

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

Introduction: This document is intended as an optional self-guided resource for faculty who teach a course in the Department of Biostatistics to use in incorporating EDI and anti-racism principles into their courses.

Please refer to the attached guidance on modifying classroom teaching and course materials to reflect EDI and anti-racism principles when completing this form.

Instructor Name:

Course Name and Number:

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

There is 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, 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
		Align course material with course prerequisites and actual levels of student preparation when possible, and support students when material is beyond their preparation, including providing references to review material
		Place course materials in the historical context of how statistical or epidemiologic methods were developed or how theories and/or knowledge were generated
		Be explicit in the classroom about how race and gender are included in datasets and examples, for example in datasets with race or gender as variables
		Use intentional language around identities such as race, gender and ethnicity and health conditions and health behaviors
		Incorporate contributions to statistical theory, methodology, applied analyses, and/or datasets (e.g. PIs on a study) from statisticians and researchers of color and those from non-western backgrounds into in-class examples and readings
		Incorporate datasets relevant to students from a variety of backgrounds, including data collected in countries other than the United States
		Incorporate examples of applied analyses that deal with racism or other systemic issues
		Ensure that course materials meet accessibility guidelines
		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
		Give students enough time to process questions asked during class
		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

		Develop an awareness of your positionality and identities and how those identities may shape your understanding of biostatistics, public health practice, and other class-specific topics
		Develop an understanding of the difference between assessment and evaluation, and how the latter may reinforce racism and classism. Consider alternate forms of grading
		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
		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 feel free to reach out to the EDI committee at any point.