Your Ongoing Learning

[ ]  Has a colleague recently evaluated your teaching with a focus on your inclusive practices within the classroom? We ask that you consider asking a colleague to review your teaching for you.

☐ Have you connected with the Division of Diversity and Inclusion and the Alumni Association to organize panels of diverse alum within your field to speak with your students, and/or encourage students to use the Bobcat Network to seek mentors and networking opportunities with folk may have shared identities or backgrounds?

☐ Have you attended trainings on implicit bias and more through the Inclusive Pedagogy Academy and the Division of Diversity and Inclusion?

☐Have you sought out information on diversity and inclusion within your field, as well as different pedagogical approaches? Learning about other cultures, and how traditional teaching has privileged Eurocentric/Western/and other privileged identities, is a long-term goal (we recommend *Pedagogies of Difference*, edited by Trifonas, or any of the readings in our recommended readings below. This is not an exhaustive list. Additional readings are also available through the [Keep Including](https://www.ohio.edu/university-continuity/keep-including) OHIO initiative).

Recommended Readings:

Amy, Lee, Robert Poch, Marta Shaw, & Rhiannon D. Williams. (2012). Special Issue: Engaging Diversity in Undergraduate Classrooms: A Pedagogy for Developing Intercultural Competence. *ASHE Higher Education Report* 38 (2): 1–132. doi:10.1002/aehe.20002.

Bart, Mary. (2016). *Faculty Focus Special Report: Diversity and Inclusion in the College Classroom.* MagnaPublication. https://provost.tufts.edu/celt/files/Diversity-and-Inclusion-Report.pdf

Dogra, Nisha, Farah Bhatti, Candan Ertubey, Moira Kelly, Angela Rowlands, Davinder Singh, and Margot Turner. (2016). Teaching Diversity to Medical Undergraduates: Curriculum Development, Delivery and Assessment. AMEE GUIDE No. 103. *Medical Teacher* 38 (4): 323–37. doi:10.3109/0142159X.2015.1105944

Gay, Geneva. (2000). *Culturally Responsive Teaching : Theory, Research, and Practice*. Multicultural Education Series. New York: Teachers College Press. Available through Ohio University Libraries as an e-book: <https://search-ebscohost-com.proxy.library.ohio.edu/login.aspx?direct=true&db=nlebk&AN=34561&site=eds-live&scope=site>.

Hollingshead, Aleksandra. (2018). Designing Engaging Online Environments: Universal Design for Learning Principles. <https://search-ebscohost-com.proxy.library.ohio.edu/login.aspx?direct=true&db=edsgvr&AN=edsgcl.7424000029&site=eds-live&scope=site>.

hooks, bell. (1994). *Teaching to transgress : education as the practice of freedom*. Routledge.

Hunter, Lisa, Seagroves, Scott, Metevier, Anne J., Kluger-Bell, Barry, Raschke, Lynne, Jonsson, Patrik, Porter, Jason, Brown, Candice, Roybal, Gabriel, & Jerome Shaw (2010). Diversity and equity in the lab: Preparing scientists and engineers for inclusive teaching in courses and research environments. Paper presented at the Learning from Inquiry in Practice ASP Conference Series, Santa Cruz, CA. https://isee.ucsc.edu/about/publications/proceedings/2010ASPC\_\_Diversity%20and%20Equity%20in%20the%20Lab.pdf

Killpack, Tess L., and Laverne C. Melón. (2016). Toward Inclusive STEM Classrooms: What Personal Role Do Faculty Play? *CBE - Life Sciences Education* 15 (3). <https://search-ebscohost-com.proxy.library.ohio.edu/login.aspx?direct=true&db=eric&AN=EJ1110068&site=eds-live&scope=site>.

Morella-Pozza, Dana. (2014). The (Dis)Ability Double Life: Exploring Legitimacy, Illegitimacy, and the Terrible Dichotomy of (Dis)Ability in Higher Education. In Robin M. Boylorn & Mark P. Orbe (Eds.), *Critical Autoethnography: Intersecting Cultural Identities in Everyday Life* (pp. 176-188).

Pasque, Penny A., Chesler, Mark A., Charbeneau, Jessica, & Corissa Carlson. (2013). Pedagogical Approaches to Student Racial Conflict in the Classroom. *Journal of Diversity in Higher Education*, *1*, 1. https://doi-org.proxy.library.ohio.edu/10.1037/a0031695

Quaye, Stephen John, and Shaun R. Harper. (2007). Faculty Accountability for Culturally Inclusive Pedagogy and Curricula. *Liberal Education*, *93*(3), 32–39.

Sheets, Rosa Hernández. (2009). What Is Diversity Pedagogy? *Multicultural Education* 16 (3): 11–17. <https://search-ebscohost-com.proxy.library.ohio.edu/login.aspx?direct=true&db=eric&AN=EJ847137&site=eds-live&scope=site>.

Trifonas, Peter Pericles. (2003). *Pedagogies of Difference : Rethinking Education for Social Change*. RoutledgeFalmer.

Wood, Sara, Henning, Jeremiah A., Chen, Luoying, McKibben, Taylor, Smith, Michael L., Weber, Marjorie, Zemenick, Ash and Ballen, Cissy J. (2020). A scientist like me: demographic analysis of biology textbooks reveals both progress and long-term lags. Proceedings. Biological Sciences, 287(1929), 20200877. https://doi-org.proxy.library.ohio.edu/10.1098/rspb.2020.0877