

INCLUSIVE TEACHING

Welcome!



Land acknowledgement

The University of Oregon is located on Kalapuya ilihi, the traditional indigenous homeland of the Kalapuya people. Following treaties between 1851 and 1855, Kalapuya people were dispossessed of their indigenous homeland by the United States government and forcibly removed to the Coast Reservation in Western Oregon. Today, Kalapuya descendants are primarily citizens of the Confederated Tribes of Grand Ronde and the Confederated Tribes of Siletz Indians, and they continue to make important contributions to their communities, to the UO, to Oregon, and to the world.

We, in the Office of the Provost, acknowledge our responsibility to assist in the revitalization and future flourishing of Oregon's Native communities as we fulfil our role in shaping the education provided by the University of Oregon.

From Acknowledgment To Action

We encourage you to spend the next 2 minutes to think about how as individuals and as members of the various groups you are a part of, you can assist in honoring, operating in allyship, and learning from Oregon's Native communities.

Cultural Change At The University of Oregon

- The University of Oregon increasingly welcomes diverse collectives of students onto our campus and into our classrooms.
- UO's 2022 incoming class was the largest, most diverse, and highest-achieving freshman class in its history.
- Students are, therefore, arriving in our classrooms with different resources, levels of support, experiences, cultures, and values.
- As demographics shift, the experiences of more and more students resemble those of faculty members less and less.

Cultural Change At The University of Oregon

- A diverse classroom does not mean that the environment is inclusive.
- Inclusion reflects a culture in which all students feel welcome, cared for, and safe.
- Institutionally recommit to identifying and deconstructing structures and systemic barriers preventing our students from all having access to the same opportunities.



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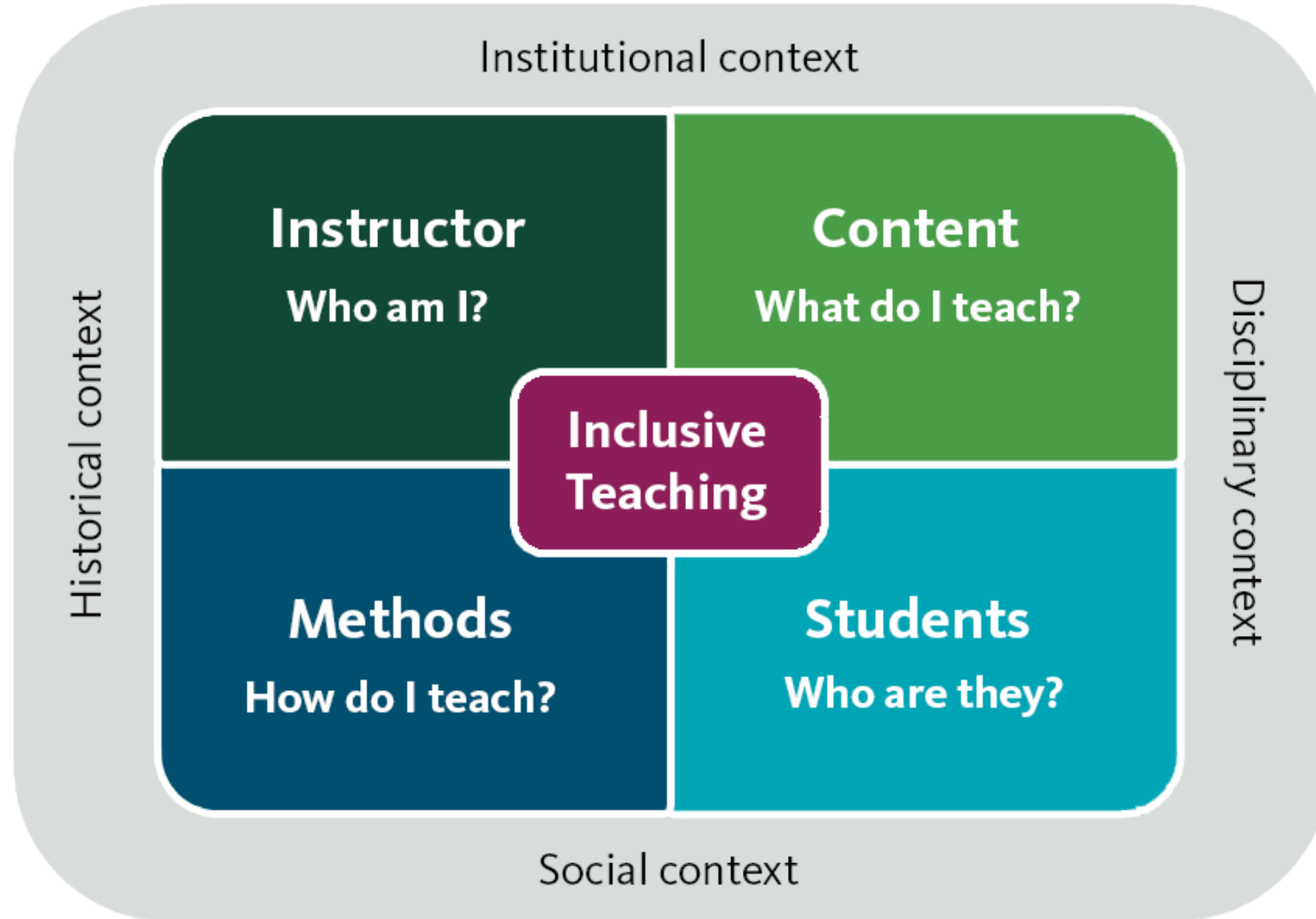
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Today's Goals

- Celebrate and highlight the inclusive teaching work of UO faculty and graduate instructors;
- Look together toward the future of increased support for inclusive teaching through UO's Howard Hughes Medical Institute grant;
- Connect with others in the teaching community on campus;
- Sign up to receive updates about grant-related opportunities and signal interest in a peer observation program called Duck In

Inclusive Teaching at UO

- Instruction designed to ensure every student can participate fully and that their presence and participation is valued.
- The content of the course reflects the diversity of the field's practitioners, the contested and evolving status of knowledge, the value of academic questions beyond the academy and of lived experience as evidence, and/or other efforts to help students see themselves in the work of the course.



Adapted from Linda Marchesani and Maurianne Adams, "Dynamics of Diversity in the Teaching-Learning Process: A Faculty Development Model for Analysis and Action," *New Directions for Teaching and Learning* 52 (Winter 1992): 9-20, and Bailey Jackson, unpublished paper (1988) cited by Marchesani & Adams.

Faculty & Student Panel

Dr. Stephanie Majewski, Associate Professor Physics

Ryan Stuve, Third-Year Physics Major

Dr. Mattie Burkert, Assistant Professor of English, Director, Minor in Digital Humanities

Dr. José Meléndez, Assistant Professor of Planning for Engaging Diverse Communities, School of Planning, Public Policy, and Management and affiliated faculty, Indigenous, Race, and Ethnic Studies

Sian Dim Lun, Senior Planning, Public Policy, and Management Major, Minor in Business Administration and Nonprofit Management

David Nieto Wenzell, Senior Planning, Public Policy, and Management Major, Minor in Ethnic Studies



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Table Discussion

Introduce yourself to your table members!

From either the **panel's discussion** or the **handout** on your table:

What stood out to you?

Is there something you're thinking of changing or experimenting with to make your teaching more inclusive?

HHMI Inclusive Excellence 3

6 Year, \$500k grant from Howard Hughes Medical Institute for:

“Meaningful Evaluation of Inclusive and Effective Teaching”

Learning Community



Collaboration with 16 schools
with the same goal

Inclusive Teaching Projects at UO

Policy for Teaching Evaluation

- Every **evaluation** includes evidence of inclusive teaching

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Instructor Development

advance the use of inclusive teaching practices

- Every **instructor** can implement, observe, and give feedback about inclusive teaching

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Sources of Evidence

Tools for feedback and assessment of inclusive teaching

- Instructors, students, and peers have mechanisms to **provide and use evidence** of inclusive teaching

Inclusive Teaching Projects at UO

Initial Principles

Support and Affirm multiple perspectives on inclusive teaching

Elevate student and instructor perspectives

Promote Faculty Leadership

Build on existing progress

Possible Projects

*Funded Faculty
Groups*

*Departmental
mini-grants*

*Faculty Leadership
opportunities*

*Formative
Teaching groups*

*Student Focus
Groups*

*Improve SES
Response Rates*

*New Faculty
Onboarding*

Inclusive Teaching Projects at UO



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“How our guests develop and run classes where students feel they belong and can thrive”

Kirby Brown - *English, Native American Studies*

Amanda Cote - *SOJC*

Danny Pimentel - *SOJC*

Camisha Russell – *Philosophy*

... and more

INCLUSIVE TEACHING

Stay Involved
Join the Mailing list



Stay updated about events, projects and opportunities related to inclusive teaching at UO.

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