

A statement about respect for students' name, pronouns, and other identity markers can set an important tone for the type of inclusive classroom environment you strive to foster. You might also wish to share practical information about how students should share their identity information with you, such as by including their pronouns on Zoom, by letting you know if you make a name/pronoun/pronunciation mistake, or by emailing you in advance if they use a name different from the one on the university-provided roster.

Caroline DiPipi-Hoy, East Stroudsburg University

All students are welcome in this class. It is my goal to ensure that each student feels comfortable so that they can learn and thrive. To that end, it is expected that all members treat each other with respect and professionalism. All members of this course have the right to be addressed in accordance with their personal identity. If you identify differently than what the University roster provides, let me know so that I can address you appropriately. Addressing all members appropriately is important, so please correct me if I make a mistake. If you have any questions, comments, or concerns, please reach out!

Sarah Eckert, Eastern University

Eastern University is a teaching and learning community that seeks, as a priority of the Christian faith, to engage and understand the full range of diverse human perspectives and experiences. To that end, we invite people with diverse backgrounds in terms of race, ethnicity, age, nationality, religion, culture, disability, socioeconomic status, sex, gender, and other unique identities to join and enjoy the benefits of our faith-based community.

It is the intent of this course to serve students from all backgrounds and perspectives and to address students' learning needs both in and out of class. The university views the diversity that students bring to the class as a resource, strength and benefit. It is our intent to present materials and activities that are inclusive and respectful of many types of diversity: gender, gender identity, sexual orientation, disability, age, socioeconomic status, ethnicity, race, nationality, religion and culture. It is the goal that this course will prepare teachers to:

- Engage productively with the diversity of ideas and experiences that characterize our world by providing a wide variety of exposure to diverse creators, works, practices and ideas;
- Develop critical vocabularies in order to better identify, interpret and challenge oppressive social narratives and hierarchies;
- Develop awareness of historical and contemporary trends within their disciplines in order to inform diverse, equitable and inclusive approaches to creation, collaboration, and discussion;
- Practice effective, respectful communication and critique while valuing diverse perspectives and intersecting identities among peers, faculty, staff and broader communal networks; and
- Work to expand human dignity and opportunity in both local and global communities.

Education courses sometimes deal with sensitive or challenging issues related to educational equity and student outcomes, because of this it is imperative that this course is built around an atmosphere of trust and safety. In order to build that atmosphere of trust and safety and to ensure that all perspectives are heard and valued, we ask the following:

- If you have a name and/or set of pronouns that differ from those that appear in your official records, please let your instructor know. All members of this course have the right to be addressed in accordance with their personal identity. Addressing all members is important to me, please correct me if I make a mistake.
- Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.
- If you feel like your performance in the class is being impacted by your experiences outside of class, please contact your instructor, advisor or College of Education Dean, Susan Edgar-Smith.
- Instructors and students are all actively engaged in the process of learning about diverse perspectives and identities. If something is said in class (by anyone) that makes you feel uncomfortable, please discuss it with me directly (via email, phone or in-person). If you do not feel comfortable, please reach out to your advisor or College of Education Dean, Susan Edgar-Smith.

It is critical that each class member show respect for all worldviews expressed in class. It is expected that some of the material in this course may evoke strong emotions, please be respectful of others' emotions and be mindful of your own.

Language adapted from:

<https://www.brown.edu/sheridan/teaching-learning-resources/inclusive-teaching/statements>

Leigh Forbes, Gannon University

I recognize that individuals may have different gender identities and pronouns that reflect their authentic selves. Please feel welcome to share your preferred name and pronouns with me so that I can acknowledge and affirm your identity. As an educator and role model, I will use your preferred name and pronouns throughout the course to respect and honor your identity.

In addition, I expect every class member to use your preferred name and pronouns to demonstrate respect for the diverse identities and experiences of individuals in our course. Together, we will create an inclusive and supportive space where all feel safe and able to thrive.

Amy Hoyle, Neumann University

Diversity, Equity, Inclusion, & Belonging: Class Policies and Practices

Inclusive Learning Environment

In this class, we will work together to develop a learning community that is inclusive and respectful. Our diversity may be reflected by differences in race, culture, age, religion, sexual orientation, socioeconomic background, and myriad other social identities and life experiences. The goal of inclusiveness, in a diverse community, is to encourage and celebrate expressions of varied/various ideas, opinions, and beliefs, so that conversations and interactions that could potentially be divisive turn instead into opportunities for intellectual and personal enrichment.

A dedication to inclusiveness requires respecting what others say, their right to say it, and the thoughtful consideration of others' communication. Both speaking up and listening are valuable tools for furthering thoughtful, enlightening dialogue. Respecting one another's individual differences is critical in transforming a collection of diverse individuals into an inclusive,

collaborative, and excellent learning community. Our core commitment shapes our core expectation for behavior within and outside of the classroom setting.

Race and Educators

This course is committed to preparing educators who understand institutional racism and who actively engage in racial equality through their teaching practices. To this end and contextualized in the larger social conversation about race (in)equalities and (in)equities in the country, this course encourages students to partake in honest and respectful conversations on how transformational theories, development, organizational systems, and mindset impact historically marginalized communities and individuals. Furthermore, the class expects students to engage in robust and courageous conversations about our responsibility as educators in advocating for anti-racist practices and policies.

Gender Neutrality & Inclusive Classroom Language

As the course includes group work and online discussions, it is vitally important for us to create an educational environment of inclusion and mutual respect. In this course, the instructor and the students are asked to respect individuals' gender pronouns, chosen name, and gender identity in verbal and written communications. Per the updated Oxford English dictionary, "they/their/theirs" is accepted as both a singular and plural form.

Religious Holiday Accommodation

Students may be granted excused absences from class for observance of religious holy days. Students must notify the instructor by the end of the first week of classes to discuss any conflicts that may require an absence. The student is responsible to arrange with the instructor in advance to make up any missed work or class material.

[Rochelle Peterson-Ansari, LaSalle University](#)

I will address you by your preferred name and pronouns. Please let me know what they are during or immediately after Student Teaching Orientation. Please correct me if I make a mistake.

[Teresa Powell, Lincoln University](#)

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[Michelle Sobolak, University of Pittsburgh](#)

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Beth Sockman, East Stroudsburg University

This course will facilitate a learning environment that is beneficial to each member of the class. In creating this space, it is expected that all members treat each other with respect and professionalism. All members of this course have the right to be addressed in accordance with their personal identity. If you identify differently than what the University roster provides, let me know so that I can address you appropriately. Addressing all members appropriately is important, so please correct me if I make a mistake. If you have any questions, comments, or concerns please reach out!

Emily Wender, Indiana University of Pennsylvania

Opening Survey

During our first week of class, I will ask you to complete a survey, which has a range of questions designed to help me learn more about you. This is an opportunity for you to let me know about yourself as a learner and student. I'll ask you about the pronouns and name you prefer, and I'll ask you about some of the past experiences you may have had that relate to this course as well as what you're most excited about. Some survey questions are required, and some are optional. For the optional questions, please complete those that feel most relevant to you. I will do my best with the survey information to value and affirm your names, pronouns, learning differences, and identities. I appreciate your willingness to work with me if I need to follow-up with you.