Departmental Teaching Profile

Inclusive Teaching

Take a moment to reflect on what inclusive teaching means to you. Can you list one or two key things you do to enact it? TEP's definition and sample practices are here as a resource.

What Inclusive Teaching Means to Me	**TEP's Working Definition** Inclusive teaching engages and values every student and attends to the social and emotional climate of the class. A broad philosophy that should be realized in each and every UO course by each and every UO teacher, inclusion is enacted through particular choices faculty make in their presentation of self and content and through deliberate ways of drawing on assets each student brings to the classroom.
My Inclusive Teaching Practices	**Sample Practices List** • Conveying that each student brings valuable assets and goals to their work. • Introducing the instructor's own intellectual journey and process of expert thought. • Using course materials that expand the racial, ethnic, gender, ability, intellectual, and socioeconomic diversity of the field and the contested and evolving status of knowledge. • Deploying a range of methods to engage students and bring out their strengths. • Addressing students by their chosen names and pronouns; this may include finding ways to use names in large-classes and online fora. • Knowing students' goals for their learning and finding ways to explicitly link the concerns of the course to students' own concerns. • Maximizing student motivation by leveraging students' sense of the relevance, rigor, and supportiveness of a course—and of their own

	self efficacy within it.
	Building classroom community, including through establishing clear expectations around classroom engagement.
	• Designing courses with physical and content accessibility in mind.

Once you've had a chance to think and sketch a couple of ideas, talk with departmental colleagues about how you're collectively interpreting this "pillar" of teaching excellence: how do you work against constraints to convey care and belonging? Are there specific challenges related to your discipline or how it's historically been taught that the department can come together to address? Are there "exclusive" habits or practices you've already made a conscientious choice to change?

Engaged Teachers

Take a moment to reflect on what engaged teaching means to you. Can you name one or two ways you engage in a process or reflection, change, and community-building around teaching?

What Engaged Teachers Look like in our unit	TEP's Working Definition Engaged teachers participate in ongoing professional development, experimentation, and reflection about their work; they are connected to campus-wide, national, and scholarly conversations about teaching and learning.
Engaged Teacher Practices	Sample Practices List • Reflecting on one's teaching practice and making changes over time that are informed by experimentation, professional teaching development, collegial interactions and class observations, student feedback, and the scholarship of teaching and learning. • Soliciting and reflecting on student feedback, and considering what changes, if any, should be made in the course. • Attending workshops, conferences, or institutes about teaching and learning; reading books or articles about teaching and

	learning; participating in formal or informal discussions with their peers about teaching and learning.
	• Presenting at workshops and conferences their insights, innovations or experimentations in teaching and learning.
	• Producing scholarship related to teaching and learning.
	• Conducting a peer review for a colleague.
	• Knowing the UO policy and support resources that surround their teaching; knowing the UO policy and support resources relevant to their students.

Take a few minutes to talk with your colleagues—how are you routinely and reliably building the teaching community in your department? How are you ensuring that reflective practice and change is valued as indicators of teaching excellence, not counter-incentivized?

Research-led Teaching

Take a moment to reflect on what research-led teaching means to you. Can you name one or two ways you either invite students into the university's research mission, or draw on research on student learning in your classes (or both)?

What Research-led Teaching Means to Me	TEP's Working Definition
	Research-led teaching has two meanings. The first is the university's research mission is infused into the undergraduate program. This can be as simple as faculty leading with questions and modeling expert thought by "thinking aloud" when encountering problems. It can be as significant as partnering with students to create new knowledge.
	A crucial second meaning of research-led is that it's informed by what we know about how students learn: actively, in contexts of high challenge and support, through collaborative work across differences of identity and viewpoint in response to frequent feedback, and with deliberate reflection on and integration of

	ideas across contexts.

My Research-led Teaching Practices	**Sample Practices List**
	
	Inviting students into the university's research mission
	
	• Recognizing when the learning environment needs to be adjusted to foster deep learning based on their expert judgment and experience.
	
	• Leading with questions and modeling expert thought by "thinking aloud" when encountering problems.
	
	• Partnering with students to create new knowledge.
	
	• Providing students with course-based undergraduate research experiences or other projects that engages students directly in the scholarly methods of the discipline.
	
	Evidence-based teaching and learning
	
	• Communicating compelling goals for student learning and design courses tightly aligned with those goals (backward design).
	• Clearly conveying the purpose, process for completion, and criteria for evaluation of class assignments before students begin work (transparency).
	• Building occasions for student reflection about their learning processes, challenges, and growth (metacognition).
	• Using students' time in and out of class strategically and actively by, for example:
	    o assigning preparatory work beyond reading-only assignments to get more out of students' class time;
	    o encouraging students to make connections between the preparatory work and the following class or online activities
	    o using students' class time to harness the power and energy of the peer community to share ideas, demonstrations, real-time

	experiences, new scenarios, problems, artifacts, and complications that capture students' knowledge and skills; ○ providing students with after-class opportunities for reinforcement and reflection; ○ breaking up didactic lectures into smaller 10-15 minutes segments with opportunities for active student engagement, processing, questioning and knowledge integration. • Providing students simple, helpful feedback on low-stakes practice which could include the use of rubrics, student peer review, instructor "think alouds" or other time saving techniques.

Take a few minutes to talk with your colleagues—what feels most cutting edge about your pedagogy in terms of how you're drawing on learning sciences and best practices in pedagogy? How are you bringing the promise of a research university into focus in the classroom?

- **Our shared sense of and key practices for inclusive teaching are:**

- **Our shared sense of and key practices for engaged teaching are:**

- **Our shared sense of and key practices of research-led (research mission) teaching are:**

- **Our shared sense of and key practices for research-led (evidence-based) teaching are:**

- **Other key elements of teaching quality in our unit include:**