



Medicine and  
Health Sciences

École de  
Médecine et  
Sciences de la Santé



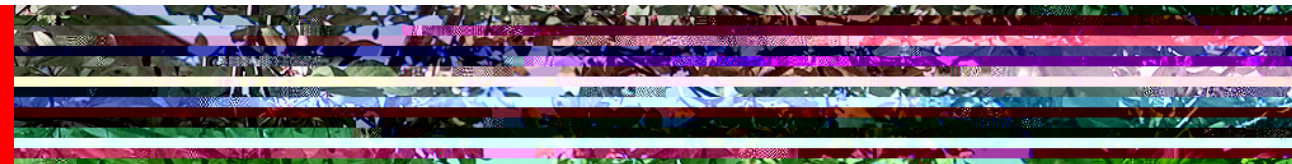
# Equity, Diversity and Inclusion as Teachers and Researchers

## Faculty Helping Faculty: November 4, 2020

Saleem Razack MD, Director of the SACE Office and Professor of Pediatrics and Health Sciences Education

Nicole Li-Jessen, Associate Professor, Communication Sciences and Disorders

# Audience Poll:



# 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.”

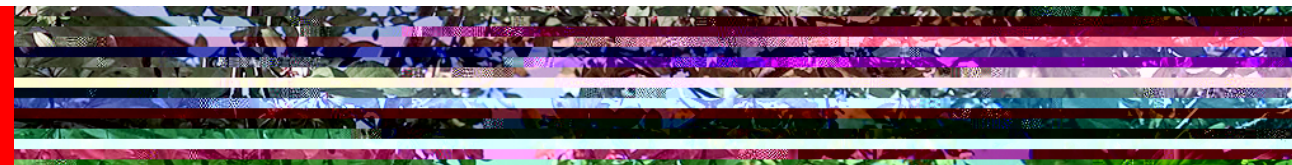
“What about when my students end up in the hospitals/clinical placements?”

“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”

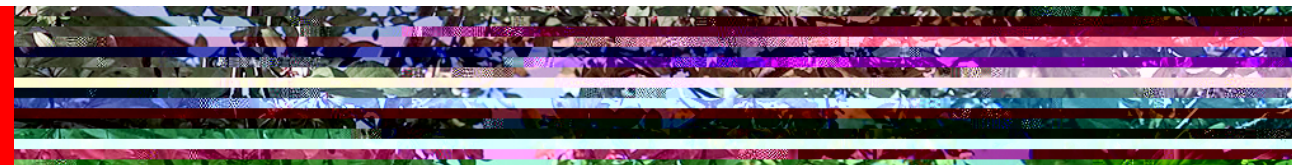
“What are the skills of good allyship?”

“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

- 



# 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:

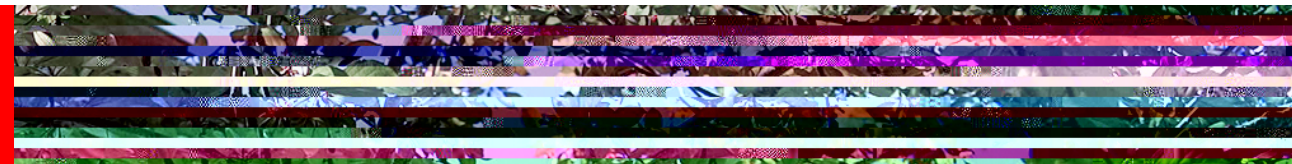
Inclusi...

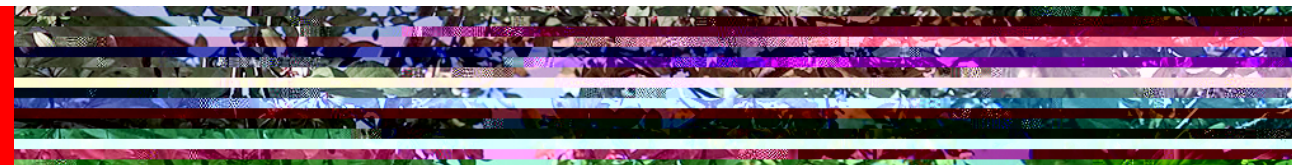
...



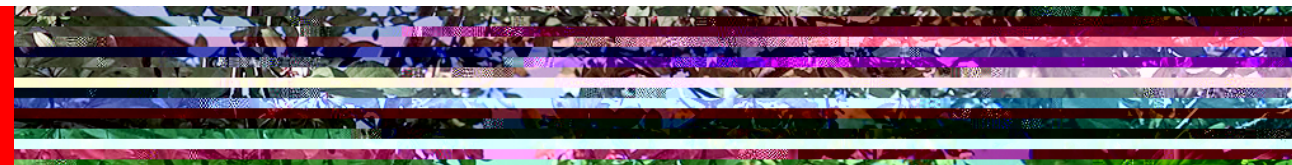
- Recognition of historic and/or ongoing systemic marginalization/discrimination experienced by specific groups
- Our institutions (universities etc.) as integral parts of the systems of oppression

**IHSE / IÉSS**  
Unité Sciences, Éducation et Santé  
en sciences de la santé





# Small Group Activities:

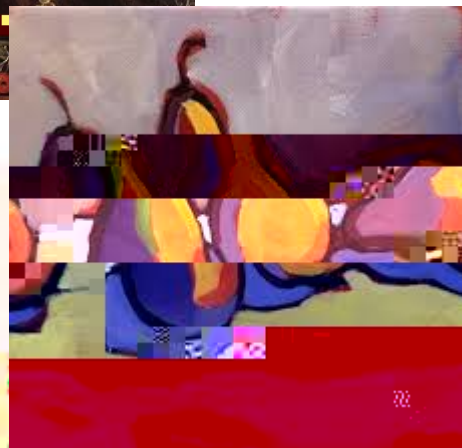
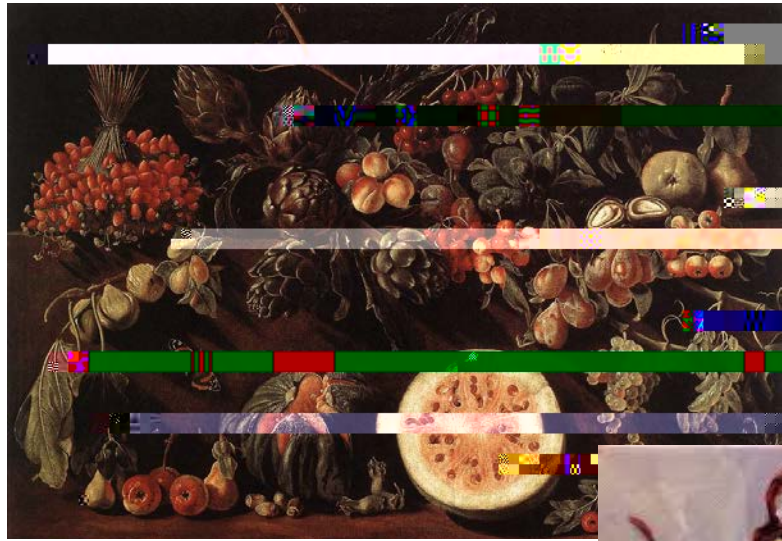




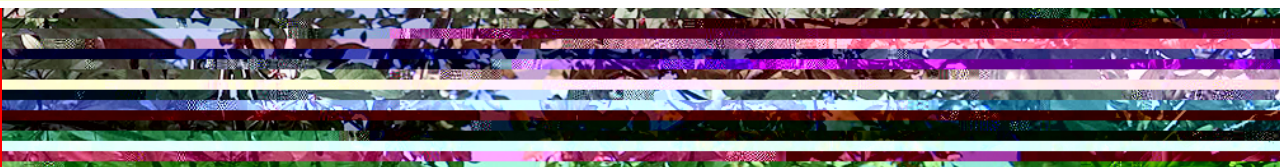


# Teaching “Culture”:

- 1996
- 2008
- 2020

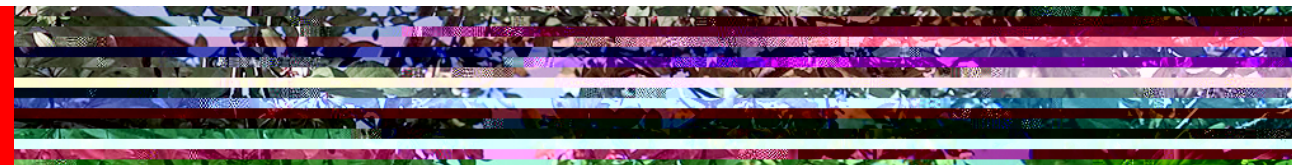


**IHSE / IÉSS**  
Institut de la Haute-Savoie / Institut de l'Éducation  
Unité Sciences, Éducation et Culture en sciences de la santé



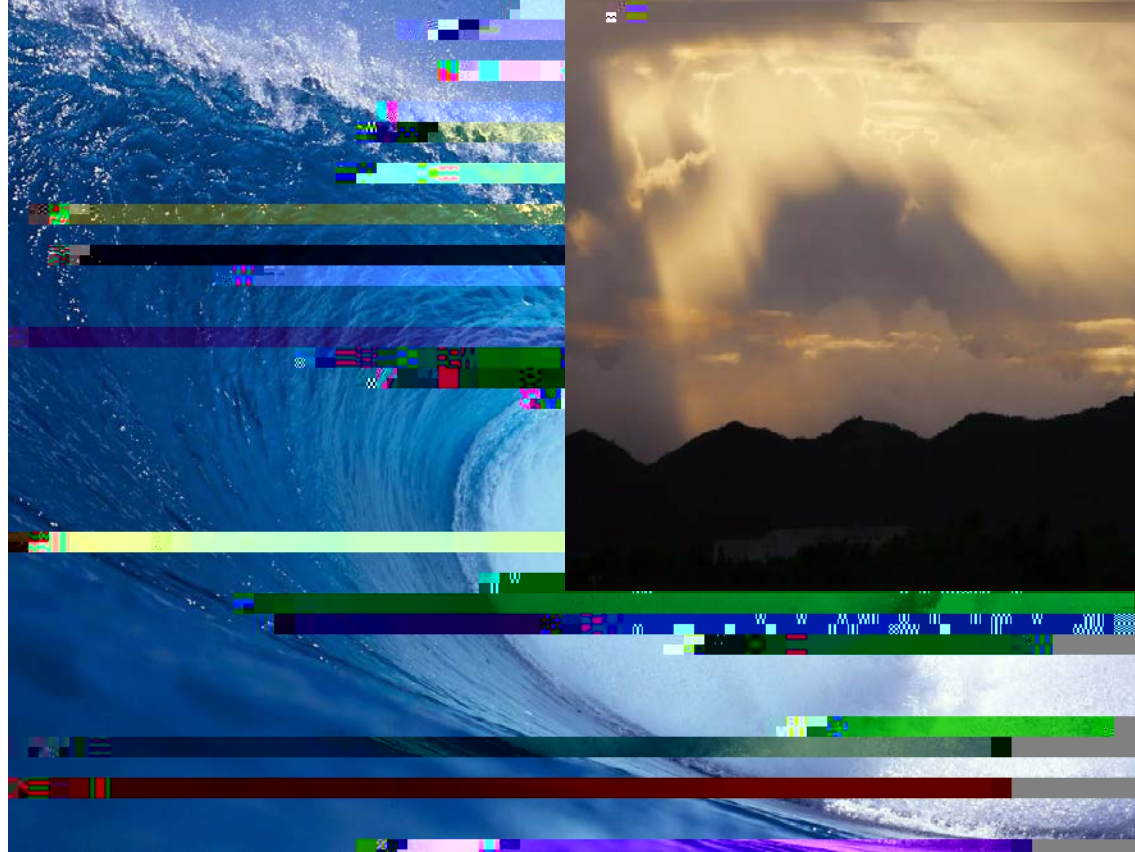
# A Framework for EDI

Formal Curriculum:  
e.g. Antiracist/anti-oppressive

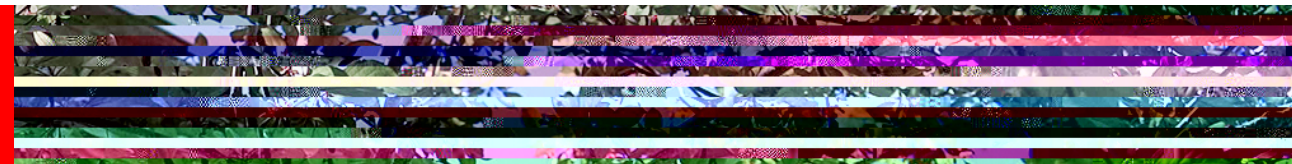


# Thank you!

[saleem.razack@mcgill.ca](mailto:saleem.razack@mcgill.ca)



**IHSE / IÉSS**  
Institut de Recherche en Sciences de l'Éducation et de la Formation  
Unité de Recherche en Sciences de la Santé



# 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?

