**Faculty of Health**

**Incorporating EDI and Anti-racism into Teaching**

**Bite-size Resource**

Developed by Laura Williams & Elena Neiterman, in collaboration with   
Narveen Jandu, Sam Sawant, Mimika Hazra, & Kelsey Zhao

As educators, we have the ability to teach young minds, make lasting impacts, and create environments that celebrate every unique identity. While many of us are already taking important strides towards creating inclusive spaces and diversifying our course content, it's crucial to recognize the ongoing journey we're on and emphasize the importance of continuing these efforts.

We understand that there is no one-size-fits-all approach, which is why we present these suggestions and examples not as rigid prescriptions, but as suggestions to diversify your course content and empower you to create an environment where every student feels seen, heard, and valued.

We also acknowledge that this bite-size resource is a work in progress, and that language/terminology will change and commit to keeping this resource updated.

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# Course Design

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| Quick Considerations |
| Concepts of Sex and Gender   * Sex ≠ Gender. Concepts of sex and gender are often conflated not only in course content, but also within journal articles and language across the broader scientific community. * Not only is this confusing biological and social identity for each other/assuming they are one and the same, but this erases and invalidates transgender, gender-diverse, and intersex identities and perspectives. * Reconsider the language/examples included in your course content in relation to this. For example:   + Pregnant women experience… à Pregnant people experience…   + Menstruating can cause x, y, z issues in women à People who menstruate can experience x, y, z issues.   + Men may need to be screened for prostate cancer… à People with prostates may need to be screened for prostate cancer… * This [CIHR resource](https://cihr-irsc.gc.ca/e/49347.html) is a good tool to help outline the differences between sex and gender in health research and how they should be used. * Make a disclaiming statement if you will be using older materials in your course that conflate the terms for gender and sex. |
| Images and Examples   * When incorporating images and examples in course content, aim for diversity of representation and intersectionality:   + Consider sex, gender, racialized folks, 2SLGBTQIA+, Indigeneity, ability/disability.   + Example: ensure that “he” is not always the doctor, and “she” is not always the nurse. Additionally, using they/them pronouns is encouraged to be inclusive.   + Example: “Adam and Steve have been dating for 2 years…” provide variety in representation when using verbal examples to denote relationships   + Have representation of different physical and intellectual abilities   + Example: non-disabled/enabled, those with assistive devices, those with prosthetics, etc. |
| Acknowledge Where Knowledge Gaps Exist   * Statement of where knowledge gaps exist and make it clear that we are going to do the best we can with the information we have, but there are gaps:   + Example: normative data is predominately based on white, cis-gendered individuals, so data is not inclusive   + Example: since data is lacking on various groups, if you (the student) are interested in graduate school, maybe this is an area of research you might be interested in to move the knowledge base forward! |
| Slip Days and Due Dates   * Consider adding “slip days” / “grace days” into your course * Students are given X number of days (usually 3-5) in which they can submit an assignment late without penalty, and no questions asked * Be clear on what assignments this can and cannot be applied to * Be clear on if / how you will track or monitor slip days |
| Get to Know Your Students   * Add a way for students to introduce themselves to you and / or others in the class   + Name, pronouns, program, year   + Hometown   + Favourite movie / tv show / book / podcast, etc. * This could be via a discussion board or a submission to the dropbox * This allows you to meet your students, learn more about them and their motivation for the course * Aim to respond to students and engage in the discussion as well * This could be used as a small bonus * Can also include metacognitive questions for students:   + Beyond earning a course credit, what motivated you to take this course?   + In looking at the Course Learning Outcomes, which one or two seem most manageable and why?   + In looking at the Course Learning Outcomes, which one or two seem most challenging and why? |
| Set the Tone on Day 1   * Make sure that you share some of these things with students on day 1 in-class: * Your name, pronouns * Territorial acknowledgement * The notion that you recognize and appreciate diversity in the classroom |

# Creating your Course Syllabus

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| Quick Consideration   * It may be helpful to create outlines with the online outline tool and as it helps with accessibility |
| Pronouns   * If you are comfortable, include your pronouns in your syllabus. * If your teaching assistant(s) are comfortable, include their pronouns in the course syllabus |
| Territorial Acknowledgement   * Include a territorial acknowledgment statement * Can use the one for the University of Waterloo created by the Office of Indigenous Relations   + [UW Office of Indigenous Relations Territorial Acknowledgment](https://uwaterloo.ca/indigenous/engagement-knowledge-building/territorial-acknowledgement) * Consider creating an individual / customized territorial acknowledgement:   + Tied to your own course   + Tied to you and your home |
| Inclusivity Statement   * Include a personalized statement on inclusivity and why you value it in your classroom (thinking of both in terms of content delivered, and the students in your classroom) * Example:   + In this class, we will be committed to respecting and celebrating our differences. Many of the theories that we will be studying in this course were developed by people who occupied positions of privilege in North America. Recognizing this, we will utilize critical lens to inspect how these approaches can further reinforce social and racial inequalities in our society and identify directions that we can take to promote culture of diversity and inclusion. Our lived experiences and who we are will be a starting point for our discussions. We will make sure that we respect our peers, even if their views and opinions are different from our own. We will learn to listen to others and to reflect on our own experiences. We will also be diligent in ensuring that our class is a safe space where everyone can feel welcome to share their opinion. We intend to not only benefit students themselves, but aid in becoming more empathetic, respectful and accommodating professionals/academics outside the class as well. |
| Recognize Racial Trauma   * Include a statement of accommodation for racial trauma * Example:   + Are you looking to understand your options for academic accommodations related to traumatic experiences based on race? Have you experienced impacts of racism, racial trauma, racial violence, and are looking for academic accommodation options related to those experiences and impacts? In addition to providing academic accommodations for students with disabilities, AccessAbility Services also offers accommodations for students experiencing the physical, emotional, and psychological effects of a trauma. For more information on how to utilize this support resource, visit <https://uwaterloo.ca/human-rights-equity-inclusion/accommodations-racial-trauma> |
| Religious Holidays   * Many students observe and celebrate holidays that are outside of the Canadian holiday schedule which the University of Waterloo uses. * Example:   + While the University of Waterloo uses the standard Canadian holiday schedule for class planning, in this class we will create a space where religious celebrations of all our students do not impede on their academic success. If you are celebrating any of the holidays listed in the link provided below, please talk to your instructor about accommodations:   + <https://diversity.missouristate.edu/Observances.htm#2021> |
| About Your Instructor   * Include a short autobiographical statement about yourself:   + How did you become interested in your area of study? Where did you go to school? What experience do you have? What experiences have shaped you as a scientist and / or teacher? What are your passions within and outside of academia?   + It helps students to connect with you as a person * You may wish to include a short bio about the teaching assistant(s) for the course as well (ask them if they are okay with this, and willing to write something) |
| Share your Teaching Philosophy   * Include your teaching philosophy statement in your syllabus * Use it to be transparent and explain why you design your course and assignments the way that you have |
| Share your Positionality Statement   * Include your positionality within the syllabus. This can be helpful for framing what you do and do not bring with you to the classroom   + Example: All of us have our own positionalities – intersections of different components of who we are and spaces where we do and do not hold privilege. For example, I am a white, settler Canadian citizen, who is cis-gendered, middle aged, neurotypical, and holds a professional position after earning multiple academic degrees. How might this advantage me and how can I be aware of my blind-spots to build greater equity within our classroom and the course? This is where I encourage you to reflect on what your intersectionality, privileges, and blind-spots, and how you as the student can help build equity in the classroom and in the University of Waterloo? |

# UW Resources

**Know Your Rights**

*As a student, faculty member, or staff member of the University of Waterloo, you have rights and responsibilities that are guided by various policies, regulations, and legislations.*

<https://uwaterloo.ca/human-rights-equity-inclusion/equity-office/resources-tools/know-your-rights>

**Get Support**

*Support from the Equity Office. We can help you understand your options, provide resources, help advocate, offer training to your department/team, and/or can just be a safe place to talk through your experiences.*

<https://uwaterloo.ca/human-rights-equity-inclusion/equity-office/resources-tools-get-support/get-support>

**Anti-Racism Resources**

*This page is designed to be a non-exhaustive list of resources intended to help students, faculty, and staff at the University of Waterloo in developing a deeper understanding of anti-Black racism, racism toward Indigenous folks and people of colour; as well as provide tools for campus community members to engage in anti-racism work across campus.*

<https://uwaterloo.ca/human-rights-equity-inclusion/anti-racism>

**Increase Your Allyship**

*Resources to assist in your allyship journey. Equity is a shared responsibility. Given each of our intersecting identities, we all need to engage in work to unpack our privilege(s) and develop our understanding, skills, and knowledge. These resources are designed to assist in your ongoing journey as an ally on campus and include practical tools to help you embed equity in your work.*

<https://uwaterloo.ca/human-rights-equity-inclusion/equity-office/resources-tools-get-support/increase-your-allyship>

**Pride at Waterloo**

*Pride at Waterloo is an opportunity to prioritize the diverse voices and experiences of two-spirit, lesbian, gay, bisexual, transgender, queer, and questioning (2SLGBTQ+) students, faculty, and staff, celebrating and acknowledging their significant contributions and vital roles within the campus community. Pride at Waterloo is also a time to hold space for conversations on how we can work together to create a more inclusive campus.*

<https://uwaterloo.ca/human-rights-equity-inclusion/equity-office/pride-uwaterloo>

**Sexual Violence Prevention & Response Office**

*The Sexual Violence Prevention and Response Office (SVPRO) supports all members of the University of Waterloo campus community who have experienced, or been impacted, by sexual violence. This includes all students, staff, faculty and visitors on the main campus, the satellite campuses, and at the affiliated and federated Waterloo Institutes and Colleges.*

*SVPRO is guided by anti-oppressive, intersectional, trauma-informed, evidence-based, and collaborative approaches.*

<https://uwaterloo.ca/human-rights-equity-inclusion/svpro>

**University of Waterloo Policies**

*A general list of policies that may be of specific interest to members of equity-deserving groups.*

<https://uwaterloo.ca/human-rights-equity-inclusion/equity-office/plans-policies/university-waterloo-policies>

**Accessibility in the Classroom**

*Student support services on the UW campus.*

<https://uwaterloo.ca/accessibility/accessibility-classroom>

**Connecting Imagination with Impact: University of Waterloo Strategic Plan 2020-2025**

*“Strengthening Sustainable and Diverse Communities” chapter. Waterloo will make an impact on its campuses and around the world by fostering inclusivity, a sense of belonging and a culture of inclusivity.*

<https://uwaterloo.ca/strategic-plan/#community>

**TQT: Equity, Diversity and Inclusion**

*Transformative Quantum Technologies (TQT, UW program) is committed to supporting equity, diversity and inclusion (EDI) across all our activities. Our objectives follow that of the Tri Agency Statement on Equity, Diversity, and Inclusion. For more information on best practices, see the related links.*

<https://tqt.uwaterloo.ca/about/equity-diversity-and-inclusion/>

# Survey Question Ideas for Midterm Check-In

* How manageable has the work load of this course been so far?
* What do you like about this course so far (can include content, teaching, assignments, etc.)?
* What do you think could be done to improve this course (can include content, teaching, assignments, etc.)?
* Are there any topics, perspectives or viewpoints not covered that you would like to learn about?
* Is there anything I can do to better support your learning (e.g., how lectures are presented, providing more additional resources, etc.)?
* What changes would you like to see for the rest of the term?
* For anonymous survey: Please provide you UWaterloo email address if you would like me to contact you to further discuss your feedback and any comments, suggestions, and/or concerns you may have.