

# Infusing Activities Centered Around Diversity, Equity, and Inclusion into Statistics Courses



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# Outline



- Need for Diversity, Equity, and Inclusion (DEI) curriculum
- Project/Assignment Ideas:
  - Confederate Symbols
  - Fatal Encounters
  - Marijuana Arrest Rates
  - SNAP
  - Student-Led Discussions

# Need for DEI curriculum



*“Research has shown that diverse groups are more effective at problem solving than homogeneous groups, and policies that promote diversity and inclusion will enhance our ability to draw from the broadest possible pool of talent, solve our toughest challenges, maximize employee engagement and innovation, and lead by example by setting a high standard for providing access to opportunity to all segments of our society.”*

*President Obama, October 5, 2016*

- Statistics holds a powerful role in interpreting issues around DEI, since numbers can tell very convincing stories! It's up to us as faculty to be willing to help our students grapple with these concepts in a safe space.
- Even when these conversations are uncomfortable, these conversations are important to have (Brene Brown)

# Confederate Monuments



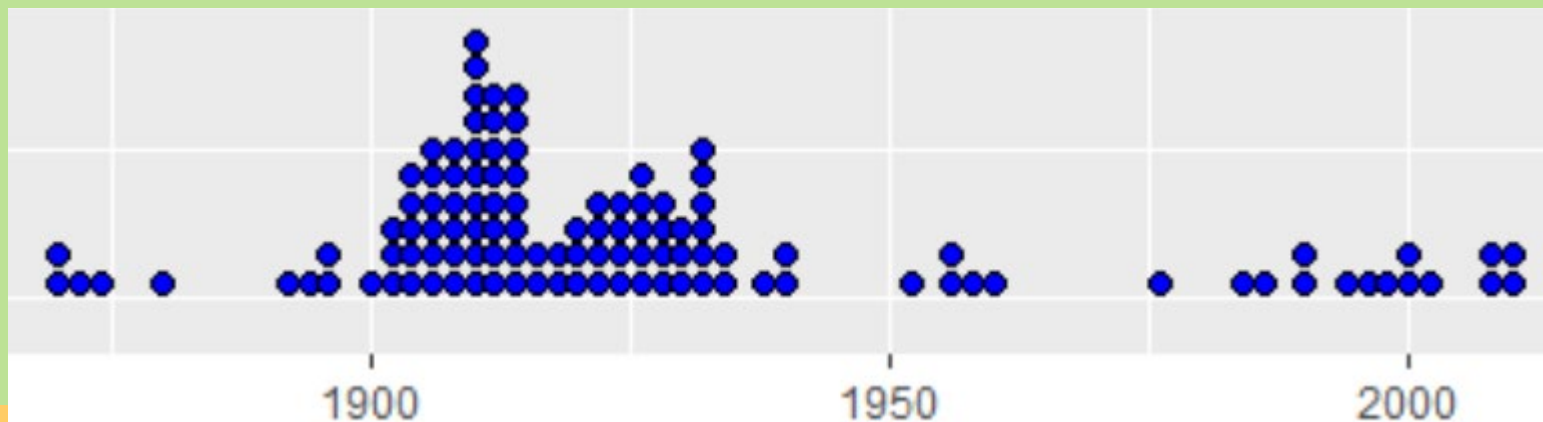
Students read this article and answer questions:

<https://projects.fivethirtyeight.com/confederate-statues/>

Data is from the **Southern Poverty Law Center**:

<https://www.splcenter.org/20190201/whose-heritage-public-symbols-confederacy>

Below is a dot plot showing dedication years of confederate monuments in North Carolina.

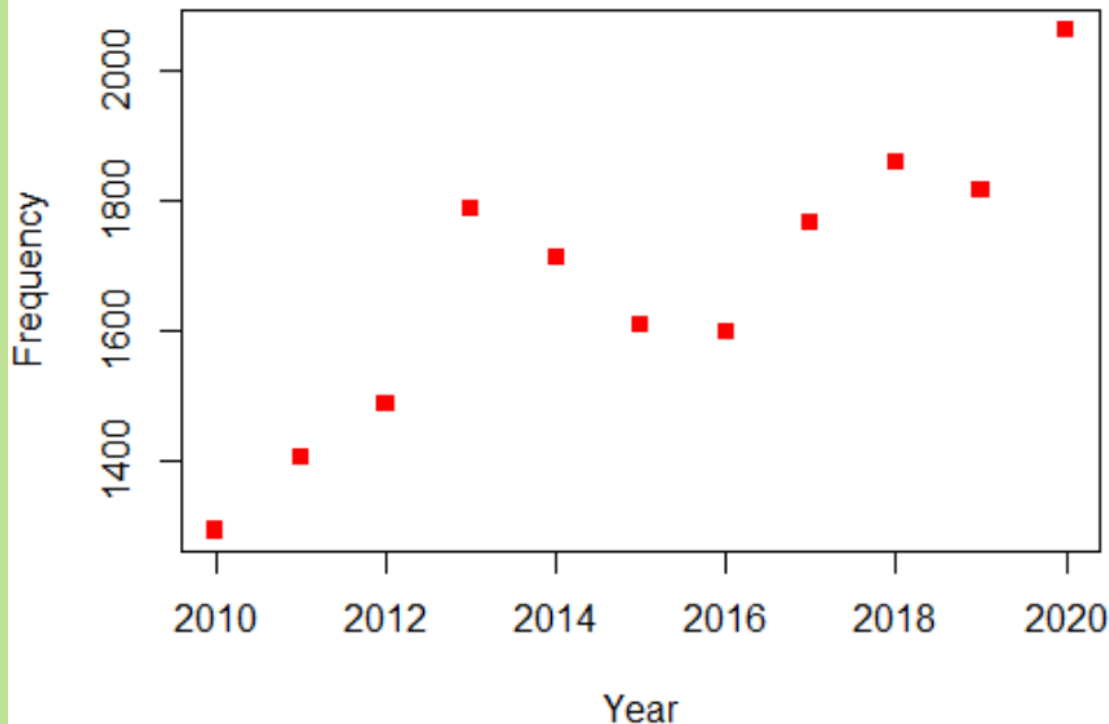


# Fatal Encounters



Website: [www.fatalencounters.org](http://www.fatalencounters.org)

**Number of Police Involved Deaths**



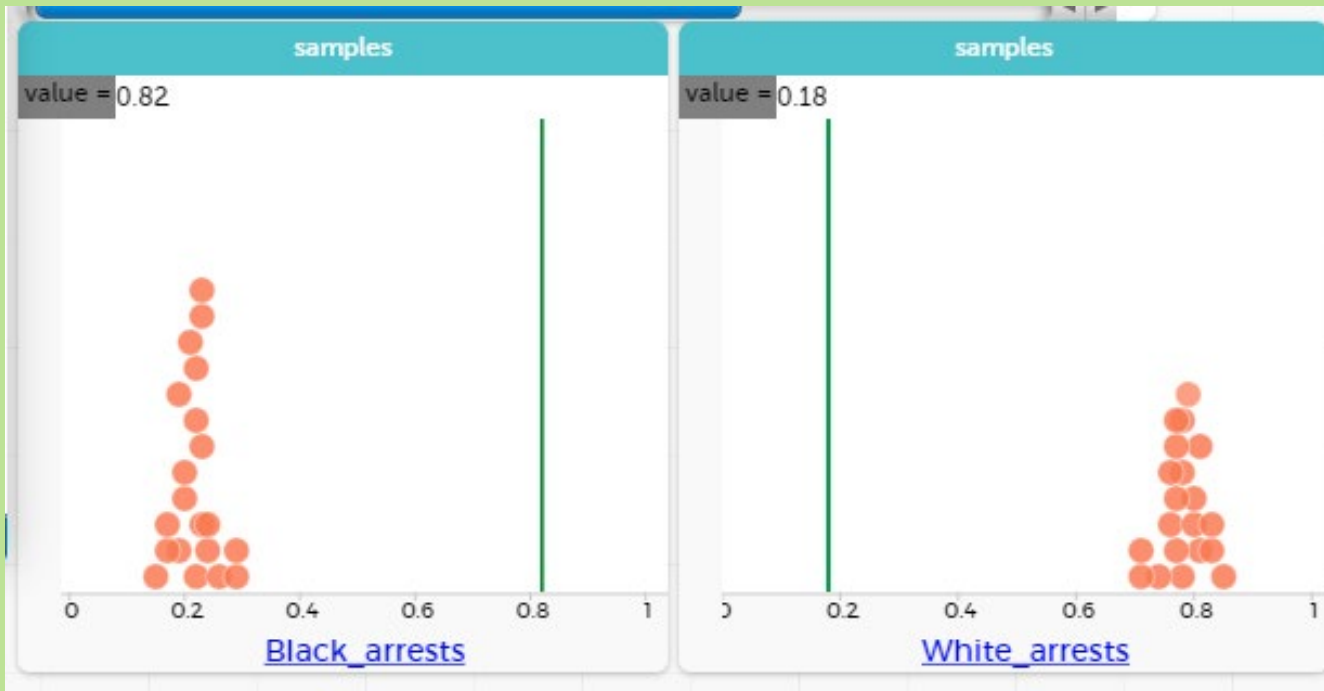
The Fatal Encounters website documents non-police deaths that occur when police are present or are precipitated by police action or presence.

Data is from January 1, 2020 to the present day.

# Marijuana Arrest Rates



- Students read this article from the ACLU and participate in a class discussion: <https://www.aclu.org/news/criminal-law-reform/a-tale-of-two-countries-racially-targeted-arrests-in-the-era-of-marijuana-reform/>



Use data by the ACLU on the proportion of white and black arrests in Alamance County (where we are). We take several random samples from the population to determine the likelihood of the arrests rates (in green).

Introductory activity for hypothesis testing.

# SNAP



United States Department of Agriculture Food and Nutrition Service website:

<https://www.fns.usda.gov/resource/snap-quality-control-data>

Data is available by individual recipients or head of household.

	A	B	C	D	E	F
1	STATUS	race	YRSED	EMPSTB	age	sex
2	2	2	12	4	55	2
3	1	7	12	1	51	2
4	1	7	14	1	39	2
5	2	2	12	4	33	2

# Student-Led Discussions



- Each week groups of 3-4 students lead a 15–20-minute class discussion on an assigned article that the whole class reads before class.
- Required to summarize article, explore statistics that are featured, provide questions for small/big group discussion, lead the discussion.
- 26-year-old Black woman's death during childbirth leads to calls for change
- A Novel Effort to See How Poverty Affects Young Brains
- How Bad Is Our Pandemic Drinking Problem? (this one focused on the effects on women)



# Questions?



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