Armstrong, Mary A. **"Small World: Crafting an Inclusive Classroom (No Matter What You Teach)."** *The NEA Higher Education Journal* 2011 (Fall): 51-61.

This essay makes the argument that all instructors can create an inclusive classroom, regardless of what is being and taught. The author argues that instructors often fail to draw a distinction between inclusivity in course content and student population on the one hand, and inclusivity in the classroom on the other. All instructors can create inclusive classrooms by creating an inclusive social environment. The author gives examples of how to do this, such as establishing inclusive practices intentionally, learning how to pronounce names correctly, recognizing your own privileges, and asking for student feedback.

Baden, Eunson. **"Gender-neutral communication: how to do it."** *The Conversation*, March 8, 2015.

Bangera, Gita and Sara E. Brownell. "Course-Based Undergraduate Research Experiences Can
Make Scientific Research More Inclusive." *CBE-Life Sciences Education* 13 (Winter 2014): 602-606.

Essay argues that undergraduate research experiences are crucial for making scientific research more inclusive and discusses barriers preventing students from taking advantage of opportunities.

Barnett, Pamela E. **"Unpacking Teachers' Invisible Knapsacks: Social Identity and Privilege in Higher Education."** *Liberal Education* (Summer 2013): 30-37.

A reflection on Peggy McIntosh's (1988) unpacking of what she called an "invisible knapsack" of privileges socially conferred upon whites, men, and heterosexuals among the faculty. Barnett compiles example lists of potential privileges enjoyed by privileged faculty archetypes such as: the "able-bodied instructor"; the "native-English speaker instructor"; the "male instructor"; and the "white instructor". Barnett concludes that just as we strive to nurture and retain students from under-represented groups, faculty must also be conscious of their network of privileges to nurture and retain underrepresented faculty.

Brantmeier, Ed et al. **"Inclusion By Design: Survey Your Syllabus and Course Design."**

A survey tool designed to help examine a particular syllabus and course design and get a broader perspective on inclusion in actual teaching practices.

Canning, Elizabeth A. et al. "STEM faculty who believe ability is fixed have larger racial achievement gaps and inspire less student motivation in their classes." *Sci. Adv.* no. 5, (15 February 2019):1-7.

An important goal of the scientific community is broadening the achievement and participation of racial minorities in STEM fields. Yet, professors' beliefs about the fixedness of ability may be an unwitting and overlooked barrier for stigmatized students. Results from a longitudinal university-wide sample (150 STEM professors and more than 15,000 students) revealed that the racial achievement gaps in courses taught by more fixed mindset faculty were twice as large as the achievement gaps in courses taught by more growth mindset faculty. Course evaluations revealed that students were demotivated and had more negative experiences in classes taught by fixed (versus growth) mindset faculty. Faculty mindset beliefs predicted student achievement and motivation above and beyond any other faculty characteristic, including their gender, race/ethnicity, age, teaching experience, or tenure status. These findings suggest that faculty mindset beliefs have important implications for the classroom experiences and achievement of underrepresented minority students in STEM.

Cortez, Jaime. "The Pardos." *Gordo*.

This chapter from the book *Gordo* focuses on the Pardo family, the "one bad family" that in the words of the author every town must have. This literary treatment suggests some of the issues that students could be confronting at home and outside of the classroom.

DiBartolo, Patricia Marten et al. "Principles and Practices Fostering Inclusive Excellence: Lessons from the Howard Hughes Medical Institute's
Capstone Institutions." *CBE--Life Sciences Education* 15, no. 44 (Fall 2016): 1-11.

Best-practices pedagogy in science, technology, engineering, and mathematics (STEM) aims for inclusive excellence that fosters student persistence. This paper describes principles
of inclusivity across 11 primarily undergraduate institutions designated as Capstone Awardees in Howard Hughes Medical Institute's (HHMI) 2012 competition. The Capstones
represent a range of institutional missions, student profiles, and geographical locations. Each successfully directed activities toward persistence of STEM students, especially those

from traditionally underrepresented groups, through a set of common elements: mentoring
programs to build community; research experiences to strengthen scientific skill/ identity; attention to quantitative skills; and outreach/bridge programs to broaden the student
pool. This paper grounds these program elements in learning theory, emphasizing their essential principles with examples of how they were implemented within institutional
contexts. We also describe common assessment approaches that in many cases informed
programming and created traction for stakeholder buy-in. The lessons learned from our shared experiences in pursuit of inclusive excellence, including the resources housed on our companion website, can inform others' efforts to increase access to and persistence in
STEM in higher education.

Ezarik, Melissa. "**Professors' Part in Maintaining Student Mental Health**." *Inside Higher Ed*. May 17, 2022.

Seven strategies for faculty to help maintain student mental health.

Farrant, Finola et al. **"Celebrating neurodiversity in Higher Education."** *The Psychologist* 35 (July 2022): 2-3.

Drawing on their experience as academics and students, the authors offer practical suggestions for an inclusive, neurodiverse approach to learning and teaching that would positively transform higher education for students and lecturers alike.

Farmer, Melanie. "**White Homework**." *Split Lip Magazine*. October 4, 2020.

An essay on the racial biases inherent in college course assignments and the challenges that underrepresented groups face in completing them.

Fryer, Roland. **"It's time for data-first diversity, equity, and inclusion."** *Fortune*, June 20, 2022.

An op-ed calling for the increased use of data in diversity training in order to ensure better results and impacts.

Glowacki-Dudka, Michelle et al. **"Reflections on a Teaching Commons Regarding Diversity and Inclusive Pedagogy."** *International Journal for the Scholarship of Teaching and Learning* 6, no. 2 (2012): 1-13.

Reports the results of a recent study of a faculty seminar at a Midwestern university entitled "Developing Pedagogies to Enhance Excellence and Diversity." The 21 instructors who participated designed a pedagogical change for the upcoming year based upon the workshop. 13 of the 21 participants participated in surveys and interviews to determine if they had implemented changes and what they discovered in the process. The study found three areas where participants made changes: application of pedagogical innovations, equal access to learning and inclusive pedagogy, and assessment of power and position as teacher. Many continued to reflect on how to make these changes more effective and indicated a desire for collegiality to sustain them in their efforts to improve their teaching practices.

Gouvea, Julia Svoboda. "Antiracism and the Problems with "Achievement Gaps" in STEM Education." *CBE-Life Sciences Education* 20 (Spring 2021): 1-3.

Inspired by the biology education research community's collective reading of Kendi's How
to Be an Antiracist, the piece draws together recent articles related to "achievement gaps"—a construct
identified by Kendi as perpetuating racist ideas. At the same time, article recognizes that, for many in science, technology, engineering, and mathematics (STEM) education, the notion that achievement gaps exist is evidence of a problem that motivates reform. The aim is to stimulate critical reflection on what we mean by "achievement" in STEM, how we can understand the causes of "gaps," and what we might consider to be productive steps toward racial equity and justice.

Hobson, Natalie LF. **"Six Ways Mathematics Instructors Can Support Diversity and Inclusion."** *AMS Blogs*, March 6, 2017.

Author suggests six strategies for diversity and inclusion in mathematics courses:

1. Use students' interest in contextualized tasks
2. Expose students to a diverse group of mathematicians
3. Design assessments and assignments with a variety of response types
4. Use systematic grading and participation methods
5. Consider your course logistics
6. Encourage students to embrace a growth mindset

hooks, bell. **"Language: Teaching New Worlds/New Words."**

This chapter from the book *Teaching to Transgress* is prompted by the author's reading of Adrienne Rich's poem "The Burning of Paper Instead of Children." The author reflects on the tension between Black vernacular and standard English, seeing the vernacular as a means to "take the oppressor's language and turn it against itself."

King, Martin Luther Jr. "**Dr. King's Letter from Birmingham Jail.**"

Koul, Scaachi. **"How Do I Say This?"** *This American Life*, episode 690 Too Close To Home. Act I

Audio recording from the program *This American Life*. Koul is trying to learn a language native to her Indian parents, and interviews them to find out why they never taught it to her in the first place.

Lawrie, Glen et al. **"Moving Towards Inclusive Learning and Teaching: A Synthesis of Recent Literature."** *Teaching & Learning Inquiry* 5 (1).

Article synthesizes recent literature on inclusive learning and teaching since 2010. It draws upon the framework developed by Hockings (2010), who argued that "inclusive learning and teaching in higher education refers to the ways in which pedagogy, curricula and assessment are designed to engage students in learning that is meaningful, relevant, and accessible to all." The authors argue for the value of a "whole-of-institution approach" that considers the activities and interactions of educational actors operating at different institutional levels. This argument is extended to call for attention to factors beyond individual institutions and additional international research.

Lewis, Michael. "**Hoop Reams**." *This American Life*.

Writer Michael Lewis takes us inside the world of NBA refereeing. He explains how protests about unfair calls have increased in recent years. However, at the same time, hard evidence suggests referees have only gotten better and better at making good calls. Lewis says this is actually indicative of a larger trend in America — people distrusting authorities, judges and referees of all kinds. Paradoxically the detection of more fouls by improved referees are in part responsible for the increased protests. Players being called for fouls that previously were ignored feel like they're being treated unfairly.

McWhorter, John. **"Blackness and Standard English Can Coexist. Professors, Take Not**e." *New York Times*, May 3, 2022.

An op-ed piece arguing that for most Black Americans, both standard and Black English are a constitutive part of their identities. While recognizing the "gatekeeping" function that standard English plays in education, the author argues that Black Americans can and should embrace both.

Morford, Stacy. "**Gender-neutral communication: how to do it.**" *The Conversation*.

A primer for how to modify communication to be gender neutral.

Nguyen, Viet Thanh. "**Viet Thanh Nguyen Reveals How Writers' Workshops Can Be Hostile**." *New York Times*, April 26, 2017.

This opinion piece explores the unexamined assumptions of the writing workshop, including the the masculine atmosphere and the conventions that produce a particular kind of writing. The author suggests that the workshop must not be the only model for producing literature.

Northwestern University Office of the Provost. ***Northwestern Principles of Inclusive Teaching.***

An informational publication created by Northwestern University to aid faculty in making their instruction more inclusive. The resource is composed of 8 principles of inclusive learning and teaching. Each principle includes a theoretical framework as well as broad strategies that instructors can use to implement the principles in their courses. Also includes suggestions for further reading.

Theobold, Elli J. "Active learning narrows achievement gaps for underrepresented students in undergraduate science, technology, engineering, and math." *PNAS* 117, no. 12 (March 24, 2020).

Study concludes that meaningful reductions in achievement gaps only occur when course designs combine deliberate practice with inclusive teaching. Results support calls to replace traditional lecturing with evidence-based, active-learning course designs across the STEM disciplines and suggest that innovations in instructional strategies can increase equity in higher education.

Tonouchi, Lee A. "Da State of Pidgin Address." *College English* 67, no. 1 (September 2004): 75-82.

A lecture written in Pidgin dialect on the state of Pidgin in Hawai'i.

Yale Poorvu Center for Teaching and Learning, "**Awareness of Socioeconomic Diversity**."

Strategies and recommendations for helping low socioeconomic status students (often first generation college students) succeed.