

FACULTY OF MEDICINE & DENTISTRY Equity Diversity & Inclusion Guide

Original Approval Date: January 9, 2013
Most Recent Approval Date: May 21, 2019 (FoMD Faculty Council)
 March 13, 2018 (DEC)
Most Recent Editorial Date: March 23, 2018

| | |
|---|---|
| Office of Accountability: | Dean (Faculty of Medicine and Dentistry) |
| Office of Administrative Responsibility: | Vice Dean Faculty Affairs Assistant Dean (Equity, Diversity & Inclusion) |
| Approver: | Faculty Council |
| Scope: | Compliance with this Faculty guide extends to all members of the Faculty of Medicine & Dentistry community. |

Purpose

The purpose of this Guide is to inform and direct the Faculty of Medicine & Dentistry (FoMD) as it develops procedures, processes, and practices related to:

- Supporting members of the FoMD in their ability to serve diverse populations.
- Developing equitable, diverse and inclusive work and learning spaces.
- Addressing health inequities disproportionately experienced by those historically excluded from health care and health education systems.

Overview

*“The University of Alberta embraces a **substantive** approach to **equality** – this means that achieving equality is not only a matter of treating likes alike (formal equality), but also requires us to consider and address the range of conditions that create experiences of disadvantage for some individuals and groups. We consider the full context and impacts of our practices and processes, recognizing that these may be experienced differently by different individuals and groups.”* University of Alberta EDI Strategic Plan.

The Faculty Medicine & Dentistry Equity, Diversity & Inclusion Guide exists to inform and direct the development of equitable, inclusive, and diverse work and learning spaces. This Guide adheres to the *Discrimination, Harassment and Duty to Accommodate Policy* and the *University of Alberta’s* commitment to the principles of Equity, Diversity and Inclusion in employment. In addition, this Guide acknowledges the *Committee on Accreditation on Canadian Medical School (CACMS)*, and the *Canadian Excellence in Residency Accreditation (CanERA)* accreditation standards, as well as accreditation standards for

Dentistry, Dental Hygiene, Medical Laboratory Sciences and Radiation Therapy programs that relate to diversity.

The Faculty of Medicine & Dentistry honors the *Federal Contractors Program for Employment Equity* (FCP) that is required to achieve and maintain a workforce that is representative of the Canadian workforce, including members of the four designated groups under the *Employment Equity Act: women, Aboriginal peoples, persons with disabilities and members of visible minorities, as well as the recently considered LGBTQ2+.*

The Faculty of Medicine & Dentistry operates in a region of Canada where certain communities present with unique health care challenges and educational needs that require priority attention for educational opportunities and health care provisions by the Faculty. These communities are:

- Aboriginal peoples of Canada
- Economically disadvantaged persons
- Residents of Alberta's rural and regional communities

Guide

The Faculty of Medicine and Dentistry recognizes diversity as an important attribute that underpins our work. Through our actions and processes, we are committed to supporting **compositional diversity** in our Faculty and to providing all faculty members, support staff, and students with a **diversity of interactions**. Through these actions, we promote a **culture** of equity, diversity, inclusion and **safety** in all practices within the Faculty. We establish equitable recruitment practices that value diversity in life experiences and backgrounds. The Faculty explores opportunities and means to nurture, support and foster equity, diversity, inclusion and safety in current and future practices. We uphold our obligation to ensure the absence of discrimination and harassment, and uphold the duty to accommodate based on the **protected grounds**.

Definitions

| | |
|--------------------------------|--|
| Compositional diversity | The numerical and proportional composition of an organization's members, related to social determinants, and in this guide referring to the diversity of the Faculty's members, support staff, and students that reflect the context of the population of greater Alberta and Canada. |
| Cultural safety | An environment that is spiritually, socially and emotionally safe, as well as physically safe for people; where there is no assault challenge or denial of their identity, of who they are and what they need. It is about shared respect, shared meaning, shared knowledge and experience of learning together (Williams, 1999 p.213). Culturally safe practices include actions that recognize and respect the cultural identities of others, and safely meet their needs, expectations and rights. Alternatively, culturally unsafe practices are those that "diminish, demean or disempower the cultural identity and well-being of an individual" (Nursing Council of New Zealand 2002, p. 9). |

| | |
|--|--|
| <p>Diversity of interaction</p> | <p>Refers to offering members of the FoMD a broad range of possible and potential interpersonal and learning experiences where all feel welcome and valued. They will all have an opportunity to contribute their experiences to the collective educational process and to interact and engage with diverse communities.</p> |
| <p>Protected Grounds</p> | <p>Protected grounds refers to social areas or groups enumerated under human rights law. These are groups against whom it is prohibited to discriminate and which provide the grounds for accommodation. The Discrimination, Harassment, and Duty to Accommodate Policy at the University of Alberta identifies the following as protected grounds: race, colour, ancestry, place of origin, religious beliefs, gender, gender identity and expression, physical disability, mental disability, marital status, family status, source of income, sexual orientation, age, and/or, political beliefs.</p> |
| <p>Substantive Equality</p> | <p>Equality (Substantive vs. Formal) The University of Alberta embraces a substantive approach to equality – this means that achieving equality is not only a matter of treating likes alike (formal equality), but also requires us to consider and address the range of conditions that create experiences of disadvantage for some individuals and groups. We consider the full context and impacts of our practices and processes, recognizing that these may be experienced differently by different individuals and groups. (From the University of Alberta EDI Strategic Plan.)</p> |

Review: This guide shall be reviewed (and if necessary revised) by the Faculty every 4 years.

CACMS accreditation Standard 3.3: "A medical school in accordance with its social accountability mission has effective policies and practices in place, and engages in ongoing, systematic and focused recruitment and retention activities, to achieve mission-appropriate diversity outcomes among its students, faculty, senior academic and educational leadership, and other relevant members of its academic community. These activities include the appropriate use of effective policies and practices, programs or partnerships aimed at achieving diversity among qualified applicants for medical school admission and the evaluation of policies and practices, program or partnership outcomes."

Residency Programs Standards:

[1.1.3.5:](#) The program director respects the diversity, and protects the rights and confidentiality of residents and teachers.

[4.1.1.1:](#) The residency program provides access to the volume and diversity of patients appropriate to the discipline.

Institutional Standards:

[1.2.2.5:](#) The postgraduate dean respects the diversity and protects the rights and confidentiality of residents, teachers, and program directors.

Dentistry accreditation standard

2.1.1: Admission must be based on specific selection criteria. The admissions process must employ valid assessments and measurements to select students who have the capacity to succeed in the

program and the dental profession. These assessments and measurements must be established and published prior to the consideration of applicants. The criteria must be readily available to advisors and applicants, and be applied equitably during the selection process. The program must be involved in establishing these criteria. Selection criteria should encourage recruitment of a diverse student population with appropriate academic preparation and aptitude.

Dental hygiene accreditation standard

2.1.1: Admission must be based on specific published criteria, readily available to advisors and applicants. Criteria for admission must include academic preparation with completion of a high school program or equivalent, being the minimum standard assessed. For applicants whose primary language is not the language of instruction in the institution, the results of a language proficiency examination must be considered in the admissions process. A candidate's previous academic performance should not be the sole criterion for admission. Selection criteria should encourage recruitment of a diverse student population with appropriate academic preparation to be successful in the program. Faculty members must have mechanisms to provide input in the program admission and selection process.

Radiation Therapy and Medical Laboratory Science

EQual Canada Requirements for Accreditation (handbook):

Requirement 2.0: The program supports the students' educational interests and protects their rights.

Criterion 2.2: The program's admission policies and procedures are fair and equitable and practices are consistent with published information.

RELATED LINKS

- UAPPOL Discrimination, Harassment, and Duty to Accommodate Policy (University of Alberta) <https://policiesonline.ualberta.ca/PoliciesProcedures/Pages/DispPol.aspx?PID=110&s=https://policiesonline.ualberta.ca/PoliciesProcedures/Pages/Human-Resources.aspx>
- Definitions - Equity Diversity and Inclusion <https://www.ualberta.ca/equity-diversity-inclusivity/about/strategic-plan-for-edi/index.html>
- CACMS Standards and Elements <https://cacms-cafmc.ca/accreditation-documents/2018-2019/standards-and-elements>
- CanERA Accreditation Standards <http://www.canera.ca/canrac/general-standards-e>
- Dentistry Accreditation Standards https://www.cda-adc.ca/cdacweb/en/accreditation_requirements/DDS_and_DMD/
- Dental Hygiene Accreditation Standards https://www.cda-adc.ca/cdacweb/en/accreditation_requirements/dental_hygiene/
- EQual Canada Accreditation Requirements <https://accreditation.ca/health-education-accreditation/>
- Federal Contractors Program
- <https://www.canada.ca/en/employment-social-development/programs/employment-equity/federal-contractor-program.html>
- Employment Equity Act <https://laws-lois.justice.gc.ca/eng/acts/E-5.401/index.html>
- Cultural Safety http://www.intstudentsup.org/diversity/cultural_safety/
- EDI Strategic Plan <https://www.ualberta.ca/equity-diversity-inclusivity>
- Grow Wisely document: [this is the link](#)