



## Ten Things Faculty Can Do to Advance Inclusive Excellence and Anti-Racism in the Classroom

1. **Examine Course Readings and Materials:** Are diverse authors or scholars represented? Do examples, case studies, problem statements, videos and visual images, or other application-based materials demonstrate diverse voices and perspectives?
2. **Examine the Structure of your Course from an Equity Standpoint.** A commitment to anti-racism manifests as a concern to embed equity in your work. The [Peralta Online Equity Rubric](#) provides a framework to assess your course from a perspective that highlights access, connections and a critical revision of representations.
3. **Invite In, Don't Call Out:** Invite multiple perspectives into the discussion without calling on individuals, particularly when you think that a student has direct experience or knowledge about the topic you are discussing - this can be an opportunity for bias to influence your views. Don't ask individuals to speak for an entire identity group. Solicit feedback and answers from the whole class through questions such as, "Could there be other ways to view this?"
4. **Invite Feedback from Students:** Provide opportunities for anonymous feedback from students (anonymous surveys can be embedded in Isidore) such as asking students what could be done in the classroom to provide a more inclusive environment. There is a template available on the [Keep Teaching](#) website. Allocate time before and after class for questions, and leave time to explain and answer questions about assignments and course work.
5. **Reconsider Participation and Class Discussions:** Class participation often favors native English speakers, extroverts, and those who have been historically affirmed in the academy. Consider building in wait-time by requiring that alternative approaches to evaluating classroom engagement ([think-pair-share](#), [chalk-talk](#), multiple measures of engagement, etc.). If certain students tend to monopolize class discussion, create a set of rules to equalize participation and airtime.
6. **Invite Collaboration** or feedback with inclusive excellence scholars in your discipline (many national organizations have resources); find support, and a network of committed colleagues. However, be mindful of cultural taxation where minoritized faculty and staff are often asked to perform additional uncompensated and invisible labor to the benefit of others.
7. **Eat Your Lunch and Breathe:** Studies suggest that taking time to breathe, eat, and generally lower stress are more likely to reduce the activation of implicit biases. [Contemplative pedagogy](#) encourages deep learning through focused attention, reflection, and heightened awareness, such as by beginning class with a quick breathing exercise.
8. **Compile a List of Resources for Students:** As you become aware of the different needs that students face during the semester, make sure you know [what direction and people](#) to point them to (tutoring, financial aid, counseling center, advising, professional organizations, career services, mentors within your department, etc).
9. **Utilize Existing UD Resources:** There are many resources available at UD such as the [Anti-Racist Pedagogy Research Guide](#) and [Anti-Racism Resources Research Guide](#); Multi-Ethnic Education and Engagement Center ([MEC Partners In The Classroom](#) workshops; and resources through the [Dialogue Zone](#), the [Office of Diversity & Inclusion](#), and [LTC Faculty Resources](#). Additionally, there are resources for students, faculty, and staff through the [Women's Center](#), [LGBTQ+ Student Services](#), [Center for International Programs](#), [Office of Learning Resources](#) (including the [accessible syllabus](#)), [CAP Diversity and Social Justice](#), among many others.
10. **Your Turn!** This list is not exhaustive. What is missing from this list? Add it [here](#) for future distribution.