10 Tips for Faculty to Consider

1. Plan the course with a multicultural audience in mind. Consider writing syllabi that have a social justice statement or anti-harassment statement (see below).
2. Include multicultural visual aids and examples in lectures; assign the work of scholars from various backgrounds and provide links to their websites; and create course assignments, stories, and examples that portray different kinds of people, names, and family structures.
3. Make sure learning outcomes are stated clearly on the syllabus.
4. Think about classroom dynamics. Stereotypes and assumptions often are questioned when we purposefully interact with each other. Thus, if you have group projects, assign groups so that membership and leadership roles are balanced across ethnic and gender groups. This can be done randomly, but do not allow students to self-assign because they will gravitate to those they know best. Set the rules for how they will interact.
5. Maintain high expectations for all students and make sure all students are encouraged to meet them.
6. Create opportunities for students to share what they know, to present their work to each other and/or the whole class.
7. Learn to intervene tactfully and effectively in racially charged situations.
8. Get to know each student, including learning to pronounce names.
9. Avoid situations where students are placed in the position of being representatives of their race, gender, or ethnic group.
10. Assess conscious and unconscious biases about people of backgrounds other than your own. You might ask yourself:
    1. Do I expect students of color or women to need extra help? To participate less? To offer incorrect answers?
    2. Do I assume all students of color are alike?
    3. Do I assume that Asian women are likely to be quiet?
    4. Do I call on all students with the same frequency?
    5. Do I respond to a white student’s voice as if it had more intellectual weight?
    6. Do all of my classroom stories and examples depend upon stereotypical views of other cultures?

Syllabus Statements:

Harassment
It is unacceptable to harass, discriminate against or abuse any person because of a person's race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to
destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational mission. Contact the Office of Equity and Inclusion (http://www.udel.edu/oei/) if you believe a violation has occurred.

Social Justice
The University of Delaware is committed to social justice. I concur with that commitment and expect to maintain a positive learning environment based upon open communication, mutual respect, and nondiscrimination. Our University does not discriminate on the basis of race, sex, age, disability, veterans' status, religion, sexual orientation, color or national origin. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given serious consideration.

Inclusion of Diverse Learning Needs
http://www.udel.edu/DSS/
This course is open to all students who meet the academic requirements for participation. Any student who has documented a need for accommodation based on the impact of a disability should contact the instructor privately to discuss the specific situation as soon as possible. Disability Support Services can be reached at 302-831-4643, in Alison Hall 130 and will coordinate reasonable accommodations for students with documented disabilities.

Cheryl R Richardson, PhD
Associate Director
Center for Teaching & Assessment of Learning
University of Delaware
73 E Delaware Ave
212 Gore Hall
Newark, DE 19716

EMAIL: cherylrr@udel.edu
PHONE: 302-831-2914
WEB: www.udel.edu/ctal