

Inclusive Teaching Scholars Program

The Inclusive Teaching Scholars program aims to support University of Portland faculty members in growing as inclusive teachers and serving as leaders for **inclusive** and **engaged** teaching techniques, ideas, and attitudes across the campus. The program is funded by a grant to the University of Portland from the Howard Hughes Medical Institute through the Inclusive Excellence Program and is administered by the Center for Teaching and Learning within the Office of the Provost.

Scholars are tasked with enhancing diversity, equity, and inclusion practices, or more broadly, inclusive teaching, in at least one course during the current academic year. Ideas for enhancing diversity, equity, and inclusion can include (but are not limited to):

- adoption of inclusive teaching strategies in classrooms to increase students' sense of belonging in the course and discipline, as well as reduce barriers to participation and learning;
- creation of and/or implementation of diverse, accessible:
 - assignments
 - activities
 - examples that connect with and reach more students or
 - assessment or grading activities to support students' diverse perspectives and abilities.
- elevating the inclusion of learning materials from voices of underrepresented scholars in your discipline (such as women or Black, Indigenous or People of Color, different abilities, neurodiversity, sexual orientation, nonbinary) or theories that are less mainstream (feminist, critical race, post-colonial, postmodern approaches)

EXPECTATIONS: The year-long scholars program involves a commitment to:

- complete an Inclusive Teaching Strategies Inventory (ITSI)
- attend monthly one-hour meetings with the other Scholars during the academic semesters
- produce and share teaching materials generated (e.g., assignments, projects, classroom activities, grading rubrics)
- disseminate project data on student outcomes (with CTL help) to UP colleagues
- serve as a resource for others within and outside of your academic unit
- participate in the selection of inclusive and innovative teaching awards/grants
- mentor future cohorts of scholars
- contribute to inclusive teaching programming on faculty development day
- Author a 2-page summary of their work at the end of the year for inclusion in our annual grant report

ELIGIBILITY: All full-time UP faculty members of any rank, discipline, or teaching with a continuing appointment may apply.

APPLICATION:

Applicants will be asked to submit written materials and be interviewed by a committee. The written application will ask the applicant to address the following questions. Please limit answers to 700 words or two pages.

1. What does teaching inclusively mean to you in your teaching context?
2. What motivates you to undertake this program?
3. What are you currently doing, or what strategies would you like to explore to enhance diversity, equity, and inclusion in your course design?
4. Are there some challenges of designing, implementing, and assessing your project that you would like to solve?
5. How will your proposed changes enhance student outcomes (learning, engagement, and/or attitudes), and/or why are those outcomes important to target?
6. What are your expectations and goals for this program, and/or what kind of support do you hope to receive?

All applicants will be reviewed by a committee and invited for an interview.

COMPENSATION: Each Inclusive Teaching Scholar will receive a \$500 stipend/semester.

DATES: Please submit your application and a copy of your current CV to Terence (Terry) Favero at ctl@up.edu (or favero@up.edu) by **September 27, 2024**.

Questions are invited and may be directed to: ctl@up.edu