



**MAX RADY COLLEGE OF MEDICINE
RADY FACULTY OF HEALTH SCIENCES
DIVERSITY AND INCLUSION POLICY**

POLICY NAME:	Diversity and Inclusion Policy
APPLICATION/SCOPE:	Learners, faculty, teachers and staff of the Max Rady College of Medicine
APPROVED (DATE):	June, 2010
REVIEW DATE:	June, 2013
REVISED (DATE):	November, 2014
APPROVED (BY FEC):	December 9, 2014

1.0 PURPOSE:

1.1 This main purpose of this Policy is to document how the University of Manitoba’s commitment to the promotion and support of diversity and inclusion is incorporated into the learning, teaching and working environments of the Max Rady College of Medicine (“**College**”), Rady Faculty of Health Sciences.

1.2 This Policy is complemented by and made in accordance with:

- a. University of Manitoba (“**University**”) governing documents with respect to diversity and inclusion; and
- b. *The Human Rights Code* of Manitoba.

2.0 REASON FOR POLICY - THE IMPORTANCE OF DIVERSITY AND INCLUSION:

2.1 Diversity and inclusion are concepts best explained by the notion of “equity” rather than “equality”. That is, although equality means fairness, it also connotes sameness. Equity, on the other hand, means that the individuals making up a group or environment are respectful of each other’s differences, which then cultivates a sense of belonging and trust, and thereby facilitates the free flow of ideas and innovation. The cause behind the group or environment that brought the individuals together is therefore strengthened as a result of their differing perspectives and experiences.

2.2 The College understands the importance of diversity and inclusion and seeks to maintain and further incorporate such concepts into its learning, teaching and working environments. Promoting diversity and inclusion in the training of health care professionals is recognized as a way of improving our understanding of cross-cultural issues and their impact on health outcomes, such as disparities in health status, health care education and health care services.

3.0 POLICY STATEMENTS:

3.1 General:

3.1.1 The College supports a climate of diversity and inclusion in which all learners, faculty and staff are to be treated with respect and dignity, regardless of their differences,

and should feel welcome and encouraged to share their differing perspectives and experiences with respect to their learning, teaching and/or working environment(s).

3.1.2 Learners, faculty and staff are to be free from harassment and discrimination, as defined in *The Human Rights Code* of Manitoba. That is, all learners, faculty and staff, regardless of race, ethnicity, colour, religious beliefs, national origin, rurality, gender, age, sexual orientation, disability, political beliefs, language, or socio-economic status, are to be valued for their individuality, advanced academic pursuits, and contributions to the diversity and functions of the College and of the University of Manitoba.

3.1.3 As part of the College's commitment to diversity and inclusion, and in accordance with the principles of merit and equitable participation, it shall take action to support the success of historically under-represented groups within the College, such as women, Aboriginal individuals, i.e., those who self-identify as First Nations, Metis or Inuit ("**Indigenous**"), individuals from visible minorities, individuals with disabilities, Lesbian/Gay/Bi-sexual/Transgendered/Two-Spirited/Queer ("**LGBTTQ**") individuals, and individuals who traditionally have not had the opportunity for university education due to economic, social or cultural reasons, or due to their residence in non-urban areas.

3.1.4 These overarching Policy statements are expanded upon below in relation to the College's learning, teaching and working environments and goals in the training of future health care professionals.

3.2 Diversity and Inclusion in the Learner Population:

3.2.1 The College commits to the recruitment and retention of learners reflective of the population we serve; including:

- a. Learners from rural, northern and remote communities;
- b. Indigenous peoples;
- c. Visible minorities;
- d. International medical graduates (IMGs);
- e. Francophone learners;
- f. Learners whose academic training and advanced academic pursuits will support the enhancement of the role of clinician scientists as teachers, scholars and researchers;
- g. Learners with disabilities;
- h. Learners with challenging economic, social or cultural circumstances;
- i. Learners from the LGBTTQ community.

3.2.2 Recruitment initiatives must also be balanced by other merit criteria and factors such as the following:

- a. Accommodation laws and policies;
- b. Academic qualifications and essential skills and abilities;
- c. College and University programs designed to support learner success, especially with regard to diversity and inclusion initiatives;
- d. The College learner complement.

3.3 *Diversity and Inclusion in the Faculty and Staff Population:*

3.3.1 The College commits to the creation of a working environment dedicated to excellence, equity and mutual respect, representative of the diverse communities we serve, where all faculty and staff are treated equitably.

3.3.2 As part of this commitment, the College adheres to the University's Respectful Work and Learning Environment Policy, and its diversity and inclusion initiatives. In addition, the College endeavours to fulfill its obligation under the law to prohibit discrimination and harassment in accordance with *The Human Rights Code of Manitoba*; i.e., on the basis of race, national or ethnic origin, colour, religion, age, sex, marital status, family status, disability, sexual orientation, gender identity and social disadvantage.

3.3.3 The College recognizes that a diverse community of scholars and staff contribute multiple insights, thus pushing the forefront of knowledge further and faster, and enhancing the College's performance. Therefore, the College aims to take active steps towards effective external and internal collaborations that will increase diversity and inclusiveness in its endeavours.

3.3.4 Recruitment initiatives for the College's faculty and staff population must also be balanced by other merit criteria and factors such as the following:

- a. Accommodation laws and policies;
- b. Qualifications and essential skills and abilities;
- c. College and University diversity and inclusion initiatives;
- d. The College's faculty and staffing complements.

3.4 *Diversity and Inclusion in the Learning Curriculum:*

3.4.1 Learners interface with patients of varying ages, genders, races, cultures and with personal life circumstances different from their own. As such, the College provides a diverse educational experience for all learners through an inclusive curriculum that:

- a. Reflects the perspectives and experiences of a pluralistic society;
- b. Includes discussion of historically underrepresented and disadvantaged populations;
- c. Promotes understanding of health disparities;
- d. Provides curricular learning experiences in a variety of settings (which include small, remote, northern, and rural communities; complex health care facilities, as well as community health agencies);
- e. Fosters learner interaction in small group sessions; and
- f. Develops service learning experiences with volunteer and community groups.

3.5 *Diversity and Inclusion in Research:*

3.5.1 The College encourages applied research which advances knowledge and response to the domestic healthcare needs of our provincial and Canadian population, with particular focus on underserved areas, and also supports global public health initiatives. In this regard, the College commits to sustaining graduate and postgraduate studies and to supporting and developing the role of basic and clinician scientists as teachers, scholars and researchers.

3.6 *Diversity and Inclusion in Committee Representation:*

3.6.1 The College strives to achieve diverse membership among its standing and *ad hoc* Committees, consultants, advisors and community partners so as to ensure differing perspectives and experiences in its goal of maintaining objectivity and a balanced skill-set for matters under review and consideration.

4.0 PROCEDURES:

4.1 *Communication of Policy:*

4.1.1 The College will communicate this Policy by posting it on its website and by referring to it or its objectives as reasonably necessary in admissions documents, job postings, research postings, and committee election documents ("**Admission, Recruitment and Outreach Documents**").

4.2 *Recruitment of a Diverse and Inclusive Population of Learners, Faculty and Staff:*

4.2.1 The College will encourage application in relation to its Admission, Recruitment and Outreach Documents and initiatives from qualified individuals, including those of traditionally underrepresented groups, such as members of visible minorities, Indigenous individuals, LGBTTTQ individuals, and individuals with disabilities.

4.2.2 The College will support recruitment efforts to build a diverse teaching and research community. Its Office of the Dean, Academic Affairs will provide coordinated program resources towards assisting faculty achieve their full potential and in building their academic careers.

4.3 *Outreach Initiatives for a Diverse and Inclusive Population:*

4.3.1 The College will make available and publicize financial assistance to support a diverse and inclusive learner population.

4.3.2 The College will make available accommodation resources to support faculty and staff employment and learner enrolment.

4.3.3 The College will support outreach programs to communities and schools in order to encourage interest in medicine as a career for individuals traditionally underrepresented in the Faculty, such as female students, those from rural communities, Indigenous schools, and socially disadvantaged areas served by the College.

4.3.4 The College will actively seek out and build partnerships with diverse community groups, alumni, and individuals whose perspective will help inform and advance the work of the College.

4.4 *Incorporation of Diversity and Inclusion in the Undergraduate Medical Education (“UGME”) Admissions Process:*

4.4.1 Undergraduate applicants are evaluated in a variety of domains in an effort to achieve the mission of building a diverse College environment, including the following:

a. Rural Connections:

UGME applicants are asked to include information relating to their connection to and involvement with rural communities (e.g., rural roots, a history of rural employment, and/or a history of rural community service). A rurality score is then generated based on such characteristics and in accordance with leading literature on the subject.

b. Advanced Academic Pursuits:

UGME applicants with advanced academic pursuits will have points allotted for advanced education beyond a master’s degree, peer reviewed publications and academic appointments.

c. Indigenous Equity Initiatives:

UGME applicants who self-identify as Indigenous are ranked in a separate competitive applicant pool (called the Aboriginal Applicant Pool) that is parallel to the general admissions process.

4.5 *Incorporation of Diversity and Inclusion in Education, Training and Research:*

4.5.1 Commencement of Medical Education and Training:

- a. Learners and faculty must respect the Hippocratic Oath, including the statement: *“I will not permit consideration of race, religion, nationality, party politics or social standing to interfere with my duty and my patient.”* Similar consideration must also be extended to ethnicity, skin colour, rurality, gender, age, sexual orientation, disability, language, and socio-economic status.

4.5.2 Medical Education and Training Exposure Experiences:

- a. The College offers all learners clinical experiences in rural, northern, remote and inner-city communities both within the formal curriculum, and through summer experiences organized by College departments and the J.A. Hildes Northern Medical Unit in collaboration with Manitoba’s regional health authorities, and Manitoba’s Office of Rural and Northern Health.

- b. The College provides training on an ongoing basis to staff and faculty regarding rights and responsibilities with respect to the law of accommodation and the Human Rights Code.
- c. Programs of support specifically designed for those who identify with the LGBTTTQ community will also be available.

4.5.3 *Research:*

- a. The College will support the pursuit of diversity in research through funding faculty and learner-driven activities which focus on applied domestic and global health priorities to under-represented groups, as well as differing community perspectives of health.

4.5.4 *Career Development:*

- a. The College will initiate and communicate periodic skills building workshops and events to address career development, diversity and leadership goals and challenges.

4.6 *Evaluation and Compliance with this Policy:*

4.6.1 To ensure that the College is meeting its goals and mission to achieve a diverse and inclusive environment, the College will maintain data concerning enrolment and staffing of individuals noted for special consideration.

4.6.2 The College will regularly evaluate its policies and procedures, admission and employment applications and employment postings to ensure compliance with this Policy and other applicable University governing documents and laws on diversity and inclusion (including accreditation standards and codes of practice).

4.6.3 Issues of harassment or discrimination may be directed to the office of the Associate Dean, Professionalism and Diversity, and thereafter escalated as appropriate to the appropriate individuals for further action as may be required.

5.0 REFERENCES

University of Manitoba's Respectful Work and Learning Environment Policy

University of Manitoba governing documents that support equity, diversity and inclusion

Faculty of Medicine, essential skills and accommodations documents and policies

6.0 POLICY CONTACT:

Questions regarding this Policy may be directed to the College's Office of Professionalism and Diversity, or the University's Legal Counsel.