SCHOOL OF PUBLIC HEALTH
EPIDEMIOLOGY
UNIVERSITY *of* WASHINGTON

GUIDANCE ON DISCUSSING EDI AND ANTI-RACISM PRINCIPLES WITH GUEST LECTURERS*

The purpose of this document is to provide guidance to teaching faculty in the Department of Epidemiology about ways to discuss principles of equity, diversity, and inclusion (EDI) and anti-racism with guest lecturers. Below are several points to consider discussing with guest lecturers, followed by a template email that faculty may wish to send to their guest lecturers.

1. **Person-first / person-centered language.** Inform guest lecturers about the use of person-first / person-centered language in class. For example, instead of saying "HIV-positive person", say "person living with HIV". There are several websites that can be useful resources, including:
   - Radical Copy Editor Person Centered Language
   - BC Centers for Disease Control Language Guide
   - NIAID HIV Language Guide
   - National Network Information, Guidance, and Training on the Americans with Disabilities Act

2. **Community / Class norms.** If your class has created community norms / class norms, consider summarizing these for guest lecturers and/or attach a list of community norms / class norms to your introductory email.

3. **Accessibility.** Provide information to guest lecturers about accessibility, such as plans (or your recommendation) to record the lecture, use captioning, ensuring readable font size, making lecture slides available prior to the start of class, and many more. This website on universal design has helpful tips.

4. **Discussions of race, racism, anti-racism, and white supremacy.** Explicitly describe to guest lecturers how you discuss race, racism, anti-racism, and white supremacy in your course. Provide examples of when this has come up in class and what discussions you have had, and/or describe how you plan to talk about race in the class.

5. **Examples from scholars of color and scholars from outside the US (if applicable).** Request that your guest lecturers provide readings and/or examples from a diverse set of authors and scholars.

6. **Honorarium and parking for non-UW Lecturers.** The UW School of Public Health will provide a $50 honorarium for guest lecturers or panelists who are not affiliated with the UW. Include this information to guest lecturers as relevant. You can link to the full policy here. The Department of Epidemiology will also provide free parking for guest lecturers. Please contact Matt Anderson (matta@uw.edu) for instructions on how to facilitate this for your guest lecturers. Payment of the honorarium will require the guest lecturer's name, residential address, and social security number.

7. **Land Acknowledgement.** Many classes start their sessions with a land acknowledgement. You may want to provide information to your guest lecturers about adding a land acknowledgment to the start of their lecture, acknowledging that land acknowledgements from guest lecturers are welcome but not expected.

8. **Acknowledgement of positionality.** Our perspectives are shaped by aspects of our identity and lived experiences, including our perspectives on public health. You may wish to encourage guest lecturers to reflect on and discuss their positionality at the beginning of their session. It may be helpful to provide an example of how you described your positionality in the class.

EMAIL TEMPLATE FOR GUEST LECTURERS IN EPI COURSES*

Dear Dr. XXX,

I am writing with some logistic information about your session in EPI XXX: "Course Title" on date/time. [Insert text related to course logistics if applicable]

The Department of Epidemiology has made a concerted effort to approach our courses through a lens of equity, diversity, inclusion (EDI) and anti-racism. To that end, we would like to share some tips and guidance as you prepare for your lecture.

1. Please **use person-centered language** in your presentation. There are several resources on person-centered language; I've listed two here:
   - Website 1
   - Website 2

2. We have established **classroom norms** on the first day of class. We have attached the list of those norms here. Please peruse this list before your lecture.

3. In this course I strive to make learning **accessible for all**. I plan to record your lecture and would appreciate it if you could send your materials (slides, readings) to me before your lecture, so that I may post them for students. There are several strategies for making your lecture accessible (e.g., font size, including an outline). This website has some helpful tips.

4. In this course we **will have explicit discussions of race, racism, anti-racism and white supremacy**. If you plan to discuss race in your lecture and are unclear how to have a discussion about racism, please let me know now and I would be happy to speak to you about this before your session.

5. We would appreciate it if you could **highlight work from scholars of color or scholars from outside the US** by diversifying the authors of your selected readings and examples, if possible.

6. The UW School of Public Health offers a **$50 honorarium for non-UW-affiliated guest lecturers**. We do this to acknowledge the work that is required in putting together a talk, which often goes unpaid. I will put you in touch with staff in our department to facilitate that payment. The Department of Epidemiology also **covers the cost of parking** for all guest lecturers not affiliated with UW. Please let me know if you need parking on the day of your lecture.

7. Some guest lecturers may wish to start their lecture with a **land acknowledgement**. We would welcome this if you like, but it is not expected. I do this on the first day of class to honor the people on whose land we are guests, and to demonstrate our collective humility and respect for the original caretakers of the land. I have included the land acknowledgement slide that I use if you would like to see an example.

8. It would be helpful if you could acknowledge your **positionality** at the beginning of your session. Doing so acknowledges that our perspectives are shaped by aspects of our identity and lived experiences, including our perspectives on public health. For example, on the first day of class I let students know that I identify as… [*insert text as appropriate*]