

Chapter Five

Creating Inclusive College Classrooms

Inclusive classrooms are classrooms in which instructors and students work together to create and sustain an environment in which everyone feels safe, supported, and encouraged to express her or his views and concerns. In these classrooms, the content is explicitly viewed from the multiple perspectives and varied experiences of a range of groups. Content is presented in a manner that reduces all students' experiences of marginalization and, wherever possible, helps students understand that individuals' experiences, values, and perspectives influence how they construct knowledge in any field or discipline. Instructors in inclusive classrooms use a variety of teaching methods in order to facilitate the academic achievement of all students. Inclusive classrooms are places in which thoughtfulness, mutual respect, and academic excellence are valued and promoted. When graduate student instructors (GSIs) are successful in creating inclusive classrooms, this makes great strides towards realizing the University of Michigan's commitment to teaching and to diversity and excellence in practice.

In an inclusive classroom, instructors attempt to be responsive to students on both an individual and a cultural level. Broadly speaking, the inclusiveness of a classroom will depend upon the kinds of interactions that occur between and among GSIs and the students in the classroom. These interactions are influenced by:

- the course content;
- the instructor's prior assumptions and awareness of potential multicultural issues in classroom situations;
- planning of class sessions, including the ways students are grouped for learning;
- the instructor's knowledge about the diverse backgrounds of students; and
- the instructor's decisions, comments, and behaviors during the process of teaching.

GSMs and faculty GSI coordinators can help create inclusive classrooms in two ways: by addressing with GSIs how they can create welcoming learning environments in their own classes, and by creating a GSI training program that is, itself, inclusive. This chapter offers ideas for accomplishing both of these aims.

Course Planning Considerations to Address with GSIs and Consider when Designing a GSI Development Program

There are a number of multicultural issues that should be taken into account during the planning process for any class, from the class that GSIs teach to the training programs you offer GSIs. Below you will find examples of the sorts of issues that might be considered in order to increase GSIs' awareness of multicultural issues during the planning process and create an inclusive training program.

Accommodations

Students may have religious holidays and practices that require accommodations at certain times during the academic calendar year. Students with disabilities may also require special accommodations. To be sensitive to the religious needs of students, it is important to provide for GSIs the "Religious Holidays and the Academic Calendar" handout provided each year by the Provost's Office so that they are aware of the holidays that occur during the semester they are teaching. Additionally, it is useful to contact Services for Students with Disabilities (763-3000) for information to provide to GSIs about ways to accommodate the needs of those students. At the beginning of the semester, GSIs should ask students to let them know if their attendance, their participation in class, or their ability to complete an assignment on time will be affected by their observance of religious holidays or practices, or because of a disability. Some instructors ask for this information on data sheets that students complete on the first day of class. Likewise, as a coordinator of a GSI training course, you will need to offer similar accommodations to GSIs.

Attendance

Students who are different in a highly visible way (women who wear Islamic clothing, African Americans or Asian Americans in a predominantly white class, students who use wheelchairs, etc.) can be penalized because of their visibility. In particular, absences of such students may be noticed more easily. For this reason, it is important to work with GSIs so that they record all students' attendance at every class session (whether or not they use the information) rather than collecting a mental record of absences of highly visible students that may inadvertently and unfairly affect GSIs' evaluation of students.

Grading

When instructors use different criteria to evaluate the performance of students from certain groups, this can create tensions in the class because students tend to share their grades. Furthermore, if these criteria are applied based on assumptions, rather than on accurate information regarding the students, some students may be unfairly penalized. For example, having higher expectations for Asian-American students in Asian language classes than for other students may unfairly penalize Asian-American students who have never had any experience with the Asian language they are learning. With this in mind, GSIs should be given information about how to ask all students about their prior experiences with the course content and inform students of the criteria by which their performance will be assessed (along with the rationale for differential evaluations if such a practice will be used).

Cultural Reference Points

Instructors who use examples drawn only from their own experience may fail to reach all students in the class. Given that examples are designed to clarify key points, GSIs should collect examples from a variety of cultural reference points. For example, in 1995/1996 "Friends" was a sitcom that received high ratings. However, this show was less popular among many African American people than shows like "Living Single" and "Martin." Similarly, when using sports examples it is important for instructors to include sports in which women participate (e.g., track & field, figure skating, gymnastics, tennis, softball)

as well as those in which male participants predominate (e.g., hockey, football, baseball). This concern can also be offset by asking about students' familiarity with an example before discussing it or asking students to produce examples of their own. GSIs can also explain examples fully in order to reach a diverse classroom.

Instructional Strategies

Students bring an array of learning styles to a class. If instructors rely on a small repertoire of instructional strategies, they may provide effective instruction for only a small subset of their class. GSIs should become aware of their preferred instructional strategies. For example, are sessions with small groups of students doing problem sets always conducted by asking questions? Are whole-group discussions preferred and the only method used? Once they have a sense of students' strategy preferences, they can consider alternative techniques that will help students learn more effectively. For example, if a GSI typically gives mini-lectures to students, this strategy can be complemented by the use of visual materials (e.g., charts, diagrams, video), demonstrations, hands-on activities, cooperative group work, etc.

Controversial Topics

Class sessions that address controversial topics may result in any of the following unintended outcomes: (a) altercations between individual students or groups of students, (b) silence from students who feel intimidated or fear conflict, (c) the assertion and perpetuation of false stereotypes or problematic assumptions, or (d) the expression of offensive speech. There are no easy answers for dealing with these situations when they occur. It is best to work toward the prevention of these occurrences by investing time in the planning process. When working with a particular controversial topic, help GSIs anticipate possible responses and how they might deal with differing yet passionate views on that topic. GSIs should plan strategies that provide structure for these discussions and that foster students' ability to express their own ideas well while also increasing their ability to listen to and learn from others. In the interest of free speech, students should be encouraged to honestly share their views during discussions. Help GSIs be prepared, however, to correct stereotypes and challenge students' assumptions when comments are shared. It can be a difficult task to reconcile the tension between challenging offensive speech and not suppressing free speech. GSIs should also consider their own response to emotion in the classroom and use this awareness to inform the planning process.

Establishing agreed-upon guidelines early in the class can be an important aspect of productive class discussions. If guidelines are established early, students will need to be reminded periodically of the rules throughout the semester, especially if their behavior suggests that they are ignoring them. If such rules were not established at the beginning of the semester, it is necessary to establish them when a problem becomes apparent. (Sample guidelines can be found at http://www.crlt.umich.edu/gsis/P4_1.html.)

It is also helpful, at the beginning of the semester, to focus on group processes. Activities and assignments during the first weeks of the course should include opportunities for instructors to get to know each student and for students to get to know one another. Establishing rules for classroom dialogues, building a trusting and open environment,

modeling appropriate behavior during dialogues, and giving students the opportunity to practice these behaviors with topics that are not explosive or fearful are important for positive dialogue experiences. If you and GSIs engage in these behaviors early on, when problems arise, GSIs will be able to address the problem by discussing the rules and appropriate behaviors.

Grouping Students for Learning

There are a variety of reasons for using cooperative groups (to facilitate student learning, to improve interpersonal relationships among students, to foster responsibility for students' own learning and the learning of others, etc.). GSIs might create in-class and/or out-of-class groups (lab groups, homework groups, problem-solving groups, study groups, etc.). Because group composition can have a significant impact on group functioning, GSIs should be taught how to use a variety of methods to create groups. Such methods include: assigning students to groups (e.g., make heterogeneous groups across certain characteristics such as gender, race, and/or level of achievement in a particular discipline, or by where students live), randomly assigning students (e.g., ask students to draw a piece of paper with a group number from a bag), or allowing students to form their own groups. This latter method should be used sparingly, if possible, as it can consciously or unconsciously be used to create or reinforce social group differences within the class.

In addition to group formation issues, instructors should learn how to pay attention to the length of time students remain in the same group, particularly if the group is not working together well. It is essential that process issues are addressed when students work in groups, and some class time should be allocated in the planning of the course to discuss group process issues throughout the semester. It is often helpful for each person in a group to have a specific role (e.g., observer, encourager, summarizer) and everyone should have an opportunity to participate in every role during the semester. GSIs can help students determine a way to provide feedback to one another about group process and dynamics and a way to keep the instructor aware of within-group functioning. Feedback is particularly important for identifying social identity characteristics that might be a source of problems in groups and for figuring out how to address problems satisfactorily. The following guidelines may be useful for addressing group process.

- When groups are used, make sure that the same individuals do not always put themselves in the position of leadership. Assigning students to roles (e.g., recorder/notetaker, reporter, moderator) or asking students to rotate roles should reduce the occurrence of this problem.
- Be ready to challenge assumptions that groups will either be aided or hindered by having certain kinds of students in their group (e.g., men in math or science classes feeling they have to help the women along; white students working on a project on “rap music” who are eager to have an African American student as part of their group). One way to reduce the likelihood of such assumptions manifesting themselves in group work would be to spend some time informing the class that each individual brings a different combination of strengths and weaknesses into the group work context and that students should not make assumptions about what these might be

prior to any interaction with an individual. Group exercises that identify the specific resources that each group member brings can be useful in the early stages of group formation. It is also important to inform students of your availability to discuss group process problems that the groups themselves have been unable to successfully address.

- Instructors may need to make an extra effort to reduce the chances that a student who is different from the majority of the class will feel isolated (an African-American student in a predominantly white class; a male in a predominantly female class; an openly gay, lesbian, or bisexual student in a class composed predominantly of heterosexuals, etc.). For example, if students are shunning a classmate during small group activities because their classmate is gay and they are homophobic, you (irrespective of your personal perspective on homosexuality) have a responsibility to intervene on behalf of the excluded student. Even when guidelines have been established for participation and responsibilities within groups, problems may arise. It is essential to act quickly when they do. You could begin by reviewing the guidelines for group work. An initial change (if students are forming their own groups) would be to assign individuals to groups and make sure each individual within the group has a role. Another option would be to put students in pairs. It is more difficult to exclude an individual when there are only two participants. If all else fails, it would be important to set up a meeting with the excluded student and together you could generate a variety of actions that could be taken to improve the classroom climate. This would be a show of support to the student. While it is important to solicit student input, instructors cannot expect the student to have the time or experience to solve the problem. If efforts are made to improve the situation and little change occurs, GSIs can speak with a consultant from CRLT.

Getting to Know the Students

Part of good teaching involves spending some time focusing on building relationships with students. It is important to some students that instructors demonstrate caring and genuine concern about them. Instructors may have more positive experiences with students if you invest some time and energy into becoming informed and more aware of issues affecting students of various backgrounds.

One way GSIs can get to know students better early in the semester is to have students write a brief autobiography; it can be as short as two pages. The autobiography can be framed in ways that are relevant to the course content. For example, for math or science courses, GSIs can ask students to share their early experiences (formal and informal) with math and science. They could also be asked to reflect on what their previous experiences with math or science suggest about how they learn best. From this brief paper, GSIs would receive some valuable information about students' attitudes about the content and some of their instructional needs. This kind of assignment could help explore, early on, some of the assumptions held about your students and their experiences. It may also help students feel that real interest is being taken in them.

Throughout the term, GSIs can make use of office hours, written assignments, and class discussion to further develop their knowledge about and connections to students. Specific suggestions have already been made in previous sections of this chapter.

Decisions, Comments, & Behaviors During the Teaching Process

For GSIs responsible for teaching sections of a course, it is essential to understand that even when they have limited input into course content, they have much control over how that content gets taught. Teaching is a complex activity in which there are multiple levels of interaction among students and between GSIs and students. Students all bring very different backgrounds, knowledge, and learning styles to a particular course. There are multiple interpretations of content constructed by individual students during the learning process. Also, some students construct different images of their instructors which are counter to how GSIs might see themselves. Because of the complexity and unpredictability of teaching, course sessions need to be carefully planned and an instructor should always be prepared for the unexpected to occur. The following points address many of the issues that may arise during the teaching process, for either the GSI or GSM/faculty coordinator.

Responding to Student Identities

- Invite all students to contribute to class discussion, even if you assume that the discussion is more relevant to some students than others. Students (irrespective of background) do not like being forced to serve as the spokesperson for their group. Students also do not appreciate being expected to know everything about issues relating to their group or the assumption that all students from their group feel the same way about an issue.
- Be sensitive to the experiences of visibly underrepresented students in your class. Students with identities that are underrepresented and visible or known may face certain challenges that unfairly compromise their learning environment. For example, students may not be allowed to do assignments on certain topics because of the instructor's assumption about the students' biases. In one course, women wearing Islamic head scarves were readily identified as Muslim and not allowed to write a paper on Islam; it was more difficult to readily identify students as Christian from their appearance, so they were not prevented from writing papers on Christianity. Students from underrepresented groups may also feel a self-imposed pressure always to portray themselves in a good light so they do not reinforce stereotypes about their group. Whereas "majority students" can slack off from time to time when working within groups, occasionally show up late to class, or be absent without peers attributing their behavior to membership in a particular group, students from underrepresented groups often sense that their behavior is interpreted as a reflection on their group. Although there may be little you can do to relieve this self-imposed pressure on the part of some students, you can be thoughtful about your interactions with these students and make an effort not to publicly discuss students' performance or behavior.

Inequities in the Classroom

- Be aware of gender dynamics in classroom discussions. Even when women are in the majority, men may sometimes consciously or unconsciously dominate class discussions or interrupt women. Monitor the occurrence of this behavior and

encourage women to speak up at the same time they discourage men from dominating the discussion.

- Be careful not to respond to comments in ways that students might interpret as dismissals. You should give sufficient attention to (a) students' comments that differ from the majority of students' views or your own views, (b) students' views that are based on experiential knowledge, and (c) women's views in predominately male classes or traditionally male fields. Be aware of differential feedback given to students who differ on some aspect of their social identity (gender, ethnicity, disability, sexual orientation, etc.). For example, you should attend to whether you speak down to women or "brush off" their questions, yet give men responses that are informative and detailed.

Conflict in the Classroom

- Respond to classroom conflict in a manner that helps students become aware of the "learning moment" this conflict provides. Heated discussions need to be facilitated in a manner that does not result in hostility among class members and a sustained sense of bad feeling in the room. You can avoid these outcomes by encouraging students to tie their feelings and conflicts to the course material and by looking for underlying meanings and principles that might get buried in the process of class conflict. Students appreciate tensions between groups in the class being recognized and effectively addressed.
- Recognize student fears and concerns about conflict. Students enter a class with different levels of experience and comfort with conflict. It is important to normalize the experience of conflict in the classroom, particularly in classes that focus on controversial topics. This can be accomplished through explicit discussion of student experiences with conflict and the use of structured discussion exercises.
- Maintain the role of facilitator. One of the challenges of teaching is maintaining the role of instructor under a variety of conditions. For example, you can get caught up in expressing your own perspective in heated discussions or can become overly silent in discussions that go beyond your own knowledge base or experience. While these responses are understandable, such role abdication can create chaos in the classroom or force students to fill in the abdicated facilitator role. In order to avoid this outcome, you should examine your typical responses to conflict. It can also be useful to find ways that you may admit your limits with respect to content areas while maintaining responsibility for the group process.

Workshop Ideas

Because of the complexity of diversity issues as they relate to the classroom, "real-life" scenarios that foster extensive discussion can be useful tools for constructing a workshop on creating inclusive classrooms. Three examples of how to present such scenarios follow: theater sketches, case studies, and trigger videos. For all of these strategies, an important planning consideration is to allow for ample discussion time, so as to fully process and debrief the issues raised in the scenarios. A list of campus resources is also provided at the end of this section, and many of these offices offer speaking services.

Useful resources in the *GSI Guidebook* include (http://www.crlt.umich.edu/gsis/gsi_guide.html):

- University of Michigan student profiles
- U of M Undergraduates' Responses to Diversity Issues and General Student Experiences
- Creating Inclusive College Classrooms
- Diversity Issues for the Instructor
- Guidelines for Class Participation
- Constructing and Maintaining Authority in Inclusive Classrooms
- Dealing with Troublesome Behaviors in the Classroom
- Managing Hot Moments in the Classroom
- Policies Related to Teaching

Theatre

Many departments utilize the CRLT Players to present workshops about diversity-related classroom issues. The theatre group begins with a provocative sketch, which raises questions for the audience to consider and pose to the actors as they stay in character. Discussions that follow are useful for better understanding the complexity of classroom dynamics and for developing strategies to enhance instructional environments. The topics addressed in CRLT Theatre Program sketches include:

- *First Days* depicts an instructor and students on the first day of class struggling with the many issues, stereotypes, and dynamics surrounding visible and hidden disabilities.
- *Gender in the Classroom* depicts the chilly climate that women students may face in a science classroom, but is applicable to all teaching environments.
- *Groups* portrays the complexities that often accompany assigned group work in the classroom. Topics include the importance of effective instructions, problematic group dynamics, and the instructor's responsibilities regarding classroom climate.
- *Student Conflict in the Classroom* focuses on a classroom conversation that suddenly turns contentious, exploring questions surrounding students' backgrounds and conflicting perspectives, instructor responsibility, and what does or does not constitute subject-appropriate discussion in the classroom.

To learn more about the CRLT Theatre Program, see <http://www.crlt.umich.edu/theatre/theatre.html>.

Case Studies

Case studies can be useful for anchoring discussions on teaching because they provide opportunities to anticipate classroom scenarios and develop pedagogical reflectiveness. Well-written cases present GSIs with teaching scenarios for which there are no easy answers. Figure 5.1 offers a selection of cases used by the Department of Physics in its GSI training. CRLT's teaching strategies pages also offer several useful links for developing cases for different teaching contexts (see: <http://www.crlt.umich.edu/tstrategies/tscbt.html>)

Figure 5.1: Department of Physics, University of Michigan *Case Studies*

Everyone hopes for a stimulating and mature classroom, in which the students listen attentively to the GSI, take careful notes, and participate actively in the learning process. This setting may be difficult to achieve, and beginning teachers should be aware of the common pitfalls and challenges that arise not only in presenting and discussing the subject matter, but in the equally important skills of personal interaction with students and conflict resolution. Unfortunately, this setting is rather rare.

As a teacher, you may find yourself involved in an important conflict at any time. Some of these will require quick resolution, and most will be ambiguous. Put on the spot in an unfamiliar and difficult situation, most people will either avoid the issue or make a snap decision. Both of these options will reduce your students' respect for you and undermine your ability to teach them.

The best way to learn how to cope with this kind of situation is through sharing the experiences of older teachers, who have already coped with a similar situation. This section of the training manual collects real experiences ("cases") of veteran teachers, and presents a series of questions designed to help you think about all aspects of the problem. By thinking about many different kinds of conflicts ahead of time, we hope that you will be able to find your way through the real thing quickly and confidently.

Thinking about cases

Here's a brief outline of the process of ethical problem-solving. It will sound quite obvious to you at first, but bear with us. Going through the steps below can help you organize your thoughts and examine all aspects of the case before making a decision.

- 1) Identify all the parties that can be affected by the outcome of the conflict. These are called 'stakeholders,' and may include you, the student, the student's lab partner, the student's parents, the lab supervisor, the group of all other GSIs, the classroom environment, the university, and so on.
- 2) List all the resolutions for the conflict that you can think of. In a case of suspected plagiarism, for example, you could talk to the students in your office, assign a penalty and ignore them, send the evidence to the academic judiciary committee, and so on.
- 3) Determine how each resolution will affect the principal and secondary parties. This step depends heavily on your knowledge of the students involved.
- 4) Choose the solution that best accomplishes the desired outcome. Depending on their definition of "goodness," different GSIs will arrive at different solutions. In general, you want to minimize harm to the interested parties while still achieving your primary goal (for example, to prevent further plagiarism), but it's often difficult to figure out which of two or more solutions is the "best."

In real-life conflicts, of course, there may be no solution which is good for all the parties involved. You should try to talk to one of the course administrators, the lead GSIs, and/or other GSIs about your problem to get a different perspective. There's no substitute for experience! By the way, if you find yourself in a difficult situation, please describe it to us so it finds its way into the next edition of the manual.

Case 1: The Persistent Student

It is natural for a GSI to give their class the impression of approachability and availability to students that need extra help. You have succeeded in making your class comfortable with you, and as a result a few students have come out of their shells to ask for your assistance both in and out of class. One in particular comes to all your office hours and asks many questions. You quickly realize that your attempts to make this student think more independently are not successful. The student asks questions about ALL aspects of the experiment and analysis and seeks your approval for every step, sometimes repeating questions. In and out of class you fear that this student is dominating your time. On occasion the student will e-mail and call you at home (you may or may not have divulged your number to the class) the night before the lab report is due. Frankly, you are starting to get annoyed.

- What gender and/or race did you imagine your student to be?
- Where do you think the problem lies? Did you initially imagine the student to be "slow"? Is it possible that the student just lacks self-confidence?
- How far does your responsibility as a teacher extend? If the student really needs this much help to do the work correctly, are you obligated to give it?
- Perhaps the problem is that your student doesn't understand what you're trying to teach, but isn't telling you. How can you identify this problem? Can you change your strategy with this student to conform to his or her learning style?
- How can you deal with this student in the classroom?
- What kind of reaction do you think being stem will engender in this student? To the student's partners? To the class?
- What does the student view as the true objective of the class and the exercises? Does he/she seek knowledge and understanding, classroom success, teacher approval and/or affirmation?

Case 2: Friendly Students in Lab

You find yourself getting along very well with one of the students in your class. This person is funny, enthusiastic, and entertaining to talk to. They ask lots of questions about the lab, and you find yourself chatting with them for five or ten minutes each time they call you over. Later, in a different group, a student tells you that they had their hand raised for some time while you were talking.

- You realize that you're spending more time with the friendly students, but also feel like you're educating them more effectively because they are interested in physics and ask intelligent questions. Is it reasonable to give more time to interested students?
- Will this behavior make other students think you're playing favorites?
- If you decide that you're spending too much time at that table, how will you tell them you need to help others?
- What if the other students don't ask many questions, so you think you might really not be needed at the other tables?
- How do the student's grades affect your decision? Are you more justified in spending extra class time with a student who is having trouble, or should you require them to come to your office hours?

Case 2b: Friendly Students Outside of Lab

It's Friday night, and you've gone out to a bar with some friends. One of your students notices you, walks over, chats briefly, and offers to buy you a drink. How should you respond?

- What are the student's expectations? Is this a reasonable gesture, or something that others can misinterpret? How will this affect your relationship with the student?
- Could this affect your relationship with other students in the class?
- What if the student buys the drink for you before you notice him or her?
- How do you imagine the student? Is it a man or a woman? Are they doing poorly in class, or are they doing well? Do these variables change your perception of the gesture?

Case 2c: Flirting Students

What would you do if a student seems attracted to you? This can take the form of flirting during the lab, making appointments to see you which don't really seem necessary, or asking you out directly. Perhaps this is the same person as the friendly student from case 2a, or perhaps it is someone **very** quiet in lab. (Believe it or not, this situation comes up a lot!)

- Can you objectively evaluate this person's work?
- Do you seem to be teaching the student effectively? Is it proper to discuss it with the student?
- You might be wrong about the student's intent. If you're unsure, should you take steps to change the student's behavior?
- Do you think other people in the class know this is going on? How might this affect the class's attitude towards you? What if the person is attractive, someone you would like to go out with under other circumstances?

Case 3: Power Struggle: an aggressive male student vs. a female GSI

Some male students have problems accepting instruction from a woman in their age group. In this scenario, you are a female GSI having problems with a male student. He is belligerent in class, complaining loudly about the course, the equipment, and the lab manual. He is also having some trouble with the material, and often does the analysis incorrectly. When you try to explain what he did wrong, he is aggressive and rude, shifting the blame to his partner or the manual if possible. One day you come to class a bit late, and find him complaining loudly to the other students about your teaching. The class falls silent, turning towards you.

- How should you react? Say nothing, and go on with the class as normal? Discuss it with the class? Ask him to stay after class and talk to you?
- If you feel a need to talk to the student, you should obviously do it in private. But should you ask him to meet with you in class or outside of it? Do you feel a need to reassert your authority to the entire class, or just with this student? How do you resolve the conflict with this student? Do you need to?
- Do you feel like perhaps the class is unhappy with your teaching? Should you discuss it with them, or perhaps hand out some anonymous feedback forms?
- On the other hand, this might be acknowledging the student's power play. Do you think discussing your teaching with the class as a response would increase or decrease the students' respect for you?

- What kind of power do you have over the student? How can you mete out punishment? Should you?

What if this student complains at the end of the semester that he got a low grade because you're biased against him?

Videos

The quality of trigger videos varies significantly, and so it is important to screen videos carefully to avoid scenarios that seem too “staged” or stray too far from the GSIs' specific teaching responsibilities. The videos below are available at CRLT or the University of Michigan library for screening:

Available in the CRLT Library

Derek Bok Center for Teaching and Learning and the Office of Race Relations and Minority Affairs, Harvard University, *Race in the Classroom: The Multiplicity of Experience* (19:00)

These are short dialogues designed to precede a discussion about race. A sample clip is available at <http://isites.harvard.edu/fs/html/icb.topic58703/previews.html>.

Derek Bok Center for Teaching and Learning, Harvard University, *Women in the Classroom: Cases for Discussion*(27:00)

These are short vignettes based on real events, designed to spark a discussion on gender issues. A sample clip is available at <http://isites.harvard.edu/fs/html/icb.topic58703/previews.html>.

Project Star, Harvard University, *A Private Universe* (18:00)

While it does not focus explicitly on diversity issues, *A Private Universe* addresses ways students learn and how preconceptions profoundly affect the learning process. A free clip is available (after registration) at: <http://www.learner.org/resources/series28.html>

The Shadow of Hate: A History of Intolerance in America (40:00)

This video explores 300 years of intolerance in the United States through a historical perspective.

Lynn Robins, University of Michigan, *Beyond Cultural Stereotypes: Interviews with Patients* (25:35)

University of Syracuse, *Dealing with Problems: Video Vignettes to Stimulate Discussion of Difficult Classroom Situations*

Eleven vignettes explore problems such as cheating, grading, sexual harassment, disruptive students, and students who are reluctant to participate.

University of Victoria, *Critical Incidents* series.

Each video includes ten trigger clips that focus on classroom conflicts and misunderstandings. A full list of topics can be found at:

http://web.uvic.ca/terc/critical_incidents/index.htm

Available in the U-M Library

Skin Deep: College Students Confront Racism (53:00)

This video films a dialogue between college students about racial issues.

The University of Western Ontario, 1991, *The Chilly Climate for Women in Colleges and Universities* (28:00)

This video features interviews with college faculty and staff about the chilly climate for women in Canadian higher education.

Available online

Syracuse University, Critical Incidents in College Teaching,

<http://gradschpdprograms.syr.edu/resources/problems.php>

This site offers a number of video clips on challenging teaching situations.

Campus Resources

Offices that may be potentially helpful to GSMs, faculty constructing training programs, or to GSIs are listed below. A full directory of resources for U-M instructors can be found at: http://www.crlt.umich.edu/gsis/P1_3.html

Center for the Education of Women (CEW)

330 E. Liberty

734-764-6005

<http://www.umich.edu/~cew/>

The Center for the Education of Women is dedicated to understanding the needs of women in the University community. A variety of services are offered by staff including conferences, workshops, lectures, and individual counseling. CEW has specialized programs and services for undergraduate and graduate women at any lifestage.

Counseling and Psychological Services (CAPS)

3100 Michigan Union

734-764-8312

<http://www.umich.edu/~caps/>

Counseling and psychological consultations are available to University faculty and staff. There are four focus areas for students: Clinical Services, Outreach and Liaison, Training and Professional Development, and Peer Programming. Individual and group counseling as well as workshops and self-help groups are offered. Guidelines for referring students can be obtained in the Referral Guide for Faculty and Staff. The office offers many publications for assistance. Services for students are free.

Division of Student Affairs (DSA)

6015 Fleming Administration Building
734-764-5132

<http://www.umich.edu/~ovpsa/>

The division of Student Affairs (DSA) provides support to the academic mission of the University. Units include: Campus Information Center, Career Planning and Placement, Counseling and Psychological Services, Intergroup Relations Community and Conflict, International Center, Office of Lesbian Gay Bisexual and Transgender Affairs, Michigan League, Michigan Union, Pier Point Commons, Multi Ethnic Student Affairs, Ombuds Office, Services for Students with Disabilities, and Sexual Assault Prevention and Awareness Center.

English Language Institute (ELI)

500 East Washington Street
734-764-2413

<http://www.lsa.umich.edu/eli/>

The English Language Institute provides evaluations and services for non-native English speakers to facilitate the achievement of academic excellence. Writing and speaking classes are offered through the academic year and special summer programs are offered for students entering business or legal studies. The Program for International Graduate Student Instructors conducts teacher training for graduate student instructors educated abroad in a non-English medium.

Faculty and Staff Assistance Program (FASAP)

1009 Greene Street
734-936-8660

<http://www.umich.edu/~fasap/>

For an issue that involves personal difficulties encountered at work or at home, FASAP offers confidential counseling or mediation services.

Office of Academic Multicultural Initiatives (OAMI)

3009 Student Activities Building
734-936-1055

<http://www.umich.edu/~oami/homepage/>

The Office of Academic Multicultural Initiatives (OAMI) offers a variety of programs designed to enhance and expand educational opportunities for students of color at the University. The Office also collaborates with a number of University academic and non-academic units, national organizations, and community organizations in implementing programs and initiatives. The Office's main mission is to provide direction and guidance in excellent and positive quality of life and environment for students. OAMI concentrates its specific efforts in addressing the needs of students of color.

Office of Institutional Equity

2072 Administrative Services Building, 109 Greene Street
734-763-0235 (V), 734-647-1388 (TTY)

<http://www.hr.umich.edu/oie/>

This office assists with questions, concerns, or complaints involving discrimination or harassment based on race, sex, color, religion, creed, national origin or ancestry, age, marital status, sexual orientation, disability, Vietnam-era veteran status, or gender expression and identity.

Office of Lesbian Gay Bisexual and Transgender Affairs (LGBTQA)

3200 Michigan Union

763-4186

<http://www.umich.edu/~lgbta/>

The Office of Lesbian Gay Bisexual and Transgender Affairs provides a comprehensive range of education, information, and advocacy services. LGBTQA works to create and maintain an open and inclusive environment for lesbian, gay, bisexual, and transgender students, faculty, and staff, their families and friends, and the campus community at large. LGBTQA professional staff and peer-facilitated speakers bureau offer in-service workshops about sexual orientation and gender identity issues for University departments, classrooms, and campus community organizations.

Ombuds Office

6052 Fleming Administration Building
(734) 763-3545.

<http://www.umich.edu/%7Eombuds/>

The Ombuds Office provides confidential, impartial and informal dispute resolution for students with a significant dispute.

Program on Intergroup Relations (IGR)

3000 Michigan Union

734-936-1875

<http://www.igr.umich.edu/overview.html>

The Program on Intergroup Relations (IGR) is a social justice education program, which is a joint venture between the College of Literature, Science, and Arts and the Division of Student Affairs, IGR works proactively to promote understanding of intergroup relations inside and outside of the classroom. The CommonGround Workshop Program offers programs on topics such as (but not limited to) racism, sexism, classism, or heterosexism. Workshops are designed around a 1.5 to 3 hour time frame and engage participants in dialogues about these complex issues within society.

Rackham Graduate School Grievance Resolution Officer

<http://www.rackham.umich.edu/StudentInfo/advice.html>

This position gives confidential assistance and informal mediation to Rackham graduate students experiencing academic or professional disputes.

Services for Students with Disabilities

G-664 Haven Hall 1045

<http://www.umich.edu/~sswd/>

734- 763-3000

This office offers information about accommodating students with disabilities, including physical, learning, and hidden disabilities such as diabetes. They provide faculty and student handbooks, and other services for facilitating interactions between teachers and students. Students with suspected learning disabilities may be referred here.

Sexual Assault Prevention and Awareness Center (SAPAC)

715 N. University, Suite 202, Ann Arbor, MI 48104

998-9368

936-3333 (Crisis Line)

<http://www.umich.edu/~sapac/>

This office provides workshops and free counseling on sexual assault and harassment issues to members of the University community. SAPAC also provides the Safewalk and Northwalk nighttime safety walking services, in conjunction with the Department of Public Safety.

Compiled from:

Pages 73-81 adapted from Saunders, S. & Kardia, D. Creating inclusive college classrooms. *GSI Guidebook*, Center for Research on Learning and Teaching, University of Michigan. Available: http://www.crlt.umich.edu/gsis/P3_1.html