



RESOURCES FOR INSTRUCTORS AND STUDENTS

A. UNIVERSITY RESOURCES

****To the best of our knowledge, all of the following services, locations, and URLs are correct and up to date at the time of publication. As technology continues to change, some websites may be moved or updated. If you have trouble locating a particular site, you can always perform a web search from the U.Va. homepage (<http://www.virginia.edu>).**

Office of African American Affairs

Luther P. Jackson House (924-7923)
<http://www.virginia.edu/oaaa/>

The Office of African American Affairs offers a wide range of services and programs to create a welcoming and nurturing environment for African American students. Among them is the nationally recognized Peer Advisor Program, which provides first-year and entering transfer students individualized, sensitive, and caring support through formal interactions with U.Va. administrators, faculty, and staff. The Faculty/Administrator Mentoring Program provides second- and third-year students with faculty mentors. The Student Leadership Program offers students leadership education training and development. In addition, the OAAA works in collaboration with schools, departments, other Student Affairs' offices, student organizations, and the Charlottesville community to provide cultural activities and educational programs to benefit the entire University community.

Associate Provost for Classroom Management and Academic Support

(924-3728)

Contact this office for physical accommodations (such as a room with carpeting or air conditioning, a separate exam room, or a location change for a public lecture) or for special access needs (a temporary ramp, outlet for an electric wheelchair, etc).

Center for Alcohol and Substance Education (CASE)

2400 Old Ivy Road (924-5276)
<http://www.virginia.edu/case>

CASE is dedicated to providing the University of Virginia community with education activities and prevention programs related to substance abuse concerns. By providing outreach, trainings, consultation, and group classes, CASE aims to increase knowledge and awareness of alcohol and other drug issues and to decrease the negative consequences associated with high risk drinking and illegal drug use.

Coordinator of Services for Students with Disabilities/ Ombudsman.

Washington Hall, East Range (924-7819 General U.Va. TTY Relay: 982-HEAR).

The coordinator holds primary responsibility for the University's compliance with the Americans with Disabilities Act and works to further program and physical accessibility at U.Va.

Center for American English Language & Culture (CAELC)

B019 Garrett Hall (924-3371, caelc@virginia.edu)
<http://www.virginia.edu/provost/caelc/>

CAELC helps international students and faculty members who are non-native speakers of English become linguistically and culturally fluent. To do so, CAELC provides a number of services, including the SPEAK test, courses in English pronunciation, writing and conversation, the Language Consultant Program and the International Teaching Assistant Program. The Language Consultant Program matches international graduate students and scholars with native English-speaking U.Va. students to offer non-native speakers weekly practice in conversational English and American academic culture. The student volunteers also provide information about US academic culture as well as feedback and a realistic audience for ITA's practice teaching sessions. As a part of the ITA program (administered by CAELC, the TRC, and the Graduate School of Engineering and Applied Science [GEAS]), CAELC conducts the SPEAK test to evaluate the spoken English skills of prospective ITAs upon their arrival or if requested by their department. Based on the results of the SPEAK test, a prospective ITA may be advised to complete further language training by enrolling in oral English courses offered through CAELC.

Counseling and Psychological Services (CAPS)

Elson Student Health (243-5150)
<http://www.virginia.edu/studenthealth/caps.html>

The Center provides a broad, comprehensive range of psychological services: psychological and psychiatric assessment, referral, individual, couples and group psychotherapy, emergency walk-in and crisis consultation, 24-hour on-call crisis consultation, and consultation to administrators, faculty, students, families, and allied professionals. A substance abuse clinician provides consultation and treatment to students concerned about their use of alcohol and other drugs, or who are affected by another's substance abuse. CAPS provides suicide prevention programming and psycho-educational outreach.

Office of the Dean of Students

Peabody Hall (924-7133)
<http://www.virginia.edu/deanofstudents>

The Office of the Dean of Students provides advising services and co-curricular programs to enhance student life and development, working to create an academic environment where diversity is valued and encouraging students to become responsible, active members of the University and local communities. Included under this office are Deans of Asian/Pacific Student Affairs and Hispanic/Latino Student affairs. For more information, contact the main office. Deans also deal with discipline problems inside and outside the classroom.

Kaleidoscope Center for Cultural Fluency

Newcomb Hall (924-3329)

<http://www.virginia.edu/newcombhall/kaleidoscope/>

The Center collaborates with organizations across Grounds to offer consistent programming that stimulates analysis of the social, political, and economic foundations of cultural realities and how these realities shape perspectives and experiences. The goal is to challenge visitors to engage issues that are traditionally uncomfortable, peripheral or unknown. A place for gathering, programs, reflection, and debate, ultimately the Kaleidoscope Center aspires to be equally inviting to any individual who enters its doors. The Center is a multidimensional space designed to engage the University community in dialogue about diversity and its ever-changing aspects.

Engineering School Office of Minority Programs

351 McCormick Road (924-0604)

<http://www.seas.virginia.edu/minority/index.html>

This office strives to increase the recruitment and retention of first-generation and underrepresented students pursuing degrees in engineering and applied sciences at both the undergraduate and graduate levels. The OMP also seeks to develop a pre-college network that will encourage knowledge of and interest in engineering at both the primary and secondary levels.

Equal Opportunity Programs Office (EOP)

Poe Alley, West Range (924-3200)

<http://www.virginia.edu/eop>

The EOP Office implements the University's nondiscrimination and equal opportunity policies. A faculty member, staff employee, or student having a concern about discrimination based on race, age, color, sex (including sexual harassment), religion, national origin, foreign citizenship, disabilities, veteran's status, political affiliation, or sexual orientation may contact the EOP Office informally or to file a formal complaint.

Geospatial and Statistical Data Center (Geostat)

Alderman Library (924-3169)

<http://fisher.lib.virginia.edu>

Geostat helps the University community identify, acquire, and use digital data sets for statistical and geographic analysis. Working closely with the instructor, Geostat can provide classroom instruction in the use of the Library's large data holdings, which include government collected data as well as the archives of the Inter-University Consortium for Political and Social Research. Geostat also provides reference services based on statistical data and maps and hosts a computing lab devoted to the analysis and electronic mapping of issues studied in the humanities, sciences, and social sciences.

Hispanic/Latino Programs and Services

Peabody Hall (924-7438, 924-7133)

<http://www.virginia.edu/deanofstudents/latino/>

This organization, stemming from the Office of the Dean of Students, distributes information relevant to the Hispanic/Latino community (including people of Latin American origins and all those interested in the community, culture, or issues). In collaboration with other University offices, the Office of the Dean of Students works

with Hispanic/Latino students and organizations to strengthen their interconnectedness and their ability to benefit from, and contribute to, the life of the University and of the wider community. The website provides links to a variety of programs designed to support Hispanic/Latino students.

Honor Committee

Newcomb Hall, 4th Floor (924-7602)

<http://www.virginia.edu/honor>

Comprised of members elected from the schools of the University, the Honor Committee is responsible for maintaining and strengthening the University's community of trust. Each academic department is also assigned an Honor Committee liaison with whom faculty and TAs may consult.

Information Technology and Communication (ITC)

235 Wilson Hall (924-3731 or consult@virginia.edu)

<http://www.itc.virginia.edu>

ITC provides a wide range of computing support services to U.Va. faculty and students, including research computing support, Instructional Toolkit (<http://toolkit.virginia.edu/displaydocs.html>), electronic test scoring (<http://www.itc.virginia.edu/desktop/unix/docs/u022.testscor.html>), and short courses on a variety of computing and web-related subjects. Students and faculty can obtain information and assistance at the helpdesk and in the on-Grounds computer labs.

Institute for Advanced Technology in the Humanities (IATH)

Alderman Library (924-4527)

<http://jefferson.village.virginia.edu/>

The Institute for Advanced Technology in the Humanities supports computer-mediated faculty research projects in the humanities and can help develop teaching resources based on those projects. Projects are selected in an annual application process, and support includes office space, teaching release time, technical support, and access to high-end computer equipment. The Institute does not provide walk-in service, nor help develop resources unrelated to its research projects, but faculty members are invited to discuss potential research projects with the Institute's Director.

International Center

21 University Circle (924-7983)

<http://www.virginia.edu/iso/ic/>

The Lorna Sundberg International Center provides a dynamic environment where members of the University and local communities can come together and learn about the cultures of the world. The Center offers support services, development and execution of cultural and education programs, outreach services, and learning opportunities for individuals, both international and American, to share and enhance their cross-cultural knowledge and leadership skills. The Center also features a multi-cultural library available to students and Charlottesville community members. In addition, the Center coordinates short-term lodging for international students and faculty.

International Studies

208 Minor Hall (982-3010)
<http://www.virginia.edu/iso/>

The International Student and Scholars Program (ISSP) administers the F, J, H-1/B, O-1, TN and PR visa programs on behalf of the University. ISSP supports students, researchers, faculty, and official short-term visitors at U.Va. who are neither citizens nor permanent residents of the US by certifying eligible internationals for participation in the above mentioned visa programs, advising on matters related to acquiring and maintaining legal presence in the US and on matters related to acquiring and maintaining relevant visa status, supporting transition to American society and culture, offering guidance on U.Va. policies and procedures and providing assistance for crisis intervention. ISSP collaborates with U.Va. divisions and departments by apprising them of the complex and frequently changing federal regulations. The ISSP's comprehensive web site includes information and forms for international students, scholars, and selected employees for departmental use.

Learning Needs and Evaluation Center (LNEC)

Elson Student Health Center (243-5180)
<http://www.virginia.edu/studenthealth/lneec/>

LNEC provides support services for students with disabilities in line with the Americans with Disabilities Act (ADA) guidelines. These services include reasonable academic accommodations and assistance with enrollment and residence life, including group instruction in specific learning and study skills during the academic year. In addition, their psycho-educational evaluation services for students with unexplained academic difficulties help diagnose learning, attention, and/or emotional disorders and plan appropriate treatment. LNEC also offers learning and study skills workshops during the academic year and their services are available to all undergraduate and graduate students.

LGBT Resource Center

435 Newcomb Hall (982-2843)
<http://indorgs.virginia.edu/lgbtrc/>

The Lesbian, Gay, Bisexual, Transgender Resource Center provides students and faculty with the opportunity to attend programs, evaluate resources, and talk to peers regarding concerns or questions. This resource exists for questioning and LGBT students, as well as everywhere else in the spectrum. The Speaker's Bureau is available for presentations in classrooms and the Resource Library is available for browsing and check-outs. Their website also provides additional information and links on LGBT groups and issues within the U.Va. community.

Mathematics Tutorial Center

Kerchoff Hall (924-4919)

The Mathematics Tutorial Center primarily helps first-year students in elementary calculus and pre-calculus programs but also serves students who need help in other areas. The tutors are mathematics students selected by the Department of Mathematics. The free tutorial sessions are held in Clark Hall.

Peer Health Educators

Student Health, corner of Brandon and Jefferson Park Avenues (924-1509)
<http://www.virginia.edu/studenthealth/phe.html>

Trained University students provide comprehensive health promotion programs through outreach, patient education and special events enabling students to make well-informed health decisions.

The Robertson Media Center (RMC)

Clemons Library, 3rd Floor (924-7474 or mediacenter@virginia.edu)
<http://www.lib.virginia.edu/clemons/RMC>

The RMC combines both analog and digital media services supported by the Library and ITC. Here you can gain access to extensive collections of video, audio and digital media and view analog or digital media in carrels, small group rooms or classrooms. You will also find facilities for scanning, digitizing, CD burning, HTML and multimedia production. Formal support for instructional technology is available on site.

Services for Students with Disabilities

Southwest Wing, Rotunda (924-7984)
<http://www.virginia.edu/vpsa/services.html>

Students who have a disability covered under the ADA/Section 504 guidelines can receive reasonable accommodations, such as classroom reassignment, transportation services, or other modifications to physical structures. Contact the Learning Needs and Evaluation Center for audio or visual aids, note takers, readers or interpreters (LNEC 243-5180).

Sexual Assault Education Office (SAEO)

UVA Women's Center (982-2774 or saeo@virginia.edu)
<http://sexualassault.virginia.edu>

The SAEO's goal is to increase awareness of sexual assault issues and strategies for personal safety through educational programs for students, faculty, and staff. The SAEO works on strengthening University policies and procedures, provides advocacy for students, staff, and faculty dealing personally with sexual assault or domestic violence issues, and maintains a network of appropriate referral resources while working closely with University groups. SAEO staff provides guidance for students who are exploring their options both outside the University (criminal and civil courts) and internally (adjudication or more informal meetings). We consult with faculty who are concerned about particular student problems, or who have questions about how to infuse these issues into the curriculum. The SAEO library has resources covering a broad range of issues including books, videotapes, journals, and clipping files. The website is a rich resource both for students conducting research for papers, and for individuals seeking information for personal reasons. The Coordinator can also speak to classes as an alternative to canceling a session if the instructor is away.

U.Va. Speech Language Hearing Center

2205 Fontaine Avenue (924-6354)
<http://curry.edschool.virginia.edu/commdis/clinicvoice.html>

Run by the Communications Disorders Program, the Speech-Language Hearing Center offers a variety of services to the community, including accent modification for nonnative speakers of English.

Student Health Service

Elson Student Health Center (924-5362)
<http://www.virginia.edu/studenthealth>

The Student Health Service is responsible for all aspects of health care of enrolled University students' with valid IDs. Its facilities include General Medicine, Allergy, Gynecology, Counseling and Psychological Services, Health Promotion, Learning Needs Evaluation, a clinical laboratory, and pharmacy. Please call ahead for an appointment.

Summer Session

210 Miller Hall (924-3371)
<http://www.virginia.edu/summer/>

Most Summer Session courses equal fall and spring semester courses both in character and in credit value and include undergraduate- and graduate-level courses leading to degrees in the schools of arts and sciences, architecture, commerce, education, engineering and applied science, and nursing. Special courses lead to teacher certification in Virginia.

Teaching Resource Center (TRC)

Hotel D, 24 East Range (982-2815)
<http://trc.virginia.edu>

With the goal of promoting excellence in teaching at U.Va., Teaching Resource Center staff offer confidential, voluntary assistance to faculty and graduate teaching assistants (TAs) involved in all types of teaching. Services and programs include consultations about both individual classroom concerns and departmental curricular issues, interdisciplinary workshops for incoming and experienced colleagues, handbooks on teaching, faculty fellowship programs, help with developing teaching portfolios, a library of useful books and videotapes, and consultations about classes through videotape or in-person observation. Administrators of several teaching awards programs, TRC staff work closely with distinguished faculty and TA award winners.

Tutorial Program

B-11 Garrett Hall (982-2273)
http://artsandsciences.virginia.edu/undergrad/special_programs/aap.php

The Tutorial Program of Student Academic Support offers group tutorial support when requested by students or faculty for courses centered in the College of Arts and Sciences. (Additional support is available through the Office of Minority Programs in the School of Engineering, and through LNEC.) The focal points of the College program are first- and second-year mathematics, sciences, economics, accounting and finance, and foreign language. Other options are available if requested, including private tutoring. All tutoring is dependent on the availability of qualified graduate or undergraduate tutors. Students must

sign up in the Office of Student Academic Support (Garrett Hall, B-11). The office maintains a list of qualified tutors in many fields and students may make private financial arrangements for individual tutoring.

University Career Services (UCS)

Bryant Hall, 2nd floor (924-8900)
<http://www.virginia.edu/career/>

UCS assists undergraduate and graduate students with attaining their career-related goals. Services include an extensive career library, individual career advising, EXTERNships and job fairs, pre-professional advising for students interested in law or medicine, as well as panel discussions, career information days and workshops. The Minority Career Fair, held in the fall semester, also provides a unique recruiting opportunity targeted towards minority students but open to all. Although primarily focusing on non-academic employment assistance, graduate career services include teaching portfolio reviews for the academic job search.

UVA Pride

<http://indorgs.virginia.edu/uvapride/>

The Lesbian, Gay, Bisexual, Transgender Faculty, Staff & Graduate Student Association was founded in the spring of 1992 to serve the needs of the gay, lesbian, bisexual and transgender members of the University of Virginia community. By providing advocacy, education, social events and an open forum, UVA Pride hopes to foster a more tolerant and diverse atmosphere both in the community and at the University.

Virginia Relay Center.

1-800-828-1140/1120.
<http://www.varelay.org/>

The Virginia Relay Center allows deaf, hard of hearing, and speech-impaired persons to communicate with hearing persons over the telephone. For more information, see the website.

Writing Center

314 Bryan Hall (924-6678)
<http://www.engl.virginia.edu/wctr/>

The Writing Center offers free individual tutoring in writing to all undergraduate and graduate students. Each tutor is a graduate student in the English Department with experience teaching composition or tutoring. Tutors recommend students call in advance for appointments but can sometimes accommodate walk-ins. The Writing Center is open Monday through Friday, with hours and procedures posted each fall.

Women's Center

The Corner Building, University Ave. (982-2361)
<http://womenscenter.virginia.edu/>

The Women's Center offers education and service to University and community members. Programs include a scholars, artists and activist lecture series; personal counseling and workshops on topics of interest to women; and mentoring and leadership programs. The Women's Center also publishes *IRIS: A Journal About Women*, manages the First Year Resource Center and administers the HUES program, which provides business development skills and career-focused guidance to women of color.

Women Faculty and Professional Association

Box 400529, Newcomb Hall Station (982-3283)

<http://indorgs.virginia.edu/wfpa/>

The WFPA serves as an advocate to improve the professional and work environment for women faculty, staff, and health care professionals at the University of Virginia. They provide networking and mentoring opportunities as well as access to higher level administrators to discuss workplace issues through informational programs. WFPA created the Administrative Internship Program, contributed to the tuition waiver program, and celebrates women's accomplishments each year through its Woman of Achievement and Aspiring Woman awards.

B. STUDENT ORGANIZATIONS**Arab Student Organization**

<http://www.student.virginia.edu/~arabweb/homeold.htm>

Asian Student Union

<http://www.uvaasu.org>

Black Student Alliance

<http://www.student.virginia.edu/~blkstu/>

Latino Student Union

<http://www.student.virginia.edu/~latinos/>

Minority Rights Coalition

<http://www.student.virginia.edu/~uvacoal/>

National Organization for Women (NOW at U.Va.)

<http://www.student.virginia.edu/~uvanow/home.html>

Queer Student Union

<http://scs.student.virginia.edu/~lambda1/>

Sustained Dialogue

<http://www.student.virginia.edu/~sduva/>

1 in 4

<http://www.student.virginia.edu/~1in4/index.htm>

An all-male sexual assault peer education group at U.Va., which presents a one-hour program, "*How to Help a Sexual Assault Survivor: What Men Can Do*," to any group of men who will listen—sports teams, residence hall students, student organizations, fraternities, off campus groups, anyone. Also performs for coed audiences from time to time under special circumstances.

C. RELIGIOUS ORGANIZATIONS AND RESOURCES**Hindu Students Council**

<http://www.student.virginia.edu/~hindu/history.phtml>

Interfaith Calendar

<http://www.interfaithcalendar.org>

Muslim Student Association

<http://www.student.virginia.edu/~islam/>

United Ministry at U.VA.

<http://www.healthsystem.virginia.edu/internet/chaplaincy/unitedministry.cfm>

Rev. Wellford Tiller at (434) 977-8743

United Ministry is an affiliation of local Baptist, Episcopal, Lutheran, Presbyterian, Greek Orthodox, Roman Catholic, Unitarian, and Methodist denominations and the Hillel Jewish Center. United Ministry was established to provide a forum for discussion, an avenue of communication, and a means for addressing issues related to religious and spiritual concerns for those at the University.



APPENDIX II

FOR FURTHER READING OR VIEWING

These works are available for consultation and/or loan from the Teaching Resource Center, Hotel D, 24 East Range, on the Internet, or from the U.Va. library system. Videotaped workshops on many of these topics are also available for loan, though not listed here.

GENERAL INFORMATION: DIVERSITY AND MULTICULTURALISM IN THE CLASSROOM

Adams, Maurianne, Lee Anne Bell and Pat Griffin. Ed. *Teaching for Diversity and Social Justice*. NY; London: Routledge, 1997.

American Association of Colleges & Universities. *DiversityWeb: An Interactive Resource Hub for Higher Education*. [updated 23 June 2003; cited 5 April 2004]. Available from <http://www.diversityweb.org/index.cfm>.

Border, L.L.B. and Nancy Van Note Chism. *Teaching for Diversity*. San Francisco: Jossey-Bass, 1992. (TRC)

"Diversity/Multiculturalism." Black binder of articles. (TRC)

Diversity in the Classroom. Videocassette. Center for Teaching and Learning. University of North Carolina, Chapel Hill.

Frederick, Peter. "Walking on Eggs: Mastering the Dreaded Diversity Discussion." *College Teaching* 43.3 (1995): 83-92.

Hurtado, Sylvia, Jeffrey Milem, Alma Clayton-Pederson and Walter Allen. 1999. *Enacting Diverse Learning Environments: Improving the Climate for Racial/Ethnic Diversity in Higher Education*. Washington, DC: ASHE-ERIC Higher Education Report, 1999. (TRC)

hooks, bell. *Teaching to Transgress: Education as the Practice of Freedom*. NY; London: Routledge, 1994.

Lutzker, Marilyn. *Multiculturalism in the College Classroom: A Handbook of Strategies and Resources for Faculty*. Westport, CT: Greenwood Press, 1995. (TRC)

Race in the Classroom: The Multiplicity of Experience. Videocassette. The Derek Bok Center for Teaching and Learning and the Office of Race Relations and Minority Affairs, Harvard U.

Schoem, David, *et al. Multicultural Teaching in the University*. Westport, CT: Praeger, 1995. Contains chapters on teaching courses on diversity as well as incorporating multicultural elements into traditional courses such as math, composition, architecture or biology. See especially, "Questions and Responses on Multicultural Teaching and Conflict in the Classroom," 293-311.

Wlodkowski, Raymond and Margery Ginsberg. *Diversity & Motivation: Culturally Responsive Teaching*. San Francisco: Jossey-Bass, 1995.

Valuing Diversity 3: Communicating Across Cultures. Videocassette. San Rafael, CA: Griggs Productions, 1992.

Specific Cultures

Collett, Jonathan. "Reaching African American Students in the Classroom." In *To Improve the Academy: Resources for Student Faculty and Institutional Development* 9, (Stillwater, OK: New Forums, 1990), 177-88. (TRC)

Evans, Nancy, and Heidi Levine. "Perspectives on Sexual Orientation." *Evolving Theoretical Perspectives on Students. New Directions for Student Services* 51 (1990): 49-58.

Locke, Don. C. *Increasing Multicultural Understanding: A Comprehensive Model*. 2nd ed. Thousand Oaks, CA: Sage, 1998. Designed for the needs of counselors, the book provides history and background information on nine US cultural groups: African Americans, the Amish, Native-Americans, Japanese-Americans, Chinese-Americans, Vietnamese in the United States, Korean-Americans, Mexican-Americans, and Puerto-Rican-Americans.

Tierney, William G. "Building Academic Communities of Difference: Gays, Lesbians, and Bisexuals on Campus." *Change* (1992): 41-46. (TRC)

Tips for Teachers: Encouraging Students in a Racially Diverse Classroom. [updated 18 March 2002; cited 25 March 2004]. Available from <http://bokcenter.harvard.edu/docs/TFTrace.html>.

Wall, Vernon, and Jamie Washington. "Understanding Gay and Lesbian Students of Color." *Beyond Tolerance: Gays, Lesbians, and Bisexuals on Campus* (1991): 67-78. This article is oriented toward the needs of college counselors, but it is one of the few resources available that discusses the differing ethnic perspectives of lesbian and gay students. (TRC)

COOPERATIVE & COLLABORATIVE LEARNING

Bonwell, Charles C. and James A. Eison. *Active Learning: Creating Excitement in the Classroom*. Washington, DC: George Washington University, 1991. (TRC)

“Cooperative Learning.” Black binder of articles. (TRC)

Cuseo, Joseph. “Cooperative Learning: A Pedagogy for Diversity.” *Cooperative Learning and College Teaching* 3 (1992): 2-6. (TRC)

Davis, Barbara G. *Tools for Teaching*. San Francisco: Jossey-Bass, 1993. (TRC)

Johnson, David W., Roger T. Johnson, and Karl A. Smith. 1991. *Active Learning: Cooperation in the College Classroom*. Edina, MN: Interaction, 1991. (TRC)

Johnson, David W., Roger T. Johnson and Karl A. Smith. 1991. *Cooperative Learning: Increasing College Faculty Instructional Productivity*. Washington, DC: ERIC Clearinghouse on Higher Education. (TRC)

Leffler, Phyllis. *Cooperative Learning: Does It Work for Primary Research?—video*. Charlottesville, VA: University of Virginia, 1997. (TRC)

Millis, Barbara J. and Phillip Cottell Jr. *Cooperative Learning for Higher Education Faculty*. Phoenix, AZ: Oryx, 1998.

Sarasin, L.C. *Learning Style Perspectives*. Madison, WI: Atwood Publishing, 1999.

Smith, Karl. *Videotaped workshops on cooperative learning*. Charlottesville, VA: University of Virginia, 1992-1993. (TRC)

DIVERSITY IN SCIENCE, TECHNOLOGY, ENGINEERING AND MATH

Office of the Dean of the College at Brown University. *Achieving Gender Equity in Science Classrooms: A Guide for Faculty*. [Published 1996; accessed 31 March 2004.] Available from http://www.brown.edu/Administration/Dean_of_the_College/homepginfo/equity/Equity_handbook.html.

McDermott, Lillian C., Mark L. Rosenquist, and Emily H. van Zee. “Strategies to Improve the Performance of Minority Students in the Sciences.” In *Teaching Minority Students. New Directions for Teaching and Learning* 16 (1983): 59-72.

Rosser, Sue V. *Female-Friendly Science: Applying Women’s Studies Methods and Theories to Attract Students*. New York: Pergamon, 1990.

Rosser, Sue V. *Female-Friendly Science—video*. Charlottesville, VA: University of Virginia, 1993. (TRC)

Rosser, Sue V. *Re-Engineering Female-Friendly Science*. New York: Teacher’s College Press, 1997. (TRC)

Tobias, Sheila. *They’re not Dumb, They’re Different: Stalking the Second Tier*. Tucson, AZ: Research Co., 1990. See “The Female Factor” (69-70). This book does not address in detail the issue of women in science, but it provides a helpful analysis of how students feel about science courses, and why they abandon science for other fields. (TRC)

Yu, Shirley L. “Women’s Motivation and Strategy Use in College Science Classes.” *Journal of Staff, Program, & Organization Development* 16 (1999): 93-101.

GENDER

Belenky, Mary F., et al. *Women’s Ways of Knowing: The Development of Self, Voice, and Mind*. New York: Harper, 1986. See particularly Chapter 10: “Connected Teaching” (214-29). (TRC)

Chism, N. V., J. Cano, and A.S. Pruitt. “Teaching in a Diverse Environment: Knowledge and Skills Needed by TAs.” In *Teaching Assistant Training in the 1990s. New Directions for Teaching and Learning* 39 (1989): 23-35. (TRC)

Healy, Patrick. “A Proselytizer for Teaching.” *The Chronicle of Higher Education* (1995) (TRC)

Kramer, Martin, and Stephen S. Weiner. *Dialogues for Diversity: Community and Ethnicity on Campus*. Westport, CT: Greenwood Publishing, 1994.

Krupnick, Catherine G. “Women and Men in the Classroom: Inequality and Its Remedies.” *On Teaching and Learning* 1 (1985): 18-25. (TRC)

Pearson, Carol S., Donna L. Shavlik, and Judith G. Touchton, ed. *Educating the Majority: Women Challenge Tradition in Higher Education*. New York: Macmillan, 1989. Includes essays on Black, Latina, Asian American, Native-American, reentry, lesbian, and disabled female students, and on women and science. (TRC)

Sandler, Bernice Resnick, Lisa A. Silverberg and Roberta M. Hall. 1996. *The Chilly Classroom Climate: a Guide to Improve the Education of Women*. Washington, DC : National Assn. for Women in Education.

Tannen, Deborah. “Teachers’ Classroom Strategies Should Recognize that Men and Women Use Language Differently.” *Chronicle of Higher Education* (1991): B1, B3. (TRC)

“Teaching Women.” Black binder of articles. (TRC)

Tips for Teachers: Sensitivity to Women in the Contemporary Classroom. [updated 18 March 2002; cited 25 March 2004]. Available from <http://bokcenter.harvard.edu/docs/TFTwomen.html>.

INTERNATIONAL STUDENTS

Responding to Communication and Writing Skills

Brookes, A. and P. Grundy. *Writing for Study Purposes: A Teacher's Guide to Developing Individual Writing Skills*. New York: Cambridge University Press, 1990.

Capossela, Toni-Lee. *The Critical Writing Workshop: Designing Writing Assignments to Foster Critical Thinking*. Portsmouth, NH: Boynton/Cook, 1993.

Chastain, Kenneth. *Developing Second-Language Skills: Theory and Practice*, 3rd ed. New York: Harcourt Brace, 1988. Chastain's book discusses students' acquisition of foreign languages, but many of his ideas apply also to the concerns of ESOL students. See "Writing" (chap. 9), "Primary Guidelines" (chap. 12), and "Error Correction" (chap. 13). (TRC)

D'Errico, Jon. *Responding to Student Writing: Mathematics, Sciences, and Engineering. Teaching Workshop Video*. Charlottesville, VA: University of Virginia, 1998. (TRC)

Raimes, Ann. *Grammar Troublespots: An Editing Guide for Students*, 2nd ed. New York: St. Martin's, 1992. Designed for students. Includes flow charts for checking grammatical constructions. (TRC)

Sigsbee, David L., Bruce W. Speck and Bruce Maylath. *Approaches to Teaching Non-Native English Speakers Across the Curriculum. New Directions for Teaching and Learning* 70 (Summer 1997).

Walvoord, Barbara E. *Helping Students Write Well: A Guide for Teachers in All Disciplines*. 2nd ed. New York: MLA, 1986.

Williams, Joseph. *Style: Ten Lessons in Clarity and Grace*, 3rd ed. Glenview, IL: Scott, Foresman, 1989. See chap. 1: "The Grammar of Clarity." (TRC)

Understanding Other Cultures

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Handbook for Survivors: A Guide to Surviving Sexual Assault. Charlottesville, VA: University of Virginia, 1999. Designed for the student, this handbook contains lists of university and community organizations and phone numbers. (Women's Center and TRC)

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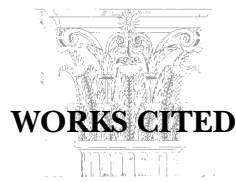
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