
This is the 7th in an occasional series of papers for the Center for Research on Teaching and Learning at the University of Michigan. It provides information from student focus groups and offers advice to faculty about ways to improve the classroom environment and help all students, including students of color, achieve their educational goals. (Available at http://www.crlt.umich.edu/publinks/occasional.php)


Part II of this text contains 4 chapters that address an array of diversity issues, ranging from inclusivity, students with disabilities, reentry and transfer students, and classes that enroll academically diverse students. (Available at the CTE library, and has been ordered for the Hannon Library. One chapter from the first edition of this text is reprinted with permission online at http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachutherford/diverse.htm)


This essay, excerpted from the chapter "White Privilege and Male Privilege: A Personal Account of Coming To See Correspondences through Work in Women’s Studies," asserts that there are privileges that are not earned, but merely exist by virtue of one's being born white in U.S. Society and that it is difficult for white heterosexuals to recognize these as unearned privileges. This excerpt includes a (partial) list of the daily effects of white privilege and comments on the potential for change. (A 1988 version of this paper is available through ERIC at http://www.eric.ed.gov/PDFS/ED335262.pdf and P. McIntosh speaks and displays her list in a YouTube video at http://www.youtube.com/watch?v=DRnoddGTMTY)

Although benefits of inclusive excellence are well established, college faculty often cite barriers to promoting it in classrooms. This chapter highlights the practice of inclusive faculty along five dimensions: (1) intrapersonal awareness, (2) interpersonal awareness, (3) curricular transformation, (4) inclusive pedagogy and (5) inclusive learning environments. For each of these dimensions the authors provide a bulleted list of succinctly stated actions an instructor can undertake toward achieving inclusivity in their classroom. (A copy of this article is available at the CTE and the volume has been ordered for the Hannon library.)


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 you and the students in the classroom. These interactions are influenced by:

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

Each of these five aspects of teaching is addressed in this article. (Available at http://www.crlt.umich.edu/gsis/P3_1.php)