

DIA at UO

Presentation to the University Senate

Alison Gash
Provost Teaching Fellow



UNIVERSITY OF
OREGON

U.S. Difference, Inequality and Agency

SUBSTANTIVE

- Intersecting aspects of identity such as race, gender, sexuality, socioeconomic status, indigeneity, national origin, religion, or ability.
- The uses of power to classify, rank, and marginalize on the basis of these aspects of identity, as well as considerations of agency on the part of marginalized groups.
- Historical structures, contemporary structures, forms of knowledge, cultural practices, or ideologies that perpetuate or change the distribution of power in society.



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PEDAGOGICAL

- Respectful listening and tools for ethical dialogue to expand students' abilities to practice civil conversation and engage with deeply felt or controversial issues.
- Student reflection on their own multiple social identifications and on how those identifications are formed and located in relation to power.



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RESOURCES

- Each course will include scholarship, cultural production, perspectives, and voices from members of communities historically marginalized by these legacies of inequality.



Senate Action US17/18-18

2.4 we recommend significant, **faculty-endorsed professional teaching development opportunities** to support the teaching of this key part of the curriculum and research on this pedagogy.

2.5 courses [...] will include on their **syllabus a short rationale and shared set of student learning objectives**

2.6 until current courses are resubmitted for approval for the new categories, all current AC courses will be placed in the new US category, all current IC courses will be placed in the new GP category, and all IP courses will be placed, by the UOCC, in either the new US or GP category



2.7 UOCC is charged with developing a process and timeline for the resubmission and approval of current courses

2.8 Core Education Council is charged with **exploring and potentially recommending optional further study options** [...]consisting of a menu of possible activities (experiential learning and service, research, advanced coursework) from which students select. The Core Education Council will also explore and recommend ways in which this further study should count toward degree requirements.



19/20-18 resolution against racism and systemic oppression

2.4 BE IT FURTHER RESOLVED that the Senate Leadership will charge all Senate academic committees with...

- Supporting university-wide efforts to **create and maintain inclusive learning environments** that educate students, faculty, and community members;
- Advocating...structural support for teaching and research that centers on the history of racial oppression and the ongoing and pervasive impacts of structural racism, and active support and retention of faculty, staff, and administrators of color
- Encouraging the teaching of US: Difference Inequality, and Agency courses across all departments, including units that have rarely taught cultural and equity literacy courses and assess the degree to which DIA courses meet their stated purpose;
- Considering the addition of a new requirement, such as a course in Indigenous, Race and Ethnic Studies, and other incentives for students to study and participate in experiential learning in the areas of cultural and equity literacy;
- Advocating both faculty appointments and structural support for Indigenous, Race and Ethnic Studies and other expert teachers and scholars of race and power, and endorsing the value of faculty teaching development and lifelong learning opportunities



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Where we are overall

DIA courses

138

on file

121

taught since 2019

taught by

200

instructors

49% of undergraduates take at
least one **DIA** course each year
(20% take >1)



8 instructors teach
30% of DIA enrollments

(in MUS, SOC, IRES, WGSS)



20 instructors teach
50% of DIA enrollments

(in MUS, SOC, IRES, WGSS, PSY,
J, MUJ, HIST, FHS, ANTH, and PS)



Where we are in the process

US17/18-18

- 2.6 All current courses will be placed in one of the two categories.

74 course from American Cultures (AC)

62 course from Identity, Pluralism & Tolerance (IPT)

- 2.7 UOCC is charged with developing a process and timeline for the **resubmission and approval of current courses**.

DIA courses

138

on file

121

taught since 2019

46

Re-approved

Core Education Course Reapproval

June 10, 2022 Deadline

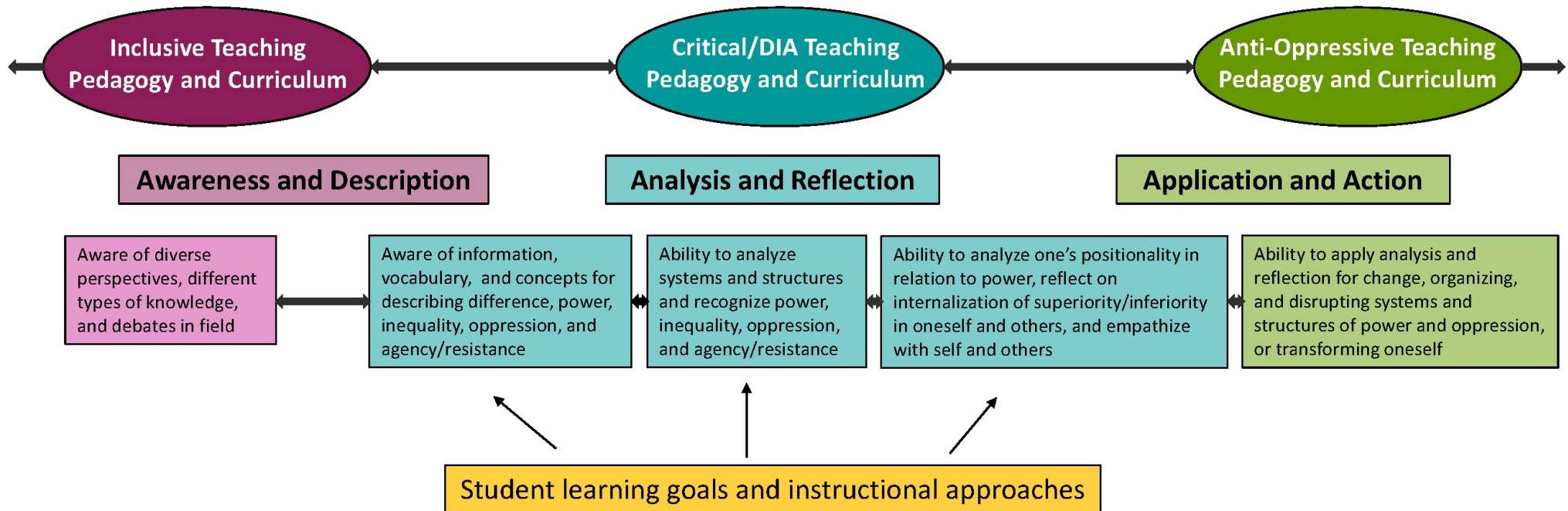
<https://provost.uoregon.edu/core-education-course-reapproval>

All Core Ed courses should
be re-approved by 2024



Inclusive to Anti-Oppressive Teaching Continuum

An approach



Adapted from St. Clair, D. and Kishimoto, K. (2010). "Decolonizing Teaching: A Cross-Curricular and Collaborative Model for Teaching about Race in the University," *Multicultural Education*, 18:1, 18-24. For inclusive teaching, see <https://hr.uoregon.edu/ua-mou-course-evaluations-article-20.pdf>. For DIA teaching, see <https://provost.uoregon.edu/changes-core-education-group-and-multicultural-requirements>.

Where we are in the process

US17/18-18

2.4 Significant, faculty-endorsed professional teaching development opportunities to support the teaching of this key part of the curriculum and research on this pedagogy.

<https://teaching.uoregon.edu/us-dia>

Faculty Resources



Office of the Provost
Teaching Support and Innovation

Home Request Services Browse Resources Engage Community Improve Curricula Meet Us

Teaching US: Difference, Inequality and Agency

What are the Purpose and Learning Goals of US: DIA Courses?

The US: DIA core education requirement helps students learn essential cultural literacy skills, specifically the development of analytical and reflective capacities so they can understand and ethically engage with the ongoing social, political, economic, and cultural power imbalances that have shaped and continue to shape the United States.

In US: DIA courses, students consider the scholarship, cultural production, perspectives, and voices from members of communities historically marginalized by legacies of inequality. Specifically, students will:



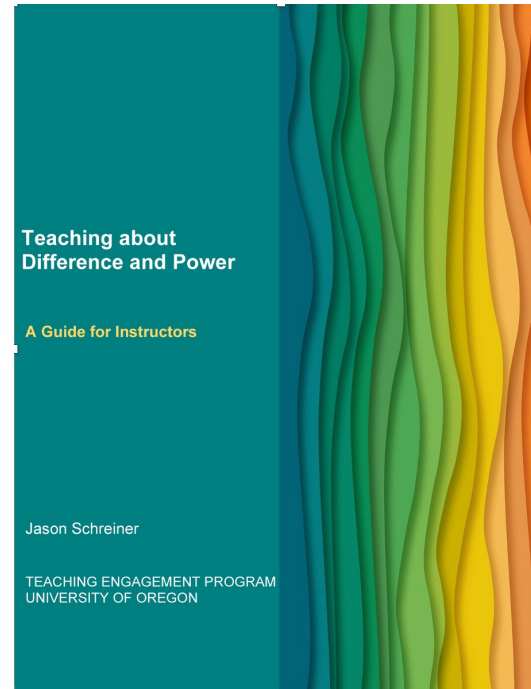
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US17/18-18

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<https://openoregon.pressbooks.pub/diateaching/>

Faculty Resources



O

Where we are in the process?

US17/18-18

2.4 Significant, faculty-endorsed professional teaching development opportunities to support the teaching of this key part of the curriculum and research on this pedagogy.

—I loved the community we built in my pathway (DIA). I really appreciate the teaching approaches & activities that were modeled. Our facilitators were incredible.

—I feel like I have an amazing, super smart, supportive community of teachers invested in DIA issues. That means everything.

UO Summer Teaching Institute – stipended DIA Pathway

- 2018 – 14 faculty
- 2019 – 14 faculty
- 2021 – 15 faculty



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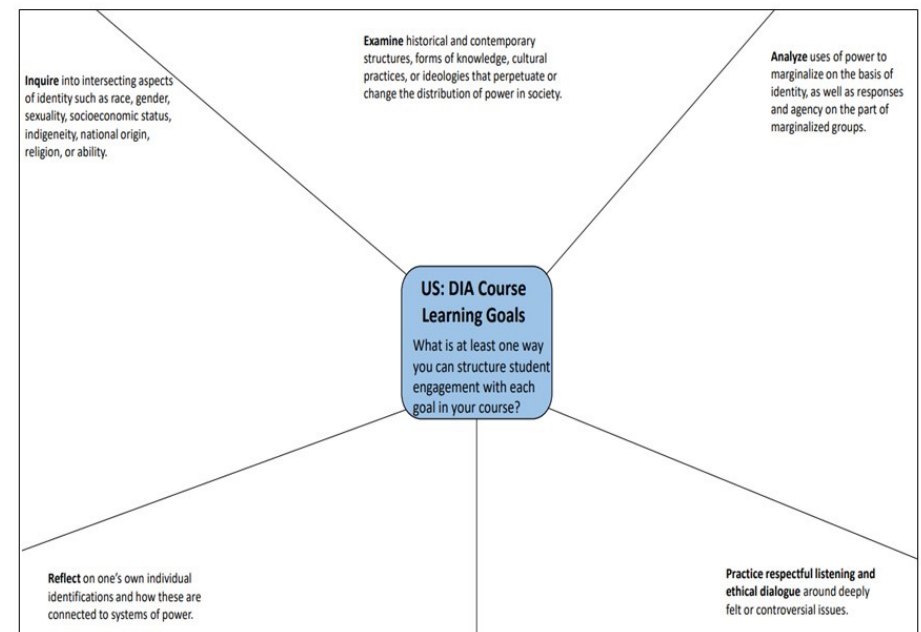
Facilitation and Leadership Skills for Crucial Conversations

<https://www.learningforjustice.org/sites/default/files/2021-01/TT-Let-s-Talk-Publication-January-2020.pdf>



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Where we are in the process

US17/18-18

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WORKSHOPS

- UO's New Core Education: Teaching Methods of Inquiry and US: DIA and Global Perspectives Course Requirements
- How Do We Teach about 'Difference'?
- How Do We Teach about Structural Inequality?
- How Do We Teach 'Intersectionality' and 'Power'
- How Do We Teach about – and Instill – 'Agency'?
- How Do We Address Student Resistance and Support Student Allies in the Classroom?
- DIA Gathering & UOTeach-IN Launch
- Neurodiversity through an Equity Lens
- Learning by Seeing



Where we are in the process

US17/18-18

2.4 Significant, faculty-endorsed professional teaching development opportunities to support the teaching of this key part of the curriculum and research on this pedagogy.

—The classroom is an exchange...we need to make sure there's time for these conversations.

—Are our peers seeing the work we are doing to make our classroom spaces accessible and inclusive?

Faculty/Staff Engagement

- **DIA CAITS (3)**
- **FOCUS GROUPS (5)**
- **STUDENT SERVICES**

—How do we manage the feelings of our students while also protecting faculty?



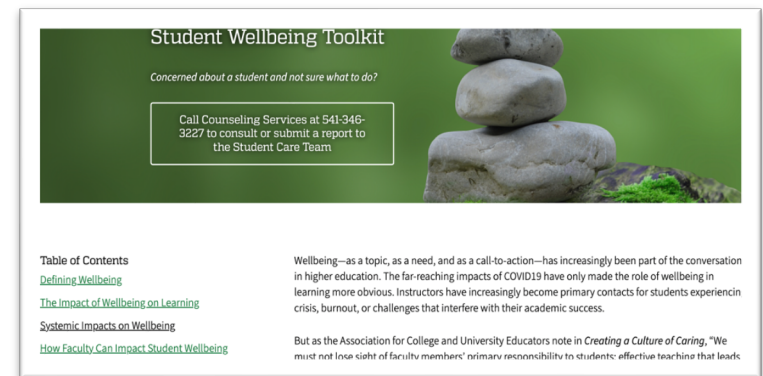
Where we are on campus

STUDENTS

- Burnout
- Mental Health
- Distress
- Neurodiversity
- Academic Freedom

FACULTY

- Burnout
- Mental Health
- Care Work/
Emotional Labor
- Inclusive Learning
Spaces
- Academic Freedom



Please Check Out the Student Wellbeing Teaching Toolkit
<https://teaching.uoregon.edu/resources/student-wellbeing-toolkit>



What we need to keep going

MORE...

- DIA Courses
- Faculty Development and Support
 - One-on-One Support (Office Hours)
 - Regularly Scheduled Faculty workshops/facilitated conversations
 - End-of-year Conference
 - Community-building events
 - More faculty/departmental engagement

UNIVERSITY INVESTMENTS IN...

- Maintaining DIA: DIA Faculty Development Committee
- Growing DIA:
 - Ad-hoc DIA CAITS
 - Core Ed: Additional course offerings/ experiential learning
- Protecting Academic Commitments to Anti-Racist, Inclusive and Affirming Teaching



How can we help you?

(and thanks for listening)--
Alison, Austin and Jason

