledgement statement and identify strategies for place-conscious engagement and learning. For now, here the institutionally suggested language: [...]

- Mascha Gemein, UCATT

Other Policies and Statements

Example 1: "Zoom Video and Naming"

This course will have live online classes conducted via Zoom. I invite us all to have our cameras on to build community and visually learn from each other; however, I understand that this is not always possible for a wide variety of reasons you do not have to disclose to me. Therefore, there is no requirement to keep your camera on. Additionally, if you would like to [change your name](#) to "anonymous" during recorded sessions and add your pronouns and/or name pronunciation I invite you to do so. All recorded classes will be shared only internally with our class members and I will seek permission before recording.

Example 2: “University Policies & Students Rights”

Please carefully review the course relevant policies of the UA here:

<https://academicaffairs.arizona.edu/syllabus-policies>.

The entirety of UA Policies can be found here: <https://catalog.arizona.edu/policies>.

Please have a look at the UArizona Policies. I know that they are not always easy to read and that they often sound contractual and appear to be behavioral regulations. But these policies are in place not to stifle our self-expression and freedom. Rather, they try to articulate common sense agreements on what it means to learn and live together safely, for instance, free from harassment, disruptions, or threat. They also give us a framework for action should those problematic phenomena occur. Similarly, these policies strive to support academic excellence, for instance by teaching us about plagiarism so that we can avoid it. So please make yourself familiar with the policies because they help protect our and others’ safety, data, and integrity in constructive ways and offer a helpful protocol in case we need to respond to a situation.

- Dr. Mascha Gemein, UCATT