

Department of Epidemiology Guidance on Modifying Classroom Teaching and Course Materials to Reflect EDI and Anti-Racism Principles

Introduction

The purpose of this document is to provide guidance to teaching faculty in the Department of Epidemiology on incorporating principles of EDI and anti-racism in the classroom. This is not meant to be an exhaustive list of suggestions nor is it suggested that faculty implement all these suggested ideas; rather we provide several options with the hopes that a few will be appropriate for most of our teaching faculty. This guidance is divided into three sections: (1) Modifying Course Materials, (2) Modifying Classroom Teaching, and (3) Long-term Strategies towards an Anti-Racist Pedagogy/ **Please complete the accompanying Course Development Plan (CDP) which documents the changes you made/intend to make in your courses.**

Section 1. Modifying Course Materials

We suggest that faculty evaluate the examples used in class and assigned readings. Some new examples and/or readings could be introduced to ensure greater representation of authors from different identities. Some suggestions for modifying course materials include:

- Place your course materials in the historical context of how methods in the field were developed or how theories and/or knowledge were generated
 - For example, epidemiologic methods were developed within the positivist and other traditions of western/European thought. There is little influence of eastern or southern ideological traditions visible in standard epidemiologic methods. Community based participatory research (CBPR), which is rooted in critical theory and began in Latin America, provides one example of an approach to research that takes a non-European approach.
- Be explicit in the classroom about how race and gender are defined and why they are included in readings and examples, e.g., Is race meant to be a proxy for racism or genetic ancestry or something else?
 - The [Boyd et al.](#) post and the paper by [VanderWeele and Robinson](#) 2014 may be helpful in learning more about these ideas.
- Incorporate authors/scholars of color into in-class examples and readings. If you are unable to identify any authors of color, discuss with other colleagues in the field or try a literature review with some additional Google searches.
 - Add photographs of authors on slides to ensure students recognize contributions come from a diverse set of scholars.
- Incorporate examples of work that deal with racism or other systemic issues. There is an emerging body of evidence that suggests that equity based/social justice examples support student engagement. (Lesser 2007) When considering these examples it may be helpful to consider these equity related questions:
 - Who conducted and funded the research?



- Which researchers had contact with the participants?
- What populations were studied?
- How were they selected?
- What types of measures were of interest?
- What are the differences between the groups being compared (cases vs controls, exposed vs unexposed)?
- What is the size of the effect?
- Who appears to benefit and who appears to suffer?
- Whose values may be implicitly represented or excluded?
- Does this data offer a vehicle or tool that could be used to help understand or improve social conditions in our present world?

Section 2: Modifying Classroom Teaching

There are several evidence-based practices that enhance inclusivity in the classroom. The UW [Center for Teaching and Learning](#) has a number of excellent tips and resources on inclusive teaching. Below are a few suggestions for ways to enhance inclusivity in the classroom:

- **Learn about students at the beginning of the quarter:** Using an index card, online survey, private chat on Zoom or a paper questionnaire on the first day of class, faculty can collect information about students' prior knowledge of the course content, relevant educational experiences, and personal experiences that might impact their learning in the course. Don't forget to ask about pronouns or ask students to indicate their pronouns on their zoom name display. Lastly, try to pronounce names correctly. Ask students to provide a recording of their name or write it out phonetically if needed.
- **Gather feedback from students about their experience in the class:** Using a paper or online survey, faculty can conduct a brief survey (which could be optional and anonymous) at various points during the quarter to gauge student learning and perceptions of class climate. A popular method is the **Stop-Start-Continue** method which includes just 3 questions:
 1. What you (the instructor) should start doing.
 2. What you (the instructor) should stop doing.
 3. What you (the instructor) should continue doing.
- **Establish community norms or ground rules.** Community norms constitute an agreement that all students agree upon. Deviating from these norms means disrespecting everyone in the class. Have a copy of the norms on hand so that you can refer to it if anyone deviates from the norms, and to show appreciation for adherence to them. You may be surprised at how well students respond to having community norms for the duration of the course. You can create these norms:
 1. By yourself, with minimal input from students (e.g., putting them in your syllabus)
 2. By yourself, with considerable participation from students (e.g., getting input from students on the first day of class)
 3. With students – ask them to create community norms collaboratively (e.g. by asking them what they need from their fellow students and instructor(s) in order to learn effectively)
- **Address microaggressions in the classroom.** It is important to review strategies for dealing with microaggressions in your online, hybrid, or face-to-face classroom. The [Center for Teaching and Learning](#) offers resources (including short videos) on this topic. There are also several resources on the attached resources page of this document. Part of being able to recognize and address



microaggressions in the classroom is for faculty to recognize and reflect on their own biases, interactions, and behaviors.

- **Provide multiple means for students to meet the learning objectives.** Incorporating active learning techniques is one strategy that can be used to enhance achievement of the learning objectives. These are evidence-based techniques that have been demonstrated to improve learning for all students, but specifically for women and students of color. Including participation in these active learning techniques as part of the students' grades is important (e.g., attach points to participation). Below are a few examples of active learning techniques:
 - **PollEv or Zoom Poll:** Plan stopping points throughout the lecture to ask questions via a poll. They are an excellent way to gauge students' comprehension of the material that you have already presented (e.g., some faculty include a poll question at the beginning of class related to the last session's material) or that you plan to present. Faculty can include participation points tied to these polls (e.g., points for participating in the poll, not necessarily the right answer).
 - **Think-pair-share:** Pose a question and ask students to think about their response for 1 minute, then turn to the person sitting next to them and discuss for 1 minute, then return to the large group and share. This also works well in Zoom breakout rooms.
 - **Random Call:** It is important to note that [random call](#) can cause anxiety for many students. There are ways to mitigate this. Instructors can make it clear that "passing" is an appropriate response. Instructors can also allow for students to opt-out of the random call list. Alternatively, instructors can utilize random call only after a "think-pair-share" activity or another activity where students have the opportunity to talk to a classmate before sharing to the larger group. In this model, when an instructor randomly calls on a student, the question can be framed as "what did you and [classmate] think about this question". Regardless of the random call approach, it is important to be systematic by preparing a random list of students' names for each class period, so that the call is truly random.
 - **Small group activities or discussions.** Include these small group discussions as an opportunity for students' to share with one another and learn from one another. For example, if there is a reading assigned for a given lecture, faculty can have small groups discuss the paper and come up with a list of the key takeaways from the paper as well as unanswered questions. Small groups also work well for case study examples or working on exercises/problems.
 - **Minute papers** (at the end of class, have students write: (1). What are the two [three, four, five] most significant [central, useful, meaningful, surprising, disturbing] things you have learned during this session? (2) What question(s) remain uppermost in your mind? (3) Is there anything you did not understand?

Section 3: Long-term strategies towards an anti-racist pedagogy

Scholars of anti-racist pedagogy have noted that moving toward anti-racism is a process that requires continual self-reflection and action (Kishimoto 2018). We do not envision that faculty will make a few changes to their courses and be "done." For those interested in considering long-term change to their teaching styles, here are some suggestions.

- Faculty self-reflection - how well do you understand anti-racist principles and positionality?



- Review readings and webinars on the resource list below. Faculty are also encouraged to join the Epi Department EDI lunch and learn to discuss readings and other content.
- We recommend starting with the article by Kishimoto (2018), which informs many of the suggestions in this section.
- Develop awareness of social positions, both in and out of the classroom.
 - Instructor and students should consider and describe their intersectional positionality during class introductions, with a specific focus on how those identities may shape their understanding of epidemiological methods, public health practice, and other class-specific topics. Ask students to write down five words they use to describe their identity (e.g., gender identity, race/ethnicity, sexual orientation, class, age, ability, immigration status, religion, etc.). In large or online classes, students could do this in small groups or in break-out rooms. In small classes, students could share with the class if they were comfortable doing so.
 - Because our reckoning with our identity is an ongoing process, inviting students to reflect on this exercise later in the quarter might be interesting, depending on the subject matter of the class.
- Decenter authority in the classroom and have students take responsibility for their learning process.
 - Involve students in crafting the syllabus, learning objectives, assignments, assessments, and other portions of the class.
 - Challenge the harmful components of the power differential created in the professor-student dynamic by explicitly acknowledging when you are confused or unsure about something; acknowledge that learning is mutual by including racial content in courses even if you are not fully ready to teach them in the traditional sense and invite students to lead the conversation.
- Include racial content in courses – perhaps including material suggested by students – and invite students to lead the conversation.
- Create a sense of community in the classroom through collaborative learning.
 - Some active learning techniques can move the class towards collaborative learning, e.g., small group work, “think-pair-share,” etc.



Resources about teaching and learning

- **Recommended:** Kyoko Kishimoto (2018) Anti-racist pedagogy: from faculty's self-reflection to organizing within and beyond the classroom, *Race Ethnicity and Education*, 21:4, 540-554, DOI: 10.1080/13613324.2016.1248824
- Lawrence M. Lesser (2007) Critical Values and Transforming Data: Teaching Statistics with Social Justice, *Journal of Statistics Education*, 15:1
- Black Minds Matter Public Course (10 session course)
Please see the recording below for a Webinar on Anti-Blackness in Education. There is also an online course by Luke Wood and colleagues for which you can register at: <https://jlukewood.com/black-minds-matter/> Readings, discussion questions etc here.
- Article: How to Respond to Racial Microaggressions When They Occur <https://diverseeducation.com/article/176397/>
- Article: how to hold a better class discussion <https://www.chronicle.com/interactives/20190523-ClassDiscussion#2>
- <https://coralearning.org/webinars/>
CORA (Center for Organizational Responsibility and Advancement) is founded by Dr. J. Luke Wood, Dr. Bridget Herrin, and Frank Harris III in response to President Obama's call to improve the lives of boys and men of color facing educational disparities. We are a professional educational organization committed to training faculty, staff, and administrators to enhance their skills to better serve historically underrepresented and underserved students. We provide **professional development training for all educators** to advance their teaching skills and enhance the learning experience of boys and college men of color with an explicit focus on racial equity in education.

There are several webinars available here including:

- [Addressing Anti-Blackness on Campus: Implications for Educators and Institutions](#)
- [Responding to Racial Bias and Microaggressions in the Online Environment](#)
- UW Center for Teaching and Learning website: <https://www.washington.edu/teaching/topics/inclusive-teaching/inclusive-teaching-strategies/>
- [What Does Trauma Informed Teaching Look Like?](#) <https://www.chronicle.com/article/What-Does-Trauma-Informed/248917>
- NPR story featuring UW Biology faculty members Scott Freeman and Mary Pat Wenderoth: "[Are Lectures Racist?](#)"



Resources about using race/ethnicity in research

- Boyd RW, Lindo EG, Weeks LD, McLemore MR. On Racism: A New Standard For Publishing On Racial Health Inequities. Health Affairs Blog, July 2, 2020.
https://www.healthaffairs.org/doi/10.1377/hblog20200630.939347/full/?utm_medium=social&utm_source=twitter&utm_campaign=blog&utm_content=Boyd
- VanderWeele TJ & Robinson WR. On the causal interpretation of race in regressions adjusting for confounding and mediating variables. *Epidemiology* 25, 473-484, doi:10.1097/EDE.000000000000105 (2014)
- Kaufman JS, Cooper RS. Commentary: considerations for use of racial/ethnic classification in etiologic research. *Am J Epidemiol.* 2001 Aug 15;154(4):291-8.
- Roth WD. The multiple dimensions of race. *Ethnic and Racial Studies.* 2016;39(8):1310-1338.
- Gravlee CC. How race becomes biology: embodiment of social inequality. *American Journal of Physical Anthropology.* 2009;139:47-57
- Jones CP, Truman BI, Elam-Evans LD, Jones CA, Jones CY, Jiles R, Rumisha SF, Perry GS. Using "socially assigned race" to probe white advantages in health status. *Ethn Dis.* 2008 Autumn;18(4):496-504. PubMed PMID: 19157256.
- Karlsen S and Nazroo JY. Measuring and Analyzing "Race", Racism and Racial Discrimination. In *Methods in Social Epidemiology* (Second ed.) 2017. Oakes J & Kaufman Jay S (editors).
- Kaplan JB, Bennett T. Use of race and ethnicity in biomedical publication [published correction appears in *JAMA.* 2004 Sep 1;292(9):1022]. *JAMA.* 2003;289(20):2709-2716. doi:10.1001/jama.289.20.2709
- Vyas DA, Eisenstein LG, Jones DS. Hidden in Plain Sight — Reconsidering the Use of Race Correction in Clinical Algorithms. *NEJM.* 2020 Jun 17; doi: 10.1056/NEJMms2004740.



Department of Epidemiology Course Development Plan for Modifying Classroom Teaching and Course Materials to Reflect EDI and Anti-Racism Principles

Introduction: This document is a course development plan (CDP) to be completed by all faculty who teach a course in the Department of Epidemiology. This CDP asks faculty to delineate the modifications they plan to make to their course materials and classroom teaching to incorporate EDI and anti-racism principles in the classroom. This CDP will be reviewed by the Epi Curriculum Committee and Epi students.

The EDI and Curriculum Committees have provided guidance on modifying classroom teaching and course Materials to reflect EDI and anti-racism principles in the attached document. **Please refer to that document when completing this form.**

Instructor Name:

Course Name and Number:

Section 1. Self-Reflection from Readings, Webinars/Videos, and Trainings Completed

The EDI and Curriculum Committees have compiled a list of resources (readings and videos) in the attached "Guidance on Modifying Classroom Teaching and Course Materials to Reflect EDI and Anti-Racism Principles" document. In the space below, please list the readings, webinars/videos, and trainings that you have completed related to anti-racism (either from the resource list or additional resources). For all the resources, please note: (1) What are the two (or more) most useful things you have learned from the resource? (2) What question(s) remain uppermost in your mind? (3) Is there anything you did not understand? (4) How do you intend to use this information?



Section 2. Strategies to Modify Course Materials

In the table below, please indicate (with an "x") which of the following strategies you already do or plan to do to modify your course materials. In Section 5 you will be asked to describe these in more detail.

Already do	Plan to do	Strategy
		Place course materials in the historical context of how methods in the field were developed or how theories and/or knowledge were generated
		Be explicit in the classroom about how race and gender are included in readings and examples
		Incorporate authors/scholars of color into in-class examples and readings
		Add photographs of authors on slides to ensure students recognize contributions come from a diverse set of scholars
		Incorporate examples of work that deal with racism or other systemic issues
		Other, please describe below

Section 3. Strategies to Modify Classroom Teaching

In the table below, please indicate (with an "x") which of the following strategies you already do or plan to do to modify your classroom teaching. In Section 5 you will be asked to describe these in more detail.

Already do	Plan to do	Strategy
		Learn about students at the beginning of the quarter
		Gather feedback from students about their experience in the class
		Establish community norms or ground rules
		Address microaggressions in the classroom
		Provide multiple means for students to meet the learning objectives
		Other, please describe below



Section 4. Long term strategies

In the table below, please indicate (with an “x”) which of the following strategies you already do or plan to do in a longer time frame. In Section 5 you will be asked to describe these in more detail.

Already do	Plan to do	Strategy
		Engage in self-reflection of understanding anti-racist principles and positionality by reviewing materials listed in resource guide
		Help develop students’ awareness of their positionality while doing the same for yourself by inviting students to reflect on their identities and how those identities may shape their understanding of epidemiology and public health, both at the beginning of class and during relevant conversations
		Decenter authority in the classroom and have students take responsibility for their learning process
		Explicitly acknowledge when you are confused about something, including new racial content in the course material, to encourage mutual learning
		Include racial content in courses and invite students to lead the conversation
		Involve students in crafting the syllabus, learning objectives, assignments, assessments, and other portions of the class
		Create a sense of community in the classroom through collaborative learnings
		Other, please describe below



Section 5. Description of Strategies from Sections 2-4

Using the table below, please describe the additions or modifications you plan to make to your course. This could include (but is not limited to) changes to assigned readings, in-class examples, incorporating active learning, involving students in crafting the syllabus, etc. Please add more rows as needed.

Description of Strategy or Addition/Modification to Course Materials/Classroom teaching	Modification to Course Materials, Classroom teaching, or long-term strategy?	What was your motivation for making this change?
E.g. In Sessions 3 and 6, I changed the assigned readings. Previously the readings were white authors and the readings now are authors of color	Course materials	I realized that none of the assigned readings in the class were written by authors of color. I chose these two readings specifically after learning of a new scholar of color who has done innovative work in this area
E.g., During the first session of course I will spend time with the students establishing community norms	Classroom teaching	I have not done this previously but have heard from colleagues that it is a very useful exercise

Section 6. Requesting Assistance

Are there changes/additions you would like to make to your class but are not sure of the best approach? If so, please list them here.

