Managing Hot Moments in the Classroom
Lee Warren, Derek Bok Center, Harvard University
http://isites.harvard.edu/fs/html/icb.topic58474/hotmoments.html

“Sometimes things seem to explode in the classroom, and what do we do then? Knowing strategies for turning difficult encounters into learning opportunities enables us to address important, but hot, topics -- religion, politics, race, class, gender -- in our classroom discussions.“

Creating Inclusive College Classrooms
Shari Saunders and Diana Kardia, Center for Research on Learning and Teaching, University of Michigan
http://www.crlt.umich.edu/gsis/P3_1.php

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.

Diversity and Complexity in the Classroom: Considerations of Race, Ethnicity, and Gender
Barbara Gross Davis, University of California, Berkeley.
http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/diverse.htm

This chapter from the first edition of *Tools for Teaching*, copyright by Jossey-Bass, is reprinted with permission at the website above. It contains general strategies, specific pedagogical approaches, tips on facilitating class discussions, and other advice for creating an inclusive classroom. Several chapters on related
topics are found in the second edition of this book published in 2009 and available at the Center for Teaching Excellence.

**Perceptions of Faculty Behavior by Students of Color**
Mark Chesler, Center for Research on Learning and Teaching, University of Michigan
http://www.crlt.umich.edu/publinks/CRLT_no7.pdf

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.

**Teaching and Diversity Resources**
Indiana University School of Education, Instructional Consulting
http://www.indiana.edu/~icy/diversity.html

This Indiana University School of Education Instructional Consulting site provides valuable suggestions on diversity and inclusivity for addressing specific groups in collegiate level classrooms (for example, gender-related tips, international student-related, race-related, ethnicity-related, sexual orientation-related, and so on):

**YouTube: Unpacking the Invisible Knapsack**
Peggy McIntosh
http://www.youtube.com/watch?v=DRnoddGTMTY

In this 6-minute YouTube video, Peggy McIntosh describes her awakening in the 1980s to the fact that as a white woman she possessed privileges that were not earned, and she presents a list of 50. A paper by P. McIntosh on the same topic is listed in the CTE Inclusive Pedagogies Annotated Bibliography found under Resources (Pedagogical Resources) on the CTE website http://www.lmu.edu/cte.