

Almquist, Jennifer

From: Shaw, Susan
Sent: Wednesday, April 20, 2016 8:56 AM
To: John, Deborah; Almquist, Jennifer
Subject: FW: Retreat Readings
Attachments: MillerTanner_2015.pdf; Mulnix-Vandegrift-Chaudhury-2016.pdf; Tanner2013.pdf; Freeman_et.al 2011.pdf; Gregory_etal_Intro Bio_ A Proposal.pdf; Notes on Gregory Paper[2].docx

Dissemination! ☺

S

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From: Karson, Miranda [mailto:karson@up.edu]
Sent: Wednesday, April 20, 2016 8:33 AM
To: Shaw, Susan <sshaw@oregonstate.edu>
Subject: FW: Retreat Readings

Hi Susan

I just wanted to send you this email we sent to folks in the department to prep them for the retreat. Now you'll have an idea of what terms/ideas we have used in departmental discussions.

Thanks.

Miranda Karson

From: "Van Hoomissen, Jacquie" <vanhoomi@up.edu>
Date: Tuesday, April 19, 2016 at 12:51 PM
To: %biology <biology@up.edu>
Subject: Retreat Readings

Hello all

I'm writing to send you some readings to prepare for our retreat on May 5th. Jacquie and I have carefully selected several papers that will certainly be helpful in our discussions for the day. Please try to read these before the retreat.

We are very excited that **Dr. Susan Shaw from Oregon State University's ADVANCE program** will be joining us in the afternoon to lead a discussion about equity and inclusivity in STEM at UP. For more about Susan and the ADVANCE program, see the following links:

<http://advance.oregonstate.edu/susan-shaw>

<http://advance.oregonstate.edu/>

The following papers (see attached documents) will be relevant to all participants at the retreat. So far we have colleagues joining us for this part of our retreat from ENV (2), Physics (1), Ed (1), Social Work (1), and Psychology (3)....still waiting to hear back from Chem and Math.

- 1) Miller and Tanner, 2015 has been selected to help orient us to some important science education terminology (including terms we will likely encounter in discussions about equity/inclusivity/diversity in education). We think this is a great starting off point and will be useful to our biologists as well as the colleagues visiting our retreat in the afternoon.
- 2) Mulnix et al., 2016 is a very short review paper that relates evidence based pedagogies (EBPs) with increased equity and engagement in STEM classrooms.
- 3) The third paper (Tanner 2013), is closely related to #2 and the biologists will likely remember reading this last year. This paper highlights specific teaching strategies to use in the classrooms to promote inclusivity/equity. This paper is specifically helpful in assessing your own inclusive teaching practices.

We then have two papers that will be most relevant to the biologists, especially as we continue to talk about revising the Introductory Biology curriculum:

- 4) Freeman et al. (2011) offers a specific example of how implementing highly structured course design (with an emphasis on active learning strategies) was used to improve performance of students in introductory biology at University of Washington. We think this paper may elucidate some additional ideas for how we might continue to improve our intro course curriculum.
- 5) Gregory et al. (2011) which ABB shared with us earlier this year, includes "23 topics that instructors of introductory and advanced biology courses agree should constitute the minimal set of material for introductory biology courses for majors at all higher education institutions." I will also attach ABB's helpful notes on the paper as well.

We hope that the readings, Susan's visit and our conversations at the retreat will help us move forward as we discuss inclusive excellence at UP and related curricular changes in the department.

Thanks!
Miranda

(and JVH:)

p.s. Don't be daunted by the number of readings, most of these are easy reads. I read three of them in an hour yesterday while waiting for my son at math tutoring. I found the terminology paper particularly helpful, especially when I started to write notes in the margin like, "Hey! I do this in Advanced Anatomy, but didn't know it had a name!" The Freeman paper is also useful as it demonstrates that structured classes benefit student learning.