Welcome!
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.
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.
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.

(Hogan & Sathy, 2022; St Amour, 2020)
• 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.

(Hogan & Sathy, 2022)
INCLUSIVE TEACHING
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
• 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.
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, Minoring in Business Administration and Nonprofit Management

David Nieto Wenzell, Senior Planning, Public Policy, and Management Major, Minoring in Ethnic Studies
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?*
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
Inclusive Teaching Projects at UO

Policy for Teaching Evaluation

Every evaluation includes evidence of inclusive teaching

Instructor Development

advance the use of inclusive teaching practices

Every instructor can implement, observe, and give feedback about inclusive teaching
Inclusive Teaching Projects at UO

Policy for Teaching Evaluation

Every evaluation includes evidence of inclusive teaching

Instructor Development

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

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
Improve SES Response Rates
New Faculty Onboarding
Student Focus Groups
Duck In — Open your door, visit a class.
Build and celebrate our teaching community.
Inclusive Teaching Projects at UO

“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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Policy for Teaching Evaluation
Every evaluation includes evidence of inclusive teaching

Instructor Development
Every instructor can implement, observe, and give feedback about inclusive teaching

Sources of Evidence
Instructors, students, and peers have mechanisms to provide and use evidence of inclusive teaching

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