
2021

Department of Psychology

**EQUITY,
DIVERSITY &
INCLUSION**

Resource Guide



McGill University Department of Psychology

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This guide compiles articles and online resources that explain what EDI is, why it is significant, and how teaching and research in psychology can better improve EDI across different domains.

"McGill University embraces equity and inclusion. Our University is firmly committed to these values in carrying out all aspects of its academic mission... Specifically, by creating an equitable and inclusive climate for outstanding scholars and students of a range of diverse identities, experiences, and ideologies to coexist and collaborate, we establish the best possible conditions for excellence and achievement in the realms of discovery, innovation, imagination, and knowledge advancement and translation." -- Canada Research Chairs EDI Action Plan 2019

In the McGill University EDI Strategic Plan 2020-25, 5 themes were identified: 1) Increase the representativeness of the student body; 2) Promote student wellness, success, and support, especially for those from underrepresented groups; 3) Raise student awareness about discrimination, oppression, and their effects; 4) Enhance capacity of teaching staff and Teaching services to create and maintain respectful, accessible, and inclusive student life and learning settings; and 5) Ensure University policies establish prompt, effective, and confidential channels to address EDI concerns and complaints.

This guide is prepared by the McGill Department of Psychology EDI Committee for Psychology faculty and staff. It compiles articles and online resources that explain what EDI is, why it is significant, and how teaching and research in psychology can better improve EDI across different domains.

INTRODUCTION

WHAT IS EDI ?

Equity, Diversity, and Inclusion

Equity: It denotes fairness and justice in process and in results. It often requires differential treatment and resource redistribution to achieve a level playing field among all individuals and communities. (McGill University EDI Strategic Plan 2020-25)

Diversity: It describes the presence of difference within any collection of people. It addresses differences in membership related social groups, for example, to race, Indigenous identity, class, gender identity or expression, sexuality, disability, ethnicity, and religion. It requires knowledge and understanding of historical and contemporary experiences of oppression and exclusion. (McGill University EDI Strategic Plan 2020-25)

Inclusion: It refers to the notion of belonging, feeling welcome and valued, having a sense of citizenship. It speaks to a capacity to engage and succeed in a given institution, program, or setting. It calls for recognizing, reducing, and removing barriers to participation created by social disadvantage or oppression, and can result in the reimagining of an institution. (McGill University EDI Strategic Plan 2020-25)

01 **McGill University EDI Strategic Plan 2020-25**

McGill University EDI Strategic Plan 2020-2025. McGill University. (2020).
https://www.mcgill.ca/equity/files/equity/mcgill_strategic_edi_plan_2020-20251.pdf

02 **University of Guelph Department of Psyc.**

Equity, Diversity and Inclusion. Equity, Diversity and Inclusion | Department of Psychology. (n.d.).
<https://www.uoguelph.ca/psychology/page/equity-diversity-and-inclusion>.

03 **Canada Research Chairs EDI Action Plan**

Canada Research Chairs EDI Action Plan. McGill University. (2019).
https://www.mcgill.ca/provost/files/provost/mcgill_crc_edi_plan_september_2019_f.pdf

04 **Tri-Agency EDI Action Plan 2018-2025**

Government of Canada. (2018). *Tri-Agency EDI Action plan 2018-2025.* NSERC. https://www.nserc-crsng.gc.ca/NSERC-CRSNG/EDI-EDI/Action-Plan_Plan-dAction_eng.asp.

HOW DOES EDI RELATE TO PSYCHOLOGY ?

01 The State of the Psychology Training Pipeline & Workforce

Berry, S. (2018). *Symposium: The State of the Psychology Training Pipeline and Workforce*. American Psychology Association. <https://www.apa.org/workforce/presentations/convention-symposium.pdf>.

This series of presentation slides discusses 5 research articles, topics and findings: Demographic Shifts in Graduate Psychology Departments, Graduate Degrees Awarded in Psychology, Demographics of the U.S. Psychology Workforce, Health Service Psychologists across the Career Span, and The Changing Face of Psychology Faculty. Many interesting statistics about the demographic composition (gender, race, ethnicity, region, age, tenure status) of psychology graduate students and workforce members are included.

02 Decolonizing Psychological Science

Adams, G., Dobles, I., Gómez, L. H., Kurtiş, T., & Molina, L. E. (2015). *Decolonizing Psychological Science: Introduction to the Special Thematic Section*. *Journal of Social and Political Psychology*, 3(1), 213–238. <https://doi.org/10.5964/jspp.v3i1.564>

This journal article calls for greater action in the psychology research community to reflect on the Euro-American colonial character and ongoing forms of oppression. The authors discuss two conceptual resources for decolonizing psychological science — liberation psychology and cultural psychology. In liberation psychology, three key insights are elaborated: de-ideologizing everyday realities, recovering historical memory, and privileging marginalized perspectives. In cultural psychology, two key insights are elaborated: normalizing others' experience and denaturalizing conventional (scientific) wisdom. Three approaches to decolonization are also discussed — indigenization, accompaniment, and denaturalization.

HOW DOES EDI RELATE TO PSYCHOLOGY ?

03 APA's Equity, Diversity, and Inclusion Framework

Equity, Diversity, and Inclusion Framework. American Psychological Association. (2021). <https://www.apa.org/about/apa/equity-diversity-inclusion/equity-division-inclusion-framework.pdf>

In this strategic document, the American Psychological Association's vision of EDI is stated as "to strive for an accessible, equitable, and inclusive psychology that promotes human rights, fairness, and dignity for all." APA's mission is to "advance EDI through psychological science that champions thought leadership, innovation and excellence." The document creates a model of EDI action for the APA at three ascending levels (APA, the field of psychology, and society). At the level of the APA, the association can take actions in five domains (leadership & infrastructure, psychological safety, inclusive policies & practices, cultural & emotional intelligence, and access & equity) to enhance EDI.

04 Reimagining the Course Syllabus

Fuentes, M. A., Zelaya, D. G., & Madsen, J. W. (2020). Rethinking the Course Syllabus: Considerations for Promoting Equity, Diversity, and Inclusion. Teaching of Psychology, 48(1), 69–79. <https://doi.org/10.1177/0098628320959979>

In this literature review, the authors first define equity, diversity, and inclusion. They then examine theoretical frameworks and best practices for incorporating EDI into higher education (pedagogy, curriculum, and syllabus). Finally, they offer several suggestions for the successful implementation of EDI in the syllabus, including engaging in reflexivity, adopting a diversity-centered approach, highlighting diversity in course description and acknowledging intersectionality. Furthermore they recommend developing diversity-centered learning objectives, including a diversity statement, and decolonizing the syllabus by centering authors of marginalized backgrounds, acknowledging different holidays and privileges of holidays celebrated, and rethinking assignments.

PSYCHOLOGY AND RACISM

Psychology's Urgent Need to Dismantle Racism

01

Andol, E. (2021, April 1). Psychology's urgent need to dismantle racism. Monitor on Psychology. <https://www.apa.org/monitor/2021/04/cover-dismantle-racism>.

In this article, the author discusses the importance for psychologists to reflect on their study objectives, funding sources, power relations with participants, and sociopolitical implications behind their study. One central question is “Who does psychology serve?” The author also discusses how psychologists can confront racism in their research and disrupt research norms to encourage and support diversity, such as disrupting “whiteness” as the research norm (most research samples are white), allying with BIPOC colleagues, and encouraging journals to fully embrace diversity.

02 The Psychology Behind Racism

Webmaster, C. P. A. (2020, October 15). "Psychology Works" Fact Sheet: Racism. Canadian Psychological Association. <https://cpa.ca/psychology-works-fact-sheet-racism/>.

In this article, the author discusses individual and systemic racism, providing various examples. They then explain the psychology behind racism, using concepts such as social stereotypes, biases in judgement, prejudice, feelings of hate, and outgroup homogeneity. They also discuss racial discrimination and its implications in all aspects of society, including healthcare, employment, income, and the judicial system. Finally, they list eight ways to dismantle racism at the individual, government, legal, and policy level: confronting friends and family who exhibit racist beliefs, calling for majority members to also step forward to achieve social transformation, encouraging cross-ethnic interaction among children and adults, organizing inclusive community events representing diverse cultural groups, demanding social institutions to recognize and actively commit to dismantling racism, supporting policies that promote inclusiveness and acceptance, and holding ourselves accountable for systemic racism.

PSYCHOLOGY AND RACISM

Taking Action Against Racism

03

Flicker, S. S., & Klein, A. (2020, May). Taking Action Against Racism. Connecticut Psychological Association. <https://connpsych.org/action-against-racism/>.

In this very useful and comprehensive resource compilation, different ways to take action against racism are explained, including advocacy, education, communication, creation, and donation. Various petitions, articles, books, movies, podcasts, social media content creators, organizations, and toolkits are listed.

04 Addressing Racism in Psychology

De Witte, M. (2020, June 25). Psychological research has a racism problem, Stanford scholar says. Stanford News. <https://news.stanford.edu/2020/06/24/psychological-research-racism-problem-stanford-scholar-says/>.

This news article highlights a key observation: “across five decades of psychological research, publications that highlight race are rare, and when race is discussed, it is authored mostly and edited almost entirely by white scholars.” Recommendations are made to journals to communicate a top-down commitment to diversity, include diverse individuals across all levels of the publication process, evaluate the diversity of research participants in the review process, and establish a diversity task force. Recommendations are made to authors to detail and justify the racial demographics of their research participants.

PSYCHOLOGY AND DISABILITY

Teaching About Disability in Psychology

01

Rosa, N. M., Bogart, K. R., Bonnett, A. K., Estill, M. C., & Colton, C. E. (2015). *Teaching About Disability in Psychology*. *Teaching of Psychology*, 43(1), 59–62. <https://doi.org/10.1177/0098628315620885>

In this article, the authors first review the social model of disability. Next, the authors content analyze disability curricula in 98 top-ranked U.S. undergraduate psychology programs (694 courses). Results suggest that “many types of disabilities are underrepresented in psychology programs and the medical model continues to prevail.”

They also note that graduate courses follow the medical model (where disability is viewed as defect, illness, and abnormality to be corrected) more than the social model.

02 Disability in the Psychology Curriculum

Asch, A. (1988). Disability: Its place in the psychology curriculum. In P. A. Bronstein & K. Quina (Eds.), *Teaching a psychology of people: Resources for gender and sociocultural awareness* (pp. 156–167). American Psychological Association. <https://doi.org/10.1037/10066-019>

In this book chapter, the author argues that psychology can help students shift from viewing disabilities as “flaws to be rehabilitated” to viewing the disabled as “a minority group with civil rights.” After reviewing the literature on people with disabilities, the author proposes a comprehensive set of recommendations to integrate disability into psychology courses, from integrating disability issues into mainstream courses to creating a course on the disabled person, including exercises, resources, and a syllabus template.

PSYCHOLOGY AND INDIGENOUS KNOWLEDGE

Indigenous Psychologists in Canada

01

Ansloos, J., Stewart, S., Fellner, K., Goodwill, A., Graham, H., McCormick, R., Harder, H., & Mushquash, C. (2019). Indigenous peoples and professional training in psychology in Canada. Canadian Psychology/Psychologie Canadienne, 60(4), 265–280. <https://doi.org/10.1037/cap0000189>

This article was one of the first to study “the intersection of Indigenous communities and professional training in psychology in Canada.” The authors use first-person editorial reflections of Indigenous psychologists to identify challenges and changes to serve the interests of Canadian Indigenous psychologists. They identify challenges including the impact of colonization, educational inequality and underrepresentation, geography and immobility, western epistemology to psychology, economic barriers, health inequities, accessibility, and social marginalization. Next, they examine paradigms of change, including Indigenization, Indigenous rights-based approaches, and social justice.

02 Indigenous Knowledge and Psychology Curriculum

Sonn, C. C., Garvey, D. C., Bishop, B. J., & Smith, L. M. (2000). Incorporating indigenous and crosscultural issues into an undergraduate psychology course: Experience at Curtin University of Technology. Australian Psychologist, 35(2), 143–149. <https://doi.org/10.1080/00050060008260336>

This article examines a case study at Curtin University of Technology in Australia and explains how to develop an Indigenous cross-cultural psychology unit. The authors first review the literature, arguing that there is an urgent need for Indigenous and cross-cultural curricula. Next, they discuss the conceptual framework, objectives, techniques, and course structure of the undergraduate psychology course at Curtin. Finally, they identify a set of challenges and offer recommendations to increase cultural diversification in tertiary education, such as offering resources related to Indigenous partnership, Indigenous resource books, and hiring Indigenous staff to participate in the delivery of such units.

PSYCHOLOGY AND LGBTQ+

Teachers as LGBTQ Allies

01

*Teachers as LGBTQ Allies. Accredited Schools Online. (2021, April 27).
<https://www.accreditedschoolsonline.org/education-teaching-degree/lgbtq-youth/>.*

In this article, the authors provide useful suggestions on how to make classrooms and learning experience more inclusive for LGBTQ+ students. They first define key terms including queer, transgender, gender-neutral, and ally. They then list important rights for LGBTQ+ students, including privacy, speech, freedom from harassment, and gender expression. Next, they list different actions allies can take to support them and prevent bullying. Finally, they discuss how to make curricula more inclusive.

02 Teaching Beyond Gender Binary

Mcdaniel, R. (1970, April 19). Teaching Beyond the Gender Binary in the University Classroom. Vanderbilt University. <https://cft.vanderbilt.edu/guides-sub-pages/teaching-beyond-the-gender-binary-in-the-university-classroom/>.

This article discusses the significance of transforming teaching in university classrooms to be inclusive and increase awareness of diverse and complex gender identities and expressions. Micro-aggressions happen in classrooms, caused by peers and professors, resulting in anxiety and stress. The authors provide evidence-based solutions to common challenges to gender-inclusive teaching, including fluency with gender-non-binary vocabulary, commitment to gender-non-binary topics, and implementing gender-inclusive pedagogical practices (offering your gender pronouns, asking students for their pronouns, respecting students' privacy and only share a student's identity with their consent, etc.).

This EDI Resource Guide is produced by members of the McGill University Department of Psychology Equity, Diversity, and Inclusion Committee in August 2021.

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