



Faculty of
Medicine and
Health Sciences

Faculté de
médecine et des
sciences de la santé



Equity, Diversity and Inclusion as Teachers and Researchers

Faculty Helping Faculty: November 4, 2020

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Audience Poll:

Please respond in the chat:

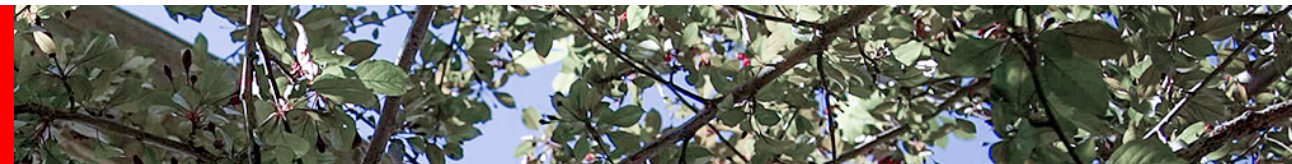
What specific questions, issues, or troubling situations have you encountered as a teacher, researcher, or in other roles as a faculty member at McGill University?



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Frequently Asked Questions/Expressed Comments:

“I want to incorporate anti-racist/anti-oppressive teaching in my courses, but I feel I am lacking the skills.”

“I know there is a right way and a wrong way to do it.”

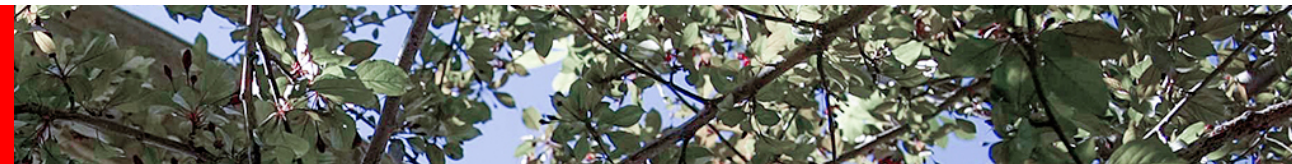
“What about when my students end up in the hospitals/clinical placements?”

“How do I address representativeness in the student body, when the faculty is not very representative?”

“I feel at a loss to advise and help students who have experienced microaggressions”

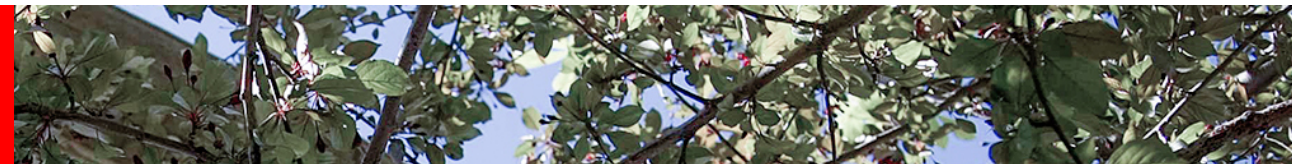
“What are the skills of good allyship?”

“How do I teach anti-Black Racism, anti-Indigenous Racism, and then gender, sexuality, disability, brownness, Islamophobia, anti-semitism.... in a coordinated way that respects the histories of each?”



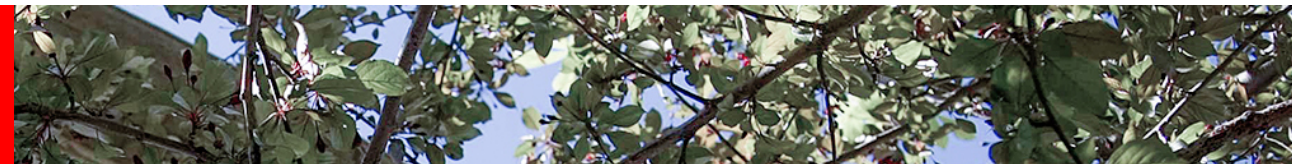
Definition of Diversity

- Human variability—all the ways we differ as individuals.
- Surface Diversity
- Deep Diversity



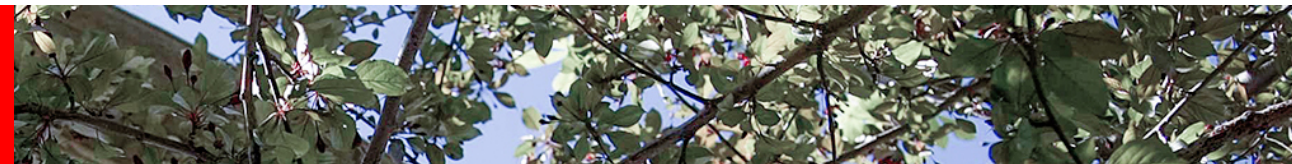
Diversity and the Point of Reference:

- Many definitions of diversity imply that there is a “standard” or “norm” that we can use to identify differences. For instance, anatomy and medical textbooks have traditionally used illustrations of male bodies to explain every system in the human body, with the exception of the female reproductive system. In this case, the male body is treated as the norm while the female body is treated as different from the norm. Defining diversity in this way – as deviation from a norm – is harmful: at best, it results in neglect; at worst, it leads to discrimination.
- Sources: Atlantic, BC, and Prairie Centres of Excellence for Women’s Health



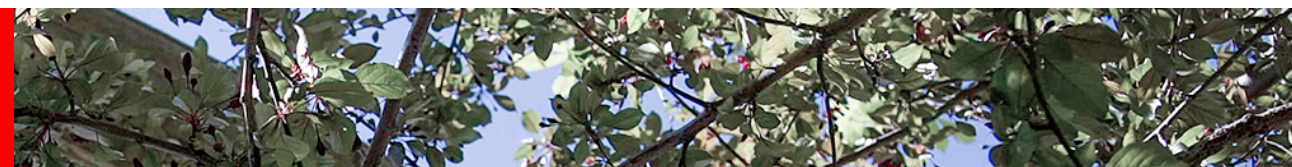
Equity:

- Recognition of historic and/or ongoing systemic marginalization/discrimination experienced by specific groups
- Our institutions (universities etc.) as integral parts of the systems of oppression

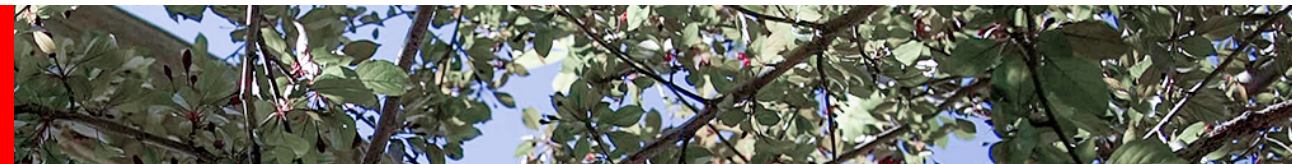


Framework for Inclusion

	Low Belongingness	High Belongingness
Low Value in Uniqueness	<p>Exclusion:</p> <p>Individual is not treated as an organizational insider with unique value in the work group but there are other employees or groups who are insiders.</p>	<p>Assimilation:</p> <p>Individual is treated as an insider in the work group when they conform to organizational/dominant culture norms and downplay uniqueness</p>
High Value in Uniqueness	<p>Differentiation:</p> <p>Individual is not treated as an organizational insider in the work group but their unique characteristics are seen as valuable and required for group/organization success</p>	<p>Inclusion:</p> <p>Individual is treated as an insider and also allowed/encouraged to retain uniqueness within the work group.</p>



Small Group Activities:





Teaching “Culture”:

- 1996
- 2008
- 2020



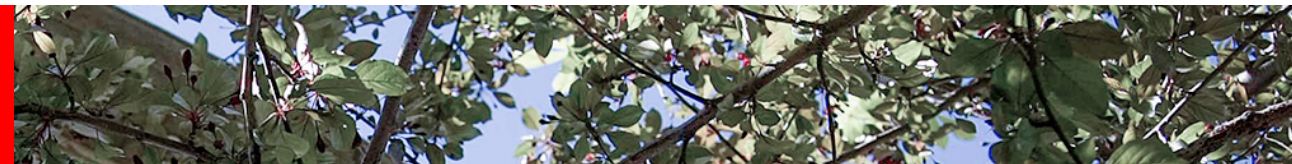
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A Framework for EDI

Formal Curriculum:
e.g. Anti-racist/anti-oppressive
pedagogies

Informal Curriculum:
Learning environment—
microaggressions, allyship

Hidden Curriculum:
Structures and supports for
racialized/minority students,
processes of selection



Thank you!

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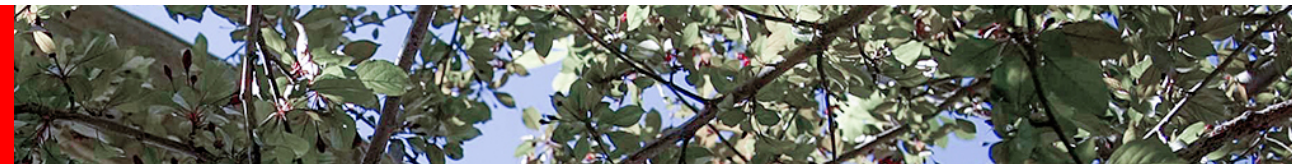
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Question for discussion

You are on sabbatical leave but have assigned a Resident /PhD student to help supervise undergraduates in lab/clinic. One day, you receive an email from a Black undergraduate student who said the resident / PhD student has been providing one-on-one training to all undergraduate students other than her in the lab.

When she asks for help, the Resident /PhD student always says that he is very busy and has not provided her any assistance. The undergraduate student feels isolated and being treated unfairly.

- How would you respond to this email from the undergraduate student?

