Anti-Racism and Social Justice Syllabus Statement Guide

Course syllabi are living documents that communicate the expectations, learning goals, and the path to achieving the stated objectives of the course, or the overall program. In many ways a course syllabus represents a contract between learners and instructors since it represents an agreement regarding shared expectations and responsibilities.

This anti-racism and social justice statement for course syllabi in the Rady Faculty of Health Sciences (RFHS) is part of the implementation plan for the Disruption of All Forms of Racism Policy and represents part of our commitment to ensuring that learners, staff, and faculty receive ongoing education in understanding and addressing racism.

We all have a role to play in disrupting and dismantling racism, and this anti-racism statement speaks to the urgency and necessity of working together to create learning environments and enrich programs in which we are all provided opportunities to meaningfully contribute and participate so that we can all flourish and reach our potential.

We ask that the anti-racism and social justice statement be included in course syllabi, curriculum units, or as guides for facilitators, academic one day programs and professional development sessions.

General Expectations:

All Instructors will review the statement, as well as the aligned Faculty commitments in the RFHS TRC Action Plan, the Disruption of All Forms of Racism Policy, and the Scarborough Charter. Course objectives, readings, and course materials will be reviewed to maximize opportunities for alignment with these commitments. In order to avoid rote recitations of the statement, when reviewing with learners, instructors/facilitators will highlight the continuous learning and improvement they are applying to the course to strengthen alignment and accountability with the RFHS’s assurances and responsibilities.

Possible Implementation Strategies:

Given the range of Department/Units/Programs in the Rady Faculty of Health Sciences, this document offers some guidance regarding possible ways to incorporate this statement into the learning environment.

Occupational Therapy:
Include the syllabi statement on course syllabi
UGME:
In those instances where a syllabus is not part of the learning environment the instructor/Faculty member can present and review this statement with the class at the start of the course block.

Discrete Courses with Single Instructor: Instructor includes statement in syllabus and reviews with learners at beginning of the course. Instructor reflects on course objectives, readings, course materials and ensures alignments with RFHS TRC Action Plan, the Disruption of All Forms of Racism Policy, and the Scarborough Charter.

Discrete Courses with Multiple Instructors: Lead Instructor reviews the anti-racism and social justice statement and expectations with all course instructors, leads review of course materials, and ensures that the statement is reviewed with learners at the beginning of the course.

Course Blocks with a Course Lead and Multiple Large and Small Group Facilitators: Lead Instructor reviews the anti-racism and social justice statements and expectations with all course instructors, leads review of course materials, and ensures that the statement is reviewed with learners at the beginning of the course. In highlighting continuous learning and improvement instructors might emphasize, for example, increasing representation and expert perspectives among course readings, and where new analyses of differences in health care quality, health outcomes, or clinical presentations on different skin types are included to promote a further understanding of how we meaningfully teach and learn about race and racism.

Academic Half Day Programs: Lead coordinator ensures all academic half day presenters have reviewed the anti-racism and social justice statement and associated commitments. Presenters are expected to meaningfully include relevant analysis of race and racism in their presentations.

Faculty Development Sessions: Whether faculty development sessions (Grand Rounds, Workshops, Guest Lectures, etc.) are planned by individuals or committees, the planners are responsible for taking in to account the RFHS commitments and reviewing the anti-racism and social justice statement when considering the selection of speakers and topics, and in ensuring that the speakers review the statement and associated commitments as well.