**UO Faculty Resources on Equity and Inclusion**

This section provides links and descriptions to departments and offices across the University of Oregon that faculty can reach out to in order for advice and support.

1. **Division of Equity and Inclusion (**[**http://inclusion.uoregon.edu/**](http://inclusion.uoregon.edu/)**)** promotes inclusive excellence by working to ensure equitable access to opportunities, benefits, and resources for all faculty, administrators, students, and community members.
2. **Center on Diversity and Community (CoDaC) (**[**http://codac.uoregon.edu/**](http://codac.uoregon.edu/)**)** builds the capacity of individuals and units across campus to advance the university’s goals of equity and inclusion.
3. **Teaching Effectiveness Program (TEP)** offers a variety of activities and services supporting the academic community in its focus on teaching and learning, such as obtaining feedback on teaching performance and improving undergraduate instruction.  TEP provides consultations, workshops and mentoring for faculty and GTFs.
	1. **Inclusive classroom (**[**https://tep.uoregon.edu/inclusion-class-climate**](https://tep.uoregon.edu/inclusion-class-climate)**)**
	2. **Learning Objectives and Backward Design**

 **(**[**https://tep.uoregon.edu/learning-objectives-and-backward-design**](https://tep.uoregon.edu/learning-objectives-and-backward-design)**)**

1. **UO Department of Human Resources (**[**http://odt.uoregon.edu/registration/course\_view.php?crse\_id=352**](http://odt.uoregon.edu/registration/course_view.php?crse_id=352) **)** offers **“**Crucial Conversations - Tools for Talking When the Stakes are High”, which provides proven techniques to build those skills.  Over the course of four - 3.5 hour sessions you will learn how to hold conversations around emotional and/or risky topics to surface the best ideas and to make high quality, mutually beneficial decisions when dealing with others.  (Note: A fee applies for this workshop).
2. **Accessible Education Center (**[**https://aec.uoregon.edu/support-and-services**](https://aec.uoregon.edu/support-and-services)**)** collaborates with students, faculty, and staff to create an educational environment that is useable, equitable, and sustainable. The Accessible Education Center provides support to students and instructors through direct services, outreach, training, and consultation.
	1. **Procedures and Best Practices for working with students with disabilities (**[**https://aec.uoregon.edu/best-practices-faculty**](https://aec.uoregon.edu/best-practices-faculty)**)**
	2. **Universal Design Strategies**

**(**[**https://aec.uoregon.edu/universal-design-strategies**](https://aec.uoregon.edu/universal-design-strategies)**)**

1. **Nontraditional Student Support Services (**[**https://dos.uoregon.edu/nontrad**](https://dos.uoregon.edu/nontrad)**)**

There are a variety of resources and services available to help students balance school and life. The Nontraditional Student Union is dedicated to representing the nontraditional student voice on campus and providing a community for nontraditional students.

1. **Multicultural Education, Engagement, and Student Success (**[**https://dos.uoregon.edu/multicultural**](https://dos.uoregon.edu/multicultural)**)**

The Multicultural Education, Engagement, and Student Success program is a place where all students are welcome to meet, plan, and help create a stronger community. It is a place that helps students connect with other students of all races and backgrounds to collaborate around cultural programming and education.

1. **Veteran Support (**[**https://dos.uoregon.edu/veterans**](https://dos.uoregon.edu/veterans)**)**

UO welcomes students who have served our country in the armed forces. The Office of Admissions and the UO Office of Veterans Affairs assist veterans in making a seamless transition from military service to the campus community. Our mission is to make sure that all eligible student veterans, reservists, and dependents obtain educational benefits in compliance with the procedures and regulations of the U.S. Department of Veterans Affairs

1. **Women’s Center and Support Services (**<https://dos.uoregon.edu/women>**)**
2. The Women's Center is here to advocate for the best educational and working environment for all genders at the university. We accomplish this by fostering your personal growth and working toward societal change and community understanding. Our office provides a variety of resources such as work, lounge, and meeting spaces, a lactation room and toys for children, a lending library with over 2,000 volumes, and computer and printing capabilities. We seek the advancement of women and people of all genders through activism, leadership, and empowerment.
3. **Men’s Center and Support Services (**[**https://dos.uoregon.edu/mens-center**](https://dos.uoregon.edu/mens-center)**)**

The Men’s Center supports leading a healthy life. It is one of the first organizations of its kind on a major college campus and is dedicated to creating spaces and events where people of all genders and identities can work collectively toward constructing a more positive masculinity. They are committed to raising awareness about the intersection of men’s health and social justice issues and exploring ways for men to play a more active role in ending oppression. We strive to create a space where students feel safe, supported, and empowered to pursue their goals.

1. **Lesbian, Gay, Bisexual, Transgender Education & Support Services Program (LGBTQIA)** **(**[**http://lgbt.uoregon.edu/**](http://lgbt.uoregon.edu/)**)**

The LGBT Education and Support Services team works to affirm the lives of lesbian, gay, bisexual, transgender, queer, questioning, asexual, aromantic, and allied (LGBTQIA+) students, faculty, and staff by providing educational and supportive resources. This center is dedicated to providing space for all UO community members to explore their understanding of sexual/romantic orientation, gender, gender expression, and intersections of identities.

* 1. **Gender pronouns from LGBTQIA (**[**https://studentlife.uoregon.edu/pronouns**](https://studentlife.uoregon.edu/pronouns)**)** One way to support an inclusive classroom is to share your preferred gender pronouns such as “she/her/hers” or “they/them/their”. The above link will provide some guidelines and recommendations.
1. **General Student Support (**[**https://studentlife.uoregon.edu/support**](https://studentlife.uoregon.edu/support)**)**

The student support office provides assistance to struggling students. Services include: financial and legal services, student support for those with dependents, and undocumented students. Student support is provided through the Dean of Students Office.

1. **Reporting Concerns (**[**https://dos.uoregon.edu/concern**](https://dos.uoregon.edu/concern)**)**
This is a confidential service meant to provide support to students who can’t or won’t ask for help. Examples of when to use this service is not seeing a student in class for an extended amount to time or troubling language or behavior. This is a confidential service meant to provide support to students who can’t or won’t ask for help.

**Sample Syllabi Statements on Diversity, Equity and Inclusion**

**Diversity Statement** *(Written by the Department of Education, used with permission)*In this course, class discussions, projects/activities and assignments will challenge students to think critically about and be sensitive to the impact of cultural, religious, gender, race, socioeconomic, physical and cognitive ability, and sexual differences.  Students will be encouraged to develop or expand their respect and understanding of such differences.

**Classroom Behavior** *(Written by Maure Smith-Benanti, used with permission)*Maintaining a safe classroom environment where everyone feels comfortable expressing their ideas, beliefs, and values will not only be my responsibility, but the responsibility of each class member as well. Behavior that disregards or diminishes another student will not be permitted for any reason. This means that no racist, ableist, transphobic, xenophobic, chauvinistic or otherwise derogatory comments will be allowed, but it also means that students must pay attention and listen respectfully to each other’s comments.

**Diversity and Respect Statement that includes the Bias Response Team** *(Written by the Department of Education, used with permission)*It is the policy of the University of Oregon to support and value diversity. To do so requires that we:

* respect the dignity and essential worth of all individuals.
* promote a culture of respect throughout the University community.
* respect the privacy, property, and freedom of others.
* reject bigotry, discrimination, violence, or intimidation of any kind.
* practice personal and academic integrity and expect it from others.
* promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

Course content, class discussions, projects and activities, and assignments for this class rest on an assumption that human diversity is normative and is an appropriate focus of attention. The course requires and expects critical thinking about, and sensitivity to, the impact of diversity (culture, religion/faith, gender, ethnicity, race, socioeconomics, physical and cognitive ability, sexual orientation, and other considerations) both in relation to the populations we serve, and in the classroom. Students are encouraged to develop and expand their respect for and understanding of diverse identities and experiences. If you believe you have been the target of or a witness to harassment, bias, or discrimination, you may report this (anonymously, if desired) to the Bias Response Team at [http://bias.uoregon.edu](http://bias.uoregon.edu/) or brt@uoregon.edu

**Sexual Violence, Harassment and Survivor Support** *(provided by UO Faculty Senate, used with permission)*Sexual Violence, Harassment and Survivor Support

The UO is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence and gender-based stalking. If you (or someone you know) has experienced or experiences gender-based violence (intimate partner violence, attempted to completed sexual assault, harassment, coercion, stalking, etc.), know that you are not alone. UO has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. If you wish to speak to someone confidentially, you can call 541-346-SAFE, UO's 24-hour hotline, to be connected to a confidential counselor to discuss your options. You can also visit the SAFE website at safe.uoregon.edu.

There are mandatory reporters on campus, meaning that if they hear about an issue related to sexual violence or harassment they must report it to the Title IX office. In the School of PPPM, the only mandatory reporter in faculty and staff is the School Head, Richard Margerum.

**School of PPPM Diversity Statement** *(provided by the PPPM Equity Initiative)* (<http://blogs.uoregon.edu/equityandinclusion/files/2011/05/SAP-5Yr-Report-AAA1.pdf>)

PPPM strives to promote diversity along all dimensions, including and not limited to, those of race, ethnicity, culture, nationality, gender identity and expression, sexual orientation, socio-economic status, age, ability, religion, veteran status, family status, geographic location, and political beliefs. We are dedicated to fostering an inclusive, respectful, and supportive environment that ensures fair treatment, access, opportunity, and advancement for all students, faculty, and staff; as well as striving to identify and eliminate barriers that have prevented the full participation of historically underrepresented groups.

**Equity and Inclusion Statement (Example related to PPPM)**

As part of the PPPM Equity Initiative, instructors are encouraged to describe how a course relates to issues of equity and inclusion. Equity and inclusion are topics that cut across issues of planning, public policy and management. The content of this course relates to equity and inclusion in discussing issues of the allocation of resources and services within communities, how revenue sources impact socioeconomic differently, and who is included in decisions about revenues and expenditures within communities. Capital budgeting raises questions about intergenerational equity in who pays for facilities with long lifespans. Topics related to economic development raise questions about who benefits and who loses when communities chose different types of economic development strategies.

**Trigger Warning Statement (Example related to PPPM)**

This course includes several readings that include language and concepts on topics related to race, class and culture. Many readings in this course are historical and include pronouns, terms and ideas that some may find offensive and/or traumatizing. The instructor tries to forewarn students about potentially disturbing subjects and readings and requests that students maintain an atmosphere of mutual respect and sensitivity. This classroom provides an open space for the critical and civil exchange of ideas. If you are concerned about our engagement with a particular topic, issue or source, please come see me and we can determine an appropriate route forward. If you ever wish to discuss your personal reactions to such material with the class or with me afterwards, I welcome such discussion as an appropriate part of our coursework. (See: https://prezi.com/tiaov36pktfp/trigger-warning-a-new-best-practice/ and <http://tah.oah.org/may-2015/trauma-and-trigger-warnings-in-the-history-classroom/> )

**Creating an Inclusive Classroom in PPPM**

DRAFT prepared by Rich Margerum on August 3, 2016—this has not yet been reviewed by the PPPM faculty

**PPPM Inclusive Classroom**

Our goal is to create classes in the PPPM Department that are exciting, challenging and welcoming forums for wide-ranging discussions and debate about the critical issues facing society today. This requires a respectful and inclusive classroom atmosphere where everyone feels safe participating, all views can be heard and people are open to different perspectives.

**Objectives for Classroom Environment**

* Create an environment where we can constructively discuss and debate important issues
* Create an environment where people feel safe about expressing their views
* Recognize that we all have perceptions, assumptions and biases that affect our views and we need to be open to thinking about these critically

**Feel free to use any of the statements or ground rules below in your syllabi.**

**Commitment**

* We will commit to follow ground rules to help guide our discussions (see below)
* Sometimes people may say things (including me as the instructor) that are biased or that are insensitive to other perspectives
	+ We commit to raise concerns when we hear them—even if it makes us uncomfortable
	+ We commit to use these as constructive teaching moments—even if it is easier to move on
	+ We commit to focus on the content of what is said—not make assumptions about the person
	+ We commit to the principles of free speech and academic freedom

**Possible Ground Rules**

* Listen actively and with an ear to understanding others' views
* Make room all of our identities in a safe space
* Consider power and privilege
* Make space to learn from others
* Listen respectfully, without interrupting
* Critique ideas, not people
* Commit to learning;
* Commit share information, not to persuade.
* Avoid blame, speculation, and inflammatory language.
* Allow everyone the chance to speak; don’t monopolize the discussion
* Avoid assumptions about any member of the class or generalizations about social groups. Do not ask individuals to speak for their (perceived) social group.
* Ask for clarification if you are confused.
* Do not offer opinions without supporting evidence; beware of the danger of a single story
* Avoid put-downs (even humorous ones).
* Take responsibility for the quality of the discussion.
* Don’t be afraid to participate, but be open to challenges if you say something that hurts someone

**What do I do if I don’t feel the classroom environment is inclusive?**

* Talk with me about patterns in the discussion that are troubling or that may be impeding full engagement by you or others.
* If it is not possible to talk with me, talk with the department head or academic advisor

**Other Options and Examples of Ground Rules**

**PPPM Ground Rules created by 2015 graduate cohort**

* Use agreed-upon guidelines, like:
	+ Take responsibility for what you say and feel
	+ Be empathetic
	+ Be sensitive to communications styles
	+ Ponder what you hear and feel before you speak
	+ Examine your own assumptions and perceptions
	+ Keep confidentiality
* Trust ambiguity
* Check amount of discussion space you are taking
* Be aware of who’s not in the room
* Acknowledge the need for self-care
* Don’t make assumptions–danger of a single story
<http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story>
* Allow people to be themselves to the greatest extent possible
* Respect differing opinions and use them to foster constructive discussion
* Respond vs. react
* Be open to change
* Say “Oops” when unsure how something you say will be received; say “Ouch” if something hurts
* Be sure all voices are heard
* Everyone’s experiences and feelings are valid

**Examples of Guidelines for Code of Conduct that Students Might Suggest**

*(adapted from the University of Michigan’s* [*Center for Research on Teaching and Learning*](http://www.crlt.umich.edu/)*)*

* Recognize and/or remember that we have different backgrounds.
* Respect others’ rights to hold opinions and beliefs that differ from your own.
* Be courteous. Don’t interrupt or engage in private conversations while others are speaking.
* Support your statements. Use evidence and provide a rationale for your points.
* Challenge or criticize the idea, not the person.
* Allow everyone the chance to talk. If you have much to say, try to hold back a bit; if you are hesitant to speak, look for opportunities to contribute to the discussion
* Listen carefully to what others are saying even when you disagree with what is being said.
* Listen and also share. Share briefly from your own experiences when appropriate, rather than simply your positions.
* Build on your classmates’ comments. Acknowledge them, even if you disagree with them.
* Be careful not to generalize about people.
* Use “I” statements to state your views.  For example, “I notice that when I’m with my friends we pay attention differently” is more constructive than “When you’re with friends you pay attention differently.”
* Respond to what is said in class, without attributing motivation to the speaker (this can be very challenging).
* Consider the difference between responding to express yourself and responding to get an idea across to people who have different preconceptions than yours.
* Consider who gets left out, who is marginalized, under-represented, or erased by particular claims. So, for example, we could say, “That’s an image of an ideal family,” or we could say, “That may be an image of an ideal family for many middle-class white heterosexuals.”

**The Teaching Center at the University of Washington in St. Louis**

<https://teachingcenter.wustl.edu/resources/inclusive-teaching-learning/establishing-ground-rules/>

* Show respect for others as individuals by learning and using their preferred names and pronouns.
* Respect the speaker, even when you do not agree with or respect the point the speaker is making.
* Listen carefully; do not interrupt—even when you are excited to respond.
* Try not to generalize about groups (even groups with which you identify) and do not ask another person to speak as a representative of a group.
* Keep an open mind—enter the classroom dialogue with the expectation of learning something new. Look forward to learning about–and being challenged by–ideas, questions, and points of view that are different than your own.
* Do not “monopolize” the conversation; give others a chance to contribute to the discussion.
* Support an atmosphere of learning and growth. Approach discussion as a means to “think out loud.” Allow others (as well as yourself) to revise and clarify ideas and positions in response to new information and insights.
* Bring out ideas, perspectives, or solutions that you think are not yet represented or haven’t yet been adequately discussed.
* Support your arguments with evidence. Be honest when you are not sure if you have enough evidence to make a strong argument or when your thoughts about a topic are still speculative or exploratory.
* Try not to make assumptions; ask questions to learn more about other perspectives, especially those that are different from your own.

**The Eberly Center for Teaching Excellence, Carnegie Mellon University**

<https://www.cmu.edu/teaching/>

* Listen actively and attentively.
* Ask for clarification if you are confused.
* Do not interrupt one another.
* Challenge one another, but do so respectfully.
* Critique ideas, not people.
* Do not offer opinions without supporting evidence.
* Avoid put-downs (even humorous ones).
* Take responsibility for the quality of the discussion.
* Build on one another’s comments; work toward shared understanding.
* Do not monopolize discussion.
* Speak from your own experience, without generalizing.
* If you are offended by anything said during discussion, acknowledge it immediately.
* Use “I” statements; don’t talk for others
* Be an active listener
* Make room all of our identities in a safe space
* Discuss privilege
* Make space to learn from others

**Suggested Reading List**

*Recommended by Faculty, Staff and Students*

Alex-Assensoh, Yvette.\* (2000). “Minority Politics Courses: Moving Beyond Controversy and Toward Active Learning.” *PS: Political Science and Politics, 33*(2): 201-206.

Alexander, Michelle. (2012). *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. New York: The New Press.

Badruddoja, Roksana. (2016). This Course is Racist (Towards Whites!), *Inside Higher Ed*, March 11. Can be accessed at [this link](https://www.insidehighered.com/advice/2016/03/11/open-letter-students-about-course-they-call-racist-essay?utm_content=buffer91ab1&utm_medium=social&utm_source=facebook&utm_campaign=IHEbuffer).

Boler, M., & Zembylas, M. (2003). Discomforting truths: The emotional terrain of understanding differences. *Pedagogies of difference: Rethinking education for social justice*, 110-136.

Darder, A. (2003). *The critical pedagogy reader*. Psychology Press.

Davidman, Leonard and Patricia T. Davidman. (2001) *Teaching with a Multicultural Perspective: A Practical Guide*. New York: Longman.

Freire, Paolo. *Pedagogy of the oppressed (revised).* New York: Continuum (1996).

Kumashiro, Kevin K. (2000). Toward a Theory of Anti-Oppressive Education. *Review of Educational Research, 70*(1): 25-53.

LeBaron, Michelle and Venashiri Pillay (2006) *Conflict Across Cultures: A Unique Experience of Bridging Differences.* Boston: Intercultural Press.

Guitierrez y Muhs, Gabriella, Yolanda Flores Niemann, Carmen G. Gonzalez and Angela P. Harris (eds) (2012). *Presumed Incompetent: The Intersections of Race and Class for Women in Academia.* Boulder, CO: University Press of Colorado.

Lipsitz, George. (2006). *The Possessive Investment in Whiteness: How White People Profit from Identity Politics, Revised and Expanded Edition.* Philadelphia: Temple University Press.

Lung-Amam, Willow, Stacy Anne Harwood, Gerardo Francisco Sandoval\*\*, Siddhartha Sen. (2015). “Teaching Equity and Advocacy Planning in a Multicultural ‘Post-racial’ World”. *Journal of Planning Education and Research*, Advance Online Access at doi: 10.1177/0739456X15580025.

Luhmann, S. (1998). Queering/querying pedagogy? Or, pedagogy is a pretty queer thing. *Queer theory in education*, 141-155.

Mason, Dyana P.\*\*, Lindsey McDougle and Jennifer A. Jones. (2019). Teaching Social Justice in Nonprofit Management Education: A Critical Pedagogy and Practical Strategies. *Administrative Theory and Praxis*.

McIntosh, Peggy (1990). “White Privilege: Unpacking the Invisible Knapsack.” *Independent School*, 49(2): 31-35.

Milner, H. Richard. (2015). *Rac(e)ing to Class: Confronting Poverty and Race in School and Classrooms.* Cambridge, MA: Harvard Education Press.

Tatum, Beverly Daniel. (1997). *Why Are All the Black Kids Sitting Together in the Cafeteria: And Other Conversations About Race*. New York: Perseus Books.

Trifonas, Peter Pericles. (2003). *Pedagogies of difference: Rethinking education for social change*. New York: Psychology Press.

\*Indicates UO faculty

\*\* Indicates PPPM faculty

**Syllabi that Reflect Diversity, Equity and Inclusion**

The Equity Initiative has been compiling sample field-specific syllabi that have been identified as integrating diversity, equity and inclusion – either in the class itself, or as a topic area covered in class.

Syllabi have currently been assembled for the fields of Planning, Public Administration and Nonprofit Management.

You can access these in the onedrive under “Resource Guides”.

Feel free to review these syllabi for ideas on discussion topics, readings and course development.