

## **EDID-I RESOURCES**

### Equity, Diversity, Inclusion, Decolonization and Indigeneity (EDID-I) at the Schulich School of Medicine & Dentistry

The Schulich School of Medicine & Dentistry is committed to providing a welcoming and accommodating environment for all. We recognize that diversity is a source of strength that promotes a culture of excellence, innovation, flexibility and adaptability that thrives from the contributions of all our members. We accept, value, nurture and celebrate diversity.

Consideration for Equity, Diversity, Inclusion, Decolonization and Indigeneity (EDID) in our learning environments allows for a rich educational experience and propels innovation in clinical care and research by developing culturally competent future physicians, dentists, researchers, and health care leaders. Given Canada's social fabric, EDID in our classrooms ensures ongoing health care excellence at a national level.

Schulich Medicine & Dentistry identifies the following diversity categories which are under-represented within health care environments:

- Females
- Indigenous populations
- Rural communities
- Lower socioeconomic status
- 2SLGBTQIA+ (two-spirit, lesbian, gay, bisexual, transgender, queer, intersex and asexual)
- Persons living with disabilities
- Persons practicing minority religious faiths

Resources at the Schulich School of Medicine & Dentistry:

- [Diversity, Equity, Inclusion and Cultural Safety \(PDF\)](#)
- [Community & Stakeholder Engagement and Partnership \(PDF\)](#)
- [Sustainability \(PDF\)](#)
- [The Schulich School of Medicine & Dentistry Anti-Racism Report](#)
- **Assessment processes, application pathways and supports for applicants from under-represented populations, as part of the Admissions Office commitment to equity, diversity and inclusion within Schulich Medicine & Dentistry are in place as follows:**

**\*Access Pathway**

**(Medicine):** [https://www.schulich.uwo.ca/med\\_dent\\_admissions/medicine/access\\_pathway\\_applicants.html](https://www.schulich.uwo.ca/med_dent_admissions/medicine/access_pathway_applicants.html)

**\*Abbreviated Autobiographical Sketch (Medicine):**

[https://www.schulich.uwo.ca/med\\_dent\\_admissions/medicine/admission\\_requirements.html#auto\\_sketch](https://www.schulich.uwo.ca/med_dent_admissions/medicine/admission_requirements.html#auto_sketch)

\* **Indigenous Pathway**

**Medicine:** [https://www.schulich.uwo.ca/med\\_dent\\_admissions/medicine/indigenous\\_applicants.html](https://www.schulich.uwo.ca/med_dent_admissions/medicine/indigenous_applicants.html)

**Dentistry:** [https://www.schulich.uwo.ca/med\\_dent\\_admissions/dentistry/indigenous\\_applicants.html](https://www.schulich.uwo.ca/med_dent_admissions/dentistry/indigenous_applicants.html)

- [The Schulich Council on Reforming Equity, Diversity and Inclusion for Trainees \(CREDIT\)](#)
- [Pathology and Laboratory Medicine EDI](#)
- [Identifying visible minorities or racialized persons on surveys: can we just ask?](#)

Author: Greta Bauer

Year: 2020

Incorporating intersectionality theory into population health research methodology: Challenges and the potential to advance health equity

- [A Framework for Integrating Implicit Bias Recognition Into Health Professions Education](#)

Author: Javeed Sukhera

Year: 2017

Biases, stereotypes, and associations that exist outside conscious awareness may adversely influence the health of minority, underserved, and stigmatized populations.

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**Western University EDID resources and initiatives:**

- The President's [Anti-Racism Working Group](#)
- [Western invests \\$6 million to support new EDI initiatives](#)
- [Western backs federal equity efforts](#)
- [Western Student Experience](#)
- [Office of Indigenous Initiatives: 12 Ways to Engage in Truth and Reconciliation at Western](#)
  1. Review the [Truth and Reconciliation](#) reports, archives, Calls to Action and educational resources.
  2. [Listen to former Senator and Chair of the Truth and Reconciliation Commission, Murray Sinclair's statement](#) on the discovery at the former Residential School site in Kamloops
  3. Read the [United Nations Declaration on the Rights of Indigenous Peoples](#) (UNDRIP).
  4. Listen to the *Mbwaach'idiwag* podcast episode entitled "[Colonial Problems Rebranded as Indigenous Issues.](#)"
  5. Read [Western's Guide for Working with Indigenous Students](#), and consider the list of things you can do right now, on p. 18.
  6. Join [Biindigen, Western's Indigenous Learning Circle](#)  
Here, Western staff and faculty learn with and from Indigenous Peoples on issues pertaining to Indigenousization, decolonization, and reconciliation through discussion and various mediums including books, documentaries, and podcasts. For Indigenous History Month, Biindigen created

an [Indigenous History Month Challenge](#) full of more resources and ways to engage everyday in the month of June.

7. Review The Yellowhead Institute's [Calls to Action on Accountability: A 2020 Status Update on Reconciliation](#) and their [5x5 Review: How do we Solve Structural Racism?](#)
  8. Browse the [Think Indigenous](#) podcast and enjoy an episode.
  9. Read [21 Things You May Not Have Know About the Indian Act](#) by Bob Joseph
  10. Watch this Ted Talk by Starleigh Grass: "[Reconciliation and Education](#): Lessons to remember before thinking about, talking about, and teaching about Residential schools and reconciliation." In her talk, Starleigh refers to the First Nations Education Steering Committee's [First People's Principles of Learning](#).
  11. [Connect with the OII and sign up for access to](#) "The Path" modules – which are a set of accredited online introductory modules that explore First Nations, Inuit and Métis peoples of Canada, the history of Indigenous peoples and relationships with settlers, the British Crown, and Canada.
  12. Read Universities Canada's 2020 report, [Empowering Indigenous students and advancing reconciliation](#)
- [The Human Rights Office](#)
  - [Center for Teaching and Learning](#)

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**Equity, Diversity and Inclusion Lexicon: Principles and Definitions**

<http://institutionaldiversityblog.com/glossary/>

**Documents on EDID considerations in times of crises:**

- [Ontario Human Rights Commission's policy statement on the COVID-19 pandemic](#)
- [Harvard Business Review – How to be an Inclusive Leader through a Crisis](#)
- [Fostering a Sense of Belonging in Times of Crisis and Challenge: An Equity, Diversity, and Inclusion \(EDI\) Handbook for Individuals and Organizations During COVID-19](#) (a special thank you to our colleagues at the University of Guelph's Office of Diversity and Human Rights for allowing us to share this tool and resources)

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**Final report from the Equity, Diversity and Inclusion Plan Working Group**

**Author:** Onye Nnorom, Ike Okafor + Working Group

**Year:** 2020

**Document Location / Publication:** Faculty of Medicine, University of Toronto

**Document Format:** text

**Synopses:** Document contains a set of recommendations for the faculty of Medicines EDI plan. Research was conducted through the collaboration of subgroups that identified the most important concerns. Short-term recommendations include the establishment of a Diversity Advisory Council, the dissemination of “Voice of the...” surveys, and the creation of an EDI research collaboration hub. Long-term recommendations include promotional campaigns, interdisciplinary & interprofessional collaboration, and recruitment & retention programs for learners, faculty members, and administrative staff. Lastly, some things to consider for all these recommendations are power dynamics, anti-oppression principles, communication, transparency, and people development.

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**[Unconscious Bias Training Module – Bias is Peer Review](#)**

**Document Location / Publication:** Canada Research Chairs, Government of Ontario

**Document Format:** Video + text

**Synopses:** Understand that explicit bias is a result of conscious thought and unconscious bias is an implicit attitude, stereotype, motivation or assumption that someone possesses without their knowledge. Unconscious bias affects our judgment without us realizing, it may not impact every single interaction we have but it has long lasting consequences for people who are affected by our decisions. Other forms of bias include gender bias, institutional bias, age bias, indigenous bias, and language bias. To mitigate unconscious bias first you need to recognize that you have biases. Some ways to mitigate bias include stereotype replacement, positive counter stereotype imaging, perspective thinking, and individuation.

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**[Equity, Diversity and Inclusion Requirements and Practices](#)**

**Author:** Unavailable, but director of program is **Marie-Lynne Boudreau** (marie-lynn.boudreau@chairs-chaires.gc.ca)

**Year:** 2006-2021

**Document Location / Publication:** Canada Research Chairs, Government of Ontario

**Document format:** Text

**Synopses:** This document outlines the requirements of EDI action plans for different institutions. How those plans are monitored, reported on, best practices, and expectations. It also includes information on the advisory committee that makes policy decisions regarding EDI action plans. Lastly, it outlines the peer review process to determine the effectiveness of EDI initiatives. Side Note, Western University’s phase 2 rating of the EDI action plan from 2020 was identified as very strong! Phase 3 ratings are not available yet.

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**[Tri-Agency EDI Action Plan for 2018-2025](#)**

**Author:** Joint creation by **Canadian Institute of Health and Research, Natural Sciences and Engineering Research Council of Canada, Social Sciences and Humanities Research Council of Canada** under the supervision of **Canada Research Coordination Committee**

**Year:** 2018 (last modified April 2021)

**Document Location / Publication:** Equity, Diversity and Inclusion, Government of Canada

**Document Format:** Text

**Synopses:** Plan focuses on embedding EDI within all aspect of research. Objectives include fair access to tri-agency research support (ex. Funding) and equitable participation in the research system (Ex. Increasing participation from underrepresented populations at Canadian post-secondary institutions). Important to note that indigenous research will take a distinctions-based approach (involve input from First Nations, Inuit, and Metis).

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[The conflicts between people's interpretations of diversity, equity and inclusion \(opinion\)](#)

**Author:** Nicholas C. Burbules

**Year:** 2021

**Document Location / Publication:** Inside Higher Ed (news platform)

**Document Format:** Text

**Synopses:** One view of diversity aims to correct historical wrongs and the other looks at it as a tool for intellectual and educational advancement. Affirmative action diversity (first view) is also referred to as the “moral” view, instrumental diversity (the second view) is seen as the one that favors white constituencies. Equity and equality can also come into conflict with one another as equity refers to people being treated fairly based on their differences and equality asks for people to be treated the same regardless of their differences. Both equity and equality work hand in hand, one is not better than the other, their use is situational and should be determined by BIPOC. Inclusion is similarly a split concept, it can refer to free speech for everyone or it can refer to safe spaces for BIPOC to share their stories, perspectives, and opinions. The hidden perspectives behind these words need to be examined when looking at EDI campaigns. What version of equity, diversity, or inclusion are institutions and their policies aligning with?

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[The AMA’s strategic plan to embed racial justice and advance health equity](#)

**Year:** 2021

**Document Location / Publication:** American Medical Association

**Document Format:** text

**Synopses:** This is a three-year plan with five strategic approaches:

1. Embed equity in practice, process, action, innovation, and organizational performance and outcomes.
2. Build alliances and share power via meaningful engagement.
3. Ensure equity in innovation for marginalized and minoritized people and communities.
4. Push upstream to address all determinants of health.
5. Foster truth, reconciliation, racial healing, and transformation.

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### [Being Antiracist](#)

**Document Location / Publication:** National Museum of African American History & Culture – Smithsonian

**Document Format:** Text

**Synopses:** The document defines the different forms of racism (individual, interpersonal, institutional, structural). Identifies that being an antiracist is a choice and requires active thought and action. Lastly, the document outlines ways to reframe the way people think to align with an antiracist mindset and how to act on that mindset to change their actions.

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### [Equity, Diversity and Inclusion – Dimensions Charter](#)

**Year:** 2019

**Document Location / Publication:** Equity, Diversity, Inclusion – Government of Canada

**Document Format:** Text

**Synopses:** The charter fosters increased research excellence, innovation and creativity across the disciplines through EDI. The charter provides a set of principles that when implemented help the Dimensions pilot program reach its goals. Participation by post-secondary institutes in the Dimensions program is option, however, if they choose to do so they commit to endorsing the 8 principles in the charter to achieve greater equity, diversity and inclusion.

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### [The University of British Columbia – Equity & Inclusion Glossary of Terms](#)

**Document Location / Publication:** The University of British Columbia, Equity & Inclusion Office

**Document Format:** Text

**Synopses:** The website contains a list of EDI terms with references. Also, it has a variety of helpful EDI resources such as days of significance, how to include EDI into teaching, and current research.

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### [Canadian Race Relations Foundation \(CRRF\)](#)

**Document Location / Publication:** Canadian Race Relations Foundation

**Document Format:** Text

**Synopses:** Canada’s leading agency dedicated to the elimination of racism and all forms of racial discrimination in Canadian society. The Foundation also provides free [Education and Training workshops](#).

[\*\*Anti-Racist Resource Guide\*\*](#)

**Author:** Victoria Alexander, MEd

**Year:** 2020

**Document Location / Publication:** [Anti-Racist Guide](#)

**Document Format:** Text

**Synopses:** This document and the associated website contains critical information that helps us understand the concept of racism and broaden our ability to combat racism. Topics covered range from structural racism, individual racism, implicit bias, how to become anti-racist, as well as resources on how to bring about change (ex. Protests and rallies to attend, and organizations to donate too).

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[\*\*Anti-Racism Resource Guide\*\*](#)

**Author:** Kristina Callahan

**Document Format:** Text

**Synopses:** This document contains a wealth of information divided up into the categories of THEORY, PREP, THINK, REFLECT, ACT, and RESOURCES to walk the reader through the process of understanding racism and becoming an anti-racist.

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[\*\*Understanding the Cycle of Socialization\*\*](#)

**Author:** Bobbie Harro

**Year:** 1982

**Document Location / Publication:** Teaching for Diversity and Social Justice

**Document Format:** Text

**Synopses:** The cycle of socialization helps people understand the way in which we are socialized to play certain roles, how we are affected by issues of oppression and how we help maintain an oppressive system based on power. The document contains a visual of the cycle of socialization.

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[\*\*Critical Race Theory\*\*](#)

**Author:** Ali Meghji

**Document Location / Publication:** Global Social Theory

**Document Format:** Text

**Synopses:** Critical race theory is a broad understanding of race, racism, and society. Popularized by Kimberle Crenshaw and Derrick Bell, they have identified that racism is not only individualized but it is a systemic feature of social structure. The critical race theory also identifies how races are constructed into hierarchies. At the end of the day, 'race' is fundamental to understanding current regimes of inequality.

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[Don't Call Me Resilient](#)

**Author:** Host: Vinita Srivastava

**Year:** 2021

**Document Location / Publication:** Simplecast

**Document Format:** Audio (podcast)

**Synopses:** This podcast series focuses on race through an antiracist lens and identifies things that no one should have to be resilient for. Episodes cover Indigenous issues, black health, treatment of migrant workers, the education system, and racial stereotypes.

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[Anti-Black Racism](#)

[London, Ontario Was a Racist Asshole to Me Me](#): A Western alumnus' experiences with racism at Western University and in London. Extremely relevant for local context; this is what Schulich students experience.

**Author:** Eternity Martis

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[This 'Equity' picture is actually White Supremacy at work](#)

**Author:** Equity in Education Coalition

**Year:** 2018

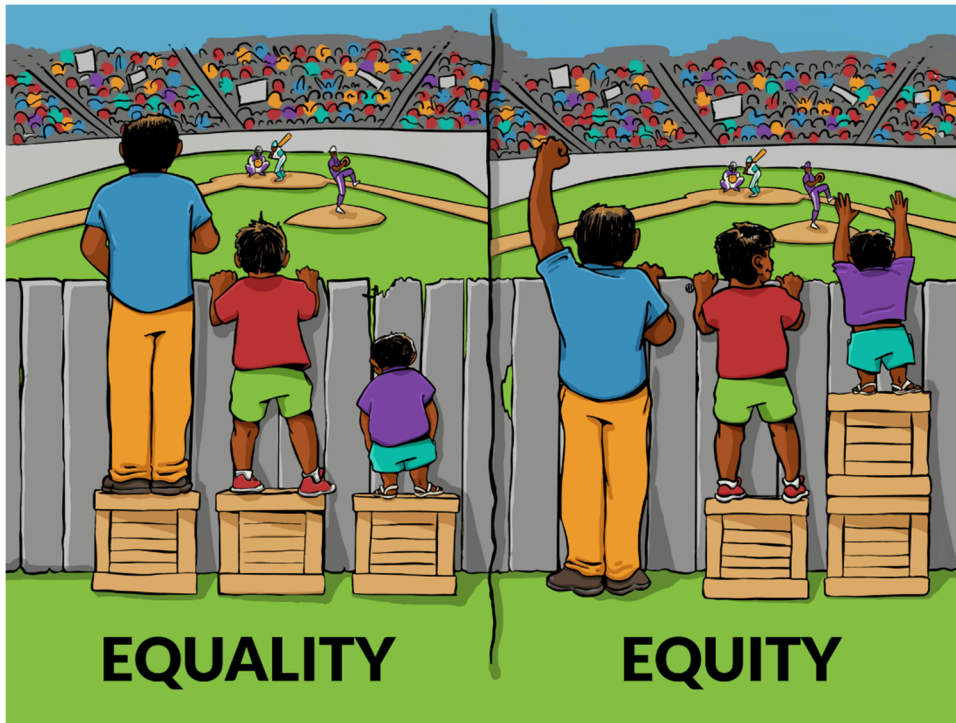
**Document Location / Publication:** Sippin the EquiTEA, Medium (a blogging platform)

**Document Format:** Text

**Synopses:** This article looks at the age-old equity picture (inserted below) for its positives and for its negatives. While this picture discerned equity from equality it also perpetuates the idea of POC being needier than others. It is not the people who are more or less needy, it is the ground beneath them that is unequal (systemic inequality). We need to fix the system to ensure equity. This picture, while defining equity, blames people for being less than to begin with.



An important quote from the article: “let us decolonize the rules of where we stand and why.”



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[Study suggests American colleges explain diversity in a way that appeals to white, not Black, people](#)

**Author:** Scott Jaschik

**Year:** 2021

**Document Location / Publication:** Inside Higher Ed (news platform)

**Document Format:** Text

**Synopses:** this article looks at the EDI policies of post-secondary institutions in America and how their focus is on performative activism (which favors white individuals) instead of a moral commitment to EDI. This instrumental approach to EDI allows white people to feel included in the diversity landscape and takes away space from BIPOC who as a result, continue to feel excluded. When looking at institutions EDI objectives, people of colour gravitated towards the institutions that seemed to possess diversity within their core values. Lastly, the article acknowledges that this area of study is quite new and further research is required to not only understand the matter but to bring about change.

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[The Urgency of Intersectionality](#)

**Author:** Kimberly Crenshaw

**Year:** 2016

**Document Location / Publication:** Ted Talks – Idea's worth spreading

**Document Format:** video

**Synopses:** Kimberly Crenshaw, the women who coined the term Intersectionality explains the reality of race and gender bias and how they combine to form an even more harmful experience.

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[Anti-indigenous Racism](#)

[Indigenous Research at Memorial](#)

**Document Location / Publication:** Indigenous Research, Memorial University

**Document Format:** Text

**Synopses:** Memorial provides a plethora of information regarding indigenous research and what they're doing on the subject. This includes how to do research correctly without overstepping, contact information for indigenous groups to include them in the research process, information on how to work with indigenous research participants, and many FAQs. This is a great place to start if you are interested in working with indigenous people.

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[Truth and Reconciliation Commission of Canada: Calls to Action](#)

**Year:** 2015

**Document Location / Publication:** Truth and Reconciliation Commission of Canada

**Document Format:** text

**Synopses:** Contains all 94 calls to action

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[Honoring the Truth, Reconciliation for the Future – Summary of the Final Report of the Truth and Reconciliation Commission of Canada](#)

**Year:** 2015

**Document Location / Publication:** Truth and Reconciliation Commission of Canada

**Document Format:** text

**Synopses:** This is a summary of the Truth and Reconciliation report. Includes information on the Residential school system, stories of survivors, the important of reconciliation, as well as its challenges. Arguably the most important aspect of the report are the 94 calls to action.

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[Healing & Hurt: Caring for Indigenous Mothers and Infants](#)

**Document Format / Publication:** Healing & Hurt Website

**Document Format:** text & videos

**Synopses:** This is a series documenting indigenous mothers experiences of receiving healthcare for themselves and their children in Hamilton, Ontario (based on a study conducted in 2018).

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[Gendered Racism](#)

### [Gender and Sexual Diversity Glossary](#)

**Document Format / Publication:** Government of Canada

**Document Format:** Text

**Synopses:** This website contains a list of gender and sexuality terms with their definitions and designations in both English and French.

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[Islamophobia – To be added](#)

[Anti-Asian Racism – To be added](#)

[Ableism – To be added](#)