10

Creating and Sustaining an Inclusive Classroom

A key goal of education today is to prepare students to participate successfully in our increasingly diverse and global society. The demographics of college and university student bodies have changed dramatically in recent years. The enrollment of women has almost doubled since the 1960s. Currently, women outnumber men as degree recipients at every level except the doctorate. African American students have grown from 5 percent of the freshman class in the 1960s to more than 11 percent today. Today, Latino students make up approximately 7 percent of the entering class, and Asian American students about 8 percent. Education demographers project that Latino and Asian and Pacific Islander communities will continue to grow more than any other groups. And most colleges are becoming increasingly international. American institutions continue to enroll nearly a quarter of all international students worldwide. In contrast to this quickly diversifying student population, approximately 80 percent of teachers are white.

Diversity means more than differences in race and ethnicity. Students arrive on campus with a broad range of social experiences, learning-related needs, and aspirations. The presence of lesbian, gay, bisexual, and transgender (LGBT) students is increasingly visible at every level of education. American schools host more international students than ever before. Students come to campus with earlier diagnoses of learning disabilities, and we see a steady increase in students with a broad range of psychosocial needs such as drug and alcohol recovery issues, eating disorders, or depression.

Inclusive classrooms are an essential component of students' preparation for professional, civic, and interpersonal success. Our students

are changing, and we should, too. Multiculturally inclusive teaching is a commitment to address the variety of the ways students may feel included or excluded in the college classroom.

The goal of this chapter is not to make you a diversity expert. It does offer general guidelines to help you better design, teach, and assess courses that address the learning needs of an increasingly diverse undergraduate population.

General Practices of Multicultural Course Design

Early work on multicultural teaching focused on additional content to address issues of gender, race, and ethnicity. This reflected the scholarship of fields that were new at the time such as ethnic, women's, and lesbian and gay studies. Today, multiculturalism also includes teacher self-reflection, pedagogical innovation, and understanding who students are and what they bring to the classroom.

UNIVERSAL DESIGN

Universal design practices allow you to clarify assignments, detail expectations, specify deadlines, and offer examples for performance. Breaking large or complicated assignments down into components helps students build toward the final goal. In this structure, students receive incremental developmental feedback on smaller pieces, rather than relying only on a final submission that becomes "sink or swim." Writing assignments are well suited to this design. Feedback on early drafts benefits students for whom English is a second language, such as international students or first-generation immigrants, by reducing their anxiety, focusing efforts, and building skills.

Another aspect of universal design is to offer students multiple options for expressing mastery of the material. Of course, all options must align with the learning outcome goals for the course, be equal in terms of expectations, and rigor. An example of multiple expressions of the same assignment might be a choice between writing a paper, giving an in-class presentation, or creating a digital story based on an interview. International students may have higher confidence in their writing skills than their speaking skills. Therefore, they may prefer an option of writing a paper to giving an oral presentation.

To incorporate more universal design principles, experiment with a variety of instructional methods. In addition to lecturing, encourage students to learn about how to work together by including peer-learning activities early on. Consider assigning students to diverse groups when you want to encourage them to get to know each other well enough to learn from each other's experiences. Group assignments offer students the benefit of a diverse range of perspectives, more complex analyses, and experience with collaborative problem-solving efforts. A different venue for these efforts are online options, where students can work together or at their own pace, continue or start discussions, and ask questions about homework assignments.

In addition to the general principles just described, consider explicitly articulating your course-related diversity goals. Such goals include cultivating a respect for diverse perspectives; developing an ability and willingness to work effectively in diverse groups; being sensitive to gender, class, or race differences. More broadly, you might expect students to identify and reject narrow/oppositional thinking that reduces issues to only two sides (right/wrong, us/them) or engage in intergroup dialogues. By making such learning outcomes explicit, you also make clear your broad commitment to fairness and equity. Here is an example of a statement that might be included on a syllabus:

> *Diverse Perspectives.* Participation includes self- and peer-assessment of your contributions to creating and sustaining a collaborative learning environment. Therefore, in your final response paper of the semester you are asked to describe two learning situations you experienced during this course: a) one time when you were influenced/persuaded by the insights of one of your peers, and b) one time when your comments influenced/persuaded the thinking of one of your peers.

The act of writing out such goals clarifies the knowledge, values, and skills you bring to the teaching endeavor as well.

INSTRUCTOR SELF-AWARENESS

Self-awareness as an instructor is key to understanding diverse views. An actual example may illustrate the challenge.

Consider how the content of a student presentation caught a well-respected, experienced white male instructor by surprise. Most of the

students in his class were white except for several African Americans. The instructor assigned presentations on images from popular culture to students in his communication class. During class presentations, an all-white student group displayed an image that had been widely circulated on socially conservative Internet sites depicting then presidential candidate Barack Obama lynched. The presentation shocked two African American students who did not know what to say at the time. The instructor felt uncomfortable with the image, but did not say anything at the time. When asked later, he acknowledged that he had been uncomfortable with the image; but he worried that if he interrupted the presentation, he would appear to censor students' voices. In retrospect, he recognized that his personal experiences, professional training, and commitment to freedom of speech had shaped his response. (He had been deeply involved in the student freedom of speech movement on college campuses during the 1960s.)

After class, two African American students talked to a staff member of the school's multicultural student support office. This staff member then contacted the instructor to convey the students' concerns. The professor arranged a talk with the students immediately. He apologized, shared his discomfort with the image at the time, and expressed regret for not taking immediate action. Next, the instructor spoke to the students who brought in the image to explore their motives. The students were surprised and apologetic about the negative responses. The instructor felt the students' actions, while clearly insensitive, did not warrant disciplinary action. However, he realized that he needed to organize a class discussion to address the sensitive issues the presentation raised.

The instructor began the next class with a brief, informal writing assignment. Students responded to the questions, "What thoughts and feelings came up for you during the presentation that used the image of Obama lynched? What thoughts or feelings related to the image have surfaced for you since that class?" Next, he had students divide into pairs and share their perspectives with each other. Later, he led the whole class in a discussion of the historical meaning and symbolism of lynching.

When you confront an in-class incident that you do not feel prepared to handle, consult your department head and colleagues. They can help you identify the core learning issues, anticipate the range of possible student responses, and clarify university policies. These strategies lay the

foundation for the trust and sustained engagement that will encourage students to engage you and your students more deeply later on.

UNDERSTANDING OUR STUDENTS

Establishing effective relationships with students in your course is central to inclusive teaching. Sometimes, social and cultural differences between students and teachers lead to unintended consequences such as missed, or misunderstood, social cues. Such miscommunications can also lead to alienation from the classroom. A typical way for students of European ancestry to signal their instructors that they would like a chance to speak is to make sustained eye contact, raise their hand, or jump in at the first lull in conversation. For first generation college attendees, Latino/Latina students, and Native American heritage students, such behaviors may be equivalent to exhibiting disrespect for the teacher. They may wait for you to call on or specifically invite them to participate. A useful strategy is to make it common practice to reserve time in free-flowing discussions for students who have not spoken yet to get easy access to the floor.

Another useful strategy for building an inclusive classroom is to ask appropriate questions. A common practice is to ask students to complete a survey on the first day of class. Such surveys can ask students about other courses they may have taken in preparation for this one, what they think might be most difficult for them in the course, what they want you to know about them as learners, and their interests in the topic beyond the specific course goals. To ascertain how wide-ranging your students' perspectives are, include questions that ask them to describe their diversity-related experiences such as study abroad, out-of-state vacations, or distinctive attributes of their families (e.g., a gay or lesbian relative). Some instructors solicit such information in discussions on the first day of class as a way to help students get to know each other. However, this can backfire, as demonstrated in the following example. An instructor in anthropology was encouraging his students to share their experiences of diversity on the first day of class. He asked students a series of questions, but no one volunteered to talk. Feeling desperate, he asked if anyone had ever traveled out of state. At that question, a young man's hand shot up, and he said that he had just returned from Iraq. The teacher asked him what he had noticed about Iraq or the Iraqi people he met, and the stu-

dent responded, "The men hold hands in the street, and they all smell." The student's comment complicated and redirected a discussion the instructor hoped would promote casual community building. Before you get to know your students, you cannot predict what stories they will relate or how they will interpret the experiences. Therefore, the recommendation is that you first have students write out their responses so that you can review their answers and decide how to proceed.

Practices that support inclusion goals include knowing your students' names. If you get a student's name wrong, ask the student to correct your pronunciation and practice it until you get it right. This practice models for students how to seek out information respectfully from each other in the classroom setting that might otherwise feel awkward.

A comprehensive syllabus is essential for students with a range of needs. You can distribute your syllabus in print format, give an oral presentation, and discuss it on the first day of class. Supplement these efforts with an electronic version available online. Students may need to access the information contained in the syllabus a number of times and in a range of formats. The electronic version allows students with visual disabilities to open the file in a variety of enhanced formats (e.g., large print) or, for students with hearing challenges, have it read into an audio file by support staff. As the semester unfolds, students who may speak English as a second language or students with attention deficit disorders benefit from regular verbal instructions that refer back to the syllabus.

Students with Disabilities

Students who come to campus with identified disabilities generally establish relationships with campus service providers immediately. Gaining an understanding of the roles of academic support staff on campus is essential for you, too. One way to communicate your support for students who request accommodations is to include a statement on your syllabus. Here is an example:

> The university is committed to providing an equal educational opportunity for all students. If you have a documented physical, psychological, or learning disability on file with Disability Services (DS), Learning Disabilities Support Services (LDSS), or Psychological Disabilities

Services (PDS), you may be eligible for reasonable academic accommodations to help you succeed in this course. If you have a documented disability that requires an accommodation, please notify me within the first two weeks of the semester so that we may make appropriate arrangements early in the semester.

Such a statement communicates your commitment to appropriate support for students and your awareness of institutional procedures.

Staff members can help you quickly become familiar with what accommodations are appropriate for particular students' needs. They can also help you connect students with the appropriate student service offices in a timely manner. For example, offices disabilities normally provide instructors and students with a range of brief Web-based guides to understanding different disabilities. One guide may explain that visually impaired students benefit from access to printed materials in alternative formats (e.g., books on tape, readers). A different guide may explain that students with hearing disabilities may require note-taking services, sign language interpreters, or oral transliterators (a person who silently mouths a paraphrase so that a student who reads lips can more easily follow along).

Most accommodations are easy to implement with proper notice. These may include extended time on exams, additional time to complete assignments, alternative types of evaluation procedures, help with note taking, and access to prepared materials before class. Beyond personal values and commitments to inclusive teaching, institutions and instructors have a legal responsibility to provide appropriate accommodations mandated for students who have complied with federal, state, and institutional documentation requirements.

Instructional technologies have made accommodations far easier to access for students with disabilities. It is likely that your institution has an office dedicated to assistive technologies that may include access to scanners, optical character recognition software, reading software, text enlargers, and other devices. Often such offices work collaboratively with librarians and academic technology offices to address a range of classroom-based needs such as paying students to be note takers, using scanners to enlarge images, or increasing font sizes for students with visually impairments. Similarly, recording texts makes them accessible to students with reading- and comprehension-related challenges.

Students with documented learning or physical disabilities are often aware of the support they will need to do well in your course. Such students will often contact you directly, either before the course begins or on the first day of classes, to make appropriate arrangements. To support communication, offer students a variety of ways to contact you with questions such as text, phone, and e-mail addresses. If you have a course Web site, many learning management systems (e.g., Blackboard) have a built-in course e-mail system students can use to contact you. Some students with new disabilities (e.g., veterans) may be reluctant to disclose their needs to others because of prior expectations that they need to keep any vulnerabilities secret. Others may have been able to manage the demands of classes at the high school level with some success by hiding their struggles. At the college level, however, the scholastic challenges rise significantly. Once writing assignments begin to become past due or readings pile up, students may better accept the evidence that they need help. Cuing students about their progress with mid-semester status progress reports and, if they are failing, requiring them to come talk with you can be useful strategies to engage students in an honest assessment of their progress to date. Students struggling with learning disabilities (undiagnosed or not) may feel shame, frustration, or loss of self-confidence because their best efforts are failing. It is important to reiterate your commitments to helping students succeed and supporting their engagement with services for support.

In our increasingly "24/7" access to electronic communication, spelling out in the syllabus when and how often you expect to collect and respond to such communications can help head off conflicts between you and your students. Providing these guidelines also encourages help-seeking behaviors for all students. Inform them of campus-wide and departmental resources, coach them on how and when to use office hours or tutorial services, and, perhaps most importantly, normalize these behaviors.

Veterans

Due to American engagements in recent armed conflicts and wars, colleges and universities in the United States have increasing numbers of veterans on campus today and expect even more in the next decade. The

Post-9/11 GI Bill and the U.S. Department of Veterans Affairs (VA) currently provide the most significant education benefits for veterans (e.g., a full scholarship to any state institution) since the original GI Bill. Over 570,000 veterans are in classrooms on college on university campuses today, and this number will continue to grow. Most veterans make a seamless transition to campus life, but instructors will be better prepared if they understand how the gap between campus and military life and the onset of new psychological or physical disabilities may create challenges for some veterans.

As with any other demographic group, some veterans will have had preexisting physical or learning disabilities prior to service. However, a unique aspect of the experiences of soldiers who served active duty in Iraq, Afghanistan, or Kuwait is that they are more likely to survive injuries that proved lethal in the past due to changes in equipment and health care provision. A record number of veterans are returning to civilian life with the loss of limbs or mild brain injuries (MBI) that would have proven deadly in earlier conflicts. For example, a residual result from concussive blasts may leave some veterans struggling with MBI. Assignments that require a large amount of memorization may be problematic. They may benefit from coaching on how to use mnemonics or other strategies to increase their memory. Other veterans may have physical impairments, such as the loss of an arm or a leg, which may make accessibility to classrooms and buildings and to physical activities in the course (e.g., labs, field trips, and studio assignments) difficult.

As an instructor, you can offer important academic support in helping veterans navigate campus bureaucracies and the Department of Veterans Affairs by linking them to appropriate campus-based services. More than 20 percent of college campuses today offer veterans an orientation course specifically designed to offer academic mentoring and emotional support.

Some veterans may struggle with the informality and individualism of classroom settings, especially early on in their transition. The switch from close-knit, group-oriented activities to independent decision making and individual performance can be a challenge. Across all branches of service, military environments are hierarchical. Servicemen and servicewomen often form intense relationships in their subcommunities (units, platoons, squads, or crews) that prize solidarity and cohesion. In addition, their purpose is universally clear: service to the mission. In the

military, the ability to adhere to these attributes may be the difference between success and catastrophic failure such as loss of life. In classrooms, veterans may initially feel isolated and out-of-sync with other students because of the significant differences in life experiences, nontraditional age, and other residual consequences of duty. Additionally, veterans may be apprehensive about how instructors and peers will respond to their experiences and perspectives.

Some veterans will return to civilian life with new disabilities, compromised health, or psychological vulnerabilities. It is projected that as many as a quarter of veterans will have hidden disabilities, such as traumatic brain injury (TBI), posttraumatic stress disorder (PTSD), and other emotional disorders. Others still will have visible or invisible physical disabilities, such as loss or impairment of limbs, eyes, or hearing. In addition, certain disabilities may take time to develop, and even the student may not easily recognize the effects of such disabilities for a time. Therefore, some students (e.g., those with TBI) may not know the full extent of their limitations until they are back in classes. Because they may not have needed services prior to enlistment, some veterans are unaware of their rights as students with disabilities, which can slow them down in seeking help. In addition, some will have negative feelings about disclosing a disability since military culture stigmatizes vulnerability.

Instructors can reach out and offer support useful to all students and essential for veterans who have been away from the classroom setting for a time. For example, such students would benefit from instruction in college-level reading strategies and note-taking skills. Some veterans may need extra support in learning the conventions of academic writing, which are often quite different from military-style writing. Break writing assignments down into components and offer multiple opportunities for feedback. Veterans may particularly appreciate opportunities to participate in peer editing or other collaborative-learning assignments.

Some veterans with PTSD may have strong feelings about where they feel comfortable sitting in class. On occasion, they may need to get up and leave the class quickly because of anxiety. For example, veterans report that after returning to civilian life it can take a while to let go of being "on point." This can lead to overresponsiveness to loud noises or particular alertness to strangers.

Veterans with spinal cord injuries or amputations may find tasks re-

quiring physical dexterity (e.g., labs, computer- or writing-based assignments, and prolonged sitting or standing) challenging. Veteran students with hearing impairments may face difficulty hearing accurately in lectures or participating actively in discussion sections. Students with visual impairments may require accommodations to be able to see the board or easily resized course materials in electronic formats. Veterans with MBI may struggle with tasks that require short-term memory, sustained attention, or speedy processing of new information. Anxiety, irritability, impatience, and misreading social cues in the classroom may be a result of stress-related psychological conditions.

Despite these adjustments, veterans are not all dealing with PTSD symptoms. Veterans have a great deal to contribute to classrooms, and recognition of their service and support in the transition to college life can be rewarding for all.

International Students

Increasingly, international students are coming to the United States for undergraduate education. For some, this is their first undergraduate experience, but for others their second, some having already completed a degree in their home country. Clearly, international students have a wide range of goals and levels of readiness for learning in an American classroom. Use the activities outlined above to help international students feel welcome in the classroom. Additionally, you are also likely to discover a number of offices and support services specifically for international students. A quick survey of these resource providers and their roles on campus will help prepare you to better answer students' questions, direct them to appropriate service providers, and identify people that can answer your questions.

Pedagogical practices in American higher education encourage students to actively engage in discussions. Asking and/or responding to questions from you or other students is often the way teachers assess student engagement. But asking an instructor questions or engaging in a dialogue is discouraged in many foreign education systems. Some international students perceive questioning the instructor as rude or disrespectful, so it is important to draw them into discussions. International students may not be comfortable enough with English yet to participate

in a free-form conversation. Asking students to pair up and respond to some guided questions can help students practice conversational skills. Alternatively, asking students to complete a brief writing assignment and then share their work with the class helps English as a second language (ESL) students more easily communicate their ideas.

To some international students, American classrooms can seem inordinately informal, even rude. Students coming to class in slippers or putting their feet up on chairs would be unheard of in other cultures. Providing all students with a quick review of expectations can help everyone feel more comfortable. Talking about forms of address acceptable to you and your expectations about the level of formality in class can be especially important. Some international students will find a middle ground, such as referring to you as "Professor Michael," creating a fusion of formal and informal modes of address.

Some foreign students may have difficulty understanding you initially, especially if you speak quickly. It is important to be explicit and, when possible, to provide visual aids such as PowerPoint slides containing key terms or models. In the same vein, you may have difficulty in understanding some students as well. It is important to ask the students to repeat themselves until you understand clearly what they are saying. In these situations, always communicate your desire to understand the student and work at it until you do. These issues, and others such as accents, are often dependent on how long the student has been in the United States. It is important not to let feelings of self-consciousness or of embarrassment lead you to give up too quickly. You should encourage other students to do the same.

Talking with students before or after class can be an opportunity to discover what international students know about the content of the course. Ask students what they have or have not learned before so that they can adjust their teaching plan accordingly. Some international students may not be able quickly to discern and articulate what they do or do not know. They may simply say, "I don't know," rather than hold up the class. International students may also be self-conscious about losing "face," or being embarrassed, if unsure whether other students know material they do not. Don't make adjustments to the course to help one or two students. But do what you can to aid students who are struggling.

To assess language skills, have students break into small groups to share their cultural backgrounds by responding to open-ended questions. An alternative is to ask students early on in the course to complete brief in-class writing assignments. Multiple, low-risk assignments can give you a great deal of insight into students' writing and comprehension skills. These exercises could include creating posters, brochures, poems, or movie reviews. These assignments also enable you to ascertain a student's comfort and proficiency in talking with peers. All students will benefit from opportunities to receive early feedback on drafts of assignments and submit revisions. If you choose to respond to students' use of grammar, comment selectively and specifically early on in the assignment and then encourage students to check the rest of their work for similar errors. This approach has the benefit of not overwhelming or intimidating international students.

In the same way that providing disabled students with options for completing graded assignments has proven useful, consider offering international students the option of doing take-home exams or bringing desktop references to class during exams. For example, you might encourage any student who wishes to utilize resources like a dictionary or thesaurus.

Multiculturally Inclusive Content

Even instructors who do not explicitly identify multicultural learning goals as central to their course may still find that diversity becomes an important component of the teaching and learning process. Some such opportunities happen spontaneously.

Recently, a young white female instructor taught an undergraduate anthropology course at a local community college. She had taught the course a number of times before at the university level and was excited to bring it to new students. Of the twenty-five students in the course, twenty-two were Latino or mixed race. All of the students were from an urban New England city, and most of the students spoke Spanish as their first language.

The instructor assigned a book on homelessness written by a noted anthropologist who is an expert on root causes of homelessness in con-

temporary societies. Although the author lives in England, the instructor arranged a presentation via Skype (an online teleconferencing software).

On the day of the class the technology worked flawlessly, the guest presenter was well prepared, students were attentive and actively engaged through the entire presentation, and the author handled the question and answer time with respect and humor. At the conclusion of the presentation, a robust conversation continued between students. Finally, the instructor felt compelled to end the discussion so that she could allow the class to have a regularly schedule break and then move on to other topics.

She called on a student but prefaced his comment with a statement like "let's hear from so-and-so and that will be the last comment before we move on to our break." As that student made his comment, the instructor noticed another student angrily pile his books up on his desk and rush out of the classroom saying loudly as he left, "this is bullshit." During the break, he revealed to her that his family had lived in homeless shelters off-and-on during his childhood. Before the discussion ended, he wanted to share some of his experiences. She reassured him that they would return to the discussion and encouraged him to come back to class and share his perspectives.

In the next class, a young Latina woman emotionally volunteered to the class that her father was chronically homeless when she was young. She went on to share that it was not until she read this book that she understood his experiences with homelessness. She started to cry, telling the class that her father had died a few years before and that she wished that she had read this book sooner, so she would have known how to talk to him.

Although the instructor had expected to move on, she realized the current topic remained important to her students. Some students were clearly struggling personally with a range of emotional responses to the material and to the new insights into their families' lives. She had not anticipated that the material would have such personal resonance for some of her students, until she noticed the emotional cues of her two students and responded compassionately. All of the students in the class benefited from hearing about the experiences of their peers. Their stories became anchors for the academic research and theoretical models.

This example offers some general guidelines for creating an inclusive classroom. First, if an unexpected event or comment occurs in class, do

not feel like you must have a definitive response to it immediately. It may not be clear to you what the best way is to intervene in the moment, and you may want to consult with other instructors or students to get more perspectives.

Some situations, however, require that you simply stop inappropriate behaviors or communications. For example, respond immediately to comments that are obviously offensive and run counter to civility (e.g., openly racist or homophobic remarks). If you do not act, you risk losing the trust of the rest of the class. You will be the best judge of how direct to be in responding to a student. In such an instance, your response might range from saying, "That comment was hard to hear because . . ." to "That comment is entirely out of line and unacceptable. Please apologize now."

If the comment was an unintentional or unconscious expression, you may try to turn it into a learning opportunity. For example, if a student makes a controversial comment, you can begin by asking students for other perspectives on the topic. Once you have elicited several perspectives out, you can return to the original student's comment and link the discussion to the general discussion that does not put the individual student in the position of defending it. For example, "John said he believes, as do other people, that . . . How might people come to hold such a perspective?"

In these "hot moments," it is important to be firm while keeping the overall tension in the atmosphere low. It is all right to be frustrated but not all right to be explosive or punitive. In the incident described above, the instructor did not intentionally seek to insert diversity into the content of her course, and yet her experience helped her to point out that whether or not we see diversity as a formal part of our curriculum, it is always a part of the informal context of learning. As you become more experienced, you will begin to be more comfortable and more adept at using these moments as powerful and spontaneous opportunities for learning.

Moving Forward

Instructors may initially face a quagmire of preconceptions about multiculturalism and inclusive teaching. You should reject such preconcep-

tions "diversity is a factor in only some disciplines," "fairness is treating all students exactly the same," "only diversity experts can address multi-cultural issues," "emotions in the classroom mean loss of control," and "accommodations for students lessens the rigor of the course."

To assess the general level of inclusivity of your course, begin by making sure your content reflects diverse perspectives. Find and assign the work of a range of scholars from underrepresented groups in your discipline. Also, make it clear to students that the value of these scholars' contributions to the discipline extends beyond their social identities. Examine your course materials to ascertain whether they employ gender-neutral language, diverse examples, and culturally inclusive illustrations.

As you create assignments and assessment tools, provide students with a variety of ways to learn and demonstrate their mastery of the core material. Offer students access to course materials in accessible formats. Value the affective aspects of learning by rewarding students' self-awareness, personal growth, and change as outcomes of the learning process. Finally, avoid the trap of feeling compelled to be universally expert on everything. Balance your strengths by inviting guest speakers with expertise and experiences different from your own.

The guidelines in this chapter lay a positive foundation for creating an inclusive teaching and learning environment in courses across the disciplines. By understanding and responding to the needs of a diverse groups of students, instructors can incorporate practices that ultimately benefit all students. As you reflect on how your experiences and values shape your approach to teaching and learning, experiment with new strategies in the classroom that will create an environment where all of your students can truly reach their potential.

*The Chicago Guide to
Your Career in Science*
Victor A. Bloomfield and
Esam E. El-Fakahany

*Succeeding as an
International Student in the
United States and Canada*
Charles Lipson

*The Chicago Guide to
Landing a Job in Academic Biology*
C. Ray Chandler, Lorne M. Wolfe,
and Daniel E. L. Promislow

Doing Honest Work in College
Charles Lipson

*The Chicago Guide to
Your Academic Career*
John A. Goldsmith, John Komlos,
and Penny Schine Gold

*The Thinking Student's Guide
to College*
Andrew Roberts

How to Study
Arthur W. Kornhauser

THE CHICAGO HANDBOOK FOR

Teachers

A Practical Guide to the College Classroom Second Edition

ALAN BRINKLEY, ESAM EL-FAKAHANY, BETTY DESSANTS,

MICHAEL FLAMM, CHARLES B. FORCEY, JR., MATHEW L. OUELLETT,

AND ERIC ROTHSCHILD

Contents