## EDI Preliminary Considerations for Teaching: A Checklist

School of Biology policy is to promote equality, diversity and inclusiveness in teaching. This checklist is designed to help teaching staff within the School to bring their teaching in line with EDI considerations.  It provides staff with a quick means to check whether they are addressing the main EDI concerns, but is no substitute for a more thorough consideration of these issues. BEDI representatives are available to meet with you if you would like to discuss these matters further (contact: **eqdivcom@st-andrews.ac.uk**).

Have you:

Read the School of Biology's '**Guide to staff on decolonising the biology curriculum**')?                     ☐

Added your pronouns to the module booklet?                     ☐

Checked whether your reading lists and references are reliant on a broad range of sources (i.e. not exclusively UK/USA)?                     ☐

Considered whether students from minority backgrounds will be able to relate to the topics and case studies?                     ☐

Checked that the work of a diverse range of scientists is being showcased? If relevant, we recommend auditing your use of photos to ensure they provide visual evidence of the diversity in the field. [NB The teaching office hold helpful resources – including books and posters – for staff to consult, which feature the work of female scientists and scientists of color.]                     ☐

Reflected on your approach to teaching and ensured diversity in teaching and assessment types? Are there practical barriers (e.g., accessibility) that might prevent some students from participating fully?                     ☐

Presented a balanced and informed history of the topic, acknowledging that influential scientists might have historically benefitted and perpetuated misogyny, racism, homophobia and other prejudices?                     ☐

Reflected on whether it might be helpful to bring questions of class, race, ethnicity, sexual orientation, gender, and disability to the fore, rather than ignoring them (e.g. discussing the issue of 'parachute science' in biological field studies; see https://doi.org/10.1016/j.cub.2021.01.029)?                     ☐

Reflected on the ways in which knowledge of your field might be exploited for political or commercial ends (e.g., drug development and targeting) in ways that further gender-based, ethnicity-based or other inequalities?                     ☐

Considered whether your teaching materials and the research you cover might inadvertently perpetuate biases and stereotypes?                     ☐

Considered whether it might be helpful to engage with students to develop content that reflects their background and interests?                     ☐

Share your good practice (optional).
We are interested in hearing about any steps that you have taken that might be examples of good practice in bringing EDI considerations into your teaching from which other staff could learn. Tell about your EDI-related teaching initiatives, and if appropriate we will highlight them on the EDI website.

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