Teaching for Inclusion

Diversity in the College Classroom

Center for Teaching and Learning

University of North Carolina at Chapel Hill

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Preface

With the United States' changing demographics and an ever more inclusive university system, students of diverse cultural, racial, and ethnic backgrounds are making American education both more exciting and more complex. Inclusion of new groups not traditionally found at the university has led to increased interest in promoting multicultural understanding.

Unfortunately, college teachers do not always receive good information on how to address such issues in their classrooms. Many new teachers at UNC must learn how to promote an inclusive classroom by trial and error, rather than by preparing for it before they start to teach. This can lead to unfortunate situations, for both the students and the teachers. This handbook provides college teachers with an easy-to-use source of ideas and teaching techniques to help create an inclusive classroom atmosphere.

The consultants at the Center for Teaching and Learning, located on the ground floor of Wilson Library, are available to consult with UNC teaching staff about their particular classes and to suggest other useful resources on campus.

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Introduction

Over the last 20 years UNC's student population has become increasingly representative of the diversity within American society. Since 1989, all minority groups have shown an increase in enrollment and in degrees awarded to them at UNC. Only the White student population has remained relatively stable, neither consistently gaining nor consistently losing numbers of students enrolled and degrees earned. In the fall of 1996, the student population of UNC numbered 24,141: 80.2% White; 9.6% African American; 4.8% Asian American; 1.5% Hispanic American; 3.3% International; and 0.6% Native American. (see Table 1 in Appendix D) In the fall of 1996, women made up 60.2% of the UNC undergraduate student population, and 58.5% of the entire student body. 75.6% of all students at Carolina were in-state students in 1996–97; the rest came from all 49 other states and from overseas. Undergraduates were even more likely to come from North Carolina: 81.6% of the undergraduates were North Carolinians in this year. (see Figure 1 in Appendix D) These figures mean that UNC teachers must be prepared to reach a variety of students, and be able to address the issues of diversity that are increasingly likely to arise.

Increasing campus diversity brings with it new types of classroom discussion. Such discussions can be highly informative and rewarding, but they also can bring heightened tension between students and between teachers and students. This handbook can help to prepare UNC teachers for the ways in which diversity can affect the atmosphere of their classrooms and how it can affect their students' success. The handbook focuses on strategies for creating an inclusive classroom atmosphere and on discussions of issues likely to arise in a classroom. It also presents teaching strategies for reaching students with a variety of learning styles.

The differing ethnic and racial backgrounds, genders, physical abilities, sexual orientation, ages, learning styles, and religious and political beliefs of students in UNC classrooms bring up both common and particular issues. Part I begins with a discussion of the importance of an instructor first examining his or her own diversity issues, and also contains a general discussion of inclusive teaching practices that will help instructors better communicate with all their students. Part II is made up of chapters about students from the specific "minority" groups found at UNC. Much of the material in these chapters is drawn from group interviews with UNC students, conducted in 1991-92 by the Center for Teaching and Learning. Particular issues and teaching recommendations pertinent to a specific group are given in each chapter.

Chapter 1

Your Diversity, the Academic Culture, and Teaching and Learning Styles

Aspects of a teacher's personal identity (such as race, religion, socio-economic background, and learning style) are important as the teacher tries to relate to students and instill in them an interest in a field. Good teachers not only convey a body of knowledge to their students, but they are also aware of how to convey that knowledge by connecting their own experience with their students' experience of the world. For this reason, we have chosen to discuss diversity issues for the teacher before discussing diversity within the classroom. A teacher's learning and teaching styles are one important part of diversity. How such styles match with students' learning styles can play an important part in the success of any course.

Diversity Issues for the Instructor

Perceived Diversity

When we speak of diversity in the classroom, we usually focus on the diversity of the students in the room. We often forget that the teacher also brings a range of diversity issues to the classroom. Every teacher brings his or her physical appearance and culture into the room at the same time as the students do. How you look, how you speak, how you act upon your opinions of the role of academics (and particularly of the class you teach), and the extent to which these differ from the physical, cultural and intellectual backgrounds of your students will have a profound effect on the interactions in your classroom. Thus you need to be aware of possible reactions among the students to your race, gender, age, ethnicity, physical attributes and abilities. Preparing for such reactions will involve not only knowing as much as you can about your students, but also turning the mirror to yourself, and finding out more about your own diversity issues.

You might identify your own attitudes toward diversity by remembering certain pivotal moments in your life. Ask yourself the following questions:

1) Recall the incident in which you first became aware of differences. What was your reaction? Were you the focus of attention or were others? How did that affect how you reacted to the situation?

2) What are the "messages" that you learned about various "minorities" or "majorities" when you were a child? At home? In school? Have your views changed considerably since then? Why or why not?

3) Recall an experience in which your own difference put you in an uncomfortable position vis-à-vis the people directly around you. What was that difference? How did it affect you?

4) How do your memories of differences affect you today? How do they (or might they) affect your teaching?

Teachers should be aware of the comfort level they have in discussing these topics *before* they enter a classroom. It is crucial to understand how you feel about these issues and what you would say in a room where some may not understand your particular position. If diversity becomes a topic of discussion in the class, students will expect the teacher to be able to explain his or her perspective. Try to have thought of a formulation that clarifies your perspective, while leaving enough room for your students' perspectives in the discussion. You may look like you "belong to" a minority, or to the majority, even if you do not. Either way, your students will initially perceive this to the exclusion of your own diverse experiences, intentions, background, etc. until they get to know you better.

Students who perceive the teacher as belonging to a particular racial or ethnic group and who then draw initial conclusions from that classification can affect the class atmosphere either negatively or positively from the first day. One assistant professor at UNC faced with perceived diversity issues in the classroom puts it this way.

> *An issue that concerns me greatly has to do with issues of gender and race/ethnicity in student-teacher interaction. Although some of my students have shown respect (and even admiration) toward me as a professor and as a person, other students have challenged my authority and have openly questioned my knowledge. I wonder to what extent the combination of my gender and ethnicity colors students' perception of my teaching.*

It is probably impossible to determine exactly to what extent perceptions of race, gender and ethnicity motivate such challenges to the authority of the professor. Clearly however, such perceptions do color people's everyday assumptions.

The above quotation shows that some students can see a professor's gender and ethnic diversity as advantages. If a student does repeatedly challenge the teacher in a manner the teacher deems inappropriate, however, it may be wise to ask the student privately to come to an office hour. There the teacher can discuss the possible reasons behind the student's behavior in a non-threatening and less public

place. Discussing the problem privately may avoid the possibility of a single student-teacher relationship affecting the tenor of the entire class. It will also give the student the chance to explain his or her position, thus giving the student a hearing which may in itself defuse the situation. Showing the student that you care about his or her progress, all the while maintaining your professional demeanor will make the point that you *both* have a professional teacher/student relationship to uphold. Listening to the student, and being willing to advise him or her in a friendly manner will emphasize that relationship.

The average 18–22 year-old student is in a stage of development where cultural and value orientation is being established

The best way to minimize the likelihood that your own perceived diversity will affect student behavior is to establish a "safe" environment in which the class can discuss both your and your students' diversity. Such a safe atmosphere establishes the difference between a highly successful class, and one where both teacher and students fear one another, experiencing discomfort when it comes to discussing the "real" issues. This fear can be the fear of being labeled as an outsider, or the fear of offending someone and making him or her feel unwanted in the group. Either way, fear is not a good basis on which to start any discussion. For further discussion about how to establish a comfortable classroom climate, see Chapter 2.

The issue of diversity will be an important point of interest to the students you meet in your classrooms because the average 18 – 22 year-old student is in a stage of development where cultural and value orientation is being established. For the first time, these students find themselves in an environment where they must form opinions on these topics without worrying about what their elders will say. For many of them, the university is the first place where they meet a wide range of people from various groups and where they leave their habitual groups behind. The university environment gives them a chance to explore these issues, and most students react well when they have the chance to reevaluate the opinions with which they grew up, and to develop themselves independently.

Invisible Diversity

In addition to such visible differences as race, gender, and physical attributes, any teacher also brings invisible diversity to the classroom. Invisible differences such as political opinion, sexual orientation, ethnicity when it is separate from distinct racial characteristics, teaching and learning styles, regionalism, class, family history, and religion have more to do with an individual's own self-perceptions and definitions than with others' immediate perceptions. These internal perspectives influence how a person sees the world, and are a source of personal identity. All people are shaped by a complex mix of experiences, backgrounds, as well as their visible identity. Everyone in a classroom is struggling with the tension between group identity and the feeling of individual worth that transcends the group.

The assumption that diversity has only to do with the students in the classroom can make it hard for a teacher to recognize personal hidden assumptions. This may in turn hinder proper learning in class, as a teacher may unwittingly slant the choice of reading materials or the direction and form of class discussions. Of course, any choice of class materials presupposes an exclusion of other materials; any organization of those materials into a coherent syllabus involves decisions about which elements to emphasize. These devices are necessary for structuring any class and most often benefit from the teacher's perspective. As long as you are aware of your own presuppositions and assumptions, however, you can avoid the kinds of slant in your class that can be harmful to students, or unnecessarily strain your relations with them.

The diversity in your classroom can serve as a catalyst for intellectual and emotional growth, both for you and for your students

The diversity in your classroom can serve as a catalyst for intellectual and emotional growth, both for you and for your students. Seen as an opportunity rather than as a handicap, the diversity of your class can facilitate the kinds of change that a university education is designed to promote. A motivated teacher can challenge hidden assumptions in the classroom, and provide equal and fair access for students from all walks of life to his or her chosen field. As students graduate and begin work in their professions they may carry the enthusiasm and openness they have experienced in academia out into society.

This handbook will deal with the issues of race, gender, physical abilities, sexual orientation, regionalism, non-traditional students and religion more extensively in later chapters. As we have already stressed, with each of these topics, the teacher must turn the mirror back on him or herself at the same time as trying to understand the students' position. In this chapter we will first address some specific issues arising from the teacher's diversity which directly affect the student/teacher relationship.

Age

TAs who go directly into graduate school and immediately start teaching are less likely to have problems relating to their students' culture than older teachers. Younger TAs are close enough in age to have been exposed to similar television shows, music, political events and so forth. However, many young TAs fear that they will fail to command attention and respect because they are *too* close to their students' age. This fear usually subsides rather quickly when it becomes clear that most students respect their teachers, young or older, as long as the teachers come to class well-prepared. TAs are considerably more knowledgeable in their field than most undergraduates, and will have little trouble commanding student respect if they prepare well for class and behave respectfully toward students.

Many professors and TAs who are four or more years older than their students, however, often experience a mini-generation gap. They no longer share the same

tastes in music or in clothing and they watch different (and often fewer) television shows. Often, older teachers have considerably different views on politics and current culture than their students simply because they grew up at a different time. Such differences are not negligible. One runs the risk of seeming so old-fashioned and out-of-touch that the topic one is presenting seems "purely academic" to the students. Such attitudes arise more often in courses that meet general undergraduate requirements, since students have not chosen those courses out of personal interest in the topic.

The assumption that diversity has only to do with the students in the classroom can make it hard for a teacher to recognize personal hidden assumptions

You can more easily engage your students if you can speak to them about their culture and put the major topics of your field into the context of their lives. Here you might take the opportunity to become a student of your students by educating yourself about their experience of the world. Some knowledge of current popular culture will be a step towards learning about the students' interests. Such familiarity with their interests can mean the difference between being able to teach and interest students in your field, or presenting them with material that seems irrelevant.

Learning about your students' interests is relatively easy. Reading the *Daily Tarheel* is a non-time consuming way to keep in touch with current campus affairs and with what engages your students locally. Other publications such as *Black Ink* (the Black Student Union publication), *Zeitgeist* (a student news magazine), and *Yackety Yak* (the student yearbook), will also be useful. You might also engage students in discussions about what music they listen to, what magazines they read, or what shows they watch on TV. Viewing an occasional show to familiarize yourself with what is there will help you to incorporate this material into your class.

If you have a relatively small class (20 to 25) one very effective way to learn about your students is to schedule two required office hours for each student, one at the beginning of the class and one at the end. All students then feel as if you know them and respect them individually. Minority students in particular feel more included if they have the opportunity to speak to you personally, and they are then more likely to participate actively for the rest of the semester. One minority student put it this way:

> *I like the conference, where they allow you to sign up for a day. I thought it was kind of neat to meet, at least twice, throughout the semester even if you didn't have any questions. But to have a conference at the beginning that was required and a conference at the end that was required—you didn't even have to talk about the course … She just said …"how are you doing" and "how much work do you have?"… It was so much more comfortable for the rest of the semester in class.*

The students' interests, then, do not need to become the focus of your class discussions, but your understanding of them can be a spark that may ignite your students' enthusiasm for your field.

Teaching and Learning Styles: the Academic Culture
Learning Styles

In recent decades, studies have shown that students have varying learning styles, and that no single teaching style fulfills all students' needs. Learning styles have very little to do with the student's motivation or attitude toward the class or the material. Often, professors and TAs complain that some students do not apply themselves to their studies, and therefore do not learn well. However, it may be that the teacher simply has not yet addressed these students' particular needs in class, and that new approaches will reach the students more effectively. A student's learning style has to do with the way he or she processes information in order to learn it and then apply it. Professor Richard Felder of North Carolina State University (Felder and Porter, 1994) has described some of these varied learning preferences.

Some students may be *visual learners*, and prefer to study graphs, look at models and pictures, and take notes to review later. Such students react well to extensive blackboard use, (especially drawings, models, etc.) and handouts with appropriate illustrations.

 Others are *aural learners*—they listen closely in class, often read out loud when studying or subvocalize during lectures in class, and find it helpful to confer with their peers in class to confirm information. These students work well in study groups where discussion of the material reinforces class discussion and lectures. They may also react well to tapes and films in class.

Verbal learners are likely to absorb reading materials and lectures more easily than other students. They seem to learn best from written materials, rather than from visual materials such as graphs and illustrations. Most university teachers are verbal learners, and thus find it easiest to relate to and teach such students.

Still others may be *sensing learners.* Such students may be *tactile learners* who favor subjects that allow them to work with their hands. These students learn best by handling the textures and shapes of objects as they apply their knowledge: they enjoy looking at and handling objects of interest to the topic, such as original documents, photos, magazines, natural objects etc. Or sensing learners may be *kinesthetic learners* who learn and remember by moving around physically. Moving them into small groups or pairs for discussion, having them participate actively in an

experiment, or getting them to "act out" a debate by placing them on opposite sides of the room will help this type of student to remember the content of the discussion.

Both tactile and kinesthetic learners prefer "real-life" connections to the topic, rather than theoretical approaches. They are "***active learners***" who learn best by physically doing things, rather than reflecting about them by themselves, and thus they react well to group work. They may also often learn by induction rather than deduction.

Inductive learners prefer to begin with experience or hard data, and infer the principles behind them. ***Deductive learners*** prefer to start with abstractions or principles, and enjoy deducing the consequences. Most college classes are taught in a deductive manner, not only because it is easier and less time-consuming to teach a class this way, but also because most often the teachers themselves are deductive learners. Deductive learners may often be ***reflective learners*** who prefer to think about the topic by themselves, or at most in pairs, and to work out the solutions. They do not react as well as others to group work.

These different learning styles explain why in most classes, the student evaluations show that some students see group work as the most important part of their learning experience, while others from the same class complain that they dislike group work and find it unhelpful. Providing a variety of approaches to the material can keep most of the students engaged in the class throughout the semester.

Global learners seem more likely than others to see a project as a whole and have trouble breaking it down into its component parts. Teachers who expect them to start analysis from abstract concepts in order to reach a conclusion may find themselves as frustrated with the result as the students. Abstractions may be difficult for this kind of learner, because they grasp information in large chunks and have a hard time analyzing a topic from incomplete information. This type of student is excellent at synthesis, and by the end of a class may even outpace his or her peers in coming to appropriate conclusions quickly, but he or she often has trouble understanding material when first faced with a variety of pieces of information that make an incomplete picture.

Sequential learners, on the other hand, are good at analysis of concepts because they learn linearly. When doing a project, they can take partial information and organize it into a logical order, and they can see what must be done first, next and last. They are patient with the fact that a typical class gives them information in a certain order, and that they must wait until the end of the semester to get the full picture the teacher is trying to present. Since most classes are organized sequentially, this kind of learner excels in the typical college class.

No teacher can make all students happy all the time, partly because of the diversity of learning styles in any class, and partly because each person uses a particular mix of the learning styles discussed above. No student is 100% a global learner or 100% a tactile learner. Preference for one style or another may be strong, moderate, or balanced. However, it is important is to recognize that learning styles differ, and that your students may not learn well if you use only *your* style. In order to teach everyone most effectively, a teacher cannot consistently ignore a whole sector of the class simply because their learning styles do not correspond to the teacher's preferred teaching habits. To reach as many students as possible, the teacher must incorporate varying teaching techniques and strategies into the classroom. Lectures may be appropriate for verbal and aural learners, group work may be appropriate for kinesthetic learners, but any teaching style to the exclusion of the others will also exclude those students who do not learn best by that style.

Felder (1993) has devised a useful list of five questions teachers can ask themselves as they get to know their students:

Dimensions of Learning Style

A student's learning style may be defined in part by the answers to five questions:

1. What type of information does the student preferentially perceive:
    sensory—sights, sounds, physical sensations, or
    intuitive—memories, ideas, insights?

2. Through which modality is sensory information most effectively perceived:
    visual—pictures, diagrams, graphs, demonstrations, or
    verbal—sounds, written and spoken words and formulas?

3. With which organization of information is the student most comfortable:
    inductive—facts and observations are given, underlying principles
        are inferred, or
    deductive—principles are given, consequences and applications are
        deduced?

4. How does the student prefer to process information:
    actively—through engagement in physical activity or discussion, or
    reflectively—through introspection?

5. How does the student progress toward understanding:
    sequentially—in a logical progression of small incremental steps, or
    globally—in large jumps, holistically?

From: "Reaching the Second Tier: Learning and Teaching Styles in College Science Education." by R. M. Felder, 1993, *Journal of College Science Teaching*, 23 (5), p. 286-290.

Such questions will provide the basis for choosing a balance of teaching methods and techniques that are the most effective. Any teacher must eventually decide which mix works best for the subject matter and for the kinds of students in a class. The questions themselves suggest that a teacher should begin with a variety of approaches, and, after deciding which are the most effective for the students, select techniques to add to his or her repertoire.

Teaching Techniques to Address All Learning Styles

- Motivate Learning. As much as possible, relate the material being presented to what has come before and what is still to come in the same course; relate it to material in other courses, and particularly to the student's personal experience (*inductive/global*).

- Provide a balance of concrete information (facts, data, real or hypothetical experiments and their results (*sensing*) and abstract concepts (principles, theories, models) (*intuitive*).

- Balance material that emphasizes practical problem-solving methods (*sensing/active*) with material that emphasizes fundamental understanding (*intuitive/reflective*).

- Provide explicit illustrations of intuitive patterns (logical inference, pattern recognition, generalization) and sensing patterns (observation of surroundings, empirical experimentation, attention to detail). Encourage students to exercise both patterns (*sensing and intuitive*). Do not expect either group to be able to exercise the other group's processes immediately.

- Follow the scientific method in presenting theoretical material: provide concrete examples of the phenomena the theory describes or predicts (*sensing/inductive*); then develop the theory or formulate the model (*intuitive/inductive/sequential*); show how the theory or model can be validated and deduce its consequences (*deductive/sequential*): and present applications (*sensing/deductive/sequential*).

- Use pictures, schematics, graphs and simple sketches liberally before, during and after the presentation of verbal material (*sensing/visual*). Show films (*sensing/visual*); provide demonstrations (*sensing/ visual*), hands-on if possible (*active*).

- Use computer-assisted instruction when possible—sensors respond very well to it (*sensing/active*).

–continued

Teaching Techniques to Address All Learning Styles

- Do not fill every minute of class time lecturing and writing on the board. Provide intervals—however brief—for students to think about what they have been told (*reflective*).

- Provide opportunities for students to do something active besides transcribing notes. Small-group brainstorming activities that take no more than 5 minutes are extremely effective for this purpose (*active*).

- Assign some drill exercises to provide practice in the basic methods being taught (*sensing/active/sequential*), but do not overdo them. Also provide some open-ended problems and exercises that call for analysis and synthesis (*intuitive/reflective/ global*).

- Give students the option of cooperating on homework and class assignments to the greatest possible extent (*active*). Active learners generally learn best when they interact with others; if they are denied the opportunity to do so they are being deprived of their most effective learning tool.

- Applaud creative solutions, even incorrect ones (*intuitive/global*).

- Talk to students about learning styles, both in advising and in classes. Students are reassured to find their academic difficulties may not all be due to personal inadequacies. Explaining to struggling sensors or active or global learners how they learn most effectively may be an important step in helping them reshape their learning experiences so that they can be successful (*all types*).

From: "Teaching and Learning Styles in Engineering Education," by R. M. Felder and L. K. Silverman, 1988, *Engineering Education*, 78 (7), p. 680.

The Center for Teaching and Learning has a collection of materials to give you further ideas for teaching various kinds of learners. Other resources on campus that can provide both new classroom strategies as well as help for those students who may require more guidance include: the Learning Skills Center in Phillips Annex, the Writing Center, and the Learning Disabilities Center. See Appendix E for more information on these campus organizations.

The Academic Culture and Teaching Styles

As you saw in the previous section, students' learning styles vary, and a teacher might have a complex mixture in a single class. However, the average college teacher is much more likely to be sequential, verbal, deductive, and reflective than his or her students. Traditionally, college teachers prefer to organize their class in a "logical" order during the semester, starting with simple premises and working up to a more

complex view of the field in question. They use lectures and discussions as the primary means of transmitting information to the students, and classes are usually conducted in a deductive manner, with principles clearly laid out and the expectation that the students can draw consequences and come up with applications. Students are encouraged to work individually, and achievement is measured by their ability to produce "original" materials or answers. Instructors generally emphasize individual accomplishment, verbal assertiveness in class discussion and competition for grades among students instead of collaboration. As a matter of fact, the academic community often discourages or even punishes collaboration, because it fears a heightened potential for plagiarism in a collaborative effort. Such a teaching method encourages learners who already share the teacher's learning style, but it slows down learners who must adapt to conditions of learning that do not come naturally to them.

Thus a dominant "academic culture" exists in college classrooms which encourages sequential, verbal, deductive and reflective learners to progress quickly to advanced positions in a field. This leaves behind equally intelligent and resourceful students who must wonder if there is a place for them to excel in the academic world.

The Academic Culture and Reacculturation

In the above discussion the terms "academic culture" and "academic community" were used to describe what students encounter when they come into the university. These terms were chosen because they are particularly apt for what happens in university classrooms. Students arriving on campus must, in a sense, learn a new language and new rules of conduct to fit in with the expectations of university professors and other students who have already had university experiences. (Bruffee, 1993, p. 17) The university classroom has norms and values which may be foreign to first generation university goers, or to students from a cultural minority (e.g. Hispanics, African Americans, Asian Americans, Native Americans, students from other nations etc.).

University classroom culture values verbal assertiveness in discussions, active participation on an individual level in class, and competition among students for marks of excellence. Teachers prefer a certain form of self expression or style of speech: it should be rational, logical, and derive consequences from general principles. Styles of speech emphasizing personal experience and emotion or using vernacular dialects are not encouraged, and may even count against students when it comes time to grade them. A certain classroom decorum is expected: students are expected to come to class dressed in what is conceived of as "an appropriate style" (such styles usually exclude ethnic or religious costumes). Students are to follow rules of conduct in discussion which underline the teacher's power to direct and control the class and they must make and maintain eye contact with the teacher as they contribute to the

discussion. A mix of lecturing and the Socratic method of questioning students in class dominates teaching styles. Verbal learning is assumed and deductive logic remains the dominant format. The fact that students must master this complex "grammar" of the university classroom to make passing marks means that *all* students coming to the university must be reacculturated.

The average college teacher is much more likely to be sequential, verbal, deductive, and reflective than his or her students

Reacculturation is thus not only an issue for "minorities"—but is also important for any student who is the first family member to arrive at the university. First generation university students are disadvantaged because the academic culture is not a tradition in their family history, nor have they encountered it among their friends. Other "minority" cultures simply underline the problem most clearly because they often do not have the academic culture in their backgrounds. In addition, many minority cultures may even value things that are antithetical to the academic culture. The university classroom experience may be doubly difficult for cultures that do not value individual success over group results, or that value modesty over individual assertiveness. Hispanics, Native Americans and Asian Americans, for example, come from cultures that do not traditionally condone the behavior expected of university students in class. In all three cases, direct eye contact, maintained for even a minimum of time, may be considered highly impolite, especially toward such figures of respect as teachers. Asserting oneself in discussion may seem to them dangerously close to challenging the teacher and may imply that the teacher does not have the authority or the knowledge to conduct the class adequately. These groups often view standing out among one's fellows in a competitive manner as damaging to the peer group. These students may view the Anglo emphasis on "leadership qualities" as destructive and self-serving, while their teachers may admire such qualities in their students.

The predominant academic teaching style at universities is thus really an unexamined cultural stance that involves complicated rules of conduct and its own language. This cultural norm is often foisted onto students under the guise of academic standards. Of course, academic standards are important, and should be to any teacher. The point here is that any single teaching style to the exclusion of others does not necessarily ensure any standards. It simply means that teachers may be leaving behind certain students who could be learning "up to standard" expected.

Collaborative Learning as a Tool for Reacculturation

A culture is based on a social and a linguistic community. Reacculturation in the first years of a university education teaches students the kind of language and behaviors necessary to be successful in the university world and in many professional situations beyond. Students coming to the university for the first time, or even just starting a new class each semester, must find their place in a new group in which they must become members. Learning the "language" of their new group and understanding its

rules will enable them to perform adequately and provide them with a passport to other groups. Kenneth A. Bruffee in *Collaborative Learning: Higher Education, Interdependence and the Authority of Knowledge* (1993) suggests that this reacculturation happens most quickly and successfully for students when they work together with the other members of the class, rather than concentrating on solitary work.

People in all fields make advances through collaborative learning, learning which happens through interdependent work with others. Literary critics, chemists, lawyers, historians or journalists, the knowledge these people have of their chosen field is socially constructed, and has been arrived at through conversations among peers. Advances in the science community, among historians, and among literary critics are announced through published papers which are then discussed publicly in journals and at conferences. Writing, another form of discussion or conversation, airs a certain theory which the community either accepts or rejects. Knowledge is constructed interdependently by people who talk together and reach a consensus.

Students arriving on campus must learn a new language and new rules of conduct to fit in with the expectations of university professors

Since such a "conversation among peers" is necessary for establishing criteria and learning new facts in every arena of human learning, Bruffe suggests that the most effective way to learn—and thus to teach—is to incorporate collaborative strategies into the university classroom. In addition to the traditional lecture, structured small group discussions can be very useful to expose students of all learning styles and backgrounds to a new discipline. The teacher can divide classes into smaller groups who must each work toward a consensus on a specific problem. Then the teacher can conduct a whole-class discussion of the groups' results, with an eye toward creating class consensus, but also taking into account those places where groups could not reach a consensus. This classroom strategy teaches the kinds of activities and skills that students will later need to use in their chosen fields. The questions will remain the same, be they questions in a class or, later, questions that the young scientist or literature teacher must answer:

- Here are different results: why and how are they different?

- How did we get the results?

- What was the situation?

- What were the assumptions?

- What was the process?

- Can the differences be "explained" in terms of the rules we already know?

- Can the differences be reconciled?

- How do we—or do we—change the rules so that the differences will no longer challenge accepted rules and practices?

Creating a classroom where students participate actively in such questions not only trains students for their future careers, but also makes them learn the current material more solidly because it engages them more completely and it teaches them about negotiating within a diverse community. When the teacher attaches the actual class topic and material to the success of the *class as a community*, he or she puts each student in the position of establishing an important role for him or herself in that community and this gives each student responsibility for the success of the class.

Structured small group discussions can be very useful to expose students of all learning styles and backgrounds to a new discipline

Small group activities release the students from the fear of speaking out in front of an entire class, or of being directly judged by the teacher *all* the time, while putting them in the limelight in a smaller setting, where participation counts even more because there are fewer people involved. Engaging students actively makes it possible for them to learn the rules (and thereby join a new community of knowledge) because they have to use those rules to solve the problems given in class. Such exercises encourage students to think independently at the same time as they work interdependently in an academic field. In a small group, students must find a way to balance their earlier knowledge of the world with the new rules they are learning. They must also deal with their peers' preconceptions and prejudices that stem from their own particular experience and background. In group discussion, those peers become real to them in ways they cannot during a lecture where the teacher is the focus of attention. Active participation in group work forces face-to-face encounters that do not allow for abstract preconceptions about other class members.

This preceding discussion serves only as an introduction to the idea of collaborative learning in the college classroom. For more information and help on collaborative learning techniques, contact the teaching center that supports your department. Two useful books are: *Collaborative Learning: Higher Education, Interdependence and the Authority of Knowledge* by Kenneth Bruffee, Johns Hopkins University Press, 1993; and *New Directions for Teaching and Learning: Number 59, Collaborative Learning: Underlying Processes and Effective Techniques* edited by Bosworth and Hamilton.

Conclusion

Various diversity issues come to mind as soon as you enter a classroom; the visible ones of gender, race, age, ethnicity, and physical abilities will, of course, receive the most immediate attention. Unseen diversity issues also have a great impact on classroom atmosphere, however. These include: political orientation, sexual orientation, ethnicity if not related to distinct racial characteristics or dress style, teaching and learning styles, regionalism, class, family history, and religion.

Your teaching style may come from years of teaching and/or learning in a certain manner. Make sure that your chosen style is not simply a force of habit too comfortable and "efficient" to change. Inductive learning leads to better retention of material

for most students, but deductive teaching is easier to do in classes that are only 50 minutes long. Active learning takes more time and preparation, but often leads to more satisfying results. It will take ingenuity and attention to details to make your classroom the optimal learning environment for all students.

Also remember that no matter your age, your experience in the field will be far greater than that of your students. Through your studies, you have internalized complex ideas about your subject that now sound "natural." Your students may never have heard of these ideas, and will need some time to absorb them. Anyone who has studied a subject for a long time, or is already used to teaching it, often forgets what it is like to learn something entirely new. Teaching from the standpoint of knowledge makes acquiring the facts of your field look easy. In order to stay in touch with how students experience your class, try learning something completely new yourself; or, try changing your class materials so that you explore a new topic along with your students. This keeps you on your toes as you teach, and also may lead to new insights to your subject that you and your students can discover together.

Chapter 2

Strategies for Inclusive Teaching

General Strategies

Teaching to the Individual

This handbook presents teachers with information on a wide range of diversity is-sues: from ethnicity, to sexual orientation, to learning and physical disabilities. If you find useful new information in these pages, make sure to give yourself time to change your teaching style. The teacher who tries to be sensitive to all of these diverse student issues may, understandably, feel overwhelmed at having to do some-thing about all of them right away. The fear of unintentionally alienating a student by a slip of the tongue can cause stress to any well-meaning teacher. It is important to keep in mind that developing a coherent teaching strategy to reach diverse students takes time. Try not to refashion your entire classroom style at once. It is often most effective to concentrate one particular aspect at a time. Add new techniques or strategies incrementally, and get used to how they work before introducing addi-tional ones.

The most important thing to keep in mind is that teaching for diversity means teach-ing to the individual. By taking an interest in students' experiences, interests, beliefs, and goals, you take the most important step in making students feel that they can succeed in college. In addition, recognize that differences between individuals are more significant than differences between groups. The greatest challenge you face as a teacher is not tailoring your teaching to be sensitive to a whole group, but rather tailoring your teaching in a way that will meet the diverse learning styles of each student.

Some students, regardless of race or gender, find the university an impersonal envi-ronment that does not connect to their own experiences and goals. There are also students who lack confidence or assertiveness, yet are quite capable of learning the content and skills of the courses they take. As discussed in Chapter 1, academics generally perceive verbally aggressive students as being brighter. But some students simply have been raised in environments where they have not been encouraged to speak out. In addition, feelings that the university lacks relevance to their lives or treats them as anonymous faces may add an extra burden to these silent students.

This chapter will explore basic teaching principles and techniques that can be used to create a learning environment that will help enable all students to feel included and to meet their potential. These guidelines apply to classroom interactions, syllabus design, assignments, and interaction outside of class. For clarity, we will illustrate these basic principles with specific examples, but expect that individual teachers will need to adapt these ideas to their specific teaching situations.

Getting to Know Your Students: The First Day and Beyond

Chapter 1 discussed the importance of getting to know your students individually, and trying to understand their interests, beliefs and values. This process can begin the first day of class. Try to learn the names of your students as early in the semester as possible and find out by what name they prefer to be called. Also, ask about their interests and experiences early on in the course. On the first day of the course, in addition to asking students some factual questions about their experience with the subject matter, you might ask some questions that require them to give their personal feelings or views on a topic related to the course. For example, you could ask students in a literature class not only what books they have read in high school (which lets you see the students' reading experience), but also what kind of a book or movie they would make if they had unlimited time and funds. This question allows students a wide latitude in divulging information about themselves, and it will help you see them as individuals rather than as members of particular groups.

Encourage students to learn each others' names and to get to know each other in group discussions. Use the students' names when you call on them or respond to their comments. Encourage students to respond to each others' questions and comments, not just your own. Some teachers have created an e-mail list for their courses so that students can communicate with each other and with the teacher in an informal way outside of class. E-mail accounts are free to all university members. Your departmental computer coordinator can assist you in using electronic communication tools to foster class discussion and sense of community.

Seen and Unseen Diversity: The Problem of Assumptions

No matter how objective we may try to be, many of us inevitably share some of the stereotypes which the media propagate about various groups. Such stereotypes are particularly evident for cases where the student's group affiliation is visually evident, such as racial background or physical disability. Although teachers should consider the potential needs of such students, it is equally important not to assume the student's needs. The well-meaning teacher often offends a student by offering extra assistance that the student has not requested. The media and debates about Affirmative Action

frequently have created the impression that African American students come to college unprepared and that they need extra help. A teacher, although well-intentioned, should *never* automatically assume that an African American student might need extra assistance. This attitude conveys to the student the impression that the teacher does not think the student has the ability or intelligence to do the required work. Teachers should always base their interaction with students on the student's performance. If the student exhibits the need for help, then the instructor can offer help. Above all, remember that students have different learning styles and that a student's apparent difficulty with the material may actually stem from a difficulty with how you are doing something in the classroom.

Teaching for diversity means teaching to the individual

On the other hand, some students might have issues not evident at first glance that influence their learning. For example, a gay or lesbian student, or a student with strong religious convictions may feel alienated by classroom discussions or projects that make assumptions about their experiences or beliefs. In addition, a student's ethnicity is not always visible. These students' issues are "invisible," but may affect their learning just as strongly as the student whose diversity issues are visible. Try to anticipate issues of sexuality, religion, or other values for students as you give assignments and lead discussions. Look for warning signs of students who feel distress because some aspect or event in the course threatens their personal identity. Students may respond flippantly or sarcastically to an assignment, or voice criticism of comments made by you or other students. Or, they may become uncharacteristically quiet. In such cases, approach the student individually and ask the student to explain his or her objections and concerns.

Many students may not voice their concerns unless you actively solicit them. Give students this opportunity by using a mid-term course evaluation, about a third of the way through the course. A simple questionnaire will allow you to gauge how the class is working and hear about any concerns. Sample mid-term class evaluations are included in Appendix A.

What is a Minority?
Assessing Each Individual Classroom

The students most likely to feel alienated in the university classroom are students from groups who hold less power in society and whose values are frequently maligned by "majority" society. However, students can feel alienation from the particular makeup of an individual class. In some cases, "majority" students may feel alienated because of the subject matter and/or student composition of the course. Caucasian and male students may find themselves in the minority for the first time in their lives in Women's Studies or African American Studies classes and may feel intimidated to participate in discussions. Some teachers have made the argument that it is

positive for these normally privileged students to feel alienated so they can learn how it feels to be in the minority position. However, if students feel they are under attack and that their opinions do not count because of minority or majority group affiliation, they may not be comfortable enough to open up to learning in the course. It is essential to make any students who are in the minority feel comfortable from the first few days of class. Ultimately, these are the students who can most benefit from the course concepts. Showing an interest in their learning and a respect for their contribution to the classroom will make them feel included in your course.

In the Classroom

Guidelines for Classroom Discussion

The Classroom as Community

The atmosphere you establish in your classroom is as important as your rapport with each individual student. You want to provide an environment where students will feel safe voicing their opinions and where they will understand that discussions are meant to foster learning. Students bring into the classroom a complex range of attitudes about free speech. Some students may make statements such as "I have a right to my opinion" while others may insist on the authority of special experience or knowledge, criticizing other students by saying, "You don't have the right to say that, because you're not a woman/black/Christian etc." The instructor must find a way to mediate between the view that anyone can say anything and the view that only certain people have the right to speak about certain issues. While you do want to let students respond freely to each others' statements, you have a responsibility to restrict personal attacks. Many students who complain about the lack of attention to diversity in the classroom explain that they believe their teachers respect issues of diversity, but that they let students make injurious statements. Because you are the one who controls the classroom climate, you must be particularly attentive to the dynamics occurring during any given discussion.

Because issues of race, gender, religion, and class are so charged in our culture, many students bring to class considerable anxiety about speaking about these issues. You can reduce such anxiety by making your classroom a community where all members engage in trying to find out the truth about controversial issues. Diversity does not mean privileging "minority" points of view, but rather taking advantage of the diverse range of opinions and experiences so that all can benefit. Lynn Weber Cannon (1990) argues for informing students explicitly about the goal of shared learning in the classroom. As one of her ground rules for class discussion, she asks that all students "acknowledge that one mechanism of institutionalized racism, classism, sexism, heterosexism, and the like is that we are all systematically misinformed about

our own group and about members of other groups. This is true for members of privileged and oppressed groups." She furthermore asks students to: "Agree not to blame ourselves or others for the misinformation we have learned, but to accept responsibility for not repeating misinformation after we have learned otherwise." (Cannon, 1990, p. 131)

By asking students to acknowledge that misinformation exists, and to accept responsibility for learning about that misinformation and not perpetuating it, you provide guidelines for group discussions. Most students do not simply want to voice their opinions. They want to leave the classroom feeling that they have learned from the discussion. Creating this atmosphere of a community engaged in seeking to uncover misinformation also helps you to move some of the focus away from the personal (potentially injurious or hostile) to the communal value on better information and critical thinking.

Provide an environment where students will feel safe voicing their opinions and where they will understand that discussions are meant to foster learning

Setting Ground Rules

In many cases, teachers can prevent students from making hurtful statements by setting ground rules early in the course, especially in courses where controversial topics are likely to occur. In the first days of class distribute a list of ground rules for discussion that everyone should follow throughout the course. You might include general statements such those by Lynn Cannon as well as guidelines specific to your course content. Give students time to review the ground rules so that they can contribute to the agreement by clarifying rules or by adding others they feel are important. When problems arise during the semester, you or other students will be able to refer to the ground rules that all students have agreed on. By having students set ground rules early in the course, you have encouraged them to think about what constitutes a fruitful discussion where all students feel safe to participate.

These ground rules for discussion do not just prevent students from making injurious statements about others, but they also ensure fruitful discussion that focus on critical thinking. Even when discussing topics that are not controversial, following these guidelines, or those that you have established for your class, will help give students a sense that when they are talking, they are learning, and not just expressing their opinions. If you establish an electronic mail list for your course, you might wish to have students agree that your classroom discussion guidelines should also apply to any discussions that occur on the list.

Establishing a "Zone"

Establishing a safe classroom atmosphere is the key to increasing everyone's comfort level. As discussed previously you can begin by laying out ground rules for discussion of controversial, emotional and potentially offensive topics either in the syllabus or in a handout on the first day of class. Starting the class with a discussion of these

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Guidelines For Classroom Discussion

- Everyone in class has both a right and an obligation to participate in discussions, and, if called upon, should try to respond.

- Always listen carefully, with an open mind, to the contributions of others.

- Ask for clarification when you don't understand a point someone has made.

- If you challenge others' ideas, do so with factual evidence and appropriate logic.

- If others challenge your ideas, be willing to change your mind if they demonstrate errors in your logic or use of the facts.

- Don't introduce irrelevant issues into the discussion.

- If others have made a point with which you agree, don't bother repeating it (unless you have something important to add).

- Be efficient in your discourse; make your points and then yield to others.

- Above all, avoid ridicule and try to respect the beliefs of others, even if they differ from yours.

From: The Guided Discussion. (1992, February). *For Your Consideration*, 12, UNC Center for Teaching and Learning.

explicit ground rules avoids some of the problems that may arise in the classroom. Some teachers and students may find, however, that structuring discussion in this way inhibits the free flow of ideas. A handout on ground rules will help only if the course objectives and the individual teacher's personality and teaching style are compatible with such an explicit, "up-front" statement of rules.

Some teachers address issues of diversity and the free exchange of ideas by introducing them as topics for discussion on the first day of classes, and by involving the students in the formulation of the ground rules. This approach requires careful lesson planning, but many teachers and students feel that it is worthwhile because it establishes a general atmosphere of open-mindedness and awareness. As part of the opening discussion, the teacher might have students define and illustrate concepts such as "presupposition," "assumption," "prejudgment," "prejudice," "perspective," and "bias." Having introduced these words as part of the permanent classroom vocabulary, the teacher can now lead a discussion about the nature of opinions, how they are formed, and why they differ. At the end of the discussion, when the students realize what is at stake when they utter their opinions, the teacher can introduce the idea of the classroom as a place for the free exchange of ideas, where students should leave their prejudices and presuppositions at the door.

Giving the classroom a name such as "The Zone" highlights the important symbolic function of the room itself. Students may even build on the idea, making their own observations and jokes about the importance of protecting the atmosphere of this special place. The name, if incorporated into the classroom vocabulary, becomes a point of reference in all future discussions, and can be reinforced from time to time throughout the semester. With encouragement, students quickly learn to make observations about all assignments, readings and statements (including the teacher's) using the rhetorical terms they learned on the first day. Once sensitized in this manner, the students are ready to hold mature discussions about issues that might otherwise provoke hot emotions and name-calling.

Ignoring or Singling Out

Develop strategies for encouraging all students to participate from the beginning of the semester

A guiding principle for including students in the classroom should be to avoid the opposing habits of ignoring or singling out students. For example, in a discussion about African American women's experiences with poverty, a teacher might feel that she does not want to put the one African American woman in the class on the spot and thus avoids eye contact with her and does not call on her. On the other hand, the teacher might see this moment in class as a golden opportunity to make the student (who perhaps has been somewhat quiet until this point in the semester) feel that her opinion counts. By calling on the student in this context, however, the teacher has conveyed the assumption that this student will be able to represent the viewpoint of all African American women. In reality, this student may be aware that she disagrees with other African American friends on the issue discussed in class, and is reluctant speak for the whole group. She might also perceive the teacher's solicitation of her opinion as an assumption that she herself comes from a poor family. So how can a teacher avoid the extremes of ignoring versus singling out? If the student feels early on that she is treated as an individual in the class, that her opinion counts on all issues, she will be more likely to feel comfortable sharing her views when the class discussion of African American women arises. Particularly in small classes, where discussion takes place more often than in a lecture hall, teachers must develop strategies for encouraging all students to participate from the beginning of the semester. Above all, never ask a student to act as a spokesperson for his or her group.

Calling on Students vs. Taking Volunteers

There are certainly advantages and disadvantages to the various techniques for involving students in classroom discussion. Allowing students to volunteer lets those who most want to talk have the opportunity to do so. It penalizes, however, those students who have a contribution to make, but refrain from volunteering because they are shy, do not have confidence in their opinions, or do not feel it is appropriate for them to speak. In a 1992 survey on students' attitudes towards their education (UNC Center for Teacher and Learning, "Classroom Communication Analysis Project"), almost 30% of students responding to the questionnaire reported having wanted to

speak in class but not doing so because they "felt insecure, inadequate, or uncertain." The percentage of female students and African American students responding in this manner was somewhat higher than among other segments of the student population. Clearly, many students want to talk, but need encouragement from their teachers. On the other hand, calling on students ensures that all students make a contribution to the class, but can embarrass shy students and penalize students who really want to speak on a given topic.

Wait at least five seconds for students to think after you ask a question

Combining both methods leads to more participation in class discussion. You can combine volunteering and calling on students by beginning a discussion topic by asking for volunteers. When a student responds to your question, call on other students to support, add to, or modify that student's comments. Try to encourage all students to participate early in your course. The more time that goes by, the less likely shy or unconfident students will ever be to volunteer. Make clear in your attitude that you know all students have important contributions to make and that you have confidence in each student. Also make sure that you allow enough time for students to think after you ask a question. Many teachers only wait about one second for an answer. By waiting as much as five seconds, you allow more reserved students the chance to formulate their responses and to get up the courage to answer. For additional information about encouraging student participation, see the sections on group work and participation within each chapter in Part II of this handbook.

Monitoring Student Comments

It is vital that you, as the teacher, takes responsibility to ensure a comfortable environment for all students in the class. When students voice comments that attack or malign a particular group (such as race, religion, or sexual orientation) those comments potentially threaten some students in the classroom. In this situation, do not ignore such remarks, or change the subject. While it is unnecessary to reprimand the student directly, take issue with the statement made and remind the whole class that such statements are hurtful and do not further the pursuit of knowledge. Where relevant, challenge the statement's validity by pointing to statistics or studies that challenge stereotypes. For example, if a student makes a comment about African American women who take advantage of welfare, it would be instructive to point out that the majority of mothers on public assistance are, in fact, Caucasian. To ensure friendly and constructive discussion, try to prevent students from attacking each other personally. Most often, the kinds of attacks students make on each other come from their perceptions of each others' background and experience. Students accuse each other of not having "the right" to speak on an issue because they do not have the experience needed to speak about the issue. Remind students that while personal experience can be a valuable resource for drawing conclusions, it remains only one resource which other personal experiences may contradict.

Anticipating Problems Before the Lesson

In addition to setting ground rules, try to anticipate specific issues that may arise during a particular lesson. Imagine comments that students might make that could be insensitive. Naturally, the more you have taught the course, the easier it will be to anticipate student comments.

Depersonalizing Controversial Topics

When you introduce a controversial topic, you may make students feel less personally threatened by the discussion by introducing the debate in impersonal terms. Rather than asking a student, for example, "Do you think schools should make contraception available to students?" present the arguments usually made for and against contraception in the schools and ask students to critique or support the arguments. Students will thus be engaged in thinking about where they stand on the issue, but the more impersonal way of presenting the argument leaves the door open to students to decide how much of their personal views they want to divulge.

Teaching Resources:
Anecdotes, Humor, Visual Aids, Role Plays

Anecdotes

In CTL's 1992 study on how the university met students' needs, researchers asked UNC students whether their instructors used examples or analogies that they could not understand. Almost 10% of students indicated that their instructors frequently used analogies they could not relate to, while almost 22% indicated their instructors occasionally used such analogies. What is the problem? Good teachers want to use examples with which students can identify. Good examples can make abstract and unfamiliar concepts more accessible to students. However, teachers who frequently use examples that reflect the experience of only some students risk alienating others. For example, the business school teacher who frequently employs sports metaphors risks not only failing to clarify the concept for students who are not familiar with sports, but also risks making those students feel that they are outside the "club" of students who speak this sports language. Another problem arises when teachers forget that they are already experts and use analogies that make sense to others in their field, but are foreign to the new student. For example, explaining the causes of poverty in a Latin American country by using a classic textbook case study of poverty in an Asian country will not make sense to new students. Even if the study is the standard reference point for scholars in the field, new students will be unaware of such important discoveries and publications in the field.

Teachers should also remember that though they naturally draw on their own experiences when they teach, these experiences may differ significantly from those of the

students. For example, comparisons with another country to which the teacher has traveled are often meaningless to the majority of students who have never left the country, or even North Carolina. Furthermore, analogies drawing on activities such as sailing or skiing, often associated with higher socio-economic classes, might make students from a lower-income background feel excluded. Try to use analogies based on information you are fairly sure that students have. Use information already covered earlier in the course, for example. Also consider using examples from popular culture or from issues discussed currently on campus (from the *Daily Tar Heel*, for example). If you do have an anecdote from your life that seems particularly suited to your material, make sure that you present it in a way that the students feel involved. For example, research on International TAs (Nelson, 1991, p. 433) suggests that student interest and learning increases when the TA makes reference to the way things happen in their country. However, only when the TA "personalizes" the discussion by comparing his or her life directly to the students' lives, does the comparison gain immediate meaning for the students.

Humor

Almost every detail of our lives affects the way we create and respond to humor: age, race, ethnic background, and class

Undoubtedly, the use of humor can open doors for students to take an interest in a course. However, humor is equally likely to alienate students who find the humor offensive. Humor can serve as a possible means of uniting people from diverse backgrounds, or a chance to lighten the mood of an otherwise heavy and serious class. But humor, far from being universal, is actually very rooted in individual identity. As Regina Barreca (1994) who has studied humor in literature has said, "[Humor] is rigidly mapped and marked by subjectivity. Almost every detail of our lives affects the way we create and respond to humor: age, race, ethnic background, and class are all significant factors in the production and reception of humor." Barreca discusses the example of an male archaeology professor's reaction to her paper on how men and women react differently to humor. The professor was upset because he felt that people like Barreca were ruining everyone's fun: "I used to be able to tell wonderful, hilarious jokes in my introductory course in archaeology. But by the time I retired, I couldn't say anything anymore for fear of offending a female student. We used to be able to laugh at ourselves and to laugh together, and now we have lost that." The professor offered an example of his jokes: "How do you know if a skeleton is a male or a female?—If the mouth is open, it's a woman. They never stop talking! Get it?" Barreca reports that no one of the one hundred or so audience members laughed (Barecca, 1994, p. 13). Clearly, this blatant example of a sexist joke is insulting to women, (and probably much more blatant than the majority of jokes that offend students). Not realizing the offensive nature of the joke, the professor assumed that it was "just a joke," that values did not count in humor, and that if some of his students laughed, there was no problem with the joke.

Are UNC professors using offensive humor? According to the 1992 CTL survey, over 15% of students reported that their instructors occasionally or frequently used offensive humor. A greater percentage of African American students than Caucasian students reported that their instructor frequently used humor offensive to groups or individuals (13% versus 6%). Surprisingly, fewer women than men reported offensive humor (5% vs. 10%). The questionnaires were administered on a voluntary basis. Data is available only for those professors who requested the questionnaire for their students. The number of students at UNC who have encountered offensive humor is therefore possibly much higher than the survey data indicates.

Visual Aids

The use of materials other than written texts can make a course more interesting to students. Visual aids can be particularly helpful in the foreign language classroom. Be attentive, however, to the images you present to your class. Do the visual aids you use reinforce stereotypes of gender and race? For example, a Spanish teacher introducing the textbook unit on occupations may have students practice the new vocabulary by having them identify the occupations of people in magazine images. If all the images represent Caucasians, non-Caucasians may feel that they are excluded from this working world. Likewise, pictures that reinforce gender stereotypes (women as nurses and secretaries, men as businessmen and scientists) may offend men and women who believe such stereotyped roles are harmful. Of course, many American magazines themselves perpetuate gender and race stereotypes, making it difficult for teachers to find non-stereotyped images to use in the classroom. Therefore, publications that serve women or ethnic groups may provide resources not to be found in mainstream publications. When drawing your own visual aids, try to present neutral figures of no identifiable gender or ethnic identity. Although it might require more time to adapt your visual aids to reflect diversity issues, it will make all students in the class feel included.

Role Plays

Role plays are often a good way to help students feel more personally engaged with course concepts. They can, however, contain hidden assumptions about gender, race, or other issues. Whenever possible, design your role playing activity so that students play roles regardless of their gender, race, etc. Avoid assigning students roles based on their real-life identities. By arbitrarily distributing roles, you emphasize that the activity aims to teach concepts and critical thinking, not to reinforce differences between groups.

Group Work

The same principles of setting ground rules for full classroom discussion (see earlier section in this chapter) should also apply to group work. Students should engage in group activities confident that they will not be attacked personally or as a member of

a group, and aware of the limits they must place on their own comments to other group members. When group activities are designed effectively, students can learn from each other and in an active way that helps them to understand and apply course concepts (see Chapter 1 on Collaborative Learning).

Assigning Groups

It is typical in classrooms for students to tend to sit next to students who resemble them. Thus, the seating patterns in a classroom will frequently be divided by gender or racial lines. These patterns of self-segregation are not necessarily harmful to learning, but they make it more difficult for students to gain new perspectives from their classmates. One way to encourage more diverse interaction is to assign your students to work in groups. If you let students choose their own groups, you run two risks. First, the students will choose to work with their friends or those who are likely to share their views. Second, students who are perceived as minorities may be marginalized when they are not invited to join groups. When assigning groups, mix different classroom areas, having students from the back work with students in the front, students from the left side working with students on the right side, etc.

One way to encourage more diverse interactions is to assign your students to work in groups

Teachers have different philosophies about how to mix groups. Some prefer to have a strong student mixed with several weaker students, while others like to put same-level students in a group. Remember that each scenario has advantages and disadvantages. You might choose to change your group assignments several times during the semester so that each student will have varied group experiences. In terms of diversity, you should try to assign students in a way that they will have the opportunity to exchange ideas with students who are different from them. However, bear in mind that too obvious divisions may appear to students as singling them out. For example, if you have three African American students in your class whom you never assign to the same group, they may feel you are singling them out, or even penalizing them for their race. Thus, if you change groups, make sure minority students work together sometimes and work separately at other times. The random nature of your choice of groups will make them feel that they are being treated as individuals.

Sharing the Load

Some students who are normally shy in front of the class participate much more when they have the opportunity to work in small groups. However, in some cases, the more reserved or shy students continue to remain silent in group work. Furthermore, students who dominate full class discussion are likely to dominate in their groups. Therefore, structure the group activity in a way that ensures that all members will participate equally. One way to do this is in your wording of the group activity. For example, in a group activity you could give the following instruction: "Every person in your group should give one example." In addition, during a follow-up discussion, always have a student in the group present the group's findings. Try to

have each group work on a separate question or activity so that they are responsible for presenting information to the rest of the class. If you have a small class, have each student from the group present one aspect of the group's findings. If you have observed that a student in a group was not actively participating, you might have that student speak on the group's findings, thus holding the student responsible for the group work as a whole.

Encouraging Debate

Sometimes students have the impression that they must all reach the same conclusion in their group. By presenting the group activity as an exploration of diverging points of views, you send the message that you *expect* differences of opinion. For example, in discussing the characterization of female characters in a short story, you could ask students to identify which characters the authors presented positively and which negatively. In a science class, you could debate the hypothetical outcome of an experiment before the class does the experiment or reads about the solution. Ask students to make particular note of where they were in disagreement and to determine the source of their disagreement. Encouraging debate furthers the general goal of teaching critical thinking skills and can bear on diversity issues in particular. You can make the debate less threatening to students who are reluctant to criticize others' beliefs by using formats that are more like a game where students act out parts. Students in a literature class could put a character in a novel "on trial," while students in a sociology class could use the format of a popular television talk show to discuss attitudes about controversial topics. Such activities enable students to act out roles that represent different points of view. The acting allows them a safety cushion so that they do not feel personally attacked during the debate.

Curriculum Issues: Your Syllabus and Class Assignments

You Teach What You Are

The content of a course reflects a teacher's knowledge, interests, and beliefs. Identify your assumptions underlying your choice of topics and readings and the way you choose to organize your course. What seems to you like an obvious way to present the course content and concepts may seem either arbitrary or biased to students. For example, in a course on the history of political thought, is the history devoted to European and American models only? If so, why are there no examples from Africa or Asia? A bias is not necessarily negative. In fact, no one can teach a course without revealing their own experience with the subject matter. Furthermore, a teacher should feel comfortable about what he or she is teaching; the chosen approach reflects not only the teacher's knowledge, but his or her interests. The first step in getting students interested in the course is to share your own interests. However, you should

recognize your assumptions and be able to justify the choices you have made in your course.

Broadening Your Perspective

While you teach materials with which you are comfortable, you might also take advantage of opportunities to branch out. Examine the assumptions implicit in your course design. Are there gaps in your course you could fill by adjusting your syllabus? When possible, consult with colleagues who have taught the course or similar courses and compare your syllabus with theirs. Teachers often prefer to teach according to their own expertise and to avoid teaching topics in which they know they are not experts. But teaching the new and unfamiliar can help you to broaden your knowledge of the field, and also to rediscover some of the important course concepts from a different point of view. You might also explore tapping your students' special knowledge. For example, have students majoring in a related field give class presentations. By doing this, you will show students that they have knowledge to share with others and can actively shape the direction of the class.

Teaching the Conflicts

No matter what you choose to include in your curriculum, your choice reflects a particular ideological perspective. The great debates over the literary, sociological, psychological or artistic canon, and the controversies over "politically correct" agenda are unlikely to be resolved in the academic community as a whole. The battle between the "educational fundamentalists" who argue that it is possible to determine and to teach "universal" values, and the "relativists" who argue that values are never universal, but rather determined by specific cultural communities, has caused conflict within many academic departments (Graff, 1992, p. 58–59). Rather than worrying about constructing the ideal value-free syllabus, which would be impossible to achieve, teach the conflicts about the curriculum in your field. Let students debate some of the most interesting controversial points in the field. These controversies constitute, after all, a central aspect of what your discipline is about and can help to show students some key concepts important to the field. Pairing the sacred "classics" of the field with the "low" canon of popular culture can help students to ask questions about how certain literary works or scientific theories have come to be part of the canon. As Gerald Graff's article in *The Politics of Liberal Education* states,

> *The point is not to get rid of the classics but to teach the classics in relation to the challenges being posed to them. It is not, in other words, a question of substituting Rambo for Rimbaud so much as putting highbrow and lowbrow traditions back into the dialogical relation in which they have actually existed in our cultural history. (p. 60)*

"Lowbrow" traditions are as much a part of culture as the classics, and they may even determine what we will consider as "classic" in the future. Studying the relationship between "low" and "high" culture will illuminate the problems involved in deciding on a canon. Inviting students to join the discussion about a discipline's canon will make them feel more involved than those who are merely presented with list of accepted classics.

As discussed in the section on group work, teaching students that debate and controversy are natural and even desirable, and using debates among scholars in the field encourages debate between students. Graff also suggests that professors structure debate in their courses by bringing students from different courses together to engage in a "conference." (p. 68) For example, a modern French poetry class and the course on current popular film meet to discuss "Rimbaud and Rambo" and students are in charge of giving papers and moderating. It would, of course, be difficult to structure the work of other courses into your courses all the time. Take advantage of the controversies in your field to structure debate *within* your classroom and within your syllabus.

Your Syllabus: Tokenism vs. Integration

Avoid placing topics related to diversity last on your syllabus or last within a unit

Because the student population is becoming increasingly diverse, try to reflect these diverse trends in your syllabus, particularly for humanities and social science courses where sociocultural issues are central. In particular, the results of the 1992 CTL survey at UNC show that Asian students are more likely than other students to disagree with the statement "This course covered material from diverse perspectives, such as non-Western European views, women's perspectives, perspectives of non-whites, etc." Many teachers have begun to incorporate perspectives other than the male Eurocentric perspective into their courses. Often, however, the intention to make a syllabus feel more inclusive can have the opposite effect by making "the woman's perspective" or "the non-European perspective" feel like an empty tribute to political correctness tacked onto the end of the syllabus. Where possible, try to integrate the diverse perspectives into other concepts you teach. For example, in a French literature course, rather than introducing your one African writer to exemplify the non-European perspective, (a perspective which is itself too diverse to be represented by only one writer), contextualize this writer in terms of other issues you have already developed. For example, in studying the Martiniquan author Aimé Césaire, you could introduce him in the context of the surrealist movement rather than simply as the writer of African heritage. By doing this, you can still highlight the writer's non-European perspective, but you have shown that he is worth studying on his own merits, and not simply because of his ethnic identity.

In addition, avoid placing topics related to diversity last on your syllabus or last within a unit. This can give the impression that this topic is marginal to rather than an

integral part of the course issues. For example, in a course on Impressionist painting, rather than leaving Mary Cassatt as the last painter because she is a woman, place her in a context in the course that has to do with her identity as a painter, not as a woman. Of course, finishing the course with a woman (or African American, or Hispanic, or Asian American, etc.) may be entirely appropriate for a conceptual reason (e.g. her work represents a departure from traditional technique, or her work introduces new questions into the field). Aim to represent diversity while integrating it into important course concepts.

Assignments

The assignments you give indicate to students what you value most in the course. For this reason, choose assignments that both ask students to apply concepts and skills you have emphasized and that allow students to explore the connections between course content and their own interests and experiences. Avoid assignments that could exclude or pose a disadvantage to certain students because of their group identity or background. Not only could the assignment cause the students to perform less well than other students, but it also potentially sends the message that the field may be closed to him or her.

It might sometimes be difficult to choose an assignment that risks offending no student. In such cases, offer a choice of topics (of equal difficulty) so that students can choose the one with which they feel most comfortable. For example, in a French 2 class where students are learning vocabulary for marriage and family relationships, the teacher might decide to have students write a description of their ideal husband or wife. This topic, however, asks students to reveal personal information they might not want to discuss with the teacher, and it could cause a particularly uncomfortable dilemma for gay or lesbian students. The assignment forces them either to lie about their ideal mate or to reveal private information. To make such students more comfortable, offer a less personal topic. You might instead ask them to describe the relationship of a celebrity couple, or a couple from their favorite television program.

Assignment Formats and Evaluation of Students

Testing and Writing Formats

Keep in mind the students' varying academic strengths and weaknesses. For many students, performing under pressure, such as a timed in-class composition or exam, has a negative impact on their performance. Although you may feel the need to evaluate students in class, and may be required to give an in-class final, try to provide other formats that do not disadvantage students who have difficulty working under pressure. Offer take-home finals and papers, or provide options so that students can choose the format that will allow them to best show what they know. If you have students with physical or learning disabilities, they will often need more

time or special facilities to complete assignments or tests. These needs will be discussed in more detail in Chapters 13 and 14.

Participation

Just as you do not want to penalize students who do not work well under pressure, be aware that you may penalize shy or reserved students by making participation a significant portion of their grade. Furthermore, when using participation as a grading criterion, make sure that students have the chance to participate in small groups, and tell them that their small group work is part of their participation grade. Make your participation criteria explicit to students. Keep them informed of their participation grade throughout the semester by giving them a summary of your criteria when you give them their first participation grade.

Flexible Grading Scales

Some teachers have structured their course requirements in a way that adapts to each individual student's needs. Students can choose early on how much they want the different aspects of the course requirements to count. The teacher sets a range of points within which students can choose. This system allows students to perform to their potential, but does not give them unlimited freedom. For an example of a flexible grading scale, consult Appendix B.

Give students explicit information about how you will grade their work

Grading Criteria

No matter what kind of assignments you give, give students explicit information about how you will grade their work. This becomes a particularly important issue for students who may already be sensitive about their status at the university, or students who fear being penalized or privileged for their group affiliation. These students may have had past experiences where teachers singled them out for special treatment, whether the treatment was harder or easier than for other students. Your students may very well bring expectations based on these experiences to your classroom. Thus, when students see a set of grading criteria that appear objective, they will more likely feel a true sense of accomplishment when getting a good grade and understand the reasons when getting a lower grade. For paper assignments, give a list of criteria for A – F papers. If possible, give students an example of a good student paper or journal writing, and show them why it is good. Give explicit feedback on early assignments that will help students to improve on future assignments. When possible, allow students to rewrite for a better grade, since this kind of practice will help them to improve their writing.

Nonstandard English

The issue of nonstandard English in writing has been a controversial one, especially because it can affect how students from various backgrounds learn. For example,

when students take English 10, 11, and 12, they learn to use writing conventions accepted within particular "discourse communities." Although composition teachers at UNC recognize that students' speech may reflect the discourse communities of their hometown or peer groups, students in basic composition courses are taught to use conventions accepted within professional communities such as business, social sciences, natural sciences, or humanities. Instructors discourage dialect and non-standard English because these kinds of writing may put the student at a disadvantage in the working world.

You need to decide the extent to which you want to emphasize particular writing standards in your courses. Perhaps you will require a greater degree of adherence to conventions in a course for majors than in a course for non-majors or in an introductory course. In any case, make very clear what you expect from students' writing. Whenever possible, give students the chance to rewrite drafts so they can improve.

You might also consider giving some assignments in which nonstandard English is appropriate. Creative writing assignments can allow students to use course concepts, but in a way that sounds more "natural" to them. For example, in order to have students in a literature course illustrate their understanding of the relationship that is developed between the story's narrator and its readers, you could have students write a short story in which a narrator (perhaps speaking in dialect) establishes a particular rapport with his or her readers. You would allow students to determine the kind of voice the narrator would have, leaving the parameters open enough so that each student could use the kind of language that feels right to him or her. The idea is not to replace more formal writing such as research papers, but rather to supplement it with activities that encourage students to perform well in a way that feels comfortable to them.

Furthermore, by encouraging your students to use nonstandard English, you help to educate all students in the class about the diversity issues inherent in language. In other words, by showing students that there are varieties of English, rather than simply one "correct" English, you help them to see that students from backgrounds different from their own speak a language that reflects their particular culture. Ensuring that your students understand the diversity of linguistic cultures within the United States facilitates their acceptance of the diversity of all Americans.

The Writing Center
If you do find that a student needs assistance in writing standard English (or in any aspect of writing skills), suggest that the student make an appointment at the Writing Center. Staff can administer private or group tutorials on particular skills, help students to organize their papers, or help them to revise drafts. Staff at the Center will send you a summary of the work session with the student so that you understand the nature of the student's work outside of class.

Outside the Classroom

Office Hours

According to a survey conducted by the Higher Education Research Institute in 1994 (as cited in Shea, *The Chronicle of Higher Education*) only 19.2% of freshmen said that they frequently had asked a teacher for advice after class in the past year. This statistic suggests that students do not initiate contact with a teacher outside of class, even if they do have a concern. University policy requires that all teaching staff hold regularly scheduled office hours in their departments, yet teachers often complain that they sit in their offices waiting for students to come. You can encourage students to come see you by scheduling informal consultations before the first assignment's due date. Even if the appointments are optional, by having a sign-up sheet, you send the message that you will be waiting for that individual student. Furthermore, if students have concerns later in the semester, they will be more likely to see you since they have already done this before in a neutral situation. In addition, many students at UNC now have e-mail accounts. Giving the class your e-mail address as well as the e-mail addresses of other students can provide an informal, non-threatening arena outside of class where students can pursue questions or concerns in a more relaxed manner.

> *Encourage students to come see you by scheduling informal consultations before the first assignment's due date*

When and Where to Have Office Hours

Because students often are reluctant to visit a teacher's office to discuss their concerns, some UNC teachers have held their office hours in more public places such as coffeehouses or bars, which they thought would provide a more relaxing and informal atmosphere. Although these teachers reported that more students came to see them as a result of holding their office hours in these places, some students avoided meeting their teachers in this situation. Consider, for example, a female student whose male teacher holds office hours in a bar. The teacher has put the student in a situation which may make her feel that she is the object of the teacher's personal, rather than professional, attention (in addition to undermining the intellectual climate goals for the University). Other well-intentioned teachers have held their office hours in the Black Cultural Center (BCC) hoping that African American students would feel more "at home," and that other students would explore the BCC, which is open to all students. However well-intentioned, holding office hours in the BCC creates the impression that the teacher favors the African American students over other students. Therefore, while you might consider offering *some* office hours in non-traditional places, be careful that you choose places that are neutral and non-threatening to all students.

Also consider the time that you hold your office hours. If you hold office hours late in the afternoon or in the evening, when there are few people in the building, you may make students feel uncomfortable. Female students may be concerned for their

personal safety if they have to walk to your building after dark, or if they have to enter a darkened building. When meeting with students, keep your door open or slightly open unless there is a third person in the room. By keeping the door open, you create a less personally threatening atmosphere in your office.

One way to make students more comfortable coming to your office is to offer both group and individual office hours

One way to make students more comfortable coming to your office is to offer both group and individual office hours. Students who typically avoid one-on-one office meetings with their professors might be more likely to come if they know that all the attention in the meeting will not be focused on them. For example, if you find that several students exhibit similar writing difficulties after the first paper, suggest to that they come to your office together, if possible, for a mini-tutorial in a workshop format. The students will realize that they are not alone in their difficulties and can learn from each others' mistakes. However, some students want and need one-on-one attention. Do provide a variety of ways for students to meet with you.

Dating and Personal Relationships

Particularly if you are a younger teacher, students may take a personal interest in you, whether as a romantic infatuation or as an academic role model. *Teaching at Carolina*, a Center for Teaching and Learning handbook, (1991) suggests that you discourage such personal relationships by developing a friendly, yet detached rapport with students: "Teachers should strive for an arm's length distance from students—close enough to be helpful and friendly, but far enough away that you don't feel any inappropriate obligations to them" (p. 56). Keep in mind that if you yourself are perceived as belonging to a minority group, some students from the same group may feel closer to you personally and seek frequent interactions with you outside of the classroom. They may even expect you (perhaps unconsciously) to extend preferential treatment to them. While you should encourage such students to pursue you on a professional level, and act as a role model, you should discourage them from viewing you as a "buddy."

According to a University policy established in April of 1995, teachers are prohibited from having amorous relationships with students whom they evaluate. The policy states that:

> *Faculty members or other instructional staff shall not initiate,*
> *pursue, or be involved in any amorous or sexual relationships with*
> *any student whom they are in a position to evaluate or supervise by*
> *virtue of their teaching, research, or administrative responsibilities.*

Even if a student consents to an amorous relationship with a UNC teacher, it is considered to be a violation of the policy. The entire text of the UNC Amorous Relations Policy is included in Appendix F of this handbook.

Guidelines for Inclusive Teaching

- Get to know your students as individuals rather than as representatives of particular groups.

- Never ask a student to speak for a whole group (e.g., for women, for Hispanics, for Muslims).

- Accommodate different learning styles and promote collaboration between students.

- Do not let injurious statements pass without comment.

- Allow students to disagree with you or others, but within guidelines that promote a safe learning atmosphere in the classroom.

- Reflect diverse backgrounds on your syllabus, in your readings, and in other materials such as visual aids.

- Depersonalize controversial topics and structure assignments to let students choose topics with which they are comfortable.

- Understand why you have designed your syllabus in the way that you have.

- Make your course goals clear to all students and give continual feedback on how students are meeting them.

Conclusion

This chapter has presented general guidelines that will help to establish a more comfortable learning environment for all students, regardless of their diverse backgrounds. The number of suggestions in this chapter may feel overwhelming. However, you are probably already applying many of the principles for inclusive teaching we have discussed. It is unreasonable to expect to completely change your teaching style overnight. Allow yourself time to gradually apply diversity issues to your course, focusing first on the aspects of your course that are easiest to change while developing strategies to address the more difficult aspects.

Part II

Group Profiles:
Who Studies at UNC?

Part I of this handbook discussed how teachers can begin to make their classrooms more welcoming and inclusive for all types of students. But exactly who are these students, and what are their experiences at UNC? In 1991–1992 the Center for Teaching and Learning conducted extensive interviews with students from different student organizations on campus. From these interviews come the material for Part II of this handbook— group profiles of the various kinds of minority groups that make up the student population at UNC. Some of the groups are easily identifiable, such as the major racial groups. Other chapters discuss the concerns of students with less visible types of diversity, such as students with learning disabilities or minority religious views.

Each of the following chapters first describes some of the major challenges faced by each particular group, and discusses issues which are of concern in a teaching situation. Each chapter includes comments from UNC undergraduate and graduate students, taken from the CTL interviews, which illuminate their particular experiences on the UNC campus. We hope these profiles will help you better understand the diverse student perspectives represented in your classes, and help you become more sensitive to particular issues faced by different kinds of students.

Chapter 3

Gender and Your Classroom

Female students currently make up more than half the population at UNC-Chapel Hill—58.5% in 1996 (UNC Fact Book, 1997). This figure reflects the greater access women have gained to the university over the past few decades, but does not reflect the sometimes unpleasant conditions they find once they arrive. In a landmark study, *The Classroom Climate: A Chilly One for Women?* (1982), Roberta Hall and Bernice Sandler reported the effects inequitable classroom techniques have on female students. Although this report was published more than ten years ago, individual studies continue to show that many university classrooms are hostile environments for female students. This section examines how a course can either welcome or alienate female students through in-class and out-of-class procedures and curriculum choices.

The characteristics of women in the university classroom are, of course, only general characteristics. The differences among female students themselves may be as great as differences between female and male students generally. You may very well have female students who exhibit traditionally "masculine" classroom behavior, and male students who exhibit traditionally "feminine" classroom behavior. We present these findings of gender differences to make you more aware of *why* your female students may be behaving according to traditional models and to suggest ways you might accommodate different learning styles in your classroom. Keep in mind that gender bias in the classroom can negatively affect male students too. When male students do not have the opportunity to see women participating actively in the classroom, they may be less likely to treat women as equals both during college and in their careers after college. Finally, although this section focuses on the traditional neglect suffered by female students in the academy, many discriminatory situations described could equally apply to any minority student. In many courses men constitute the minority, and are sometimes treated differently from the female students in the class.

Chapter 1 has already addressed individual learning styles, and has shown how some classroom techniques may put some students at a disadvantage. This chapter, therefore, will not discuss in detail the differences between various learning styles but will summarize the findings different studies have shown about characteristics female students generally exhibit. The chapter will also propose specific strategies for addressing these characteristics so that both female and male students can reach their potential in your courses.

Classroom Dynamics

Children develop their conceptions of themselves based on a combination of experiences in the family, in school, in peer groups, and in other social situations. Clearly, however, the classroom experience itself is an important factor in determining how children assess their abilities from an early age. Studies of classrooms from kindergarten through graduate school have shown that teachers tend to:

- call on male students more frequently

- wait longer for male students to respond to questions

- give male students more eye contact following questions

- remember the names of male students

- use these names when calling on them

- attribute their comments in class discussion ("as Michael said earlier")

- accept the responses of male students who call out answers without being called on, but tell female students who call out answers that they must raise their hands first and wait to be addressed

- interrupt female students before the end of their responses

- ask male students more questions that call for "higher order" critical thinking as opposed to "lower order" recounting of facts

- coach male students to develop their thoughts by giving them more extended and more specific feedback on the quality of their ideas

- give male students specific information on how to complete projects themselves (rather than doing it for them)

- praise the potential ability of male students who are assertive and vocal, but characterize female students who exhibit such qualities as "rude," "aggressive," or "showing off."[1]

Both female and male teachers at the elementary school level exhibit these behaviors. At the university level, it appears that "female professors, compared with their male counterparts, tend to be less biased against female students, are more able to recognize females' contributions and intellectual talents, and are more generous in giving them academic and career encouragement," (Wood, 1994, p. 75). Nonetheless, by the time students enter the university classroom, years of conditioning during

[1] From *Teaching a Diverse Student Body* (p.7) by N. Loevinger, 1994, University of Virginia. Loevinger cites Sadker (1986) and Hall & Sandler (1982). These studies are arguably outdated. A more recent AAUW study (1992) shows that female students continue to receive less attention and encouragement than male students. Spitzberg & Thorndike (1990) also found continued discrimination against women, including sexual harassment and lack of encouragement to pursue graduate or advanced study.

the early years of education have taken their toll, resulting in significant discrepancies between the academic behaviors of male and female students. Male or female professors with the greatest intentions of eliminating gender bias and stereotypes face the challenge of reaching students who, at some point during their lives, have learned to become silent and passive in an academic culture that tends to reward highly verbal and aggressive students.

Characteristics of Different Communication Styles

Studies by linguists show that female students are more likely than male students to exhibit the following characteristics in their classroom communication style:

- give their statements less loudly, and at less length
- present their statements in a more hesitant, indirect, or "polite" manner
- use "I" statements ("I guess…" "I was wondering if…")
- qualify their statements ("sort of" "I guess")
- add "tag" questions ("isn't it?" "don't you think?")
- ask questions rather than give statements
- use intonations that turn a statement into a question
- accompany their statements with smiles or averted eyes rather than more assertive gestures, such as pointing
- apologize for their statements ("I may be wrong, but…").[2]

Students exhibiting these communication characteristics have often been perceived in academic communities as less rigorous in their ability to think critically and lacking in intellectual sophistication. Whether the students are male or a female, the professor who values assertive and self-confident speech is less likely to take these students seriously. Such students experience a clear disadvantage in the classroom where professors expect them to speak in front of the whole group. According to the socio-linguist Deborah Tannen (1991), girls often suffer this disadvantage because:

> speaking in a classroom is more congenial to boys' language experience
> than to girls', since it entails putting oneself forward in front of a large
> group of people, many of whom are strangers and at least one of whom is
> sure to judge speakers' knowledge and intelligence by their verbal display.
> (p. B1)

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[2] From *Teaching a Diverse Student Body* (p.7) by N. Loevinger, 1994, University of Virginia Teaching Resource Center.

Strategies for Equalizing the Classroom Communication Gap

Professors can use a variety of strategies to make a classroom a more equitable environment for students with less aggressive communication characteristics. Some of the following suggestions repeat strategies discussed in Chapter 1 and 2, but this section also includes consideration of the added dimension of gender differences. Keep in mind that changing your classroom overnight is neither possible, nor desirable. First assess your own classroom communication patterns. Then, consider which aspects of your teaching style you might like to change and which aspects are already effective in reaching all students. Work on developing new teaching strategies over a period of time, noting what works and what does not.

Examine Your Own Classroom Communication Patterns

An excellent way to get feedback about your teaching is to give your class an opportunity to offer comments on the course about a third of the way through the semester

Consider whether you are reaching all of your students, particularly in classes where female students constitute the minority, and thus enjoy less peer support. Ask yourself whether you exhibit any of the characteristics described in the above list, such as asking higher order questions to male students rather than female students, or giving more praise to male students' answers. Most teachers, including women teachers, are unaware of such preferential treatment. Or you may be ignoring the minority of male students in your class. One way to find out how you treat different groups in the classroom is to pay attention to where students sit in class. Do the few women students sit together away from the men, or vice versa? Do you direct most of your attention toward one or the other side in class?

If possible, videotape several of your classes so you can examine your classroom techniques in detail. While you consider how you treat male and female students, you can also look at other pedagogical issues, such as whether you make eye contact with all students in the room, whether all students can hear and comprehend you, and how students respond to each others' comments. Another excellent way to get feedback about your teaching is to give your class an opportunity to offer comments on the course about a third of the way through the semester. Have students fill out brief course evaluations and ask them to give feedback on how comfortable they feel participating in class. Also, ask students what you could do to help them feel more comfortable participating. Sample course evaluation forms can be found in Appendix A.

Address Different Communication Patterns

In *You Just Don't Understand* (1990), socio-linguist Deborah Tannen showed that men and women communicate in remarkably different ways. Whereas men tend to speak in order to acquire information and assert their position within a hierarchy, women tend to speak in order to share experiences and establish a condition of equality within a communication situation. Tannen labels these two kinds of communication "report vs. rapport":

For most women, the language of conversation is primarily a language of rapport: a way of establishing connections and negotiating relationships. Emphasis is placed on displaying similarities and matching experiences. From childhood, girls criticize peers who try to stand out or appear better than others…

For most men, talk is primarily a means to preserve independence and negotiate and maintain status in a hierarchical social order. This is done by exhibiting knowledge and skill, and by holding center stage through verbal performance such as story-telling, joking, or imparting information. From childhood, men learn to use talking as a way to get and keep attention. So they are more comfortable speaking in larger groups made up of people they know less well—in the broadest sense, "public speaking." But even the most private situations can be approached like public speaking, more like giving a report than establishing rapport. (p. 77)

According to Tannen's model, women may be less likely to challenge a classmate or offer her own point of view, not because she is unable to think critically, but because according to the rules of her conversational style, it is impolite to assert oneself over a peer. Similarly, studies show that women tend to perform better in classroom situations that are inclusive and invite collaboration, that value rapport as well as report. In these situations, which more closely reflect women's communication styles, female students take more active roles and participate on a level equal to that of male students. According to Julia Wood (1994), "the ideal instructional style might blend masculine and feminine modes of communicating, which would enable all students to participate comfortably some of the time and stretch all students to supplement their styles of interacting by learning additional ones" (p. 220).

As Wood herself acknowledges, the categories of "masculine" and "feminine" are broad categories that may not be reflected in all male or female students' behaviors. As discussed earlier, every student in your class, regardless of gender, is likely to be more comfortable either with a more competitive or a more collaborative learning environment. By tailoring your classroom techniques to varying student needs, you allow each student to reach his or her potential. See Chapter 1 for details on collaborative learning and Chapter 2 for suggestions on group work.

Structure and Monitor Group Dynamics Carefully

You have probably noticed that male and female students, when in the minority, often segregate themselves by sitting together. While you would probably not want to ask them to split up permanently, you should try to arrange classroom situations where men and women work together. Do not simply let students choose their own groups, for this will result in the same students always working with each other. In addition, you might change your position in the classroom. Do you usually sit or

stand away from the group of students in the minority? If so, vary the place from which you generally conduct the class so that you have a chance to make close eye contact with different groups of students.

A woman may be less likely to challenge a classmate or offer her own point of view because according to the rules of her conversational style, it is impolite to assert oneself over a peer

Simply having students work in groups does not ensure that all students will participate equally. Even within group situations, women students may be less likely to actively participate when men outnumber them. Depending on student personalities and the ratio of male to female students, you might try mixing the groups in a way that ensures that women and men will occasionally have the opportunity to work with students of their own gender. For example, if you have a class of four women and fifteen men, and you assign groups of four students, you might have two of the women work in one group with other male students and assign the other two women to a different group. Avoid assigning all four women to the same group because (a) the women might feel singled out and (b) they would not have the chance to interact with male students. Similarly, if you have a class of two men and ten women, you would not want to always split up the male students because they might feel that you are targeting them for special treatment.

Again, consider the personality of individual students. Women who have shown that they are comfortable voicing their opinions in front of the whole class, and who defend their point of view with confidence are probably going to participate actively in a group of men. Observe group dynamics in your class and look for ways to structure groups in which your quiet but capable students will feel comfortable sharing their ideas.

In addition, if you assign specific functions to group members such as secretary, or group spokesperson, make sure that both male and female students have the opportunity to take roles requiring leadership. For example, do not continually permit the quiet female student to act as group secretary rather than a group spokesperson. Make sure that each student's participation is important to the group's purpose. Make all students accountable for their participation in the group.

Most of all, your responsibility is to establish and demand a working environment that respects all students. Even if you do not make sexist statements, if you allow them to be made without challenging them, you are permitting a sexist attitude to enter the classroom. In fact, the kind of discomfort women often report feeling comes not from the teacher, but from other students. One UNC student recalled how frustrating it was for her to endure her male classmates' teasing and joking. Although she had confronted them personally and asked them to stop making sexual jokes in front of her they continued, even increased, doing so. The student was angry with the male students, but also with the professor:

I feel that it's the responsibility of the teacher to make sure that it's an appropriate environment. So even if it's not necessarily him doing something, if other kids are doing something, he's supposed to be the one in charge. He's not supposed to be kidding around with the other kids in the class who are saying inappropriate things.

If you observe students making sexist remarks, whether in front of the whole class or in smaller groups, it is best to confront the student(s) and tell them that such remarks are inappropriate and do not further the purposes of the course. Again, in classes where gender or other group identity differences are likely to become the topics of discussion, give students printed guidelines that demand respect for all students during the first week of class. Or work out a class contract on rules of discussion at the beginning of the semester. Having done so, you can simply remind the class of rules rather than introducing the issue for the particular student who makes an injurious statement.

Challenge All Students

Female students' responses should be validated, but try also to push them to go further, and challenge them to do their best. By insisting that a female student follow her statement through to its larger implications, you will help her to develop her critical thinking skills, and will show your confidence in her ability to think critically. Demand participation of all students, not just those who always raise their hands. You can decrease some of the fear students have of giving "the wrong answer" or of not having the answer by explaining that you do not expect every student to have the answer all of the time. Offer to students some questions for which you yourself do not have the answers and share with the class those moments where you are trying to work through a problem yourself. As discussed in Chapter 2, such openness on your part shows students that while some questions in your field have fairly evident "right answers," many questions remain open to debate. Furthermore, by encouraging more collaborative learning in your class, students build confidence that they themselves can produce "right" answers.

Treat Students as Individuals, Not as Representatives of Their Gender

Well-meaning teachers often try to encourage quiet students to participate by getting them to speak about issues the teacher believes are important to them. In the case of a female student, the teacher may assume the student is interested in "women's issues." For example, in a discussion about the Equal Rights Amendment in an American history class, a professor might be tempted to turn to a generally quiet female student and ask her to give "the woman's perspective." The question is well-meant, since the professor wants to include the woman and validate her viewpoint. However, it puts the woman in the uncomfortable position of speaking for all women in the class and for all the women she knows. The question also conveys a certain expectation that

she holds views based on her gender and, further, that all students hold beliefs or values based on their essential gender identity. There may well be men in the class who consider themselves feminists and who might have as much, if not more, to say about the need for equal rights for women.

The Curriculum

Women's contributions to many academic fields are often missing in the materials students read in school. M. M. Ferree and E. J. Hall (1990) found that women are conspicuously absent even in university textbooks. Whether in literature, where male authors predominate, or in science, where men appear as practically the only ones who make discoveries, women's contributions are either ignored or minimized (Spender 1989). Gender bias exists even in the sciences, where one might expect the curriculum to be more or less gender neutral. One sophomore recalled a biology class where her professor taught only the male reproductive system. Although the professor explained that he had made this choice because of lack of time, the student still recalled the sense of frustration and disappointment she felt: "I really wanted to learn about it and it seemed unfair that he had made that decision arbitrarily." Although every professor sometimes encounters the necessity of cutting material to make up for lost time, make sure to avoid cutting material in a way that gives unequal treatment to men and women. Look for other shortcuts that will not arbitrarily exclude one gender.

Demand participation of all students, not just those who always raise their hands

As stressed in Chapter 2, students benefit from learning about significant work by women in a field. But avoid submitting to tokenism, by putting a woman on your syllabus simply because she is a woman. Integrate work by women into the major concepts you emphasize in your course. As one woman stated, it's one thing to talk about women and another to show that it really matters:

> *The professor was very conscientious of paying attention to things like*
> *class and race and gender, but it was still very [limited]. It was like we*
> *had one day to talk about women and what women were doing …*
> *instead of trying to incorporate it into the whole curriculum.*

Testing

One UNC woman related an anecdote about a class she once took in which the teacher habitually gave extra credit test questions. His questions often were based on knowledge of current sports events. When one woman in the class complained that these questions favored men, the teacher offered the women their own question, based on female hygiene. The teacher had behaved inappropriately in two major respects. First of all, he had given a question based on gender, and particularly based on physical differences. He had sent the message that the woman's body, not her

intellect, defines "female." But his more fundamental mistake was that he tested information that was not course-related. When designing your tests, make sure that you do not require information that one gender is more likely to possess. Never include material or concepts that have not been part of the course work. If you do want students to incorporate personal experiences, offer some choice in the questions you give or allow large enough parameters so as not to disadvantage anyone.

Women in Math and Sciences

> *That's why there are so few women in science. People don't know why it doesn't feel right [but it's because] the atmosphere is so male, and not even just male, but mean to women.*
>
> <div align="right">– UNC junior, female majoring in a science</div>

Recent surveys show that women receive 54% of all bachelor's degrees in the United States, but only 30% of natural science and engineering degrees, and 16% of physics degrees (Bryant, 1993; Ravitch, 1993). These figures somewhat parallel the statistics of UNC women graduates. According the UNC Office of Institutional Research, in 1994, 43% of degree recipients in chemistry were women; 19% of degree recipients in physics were women; and 57% of degree recipients in biology were women. In the field of biology, women appear to be achieving parity with men, but in chemistry and physics, women continue to be underrepresented, particularly when one considers that women constitute more than half the UNC student body (58.5%).

The lower numbers of women who take science courses at the university reflect attitudes, developed from an early age in American students, towards the "masculinity" of these fields. Studies show that peers, teachers, counselors, and family members frequently dissuade both female and minority students from taking upper-level mathematics and science courses (Clewell, Anderson and Thorpe, 1992, p. 6). By the time female students enroll in a required math or science course, they may very well have brought with them a considerable amount of anxiety and may fear that this course will be particularly difficult for them because they are female.

This anxiety may heighten when the woman looks around her and sees a majority of male students and a male teacher presiding over the class. The instructor must not only recognize the female students with math or science anxiety, but also the woman who wants to major in a mathematics or science field who does not receive enough confirmation in the college classroom. Studies monitoring female (and minority) students' progress through math and science departments show that these students frequently abandon their intended majors because they do not receive enough encouragement from their peers and professors. They may also feel inhibited in a predominantly male atmosphere. One woman planning to major in a science reported that in one class she took, the continual sexual joking between the male

students created a kind of male community that made women feel like outsiders. The professor did not stop the students' behavior and even participated in the joking on several occasions. The student commented that it upset her to see this kind of behavior go uncensored in her classes because, although she herself felt well-informed enough to understand what was happening and could confront the professor, many women do not have the educational training necessary to confront sexist behavior:

> *There are a lot of women who don't have the background in talking about this kind of stuff, and aren't going to know why they don't like it. They're just going to change their major.*

Studies monitoring female and minority students' progress through math and science departments show that these students frequently abandon their intended majors because they do not receive encouragement from peers and professors

As a math or science teacher, you can have a tremendous influence on women in your class. First, establish a professional atmosphere comfortable for men and women alike. Second, make female students aware that they are capable of learning the material, and encourage those who perform well to take additional courses in the department or to pursue advanced studies in the field. Students who do well in these fields often cite a teacher as an important influence on them (Clewell, Anderson and Thorpe, 1992, p.80). When it is relevant, make reference to women currently conducting important research in your field. When talking about hypothetical scientists or mathematicians to illustrate a point, make sure you occasionally assume the scientist or mathematician is a woman. By doing this, you send out a message to students that your field is open to women as well as men. In addition, you should give real-life contexts when teaching concepts. Rather than teaching only mathematical formulas, make an effort to show how they can be used outside the classroom. By showing the relevance of these concepts to solving "real world" problems, you are more likely to make both male and female students aware of the importance of your discipline and to awaken in them curiosity to discover more about it. For more detailed discussion of strategies for including women in your science class, consult Sue V. Rosser's *Female-Friendly Science* (1990), especially Chapter 5, "Toward Inclusionary Methods."

Sexist Language

Since the late 1960's, more attention has been paid to the assumptions about gender roles implicit in official English language usage. Perhaps the most controversial aspect of standard usage is the question of the "generic" masculine pronoun: *he, his, him.* For some, these pronouns simply offer convenient ways to refer to both sexes, while for others these pronouns exclude the female sex. Some of your students are already aware of this problematic issue, while some are not. Whether or not you choose to encourage or require non-sexist language from your students, you should attempt to make your own speech and written materials as gender-neutral as possible. While some argue that it is awkward and inconvenient to avoid masculine pronouns, many simple grammatical revisions can easily make gender-charged statements gender-neutral. Frequent use of he/she or his/her can indeed make writing

stilted and heavy, but other ways to avoid the use of masculine pronouns exist. For example, consider the following instruction for a class project:

> *Each member of the group must submit his own research notes along with the group's final report.*

The sentence could be changed in the following ways:

> *All group members must submit their own research notes along with the final report of the whole group.*

> *Please submit the research notes of each student in the group along with the group's final report.*

Or, consider this literature assignment describing how to go about researching authors the students have chosen:

> *In your report, you should include some consideration of how your author's life experiences or beliefs have influenced his writing.*

This statement implies that the authors students choose to research will be men. You can remove this implication by changing the sentence in the following way:

> *In your report, you should include some consideration of how life experiences or personal beliefs have influenced the writing of the author you have chosen.*

Once you are attentive to gender bias in your writing, you will find that you can develop an array of techniques that will help eliminate it.

Outside the Classroom

Some of the discomfort women students experience at the university has more to do with their personal interaction with the teacher or with other students than with course material or classroom activities. Women often feel uncomfortable when their teachers comment on their physical appearance. For example, an instructor might compliment a woman on her clothing or the way she has styled her hair. Students may not themselves be explicitly aware of how uncomfortable such compliments make them feel, but the implicit message they receive is that teachers evaluate their bodies, and not their minds.

Other women report having male teachers ask them to complete tasks inappropriate to their role as students, such as making coffee or copies for an interest group or club comprised mostly of male students (Katz and Vieland, 1988, p. 40–42). Furthermore, inviting a student to discuss the course over coffee or lunch is similarly inappropriate to the student/teacher relationship and can confuse students about expectations. Because of the considerable power that teachers hold, no teacher should approach a student, regardless of gender, except in a strictly professional way.

Sexual Harassment

The difference between inappropriate behavior and sexual harassment may sometimes be difficult to determine. However, the University's "Sexual Harassment Policy" explicitly labels as "sexual harassment" all "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature by one in an official University position" when the submission to or rejection of this conduct affects the person's employment or academic standing, or interferes with the person's work or academic environment. All University faculty, students, and employees can follow official grievance procedures if they feel they have been sexually harassed.

Professors and instructors must maintain the highest level of professionalism in and out of the classroom. Remarks considered denigrating of women or men, even when intended as humor, could constitute sexual harassment and could be prosecuted under the University policy. See Appendix F "Sexual Harassment Policy and Procedures of the University of North Carolina at Chapel Hill" for a complete description of the official policy and procedures.

The teacher/student relationship goes both ways of course. A student may also pay too much positive or negative attention to the teacher, which can escalate into harassment of the professor or TA. The source of inappropriate comments or actions could be sexual attraction or a belief that someone of a certain gender cannot have the knowledge and competence necessary to act as professor. As discussed in Chapter 1, honesty and discretion are the best way to avoid potentially explosive situations. An office visit with the student is useful to explain the inappropriateness of the student's behavior. If this does not change the student's behavior and you believe that the situation has the potential to escalate, notify your supervisor or chair of the problem *before* it becomes explosive.

Amorous Relationships

The University now has an official policy banning any amorous relations between a teacher and a student presently under that teacher's direction. See Appendix F "Policy on Amorous Relationships" for further information.

Sexual Assault

The trauma of sexual assault can dramatically interfere with a student's ability to perform in the classroom. According to Helen Neuborne, of the National Organization for Women's Legal Defense and Education Fund, "the major reason freshman women drop out of college is sexual assault" (as cited in Loevinger, 1994). While your responsibility is as a teacher, not as a counselor, you can have an important influence on a student who has been the victim of a sexual assault by making the student address the fact that this traumatic event has interfered with academic performance. As with any student who shows symptoms of withdrawing from the class,

skipping classes, or not turning in work, ask the student to schedule a time to meet with you in private. Begin the meeting by telling the student that, based on your observations, you feel that something is wrong and that you want to know what can be done to help. If you make your question open-ended, you allow students to reveal only what they are comfortable revealing. Any student who has been the victim of sexual assault should be referred to an agency that can offer the appropriate counseling (such as the Student Health Service or the Orange County Rape Crisis Center, listed in Appendix E). In addition, offer to help the student to complete course assignments and communicate that you are available if the student ever wants to come see you.

General Principles for Teaching All Students

- Don't overlook capable but quiet students.

- Give male and female students equal attention in advising and mentoring.

- Give female and male students equal attention and equally specific feedback.

- Monitor classroom dynamics to ensure that discussion does not become dominated by more aggressive students.

- Vary the classroom structure to include more than just competitive modes of learning.

- Revise curricula if necessary to include female experiences, and to include them in more than just stereotypical ways.

- Increase wait time—the amount of time you allow for students to formulate an answer to a question in class.

- Avoid sexist language in classroom discussions, lectures, and in written materials that you distribute to the class.

- Do not ask female students to perform activities you would not request of male students or vice versa.

Adapted from: *Teaching a Diverse Student Body* (p. 9), by N. Loevinger, 1994, University of Virginia.

Chapter 4

African American Students

In my foreign language class, I'm more advanced than a lot of the other students. If I answer or hold a conversation in class, people turn around and look at me as if to say, "My God! She speaks a foreign language fluently!" But the thing about that is, I'm the only black person in the class and if anybody else says something, nobody is surprised. It's as if I'm not supposed to be good in this field.

African Americans are the largest officially recognized "minority" student group on campus. Legally recognized as "minority" students, African Americans at UNC have been able to pool their own resources and those available to them from the university community. These funds have enabled them to create recognizable support networks, such as the Black Student Movement (BSM) and the Sonya Stone Black Cultural Center (BCC). The BSM and the BCC attempt to encourage cultural awareness through programs that emphasize exchange and understanding among campus groups.

Many African American students, however, still encounter racial and cultural tensions in the academic setting. The most common source of discomfort at UNC is the clash between their individual identity and the supposed "collective identity" many students and teachers assume African Americans share. The very designation "minority" concerns these students because they feel that for many of their teachers and peers, this term carries negative connotations and implies academic inferiority to other student groups.

Although they show a wide variation of physical characteristics, most African Americans are still a "visible minority" in their classes. They often complain that their visibility can cause professors and students to adopt preconceived notions and attitudes about their ability to perform. Many of these students experience undue pressure to disprove stereotypes about the academic record of African Americans. This added pressure can have adverse effects on the student's academic performance. For example, students may focus more on "getting good grades" rather than on learning the material for long-term purposes. Psychologist Claude M. Steele (1992) suggests that eliminating racial vulnerability can increase a student's self-esteem and remove obstacles in the classroom.

Interpersonal relationships in the classroom are a predominant concern of African American students. In courses requiring group activities such as a science lab, other students may deliberately exclude an African American student. The reason, simply stated, is the overwhelming stereotype that African Americans are incapable of performing well in analytical or technical areas. The problem is similar in small discussion groups in language and literature classes. Many of the African American students interviewed suggested that they are thought incapable of grasping a second language in foreign language courses. Consequently, African American students are not valued for the possible contributions they could make in a group setting. In denying them participation in group activities, both the African American students and their "non-minority" peers fail to learn the benefits of working with others who might provide new and alternative perspectives. Failure to integrate these students in group work simply fosters the perpetuation of negative stereotypes.

A second concern for African American students in the classroom is that they often feel singled out as the "voice of Black America" during discussion sessions. A well-meaning instructor hoping to include the African American student may encourage Black students to share their perspective. Often the instructors simply assume, however, that there is a monolithic Black perspective, and that any African American student can adequately speak for all members of his or her "minority." The student might even be expected to express a certain sentiment widely believed to be "the opinion of Black America," and feel resistance or pressure to change his or her views if they do not conform to expectations. Such assumptions about African Americans tend to create awkward experiences in a class environment. Students are put on the spot and might ask themselves, "How candid should I be?," "What is the professor expecting me to say?," "How am I going to be perceived by my classmates?" If there are two or three other African American students in the class, they must also wonder, "How will I be perceived by my peers?"

Addressing cultural diversity in the classrooms starts with an honest exploration of personal views and attitudes towards African Americans in general. Teachers can best explore their perceptions of African Americans on various levels by asking themselves how it is that the perception developed (see Chapter 1, "Diversity Issues for the Instructor"). Then an attempt can be made to create environments where students are comfortable discussing important issues (see Chapter 2).

What UNC Students Say

Quotes from interviews with African American students on campus

Dealing with Stereotypes in the Classroom

I used to go to the tutorials a lot to do my homework so in case I had any problems somebody would be there to answer my questions. They would place us into groups of four or five and what I found was that most white students didn't want to work with us (African Americans). I guess they thought we couldn't do the work or needed extra help or something.

I think students don't want to work with you if it's a math or science class. Now if it's an Af–Am [African American] course, that's a different matter. They want to work with you then. But by that time, I'm very hesitant to do so based on previous experiences I think they [white students] think they can get more out of the group assignment if they don't have to work with you.

The best thing for minority students is the study sessions offered through the Office of Student Counseling for African American and Native American students, targeted especially for us, because we don't get the same kind of group interaction in the class-room.

Diversity in the Classroom

This one course struck a dissonant cord with me. It was supposed to be one of the cultural perspective type courses where you learn about varying cultural practices. The professor structured it so that I didn't learn anything or read anything other than white male perspectives on culture. There were a few selections from others [non-white critics] but for the most part the conversation came back to white male theories.

It seems like every semester I try and take a course that will relate to my own personal experiences and after a little while it tends to slide in one way. I rarely get to discuss issues from a "non-white" perspective. I mean, let's talk about issues in Third World Countries. Let's talk about how other segments of the population are living.

Needing and Getting Assistance

Every time I went to the instructor for help I never got any basically. I would ask questions about how I should go about approaching the material, "Am I interpreting this right?" in terms of preparing for the exam. I never got any help. But when I started talking to other students in the class, I realized that they were getting help. So then I knew that I was getting treated differently. Later when I spoke with other students, I

found out that the professor was in the habit of giving "color grades." I got a "C" out of that class and really don't understand why. I was a freshman at the time and was too intimidated to challenge my grade.

Once I was in a class with one other African American. I couldn't get any help from the teacher and it wasn't in my major. I remember talking with the other student and he told me if I found myself getting into trouble I could feel free to go to him for help. That was his major. I ended up working closer with the student and fared out pretty good after that. The help I didn't get from the instructor I got from him.

I remember my TA in Portuguese was really helpful. She held office hours the same time I had a class. But she was willing to meet with me at different times and help me out with the material. She did that for a lot of her students and I think she got a lot of respect from the class.

Assumptions and Generalizations

Once I was in a class where the teacher wanted us to do surveys according to race. There were some people in the class who didn't want to do it. I really didn't think too much about it until the teacher singled me out and asked me as an African American what did I think?

I remember once someone thought I was an athlete here because I'm a black male student. I think that seems to be the general perception, that black men on this campus are here on some type of athletic scholarship.

One day somebody came up to me and told me, because I'm extroverted, "Oh, one day you're going to be president of the BSM [Black Student Movement]." I thought that was a trip. I mean, how come it was the BSM and not the SGA [Student Government Association]? I think that one of the stereotypes on this campus is that if you're black and outspoken, you're going to be involved in the BSM. What about the other offices on this campus?

What a Teacher Can Do

There was this instructor in summer school who tried to get away from the regular format. Instead of telling you how you should think, she opened up the class to discussion. Everyone got to share their ideas and talk about things. She would give an example and some information about something and then try to get us to think about things [in order] to try to process and analyze information.

Some of the best classes have been when teachers have shown their personalities. You get an idea of their background and I think that sort of made people more comfortable to open up about themselves. That sort of established the atmosphere.

People need to be reminded that they are at a university to learn something and that they are expected and that it's OK to ask questions. You don't need instructors just giving information. People want to be responsible for working at something. I think then you get a better sense of accomplishing, achieving something. Part of higher learning is higher questioning on the part of the instructor and the student.

A few professors and instructors seemed to enjoy my input in classes. I mean, I think they liked hearing what I had to say because I might have had a different perspective from them and some of the other students. That type of attitude encouraged me to speak up because I think that my experience here has been different from most people. I think this is a good place to get an education but not one for experiences. Good not excellent.

I think more professors and departments need to pay closer attention to the comments made on evaluation forms. I think that students need to feel that their comments are being taken seriously and that issues will be addressed. If the students would really give honest feedback on the evaluations and the professors actually "listened" I think that could bring about some changes in the manner in which African American students are dealt with on this campus. I think evaluations should be done as part of a homework assignment so that instructors could address issues in a particular class the semester that class is meeting. You can't base your performance solely on the comments made by the previous class.

If instructors would coordinate the group assignments, I think students would feel more comfortable going to the professor and saying, "Hey, I'm having problems with the group you put me in." I think if there was more authority in constructing how different people interact and work with each other in those types of assignments, it might be better. The more people would work with us, the better they might be able to deal with us.

Chapter 5

Hispanic Students

A lot of courses don't teach everything. Hispanic culture is so huge that you can't really encompass everything into one. A lot of people stereotype and say things like "Mexico is poor. Mexico is all aliens coming over here to take our jobs. It's falling apart." People don't see the beauty in all of our cultures. And that's when I take offense.

In 1996, the Hispanic student population at UNC totaled 351, representing 1.5% of the student body. Despite the small percentage indicated in these numbers, the Hispanic community at UNC is growing rapidly. It is difficult to categorize Hispanic students as if they represented a homogeneous group. At UNC, these students come from a wide variety of ethnic and cultural backgrounds. The term "Hispanic" denotes students of the Spanish Diaspora who share a broad cultural heritage. At the same time, however, these students have individual cultural identities that are tied to the history of countries in Central and South America and of their indigenous peoples. "Hispanic" applies to students from such different countries and areas of the world as Puerto Rico, Cuba, Latin America, and Mexico. Often Hispanic students will even have ties to two or more of these cultures.

The inability on the part of most North Americans to recognize the group's diverse composition is a point of tension for Hispanic students in the classroom and on campus. Because of the varied nature of the community, it is difficult to discuss Hispanic history and culture in a single context. It is impossible and misleading to attempt to articulate a definitive Hispanic perspective because the diverse cultures and histories of the countries included in the term resist a monolithic interpretation. For this reason, Hispanic students are often apprehensive when called upon to provide "their" perspective. They worry that the professor is looking for "the Hispanic perspective" when, for example, the Mexican American viewpoint may differ widely from the Venezuelan or the Costa Rican viewpoint.

Many Hispanic students complain of stereotypes regarding their language capabilities. One of the biggest assumptions about these students is that they are all fluent in Spanish. On the contrary, some of these students may not speak Spanish but simply have a Hispanic cultural background and a Spanish name. Others may only possess spoken communication skills because they have not been brought up to read or

write in Spanish. They will thus face the same challenges as non-Hispanic students do when learning a new language. Even so, because of their background, Hispanic students are often expected to perform better than their peers in Spanish language and literature courses.

One of the biggest assumptions about Hispanic students is that they are all fluent in Spanish

Hispanic students' physical appearance may not reflect their cultural background and they are often mistaken for white students. As a result, these students may encounter insensitive comments or jokes about Hispanics from white students who believe they are part of a homogeneous group. Because they are not immediately identifiable as Hispanic, these students must face the daunting task of "educating" potentially hostile peers who are taken aback by the presence of Hispanics in the conversation. Or they must remain silent in order to remain part of the group and not to antagonize the white students.

Another concern for Hispanic students is that they are not an officially recognized minority population. Without this designation, Hispanic students lack access to those resources and support services created to address the specific needs of minority students. Many students feel that the university recruits Hispanic students merely to "reflect" cultural diversity for political purposes, and then leaves them out of discussions of minority needs when they get here. Currently, CHispA (Carolina Hispanic Association) exists as the primary organization for Hispanic students to explore and communicate their culture to others. As a student organization, CHispA can foster cultural awareness on campus but some students feel that it has only a limited impact on the classroom. It is important for professors and administrators to adopt a sensitive and inclusive approach to dealing with Hispanic students that will integrate them more fully into the classroom and life on campus.

An important first step in dealing with the Hispanic community on campus is to remember that the term designates a broad and varied population. Avoiding generalizations about Hispanic Americans in the classroom will give Hispanic students more confidence to explain the uniqueness of their culture without feeling as if they are speaking for all Hispanic students. Students are always more comfortable when they are asked to contribute their individual experiences. Modifying the syllabus of a class to include the contributions of Hispanic authors, scientists, and statesmen will also help to dispel the notion that Hispanic culture is alien and monolithic.

What UNC Students Say

Quotes from interviews with Hispanic students on campus

Not the "Voice of the Community"

A lot of times the professor will single me out because of my last name and say, "Well, since you seem to have a Hispanic last name and you kind of look it, what do you think about this?" At times I feel there's a pressure for me to be the voice of everyone.

I think that when they ask you to speak on behalf of the Hispanic community they don't realize how diverse that community is. Because, you know, we're not all from Mexico or Cuba. A lot of people don't even take South Americans into account. There are a lot of countries.

Not Necessarily Fluent in Spanish

I've lived in American culture all my life and everyone always expects me to be able to read and understand Spanish. I don't.

I grew up in a situation where I didn't get a chance to learn Spanish. But once people find out your background, they automatically expect you to speak Spanish. When people find out that I don't then they want to know "What happened? Why didn't your mom teach you?" Then I have to get into this long story. They definitely make you feel like you're not that much of an Hispanic.

I don't sound like the rest of the Americans. The teacher automatically assumed that I'm literate in Spanish because my vocabulary is high. But I had no grammar learning. So when I wrote something down, it came out like I spoke. The teacher would get on me for not trying. I felt that she was putting me above the other students because I was Hispanic and she felt I should have known these things. But she didn't realize that [I was writing] spoken Spanish.

Spanish was the first language I learned since I grew up speaking it. But I was never taught it in school. So I came here to Carolina, I placed out of Spanish and I got into trouble in the literature classes. People expect that because you speak it you should be able to write it. They're really hard on you and your grammar and they really expect you to know it. They expect more from you than the other students.

Learning Spanish in the Classroom

I took a Spanish course and the teacher had us record our speeches. The teacher didn't like the way I was speaking because I had this American accent and she kept

marking off. She wouldn't accept that Spanish sounds differently in different parts of the world.

I remember taking this accelerated course and at the beginning of the course the teacher kept saying, "Keep in mind there are all these other accents, but we're just going to learn Castillean." I eventually dropped the course and took it again later. The new teacher was like, "We're going to try and expose you to a variety of accents." That does actually make you feel good.

If you're living in the US, I think it's more important to have a Cuban, Mexican or Puerto Rican accent.

Courses on Hispanic Culture

I think the problem just isn't in the classes that are available but in the classes that aren't available. There just don't seem to be very many classes that I would really want to take. Not that many really cover Hispanic issues.

The Institute of Latin American Studies offers courses but at other schools like Duke. They have a good variety of courses but the effect is felt at Duke. Students have to go there to take a lot of the courses.

I was excited about this course because I thought I was going to learn about a lot of cultures. Instead, we learned a lot about sexuality. The only thing we learned about Latin America was about Hispanic Americans. It really didn't get into the truth of Latin American cultures.

Hispanic Students Need Support

I think the university uses us. I think our presence here is good for showing diversity, but when you look overall, Hispanics aren't included in programs that provide extra help and support to other minorities. They really don't put forth an extra effort.

How are we supposed to feel when we're not included in programs for minorities? We realize there are many of us and the university doesn't recognize us as a minority and so we can't get a lot of things [that are] provided to other students. We're trying to advance, but I feel like we're a non-entity. We're all equal and we should be treated equally.

When I came to UNC, I thought there was a strong Hispanic population. I thought the university would have done a better job of letting you know there were other students on the campus. Getting involved with CHispA actually helped me. That's been my link to other students really.

I think the university needs to increase its Hispanic faculty. It's important to have people with a knowledge of Hispanic culture. You need to have people who understand the culture.

What a Teacher Can Do

Avoid stereotypes. A lot of students and professors are not exposed to Hispanic culture. They kind of rely on the media for what's out there. People need to foster dialogue and confront those stereotypes.

Don't necessarily give special treatment. But acknowledge that in the term "Hispanic" there's a lot of diversity. Each country has it's own culture. People need to understand the differences.

There needs to be a long term mission from the university. North Carolina has one of the fastest growing Hispanic populations in the country. The university should be a leader in this area. It should take the initiative in educating future leaders.

Chapter 6

Native American Students

One thing that really discourages me is that when you try and put forth an accurate and honest depiction from your perspective, people just seem to have these stereotypes. I mean, people wouldn't ask African Americans about cotton fields but yet they seem to feel comfortable asking me if I feel somehow "in-tune" with nature. You know, a couple of experiences like that stops you quickly from trying to assert yourself.

Native American students at UNC come from a variety of Native American tribes. As important as unity is to any minority community on campus, the divisions due to tribal affiliations are not negligible among Native Americans. Students from each tribe have their own cultural heritage of which they are proud: they may have their own language and customs, and their own history. But Native American students have also often inherited traditional rivalries with the other tribes represented on campus. The most significant division in North Carolina is between the Lumbees and Cherokee, and it is important for teachers to be sensitive to students' expressed tribal affiliation.

Unlike African Americans or Asian Americans, Native Americans are not always easy to distinguish physically from other racial groups. They may look African American or White to people who are not aware of their racial identity. This misperception of their racial identity is a very sensitive issue with members of the Native American community on campus. If they are proud of their culture, they are in the position of always having to explain themselves anew when they meet new people. It is a particularly sensitive issue for the Lumbees because there have been numerous historic challenges to their existence as a true Native American nation. Both White and other Native American students may exclude the Lumbees from their own heritage simply by not believing that they are *really* Native Americans. Students who do not fit the stereotypes about Native Americans are made to feel that they do not belong to any group, and especially not to the one they wish most strongly to belong.

A source of irritation to these students is the preponderance of archaic perceptions about Native Americans as a group, coupled with ignorance of their history and culture. Native American students at UNC often feel that they must assert the existence and legitimacy of their heritage in the classroom because it is rarely mentioned

there. Especially in humanities and the social sciences courses, students complain that class discussions and course materials typically omit Native American perspectives and contributions, and thus seem to shut the Native American students out.

Native American students are usually highly community oriented and may face tremendous pressures to fulfill expectations that they return and contribute to their communities. Many of these students come from economically depressed areas where opportunities for good jobs are not plentiful. As a result, some students may experience difficulties when they try to reconcile personal goals of obtaining a good job with the very strong expectations of their community that they return home to work despite modest employment prospects. This particularly developed sense of community also causes many Native American students to return home more often on weekends than other ethnic groups. The time spent traveling between campus and home reduces the amount of time Native Americans can spend studying.

People think that Indians are extinct. That after the Trail of Tears, Native Americans just disappeared

In addition to problems of racial identity, Native Americans also encounter other acute problems that may affect performance in the classroom. For example, although students may have financial assistance from the university, they may be unable to meet the stipulated family contribution required for receiving government aid. As a result, many of these students must work to earn the money their families could not provide. Obviously, the more hours a student works off campus, the fewer hours she or he will be able to devote to studying. Financial obligations often increase the already heavy pressure to perform well academically. In fact, the extra obligation of spending extra time away from studies in order to help finance their education has led a majority of Native American students to drop out after the second year due to financial difficulties. (UNC Office for Student Counseling, 1991, p. 20)

Just like any other "minority," Native American students feel more comfortable in a classroom where they feel personally welcomed. One way to make Native Americans more comfortable is to encourage students to get to know each other, both during and after class. Allow students to introduce themselves early in the semester. Since there is still some debate about terminology among Native Americans themselves, students may want to use this opportunity to let others in class know whether they prefer to call themselves Native American or American Indian. Giving students time to introduce themselves will also give them a chance to talk about their particular nation. This is one way for students to identify themselves in a non-threatening manner while simultaneously making the professor and students aware that there *is* a Native American presence in the class. Finally, whenever possible, include Native American contributions to a field in your syllabus. This will also make your students feel as if there is a place for them in your class.

What UNC Students Say

Quotes from interviews with Native Americans on campus

Erasure from History and Culture

One of the biggest problems is that it seems that teachers tend to think that Native Americans are something in the history books. They tend to think that Native Americans are a dead culture. There are a lot of times that that makes you feel out of place, left out. They tend to want to make you believe that your culture is no longer alive.

I think a lot of instructors on this campus feel like your [Native American] culture only mattered when Columbus got lost and discovered America. That's a very discouraging atmosphere and it turns off a lot of good relations with teachers. I mean, you're not going to approach a teacher about problems you're having in class if they have a condescending attitude.

One thing that bothers me is that in American culture and history courses, very little attention is paid to the Native American presence. I mean, how can you talk about America and not discuss Native Americans except in an historical context that seems to end with the migration westward?

What bothers me is that in certain cultural survey type courses, if you look at the reading list, there's never any material about or by Native Americans.

The "Other" Minority

It gets really discouraging on campus when everything is a Black or White issue. The only two perspectives are Black and White and you never get to discuss your perspective. I took a course where the racial composition of the class pretty much reflected the racial composition of the world. I was the only Native American and when I would raise my hand to offer my perspective, the TA would cut me off or the other students would be disinterested in what I had to say. I think the TA should have encouraged a more open discussion in the classroom. I kept trying to bring the TA back to it, but I can't do this by myself.

I remember going in to see a professor and they were talking to me as if I were an African American student. I've had that happen a lot of times, especially with TAs. I've gone in to talk about a paper. I've had some general questions about what perspective a paper should take and a lot of them have told me, "Well, you can always take the

African American perspective." I mean, I make it a point at the beginning of the semester to introduce myself as a Native American student and still when I talk to the instructor they suggest I write from an African American perspective.

Cultural Concerns in the Classroom

Sometimes it's hard for us to relate to other people because it's a different value system. Native Americans tend to be very community oriented. I'd say that most of us here at college tend to think about how we can get a job and go back and help our community. We're concerned about going back either to our native tribe or Native American community in general. That tends to run counter to a lot of people's ideology who tend to wonder about getting that six-figure salary.

A lot of tribes in North Carolina are pushing for federal recognition. With that movement, we've sort of followed some of the roles of the tribes out west in asserting their original treaty rites that were overlooked. As such, they [the tribes] are referring to themselves as "nations."

I think it's on your mind a lot that you're a Native American student and that you have to "carry that torch." You feel like you have to perform in order to dispel any stereotypes people may have about you. But I see a lot of students where that could go the other way and students could get tired of that burden on their shoulder.

I took a course once and was offended that the professor didn't consider North Carolina Lumbees to be a "true" Native American tribe.

People think that Indians are extinct. That after the Trail of Tears, Native Americans just disappeared.

Assumptions about Appearances

People tend to have this perception that Native Americans have a particular look. That we should have high cheekbones, long flowing black hair. You know, stereotypes of what a Native American should look like. People don't take you seriously if you don't "look" like what they think you should.

The biggest problem I've had with my looks is that non-Indians refuse to accept me the way I am.

Leadership Matters and the University

This university calls itself the "flagship university" for the state. North Carolina should be the flagship for Native American issues on this side of the Mississippi. Come on, it's a leader in so many other issues that it's a shame that it isn't on Native American concerns. The culture is there. North Carolina has the seventh largest Indian population in the nation and the largest east of the Mississippi.

What a Teacher Can Do

I think that instructors need to look at book lists. They need to be culturally balanced. How can you study certain topics and not study Native American issues?

You hear a lot of groans from instructors who say, "I can't be an expert in Native American history." We're not asking for that. We're asking for a basic amount of respect. I think that instructors need to be straightforward and ask questions if they don't know something. They should approach students one-on-one rather than singling them out in class.

If professors know that there are Native American students in the class and are unfamiliar about some things, I would prefer if they came to me and asked questions. That would be fine. I'd rather they ask questions—if not to improve the class immediately then at least for later reference. I think that would help to make us more in-tune with that course. I also think that if a professor asked a question and the student didn't know, that would still make them feel better knowing that the instructor put forth an effort.

I have a class where there's a lot of interaction and we sometimes do mock interviews about the types of job we would like to have when we finish. My TA for the course knows that I'm a Native American and she'll ask pointed questions during the interview that makes me think about my culture and how my activities might benefit my community.

Chapter 7

Asian American Students

One thing that I wish everyone would change is that, if they had any questions, they would confront us and ask us, instead of just assuming all the stereotypes. They just assume that we come from the same country. Everybody comes from China. I kind of wish, if they had any questions… I would be more than happy to answer them. What language do you speak? etc.

One of the most persistent problems Asian Americans face in this country and on UNC's campus is that they are treated as foreigners, no matter if they have just arrived in the US or if their family has been here for generations. (Toyama, 1988) Asian Americans are racially visible and since World War II have often been portrayed in the media and in the movies as the enemy. Like anyone else, they would like to be treated as individuals, rather than as representatives of a group that has been portrayed as problematic for generations of Americans. The result is that Asian American students may be particularly sensitive to issues of inclusion in the classroom. CTL's 1992 study concluded that Asian students were more likely than White students or African American students to disagree with the statement: "This course covered material from diverse perspectives, such as non-Western European views, women's perspectives, perspectives of non-whites, etc." Nearly one third of Asian students responded that they didn't know whether their work in class had been fairly graded—a feeling shared by only about 10% of respondents from other ethnic backgrounds. Asian students also had more difficulty working in groups and, along with women students, were least likely to ask questions in class.

Such results suggest a fairly high degree of discomfort in the classroom, which may have to do with both inequitable treatment of Asian American students, and with the culture they bring to the classroom, which may not match the culture the professor expects.

One of the ways other Americans make Asian Americans uncomfortable is to assume that all "Asian-looking" Asians are the same. One student expressed her discomfort with the fact that her professors and her peers just assumed that "Asians are all Chinese." Asia includes such diverse countries and cultures as China, Japan, Korea, Vietnam, the Philippine Islands, Samoa, India, Pakistan, Bangladesh, Sri Lanka and Bhutan. Even within these countries, ethnic, religious and racial differences can be quite broad.

Asian Americans are different from one another for other reasons as well. Their culture has as much to do with the length of time they have been in the US as it does with the region of the US in which they grew up, or the reason their families emigrated in the first place. The differences between first, second and third generation Asian Americans can be enormous. Generalizations about all Asians are even less accurate than if one were to make a statement about everyone of a specific nationality. Thus, though personal attention is important to any student, it seems especially important to Asian Americans on campus. These students will feel more comfortable in class, and will be more likely to approach you in your office if they feel that you have made an effort to get beyond stereotypical reactions to them as Asians and have gotten to know them as individuals. In the CTL study mentioned above, almost one quarter of the Asian students failed to take advantage of office hours to meet with the instructor during the semester. The reason: "I did not feel comfortable enough to bring up my concerns."

Asian Americans also must deal with the "model minority" stereotype. They have the reputation of being "the smart minority" because some of them are more likely to form study groups among themselves outside of class, and to concentrate more heavily on studies than on extra-curricular activities (Bruffee, p. 25). They are also often seen as more passive and obedient in class than others, and not as likely to become "trouble makers." It is important to understand where such habits come from. Many Asian Americans who come to the university from traditional families are taught that collaboration is the avenue to success, and that teachers and other figures of authority should be respected. Thus, speaking out and asking questions in class is not valued as much as working hard to master the material presented. Young people may also be taught to work together for the good of everyone, rather than to strive to succeed against others and become "leaders" of their groups. Asian Americans from traditional families may be encouraged to finish college quickly so that money can be spent on younger siblings who also need an education. If they come from such families, they feel pressure to do well academically so as not to fail their parents' expectations (Toyama, 1988, p. 58-59).

Obviously, not all Asian Americans come from such a traditional background, and each individual has his or her own preferred way of studying. However, the fact that there are a number of such students has led to the stereotype of the "model minority." Asian American students at times do complain that because they are seen as smarter by nature than other students, they end up not getting as much attention from the professor. It thus becomes even harder for them to approach a professor or TA if they do have questions, since it seems to the students themselves that they are not reaching the standard others have set for them.

Students of Asian American background have the same problems of identity as other minority students. Because everyone around them makes a distinction, they must constantly decide how to be American while not giving up their Asian identity. Should they conform to the "model minority" thesis or ignore it? Should they make friends mostly with Asians, since that is what is expected (and comfortable), or should they risk alienating themselves from their "natural" allies by making friends across campus regardless of race? These daily decisions may make their lives more complicated than are those for whom such choices between groups are not an issue. Such added stress on students may show up in the students' work in your class.

With students from other parts of the world, a professor or TA must deal with the difficulty of correctly pronouncing their "foreign" names. Though it is very natural to have difficulty pronouncing foreign names properly, repeated mispronunciations can alienate students who begin to feel as if the teacher does not care enough to learn their names. Make sure when you first get to know your class that you check with *all* students about the name they prefer. Just ask a student if you do not know how to pronounce a name correctly, and write it down for yourself in your list of student names. You will often find that students with common names will prefer to use their middle names or nicknames. If you make a habit of asking *everyone* in class to let you know their nicknames or preferred names, students with unusual names will no longer feel isolated.

What UNC Students Say

Quotes from interviews with Asian American students on campus

Knowing Your Students and Paying Equal Attention to All Students

[Some] teachers or TAs make me more comfortable. I think they just approach people more personally. Just willing to spend time with students. [Some] professors basically just come in and lecture and go out again. They're unwilling to alter a certain method of teaching. They have certain habits of teaching and they're unwilling to accept any changes. You need more interaction, one of the biggest problems is the lack of interaction with the students. This is the kind of professor who shows up for a lecture and goes away unless you're willing to go to him. They don't encourage you. Students feel more comfortable to call up [teachers] and make appointments if they're personally more approachable.

A couple of my friends even noticed that in a particular class a professor called on only certain people, and asked questions. And there was a pattern to who he called on. He always called on people with blond hair—it's just really weird, we all noticed that. When I went to his office to ask him questions, he treated me very well. You know, with lots of respect.

I've seen one of my teachers that has been really nice to a fellow, a person of his own race, and then really rude to me or to one of my friends. He was not willing to answer questions. When that girl approached him, he was like, "Well, this is the answer, here's how you do it." And when we approached him with the same question he just said, "I don't have time, I have to go." That was very unfair.

When you approach the teacher, and you're a certain race, or color, they treat you differently just because of what they know about that culture. I don't think it's kind of offending anybody, because I don't think it offends me. I used to have this teacher in my English class... when I came up to him, he was real nice, and he was a lot more helpful I think, to me. As an English teacher he saw me as, you know, I wasn't born with English. He was more willing to help me and I think there are some benefits [to being Asian American].

Most of my teachers are accepting of everybody. They use the whole class and tend not to single out people. Unless you go up to them and talk to them then it's a different story, but I've never had in-class problems.

Minority Students' Difficulty in Belonging to Two Groups

You have an Asian Student Association, then you have a Black Cultural Center—I think they have good intentions; they sort of want to bring out their culture, you know, announce their culture to people, but in a way they do things—if you have a group, say, the Asian Association, they shouldn't really separate themselves from the rest of the group. You know, why this separation?

We're like, very minority. We have the same classes every day, and the same people every day, and majority is majority and minority is definitely minority. I think it goes with the whole culture, the whole society. You know, you have things in common, so you kind of group together. For me, I met my Asian friends [in this program] just because we have things in common, we start talking about food, and laughing a lot, cultural things. It's harder, I think, for me to talk to American friends because they have different values.

You should always cross [the line between minorities and the majority] and make friends, you can have friends everywhere, in every culture. But you have to admit, there is a difference. You can't just say "well we can't have that difference." I think there is a difference and it makes you who you are, as long as you aren't prejudiced against the other people because of their difference. I think we have to make an extra effort. It was so easy to be her friend [pointing at another Asian woman], but I felt that I needed to make an extra effort to talk to others. It's because of the values. You know, I kind of know how she was brought up and then it's natural to go to people with whom you already know you have something in common.

[Where] I went to high school there was a real distinction between the Black groups, the White groups, and the Asian groups. The White group was usually on the top of the class, a lot more in advanced classes, and Black groups weren't. Here there's a real mixture and I've seen them in all classes. It makes me feel better.

We have our own group, but we do blend in with both [Black and White groups]. So we're kind of neutral, in the middle ground. You know, it's like our color (laughs). I think we get along with both groups.

The major problem is that everybody thinks it's a problem to be different. I mean, you go into a group, you feel comfortable with a group, and you find yourself having a lot of things in common. I don't think it's such a big problem. You know, we talked about segregation and all that stuff. But if I go into a White group, I feel really stressed because I feel like I have to try harder. But I think that if I just accept who I am, and don't worry about trying to fit in, then I would be a lot better off. Instead of thinking "Oh, they're different from me, and I shouldn't be here," or the difference of "They're segregating me. They're taking the defensive." If I don't go in thinking about Black, White, Asian or whatever, I do better, and not worry about this group, that group.

It disturbs me to see [segregation] on campus, especially in the Pit. When I go to the Pit, I can see that Asians hang out here, the line is right here. And that just disturbs me. That's why I think I tend to not go to the Asian crowd. When I decide not to go to the Asian crowd, they look at me and like, you know, "Why aren't you coming to us?" and I wish I could tell them, "I don't want to exclude myself just to that group." I think that if a non-Asian person would see me in the Asian group, they would not approach me even more. That's why I tend to not just go toward [Asian friends]. So there are advantages and disadvantages to belonging or not belonging to this group.

Asians as a Stereotypical Block in American Minds

I think it is [an issue] on campus. I think the reason that I have more in common with a Japanese person than an American person is because we kind of have the same background—coming over here, having to make the same experience when we grow up, and being Asian American. But it's like, I think—it's really hard to—I know we have different cultures, but I think what groups us most is the fact that we have the same background when we came over here. Our experience as Asian Americans here does make a link between us that seems natural to us.

Questions are like ice breakers, like "Where are you from?" Even if it's another state. If I was sitting next to somebody, and it was a White person and I wanted to start a conversation, I would say, "Where's your hometown?" or something like that.

I had an interview to get into [our academic program]. And the interviewer broke the ice by asking me where I was from. Then we went on to talk about the food because he wanted to know about the food of Vietnam, and that made me feel really comfortable.

I just wish that teachers wouldn't think that we're all smart, because that puts a lot of pressure on us. Sometimes it is an advantage but, sometimes they assume "She's going to do well, so she doesn't need the help" or something like that. I wish that they don't have that same mentality. So that's another stereotype about Asian Americans—they study all the time, and they should be making good grades, so I don't need to worry about them. I mean, it's a good stereotype, it's a good thing to be, but... it [sometimes] does make it easier to ask for help, because they think "It's not going to be a dumb question." I think that, stereotypes like that, you know, things like that, being smart, there's good and there's bad.

What a Teacher Can Do

I like the conferences where they allow you to sign up for a day. We had an English teacher who had a conference at the beginning [of the class] where we were just talking, and we had a conference at the end. I thought it was kind of neat to meet, at least twice, throughout the semester even if you didn't have any questions. But [it was good] to have a conference at the beginning that was required and a conference at the end that was required. You don't even have to talk about the course. You can talk about anything, "How are you doing?" and "How much work do you have?" something like that. It was so much more comfortable.

Just talk to the students about where they're from.

I think it would be good for the professors and TAs to attend something done by the Asian students. For instance they have a "Journey to Asia" every year. They could attend that if they would like to know about where the student population, the minority population came from, how they view society. They can just read the DTH to get the information.

Tell the young teachers not to get hung-up on majority or minority—just act themselves, you know. Most of the time that helps a lot more than getting hung up on the minority and the difference and worrying about, you know, trying not to offend somebody. You end up doing that anyway, because you're nervous, and you're trying too hard.

Everyone has different experiences on campus, and you can't really make a generalization about how everyone is being treated.

Chapter 8

International Students

*It was when the TA made the connection between me and a real place that
the students also got more interested. Then…they asked me questions about it.
I think it was just that they didn't know how to deal with this person…
I was their first international person.*

*I think [the Americans] don't realize what a major step you took in your life just
coming here. How hard it is…I mean they travel from state to state, but that's not
the same…You took a huge, huge step…and it'll change your life and your
thinking and everything… They see you as anyone, any student.
They don't take into account that step you've taken.*

It is of course problematic to speak of "International Students" as if they could be
presented as a homogeneous group. Our international student population includes
people from all continents, with a diversity of cultures, races and languages that
makes such a grouping difficult. These students do, however, often share similar
problems of adjustment to American life and the American classroom.

The international students' most common reaction to classes here is the surprise that
teachers expect active participation in discussion, and even make it part of the grade.
Most international students come from educational backgrounds that value lecture-
style presentations over class discussion, and it may take these students a number of
weeks at the beginning of their stay in the US to find the courage to speak in class.
Since they do not automatically share an understanding of what will be required of
them in an American class, it is useful to find out who they are at the beginning of
the semester, and to review the syllabus in detail with them. Such an orientation to
your class will make it much easier for any international student to adjust to the
"American style" of teaching and learning.

The problem most often mentioned in interviews with international students is that
they are made to feel very alien in their classrooms. This happens either when they
are explicitly singled out by the teacher as foreigners, or when their classmates
ignore them because they do not understand how to relate to international students.
In both situations, international students feel that no one in the class has made an
effort to get to know them as individuals, and that simply by coming from a different
culture or part of the world, they will always be marginalized.

A teacher has the power to change these relations. It is most useful to ask the student to come to office hours to learn more about him or her. Then the teacher can relate class materials to the international student's experience and ask the student questions which show *everyone* in the class that the special angle this student brings can enrich the topic at hand. It is important not to single out the student to "represent" his or her country. When asking a student about his or her experience, stressing the student as an individual rather than as a representative of a country will encourage the student without making him or her feel alien.

What international students want is to feel that their experience is as important to the class as any other student's. Again and again in the interviews, the international students said that if only the teacher and the other students would come to them with questions and show that they are curious to learn more about what the student's home country is like, then the international students would feel more included. Even students who at first thought they would like to "go under" and appear as American as possible explained that when the TA or the professor made it clear that they were not American and that they had a special angle on the class topic, their relationship with everyone in the class improved. Often it was simply that the other students did not know how to go about starting to ask questions. When the teacher encouraged the international student to speak about topics in his or her own experience, and incorporated the new experience into the classroom, the American students reacted with enthusiasm and curiosity.

Students from other cultures can often have unexpected reactions, both negative and positive, to things that happen in your classroom and to American customs. If you have several international students, it is even possible that there could be tensions between them because of traditional enmities or a clash of cultural values. Getting to know your students at the beginning of the semester can prevent any such underlying tensions from surfacing in your classroom. If the students feel that you have a personal interest in them as individuals, then they will not feel hesitant about coming to you to explain a problem that they may be having in the class, of which you could not even be aware. Establishing a safe classroom atmosphere through the ground rules of discussion, and keeping channels of communication open in your office hours will give students the chance to adjust to your classroom more quickly.

What UNC Students Say

Quotes from interviews with International students on campus

On Being Ignored

I'm always sort of in a ghetto of international students in the back row... mainly because we all live together. The Americans who sit around me are people who've been on an exchange to another country and it sort of filters down to the front of the class. It sort of goes by degrees, all the people who must be native to North Carolina must be in the front. It really struck me that everyone around me was from overseas or had been overseas as part of their studies.

It depends on the size of the class. The problem is more if you have a bigger class like 25 or 40 people. You feel really lost in this crowd of people. The first thing you're looking for is somebody you know from the international orientation ... and then if you've found somebody, then it's not that easy to get to know somebody else.

[After a while] I was quite accepted in the discussion groups, but not in the classroom. I had the impression that I first had to fight so that they would look at me. I was sitting there beside all the others, and they wouldn't even look at me.

In my language class I had problems at first, because I could understand what the teacher was saying in Spanish, but when he explained something in English, I had problems. When I asked the students, they really were quite annoyed with somebody asking them. They were impatient that they have to tell me again what I was supposed to do. It was much better when I talked to the Spanish professor. He told the TA and afterwards the TA mentioned it a couple of times, and he asked me some things about Europe. Then people really, at the end of class, they really got more interested.

I think we're very very alien as an international student. I think this annoyance comes from college kids because they just can't place you and they don't know why you have difficulties.

In my English class they work together in groups. It's a little bit strange, I mean, in Hong Kong we don't do that. It was really a difficult transition for me. I really didn't know what I should do in the group. If I came up with any ideas, I would talk about that and people would just ignore me. But the teachers they might not be aware of that.

In one class it was the same problem you mentioned, that I came up with a new idea and I really thought it was something new. They listened to me but that's it... class went on. I mentioned [my idea] and everybody was happy that I did that, but then they went down the same path [as before]. My idea was kind of ignored. That was a little bit disappointing.

The teacher could have encouraged the students to accept other people's ideas. They should do that because the other students, maybe it's because of race, they don't want to welcome your ideas because maybe they think you're Asian, you're not a native speaker. I felt that sometimes I was set aside because I was not a native speaker. I don't think the teacher was aware [that they were shutting me out].

I had a different experience. Because I'm not a native speaker, they were all the more attentive to what I was saying. They were like, "She's French, let's see what she has to say."

There are different problems for undergraduate international students than for graduate students. When you look at the statistics, you can tell that there are more [international students] in the graduate schools—there are not many freshman, or undergraduates. For me it's a problem. I mean the teachers, or the students, they may not be used to working together or studying together with international students. They are not used to accepting international students in class. So sometimes I really feel excluded. So when I first arrived here, I really thought about transferring to another school because my friends in other schools, they don't have this problem. I feel that UNC doesn't have the experience of accepting international students.

On Being Singled Out

One thing that really bothered me was when the professor asked me to read my midterm out loud to the class "because it was so good." I felt like a monkey who can do tricks for everyone. I mean you probably need encouragement, they want to flatter you and give you a sense of confidence. But that's not how to do it. Singling you out makes everything worse. It doesn't encourage you. It's flattering when you realize that they're treating you exactly the same as anybody else.

By the third class, the professor has figured out that you're foreign. Well in this one class, he told two students at the end of each class to stand at the door and shake hands with everyone, to get to know them. All of the students were supposed to do this. But the first time he chose just me and this American student, and then he never did it again. The other students didn't have to do this. It was like he wanted to introduce E.T. to these down-home students.

One time, I was doing a report on Jonathan Edwards and afterward the professor said to the class "Isn't it wonderful that this person is able to experience and comprehend the Puritan tradition." You know, as if he was saying, "and him being a foreigner!"

My general feeling is that the subtler the professors are in encouragement and being available, the more they do it after class, the better. Talking to people personally, or telling your advisor or your home department about your good progress would be good. But ask the student first. I mean, that encouraged me, when the professor asked if he should tell my department about my progress and how well I was doing in his class. Make it clear outside of class. Be generally available. Have the tact of doing it personally instead of in front of everyone.

International Stereotypes

Sometimes I had the feeling that people would be forming stereotypes about me, immediate stereotypes. "He's like this so that must be Belgian." If I was different, or studied a topic that was "out of the way" or unusual it was because I was Belgian. You know, "Studying that theory equals Belgian equals foreign and strange."

At the beginning I was "the French one." They didn't remember my name for the first two or three weeks. It's definitely a problem with international people. [They have] an immediate stereotype, but after they get to know you, it's different.

In [one class], the TA was referring to the War of Independence and somehow made a comment about how it was my fault, and I said, "it wasn't my fault—I'm Australian! We didn't exist!"

Surprises in the American Classroom

The style was sort of different. I had the impression that there was not a hierarchy like it is at my home university. They keep telling each other jokes, and it's just loud and everybody just says whatever comes to their mind. It is a little bit chaotic. At first I thought it was good, but I prefer it if it's quiet and everybody thinks twice about what he's going to say. If it's chaotic it's harder and, especially if you're the only international, it's harder to speak up. If the whole thing were better structured, it might be easier, especially in the beginning, to speak up.

The whole European approach was very different. I had to get into their way of thinking to get my ideas out.

It was easier in one class because the professor pointed out that I was from a different educational tradition and let me read something I had done. That encouraged me.

For me it was the participation of the students. The French system is lecturing. Eventually maybe someone will ask a question. Here, it's like jumping in. I think it's great, it's really great. But I'm just not used to it, so when they leave 20 minutes for discussion at the end I'm like, "Oh no, that's the long part."

I found out that the professor [in the US] actually really cares about the students, that he will involve himself a lot more with the students. And also that the class in general participates a lot more. I kind of like that, I like the back and forth atmosphere of the classes here. It's a lot better.

In the French system, you go all the way through from the beginning to the Ph.D.— you don't go out. Whereas here, everybody stops after the Masters, and spends years working. So I'm 22, and they're from 35 to 48. It's because the French system's different. I don't have those 10 years experience. The professor might ask questions like "Well, professionals do this or that, what do you think about that?" I don't have this experience. I mean I have more diplomas than any of them, so they sort of admire me too, but I don't have the experience they do.

One of [the older students] even told me that he could be my father… but it puts [us into] some kind of power relations. Because we worked together [on a presentation] and he knew better… and he made it clear that there was a power difference. He made it real clear—"he could be my father and he had the experience." This American made it very clear that I might be the little French one but he knew. It's not really an international experience, but I'm younger than them because of the international difference.

Campus Atmosphere

I feel really good, it's kind of—well, metropolitan would be too much to say, but…really it's multiracial, there are tons of people walking around at lunchtime and, so I feel it's really a big crowd, but you're a part of it.

[In the graduate programs] the groups are so much smaller, and we work so hard, so we've got to create this family style relation. There's no choice, we've got to do it to survive. Everybody supports each other, which is not the case for undergrads.

Yeah, we lack the interaction between the undergraduate students. For example, in my geography class now, I still do not know anyone in it, after the whole semester.

My feeling on campus generally was that people were very nice. When they find out you're a foreigner, they're really flattered that you're studying here. That's really nice.

When we come we have to fill out so many papers. People don't take into account that we have to spend so much time at the beginning doing this... that's killing. I mean I spent two weeks doing that and I thought, when is this going to end? You're doing twice as much as the average American coming into the program.

What a Teacher Can Do

The teacher should draw the advantage of listening to the internationals in the classroom, and try to ask them "how is it in your country" or try to compare and get the best out of that. The international student feels better for it if someone recognizes the richness of his being here. It can only be better for everyone. Whenever they have a chance of making a comparison, they shouldn't miss this chance.

[Getting the students to respond in class] requires a lot of patience. Some international students don't make it very clear, so the other students are like "phhhhh––here he speaks again." When the international students are not very clear or they speak slowly, then I felt a little impatience from [the other students]. I think [the professor] could have made it clear that having this international person talk was a plus, was something great, and we're lucky to have this one with all the experiences. It's all the more valuable. If he had made it clear to everyone that, in a way, it might be interesting because it's an international student, then they'd be more patient. I thought it wasn't very nice of other students to react that way.

They should pay more attention to you, ask you more questions about your home country…what the differences really are. It's good for international students, and also good for the other students.

[There are some international students] who have a really, really heavy accent and I guess Americans have a really hard time understanding them. Maybe it would be the responsibility of the TA or teacher to recommend that he study more English, or join a discussion group.

Both the international [student] and the TA, both of them bear responsibility, to have teaching or get help. I guess the international undergraduates, they have to take more

responsibility. If you want to know more, and you want to get help, you really have to go to the teacher. The teacher won't come here and say "Oh, you're an international student? Do you understand my lecture?" or "How do you feel?" It is really important for the teacher to take the first step and say "Are you OK in my class?" The teachers should take the first step to help the international students. That's very important for the international students.

The TA or professors, they should make use of the international students. They should assign a student to someone from France or from Hong Kong. They should get information from them, like, "How does your educational system work in your home country?" So that in the future, if they have an international student, they will know [what concepts students from different systems know]. And that would help [the teacher] place them at a certain level, and know how to treat them [in class] because they already know this, and how they can be helpful.

It would be useful for any international student, when they first come, to have a kind of an interview with the department to find out more about [the student's] background. That information should be given to the teachers in the department.

If the TA makes a point of asking you where you come from, and letting the other students know you're somebody from a different part of the world, they'll react well. They just don't realize what your problems are. They don't connect [where you come from] to a real culture.

One of the profs told them [the students in the class] about the fact that I was from Germany, and so two people came over to me, and grabbed me and said "I just came from Germany!" and told me all about it. That was really good. I had thought I would prefer to go under in that course with American students and not to be noticed. But I had this experience and it was better. It helps if you're recognized.

I agree. At first I didn't want it, but when it happened it really was better. I thought I would just sit here in the back and put my baseball cap on backwards and look American. But when my professor pointed it out [that I was Australian] during his lectures on Southeast Asia, it got people interested in talking to me, whereas before they thought I was an American and they didn't.

I lived for one week on one sentence: "Do you take your notes in English? Wow!" That takes some thinking on the part of the professor. To have made the connection, "Oh, she writes in English, but this is not her native language." It sounds so simple and so silly but it was really kind of recognition of me. Things like that are really nice.

Relax! Don't be so nervous. Keep cool and not be influenced by us…by the presence of so many people. My point of view is that here, [at UNC] the students really want to learn. In general they're really nice.

Yes, I think they should probably just relax. The best teachers just starting out with their early lectures are the ones who don't get too excited about it, and accept that they're going to make some mistakes and acknowledge it. That's just going to happen… people who are really really uptight, it makes them hard to approach.

Your Syllabus

[Teachers] should know where they want to go, and they should allow for time just to let people contribute to it. With the relaxed atmosphere should come a goal for the end of the day.

If they have a really tight syllabus, they should think about their syllabus. Because I think it doesn't make sense if you do something nice with people, or have a discussion or read an additional story, and everyone's happy with this lesson. Then next week you have to do twice as much work in one class because you're all falling behind, or you have to tell the people "OK, we are two hours behind, and you have to do this during the weekend." That's what I was told, and then I really hated the TA. You should have the flexibility to drop something to make time for the extra work.

I think in general it would be a good idea if the syllabi weren't so packed. Then you wouldn't have to drop things. You could start from the beginning with less reading and really, sometimes I just have to say, that less reading is more. It's to me really a question of quality…and I have the impression that sometimes quantity is in the first place, or comes before quality.

Chapter 9

Lesbian, Gay and Bisexual Students

If you're gay or bisexual, you're still a person… People think of it as a lifestyle choice, and they find it very difficult to understand once they find out someone's gay. It's funny, you hear people say, "Well I've never known a gay person." I laugh and I say, "You certainly have. If you went to school with more than a hundred people, chances are you knew one gay person.

Sexual orientation is one of the sources of "invisible" diversity in your classroom. The invisibility of this minority can bring with it particular pressures for the students involved. A gay man or a lesbian woman must decide whether or not to "come out" to the class, and each choice presents them with specific problems: if they decide it is too dangerous to do so, they must create a persona in class that fits the heterosexual norm. These students are in the position of having to lie about the normal events in life that any other college student makes the topic of daily conversation, such as how they plan to spend the weekend, whom they are dating, what the "ideal mate" might be like. If a student decides to "come out" to the class, he or she may face open hostility in class. Snickers, overtly homophobic comments and bald statements of distaste for these students are still widely condoned in the classroom, even in a culture that no longer accepts such language or actions about racial or gender differences. Such comments come amid a climate of hostility and often in a situation where the student is still struggling with his or her sexual orientation.

Homophobic statements or actions in class may occur more often in humanities classes such as english, psychology, sociology, anthropology, political science or foreign languages because students are often encouraged to discuss their personal responses to controversial topics in these classes. However, even in science or math courses, informal conversations among students while working together may give rise to potentially hurtful comments. The ground rules of your class are very important in such situations to keep discussions civil and to avoid stressful interactions between your students (see Chapter 2). Any derogatory comment made by a peer can make further work with that person very difficult for the gay or lesbian student, and can lead to a perception on the part of that student that he or she is not welcome as a member of the class. This may have a great impact on that student's ability to

absorb class material, and may also affect his or her willingness to consider entering a field where the norm seems to expressly exclude gays, lesbians or bisexuals.

It is important to realize just how "invisible" this kind of diversity is, and that there will likely be quite a number of gay or lesbian students in your classes, of which you may never be aware. The simple guidelines below are designed to make interactions between you and gay or lesbian students easier and less threatening and your class atmosphere far more comfortable for everyone.

Things You Can Do to Set a Comfortable Tone

• Assume that not all students in a class are heterosexual.

• React firmly to homophobic remarks made in class. Laughing them off in the hopes they will go away does not work. A "respect for your classmates" contract or class rule at the beginning of class helps.

• Give assignments that will not force gays or lesbians to describe their social life or to "come out" against their will.

• Use acceptable terms when speaking about gay and lesbian issues:

significant other or *partner*   **not**   *boyfriend* or *girlfriend*
(this forces "coming out")

sexual orientation   **not**   s*exual preference*
(this implies people are gay just for the fun of it. Gay and lesbian people do not feel they have chosen this: this is who they are by nature).

not   *lifestyle*
(again, this implies choice. As one man put it:
"Living on a lake is a lifestyle, being gay is a life.")

• Do not assume that HIV positive people are all gay, or that only gay people engage in activities which put themselves and others at risk.

What UNC Students Say

Quotes from interviews with B–GLAD members on UNC's campus

On Assuming that Everyone in Class is Heterosexual

The professor who was presenting was just assuming that the entire class—that his or her audience was all straight—that no one there was gay, lesbian or bisexual. That's something that needs to be handled and avoided because it really does alienate the members of your audience who are gay, lesbian or bisexual.

In a course when we were talking about Greeks, and we were talking about the way homosexuality was viewed in Greek and Roman culture. [The professor] would always use the term "they," but not in referring to the Greeks, but only to homosexuals. He used "they" [because] it makes him a whole lot more comfortable saying "they" because he's heterosexual. He thinks that by making himself more comfortable, he's making his audience more comfortable because he assumes that they're all straight. And it does make an all-straight audience more comfortable, you know. At the same time the members of his class who are gay… it's not conducive to [their] learning. Especially if you're already dealing with trouble over your orientation. It's even harder if you have to deal with it being brought up like this in class, and have that alienation reinforced in the classroom.

It's easy to assume that you're dealing with it in the abstract when no one's talking about it. Professors need to understand that they can't just deal with the problem in the abstract anymore.

I would tell all young teachers that they have to assume before they ever open the door that there are hidden minorities in the classroom. You know you can pretty easily tell how many African Americans you have, how many women you have, how many people of color, how many white men you have—you can't tell what people's political ideologies are [or] what people's sexual orientation is, [and] you often can't tell what people's disabilities are. You may know in advance that you have a learning disabled student, but often you won't know, you have to assume before you walk through that door, that those people are there. They call it "the heterosexual assumption" —you assume everyone's straight. You have to change that assumption and wipe it out and walk in the door being totally open to the idea that you do have hidden minorities in your classes. Also, in course planning be sensitive to the hidden minorities.

Forcing Gays and Lesbians to Come Out to the Class

I had one class [where the topic was marriage and family] and it took me most of the semester before I was able to talk about non-traditional families. The professor was asking about who people were going to marry, and what they were looking for in a spouse, and she asked me—I raised my hand; this was going to be my big coming out moment—she said, "So what would you be looking for in a woman as far as sharing responsibilities?" I said, "Well first, I wouldn't be looking for a woman," and she didn't skip a beat, which is good, because I thought some of the people in the class did. I always gauge my professors for that and I felt that I was gauging her safely. It might have tripped her up a little bit, but she made every effort to make it look like it didn't trip her up. She had actually planned to do a section on non-traditional families but still, just the assumption that when you're talking to a student they're going to be marrying a person of the opposite sex, that they're going to be marrying period, is an assumption most professors make. But if a student is in a class with role models, and looking for a way to fit into a subject, in history or sociology (women have known this for a long time), if you use only male-oriented language, you know "he, he, he, he, he," you start not seeing yourself in the picture, and that's the same thing happening to most gay people. It doesn't involve that much of a change in the language to make that much of a change. To say "your partner" or "your significant other" yeah it's a few more syllables, but you know, what's the cost? It's small, to make sure that you're including all of your students in the conversation.

Teacher's Reactions to Homophobic Remarks or Actions in Class

It does happen that someone snickers or "oooh's" or something like that.

We had discussion sections and the topic of homosexuality came up and there were some snickers and stuff, and the discussion leader sort of laughed along with it, and didn't address the topic or situation at all. Instead of at the very least saying "Well, you know, you have to have respect," and making some comment to waylay that heterosexist behavior, instead he just sort of went along with it. He probably felt the same way, or uncomfortable standing up to it. The result is the same, there needs to be some education, some way to be more responsive.

I hear comments all the time. In class, they make fag jokes, [they do so] on campus and in general. That's really hard to deal with. If I was a lesbian, or I was gay or bisexual, and I was sitting in that class and I heard that—you know, people are exposed to that throughout their entire life. I've heard from all my friends how hard their lives have been from hearing negative comments like that. You hear it in the media, you hear it candidly in conversation.

There was mention of homosexual themes in this course [I was taking], and people would snicker, you know. They joked around "oh yeah, two guys, fags" you know, using that word. And the teacher kind of glossed over it. The instructor really didn't do anything about it. I wish that person had really handled it very assertively in making some comment towards diversity or pluralism, or even some of the historical basis of it. I wish that [the professor] had more training in that sort of thing, even to be able to handle the situation. Because the class got unruly, and I really don't feel that the professor had control of the class for the rest of the period. People kept making jokes, I'm sure that one or two people felt very uncomfortable in that class. I felt uncomfortable because nothing was said, and I wish I could have stood up in the class and said "It's not a funny issue, it's a real life issue and chances are that you know someone who's gay." The glossing over of [the fag jokes] in class was very detrimental to anybody in class because that's what perpetuates it. When we ignore the problem, the problem is perpetuated.

Acceptable Terminology

Another thing that [really bothers me] is when a person stands up… or is going to respond to a question in class and the first thing they say is "I'm not gay, but…" That is just as heterosexist and homophobic as calling someone a faggot, or a dyke or whatever. Most people don't even think about it that way. You know, it makes me want to stand up and say "I'm not straight, but…"

I have had quite a few people say "significant other" instead of "boyfriend" or "girlfriend"… that can make a difference. It really indicates that the professor is aware of the fact that there is a variety of relationships, including gay relationships etc. "Boyfriend" and "girlfriend" is still inclusive, but at the same time "significant other" has other resonances. It's not as traditional, it doesn't sound as intimate as girlfriend or boyfriend does, it sounds a lot more scientific or technical, but at the same time it does make a difference. It's so wild how those simple phrases, those little things can make a difference.

Other terminology that can definitely be avoided is "sexual preference." That makes a lot of people very uncomfortable. It's "sexual orientation." Because preference indicates the choice causation—that you know, they chose to be gay and they prefer this lifestyle. "Lifestyle" is another word that needs to be avoided. Because living on a lake is a lifestyle, being gay, lesbian or bisexual is a life. There's a difference. Every single human being on this earth has a unique lifestyle; that's what it comes down to. You cannot generalize about an entire population, whether they be straight or gay. "Lifestyle" and "sexual preference" indicates a choice. Most people who have come to terms with

themselves have already been through all of that, have been through this trying to change process… and all of the pain that causes: [they] can tell you that it's impossible to stop being gay. It's like being "ex-straight" you know: "I overcame those emotions, and now I'm gay."

Blanket Assumptions about Gay and Lesbian People

There was a class in which AIDS and sexual practices came up. A topic that came up was about some sexual practices that happen between gay men, and high-risk dangerous ones that came up, and it sort of upset me that it wasn't addressed that not all gay men participate in those sorts of activities. In a very, very subtle sense I felt that gay men were still being demonized for spreading the AIDS virus.

It's tough [to deal with such issues in class]. I think that HIV should be an issue dealt with in the classroom. The only thing that kind of grabbed me about [an exam the student had to take] was that I thought it was a little stereotypical that the one time we really focused on a gay couple, one of them dies from AIDS instead of having a gay couple live together for 20 years or 30 years and one of them dies of old age. AIDS has now become an equal opportunity infector. It could have dealt with an unmarried straight couple—you've got a lot of the same issues in there.

The Experience of Being Gay or Lesbian

The worst thing about being gay is that the coming-out process is an ongoing process all your life. Most people consider that when you come out, you come out to your parents, and most of your closest friends know and you're not worried about––you're not harboring that horrible fear that the next person you meet is going to know that you are gay, that's usually when you are "out" when you are past that fear. BUT it is an ongoing process because every time you meet a professor or a TA… it comes up eventually, especially if you are around them a lot… you're going to have to come out. If they don't already know, you're going to have to let them know. For example if you're gay, and you're having relationship problems and it's affecting your grade and you go and sit down to talk to your TA about it, or your professor, and you say, "Look, I'm having problems in my personal life and having trouble finishing this paper." If you have to go into specifics, you worry about how they are going to react. That's hard to deal with. Especially if you feel you have to lie, like a lot of people feel they have to do, and say "girlfriend" or "boyfriend" just because of that fear of a homophobic reaction. This is always, always a possibility in the mind of a gay, bisexual or lesbian student: being discriminated against by the administration, or a professor, just because they're gay. Even though there's a policy against discrimination on the basis of sexual orientation, that doesn't mean that it doesn't still go on.

I can't imagine not being able to be who I am. You know, not being able to express my feelings openly in public. Even if you're out, that's a real hard thing too. In general, the general population, if they see two men walking across campus holding hands, they're pointed at, you stare. You have to deal with it. You know it happens to handicapped people all the time, it happens to inter-racial couples. It's all pretty much discrimination. Discrimination plays itself out in different ways.

I've been called "faggot" on campus. I've had death threats phoned in on my answering machine and things like that.

[In one undergraduate class] it just naturally came up in class discussion. The professors were really approachable—they were able to see parallels between discrimination on the basis of sexual orientation and discrimination on the basis of gender and race. When we were discussing the importance of women in history, they were able to see the fact that gays and lesbians are often erased from history as well. For the first time I felt really comfortable speaking out on gay and lesbian issues in the classroom. When I'm in the classroom, I always have a red flag go up saying "Is it appropriate? Is it appropriate?" when I know perfectly well, when I can see the connections myself. In fact often I feel like people are going to feel like I'm throwing it in their face, and that I have an agenda. I do to some degree, but I don't bring it up unless I feel it's relevant and I see a connection. I've actually caught myself deliberately not saying something even though I thought it was appropriate.

Overall, especially over the years, although you may not be harassed in particular, you may run into it today, and maybe in another month later, and then the next year. It builds up and it just—a level of frustration develops and you feel as if you're being harassed, even though it's not coming from any one person in particular. It can make the whole learning environment difficult. It's something that I've come into contact with enough so that I felt like, my educational experience was impaired by it. Because I was just always on the defensive, and I was always looking behind me to see if someone was pointing. I developed a thick skin—some people drop out. I've known people who have dropped out. Overall I think my reception here has been not hostile, but not receptive. If I was going to err, I would err toward the side of hostility among classmates. This is the first time most students meet people who are openly gay. They don't know how [to react], and so I give them allowance for the first semester. But after they've been here for two or three years, there's just not much of an excuse for it.

I know of so many tenured faculty members, gay and lesbian tenured faculty members in a social setting, who are not out on campus at all. They are worried about the respect of their peers. They don't have anything to lose job-wise, I feel, but they feel that

they would lose their peers' respect. Proactive statements on the part of faculty would make a big difference. Even if it's just symbolic… students here need more "out" gay faculty. There's gay faculty here, but not "out" gay faculty. Proactive stances taken by faculty members who are in positions of power, and straight faculty members to say that "We are supportive, we are not going to take action against someone who is gay," would be helpful.

Suggestions for Improving the Class Climate

I think group discussion plays a very big role in [making people comfortable enough to stand up and say things should be different]. It depends on how big a class it is. In class of 200 people that's not really possible, but maybe breaking up into small groups…. For me, [it was important] just having a chance to speak out, and not having to raise my hand and say "Well this is what I want to say," but having an opportunity—being provided the opportunity to say something in class, in group discussion.

In the best class I've ever been in… we always sat in a circle, and we were facing each other. In the beginning I was very, very uncomfortable, we were all staring at each other, and we all didn't really know each other. But a large part of our grade was discussion, and a large part of the class was discussion. A lot of it was us giving presentations, and breaking up into smaller groups, and I think that really is what helps people to make their views known. It takes a while; some people are more apt to speak out and some people aren't, but it kind of gives everyone a chance to say something. That's probably the best thing…it helps the students feel important, like what they have to say is important.

[Homosexuality issues] are coming up more and more. It's become a focus of national debate with gays in the military, gays in history, all of these things are going to be coming up in some dramatic fashion in the classroom. The University just got a $170,000 grant for devising a Gay and Lesbian Studies Program, and that's going to become a huge topic of debate when those courses actually begin. We're going to see campus tensions rise, and a lot of discussions going on about it and professors may have to deal with this in the classroom, in any classroom, even those that don't have that as a topic. Especially during Awareness Week, Celebration Week. You're going to have a lot of people wearing gay T-shirts, and they're going to be identifying themselves as gay openly for the first time. They're going to walk into their Poli Sci class and probably surprise a lot of people, and there'll be murmuring and snickers. I know a TA who wore a T-shirt to teach his class and he got some questions, and some raised eyebrows, and some snickers. And he was supposed to be in charge of that class.

On How to Include Diversity in Course Planning

Including, where appropriate, gay and lesbian people in literature, in history, in education, in science and mentioning it—it's similar to the African American experience: mentioning that someone was African American empowers people in the class, it really gets them interested. Mentioning that a common author is gay may be scary to someone, because you wonder, "Is it appropriate?" Well, figure out a way to bring it in that is appropriate. It's a challenge. When you're dealing with literature, with people of different cultures, it's perfectly appropriate to say when a gay author has made contributions. It takes some extra work, but it's worthwhile because it will include some people in your class who aren't used to feeling included. That's a really important thing, especially if you get them interested in the subject. You may help people to actually pursue your subject if they feel, like "Wow, there's some space for me here." It's appropriate in a lot more places than people might think.

You've got valid experiences. Something that can be included is that you can bring in your experiences and draw parallels with those of your students. Look for parallels— you know you may not be gay yourself, but you may have been in a relationship that people didn't approve of or your parents may have rejected you for one reason or another, and you know how that feels. You've got to draw the parallels, even though you may not see it right off the bat, they're there. Because the two are really the same. So if you're having trouble understanding where this is all coming from, you can usually draw from your own experiences even though they seem different at first.

Chapter 10

Regionalism in Your Classroom

Geographic origin is a "semi-invisible" kind of diversity which, if addressed properly, can be an asset to a classroom. It can be a source of discomfort for students, however, if they feel they are the target of discrimination because of where they grew up. A teacher cannot, of course, know where students come from simply from looking at them on the first day of class, but regional accents do help to "place" students as soon as they participate orally in class. Unfortunately, many negative stereotypes are attached to accents from different parts of the country. Northerners, for example, are often seen as cold, abrupt, rude, "citified" people, unaware that they are trampling on others when they express their opinions. Southerners, by comparison, are often seen as rural, slow and courteous, but hardly intelligent or well educated. Beliefs about political and religious affiliations are usually associated with these stereotypes.

Such generalizations sound remarkably silly, yet they are surprisingly prevalent on the campus. Because UNC is a state-sponsored university, the majority of the undergraduates are from North Carolina, whereas the majority of graduate students, TAs and professors are from other areas of the United States or the world. This creates a certain "class consciousness" on all sides about geographical origins. Regional accents can elicit strongly prejudiced reactions both from your students' classmates and from your teaching peers. The resulting clash of stereotypes can be quite hurtful to both teachers and students, and if they are left unchallenged, they can create unnecessary tensions in the classroom. All such reactions can negatively affect the learning atmosphere of your class and your relations with your students. Establishing a class "code of conduct" or discussion guidelines can help prevent hurtful comments about others' geographical origin. If such an incident does occur, it is important to confront the situation explicitly and not let it fester in the hopes that it will go away. Any derogatory stereotypical comment about someone in a class can only lead to further damage both to the students involved and to your own ability to teach the class effectively.

What UNC Students Say

Quotes from interviews with students on campus

One undergraduate student tells the story of a TA who often made comments about Yankees and Southerners in class, even when it had nothing to do with the subject matter:

He would say things like, "Yankees really do things backwards, in spite of the stereo-types about Southerners and Northerners." One day the TA asked all of the students in the class who were from North Carolina to raise their hands. Then he asked all students from the South to raise their hands, then all Northern students. I was the only Northerner in the class and I felt so uncomfortable that I didn't raise my hand at all. I felt really uncomfortable because I didn't know why. There was no point to it. The TA never explained why he asked us to raise our hands.

This TA gave the class a mid-term evaluation form and I thought an honest evalua-tion was what he wanted, so I mentioned that episode and also all of his comments about Yankees, saying that I thought they were inappropriate. The next day the TA made a big deal of it in class. He said "Someone wrote about my talking about Yan-kees, and I just want to say that I didn't mean it. I mean, I wouldn't give you a bad grade." It was like he was covering his tracks. He made me feel as if I was the one who'd made a big deal out of nothing. Apart from these comments after the evalua-tion, he never explained his comments about Yankees or why we had to raise our hands and say if we were Northern or Southern."

Another student tells the story of a fellow TA who made her very uncomfortable with his attitudes about Southern students:

There was a graduate student who has received TA-ships for the past three semesters. He is not from this area. He grew up in New Jersey and went to a small private college in Maine. I am from North Carolina. I was a TA for two semesters. The first time I met him…he informed me that students up North were smarter and not as slack as stu-dents here in the South. When I asked him what he meant by that he said, "Oh, I don't mean that as an insult, it's just that everybody here takes five years to graduate, but where I went to school everybody did it in four years. But of course it was a much better school. Schools down here are not nearly of as high a quality as the ones up North." When I told him that not only was I from the South, but that I and all of my Southern friends graduated in four years, he told me that we must be the exceptions, based on what he had observed. He then proceeded to "warn" me that the only bright students I would have in my labs would be students from up North, and that since the

majority of my students would be from NC, I could expect a "general level of stupidity" from them. Throughout the semester he has continued to make comments like "as soon as I heard their accents I knew to brace myself for their stupid questions" and "I just make the lab as hard as I can and then wade through their stupidity and ignorance." He also is always harping on how the NC schools produce students who "cannot read, write or count to 10."

I think that what has made this so difficult for me as a Southerner, as a graduate of Carolina, and as a fellow teacher, about this constant barrage of stereotypes, over-generalizations, exaggerations and insults is that my two labs are predominantly native North Carolinian freshmen and I have found them to be intelligent, inquisitive and hard-working. I find it hard to believe that he could have gotten two labs full of stupid, lazy oafs from the same lectures that produced my two labs. The worst part of it is that I am positive that his attitude is more than obvious to his students. Last year, both semesters, he received the lowest evaluations out of all of [our department's] TAs.

But here is the kicker. He showed up here last week to hold a review sessions and had been drinking in order to "put up with their stupidity and belligerence" as he informed me. At the end of last week, the TA-ships for next semester were handed out and he will once again be teaching… he was given the honors section. It seems he informed our graduate secretary that he was just too qualified to continue teaching the stupid students of the regular sections.

Chapter 11

Students with Diverse Religious and Political Beliefs

One thing that I have mixed feelings about is when something comes up in the classroom that has to do with minority religions or ethnicities, and they point to you as the spokesperson for the Jews. I think it's important to use your resources in your class like that, but it's also not good to say, "You are the spokesperson for all the Jews." I have one viewpoint and it's important to realize that no one Jew can stand for everyone. Because we're here in the South, there's probably only going to be one Jewish student sitting there in a class. That was the way it was in several of my religion classes. I was the only Jew, and so when Judaism came up, everybody swiveled.

I think it depends on the person more than what classroom you're in. I took a literature class where there were only about 15 people in the classroom, and it was very nice. It was very interactive. The way [the professor] looked at it was, because everybody was different, it's going to be a great classroom because it's a classroom that's so diverse. We're going to have that much more to talk about and that much more input to have… and he was very nice about it, you know. He didn't make me feel any different even though I'm Muslim. Everybody was the same basically. Sort of, "You're different, I accept that, let's get beyond that: we're here to talk about this class."

Religion

The diversity of UNC's student body also includes diversity of religious beliefs. International students from all parts of the world study here, many of them from countries that are not predominantly Christian. Although Christians are still in the majority in the United States, you will also have American students with traditions and beliefs that reflect the diversity of world religions.

In the US, Christian holy days are usually celebrated as official university holidays. This puts non-Christians at a disadvantage since classes are usually held on their religion's major holy days, such as Yom Kippur or Ramadan. For this reason it is important to accommodate non-Christian students who have missed assignments, exams or discussions in class due to religious commitments. You can arrange an

office hour with a student so that he or she can catch up on what happened in class discussion, or assign that student another "informant" who was present and is willing to share notes. Allowing students to make up any exams, quizzes or homework assignments due on that day eliminates the need for the student to choose between academic excellence and his or her religion.

Because of the religious diversity in the US and the strength of some of your students' faith, religion can surface as a topic in any class. Criticizing the beliefs or practices of any religion when such a criticism is not important to the content of the course can unnecessarily alienate students who hold those beliefs. You may, of course, be teaching a class where such issues *are* the direct content of the course. In a philosophy or a religious studies class, for example, it may be necessary to make a critique of a specific belief or practice. If this is the case, make sure to show respect for those who hold such beliefs. It is always useful to point out the difference between faith and proof; there are many religious values and truths that cannot be proven by science or logic. Since the dominant language of the university is logic, certain articles of a religion's faith may seem illogical or contradictory. This, of course, does not affect the *religious truth* of those articles of faith.

Finally, especially when the course content is about religion, remember that no student can speak for an entire religion just because she or he has a particular religious background. The considerable diversity of beliefs and practices in all the major world religions means that no student can adequately represent a whole religion. Just as no woman can speak for all women and no African American can speak for all African Americans, no Muslim or Jew can speak for all Muslims or all Jews. Expecting such a thing from your students can alienate them from the rest of the class even if your intention is to bring them into the discussion by letting them talk about their own experience. If the student is willing to discuss his or her religion, it can become a fruitful point of departure, but generalizations about an entire religion drawn from the experience of a few students in your class *can* be more harmful than useful.

Suggestions for Your Classroom

• Assume that some of your students are non-Christians.

• Accommodate students' important religious holidays: allow for them in your syllabus planning and a make-up schedule.

• Critique a religion or religious belief only if such criticism is important to course material.

• When such criticism is necessary to the course, use a tone and choice of words that show respect for those who hold such beliefs or practice that religion.

• When discussing religious issues, distinguish between faith and proof.

• Assume each student has his or her specific beliefs and rituals, and cannot "speak for" an entire religion.

Adapted from: *Teaching a Diverse Student Body* (p. 39), by N. Loevinger, 1994, University of Virginia.

Selected Religious Holidays During the School Year

Many of the non-Christian religious holidays vary from year to year. Christians use the Gregorian Calendar, which is the official calendar in the US. However Muslims, Jews, Buddhists and Hindus have their own calendars and calculate their religious holidays from them.

Christian Holidays

Christmas: December 25, Jesus' birthday

Ash Wednesday: Wednesday that falls 40 days before Easter Sunday.

Holy Thursday: Thursday before Easter Sunday, Commemoration of the Last Supper.

Good Friday: Friday before Easter Sunday; Anniversary of Crucifixion.

Easter: First Sunday after the first full moon following the vernal equinox, March 21.

Note: It is unlikely that any student would need to be excused for Ash Wednesday or Holy Thursday. Good Friday is often counted as a holiday, although sometimes the Easter weekend includes Easter Monday rather than Good Friday. The other holidays listed are usually already official holidays.

Jewish Holidays

Rosh Hashanah: September–October. This is the Jewish New Year marking the beginning of the 10 days of Judgment. Considered a High Holiday.

Yom Kippur: Day of Atonement, marks the end of 10 Days of Judgment. Considered a High Holiday, the holiest day of the year.

Hanukkah: Beginning of December. Marks the military victory of the Maccabees, the first Jews to fight for their religion.

Passover: March/April; coincides with Easter, since Jesus' trial and crucifixion took place during the seven days of Passover. Passover marks the Exodus of the Jews from Egypt.

Note: Yom Kippur is the holiest day of the year for Jewish students, so you should make every effort to excuse students from your class on that day and to give them the opportunity to make up any missed work . Students might fast on Yom Kippur, even if they do come to class.

Jewish holidays start at sundown on the evening *before* the day of the holiday. Sabbath starts at sundown on Friday evening, Yom Kippur services start at sundown on the day before Yom Kippur.

Muslim Holidays

Ramadan: A month of fasting to celebrate the 9th month of the Muslim calendar in which the Qur'an was revealed. Students may fast during the day for the month of Ramadan, even if they come to class.

Eid-ul-fitr: Last day of Ramadan.

Eid-ul-ahza: End of the "hajj" or pilgrimage to Mecca. Commemorates Abraham's willingness to sacrifice Isaac and takes place in the last month of the Muslim calendar year.

Eid-ul-maulid-in-nabiy: The prophet Mohammed's birthday.

Other Religions

The observance of most Buddhist and Hindu holidays should not interfere with your class schedule. There is a slight chance that an Indian student might wish to go home early to celebrate *Divali* (the Hindu New Year Festival of Lights) with his or her family. It takes place in October or November.

Adapted from: *Teaching a Diverse Student Body* (p. 39), by N. Loevinger, 1994, University of Virginia.

Other Values

Many potential clashes of values in the classroom come from differing religious backgrounds. Ethnic traditions and political orientations, however, can also influence the tone and directions of discussion in your classes. Just as with religions that are not your own, do not criticize political or traditional beliefs unless those beliefs are potentially hurtful to others in the class, or unless such criticism is part of the class content. Here, establishing an initial "contract" with your students to show respect for others becomes useful, both in the way you handle the topic, and as a reminder to your students. One can examine the reasons for a political conclusion without offending the person who has reached such a conclusion.

What UNC Students Say

Quotes from interviews with Muslim students on campus

On Making Students Feel Different from Their Peers

If anything, I find that TAs and professors are very careful around me, about what they do say. They don't want to make any assumptions so they're like, you know, "So what is it like for you, for where you're coming from?" Especially in literature classes or English classes they're trying to take those things that we're reading and kind of view it in on everyday life. They say, "Everybody's everyday life is a little different, what is like for you?" They try to tie that in.

Sometimes I wish they were a little less careful. You know, I mean, if anything I wish that they were a little more educated about the religion so they wouldn't have to be so edgy around it, because honestly it's the largest religion in the world. We shouldn't be so unaware of what's going on with it. I mean so what if the majority of the people aren't [Muslim] in the United States. There is still a lot of [Muslim] population here.

On Asking Students to "Represent" All Muslims

It [a humanities course studying the Muslim world] was focusing on Muslims and often the instructor tried to see if we had any input into the class. She made us feel slightly out of the mix. Sort of like "second instructors."

I don't think it was necessarily negative for the class. It was supposed to be informative, and that's what we want to do; give you information about the religion, but from a personal point of view, everyone starts feeling like you're not really a student in the class. Because it's about history, and often we don't know very much about history:

that's why we signed up for the class. That's exactly the issue. That's why we're there too. And [the professor] almost made like we were the end all, be all of the course. Like, "If you're having problems with any of the material, you know, why don't you talk to these students over here, maybe they could help you out."

We didn't really have the chance to talk, and get along with the other students in the class. They would tend to see me as someone they would go to for information, but not really talk to or try to understand—not a discussion person in the class, but a teach-me person. So it got to be a little uncomfortable sometimes. I learned some things about how people feel about Muslims.

Feeling That Everything is Christian/European Oriented

I had a situation in a class—it was a history class, and the instructor refused to see how the Middle East was still developing while Europe was going through the dark ages. And how the Muslim world, all the literature, the sciences, [the Muslims] kept it alive. If it hadn't been for Muslim scholars, you would not be reading Socrates and Plato today. There's European history in one corner, and there's South African history in one corner, you know, everybody's niche in the world. He didn't see how they all worked together. It was very important to know that if there was not a lot going on in the dark ages in Europe, well then, why didn't we focus on what was going on the world? Because the scientists of the world at that time were Muslim. Still, people don't see the world as the world, you know, they see it as this corner, this corner, this corner and this corner. That's what I think he was picking up on and he didn't like the fact that I tried to open his mind about it at all.

Ever since I had that professor, I mean, he really opened my eyes. I thought that, if he can feel this way, and he's a professor, how many other people feel like that? There isn't a world tradition, there's only the European tradition. So I thought maybe a class that brought all of that together, a professor who saw the world as the world, not just this history and this history. Because, why did the Renaissance start in Italy? It was because of their interaction with the Arabs. People don't see that. They don't recognize that catalyst. They don't recognize that—who were these Europeans trading with? They were just trading. But who were they trading with? They were trading with an open "what." You know, they weren't trading with South America, they were trading with Muslims. I just thought it was very strange, how you could take history and see it as such a one-sided thing.

Being Comfortable in a Class

In my French conversation class we have people from Egypt, and like there's eight of us, and a girl from Israel, and me and there were a few others, and we did presentations the whole year and talked about our cultures. It livened up the conversation. It was an informal class, and I think because it was honors. The point was, we were doing French, but we were discussing each other's cultures. It was a lot of fun. We learned a lot and it was just welcoming, I mean, everybody was just so different and open in that class. Of course, I credit that to the TA.

On the whole, I feel we've been treated pretty fairly on campus.

On Group Identity

In this class that we had together, most of the Muslims were South Asian, or Middle Eastern. I guess by virtue of the fact that we are Muslim, we kind of grouped ourselves together anyway. We did a lot of it ourselves, and then I think, people projected what we were doing—they went along with it also.

It's just the way it is, all of us, we tend to kind of hang out together. There's distinct areas, a distinct population, where we'll be able to find other Muslims, other Pakistanis, South Asians, or Middle Eastern. It's a more comfortable environment—we all know each other. This is not negative, this is not positive, you know, like stays with like. You just kind of look for who and where you see part of yourself. That's why the Muslims on campus, they're probably the Muslims' best friends.

What UNC Students Say

Quotes from interviews with Jewish students on campus

About Feeling Included in Class by the Teacher

We feel pretty much included. But a lot of times tests are scheduled for holidays so I'm not there in class. It's never been a problem, I always go to the teacher and they say, "That's fine, you can take it before or after," and it's never a problem but, it's little things like that that make you notice that you're different.

Right, Saturday exams are a good example for me, and all the holidays that come sort of in a rush at the beginning of the school year. All the High Holidays, and the holidays afterwards on which I don't go to class. I had two Saturday exams last year, both of them were in my religion classes. The instructors were understanding. They were religion professors, so I would hope they would be.

I think teachers have been doing a great job, being helpful and understanding in terms of diversity.

We were talking about Judaism and [the teacher] would ask questions and that's something I'm very interested in and so I tended to participate a lot in the class. But, I found it really being more uncomfortable than comfortable a lot of times because the majority of the students there were not Jewish, and he directed the class more towards them rather than toward the Jews. Which was fine, and I understand why he did that. But it was more like "I'm interested in what the non-Jews have to say, I'm not interested in what the Jews have to say."

Yeah there are [Jewish professors on campus] but they're not doing Jewish things. I was kind of surprised at some of the names I saw on the teacher's list when I used it last year. When I started writing notes to people [associated with Hillel] and it was like wow, they're Jewish?

[In one class] the topics we were talking about were very [controversial]. It was a fine line—we talked about how Jews feel about Jesus. Just having that discussion in class was real volatile. I mean I thought he taught the class really well, but because of the topics we talked about, it made me uncomfortable because the majority of the class was Christian.

Classmates Who Reacted Badly

In my speech classes this summer, I did one of my speeches on Judaism. It was just sort of worrisome to hear things from some of the devoutly Christian members of the group about some of the things I said concerning Jesus and so on. They were a little bit miffed I think. It wasn't really personal, [they just said] something wishy-washy about that some of the things I said were sacrilegious; of course they weren't sacrilegious to my religion but….

They seemed like ignorant reactions and directly attacking reactions—I think it was somewhat of both; they were sort of mad at a religion. I've met people who have been mad at particular religions because they didn't believe in Jesus.

On What to Do When There is an Incident in Class

I don't know if I'd really want the teacher to do that much in a situation like that. Other than saying "I don't want this discussion in my office or in my class" or something like that, then that's fine, but I don't think there's really anything that they can do or that I would want them to do. I really wouldn't want them imposing their views on me and the other person probably wouldn't want that either.

I'd kind of like the teacher to say…a one-sentence thing like, "We all have to tolerate other religions even if you might not believe in them yourself." Maybe that also this is not the time and the place to be doing that.

Treatment on Campus

I guess it's how you perceive yourself, at least for me. No one's out there looking to crucify you or to say bad things. It's there, it's hidden. You can find it if you really try I guess, and if you search it out, you will find people who are anti-Semitic. But for the most part, people just don't understand. In my freshman year, my roommate thought that Jewish men were circumcised at 13. They didn't know. I had to say, "No, that's just wrong." I mean, it's just knowledge, and being in the South…I come from New York from an area with a staunchly Jewish population, and in my high school is about 50 or 60% Jewish. This is completely different… there's obviously a difference. There's nothing bad, it's just different. Unless you try to find bad things, you're really not going to find them cause no one's out to get you.

I had an incident in my freshman year in our dormitory. There were three guys out in the hall, playing the guitar and singing and they were singing about hanging a Jewish man. They obviously didn't know I was sitting in my room studying for a test. So I went to my RA and it turns out that they had threatened the RA who lived upstairs on the third floor, who was Jewish, already. They were going to get kicked out the next weekend. So there is an example where I was sitting next door, minding my own business and I observed it, I didn't have to go out and look for it.

Yeah, I agree, when I felt it the most was in my freshman year when I was in the dorms. Just nothing negative happened, but, it was just the feel of the Christian community. They come knocking on the door and say, "Inter-varsity's tonight, won't you come join us?" and it wasn't anything negative that they did, it was just the feeling that there was more of them than me. You know that they don't understand… I'm finding myself every week, teaching somebody something about Judaism, something basic to me, that they don't know. In a way, you know, that's great—I can teach them, but in a way it's like, another part of me is tired.

There's no Jewish community down here, you can't really move in those circles.

Hillel really makes a difference on campus. Last year we did an interfaith Shabat… and at least 200 people showed up which is incredible for us. I think that stuff like that will teach people. Just having Hillel in the newspaper. The DTH covers the holidays and stuff like that as they do any other minority group. I think that does make a difference, having our name painted on the block out there.

It puts the weight on you to educate. I mean, you can say that education is the key to this problem but, how do you get those students into it?

You're not looking at residential life, I mean, Christmas trees up, and Christmas decorations all around. It makes you want to put your Hanukkah stuff up even more, but it's not the same. Hanukkah is a little celebration compared to Christmas which is a huge celebration.

I think beyond education is integration. The fact that, you know, it's about four percent Jewish population on campus. You have to think about the fact that, how are you going to educate people if they haven't even met a Jewish person? I mean that's the hardest part. In my suite, they'd never met a Jewish person before.

Yeah, my brother's roommate here his first year as a freshman thought Jewish people were the same thing as Jesuits.

Yeah, or Jehovah's Witnesses.

Yeah, one of those two.

Until you meet a Jewish person, you're going to know the stereotypes and the fears, you grow up with them. Then maybe once you meet someone, you'll care enough to be educated about it.

But then it may or may not come up in daily conversation. I mean with my summer sublet it took all this summer for her to finally ask me what I was talking about when I was talking about meat dishes and milk dishes and changing the kitchen over to kosher when she leaves. So I explained this all to her and she was like "Oh, well this is pretty easy. I understand it now!" I thought, "Yeah, it's really not that difficult. You could have asked me at any point." But if I'm just talking to a friend, Judaism may or may not come into play.

The role of evangelical groups on campus do affect freshmen more than people from other years, because you're probably not used to them. It really feels like they're very strong, and they just feel like a threat sometimes. I don't think they should be stopped in any way, but I just feel that their approaches are sometimes real offensive. That's something I know that teachers don't really have anything do with, but there might be clash in the classroom because of a history at the dorm.

What a Teacher Can Do

Don't schedule anything on any holidays period. You don't have to cancel classes, but you don't have to schedule any tests or anything. Or have papers due. Or even the day after a holiday, cause I don't write [during Jewish holidays].

I think that's the ideal, but the practical part is, expect people to come up and ask you to change it and reschedule it for them, and be very open to that.

No teacher's going to go around with a book of every religion's holidays and say, "Well I can't schedule it here cause of this and that." Basically just go about your business and accept the fact not everyone's going to make it, and that everyone has a different agenda and everyone has different priorities. School isn't always the first one when it comes to religion. Religion sometimes supersedes school. As long as you accept that.

I think it's important for teachers to know that the High Holidays, which are at the beginning of the school year, are the most important holidays for the Jews. For me and for a lot of people it's most holy, and for a lot of people that's the only time they observe. So if there's a time not to schedule a test, that's the time not to schedule it.

None of those other holidays matter as much, you know. People who may never, ever, ever go at any other time of the year to do something with the Jews—they will do it on High Holidays.

What else they could do? Maybe incorporate it more, have more Jewish classes, not just Religion 24 and 140. I took a Mysticism class, and not once did they talk about Jewish mysticism. It wasn't focused on. I was sort of expecting at least a mention, but the teacher had no knowledge. I expected at least a chapter on it. And there's no Hebrew course, as there's no Arab course. You know, it really leaves out the Middle East.

Chapter 12

Non-traditional Students

As much as we profess behavioral objectives that stress "maturity," there is evidence that when students exhibit this quality some members of the faculty are threatened rather than thrilled. This is more common when the learner comes into a curriculum with obvious and documented mature behaviors. Perhaps our labeling of older, responsible, family-rearing, and previous-degree-holding students as "non-traditional" may betray some faculty attitudes that compel our further consideration."   – Archer, 1995, p. 65

As with many "minority" groups, the very term we use to designate older students betrays a kind of discomfort with them as "non-standard" students who may upset the balance of power in our classroom. In fact, when asked, non-traditional students always cite intimidation of the TA or the professor as a possible irritant in smooth classroom relations. When faced with an intimidated teacher, non-traditional students may feel as if they are not allowed to participate equally in the classroom because their insights do not fit preconceived notions of the material to be covered. They feel "under-used" in the sense that their extra experience could be an asset to a classroom, but becomes a liability when the teacher refuses to acknowledge their perspective as equally valid as the perspective of more traditional students.

The "difference" that non-traditional students exhibit and experience comes directly from the kinds of experience that the other students (and perhaps the teacher) cannot share. They are older, and may be dealing with children, mortgages, jobs, marriages or divorces while they study for a degree. Non-traditional students thus have greater demands on their time and attention than the average undergraduate.

Because of the wider experience they have of life, non-traditional students bring a different perspective to the classroom. They may see class topics and material from unusual angles, and introduce unexpected opinions and insights into class discussion. Non-traditional students often feel excluded or singled out because no one in the classroom seems quite able to explain why they are there, neither students nor the teacher. In each new class, therefore, they must re-introduce and re-explain their position to the class in the hopes of making the other students and the teacher more comfortable with their presence. They seem to agree that once they explain their presence, the other students seem curious and interested in them rather than nervous about their presence.

Non-traditional students may also have to struggle to share the student experience that seems to come naturally to younger, traditional students. As one non-traditional student put it, "When I first came, I thought 'How can I do this? They're all younger than me. They're all smarter than me. I'm not going to fit in.' " Older students have no recent training in study habits or classroom styles, and are faced with learning (or relearning) the academic culture while juggling all of their other responsibilities. Perhaps even more than freshmen just starting out at UNC, the prospect of starting classes at such a large institution which has the reputation of being only for the best students is intimidating to a student coming back later in life.

The greatest asset non-traditional students bring to the classroom, apart from their life experience, is their willingness to work hard and to "go the extra mile." Non-traditional students are back in school with clear goals and reasons for being there. They are often unusually active and thoughtful participants in class. They can be a source not only of extra insights and information, but also of enthusiasm for a class, and they ask nothing more than teachers use their particular type of diversity to the class's advantage.

What UNC Students Say

Quotes from interviews with non-traditional students on campus

Who is a Non-traditional Student?

When I started school, I was 20, so I wasn't all that much older than the other students. But when I started it was kind of a shock to me to discover that even that was a difference from the younger students who start out when they're 18, 19…I was actually working, so I had to wear a suit to class. I guess that made me look older. At one point, I remember I was at a student get-together. I was talking to a classmate. She was being very friendly and very nice and all of a sudden she said how it was very neat to have the perspective of someone who was so much older. I just thought, "Oh yeah, I'm two or three years older than you maybe."

A non-traditional student could be 24, or 40. So there's a diversity within non-traditional students.

If you've been out of high school for 3 years, and you come to the university, you're considered a non-traditional student. You have to go through the continuing education before you get started.

Some of the students were so well prepared for college already. For example, when I had a Shakespeare class, well, I hadn't had Shakespeare since when I was in high school, and that's a long, long, long time ago. These students had just had it last year or the year before. So I had to work harder at it. Their backgrounds were actually stronger than mine because they were more recent. It also may be related to a style of teaching, that the other students because they'd been at UNC longer had grasped, and I was new as a transfer student, so I didn't know it.

When I first got here, I was intimidated. When I first got into those classes and I saw those students that were so prepared. I think a freshman would have the same intimidation factor. It's a question of coming to UNC cause it's big. The intellectual atmosphere here is so different.

My whole experience at Carolina in the classes was positive. Maybe it was because I was so happy to be here, I really wanted to be here, I was ready for it.

We have a lot of living experience, but you have to realize that people who are coming back to college don't have that same academic or intellectual experience of other students. They're bound to have more book knowledge and we haven't. We're undergraduates, and that's what we're back for: all that learning. You can't be intimidated by our ages and our living and learning styles. I think that's good: we bring a lot into the classroom. We look at things differently and see different perspectives.

When you're reading literature… there's a depth there that you can feel that young people can't feel about different characters. You may have been in a similar situation as the characters. You can more easily identify with a character.

On Feeling Included in the Classroom

It was a feeling of being rather put out in front of the crowd, because a lot of the times in the classroom [the TA] will mention something like, "Well you guys don't remember that," which does kind of put you off because you're sitting there thinking "Well, I am older than you probably." In a lot of cases, I'm a lot older than the TA. It's one of those things where you get sort of alienated.

The professor said "You kids don't remember that" and there was another woman in the class who was my age and we looked at each other and thought "Well, yeah we do."

I've never been singled out in the negative sense… but there is an age-related separation from the group.

Yeah, I agree, I think the student body are a little more apt to want to talk to you. It's mainly the instructors who make you feel different.

I've been going to school for a lifetime it seems. Somewhere along the line, I realized I was feeling not isolated, but somehow set apart from the classroom community. So I made it a point to always just introduce myself to the students around me in the class. I find this [need to take the initiative is] typical of an older student. Today I had this experience: We were divided into groups, and we got there and no one wants to talk. No one wants to say "OK, this is the project, how are we going to divide it up?" I was able to get that part going, and ask them about things, but then they do not ask me in return. I used to sort of wait, thinking it would be reciprocal. Now I just say, "Well I'm doing such and such."

I think it's just because they're shy—I have kids that age. I don't know if it's intimidation or what, but they feel something. They look at you funny. "Are you from another planet or what are you doing in here?" But it's not really unkind or negative, but sort of inquisitive. You don't fit the mold. "Who are you and why are you here?" But they don't quite dare to ask.

In my best classes, I was just included in the whole class. It was just like I was another student, I was expected to do the same work as the other students. Because I was older, there was still no difference made. I was treated just like everyone else.

[The other students] reacted to me differently. You're not included in their activities all the time, not that you necessarily want to be. I think they looked at me like their Mom.

On the "Extras" Non-traditionals Must Handle

Non-traditional students don't have any social organizations to belong to. But if you have children and a job, it's hard to take on that social aspect. You're almost here just for business.

In my instance, it's working through school. I don't have as much time. A lot of professors just don't see that. In general most of them are used to kids where their parents are paying their bills and they have the spare time. They can go to study sessions at 3:00 in the afternoon. I have to totally rearrange my schedule to try and be there for this. They don't seem to accommodate that very much. It's the little things, where it's a little harder, You have to really want to go back to school because it seems like if you don't really want it, you're fighting against the wind. It's easy to give up.

Yes, I also found that clearly, you have to want to do this. The TAs and professors don't help much. I just don't fit into anybody's world. I take it as my responsibility to go and explain to them, but sometimes I get tired of doing it. One time last year, I spent a week going from one professor's office to another because I didn't fit into anybody's little box. Somebody in this department should surely know how to direct me. There seemed to be a lack of direction sometimes. The instructors themselves are not instructed on how to do anything with non-traditional students.

I feel like the university doesn't really accommodate non-traditional students all that well. Just the bureaucracy of it all makes it a little bit harder for you to go back to school. It's not an easy process.

I thought a lot of professors were really helpful. I did have trouble with the administration once. I had two pregnancies while I was in school, and there are no policies for that. You have to drop out and reapply… you cannot take a leave of absence as an undergrad. It was really scary a couple of times, you know, you're already struggling enough.

I found that one thing that was not helpful to the non-traditional students is that UNC has a good place for career resources for young graduates. I felt like it was not a place for me because I was older. The companies that come in to recruit are looking for people right out of college who are usually 22. I didn't fit that mold. So already those companies were looking at me like, well how come she's 25? There also wasn't any information for me about where to go and what to do. Undergraduates must get it in their dorms or from their friends, but I never found out about anything. I had to do a lot of walking around and finding out for myself. I had a lot more experience and yet I only got a couple of calls. It would be really helpful to have a point person, one of the counselors maybe, to take care of the non-traditional student.

On the Relationship with TAs and Professors

I approached the TAs more on a peer type of level, and in a sense I think that intimidated them. They're at that limbo stage where they're not full professors yet, and they're trying to maintain that sense of authority in the classroom like a professor does. With a non-traditional student they have a harder time setting up those ground rules. TAs were more likely to be intimidated than a professor.

I had one class, where I was totally intimidated by the professor—I did not feel welcome in his class. There were maybe two or three non-traditional students in the class, but the others were younger than me, they were maybe in their 20's. I never felt welcome. Also when I went to talk to him, I just didn't feel welcome, even in his office

one-on-one. I had to pull teeth to get him to talk. I think it was because I was a non-traditional student and he didn't know what to do with me. I know he knows his discipline, but I worry sometimes if [professors] are intimidated by someone their age. You're certainly, as a professor, not intimidated by an 18, 19, or 20 year old. I wondered if maybe because I was near his age he was intimidated.

The worst possible professor is the professor who totally ignores you. Even when you go to the office and he ignores you, and you feel that he doesn't want to spend any time with you, and you have to pull everything that comes out of his mouth out yourself. One time I went to him in his office and I felt he was so unresponsive. I never went back. I went once and it was so uncomfortable that I would not go back again. I said, "I'll pass this class one way or the other without that."

In one class, when I first went, I talked a lot. I participated in class discussion. I was expressing how I felt about what was going on, and he—I thought he didn't like what I said sometimes. One time I said something and another female student backed my position up and he didn't seem to like it. After that I didn't talk much anymore…maybe he didn't want to bring in that perspective. It's not that he didn't want to hear your interpretation, but, it's like his was the really right one.

I would very much like some educational process [about non-traditional students] within the departments. To say that "you will be confronted with people who are not the traditional age. That's to be expected." Just to let them know that within their realm they are going to have to accept the idea that those students are as valid as the traditional students. They might intellectually accept it or know it in that sense, but I do often feel that when I go and talk to different people… I've never found anyone who hasn't been helpful… but it's always like, "Why are you here?" They're not always well equipped to deal with something that is out of standard.

I feel like I'm able to contribute to the classes because I do have a certain number of years of experience that make you see things very differently. In the large sense of education, that's a contributing factor. Maybe I can't do the set courses, or go on study abroad programs for the target language. Then it shouldn't be so tough for them to figure out a way to help me work around it. They would be doing themselves a favor by making it seem more positive from their side toward me by saying, "Gee here's somebody who really wants to contribute to our department." I have a sense of being under-used.

What a Teacher Can Do

I felt that actually having people know that I was a non-traditional student was help-ful. Sometimes professors and students wonder. It's kind of easier if they know, if they know that I have kids or I'm married, then I don't have to explain. People feel like they don't have to ask and they don't feel uncomfortable because they don't know. The actual not-knowing is maybe uncomfortable for them.

It's very important for a teacher of any kind to be able to say when they don't know the answer to something. And then to follow up on it. If I ask a question in class and they don't know, rather than giving me some answer or giving an answer that's not right or making me feel stupid for asking the question, it's much better if they say "You know I really don't know. I'll see what I can find out and I'll get back to you tomor-row." And then get back tomorrow. That makes you feel like there's a lot of honesty and you trust the person. They care about what you ask.

I've had situations where the professors don't know [an answer], and it sort of backs the class up. They're uncomfortable and then it makes everybody uncomfortable.

It's better when the professor does make a mistake to have them admit it. It's not hard to get confused when you're on your feet, and I've had professors make mistakes. And they've come back to the class and said, "Look in your notes from yesterday… there was a mistake…"

Keep an open mind in the classroom. Use [the diversity that a teacher finds in the classroom] to their advantage. In the university system, they're going to find people from all different kinds of backgrounds: people who come from wealthier families, or people on scholarships, or people from up North, or people from here, or even foreign students. I think if they would keep an open mind and stop trying to keep their class-room molded into one entity, and try to use that diversity to their advantage to teach better, I think that would work. They're going to learn a little bit in the process, and they're going to keep their students better informed about the world in general. Just keep diversity in mind when you're teaching instead of trying to change it all to con-form to one entity.

Try to be as organized as possible with your materials. If you go in the class and you have slides to present and you're giving handouts of some kind, those handouts should be given the day of, not the day afterward. They should even be given beforehand so you have the chance to understand beforehand what you're going to see.

Realize that everybody learns differently. While you have a set curriculum which you have to stick to by and large, just be aware that students learn differently and try to work it so that you can incorporate all students into it.

The most important thing is for a young TA or a professor certainly not to be intimidated by an older student. I had one class where I asked the TA if he was intimidated by our ages. He wrote me a note and he said no, that he wasn't and that he had learned so much from us. But we had learned so much from him in that class too. Basically do not be intimidated by a difference in age.

Include. Be sure that all older students are included in class discussions and things like that.

Chapter 13

Students with Special Physical or Medical Needs

Every semester, more than three hundred students enrolled at UNC–Chapel Hill have some kind of documented disability, whether a physical disability, a learning disability, or a chronic medical condition. These disabilities may be temporary (such as trauma sustained during an accident) or permanent. Students with disabilities are expected to fulfill the same requirements as all other students admitted to UNC. However, depending on the nature of their disability, students with disabilities may need to modify *how* they fulfill those requirements. Students with either physical or learning disabilities have facilities on campus designed to aid them in their education at UNC. If you have students with disabilities in your classroom you may have some contact with these services and can take advantage of the assistance they offer:

Department of Disability Services (DDS)
Serves students with physical disabilities or medical needs
Student Affairs Division (basement of Steele Building)
6–4041

Learning Disabilities Services (LDS)
Serves students with learning disabilities
(basement of Wilson Library)
2-7227

Students with physical or learning disabilities can greatly benefit when the teacher takes a little extra time and thought to accommodate their needs. These students may need accommodations on some classroom activities or assignments. They may also need special testing formats. In this chapter, we will discuss the various kinds of situations that may arise if you have students with a physical or medical disability in your class. The most important thing to keep in mind is that each student with a disability is as able to learn as all other students. The only difference is that certain methods of presentation or testing are more likely to help these students excel.

According to federal law, all departments of the university must provide accommodations to students who disclose their documented disability.[1] Depending on the type of disability, DDS or LDS is responsible for determining the appropriate accom-

modations. Both offices are very interested in working closely with instructors during this process. These students will benefit greatly if you work with them on success strategies for your course.

This chapter first discusses general pedagogical issues concerning teaching students with a physical disability. Many of these pedagogical issues are also relevant to students with learning disabilities. After this general section, there is a section about specific considerations for the three main divisions of physical disabilities: hearing, vision, and mobility. Finally, there is a brief consideration of the related issue of students who are dealing with a chronic medical condition such as cancer, alcoholism, or AIDS. Issues affecting students with learning disabilities are discussed in the next chapter.

Students with Physical Disabilities

When teachers first see a student with a physical disability in their class, they often worry, "Will I have to change my teaching to accommodate this student?" While you will want to change a few small things in your class, by and large you will be able to teach as you would to students without this disability. In many cases, the DDS will notify a teacher about a student with particular needs. Their letter will also list possible accommodations. Changes to your classroom format might be the presence of an interpreter or a guide dog, or finding an accessible place in the classroom for a student with a wheelchair. How you should adapt your methods to the needs of the student depends, of course, on the nature of the disability. At the end of this section, we will offer suggestions based on specific disabilities. The first part of this section, however, will address general pedagogical issues relevant to all groups.

Terminology

What to call someone is always a sensitive issue. But one can always take a cue from the student to learn the term with which that student is most comfortable. If a student refers to herself as "blind," she will probably not object to your use of that word; however the preferred term is "visually impaired" rather than blind. Avoid saying that a student is "confined" to a wheelchair. People who use wheelchairs generally see their wheelchair as a means of mobility rather than as a restriction. Generally, attitudes rather than words that will bother a student. A visually impaired student jokes about political correctness:

[1] The predominant source of legislation on students with handicaps is Section 504 of the Rehabilitation Act of 1973 which required equality of education for disabled students in institutions receiving federal funding, and the Americans with Disabilities Act (1990), which extended these rights to the private sector. The Rehabilitation Act calls for "reasonable accommodation" but not an alteration of the fundamental structure of a program.

The politically correct term for blind is "visually challenged." That's a little bit being too sensitive… It wouldn't offend me, but they're trying to be too careful.

Thus it is not necessary to concern yourself too much about terminology. Different students may prefer different terms. Try to focus on meeting a student's needs and on treating each student as an individual. In fact, you will probably only rarely need to refer directly to a student's disability, perhaps only in the first meeting. If you focus on the important issues of student's needs and interests, the student will most likely not object to the smaller things, such as use of terminology. However, listen for hints that the student may offer concerning word choice. Listen to the student's descriptions of himself or herself and shape your own speech accordingly.

Treating the Student as an Individual

Sometimes teachers convey, through tone of voice or the particular way they say things, a lack of confidence that the student will be able to succeed in the course. Even an entirely well-meaning teacher may do this because of anxiety about how students with disabilities will perform in class. Ultimately this comes from the teacher's attitude toward disabilities. Remember that a deaf student, a visually-impaired student, or a student in a wheelchair may be as academically gifted as any other students in your class. A visually impaired student put it this way:

It takes a lot to offend me. The only thing that would really offend me is if someone said things in such a way that would imply that I could do less than anyone else, or that I was in some way fundamentally different from everyone else. But that's more an attitude, not so much the terminology.

Disabled students, like many other "minority" students, often have the feeling that they have to prove themselves every time they enter a new class. They often worry that the teacher will treat them differently from other students and expect less from them, which makes them feel that their intelligence and abilities are undervalued.

If you have a disabled student do not spend an inordinate amount of time focusing on their disability. Rewarding achievements with relevant praise, and offering critiques when the student's work could be improved, just as you would for any other student, will make the disabled student feel more included in the classroom. Disabled students generally do not enjoy praise that is based on their disability rather than on their ability. One student said, for example, that she felt just as irritated when teachers praise her inappropriately as when they undervalue her:

I did have one teacher who thought I was God's gift to earth or something. She used to say how wonderful I was every time, and she kept bringing up

the fact that I was visually impaired and yet I do so much." I got to the point where I wanted to say, "Get off it." Now that makes me uncomfortable.

Disabled students may not even view their disability as a handicap, but rather as a different way of doing things. The more matter-of-fact you are about the different ways the student works, the more likely it will be that you will make the student feel welcome in your class. Many students say that they feel comfortable with themselves, but when they see that the teacher is uncomfortable about their disability, they in turn will feel uncomfortable:

> *I actually think that a lot of times it's more uncomfortable for the teacher than for me. I'm usually fine with it, but a lot of times I think the teachers are scared, like, "Oh no, I'll upset him or offend him," or something like that. When I feel nervous or uncomfortable, it's more for that person. Sometimes I'll feel more uncomfortable if the other person feels uncomfortable.*

A student's visual impairment or use of a wheelchair is just one small aspect of that student's life. Like other students, students with disabilities are concerned about their social activities, their families, vacation plans, career plans and all the other things they have going on in their lives.

Just as for any other group of "minority" students, apply the same high standards to students with disabilities that you apply to other students. This bolsters the student's own self-worth and helps to ensure excellence in the academic work the student does for your class. Occasionally, you may encounter students who resist fulfilling some of the course requirements because they believe they are unable to perform necessary activities. In these cases, always review your course goals and ask yourself how important it is that the student be able to perform that activity. Could the activity be replaced with another one that is equally illustrative of the student's mastery of course goals? If this is a necessary activity, work with the student and with DDS to ensure that the student can perform the activity.

Knowing What Your Student Can or Cannot Do

Perhaps the greatest source of anxiety for teachers who have a student with a physical impairment is whether or not the student will be able to participate in class activities. The best way to alleviate some of this anxiety is to have a private conference early on with the student where you can ask specific questions. For example, some visually impaired students can see certain shapes or even text when the print is large, but cannot read text in small print. Visually impaired students can also understand the use of graphs and charts if the teacher explains verbally in detail what is shown on the graph or chart. Students with disabilities report that their anxiety about

working with a new teacher is also lessened when the teacher approaches the student privately and asks to schedule a conference. One visually impaired student commented that she appreciated having teachers approach her:

> *The advice that I would give to teachers would be not to say anything during the first class, but to take them aside after class and ask them if there is anything that they need. Because a lot of times students will be shy about coming forward and saying "I need this" or whatever. Ask them how they work in class, because people with disabilities work differently.*

During this initial meeting with the student, you can ask the student information that will be important for you when planning your class activities and projects. The student, likewise, has the opportunity to share with you information that he or she feels you need to know. Furthermore, this meeting gives you a chance to get to know the student's interests so that the student becomes for you an individual who likes jazz and studies psychology rather than simply someone who has a physical impairment.

What Should You Know About Your Student?

On the next page are some questions you can ask your student in order to find out how the student learns best. Try to include questions that are particularly important for activities in your course. These could focus on such issues as the usefulness of materials that make equipment necessary in science classes or visual aids in a foreign language class. This is also a good time to ask questions about the student's studies and interests.

This initial contact with the student will help greatly in establishing some basic procedures, but neither you nor the student can foresee every difficulty. The student should be encouraged to notify you throughout the semester if there is anything else you could be doing to help

Planning Ahead

Good teachers often add to their repertoire of teaching techniques and you might decide to try a new activity that you had not mentioned to the student in your initial conference. Rather than waiting until you introduce that activity in the classroom to find out whether the student can do it, ask the student ahead of time so that you can plan an alternate activity if necessary. If you wait until that class period, you risk both embarrassing the student and not knowing how to make the activity work. For example, one student stated:

> *I prefer that the teacher take a couple of minutes after class [the day before the activity will be done] and say "We're going to do this tomorrow,*

Questions to Ask Physically Disabled Students

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1. *How do you take notes?*
   (Disability Services will usually pay for a note taker.)

2. *Is there anything I can do that will help you get the important information in the class?*

3. *How do you take tests?*
   (Some students have exams sent to Disability Services where an "amanuensis" or scribe will write the student's answers on the exam sheet or where answers are entered on computer.)

4. *Are there any particular things that are problematic for you in class?*
   (List all the things you generally do in your class, such as using visual aids, putting students into groups, showing films, assigning in-class problem solving)

5. *Can you suggest some ways in which I could modify these activities so that you could participate more comfortably?*

> *or next week or whatever. Can you give me some suggestions on how we can make this easier for you?" It was more of a private thing and I didn't feel like I was being singled out from a group of 25 students.*

It will not be necessary to eliminate the varied ways you present course material for the sake of a single student. Plan to make an alternate activity for the student if possible, or spend time outside of class with the student to present the material in a different way. As one student said, "I would much rather spend time outside of class with the teacher than have the teacher totally restructure the class for me." Disabled students want to know that their teachers will help them. But on the other hand, they don't want to feel they are causing problems for the teacher or for the other students.

Classroom Dynamics

Students who have recently become disabled may feel an acute level of discomfort in speaking in front of others. Although you should try to encourage these students to participate fully in classroom discussion and activities, be sensitive to their discomfort. You will probably have a good sense of the student's feelings about him or herself from the initial private conference. You can lessen the student's discomfort by making it clear that you will assist the student in his or her class performance. The degree to which you insist on in-class vocal participation should depend on how important this kind of participation is to your course goals. In the case of a Communications Skills class, for example, the student is being evaluated on his or her ability

to speak in front of groups and speaking is an important part of course goals. Whenever possible, however, try to help students who are reluctant to speak publicly by having them perform in areas in which they feel more comfortable.

No student likes to "stand for" an entire group. It is not useful to ask the student to speak for all students with a disability or all blind or deaf students etc., since the student will not appreciate the hidden assumption that she or he is nothing more than the disability in question. Although it might be tempting to use this student as an "expert" if the topic arises during class, the teacher risks taking away some of the student's sense of individuality and self-worth. If the student wants to speak on this issue, she or he will most likely volunteer to do so.

Facilitating Group Work

Including students with disabilities in group activities will enhance their performance and may bring the other students to new levels of understanding as well. Even if it means slightly altering the activity for the group in which that student will work, the results will be positive. Convey to the student and to all the students in the class that you consider the disabled student an equal member in the class, capable of participating like everyone else. Sometimes, other students in the class might be hesitant as to how to work with the student. Perhaps they are concerned that the student will not be able to follow what is going on in the group, or they are anxious that they will do or say something to offend the student. Both of these anxieties may lead students in class to exclude students with disabilities from group activities. The teacher should consider explicitly announcing to the class (or to the individual group) that the student is to be an equal group member. A visually impaired student explained that the teacher can help to set the tone from the very beginning for the rest of the students:

> *The exclusion factor would be lessened a lot if teachers would just say at the beginning of the year, maybe the first time you're breaking into groups, "This is _____. She's blind but she can do everything you guys can do, so don't exclude her from the group." But teachers should probably check first with the student before they announce anything like that to the whole class.*

When you first meet with the student, you might consider asking whether the student would appreciate such an announcement or not. Whether or not you do choose to make such an announcement, observe carefully how all the students in that group interact. Making sure that all students are participating equally will prevent resentments and hurt feelings. If they are not participating equally, make sure to assign an area of responsibility to each member of the group in future activities, so that no single student can "sit out" the activity.

Assignments

Good teaching practice includes notifying students of all important assignments both in writing and orally. This is especially important for visually or hearing impaired students. Make sure to write assignments clearly on the board, hand out assignment sheets that are easy to read, and make clear announcements about assignment instructions and due dates. Announcing assignments at the beginning of class rather than at the end will avoid the possibility of telling students important information as they are filing out of the classroom.

Testing and Evaluation

Although the DDS often will suggest particular accommodations to make for a student, you and the student should discuss the appropriate kind of accommodations. Some accommodations might include having students who cannot read printed exams, or who are unable to write, take their tests on a computer at DDS (see the Policy for Alternative Testing in the Appendix C). Any time you send an exam to DDS for the student to complete, you should include explicit written instructions on what the student may or may not use during the exam. Anyone assisting the student (such as a reader) must adhere to the Honor Code and must follow your stipulations. Some teachers offer to administer the exam one-on-one to the student outside of class. However, some students say that while they appreciate the special consideration the teacher has shown, they feel awkward about taking the exam face-to-face with the teacher:

> *If you're taking it one-on-one with the teacher, it's so much more pressure and it's embarrassing in a way. The teacher is directly watching your performance, as you do it. I don't mind doing it that way, but I'd prefer to do it away from the teacher because I feel more objective. It feels more like my own choices because I don't feel the pressure I would feel actually sitting with the teacher. If you ace the quiz it's great, because it's like special attention. But if you bomb the quiz, it's really embarrassing!*

In addition to the possible stress the student experiences, giving the exam one-on-one introduces an element of bias which may interfere with the teacher's own objectivity. It may also put the student at a disadvantage. Whenever possible, have the student express him or herself in the same way that other students will. If the test asks students to read and write, do not ask the student to complete the exam orally unless it is truly necessary. If the exam is to be done orally, try to allow the student to complete the exam orally as well. If you have questions or concerns about designing or administering testing for a student with a physical or medical disability, contact DDS for advice.

Teaching Strategies for Specific Disabilities

The first section of this chapter addressed general pedagogical principles relevant to teaching students with any physical disabilities. This section examines specific strategies which you may need to consider for the following disabilities: hearing, vision, and mobility. At the end of the chapter there is a chart summarizing these strategies.

Students Who are Deaf or Hard of Hearing

Discussion and Lecture

At the beginning of a course, determine how much the student can hear. The amount of hearing will influence the student's interaction in the classroom. If the student has an interpreter in the classroom, this means that the student will have to have all information signed to him or her by the interpreter. Try to look at the student whenever you talk, and encourage the other students to do the same. It is a natural response to want to look at the interpreter when you are talking or are listening, but try to focus on the student so that you show that you are exchanging ideas with the student, and not the interpreter. Asking the student questions directly and not in the third person is important too. For example: "Have you chosen a paper topic?" instead of asking the interpreter "Has she chosen a paper topic?"

Much of the student's success depends on the interpreter's skill. If you find that you must frequently repeat information or that there are frequent episodes of miscommunication, you might consult with the student and interpreter outside of class and determine the source of the difficulty. You may be doing something very minor that is impeding fluid communication. If the miscommunication is due the interpreter's insufficient skills, you may need to find other ways to help the student obtain the necessary information, such as giving handouts of your lectures or communicating outside of class, or even through e-mail. Try to contact DDS before the student's performance in your class has been negatively affected.

In the case of students who can read lips, try not to turn your back to the student or obscure your mouth. If you have a tendency to speak quickly, slow the pace of your speech and enunciate clearly without exaggerating sounds or shouting. Keep in mind that even good lip readers can grasp only about 30–50% of what is said. Information may have to be repeated or key information written on the board.

Students who are hard of hearing need to be able to clearly see a speaker's lips and facial expressions. Consider the light sources in your classroom. Try to avoid standing with your back to a window. Also watch for activities or gestures which might cover your face or lips, or cause you to turn away from the students in question. You can change locations in the room, but you might try to stay in the same location for at least a few minutes before moving to a new one.

Have students with limited hearing sit in the front of the classroom so that they can be closer to both the teacher and the blackboard. Using the blackboard frequently and effectively will greatly enhance the student's performance. Writing key terms in easily legible writing as you lecture or as important concepts arise in discussion also helps. Ideally, the teacher would have a written outline of the topics or questions to be discussed during that class. Give this sheet to the student before class or after the previous class. Also write down all new terminology and concepts. You may need to make your lecture notes available to the student since it is much more difficult for the student to record all of the lecture accurately.

If possible, have the class sit in a circle so that all students' faces are visible to the hearing impaired student. It is more likely that the student will be able to participate actively in discussion when all students' responses are visible. Repeat other students' questions before answering them and put student answers on the board. When calling on the hearing impaired student, signal this in an evident way such as gesturing or nodding (avoid direct pointing). Using this same signal when calling on other students will avoid unnecessary singling out of the disabled student. Developing a highly visual system of volunteering or calling on all students will help the student keep track of everyone's involvement in the class.

Controlling the noise level in the classroom is also very important. For students who have hearing aids, extraneous noise must be kept to a minimum. Keeping the door closed and insisting to students that they refrain from talking and whispering while you or others are talking will help the hearing impaired student sort through sounds in the room. Unfortunately, many of the rooms on campus have no carpeting and may have high ceilings. They will reflect echoes, which can add to the difficulty of students with limited hearing.

Assignments and Instructions

Important dates and assignments should always be prominently displayed on the board. Developing as solid a routine as you can will help both you and the student remember to do this. For example, always write homework assignments and important announcements on the same place on the board at the same time of class (whether at the beginning or the end.) When talking about these announcements to the class, indicate with your hand the announcement to which you are referring. If you must change or cancel a class meeting, make sure you notify the student well in advance so that the interpreter can be canceled or rescheduled.

Testing and Evaluation

Students who are unable to speak will have difficulty performing oral testing. However, oral communication is usually a skill demanded of students, and it is often a significant part of a course grade. Obviously, oral testing provides particular difficul-

ties for students with difficulty in speaking. For foreign language or speech communication classes, for example, the teacher must decide what kind of testing best evaluates the student's ability to perform. If a hearing-impaired person who traveled to a foreign country would be traveling with an interpreter's assistance, then it would be appropriate to give an oral test in which the student works with an interpreter.

Students who sign may encounter interference in their writing. Since their first language is American Sign Language, this language interferes with their expression in English, which is actually their second language. Thus, like ESL students, they may exhibit consistent patterns of grammatical errors. One way to deal with such communication problems is have the student work regularly with staff at the Writing Center. You might also have the student refer to Diana Hacker's *Bedford Handbook for Writers* (1991) for the chapter on "Editing for ESL Problems."

Other Considerations

Students cannot lip-read films unless they are sub-titled. If you wish to show a film in class, see whether you can have the movie open-captioned. If this is not possible, provide the student with a screenplay or detailed written summary to ensure that the student obtains the material. If you are showing a short clip, you can simply type any dialogue in the clip. You can also arrange for the student to see the film outside of class, working with the interpreter. However you choose to do this, make sure that the student knows your reasons for using the film. Providing an outline of important points for all students to watch for will result in better class discussion in general.

You might start an electronic mailing list or print a list of e-mail addresses for all students. By establishing this avenue for communication, a teacher makes it easier for hearing impaired students to ask for clarification outside of class. If the student does not have an e-mail account, assist him or her in starting one.

If you need to contact a hearing-impaired student by phone, call the North Carolina Relay Center at 1–800–735–8262. You will talk to a person who will type your statements which your student can read on a monitor. The person at the Relay Center will then relay back to you the student's typed statements.

Students with Visual Impairments

Room Set-up

Visually impaired students require that the physical room arrangement remain the same. Unexpected or abrupt changes may unnecessarily disorient such a student. Warn the student before making any changes (such as breaking into small groups or placing a projector or overhead somewhere in the room).

Students with guide dogs should have a place in the classroom that comfortably accommodates student and dog. Although the dog can become a sort of unofficial member of the class, discourage students from petting or distracting the guide dog unless the student indicates otherwise. Guide dogs, no matter how friendly, are work animals, and treating them as pets can interfere with their usefulness to their visually impaired owner. An explanation of the work relationship that the student and the dog have can make classroom life easier and less disruptive for everyone involved.

Discussion and Lecture

As with hearing impaired students, try to have visually impaired students sit at the front of the class so that they can hear more of what you are saying. Keep the noise level down by closing the door, and insist that students not talk or whisper while others are talking to help the student concentrate.

Any time you present visual information, help the student by describing precisely what is being shown. For example, explaining a bar graph of poverty levels in developing countries by enumerating each bar and describing its height relative to the other bars will keep the visually impaired student from feeling left behind. Then a distinct summary of the conclusions the student should draw from the visual image will make sense. Even if visually impaired students cannot see graphs or visuals, do provide them with copies of these class materials so that they can, with the help of a reader, refer to them while studying for exams or other assignments. Other students in the class can sketch out copies of these graphs in their notebooks. Explaining the visuals clearly in class will give visually impaired students access to this kind of information as well.

If the student wishes to tape your lecture or the class discussion, try to find a way to accommodate him or her. Particularly if the student does not have a note-taker, the recorded tape can be vital for the student's ability to acquire important information. Some students have note-taking devices that they may use while in the classroom. Try to help the student in taking notes by explaining clearly all items you write on the board and by summarizing the key points you have covered during each class period.

Assignments and Instructions

Even more than other students, visually impaired students need the teacher to clearly announce all important due dates and any changes in the syllabus. Just as you organize your class for hearing impaired students, try to reserve a particular moment during class for making important oral announcements and reduce noise as much as possible while making these announcements.

Visually impaired students generally do their reading by having the readings you assign recorded on tape. Because it takes time to have these readings taped, reading material is only useful when it is assigned well in advance. When assigning a course pack of readings, make sure that the breaks between sections are clear and that each page is numbered (this is useful for *all* students). Including an audiotape of the contents will speed the student through his or her work. Make sure you distinguish between required and recommended reading.

Testing and Evaluation

Students with visual impairments read exams and other assignments with the assistance of Braille, readers, or tape recordings (particularly for long multiple choice exams). DDS can put exams into a computer which will transmit the written text into voice transmission. The student can then type his or her responses into the computer and have them played back for verification. Although students can spell words letter-by-letter while typing, editing can be more difficult as the student will only hear the final text. For this reason, make clear to students whether they can use spell (and grammar) checkers. If knowing the spelling without assistance is important for your course (e.g. for a foreign language course) make sure that the student knows this.

Other Considerations

Visually impaired students report being frustrated that sighted people assume that they are unable to watch films. Although they are not able to process strictly visual information, they are able to understand much of what is important through sound and dialogue. Consider emphasizing auditory aspects of the film that you might not have discussed when teaching the film in the past. When you are emphasizing visual information, include the visually impaired student by making sure you describe precisely what is being shown.

Students with Limited Mobility or Physical Impairments

Room Set-Up

Students with limited mobility may have trouble finding a comfortable spot in a classroom (especially if the classroom has fixed seats). Try to reserve an accessible place for the student to sit. Make sure no objects obstruct the path to this place. If the student requires the use of a table or some other object that is not already in the room, you can contact your classroom support unit or your departmental office to have the object brought to the room. Put a label on the object indicating it must not leave the room, so that the student will never be without it during class.

Assignments and Instructions

If you plan to move to another room for a film or some other activity, you can facilitate this move by telling the students ahead of time so that any student with a

disability can report directly to that room. The Department of Disability Services or Classroom Assignments have information on classroom accessibility.

Just as for other disabled students, providing detailed instructions, due dates and assignment requirements on a handout will avoid misunderstandings.

Discussion and Lecture

If a student has limited note-taking capacities, she or he may have someone in the class take notes. Disability Services will pay one student in the class to take notes over the course of the semester. Even if the student does have a note taker, it is advisable to provide handouts on important terms, concepts, and diagrams to lessen the degree to which the note taker's reliability determines the disabled student's success.

Students with limited upper-body mobility may be unable to raise their hands when they want to speak. Establishing a system so that these students can indicate when they want to speak will measurably increase their participation. When you have established the system of communication, remember to make enough eye contact with the student (who may be sitting off to the side of the classroom) to catch each offer to participate.

Group work always involves moving around in the classroom. When assigning group work, try to make it as easy as possible for the student to join classmates. Have group members sit near the student. When assigning role plays or other situations requiring the use of a written text, consider that you may need to provide a text in large print, since the student may not be able to hold the paper up to look at it closely.

Testing and Evaluation

Students who have difficulty holding a pen or pencil generally take their written tests at Disability Services and work with a computer or with a person who will transcribe their answers. If you must assign in-class writing, inform the student *ahead of time* and allow the student to do the assignment outside of class. If you give pop quizzes, you will need to establish an alternative test for students who cannot write in class.

Other Considerations

When scheduling events (such as review sessions, films, or invited speakers) outside of class, make sure the location is accessible to your student (wheelchair ramps and/ or elevators).

In some cases, students who are paraplegic or quadriplegic may have to miss class for medical reasons. Since physical problems can arise suddenly, the student may need to spend a week or even more at home or in the hospital. Allow the student to

make up the work and assist the student in acquiring information covered during the missed classes.

Guidelines For Teaching Students With Physical Disabilities

- Remember that the student's disability is only a small part of his or her total identity as a person.

- Always address the student directly, not through an interpreter or caretaker.

- Ask the student privately what things you can do to facilitate learning.

- Know what the student is able to do and plan alternatives ahead of time.

- Ensure that the student can participate in both class discussions and group work.

- Adapt to the student's needs without lowering your usual course standards.

Students with Chronic Medical Conditions

At some point or other in a teaching career, a teacher will probably encounter a student who is coping with a chronic illness. Students who are dealing with such illnesses as cancer, HIV or AIDS, or alcohol or drug addiction might not tell you about their illnesses. In the case of a student receiving services from the Department of Disability Services, you might receive a letter informing you that this student has a medical condition entitling him/her to accommodations. But you may notice students who show a puzzling and dramatic decrease in their performance, who may show signs of emotional distress in class, or simply not come to class at all. The most important thing is to be prepared for a student to confide in you about a medical condition. The way you react and your level of preparedness are important in helping the student take appropriate steps in your course. As one student described it, being a student with a chronic illness is like having an "extra ball to juggle: you juggle about five balls and someone throws you another and you drop them all."

Offer Alternative Topics to Potentially Stressful Assignments and Exams

It is always important to remember the hidden diversity of your class. When class discussion touches on a particular illness, there may be a student suffering from it in class. Although you may intend to discuss it in the abstract, the subject is very real and emotional for that student. A student with HIV tells about taking an exam:

> *The question wasn't in any way unsympathetic or insensitive, I think it*
> *was fairly well written. But coming into that, I wasn't quite prepared for*

*that, so I just froze at that point and was unable to really finish my
exam. I didn't know how to handle that afterwards… anything that is
written about HIV-AIDS needs to take into account the fact that some
people in the class may be personally affected by it; if not them then a
family member or close friend. I think the professor was surprised that it
was a real person.*

Obviously, you do not want to avoid controversial topics in your course. The univer-
sity provides a valuable service in openly discussing topics of importance to society
that will affect our young people now or in later life. Remember, however, that any
such topics may have a personal significance to someone in your class. Thus a
teacher should always design assignments and exams that test knowledge and skills
taught in the class, and try to avoid assignments that risk simply eliciting a student's
fear, anger, or anxiety. You can help make these situations easier by offering an
alternate question or topic that tests important course topics, but that does not in-
volve the student personally.

Classroom Discussion

If a student gets upset during a discussion of a particular illness or the topic of illness
in general, or misses class after such a discussion, it may be a sign that she or he is
personally affected by the topic. As you would with any student who shows signs of
distress, ask to speak to the student privately and ask whether something is wrong.
The student may share the problem with you, but if the student does not, do not
force the matter. In order to help such students in the future, consider announcing
the topics ahead of time so that the student can be emotionally prepared.

Reasonable Accommodations and Evaluating the Student

As do students with disabilities, students with a chronic illness that interferes with
their ability to function in major life activities have the legal right to "reasonable
accommodation." It is up to the teacher to decide how to accommodate the student.
These students may need to visit the doctor frequently, and you will have to decide
to what degree the student's absences from class should affect his or her grade in the
course. Think about these issues and make these decisions *before* the semester be-
gins. There might even be a section in the syllabus that explains how extended
absences due to illness will be handled. In this way the teacher is not open to
accusations of favoritism by other students. There should be a clear policy that elimi-
nates the need for complicated mid-semester discussion and soul-searching when
the teacher notices that one of the students has a problem. If you have a student with
a prolonged illness, provide alternate assignments or times outside of class for him or
her to make up work missed for medical reasons. In this way, you accommodate the
student's need to miss class while requiring that the student complete the required

course work. Offer to help any chronically ill students prove their competence in any way you can, but do not feel that you should give these students a higher grade because of their illness.

Guidelines for Teaching Students with a Chronic Medical Condition

- Be aware of emotional behavior and frequent absences.

- When covering a topic dealing with illness or disease, assume that this topic may affect some students personally.

- Offer choices on exams and assignments to alleviate student anxiety.

- Accommodate the student without lowering your course standards.

Summary of Teaching Strategies for Students with Limited Mobility

Assignments	• Plan alternatives to in-class writing or other activities requiring use of hands.
Discussion	• Be attentive to students who wish to speak but are unable to raise their hands.
	• When dividing class into discussion groups, make sure the student participates equally.
Lecture	• Ensure that you make eye contact with students in all parts of the lecture room.
Testing	• Allow student to take tests at DDS if writing is problematic.
Other Considerations	• If you meet outside of class, make sure the location is accessible.
	• Depending on the nature of the disability, you may need to allow more excused absences for medical reasons.
	• Structure ways for student to make-up missed work for any absences.

Adapted from: *Teaching a Diverse Student Body* (pp. 68–69), by N. Loevinger, 1994, University of Virginia.

Summary of Teaching Strategies for Students who are Hard of Hearing

Assignments	• Write all important dates, assignments, and instructions on the board or in a handout.
Discussion	• Address the student directly (not the interpreter).
	• Control the noise level.
	• Remember that lip-readers may only catch 30–50% of what you or the other students say.
	• Be aware that problems in understanding may come from an interpreter's lack of skill.
	• When dividing class into discussion groups, make sure the student participates equally.
Lecture	• Try not to pace, turn your back while speaking, or stand with your back to a window or light.
	• Moderate your speaking speed.
	• Allow a slightly greater response time.
	• Repeat other students' questions before answering them.
	• Give key terms and topics in writing.
	• Have student sit in the front rows.
Testing & Evaluation	• Examine the student's writing for possible ESL interference.
Other Considerations	• Suggest that the student communicate with you or other students through e-mail.
	• If you cancel class, contact the student well in advance so that the interpreter can be canceled.

Adapted from: *Teaching a Diverse Student Body* (pp. 68–69), by N. Loevinger, 1994, University of Virginia.

Summary of Teaching Strategies for Students with Limited Vision

Assignments	• Assign reading well ahead of time.
	• For students with some vision, give assignments in large print.
Discussion	• Warn the student of any changes in the room.
	• Control the noise level.
	• Call on the student by name when s/he volunteers (nodding or gesturing are not helpful).
	• When dividing class into discussion groups, make sure the student participates equally.
Lecture	• Moderate the pace of your speech.
	• Describe precisely whatever you put on the board.
	• Describe clearly all slides, handouts, and overheads.
	• For students with some vision, write large on board or give handouts in large print.
	• Allow note-takers or set up a notetaking system.
Testing	• Make all written feedback clear.
	• Make arrangements for oral feedback.
	• Allow student to take tests at DDS.
Other Considerations	• Allow guide dogs or tape recorders in class.

Adapted from: *Teaching a Diverse Student Body* (pp. 68–69), by N. Loevinger, 1994, University of Virginia.

Chapter 14

Students with Learning Disabilities

Like students with other disabilities, students with documented learning disabilities are expected to fulfill the same requirements as all other students admitted to UNC. However, learning disabled students may need to modify *how* they fulfill those requirements. There is an office on campus established to help these students. If you have students with such disabilities in your classroom you may have some contact with this office and can take advantage of the assistance they offer:

Learning Disabilities Services (LDS)
(basement of Wilson Library)
2–7227

Students with learning disabilities can greatly benefit when the teacher takes a little extra time and thought to accommodate their needs. These students may need accommodations in some classroom activities, assignments and exams. The office of Learning Disabilities Services (LDS) will work closely with instructors to aid and assist identified students.

This chapter discusses general issues of pedagogy concerning the teaching of students with a learning disability. In this chapter, we will also discuss the various kinds of situations that could arise in your course and suggest ways to approach these situations.

The term "learning disability" (LD) came into use in the 1960s. The National Joint Committee on Learning Disabilities (1994) defines LDs as:

> *a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities. These disorders are intrinsic to the individual, presumed to be due to central nervous system dysfunction and may occur across the life span. Problems in self-regulatory behaviors, social perception, and social interaction may exist with learning disabilities but do not by themselves constitute a learning disability. Although learning disabilities may occur concomitantly with other handicapping conditions (for example, sensory impairment, mental retardation, serious emotional disturbance) or with extrinsic influences*

> *(such as cultural differences, insufficient or inappropriate instruction),*
> *they are not the result of these conditions or influences.*

Learning disabilities affect how a person perceives and processes information. Most people with learning disabilities show a significant gap between their abilities in different skill areas. Two other conditions, Attention Deficit Disorder (ADD) and Acquired Brain Injury (ABI) also affect the ability to learn, and students with these conditions are also served by the LDS office. ADD is a condition characterized by severe levels of inattention, impulsivity and/or hyperactivity. ABI is a disorder resulting from trauma to the brain, such as a car accident or stroke.

One common misperception about people who have a learning disability is that they are less intelligent than other people. In fact, people with learning disabilities can be academically gifted and highly motivated achievers. Any UNC student with a learning disability has had to meet all requirements for admission that students without LDs must meet. Moreover, instructional strategies that can help students with LDs are changes than can help *all* students in your classes to learn better. Making clear the course goals, emphasizing and summarizing the most important points of a lecture, presenting material in more than one way, and giving precise feedback on progress throughout the semester are all features that help all students achieve success.

A teacher cannot always be sure whether a particular student has a learning disability. For those students who have already been diagnosed and are eligible for services at LDS, you might receive a letter from LDS informing you that you have a student with a learning disability. Students must decide, however, whether or not they wish to inform their instructors. Some students (usually as a result of negative experiences) are reluctant to disclose their disability. Or, there may be a student in the class who has not yet been diagnosed. Although you might not know whether you have students with LDs in your class, you can already do these, and all other, students a great service by making sure you follow guidelines of good pedagogy. Establishing clear and feasible course goals, recycling and reviewing information and concepts, structuring opportunities for students to apply concepts as well as information, and giving continual and constructive feedback to help students improve will help all students learn better, not just those with disabilities. You might consider putting a statement in your syllabus encouraging any students with special learning needs to discuss them with you. By demonstrating your willingness to work with students, you are more likely to have students come to you.

If you observe a cluster of symptoms indicating that you have a student with a learning disability, communicate privately with that student about what you have observed and/or call LDS. The list on the next page shows the most prominent features of students with learning disabilities.

Do You Have A Student In Class Who...

- demonstrates marked difficulty in reading, writing, spelling, and/or using numerical concepts?

- has poor handwriting?

- appears clumsy or poorly coordinated?

- exhibits such behaviors as an inability to stick to schedules, repeatedly forgetting things, losing or leaving possessions, and generally seeming "personally disorganized"?

- sometimes seems disorganized in time, space; confuses up and down; right and left?

- has trouble understanding or following directions?

- confuses similar letters and words such as "*b*" and "*d*," "*was*" and "*saw*"?

- is easily distracted?

- often displays anxiety or anger because of inability to cope with school or social situations?

- often demonstrates difficulty in understanding the subtleties in a social situation and does not seem to perceive how his/her behavior comes across to others?

From: Handout from UNC Learning Disabilities Services, adapted from the Rockville Campus Learning Center, Rockville MD.

Specific Characteristics of Some Common Learning Disabilities

Difficulty in Reading

Some students may show particular anxiety about reading aloud in class or they may read very slowly, sometimes tracing the words on the page with their fingers. Students with dyslexia may see letters as transposed (a "d" will look like a "b" for example), or may skip letters or words altogether. To understand just how much this disability might interfere with a student's reading speed and comprehension, try reading the following sentence:

> *He or sve has aver ape or adove averape iwtellipence; so me of thw wore quenalvet sywgto ws appear to de—bis or hers of wotor ac tivity; bisorder sof ewotionalith; bisorbeRs of berceb tiou; bisorb era of coucegtion; d.sorner s of attentiow; bisorders of wewory.[1]*

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[1] From a chapter by E. Rose in *Success for College Students with Learning Disabilities* (p. 136). Adapted from L. McGinnis & R. Miller (1985), *What is a learning disability?* River Grove, IL: Triton College.

As you can imagine, for dyslexic students, reading comprehension is often much easier when a text is delivered orally. Choosing a "user-friendly" textbook that gives clear charts and summaries and organizes concepts clearly can help many students who have difficulty reading. Making your syllabus available as early as possible will also help students who need to order their textbooks on tape.

Difficulty in Writing

Students with LDs may have very poor handwriting and their papers may contain many cross-outs, write-overs, and erasures. Dyslexic students may have difficulty spelling words, and may reverse the spelling of words, writing "saw" instead of "was." Even more likely, dyslexic students may have *inconsistent* spelling. Students with other learning disabilities also make frequent spelling errors, but note that the kind of errors they make are different from those made by students with poor spelling but who do not have a learning disability:

Common spelling errors	**Characteristic LD spelling errors**
"reverance" for "reverence"	"equiment" for "equipment"
"grammer" for "grammar"	"facecion" for "physician"
"museam" for "museum"	"presuse" for "precious"
"atitude" for "attitude"	"qutity" for "quantity"

Students with an LD in written language also tend to interchange homonyms, writing "sun" for "son" or "two" for "too." Students with an LD in written language may also misuse punctuation and may randomly place capital letters throughout a paragraph. On a more serious level, some students with a writing LD can explain ideas orally very well, but cannot write these ideas in a coherent way. They may use odd, even illogical, conceptual connections and show poor organization. [2]

Discrepancy in Information Processing

Some students can understand information presented in one way, but not in others. For example, they may be able to understand a diagram but not an oral presentation. In fact, these students may have difficulty processing information that you have just covered in class if it is presented in a different form than the one they are comfortable with (orally vs. written form and vice-versa). Correspondingly, these students may also do better at certain kinds of exam questions, such as short answer versus multiple choice or vice-versa.

[2] The information on characteristics of LD students' writing comes from a handout distributed by UNC Learning Disabilities Services, adapted from Mary Kay Galotto, Montgomery College, Diagnostic/Prescriptive Learning Specialist.

Because the students have difficulty processing information, they may ask you questions about information you have just finished explaining or need to ask the same question more than once. The student might ask questions that show a basic misunderstanding of a reading or lecture. These students might also have difficulty following directions on assignments and exams, misinterpreting questions or not seeing what kind of information the question is soliciting.

In writing out exam answers or papers, students may inadvertently reverse information in a way that seems illogical, saying that something "is a cause" when the student really means "is not."

Some students may show no difficulty in understanding tests, but have difficulty finishing them in the allotted time. This suggests difficulty with sorting information, reading or writing speed, or memory problems.

Difficulty with Mathematics

A difficulty with information processing may be exhibited in mathematical problems as well. The student may go about solving a math problem in the right way, but frequently comes to an incorrect answer because she or he has transposed numbers, treated negative numbers as positive numbers, or added columns incorrectly. In writing, the student may reverse numbers, writing "87" instead of "78." As with foreign languages, students with an extremely severe disability in this area may petition their school for permission to take a substitution course, but this is not easy to do and the burden of proof is on the student (see below for foreign languages). The student desiring to pursue this option should contact LDS or their school's Dean.

Difficulty with Foreign Language

There is still little research on the relationship between learning disabilities and the inability to learn a foreign language, but cases of students who spend hours studying, hiring tutors, and meeting frequently with their teachers with no success are well documented. Generally, a student with an inability to learn a foreign language is likely to have some other learning disabilities, since learning disabilities interfere with one's ability to process language. Although students at UNC (and at many other institutions) with a significant disability in learning foreign languages may be able to obtain permission to take a substitution course, this is not a simple procedure and involves much documentation. If, as a foreign language teacher, you notice a student having significant difficulties learning a foreign language, consult with Learning Disabilities Services. For more information on recent research in foreign language learning disabilities, consult Ganschow and Sparks' "Foreign language learning disabilities" (1993), which gives a list of foreign language classroom accommodations that may help students with LDs. (p. 298–301).

Attention Deficit Disorder (ADD) and
Attention Deficit Hyperactivity Disorder (ADHD)

ADD and ADHD can be medical diagnoses whereas a learning disability is always an educational one. But because they often interfere with a student's ability to learn, it is appropriate to consider them along with learning disabilities. While it is sometimes thought that only children have ADD, 30 to 70% of children with ADD continue to manifest symptoms into adulthood. (CH.A.D.D., 1993) These adults may have difficulty concentrating and may be distracted easily.

Students with ADHD are likely to exhibit motor restlessness (foot-tapping, shifting in seat) and may have difficulty focusing on information for long periods of time. The student may also be impatient and have difficulty delaying impulsive behavior. While some students receive medical treatment for ADHD, not all adults respond to drug therapy.

Referring Students to Learning Disabilities Services

If you suspect that you have a student with a learning disability based on your observations of his/her performance in your course, you might first call LDS to talk to them about your "diagnosis." Then, discuss it with the student. Although teachers may be concerned about how to broach the subject of learning disabilities with a student, it is much more harmful for the problem to go unchecked, since it may result in the student's failure in this course and poor performance or failure in other courses. The staff at LDS will be glad to advise you on how to approach the student and can help you to determine whether the symptoms you have observed are indeed indicative of a learning disability. You do not need to give the name of the student, and LDS guarantees the student's privacy.

LDS suggests that you take the following steps in broaching the subject of learning disabilities with a student:

1) Emphasize the positive aspects of the student's performance and note your concern that these aspects are inconsistent with other aspects of the student's work that you have observed.

2) Be very specific about your observations, emphasizing the patterns of errors that you have noticed.

3) Rather than announcing that you believe the student may have a disability, present the topic in a general way to the student. Ask the student whether she or he is aware of these patterns. It may well be that you have a student who is already

aware of having a learning disability. If this is the case, ask whether she or he is aware of the services LDS offers and provide the phone number if not.

4) If the student does not disclose him or herself as having a learning disability, the teacher might simply suggest possible resources the student can explore in order to address the patterns of difficulty. Tell the student that there is a *Learning Skills Center* (Phillips Annex) that offers both individual and group sessions on various skills such as note-taking and taking exams. In addition, the *Writing Center* counsels students individually on various writing skills and can help students to revise their drafts. Furthermore, a student can pursue testing at the *University Counseling Center* at Nash Hall. A psychologist may determine whether the student should be assessed for LDs or be referred to Psychological Services at Student Health, to be examined for ADD or ADHD.

Although you may be concerned about offending the student, if you make the student aware of a disability, you are doing him or her a great service. The student might not even act on your suggestion immediately, but you have planted the seed. If indeed the student is found to have an LD, he or she will be able to benefit from the services LDS provides.

Services Offered by Learning Disabilities Services (LDS)

- individual academic planning (IAP)

- assistance in developing learning strategies

- accommodations (note-takers, taped texts, math or foreign language tutors, testing accommodations)

- assistive technology

- assistance in registration

- support groups

Working to Accommodate a Student with a Learning Disability

Once a teacher knows that there is a student with an LD in class, the teacher's rapport with the student can be vital to helping the student succeed. Because learning disabilities vary greatly from person to person, in this section we discuss general pedagogical techniques to use when teaching students with LDs. Find out how much the student knows about his or her disability. Students who have known about their LDs for a long time are often able to say what works well and what does not. Do not assume, however, that a student with a documented LD will necessarily be able to explain his/her specific disability in great detail.

Learning Abilities

Having a learning disability also implies having a learning ability. Students with LDs at UNC are admitted on their own merits (there is no ceiling, nor does the University lower its academic standards when admitting these students). Although students with LDs at UNC may have difficulties with particular kinds of learning, they have developed effective coping skills in order to succeed. If you examine your own history as a student, you will probably be able to recall kinds of learning situations that you preferred and which seemed more "natural" for you than others. Thus, although we will discuss specific accommodations you can make upon finding out (or suspecting) that you have a student with a learning disability, remembering to take advantage of students' diverse *abilities* and not to overemphasize their *disabilities* will help them to excel in their studies.

Classroom Dynamics

Specialists in learning disabilities have increasingly observed that some people with LDs may experience social difficulties as well. Some of these include difficulties working effectively with others; behaving appropriately in given social situations; expressing opinions and feelings; understanding humor or sarcasm; and relating to authority figures. (Mangrum and Streichart, 1984, p. 30) While it is not the teacher's primary responsibility to counsel the student, it is important to understand that such difficulties may be a function of a disability and not simply an "attitude problem." Always assume good faith on the part of the student and have a private talk if you notice behaviors that interfere with learning or disrupt the class environment.

The teacher cannot assume that a student will come forward by him or herself. LDS strongly encourages students to disclose their disabilities at the beginning of the semester, but this choice is up to each student. Many students, particularly if they suffer from low self-esteem or lack of confidence, are unlikely to seek out their teachers for help. You are doing the student a favor by raising the issue. Says one student with a learning disability:

> *Be aware of how students are reacting in class. Be really conscious of the*
> *type of work that they're turning in. I'm not embarrassed that I have a*
> *learning disability, but I don't tell everybody. I've been lucky in that*
> *teachers have taken a personal interest in me, because if they do see a*
> *problem, they usually come to me and approach me about it.*

Because students with LDs may lack confidence in themselves and may be wary of speaking in front of others, it can help to establish a good one-on-one relationship with the student. Do not ignore students with LDs and think that you are sparing them embarrassment. By not calling on them, the teacher sends a signal that only confirms their worst fears about their inadequacies. Talking with the student outside of class and seeing whether you can establish strategies with which you are both comfortable will help the student most. Look for opportunities where the student can demonstrate existing knowledge. Paying attention to ideas the student conveys in writing or in some other way outside of class and asking the student to share those ideas will enhance his or her self-confidence and maximize this student's in-class participation. A student in a foreign language class appreciated his teacher's effort to keep informed on what skills he had mastered before asking him to demonstrate it orally in class in front of other students:

> *One of the things she would do is that if we were going over something in*
> *class, and I hadn't gone over it with my tutor, she wouldn't call on me*
> *because she felt that it would put me on the spot… The next class, she*
> *would call on me.*

The teacher was not ignoring the student, but rather was choosing to call on the student at those moments that were most likely to result in a positive performance. This is an effective technique for any student who is shy or lacks confidence. By building the student's confidence in this way, it is more likely that the student will eventually be able to venture answers to new questions. The student may even come to volunteer in class.

Lecture and Discussion: Repeat and Recycle

Many students with LDs have difficulty remembering information or applying concepts to new material. All students benefit from review of major concepts throughout the semester and from multiple opportunities to apply concepts to new situations. At the end of each class period, summarizing the main points is a good technique for ensuring students' retention of material generally. Also, review points from the previous lesson at the beginning of a class. Ask students questions like "Remember when we talked about _____? How could we use that idea to apply to what we have been discussing today?"

Taking notes is often difficult for students generally, and especially so for many students with LDs. Speaking at a moderate pace and enunciating clearly will help them. Use body language and voice modulations to emphasize important points. Writing only the key ideas on the board will help the students to copy and retain the most important points, and not risk confusing them with side issues. Provide handouts or write on the board when you introduce new terms or concepts. In order to prepare students for discussion, give reading questions ahead of time so that you reinforce students' learning during class.

For students with severe difficulties in note-taking, LDS can help the student to contact a note taker (a student in the class) who will give copies of the notes to LDS. These notes supplement notes the student takes. The disabled student is expected to attend all classes, and in the event that a student frequently misses class, LDS will not furnish the student with the supplementary notes.

Assignments

The transition from high school to college is difficult for most students because most college courses rely on a high degree of independent learning. Teachers frequently assign large projects to be completed at the end of the semester which the student must work on independently throughout the semester. In many cases students receive little feedback early in the semester. Try whenever possible to structure feedback throughout the course. For example, if the students must complete a large research paper at the end of the semester, have smaller assignments that will allow students to practice micro-skills they will need to succeed in the large project. Ask for outlines or proposals of papers and discuss them with students well before the due date. Allow students to present you with a first draft for feedback so that they can improve the final version.

Announcing due dates for assignments in both oral and written form will help everyone in class. All requirements for the assignments should be indicated clearly. Bolding or highlighting the most important information for greater visibility will avoid confusion. Furthermore, offer suggestions for stages of completing the project and for the amount of time you estimate the students will need for each stage.

Try to prepare students for papers and other assignments by giving them questions to help them in their reading. One student with an LD explained some of his frustration with how to apply his reading to his assignments:

> *It would have helped me to prepare for the readings to know what to go after. In that class we had six books. The last paper I had to write was to compare two of them. That was a lot of reading to go back over.*

The teacher does not need to give students actual paper topics before they read, but by giving them some overall guiding questions, the teacher will help students to identify the information which will be most useful to them later when they must work on their assignments.

When making assignments, establish the parameters of successful answers. In a literature paper, for example, it is useful to tell students explicitly that you do not want plot summary but that you do want some examples of quotes from the text. Giving students examples of good answers to discuss and even practice in class will make the assignment clearer to everyone. Students find hands-on practice more helpful than a simple handout. In science and math classes, it is most useful to begin work on problems very soon after the topic is introduced. Word problems are very difficult for most students, and can be doubly so for students with a learning disability. Working out word problems takes practice. Assign them throughout the semester, and take the time to check them in class so that the students understand the process of solving such problems long before they must take the exam. If you feel that you have insufficient time for this kind of practice, schedule times outside of class during which all students can come.

Testing and Evaluation

A concern teachers often have when they have a student with an LD is how to help the student without lowering course standards. A teacher's job is to make sure that the student meets the course goals, but that reasonable accommodations that will reduce the barriers imposed by a disability are provided.

The most common accommodation for administering tests to students with LDs is allotting extra time (usually twice the allotted time). Some teachers argue that allowing students such extra time is unfair to other students. However, according to Runyan's research (1991), when LD students are given extra time for testing reading comprehension, their scores improve, but when non-LD students are given extra time, there is no change in performance. This means that a timed test often does not test comprehension of material. Instead, it tests the rate of the individual reader's speed. Ask yourself to what extent it is really important that the student demonstrate knowledge in a specific time allotment. Remember that by making speed of completion a criterion for evaluation, you privilege not students' knowledge and grasp of concepts, but students' ease with timed testing.

Other accommodations that LDS may determine and provide to students with LDs include having students take exams on a computer rather than writing them by hand, working with a reader, or dictating their answers verbatim to a scribe. All accommodations are determined based on each student's documented disability. Students who are easily distracted may take their exams at LDS, which can provide a quiet,

distraction-free room. While the student is taking the test, there are staff members who periodically check the test room, and during finals, they proctor the exam closely. A teacher may stop by at LDS to talk to a student while an exam is administered, but instructors may not enter the exam room, since this could distract other students. All students who take their tests at LDS must submit a form on which the teacher states which materials students are allowed to use while taking the test.

Test Format

The primary concern when designing an exam is to test the concepts, skills, and information that have been emphasized in the course. An exam should offer students as many opportunities as possible to demonstrate their ability. Offer some variation in the kinds of questions asked. Some students perform better on essay questions than on multiple choice questions. Some students feel more at ease with imaginative rather than formal questions. For example, in an essay question on American history, you could design a question which asks students to imagine they are the curators of an exhibit on World War II for the Smithsonian for which they must justify their choice of display items to a committee. This kind of question gives students the feeling of participating in a "hands-on" project. Allowing them to speak in the voice of a curator, rather than simply as a student in the class may lessen some of their anxiety about expressing themselves. In cases of students who have demonstrated an inability to perform certain kinds of testing (such as multiple choice) you may want to make an alternate test for the student. LDS will be glad to work with you on test formatting if you contact them.

Try as much as possible to inform students of the exam format and what portions receive the most points. Most teachers find that *all* students worry about this aspect of exams, and appreciate the prior information. Telling students that you will have a 30–point short-answer section, a 20–point brief essay section, and a 50–point long essay question will allay fears and help them to prepare most efficiently. Give students some degree of choice in essay topics so that students can choose the topic about which they feel the most confident.

Avoid giving questions or instructions that are grammatically or syntactically complicated. Constructions (such as double negatives, questions within questions, or embedded phrases) will only serve to bewilder the student without testing actual information important to the class.

Teachers find that providing review sessions during which students learn how to take the test improves overall performance. Give sample questions and answers so that you show students what kind of answer you expect. Although teachers sometimes get annoyed when students say "I don't know what you're looking for," students are simply speaking from their experience of having different teachers who all

had different, and perhaps contradictory, expectations. Each new teacher presents them with a semester-long study of new hidden assumptions and expectations. Making expectations explicit will help all students retain the most important information and perform better on exams.

When grading exams, the instructor should not deduct heavily for spelling and punctuation mistakes unless spelling and punctuation are essential to one of the course goals. For students with LDs in particular, editing what they have written while under time pressure can be very difficult.

Students Benefit from Learning to Learn

Paying attention not only to the concepts and skills you are trying to emphasize in the course, but also to the ways the student is attempting to learn these will be most profitable to the student. In many cases, the teacher can be a valuable resource to the student by helping to show more effective learning strategies so that students learn how to learn. For students with LDs in particular, skills such as "planning, monitoring, regulating, and scheduling" are often difficult (Brinckerhoff, Shaw and McGuire, 1993, p. 252). Such students may have difficulty writing a paper not because of procrastination, but because of lack of effective time management and difficulty in setting priorities. These are some of the strategies that LDS works closely with students to develop. The teacher can also help the student by targeting the student's area of difficulty and suggesting a strategy to compensate.

When a student asks "How should I study?" suggest specific strategies to help him or her remember and apply course concepts. Telling a student to "go over your notes and make sure you understand all the readings" will not be helpful because it does not tell how to actively practice skills which will be tested. People sometimes believe that studying is something one just does. But everyone has particular study and learning skills, whether or not one is aware of them. For many students, effective methods of studying may not be self-evident. Consider the Spanish teacher who is advising a student how to study for a quiz. The advice "go over your vocabulary list at the end of the chapter" may seem like good advice. But what does it mean to "go over" this list? Instead, the teacher might suggest that the student write words on notecards and literally test himself by looking at the English word first and trying to remember its Spanish equivalent. This retrieval process more closely mirrors the *active* process the student will experience while taking the test (or traveling in Mexico!) as opposed to looking *passively* at the list as a whole. Similarly, telling students to "go over" formulas at the end of the math chapter may not be useful to the student. Instead, give a handout of sample problems that *use* the formulas instead of relying simply on rote memorization. Then turn the tables by challenging the students to write problems for each other. Encouraging them to work in study teams to work out the answers will also result in a deeper understanding of the material.

General Guidelines for Teaching Students with LDs

- Take initiative. If you notice a problem, talk to the student in private.

- Provide a detailed syllabus and assignment descriptions.

- Give directions in writing and orally.

- Present material in a variety of ways: visual, aural, role plays, etc.

- Build skills gradually over the semester and give frequent feedback.

- Allow alternative testing formats and/or extended time where appropriate.

- Avoid looking annoyed when a student asks a question you have just answered.

- Keep students' attention through voice modulation, gesturing to emphasize significant points.

- Help students to organize, synthesize, and apply information.

Appendices

Appendix A

Mid-Term Course Evaluations

To increase the effectiveness of any mid-term evaluation, the students must understand (1) that their responses will remain anonymous, and (2) that you have asked them to fill out the questionnaire to improve your own teaching rather than to judge the class in any way. To help show the students that you are serious about getting honest answers, it's a good idea to leave the room while they answer the questionnaire. You might choose one responsible volunteer from the class to collect the completed forms and put them in an envelope to give you at the end of class. When administering an evaluation, it is also important to give the students enough time to respond thoughtfully to the questions, even if that means that you must stay out in the hall or in your office longer than you would like during class time.

Finally, taking the suggestions for improvement on the evaluations seriously is the best way to improve both your teaching and your relationship with your students. Students will respect any teacher who is serious enough about teaching to take their ideas into account. One way to engender a useful discussion of the evaluation is to tabulate the results and hand them back out to the students within a few days. Then you can use part of one class period to discuss their suggestions and to explain which ones you will incorporate, how and why. Students usually react well to a professor or TA who is willing to change and admit that they may still have something to learn as well.

Mid-term Evaluation Form I (see next page) is geared for any class which often uses discussion and/or group work to cover material in class. Such an evaluation is useful in classes of literature, social sciences, health sciences, law classes etc. Each question will, of course, have to be re-written to reflect the concerns and topics of your particular class.

Mid-term Evaluation Form II is an example of an evaluation for a more "technical" class, in this case, foreign language grammar. The questions in the second evaluation can easily be modified for such classes as math or statistics.

Mid-Term Course Evaluation I

1. The intellectual level of full class discussion is:

_____ too high (I am lost or confused a lot.)

_____ sometimes too high (I am lost sometimes.)

_____ just right (I understand what we are talking about and feel

that I am learning from discussion.)

_____ too low (Everything seems obvious to me.)

2. I find group work:

____ almost always valuable and enjoyable

____ sometimes valuable and enjoyable

____ not very valuable or enjoyable

____ a waste of time.

3. I would probably get more out of working in groups if:

4. Please describe a particular moment in class where you felt you really learned something (whether a specific idea you found interesting or a general way to approach literature). You might mention literary terms like satire, issues about why we read books, how to determine the narrator's tone, etc.

5. Think back on the first day of class when we looked at the two music videos. Did you understand at the time why they were being shown? Do you see how they are relevant now?

6. Look at your goals sheet you received the first day of class. Which goals (if any) do you feel you are on your way to reaching? Which goals remain unclear or unmet?

7. List three things you like about the class:

    1.

    2.

    3.

8. List three things you would change about the class:

    1.

    2.

    3.

Any ideas for a class activity that would be both fun and meaningful? (something you liked from another class, for example).

Mid-term Course Evaluation II

1. How would you describe the level of this course?
   too difficult   _____
   difficult, but challenging as it should be   _____
   sometimes difficult, but on the whole not very challenging   _____
   too easy   _____

2. Do you feel you are learning new grammar?
   yes, lots _____   sort of _____   it's all review _____

3. What kind of exercises do you find the most useful in learning the various grammar points? What kind are least useful?

4. To prepare for quizzes, do you test yourself on the answers we did in class?
   always _____   sometimes _____   never _____

5. How helpful are the answers to exercises I hand out in class?
   very helpful ____   somewhat helpful ____   not helpful ____

6. What else could I do to help you learn grammar?

7. Which of the following ideas about writing did you find useful and why: brainstorming, dictionary exercises, choosing better vocabulary, descriptive writing, linking words.

8. Do you find the writing topics interesting and useful for improving your skills? If not, what kind of writing would you prefer to do?

9. How often do you use the <u>Petit Robert</u> or other French-only dictionary when you write?
   often _____   sometimes _____   never _____

10. Please name three things about the class that you like and three things you dislike. Please be as specific as possible and, if you have a suggestion, please offer it. For example, if you do not like the grading, say what aspect in particular you don't like and how it could be changed.

Appendix B

Flexible Grading Scale

The following grading contract creates a flexible grading scale. The advantage of such a contract is that both teacher and student come to an awareness of the most important activities and topics of the course and also of the student's preferred learning style. The student and the teacher collaborate on the final grade, giving the student the chance to maximize a course grade while the teacher decides on a range of points which will maximize learning and coverage of class material.

With a flexible grading contract, the student will have a clear idea of what will be required throughout the course right from the beginning of the semester. Such a contract can avoid nasty surprises at semester's end for both the student and the teacher. With a grading contract between them, students will be less likely to haggle with the teacher about grades, since the students participated in selecting the grading scale.

It is important for the teacher to assign point ranges which correspond to the amount of class time spent on each activity or project, and on its importance in the general scheme of the semester-long course. A flexible grading scale does not give students the power to do anything they choose to do for a full grade, but it does establish guidelines which will ensure that the students do *all* activities, while also maximizing the grading on those kinds of activities at which each excels.

Contract Grading Agreement Form
(Course Name)

Please indicate the points for which you would like to contract in this course. Choose points within the ranges provided and be sure that the total number of points add up to 200. This contract must be signed by you and given to the instructor at the beginning of the class period on *(insert date)*. Once the contract has been signed, the agreement cannot be changed. Keep the top copy for your records. If you fail to meet the deadline for submitting your contract, the instructor will determine the point distribution for you.

Activity	Point Range	Your Point Value
Required:		
Two Exams	40–70	_____
Group Project	50–70	_____
Optional: *(You must choose at least 2!)*		
Book Report	10–30	_____
Current Issues Journal	15–35	_____
Mind/Body Experience	10–30	_____
Activity Report	10–30	_____
		_____
		200

I have read the above contract and agree to abide by the conditions. I understand that my grade for this course will be determined by the point distribution that I have indicated.

Signed _____ Date _____

Appendix C

DDS Policy for Alternative Testing

Department of Disability Services
Students with documented disabilities may complete examinations/quizzes in an environment and format that is accommodating and accessible to their needs.
Testing modifications include:

1. Braille and large print
Test will be transcribed into Braille or large print (multiple choice examinations may be tape recorded). Students' responses may be in Braille or handwritten. Braille responses will be transcribed into print without errors in spelling, syntax or grammar corrected. (Braille answers will be returned with printed answers.)

2. Computer responses
Students with physical or medical disabilities may use a computer to respond to examinations or quizzes.
    A. The student will be provided with a blank disk on which to record their answers. All responses will then be printed out in the Department of Disability Services and returned to the faculty member.
    B. The use of Spell Checkers and Grammar Checkers will be based on medically documented recommendations, or with the permission of the course instructor.

3. OPSCAN
Students may respond to the questions on examinations/quizzes in an accessible medium and the responses will then be transcribed on the OPSCAN sheet. The original response sheet will be returned to the instructor.

4. Dictated/Oral examinations
    A. Provided that #1 and #2 are not feasible options, the student may dictate to an amanuensis (transcriber) their responses to examination/quiz questions. The student will be responsible for all spelling, grammar, and syntax. The amanuensis cannot be any person who has worked with the student as a reader, tutor or study assistant in the course for which the examination/quiz is offered.
    B. Oral examinations will be permitted when technical criteria (spelling, grammar, punctuation, syntax) are not at issue. All oral responses <u>must</u> be tape recorded as proof the examination was completed and to serve as evidence in the event of a grade appeal.

5. Extended Time

Extended time to complete an exam/text is a reasonable accommodation for students using alternate testing formats. The length of time necessary to complete an exam is directly related to the testing format and disability; however, the general time extension is approximately twice that of the regular time allotment.

All exams will be taken at the regularly scheduled class time. If a conflict exists because of a class following the regularly scheduled class, then:

1. The exam will begin the class period prior (if possible) to the regularly scheduled time, or
2. The exam will be taken the same day, at the first available accessible time slot, or
3. The exam will be rescheduled to be taken on a day prior to or after the regularly scheduled time.

WRITTEN PERMISSION FROM THE COURSE INSTRUCTOR MUST BE PROVIDED BY THE STUDENT.

6. Exam/Test Pick-Up and Instructions

The Department of Disability Services will assist the faculty in picking up, transcribing into an accessible format, proctoring, and returning all exams/tests.
Calculators or other augmentative academic devices/materials must be specified by the faculty, otherwise they will not be permitted.

IT IS THE RESPONSIBILITY OF THE STUDENT TO COMMUNICATE WITH THE FACULTY AND THE DEPARTMENT OF DISABILITY SERVICES THE NEED FOR ALTERNATIVE EXAMINATIONS.

Appendix D

Who's on Campus

I. The Students

UNC's student population has become increasingly diverse over the years. Since 1989, all minority groups have shown an increase in enrollment at UNC and in degrees awarded them. Only the White student population has remained relatively stable, neither consistently gaining nor losing numbers of students enrolled and degrees earned by them. In the fall of 1996, the student population of 24,141 was 80.2% White; 9.6% African American; 4.8% Asian American; 1.5% Hispanic American; 3.3% International; and 0.6% Native American. (see Table 1)

In the fall of 1996, women made up 60.2% of the UNC undergraduate student population, and the entire student body was 58.5% female.

In 1996–97, 75.6% of all students at Carolina were in-state students, and the rest came from all 49 other states and from overseas. The undergraduates were even more likely to come from North Carolina than from out-of-state: 81.6% of the undergraduates were North Carolinians in 1996–97. (See Figure 1)

### Student retention among minorities

Although UNC–CH's mission is to include and benefit all citizens of the state, minority retention rates have not always been ideal. African Americans and Native Americans in particular show lower rates of graduation than do their peers. Four years after enrollment at UNC–CH, White students show a graduation rate of 65.7%, and a transfer rate to other institutions of 3.2%. 21% of the White students at UNC take longer than 4 years to finish their degree. Compare those statistics with the 43.9% graduation rate from UNC–CH of African American students; their transfer rate to other institutions is 3.4%; and the fact that 26.6% do not finish within four years. For Native Americans the statistics are even less satisfactory: 39.1% of enrolled Native Americans graduate at UNC–CH, 4.6% transfer, and 32.2% take longer than four years (see Table 2).

Table 1
Distribution of Students by Level, Race, and Sex, Fall 1996

	Undergraduate		Grad.	Prof.	Total - All Levels	
Native American	No.	%	No.	No.	No.	%
Male	41	0.3%	5	7	53	0.2%
Female	56	0.4%	16	22	94	0.4%
Sub-Total by Race	97	0.7%	21	29	147	0.6%
Asian American						
Male	311	2.0%	97	65	473	2.0%
Female	467	3.0%	141	69	677	2.8%
Sub-Total by Race	778	5.0%	238	134	1,150	4.8%
African American						
Male	492	3.2%	134	76	702	2.9%
Female	1,159	7.5%	317	132	1,608	6.7%
Sub-Total by Race	1,651	10.7%	451	208	2,310	9.6%
Hispanic						
Male	66	0.4%	55	16	137	0.6%
Female	115	0.8%	84	15	214	0.9%
Sub-Total by Race	181	1.2%	139	31	351	1.5%
White						
Male	5,143	33.5%	2,255	795	8,193	33.9%
Female	7,398	48.1%	3,086	699	11,183	46.3%
Sub-Total by Race	12,541	81.6%	5,341	1,494	19,376	80.2%
Non-Resident Alien						
Male	59	0.4%	406	1	466	1.9%
Female	56	0.4%	278	7	341	1.4%
Sub-Total	115	0.8%	684	8	807	3.3%
Total Male	6,112	39.8%	2,952	960	10,024	41.5%
Total Female	9,251	60.2%	3,922	944	14,117	58.5%
Total	15,363	100%	6,874	1,904	24,141	100%

From: UNC Office of Institutional Research (1997). *UNC fact book 1996–1997.*
Chapel Hill, NC: University of North Carolina at Chapel Hill.

Figure 1
Distribution of Students by Residency, Fall 1996
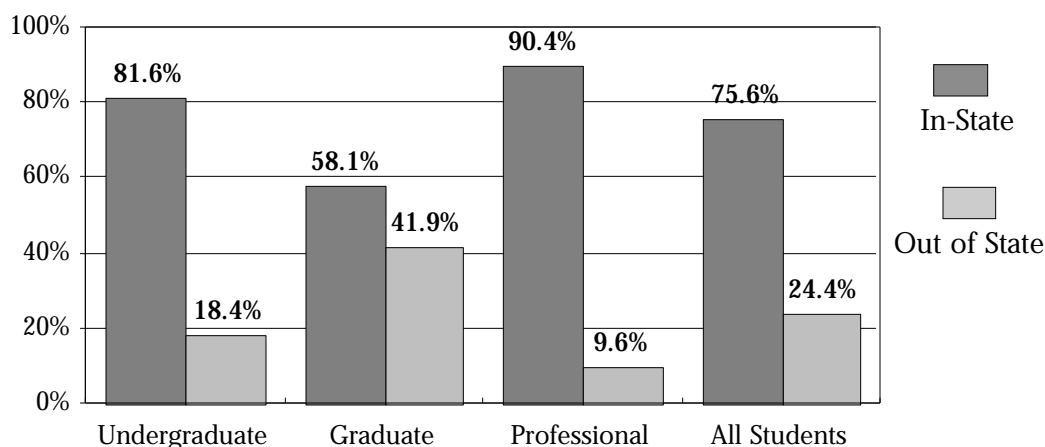
From: UNC Office of Institutional Research (1997). *UNC fact book 1996–1997.*
Chapel Hill, NC: University of North Carolina at Chapel Hill.

Table 2
UNC–CH Graduation and Persistence Rate by Race:
Average for Most Recent Four Classes as of 1994

	Grad. fm. UNC–CH in 4 years	Still Enrolled @UNC–CH	Persistence Rate @UNC–CH	Grad. or Enrolled in Other UNC System Institution	Non-Persistence @UNC–CH
White	65.7%	18.5%	84.2%	3.4%	12.6%
African Am.	43.9%	23.5%	67.3%	3.2%	29.2%
Native Am.	39.1%	27.6%	66.7%	4.6%	28.7%
Asian Am.	62.8%	22.8%	87.2%	1.7%	12.8%
Hispanic	60.9%	26.1%	87.0%	0.0%	13.0%

From: UNC Office of Institutional Research, *Fourth annual assessment report,*
1993–1994, Chapel Hill, NC: University of North Carolina at Chapel Hill.

II. The Faculty

The UNC–CH faculty is undergoing some of the same changes as the student population. UNC has increased the numbers of minority faculty on campus, and they enjoy higher visibility than in the past. Over the last five years there has been a steady increase in the number of both women and non-white faculty members. There are 71 more tenured and tenure-track women on campus and 14 more tenured and tenure-track African American faculty than there were in 1992. There are 26 more tenured or tenure-track Asian American professors, and 4 more Hispanic tenure or tenure-track faculty than in 1992. There has been no change in the Native American faculty population. (See Figures 2–6)

The composition of the faculty in the fall of 1996 was 89% White, 5% Asian, 4% African American, 1.6% Hispanic, and .02% Native American. Women made up 23% of the total UNC faculty. (See Figure 7)

Retention and Tenure for Minority Faculty
Just as statistics show that the university has more trouble keeping minority students until graduation than majority students, minority faculty show significantly lower rates of tenure than do their peers. 63% of the White faculty is tenured, 15% are tenure-track, and 23% have fixed-term positions. Compare this with the 45% of African American faculty who are tenured; 30% who are tenure-track; and 25% who hold fixed term appointments. Though the numbers in the tenure-track positions are encouraging, we have not yet attained a rate of tenure among African Americans that matches that of the rate among White faculty. Asian Americans fare even less well in comparison with 37% tenured, 28% tenure-track and 39% holding fixed term appointments. Of the Hispanic faculty 59% are tenured, 15% are tenure-track and 26% have fixed term positions. Native American faculty are 20% tenured, 60% tenure track and 20% fixed term. Some of the percentages in the Hispanic and Native American categories seem high at first, but are a result of the extremely small numbers of these faculty on campus— 39 Hispanic faculty members and only 5 Native American faculty. Compared to the percentage of the total number of faculty however, they do not fare as well as their African American and Asian American peers. (See Figure 8)

Figure 2
Summary of Tenured/Tenure-Track Faculty by Gender
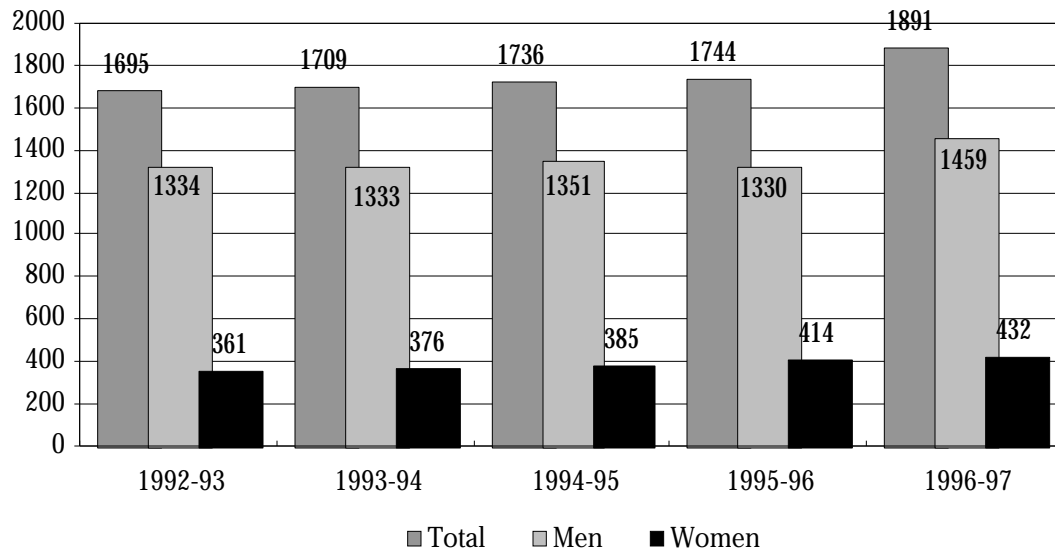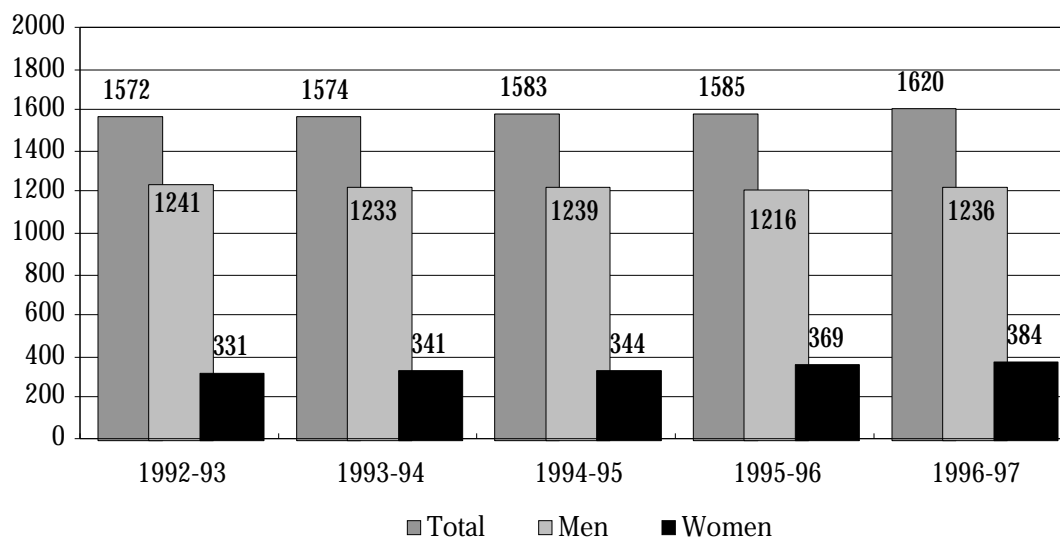

Figure 3
Summary of White Tenured/Tenure-Track Faculty

From: Equal Opportunity Office (1996). *Faculty employment review.*
Chapel Hill, NC: University of North Carolina at Chapel Hill.

Figure 4
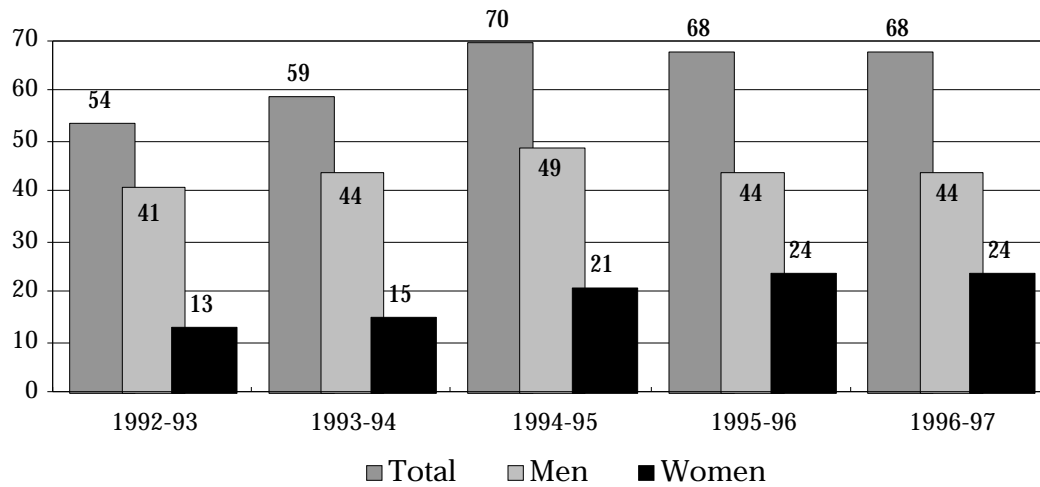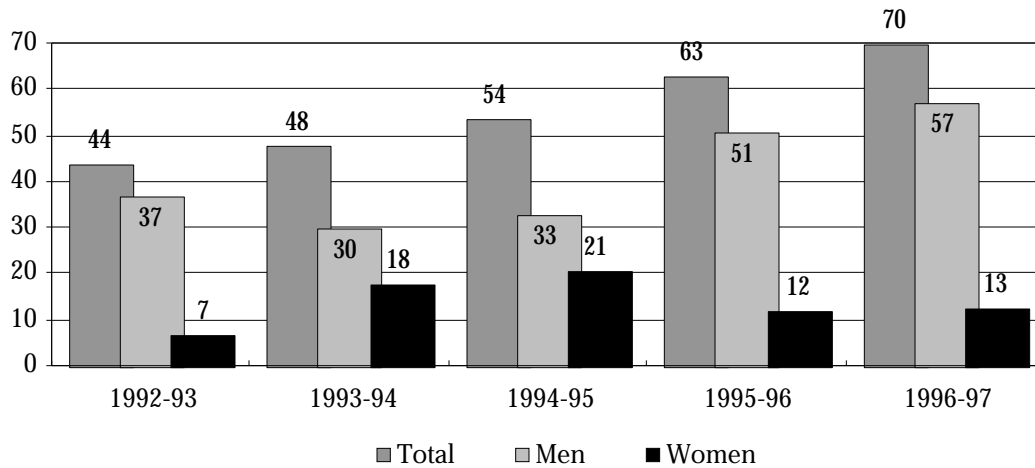**Summary of African American Tenured/Tenure-Track Faculty**

Figure 5
Summary of Asian Tenured/Tenure-Track Faculty

From: Equal Opportunity Office (1996). *Faculty employment review.*
Chapel Hill, NC: University of North Carolina at Chapel Hill.

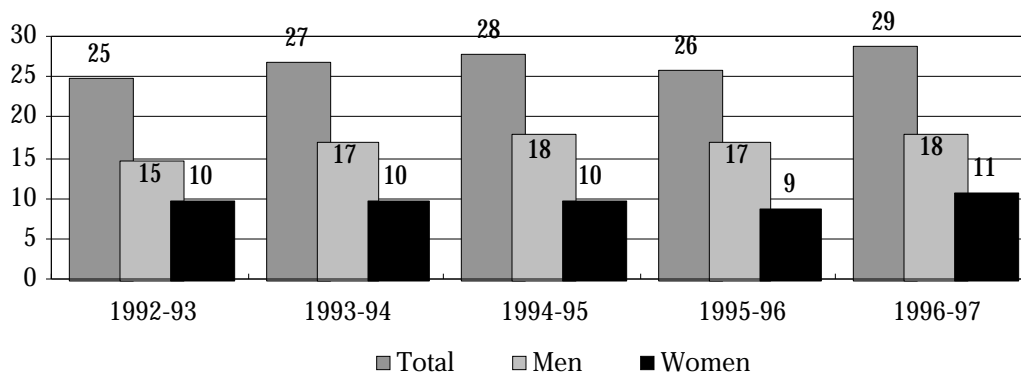*Figure 6*
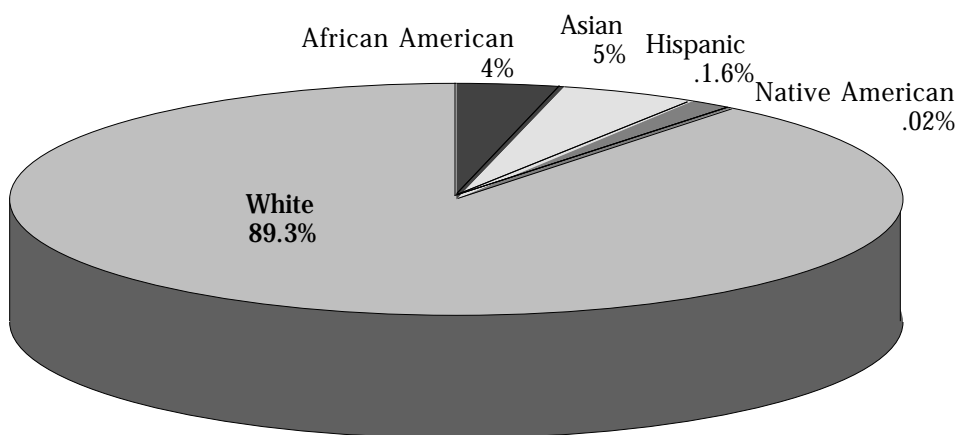**Summary of Hispanic Tenured/Tenure-Track Faculty**

Figure 7
Distribution of Faculty by Race, Fall 1996

From: Equal Opportunity Office (1996). *Faculty employment review.*
Chapel Hill, NC: University of North Carolina at Chapel Hill.

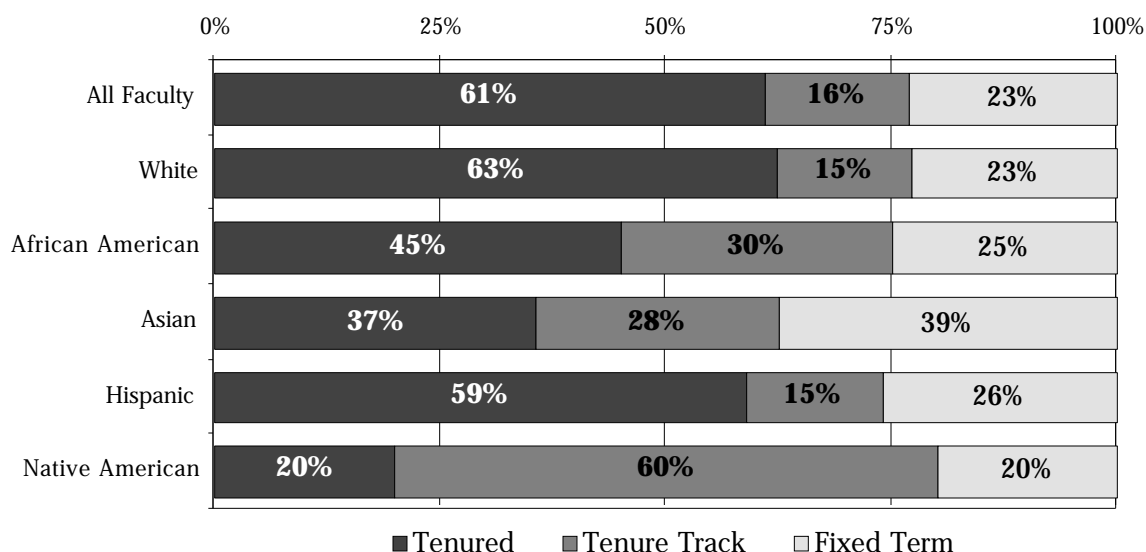*Figure 8*
Faculty by Employment Category and Race, Fall 1996

■Tenured   ■Tenure Track   ☐Fixed Term

Table 3
Faculty by Rank, Race and Gender, Fall 1996

|	White			African American			Native American			Asian			Hispanic			Total		
	M	F	**T**	M	F	**T**	M	F	**T**	M	F	**T**	M	F	**T**	M	F	**T**
Distinguished Professor	180	27	207	8	0	8	0	0	0	5	0	5	3	0	3	196	27	223
Professor	573	104	677	11	7	18	0	0	0	18	3	21	9	1	10	611	115	726
Distinguished Associate Professor	5	3	8	0	0	0	0	0	0	0	0	0	0	0	0	5	3	8
Associate Professor	300	143	443	9	7	16	1	0	1	12	5	17	4	6	10	326	161	487
Assistant Professor	183	107	290	16	11	27	3	0	3	22	5	27	2	4	6	226	127	353
Instructor	4	6	10	0	1	1	0	0	0	2	1	3	0	0	0	6	8	14
Lecturer	17	26	43	1	4	5	0	0	0	1	2	3	1	1	2	20	33	53
Lecturer Equivalent	198	211	409	6	10	16	1	0	1	29	10	39	6	2	8	240	233	473
Total Faculty	1460	627	2087	51	40	91	5	0	5	89	26	115	25	14	39	16-30	707	2337

From: Equal Opportunity Office (1996). *Faculty employment review.*
Chapel Hill, NC: University of North Carolina at Chapel Hill.

III. Comparison of Student Percentages to Faculty Percentages

While African American students compose 9.6% of the student body, only 4% of the UNC faculty is African American. Asian Americans do better with 4.8% of students Asian American and 5% of our faculty of Asian descent. The percentage of Hispanic students, 1.5% of the student body, nearly matches that of the faculty, 1.6% Hispanic. While Native American students comprise 0.6% of the student body; Native American professors make up only .02% of the faculty. Finally, female students make up 58.5 % of the student body, though women professors make up only 23% of the faculty.

There is no question that there cannot be a strict correlation of percentages of minority professors to minority students. Such is not the goal of the University mission nor of its affirmative action policy. However, the statistically significant differences between the minority presence in the student body and in the faculty do suggest that the graduation rates for minorities may be falling far short of success in part due to lack of successful role models for minority students.

Figure 9
Comparison of Faculty and Student Percentages
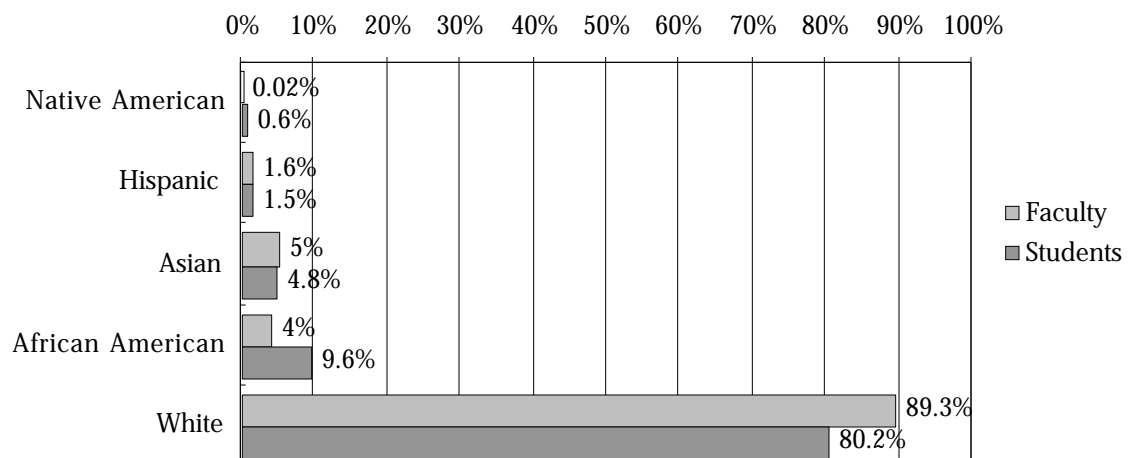
From: Equal Opportunity Office (1996). *Faculty employment review.*
Chapel Hill, NC: University of North Carolina at Chapel Hill.

Appendix E

Support Resources & Student Organizations

This appendix provides a listing of resources that can provide further information or assistance for students and instructors. *University and Community Support Organizations* lists on and off-campus organizations and offices that provide support for a variety of social and pedagogical issues. The second listing, *Student Organizations*, provides the names of campus organizations representing students with differing backgrounds or interests.

University and Community Support Organizations

Learning Center

The Learning Center aims to assist students in a challenging University environment become self-confident, self-directed learners. While the immediate goal of the Learning Center is improving students' abilities to learn, remember and solve problems, the Center's ultimate goal is increasing students' achievement, retention, and graduation.

Mimi Keever, Director, CB# 5135, Phillips Annex, 919-962-3782 / 962-6389.
Source: http://www.adp.unc.edu/sis/gc/services/home.html (1997).

Writing Center

The Writing Center seeks to enhance writing skills by offering free, ungraded, non-credit tutorial services. The Center's primary focus is undergraduates, especially English 10, 11, 12. Tutors work with students on all aspects of writing including topic development, organization, style, and grammar. Individual or small group tutorial sessions are available by appointment only during regular and summer sessions.

CB# 5137, Phillips Annex, 919-962-7710.
Source: http://www.adp.unc.edu/sis/gc/services/home.html (1997).

Math Tutorial

The Math Tutorial Program seeks to strengthen fundamental math skills for students having difficulty with their math courses. Professors refer students to the program. Tutors meet weekly on an individual basis with students to work on problems to improve their overall understanding of course material.

Elaine Dieter, Director, CB# 3250, 408 Phillips Hall, 919-962-9601.
Source: http://www.adp.unc.edu/sis/gc/services/home.html (1997).

Learning Disabilities Services

Learning Disabilities Services promotes learning by providing academic support to meet the individual needs of students diagnosed with specific learning disabilities. LDS strives to ensure the independence of participating students so that they may succeed during and beyond their University years.

Jane Byron, Director, CB# 3447, 314 Wilson Library, 919-962-7227.
Source: http://www.adp.unc.edu/sis/gc/services/home.html (1997).

Department of Disability Services

The Department of Disability Services develops programs and services based on individual need, that enable students with disabilities to meet the demands of university life as independently as possible. General services include:

- Academic advising
- Registration assistance
- Accessible classrooms and materials
- Tutoring
- Special testing arrangements

Special modified equipment, such as four-track tape recorders and speech-output and large print computers, is available at no charge to students.

05 Steele Building, CB# 5100, (919) 966-4041 (Voice/TDD).
Source: http://www.unc.edu/depts/dsa/disability.html (1997).

North Carolina Relay Center

North Carolina Relay Center arranges telephone calls to hard-of-hearing students.
1-800-735-8262

International Center

The International Center fosters international scholarship, exchange, and understanding through multicultural programs and services. It serves as the principal administrative, programming, and counseling office for international students and faculty. In addition to administrative responsibility for visa documents, the Center coordinates:

- Foreign student orientation program
- Class of 1938 fellowships
- Host Family Program
- Speakers Bureau
- English Conversation Partners Program
- Periodic cultural events

F.P.G. Student Union, CB# 5240, (919) 962-5661.
Source: http://www.unc.edu/depts/dsa/i_nation.html(1997).

Sonja Haynes Stone Black Cultural Center

The BCC serves as a resource for cultural, historical, and social programming for the UNC-Chapel Hill and the surrounding community.

The BCC is progressing toward bridging the gap of understanding between the diverse groups at UNC-Chapel Hill by focusing on the rich heritage of the African-American. We are working to facilitate an appreciation of African and African-American culture by producing positive, innovative, and exciting programs.

The Center's programs serve the entire community. We hope that the sense of respect and understanding of diverse cultures motivated by our programs will positively influence inter-group and intra-group relations between students and faculty at UNC and beyond.

We welcome the positive involvement of all students, staff, faculty, and community residents. Our doors are open to the entire community. We encourage you to attend and participate in our programs and activities. Join us for exciting concerts, poetry readings, lectures, group discussions, and presentations in drama and dance.

For more information on volunteer opportunities, co-sponsorship, programming, and schedules, please contact Sonja Haynes Stone Black Cultural Center:

CB# 5250, Student Union, (919) 962-9001 or fax (919) 962-3725, shsbcc@email.unc.edu.
Edited from: http://www.unc.edu/student/source/file.16.html (1997).

Office of Minority Affairs

The Office of the Special Assistant for Minority Affairs contributes to the diversity of the University community. The Office of Minority Affairs sponsors recruitment and orientation programs for prospective minority students such as Project Uplift, High School Honors Day, and National Achievement Day. Decision Days are one-day sessions designed to provide admitted students and their parents an opportunity to visit the campus before matriculation in the fall. Pre-Orientation is a special orientation for African-American and Native American freshmen which introduces students to key minority professionals on campus.

The Office of Minority Affairs coordinates and assists in the recruitment and support for graduate and professional school students and provides administrative assistance with the recruitment of minority faculty and staff. The Special Assistant for Minority Affairs serves as the University's Ombudsman, representing the Chancellor in matters which relate to faculty, staff and student grievances or problems.

02 South Building, (919) 962-6962
Source: http://www.unc.edu/student/source/file.80.html (1997).

Office for Student Counseling
The Office for Student Counseling (OSC) provides academic and personal support to all UNC students. OSC's primary objective is to assist African American and Native American students with their goals toward academic excellence.

The office sponsors the Minority Student Advisory Program, which pairs freshmen with upperclassman peer counselors; this effort aids the freshman's transition from high school to college. Other programs sponsored by OSC include: Scholastic Advancement Sessions (tutorials), Academic Skills Enhancement Programs, the Academic Monitoring System, Superlative Strategies for Sophomore Success and the STAR Network (for juniors and seniors), Carolina seminars, the Academic Achievement Awards Ceremonies (for students achieving at least a 3.0 grade point average), Black Women United, and the Carolina Indian Circle. Students should also be aware of Academic Services and tutoring opportunities.

210 Steele Building, (919) 966-2143.
Source: http://www.unc.edu/student/source/file.80.html (1997).

Office of the Dean of Students
The Office of the Dean of Students provides a variety of direct student services and works closely with a wide range of student programs. This office is the contact and information point for students regarding the University's policies on Racial and Sexual Harassment. In addition, staff members provide counseling and general advising to students; and assist students, parents, and members of the University staff in dealing with crisis situations or other problems affecting student life.

01 Steele Building, CB# 5100, (919) 966-4041.
Source: http://www.unc.edu/depts/dsa/dean.html (1997).

University Counseling Center
The University Counseling Center offers students assistance with a wide range of problems that they may experience during their college years including
- Decisions about college major and career
- Personal concerns
- Learning difficulties and learning disabilities

Assistance is free and confidential and is provided by licensed psychologists. A wide range of testing may be utilized in the counseling process. Extensive educational and career-related information is available at the Center's Resource Room and through SIGIPlus, the computer-assisted career counseling program.

Nash Hall, CB# 5130, (919) 962-2175, ucc@email.unc.edu.
Source: http://www.unc.edu/depts/dsa/ucc.html (1997).

University Sexual Harassment Office
University Sexual Harassment Office provides the following services:
- Education programs for faculty, staff, students on sexual harassment, sexual assault, gendered communication, and other gender-related issues
- Confidential counseling on matters related to sexual harassment and other sex-based discrimination in work or learning settings
- Consultative support for administrators handling sexual harassment complaints under the University's Sexual Harassment Policy and Procedures
- Mediation service related to gender issues

Judith Scott, Sexual Harassment Officer, 104 Vance Hall, (919) 962-3026, fax (919) 962-1065, Source: http://www.adp.unc.edu/hr/spaman/intro/file.7.html

James A. Taylor Student Health Service
The Student Health Service offers a comprehensive program of health care for its student body and provides both inpatient and outpatient facilities. The Health Service is staffed with physicians (including psychiatrists), clinical psychologists, health educators, counselors, pharmacists, and a full nursing complement.

James A. Taylor Student Health Service Building, CB# 7470, (919) 966-2281.
Student Health Psychology Services, 966-3658.
Source: http://www.unc.edu/depts/dsa/shs.html (1997).

Psychological Services at Davie Hall Clinic
The mission of the Davie Hall Clinic of Psychological Services is to provide high quality treatment and assessment in the process of training doctoral and postdoctoral students in clinical psychology; and of conducting research on psychotherapy.

Located on the second floor of Davie Hall, on Cameron Street, Psychological Services is available to campus faculty, staff, and students, and to the local community. In most cases, the staff members who provide treatment are doctoral students in clinical psychology, although faculty members and postdoctoral fellows see some clients. Doctoral students are closely supervised by licensed, doctoral-level clinical psychologists.

Clients seeking treatment or assessment or professionals wishing to make a referral may call 919-962-5082 during business hours or may leave a message at that number at any time to have their call returned.

Source: http://www.psych.unc.edu/psycserv.htm (1997).

Officially Recognized Student Co-Curricular Organizations
Representing Student Diversity

Selected from *Listings of Recognized Student Organizations, 1995 –1996.*

"Each year the University officially recognizes approximately 350 co-curricular student organizations. To become a recognized student organization, [the] group must apply—and reapply each fall. The Division of Student Affairs makes the process an annual one to assure that active students are aware of University policy and to provide staff with information about University affiliated student groups. The annual application also assures that student organizations affiliated with the University are complying with the laws that prohibit discrimination on the basis of race, religion, national origin, handicap, age, veteran status, sexual orientation, or sex. The University also requires that each student organization have a full-time member of the faculty or staff serve as its adviser."

Source: http://www.unc.edu/student/source/file.120.html (1997)

For a complete current listing of organizations, with addresses and/or telephone numbers,
see the UNC Web site: *www.unc.edu/student/orgs/recog/* or
call the Frank Porter Graham Student Union Information Desk at 962-2285 / 2286.

AFSA – African Students Association
AIMS – Aid For The Impaired Medical Student
AIS – Association Of International Students
Alliance Of Black Graduate & Professional Students
AMCF – African Methodist Campus Fellowship
American Arab Anti-Discrimination Committee
Amnesty International Group
AMWA – American Medical Women's Association
Anglican Student Fellowship
A.P.P.L.E.S. Service Learning Program
ASA – Asian Students Association
Asian Pacific American Law Students Association
Association Of Business Students

B-GLAD – Bisexuals Gaymen Lesbians and Allies For Diversity
BBSA – Black Business Student Alliance
Black Law Students Association At UNC-CH
Black Pre-Professional Health Society
Brown-Skinned Philanthropists
BSM – Black Student Movement (The)

CALA – Carolina AIDs Legal Assistance
Calvary Chapel
Campus Advent Ministry
Campus Christian Fellowship
Campus Connection
Campus Impact
Campus Y
CARES – Carolina AIDs Resource Education Service
Carolina Association Of Black Journalists (The)
Carolina Baptist Student Union
Carolina Civil Liberties Union
Carolina Collegiate 4-H Club
Carolina Economics Association
Carolina Hispanic Association
Carolina Indian Circle
Carolina Socialist Forum
Carolina Women In Business
Catholic Campus Ministry – Newman Center
CCAPP – Carolina Child Abuse Prevention Program
CCC – Campus Crusade For Christ
CES – Center For European Studies (The)
Chinese Overseas Student Association
CHispA – Carolina Hispanic Association
Christian Legal Society
Christian Medical and Dental Society
Christian Science Organization
Community Health Initiative
Community Legal Project
CROP Lunch
CSA – Chinese Students Association

FCA – Fellowship Of Christian Athletes
Federalist Society For Law And Public Policy Studies (The)
Foreign Policy Discussion Group Facilitation Committee

Graduate and Professional Student Association
GROWISE – Giving & Reaching Out To Women - Intl. Student Education
GWIG – Greek Women's Issues Group

Habitat for Humanity – Health Sciences Partnership
Habitat for Humanity
HAVERIM – Carolina Students For Israel

Heels To Heaven
HSA – Hellenic Students Association Of UNC-CH

Intravarsity Christian Fellowship – Graduate Chapter (FOCUS)
Intravarsity Christian Fellowship – Granville/Off-Campus Chapter
Intravarsity Christian Fellowship – Mid Chapter
Intravarsity Christian Fellowship – North Chapter
Intravarsity Christian Fellowship – South Chapter
International Health Forum

Johnston Issues Forum

KALLISTI – UNC-CH Student Pagan Organization
KASA – Korean American Students Association

Lambda Law Students Association
Latter-Day Saints Student Association
Lutheran Campus Ministry

Masala
Minority Student Education Association
MSA – Muslim Students Association -UNC-CH

Nation of Islam Student Association
National Lawyers Guild
New Generation Campus Ministries
New Vision Fellowship
North Carolina Hillel
North Carolina Renaissance

Overcomers Of UNC-CH

Pan-Hellenic Council
Persian Cultural Society
Physicians for Social Responsibility
Public Interest Law Foundation

S.A.F.E. Escort – Carolina S.A.F.E. (Safety, Awareness, First-Aid and Emergency)
SALSA – Spanish Speakers Assisting Latinos Student Association
SANGAM – South Asian Awareness Organization
SAVE-NC – Student Action for Voter Education - North Carolina
SCALE – Student Coalition For Action In Literacy Education

SEAC – Student Environmental Action Coalition
Second Careers in Law
SHAC – Student Health Action Committee
STARR – Students Teaching Teens At Risk
Step On AIDs
Students For Children
Students For Choice
SUPRA – Students United to Promote Racial Awareness

TABS – Taking Action By Service
Tarheels For Christ
Texans at Carolina

UNC-CH Association Of Minority Nursing Students
UNC-CH Association Of Nursing Students
UNC-CH Baha'i Club
UNC-CH Best Buddies
UNC-CH Chapter of NAACP
UNC-CH Circle K
UNC-CH College Republicans
UNC-CH International Law Society
UNC-CH Japan Club
UNC-CH Journalism School Graduate Student Association
UNC-CH National Pan-Hellenic Council
UNC-CH School of Law Conference on Race Gender and Class
UNC-CH Trial Law Academy
UNC-CH Young Democrats – YDs
UNC-CH Young Republicans
UNITAS Multicultural Living and Learning Program

VSA – Vietnamese Students Association

Waymaker Christian Fellowship
Wesley Foundation
Whitehead Medical Society
Wholistic Health Interest Group
WIN – Women's Issues Network
Women In Law
Workers' Rights Project

Appendix F

Policies and Procedures of the University of North Carolina at Chapel Hill

Sexual Harassment Policy and Procedures
The University of North Carolina at Chapel Hill
January l, 1993

I. POLICY

A. This Policy and these Procedures apply to University students, agents, and employees, including faculty, EPA non faculty, staff, and student employees.

B. Sexual harassment constitutes unlawful discrimination on the basis of sex. Sexual harassment violates both law and University policy, and will not be tolerated in the University community.

C. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature by one in an official University position or by a fellow University employee constitute sexual harassment when

   1. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic standing, or

   2. submission to or rejection of such conduct by an individual is used as the basis for an employment or academic decision affecting that individual, or

   3. such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance, or creating an intimidating, hostile, or offensive environment.

   In determining whether alleged conduct constitutes sexual harassment, the record as a whole will be considered, as well as the totality of the circumstances, such as the nature of the alleged conduct and the context in which the alleged conduct occurred.

D. It is the responsibility of every employee and student in the University community to conduct himself or herself as to contribute to an environment free of sexual harassment.

E. This Policy seeks to encourage students and employees to express freely, responsibly, and in an orderly way their opinions and feelings about any problem or complaint of sexual harassment. Any act by a University employee or agent of reprisal, interference, restraint, penalty, discrimination, coercion or harassment—overtly or covertly—against a student or an employee for responsibly using the Policy and its Procedures interferes with free expression and openness. Accordingly, such acts violate this Policy and require appropriate and prompt disciplinary action.

F. Because of the nature of the problem, complaints of sexual harassment cannot always be substantiated. Lack of corroborating evidence should not discourage complainants from seeking relief through the procedures outlined below. However, charges found to have been frivolous, intentionally dishonest, or made in willful disregard of the truth may subject the complainant to disciplinary action.

G. Information regarding this Policy is available from the Sexual Harassment Officer, the Affirmative Action Officer, Grievance Committee chairs, the Human Resources Counseling Service, the Senior University Counsel, and from the Office of the Dean of Students.

II. ADMINISTRATIVE REVIEW PROCEDURES

A. The responsibility for implementing this Policy falls especially upon University administrators and supervisors. Should an employee in an administrative or supervisory position have knowledge of conduct involving sexual harassment or receive a complaint of sexual harassment that involves a University employee, including student employees, or agents under his or her administrative jurisdiction, immediate steps must be taken to deal with the matter appropriately. Timely mediation, education, negotiation, and corrective action if necessary are encouraged.

B. An employee who believes he or she has been the victim of sexual harassment must initially attempt to resolve the matter with the administrative official most directly concerned, excluding the person accused of sexual harassment. However, a staff employee may proceed instead as indicated in the Dispute Resolution and Staff Grievance Procedure. A staff employee should contact Human Resources Counseling Service for specific information pertaining to the Dispute Resolution and Staff Grievance Procedure.

C. A student who believes he or she has been the victim of sexual harassment by an employee, including a faculty member, EPA non faculty member, staff member, or student employee in the course of their University employment, is encouraged to attempt to resolve the matter with the administrative official most directly concerned, excluding the person accused of sexual harassment. However, the student may proceed directly to the Student Grievance Committee, as specified in Section III.A. of GRIEVANCE PROCEDURES, herein. If a student believes he or she has been the victim of sexual harassment by a fellow

student, the student should proceed in accordance with the Instrument of Student Judicial Governance. Information concerning the Instrument is available from the Office of the Dean of Students.

D. Because of the sensitive nature of alleged harassment incidents, every reasonable effort should be made to resolve them on an informal basis if possible. Remedial actions taken through informal procedures by an administrative official, if appropriate, will depend on the totality of the circumstances. The supervisor or administrator shall familiarize himself or herself with previous relevant findings, involving either party, if any, arising under this Policy. At this informal stage, efforts should be made to educate the involved parties to the nature of sexual harassment and what it does and does not involve, to be constructively educational for all parties if the matter complained of is administratively judged not to constitute sexual harassment, and to be corrective rather than punitive if disciplinary action is taken. If sexual harassment is found, an admission of guilt, a warning, a promise not to commit such an abuse again, or other appropriate action directed toward the accused may be sufficient resolution. The supervisor or administrator shall be responsible for notifying both parties, to the extent permitted by law, of the results of his or her efforts at informal resolution of the complaint. Advice regarding what may and may not be reported to either party is available from the Sexual Harassment Officer.

During the period the complainant participates in informal resolution efforts, the time limit for filing a formal internal grievance shall be suspended. However, if a staff employee wishes to file a grievance directly with Step 4 rather than to file with Step 1 or Step 3 (if eligible), the grievance must be filed within 30 calendar days from the date the employee becomes aware of the problem or concern.

When a complaint of sexual harassment is brought to the attention of the complainant's supervisor, a memorandum shall be sent by that supervisor within 10 working days to the Sexual Harassment Officer indicating the names of the parties and his or her intention to investigate. Whether or not there is a finding of sexual harassment, the administrator or supervisor shall make a record of the incident, including the names of the parties involved, and its resolution. He or she shall submit this record to his or her Dean or Director and to the Sexual Harassment Officer within 10 working days. The Sexual Harassment Officer is responsible for submitting a copy promptly to the Affirmative Action Officer, and each Officer shall maintain a confidential file of such records. The complainant and the accused may inspect the record of the incident to which they are parties and each may also submit a statement to the Sexual Harassment Officer and the Affirmative Action Officer for the confidential files of each Office, provided a copy is also submitted to the administrator or supervisor originally involved and to the appropriate Dean or Director.

E. In addition to submitting a confidential record to the Sexual Harassment Officer and the Dean or Director, the administrator or supervisor will maintain an appropriate record in the confidential departmental personnel file and/or the appropriate student's file.

III. GRIEVANCE PROCEDURES

A. Should any employee or student believe that he or she has been the victim of sexual harassment and should the informal procedure (if appropriate) have failed to produce a resolution satisfactory to that person, then he or she may proceed to the appropriate grievance procedure. If a complaint is resolved informally to the satisfaction of the grievant but not to the accused, the accused may proceed to the grievance procedure to which he or she has access.

    1. <u>Students, Faculty, and EPA Non Faculty</u>
    A complaint must be made by means of a written, signed statement submitted to that Committee to which, by virtue of his or her position or circumstance in the University, the complainant has access (for a student, the Student Grievance Committee; for an EPA Non Faculty employee, except a librarian holding general faculty membership, the EPA Non Faculty Grievance Committee; and for a faculty member and a librarian holding general faculty membership, the Faculty Grievance Committee. However, a faculty member who alleges sexual harassment as evidence of an allegation that a decision not to reappoint him or her was based upon one or more of the existing impermissible grounds as stated in the Trustee Tenure Regulations shall complain to the Faculty Hearings Committee in accordance with Section IV of the Trustee Tenure Regulations).

    2. <u>Staff Employees</u>
    Staff employees proceed as described in the "Dispute Resolution and Staff Grievance Procedures." This information is available with the Human Resources Counseling Service.

B. A complaint shall be handled as expeditiously as possible by the appropriate grievance mechanism. The phrase "administrative official most directly concerned," as used in the procedures of each grievance mechanism, shall be interpreted not to include the person accused. A University student may proceed directly to the Student Grievance Committee, as noted in Section II, ADMINISTRATIVE REVIEW PROCEDURES, herein.

C. The Staff Grievance Committee shall proceed according to its established rules as set forth in Section XIII of the Human Resources Manual for SPA Employees.

D. For all committees other than the Staff Grievance Committee, the following procedures should be observed for matters arising under this Policy.

1. The grievant and the accused shall have the right to counsel, to present the testimony of witnesses and other evidence, to confront and cross-examine witnesses, and to examine all submitted documents and other evidence. Counsel may not examine witnesses or parties, but may advise their clients during the course of the hearing.

2. The scope of the investigation shall be determined by the committee Chair in his or her discretion according to the charge and the facts.

3. The committee shall consider only such evidence as is presented at the hearing. The committee shall use its judgment in deciding what evidence presented is fair and reliable and in doing so is not bound by the rules of evidence. A recording or other record shall be kept of all proceedings in which evidence is presented.

4. Except as herein provided, the conduct of the hearing is under the charge of the Chair of the hearing.

5. If the majority of the committee finds that the accused has violated this Policy, it shall recommend, in writing, an appropriate course of action—which may include the recommendation of appropriate sanctions—to the supervisor of the accused party, with a copy to his or her Dean or Director. Any recommendation for suspension from employment, for diminishment in rank, or for dismissal shall proceed in accordance with the established University policies and procedures on dismissal for cause.

6. The supervisor shall consider the committee's recommendations, and produce a written decision as promptly as possible which shall accept or reject the committee report, conclusions, and recommendations as a whole or point by point, and file this decision with his or her Dean or Director, and the Sexual Harassment Officer, who is responsible for transmitting a copy promptly to the Affirmative Action Officer.

7. It shall be the responsibility of the Dean or Director to provide oversight in the implementation of this decision, including implementation of any disciplinary action.

E. For all committees, if the majority of the committee finds that the accused has violated this Policy, the committee shall then be entitled to receive from the Sexual Harassment Officer or the Affirmative Action Officer the confidential records of prior incidents involving that individual, if any, and shall be entitled to consider such records in reaching its recommendations. A summary of such records shall be included in the committee's recommendations to the supervisor.

F. Following the completion of the appropriate grievance procedure's review of the complaint, the person who filed the complaint or the person accused of sexual harassment may appeal the disposition of the matter by the appropriate grievance mechanism according to existing University procedures. Information concerning such procedures is available at the Office of the Chancellor.

G. Records

The Affirmative Action Officer shall report annually to the Chancellor the findings resulting from informally and formally resolved incidents that have been reported to him or her under this Policy.

Effective January 1, 1993

Racial Harassment Policy and Procedures
The University of North Carolina at Chapel Hill
January 1, 1993

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I. PREAMBLE

Discrimination on the basis of race is unacceptable at The University of North Carolina at Chapel Hill. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail if the University is to fulfill its purposes.

The University through this Racial Harassment Policy and Procedures is providing an additional means for the enforcement of its nondiscrimination policy. Enforcement of this Policy shall be consistent with the freedom of speech guaranteed by the First Amendment to the United States Constitution. At the same time, it is hoped that it will deter discriminatory conduct that is not protected by the legally defined boundaries of free speech, in fulfillment of the University's duty to protect its educational environment.

Because there may be conflict among freedom of speech, the right of individuals to be free from injury caused by discrimination, and the University's duty to protect the educational process, the enforcement procedures shall recognize that it may be necessary to have varying standards depending upon the place of the conduct in question. Thus a distinction may be drawn among public forums, educational and academic centers and housing units.

II . POLICY

A. Racial harassment is contrary to the University's Policy of equal opportunity, can constitute unlawful discrimination on the basis of race, and will not be tolerated in the University community.

B. It is the responsibility of every employee and student in the University community to strive to create an environment free of racial harassment.

C. This Policy and these Procedures apply to University students, agents, and employees, including faculty, EPA non faculty, staff, and student employees. Unless otherwise indicated herein, the word "employee" includes members of the faculty, EPA non faculty employees, staff employees, and student employees.

D. The definition of what constitutes racial harassment on the part of a student, other than a student employee in the course and scope of his or her employment, is contained in Section 2.D.1.n. of the Instrument of Student Judicial Governance. If a student believes he or she has been the victim of racial harassment by a fellow student, other than a student employee, the student should proceed in accordance with the terms of the Instrument. Information concerning the Instrument and this process is available from the Office of the Dean of Students.

E. Racial harassment is defined for employees, including student employees in the course and scope of their employment, as conduct, when engaged in by one in an official University position or by a fellow University employee, that:

> discriminates on the basis of race (a) in terms, conditions, working environment, or privileges of employment, (b) in enrollment, course assignment, grade, or opportunity for participation in any university benefit, service, or offering, or (c) University-sponsored extracurricular activities.

In determining whether alleged conduct constitutes racial harassment, the record as a whole will be considered, as well as the totality of the circumstances. This means that the nature of the alleged conduct and the context in which the alleged conduct occurred will be examined and evaluated.

F. Through this Policy students and employees are encouraged to express freely, responsibly, and in an orderly way their opinions and feelings about any problem or complaint of racial harassment. Any act by a University employee or agent of reprisal, interference, restraint, penalty, discrimination, coercion or harassment—overtly or covertly—against a student or an employee for responsibly using the Policy and its Procedures interferes with free expression and openness. Accordingly, such acts violate this Policy and demand appropriate and prompt disciplinary action.

G. This Policy shall not be used to bring frivolous or malicious charges against students, employees, or agents.

The Procedures implementing this Policy are described in Sections III, IV, and V, herein. Those Sections present three different means of addressing complaints of racial harassment. Evaluation and Education (Section III), informal administration review (Section IV.B., C., and D.), and formal grievance review (Section V).

I. Information and assistance regarding this Policy is available from the Affirmative Action Office, Grievance Committees chairs, the Human Resources Counseling Service of Human Resources, from the Office of the Dean of Students, and from the Assistant to the Chancellor. Potential complaining parties, persons accused of violations of this Policy, and supervisors and administrators are encouraged to contact these offices.

III. EVALUATION AND EDUCATIONAL FEEDBACK

A. A student or employee who believes he or she has been the victim of racial harassment may, but is not required to, proceed in accordance with Section III.B., or alternatively, may proceed directly as described in Section IV. If a student or employee elects to proceed under Section III.B., that person may elect to proceed thereafter in accordance with the appropriate subparts of Section IV.

B. Evaluation and Educational Feedback

The person filing the complaint (grievant) may choose to write a complaint intended as educational feedback from the grievant to the accused person's dean, director, or department chair. This document shall not identify by name or by other descriptive comment either the grievant or the accused. A copy of the grievant's complaint shall be submitted immediately by the department chair to the Affirmative Action Officer. The Affirmative Action Officer will review the complaint with the supervisor or administrator most directly involved. At least twice each calendar year the Affirmative Action Officer will review the information filed and notify the Chancellor of any department or unit where it appears from the anonymous complaints there may be a need for the Chancellor or his delegate to review the situation. Any such department or unit may be notified and encouraged to improve its performance or attitude, if the review reveals such action to be appropriate.

IV. ADMINISTRATIVE REVIEW PROCEDURES

A. The responsibility for implementing this Policy falls especially upon University administrators and supervisors. Should an employee in an administrative or supervisory position have knowledge of conduct involving racial harassment or receive a complaint of racial harassment that involves a University employee, including student employees, or agents under his or her administrative jurisdiction, immediate steps must be taken to deal with the matter appropriately. Timely mediation, education, negotiation, and appropriate corrective action if necessary, are encouraged.

B. An employee who believes he or she has been the victim of racial harassment must initially attempt to resolve the matter with the administrative official most directly concerned, excluding the person accused of racial harassment. However, a staff employee may proceed instead as indicated in the Dispute Resolution and Staff Grievance Procedure. A staff employee should contact the Human Resources Counseling Service for specific information pertaining to the Dispute Resolution and Staff Grievance Procedure.

C. A student who believes he or she has been the victim of racial harassment by an employee, including a faculty member, EPA non faculty member, staff member, or student employee in the course of his or her University employment, is encouraged to attempt to resolve the matter with the administrative official most directly concerned, excluding the person accused of racial harassment. However, the student may proceed directly to the Student Grievance Committee, as specified in Section V.A. of GRIEVANCE PROCEDURES, herein. If a student believes he or she has been the victim of racial harassment by a fellow student, the student should proceed in accordance with the *Instrument of Student Judicial Governance*. Information concerning the Instrument is available from the Office of the Dean of Students.

D. Because of the sensitive nature of alleged harassment incidents, every reasonable effort should be made to resolve them on an informal basis if possible. Remedial actions taken through informal procedures by an administrative official, if appropriate, will depend on the totality of the circumstances. At this informal stage, efforts should be made to educate the involved parties to the nature of racial harassment and what it does and does not involve. The review should be constructively educational for all parties if the matter complained of is administratively judged not to constitute racial harassment. If racial harassment is found, any disciplinary action should have as its primary focus correction rather than punishment. In determining what disciplinary action is appropriate when there is a finding of racial harassment, the supervisor or administrator shall review relevant previous findings, involving either party, if any, arising under this Policy. An admission of guilt, a warning, a promise not to commit such abuse again, or other appropriate action directed towards the accused may be sufficient resolution.

The supervisor or administrator shall be responsible for notifying both parties, to the extent permitted by law, of the results of his or her efforts at informal resolution of the complaint. Advice regarding what may and may not be reported to either party is available from the Affirmative Action Harassment Officer.

During the period the complainant participates in informal resolution efforts, the time limit for filing a formal internal grievance shall be suspended. However, if a staff employee wishes to file a grievance directly with Step 4 rather than to file with Step 1 or Step 3 (if eligible), the grievance must be filed within 30 calendar days from the date the employee becomes aware of the problem or concern.

Whether or not there is a finding of racial harassment, the administrator or supervisor shall make a record of the incident, including the names of the parties involved, and the resolution. The administrator or supervisor shall submit this record to his or her dean or director and to the Affirmative Action Officer, each of whom shall maintain a confidential file of such reports. The grievant and the accused may inspect the record of the incident to which they are parties and each may also submit a statement to the Affirmative Action Officer for the confidential files of that Office, provided a copy of the statement is also submitted by the grievant and accused to the administrator or supervisor originally involved and to the appropriate dean or director.

In addition to submitting a confidential record to the Affirmative Action Officer and the dean or director, the administrator or supervisor will maintain an appropriate record in the confidential departmental personnel file and/or the appropriate student's file.

V. GRIEVANCE PROCEDURES

A. Should any employee or student believe that he or she has been the victim of racial harassment and should the informal procedure (if appropriate) have failed to produce a resolution satisfactory to that person, then he or she may proceed to the appropriate grievance procedure. If a complaint is resolved informally to the satisfaction of the grievant but not the accused, the accused may proceed to the grievance procedure to which he or she has access.

Not every act that might be offensive to an individual or a group necessarily will be considered a violation of this Policy. Whether a specific act violates the Policy will be determined on a case-by-case basis with proper regard for all of the circumstances. Due consideration must be given to the protection of individual rights, freedom of speech, academic freedom and advocacy. The Office of the Assistant to the Chancellor will rule on any claim that conduct, which is the subject of a formal hearing, is constitutionally protected by the First Amendment.

1. Students, Faculty and EPA Non Faculty
A complaint must be made by means of a written, signed statement submitted to that committee to which, by virtue of his or her position or circumstance in the University, the complainant has access for a student, the Student Grievance Committee; for an EPA non faculty employee, except a librarian holding general faculty membership, the EPA Non Faculty Grievance Committee; and for a faculty member and a librarian holding general faculty membership, the Faculty Grievance Committee. However, a faculty member who alleges racial harassment as evidence of an allegation that a decision not to reappoint him or her was based upon one or more of the existing impermissible grounds as stated in the *Trustee Tenure Regulations* shall complain to the Faculty Bearings Committee in accordance with Section 4. of the *Trustee Tenure Regulations*).

2. Staff Employees
Staff employees proceed as described in the "Dispute Resolution and Staff Grievance Procedure." This information is available with the Human Resources Counseling Service.

B. A complaint shall be handled as expeditiously as possible by the appropriate grievance mechanism. The phrase "administrative official most directly concerned," as used in the procedures of each grievance mechanism, shall be interpreted not to include the person accused. A University student may proceed directly to the Student Grievance Committee, as noted in Section IV, ADMINISTRATIVE REVIEW PROCEDURES, herein.

C. The Staff Grievance Committee shall proceed according to its established rules as set forth in Section XIII of the Human Resources Manual for SPA employees.

D. For all committees other than the Staff Grievance Committee, the following procedures should be observed for matters arising under this Policy.

1. The grievant shall have the right to counsel, to present the testimony of witnesses and other evidence, to confront and cross-examine witnesses, and to examine all submitted documents and other evidence. Counsel may not examine witnesses or parties, but may advise their clients during the course of the hearing.

2. The scope of the investigation shall be determined by the committee Chair in his or her discretion according to the charge and the facts.

3. The committee shall consider only such evidence as is presented at the hearing. The committee shall use its judgment in deciding what evidence presented is fair and reliable and in doing so is not bound by the rules of evidence. A recording or other record shall be kept of all proceedings in which evidence is presented.

4. Except as herein provided, the conduct of the hearing is under the charge of the Chair of the hearing.

5. If the majority of the committee finds that the accused has violated this Policy, it shall recommend, in writing, an appropriate course of action—which may include the recommendation of appropriate sanctions—to the supervisor of the accused party, with a copy to his or her dean or director. Any recommendation for suspension from employment, for diminishment in rank, or for dismissal shall proceed in accordance with the established University policies and procedures on dismissal for cause.

6. The supervisor shall consider the committee's recommendations, and produce a written decision as promptly as possible which shall accept or reject the committee report, conclusions, and recommendations as a whole or point by point, and file this decision with his or her dean or director, and the Affirmative Action Officer.

7. It shall be the responsibility of the dean or director to provide oversight in the implementation of this decision, including implementation of any disciplinary action.

E. For all committees, if the majority of the committee finds that the accused has violated this Policy, the committee shall then be entitled to receive from the Affirmative Action Officer the confidential records of prior incidents of racial harassment involving that individual, if any, and shall be entitled to consider such records in reaching its recommendations. A summary of such records shall be included in the committee's recommendations to the supervisor.

F. Following the completion of the appropriate grievance procedure's review of the complaint, the person who filed the complaint or the person accused of racial harassment may appeal the disposition of the matter by the appropriate grievance mechanism according to existing University procedures. Information concerning such procedures is available at the Office of the Assistant to the Chancellor.

G. Records
    The Affirmative Action Officer shall report annually to the Chancellor the findings resulting from informally and formally resolved incidents that have been reported to him or her under this Policy.

VI. EFFECTIVE DATE

This revised Policy shall be effective as of January 1, 1993.

Policy on Amorous Relationships Between Students and Faculty or Instructional Staff Who Evaluate or Supervise Them

The University of North Carolina at Chapel Hill
April 3, 1995

I. DEFINITIONS

As used in this Policy, the term "faculty member" or "instructional staff" means any member of the university community who engages in instructional or evaluative activities of any student who is enrolled in a course being taught by that individual or whose academic work, including work as a teaching or research assistant, is being supervised or evaluated by that individual. Graduate or undergraduate students, when performing official University academic supervisory or evaluative roles with respect to other students, are considered instructional staff for the purposes of this Policy.

II. RATIONALE FOR POLICY

The University's educational mission is promoted by professionalism in faculty-student relationships, and professionalism is fostered by an atmosphere of mutual trust and respect. Actions of faculty members or other members of the instructional staff that harm this atmosphere undermine professionalism and hinder fulfillment of the educational mission. Trust and respect are diminished when those in positions of authority abuse or appear to abuse their power.

Faculty members and other instructional personnel exercise power over students, whether in giving them praise and criticism, evaluating their work, making recommendations for their further studies or future employment, or conferring other benefits on them. Because it may easily involve or appear to involve a conflict of interest, an amorous or sexual relationship between a faculty member or other member of the instructional staff and a student entails serious ethical concerns when the faculty or instructional staff member has professional responsibility for the student.

Voluntary consent by the student in such a relationship is difficult to determine with certainty, given the fundamentally asymmetric nature of the relationship. Because of the complex and subtle effects of that power differential, relationships may well be less consensual than the individual whose position confers power believes, and the faculty or instructional staff member bears a special burden of accountability in any such involvement.

Further, amorous or sexual relationships in which one person is in a position to review the work or influence the career of another may provide grounds for complaint by others outside the relationship when that relationship appears to give undue access or advantage to the

individual involved in the relationship, or to restrict opportunities, or create a hostile and unacceptable environment for those outside the relationship. Other students and faculty may be affected by behavior that places the faculty member or other member of the instructional staff in a position to favor or advance one student's interests at the expense of others' interests and implicitly makes or appears to make obtaining benefits contingent on amorous or sexual favors.

III. AMOROUS RELATIONSHIPS IN THE INSTRUCTIONAL CONTEXT

It is the policy of The University of North Carolina at Chapel Hill that faculty members or other instructional staff shall not initiate, pursue, or be involved in any amorous or sexual relationships (hereinafter referred to as amorous relationships) with any student whom they are in a position to evaluate or supervise by virtue of their teaching, research, or administrative responsibilities.

Friendships or mentoring relationships between faculty or instructional staff and students are not proscribed by this Policy, nor is it the intent of this Policy that such non-amorous relationships be discouraged or limited in any way.

Marital relationships are covered separately under the University's Policy Concerning the Concurrent Employment of Relatives.

IV. AMOROUS RELATIONSHIPS OUTSIDE THE INSTRUCTIONAL CONTEXT

Amorous relationships between faculty members or other members of the instructional staff and students occurring outside the instructional context may also lead to difficulties. Particularly when the individual and the student are in the same academic unit or in units that are academically allied, relationships that the involved parties view as consensual may be disruptive to unit activities and appear to others to be exploitative. Further, in these and other situations, the faculty or instructional staff member may face serious conflicts of interest. In any such situation, therefore, faculty or instructional staff members should be most careful to remove themselves from involvement with any decisions that may reward or penalize the student.

V. PROCESS AND SANCTIONS

Because of the sensitive nature of such relationships, every reasonable effort should be made to resolve alleged Policy violations on an informal basis if possible. Concerns about problems related to this Policy may be taken to the administrative official most directly involved, excluding the person alleged to have violated this Policy, or to one of the individuals listed below in Section VIII.

Any remedial actions taken through informal procedures by the administrative official most directly concerned, excluding the person alleged to have violated this Policy, will depend on the totality of the circumstances. Efforts should be made to be constructively educational for both parties and to be corrective rather than punitive if a Policy violation is found: an acknowledgment of the violation and a commitment not to violate the Policy in the future, along with a warning or other appropriate action directed toward the faulty or other instructional staff member, may be sufficient resolution. In cases where further action is deemed appropriate, sanctions may range from a letter of reprimand to dismissal, all in accordance with applicable University procedures.

VI. APPEALS

If not satisfied with the administrative official's decision, the faculty member or other member of the instructional staff accused of a Policy violation may proceed, in accordance with established procedures, to grievance or hearings committees to which he or she otherwise has access.

VII. ABUSE OF THIS POLICY

Complaints found to have been intentionally dishonest or made in willful disregard of the truth may subject the complainant to disciplinary action, with possible sanctions ranging from a letter of reprimand to dismissal.

VIII. RESOURCES FOR ASSISTANCE AND INFORMATION

Questions concerning this Policy may be addressed to the University's Sexual Harassment Officer (962-3026), the Dean of Students (966-4041), the Chair of the Student Grievance Committee (962-4043), the Associate Vice Chancellor for Human Resources (962-1554), the Assistant to the Chancellor and Senior University Counsel (962-1219), the Human Resources Counseling Service (962-2656), or the Affirmative Action Officer (966-3576).

Copies of the Policy are available from Department Chairs and from the offices listed above. These offices are also prepared to help people understand what the Policy means and what options for resolution are available if they believe they have experienced a problem related to this Policy in connection with their academic study or work at the University.

IX. EFFECTIVE DATE
This policy is effective on and after April 3, 1995.

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