

## TEACHING

Specific examples of evidence that faculty might use to show their contribution to institutional equity and inclusive teaching might include:

	Evidence?
Developing effective teaching strategies for the educational advancement of students from groups underrepresented in higher education.	
Developing courses or curricula materials that focus on themes of diversity, equity, and inclusion or the incorporation of underrepresented groups.	
Record of success advising students from groups underrepresented in the faculty member's discipline/profession.	
Evaluating programs, curricula, and teaching strategies designed to enhance participation of students from underrepresented groups.	
Participation in faculty workshops to promote equity and inclusion in the classroom.	
Participation in scholarship of teaching and learning activities, including workshops, research projects, conferences at the intersection of curriculum development and diversity.	
Serving as an advisor to programs such as Women in Science and Engineering, Society for Advancement of Chicanos/Hispanics and Native Americans in Science (SACNAS), National Organization for the Professional Advancement of Black Chemists and Chemical Engineers (NOBCChE) or other equivalent programs in all disciplines.	
<p>A record of leadership or significant experience teaching and mentoring undergraduate and graduate from broadly diverse demographic and social backgrounds, including students from groups that have been historically underrepresented in higher education.</p> <p>A record of leadership or significant experience teaching and mentoring undergraduate and graduate from broadly diverse demographic and social backgrounds, including students from groups that have been historically underrepresented in higher education.</p>	
<p>Capacity to pedagogically address and respond to the learning needs of students from diverse backgrounds. For example:</p> <ul style="list-style-type: none"> <li>▪ Development or use of curricula designed to enhance participation of students from groups underserved by higher education;</li> <li>▪ Engagement in training or professional development activities designed to enhance intercultural or intergroup competencies and skills;</li> <li>▪ Ability to integrate contemporary issues of diversity, equity, and inclusion into the classroom.</li> </ul>	
<p>Ability to create an inclusive learning environment, addressing one or more of the following issues:</p> <ul style="list-style-type: none"> <li>▪ How your own and your students' identities (i.e., race, gender, class), background, experience, and levels of privilege affect classroom dynamics;</li> <li>▪ How diverse perspectives can be integrated into teaching methods and approaches.</li> </ul> <p>Approaches to mentoring students from minoritized or underrepresented groups that extended beyond the classroom setting. This could include individual/one-on-one or group efforts and could reflect activities within formal programs or informal activities. Value in serving as a role model, particularly those who see themselves as representing historically marginalized populations in academia.</p>	
Other	

NOTE: The above are listed as examples; they were generated from the University of Oregon Division of Equity of Inclusion and also adapted from Sylvester et al, 2019 and the University of California (UCOP, 2011).