Everyone has a culture, and as the faculty member, you have to be acutely aware of yours. If you can identify cultural references in your courses, you can be aware of how it is affecting your students' perceptions of the material. You don’t have to remove your culture from the course, but you need to be aware of the effect it can have on your students.

- Clarify references to U.S. landmarks, Western literature, and famous people.
- Encourage students to apply their own world view to content, when applicable or meaningful.
- Be careful of analogies—they are excellent teaching tools, but does everyone share the same concepts?
- Avoid references to pop culture as they might differ across the cultures and will be outdated quickly.
- Include the contributions to a field of study from other cultures.
- Be aware of traditional Judeo-Christian ideas that are pervasive in U.S. society that may not be understood in other places.
- Recognize that various political systems may affect the way learners interact with course content.
- Acknowledge that processes are not universal.

Watch out for these:
- Idioms: Such as “a piece of cake.”
- Slang: Such as “I’m down with that.”
- Acronyms: Spell acronyms out in the first instance followed by the acronym like “Global Freshman Academy (GFA).”
- Phrasal verbs: Beware of two-word verbs such as “look up” or “turn in.” They are difficult to find in a dictionary and are challenging for 2nd language learners.
- Figurative language: Refrain from hyperbole/similes/metaphors that can be taken literally like “a workplace having a toxic environment.”
- Large numbers: Say “one thousand seven hundred” rather than “seventeen hundred.”
- Measurements: Give both metric and British units.

* Full version with all guidelines available through the D&D design team.