

THE UNIVERSITY OF MANITOBA
College of Rehabilitation Sciences

COLLEGE COUNCIL MEETING MINUTES

Tuesday, March 21, 2023 at 4:00 p.m – Hybrid session (Zoom and R110)

PRESENT:

Chair

R. Urbanowski

CoRS Faculty

T. Allison

C. Brown

K. Codispodi

J. Cooper

L. Engel

M. Fricke

M. Garrett

E. Giesbrecht

M. Hart

L. Harvey

L. Johnson

L. Leclair

D. Mackey

B. MacNeil

P. Mai

L. Mendez

J. Parsons

J. Ripat

S. Webber

Class Presidents

Absent

MSc Student Rep

Absent

Support Staff

M. Abrenica

CoRS Librarian

H. Loewen

Clinical Placement Representatives

T. Fisher

Ongomiizwin

D. Beach-Ducharme

COTM

K. Baessler

CPM

J. Billeck

Interlake Eastern Regional Health Authority

K. Wood

MARRT

D. Handziuk

MPA

Absent

MSOT

Absent

Northern Regional Health Authority

Absent

Prairie Mountain Health Authority

J. Logan

Shared Health

Absent

Southern Health Sante Sud

N. Klaasen

WRHA

S. Lotocki

Special Guests

M. Anderson

D. Douglas

P. Nickerson

V. Williams

Recorder

Liane Allen

Quorum met

1. RFHS Updates- Dr. Peter Nickerson

- Program Expansions-Proposals to expand OT, PT, RT, MPAS, UGME and the Nurse Practitioner Programs based on current the resources and space available are being considered internally. The proposals have been considered by SPPC and will be discussed at an upcoming Senate meeting
- Capital Projects- A 50 year vision for the Health Sciences Centre, Cancer Care Manitoba and surrounding health centers as well as the UM Bannatyne campus is being developed
- RFHS will be focusing on IPE renewal, Lanette Siragusa will be leading this initiative.
- The RFHS leadership team have been doing site visits outside of Winnipeg. The team traveled to Brandon last fall and will be heading to Norway House this spring. Will look into how to expand collaborative practice.

2. "The Indigenous Health, Social Justice, and Anti-Racism Discussion-Bringing Focus to our Actions"-Dr. Anderson, Dr. Douglas and Valerie Williams. (attached PowerPoint)

- Modules- In the short term the disclosure and reporting module will be first up, followed by other modules related to racism and anti-racism (as general themes). Content dictates who will be strongly encouraged to complete them. E.g., it is not the case that the various modules will all be linked to roles.
- The wording for syllabi will be accessible through the website as of Friday 3/31. It is strongly suggested that the anti-racism statement be added to all existing syllabi templates. This is to be used in addition to the ROASS compliant syllabus.
- RFHS has been working with Shared Health on a disrupting racism policy. Will need to consider the possibility of including RFHS standard learning environment criteria in residency-specific agreements for facilities that do not receive public funding
- Currently building the internal faculty structure, will then reach out to regulators

3. Minutes Review and Approval

- Motion by M. Garrett to pass the October 22, 2022 minutes as presented. Seconded by J. Parsons

Motion CARRIED

4. Executive Council Reports

- Distributed to Council

5. Committee Reports

- Distributed to Council
- Accessibility Team Committee- P229 has been set aside for exam purposes for students with accommodation needs. Will be staffed 8:30-4:30. Students using this space will need to be registered through accessibility services.

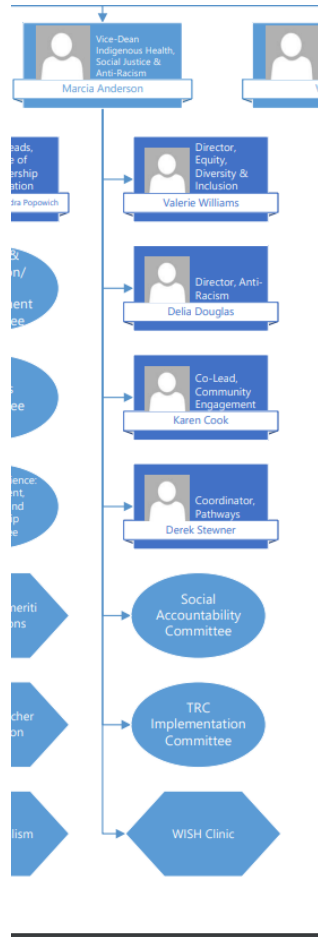
Meeting adjourned at 5:08

Indigenous Health, Social Justice and Anti-Racism

Bringing Focus to Our Actions



Rady FHS Structures



- TRC Action Plan
- Scarborough Charter
- Disruption of All Forms of Racism Policy
- EDI Policy
- Prevention of Learner Mistreatment



Social Justice Principles

Access

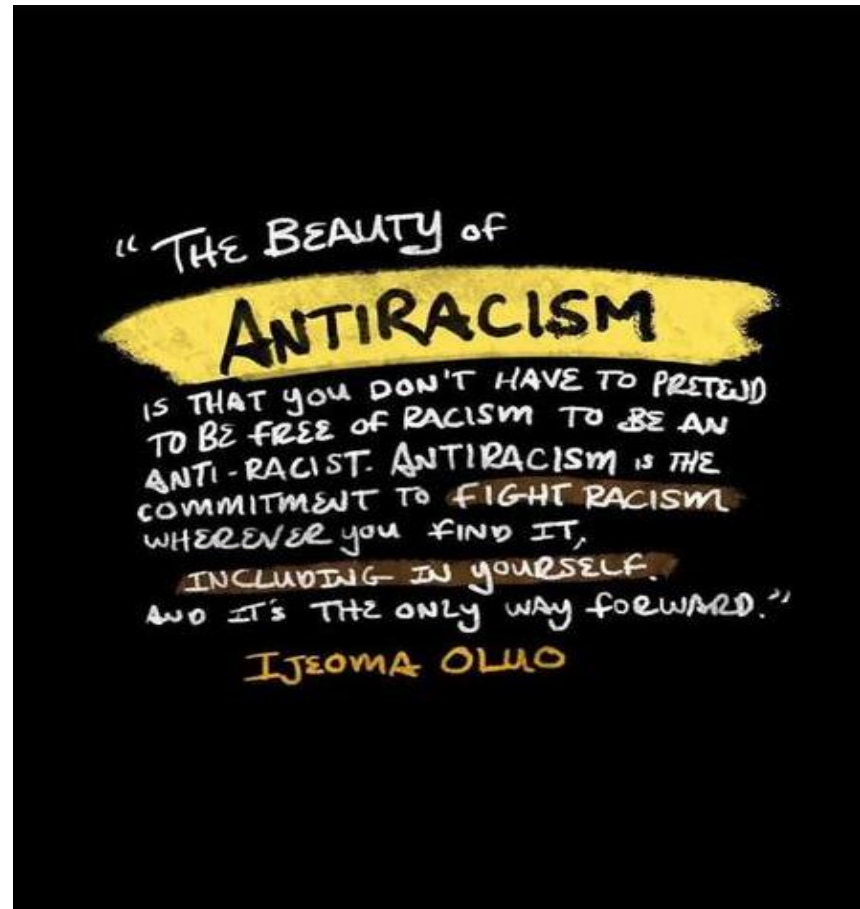
Equity

Participation

Human Rights



Anti-Racism



Intersectionality

“Intersectionality is a lens through which you can see where power comes and collides, where it interlocks and intersects. It’s not simply that there’s a race problem here, a gender problem here, and a class or LGBTQ problem there. Many times that framework erases what happens to people who are subject to all of these things.”

KIMBERLÉ WILLIAMS CRENSHAW

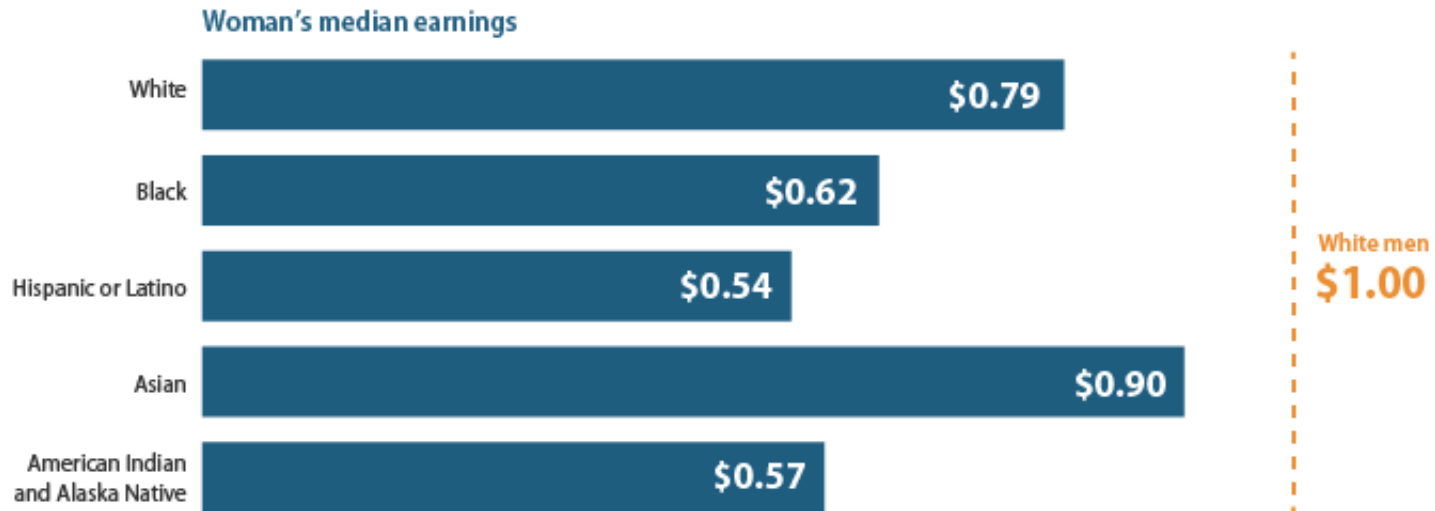




FIGURE 1

The gender wage gap is more significant for most women of color

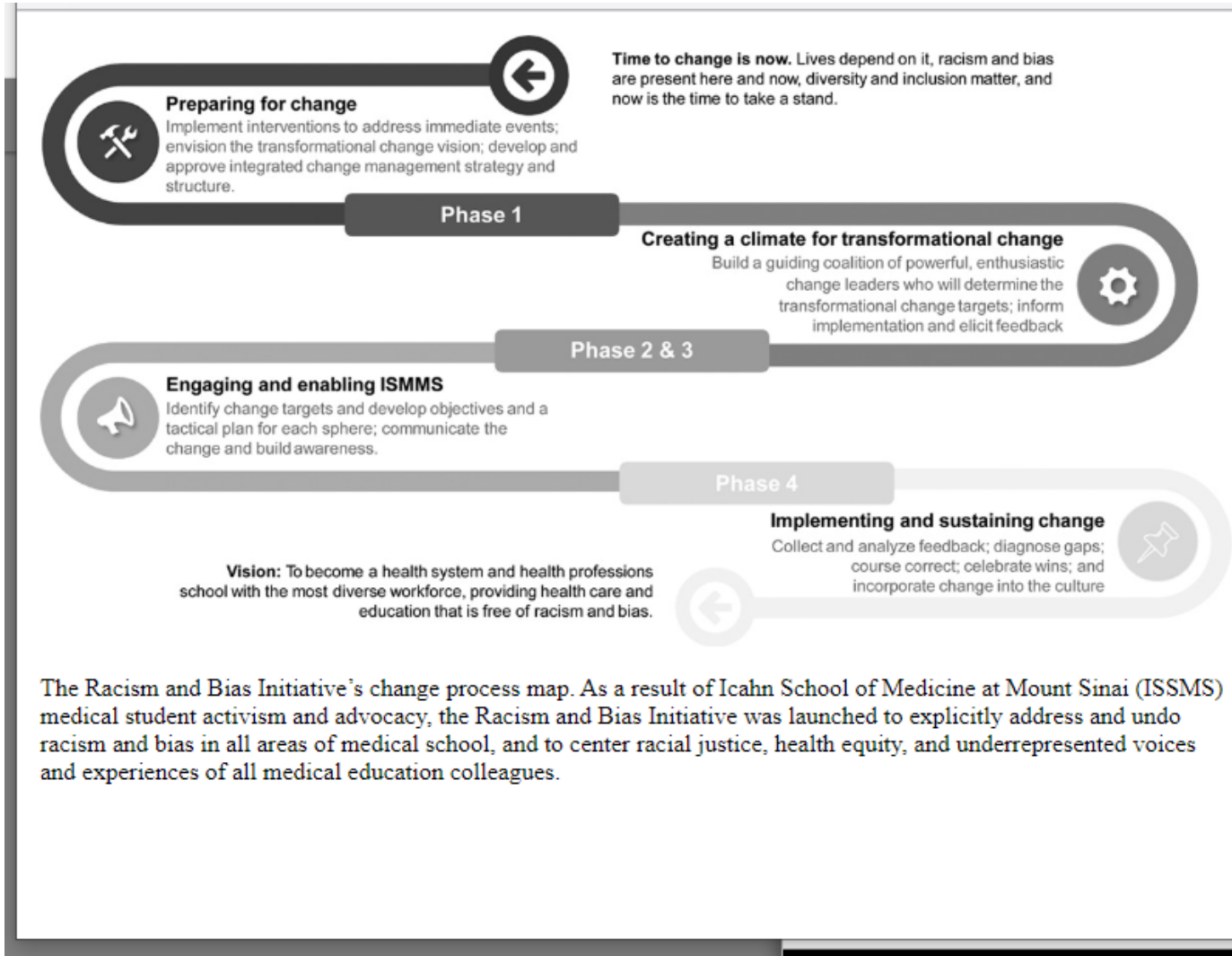
Comparing 2018 median earnings of full-time, year-round workers by race/ethnicity and sex



Notes: The gender wage gap is calculated by finding the ratio of women's and men's median earnings for full-time, year-round workers and then taking the difference. People who have identified their ethnicity as Hispanic or Latino may be of any race.

Sources: For all groups except American Indian and Alaska Native women, the Center for American Progress calculated the gender wage gap using data from U.S. Census Bureau, "Current Population Survey: PINC-05. Work Experience-People 15 Years Old and Over, by Total Money Earnings, Age, Race, Hispanic Origin, Sex, and Disability Status: 2018," available at <https://www.census.gov/data/tables/time-series/demo/income-poverty/cps-pinc/pinc-05.html> (last accessed March 2020). Specific tables used are on file with the author. CAP calculated the gender wage gap for American Indian and Alaska Native women using U.S. Census Bureau, "Table B20017C: American Indian and Alaska Native alone population, non-Hispanic or Latino population 16-years and over with earnings in the past 12 months, 2018 American Community Survey (ACS) 1-Year Estimates," available at <https://www.census.gov/programs-surveys/acs/> (last accessed March 2020); U.S. Census Bureau, "Table B20017H: White alone, non-Hispanic or Latino population 16-years and over with earnings in the past 12 months, 2018 American Community Survey (ACS) 1-Year Estimates," available at <https://www.census.gov/programs-surveys/acs/> (last accessed March 2020).





The Racism and Bias Initiative's change process map. As a result of Icahn School of Medicine at Mount Sinai (ISSMS) medical student activism and advocacy, the Racism and Bias Initiative was launched to explicitly address and undo racism and bias in all areas of medical school, and to center racial justice, health equity, and underrepresented voices and experiences of all medical education colleagues.



Phase 1: Preparing For Change



Vision

- The Rady Faculty of Health Sciences is committed to recognizing the historical context of racial discrimination and racism in Canada and their link to the structural inequities that disadvantage Indigenous, Black, and racialized communities economically, socially, and culturally in the present.
- The Rady Faculty of Health Sciences will implement policies, procedures, education, and training to eliminate expression of racism in its myriad forms.

Concrete Actions

- **Adoption of Disruption of All Forms of Racism Policy**
 - Developed educational module
- **Created Office of Anti-Racism**
 - Hired Anti-Racism Coordinator and Policy Analyst (August 2022)
 - **Launched Anti-Racism Website (October 2022):** <https://umanitoba.ca/health-sciences/office-anti-racism>
- **Rady's response to the Scarborough Charter- October 19 and 20 Events:**
 - #BlackLivesMatter in HealthCare: Historical Roots and Legacies of Anti-Black Racism in Medicine Dr. Onye Nnorom and Dr. OmiSoore Dryden
 - Addressing Anti-Black Racism in the Clinical Setting: A Look at the Social and Physiological Health Impacts of Injustice Dr. Onye Nnorom and Dr. OmiSoore Dryden
 - December 9, 2022: Bold Ideas Panel Discussion: The Scarborough Charter, a call to account, a call to solidarity. Drs. M. Anderson, I. Whetter, and D. Douglas
- **Other Events**
 - March 20, 2023: Panel Discussion The Role of Disaggregated Data in the Disruption and Dismantling of All Forms of Racism. Drs. M. Anderson, D. Douglas, and Karen Sharma

Commitment

The Rady Faculty of Health Sciences promotes and supports a community that embraces equity, diversity and inclusion, provides for equality of opportunity and recognizes the dignity of all people. These are key values to create an inclusive community for all.



Concrete Actions

- **Adoption of EDI Policy**
- **Creation of Office of EDI**
 - Project Developer
 - Anti-ableism Research Assistant
 - Family Centre
- **Coordination of Community of Practice**
- **RFHS EDI Committee**



Concrete Actions

Taking Down Ableism

- While we are compliant to the Accessibilities for Manitobans Act, we recognize we need to do more to identify, address and dismantle ableism of on our campuses.
- The Rady Faculty of Health Sciences (RFHS) is largely uninformed about ableism, though it is in a critical position as it delivers health professional education.
- RFHS Working Group, “Taking Down Ableism” has created an action plan for actively identifying, acknowledging, and dispelling ableism in the RFHS and supplying valuable lived experience from the perspectives of disabled people, and education toward a disability positive philosophy, politics, space, and practice.
- The Action Plan will inform and build on an Anti-Ableism Policy



Phase 2 and 3: Creating a Climate for Transformational Change

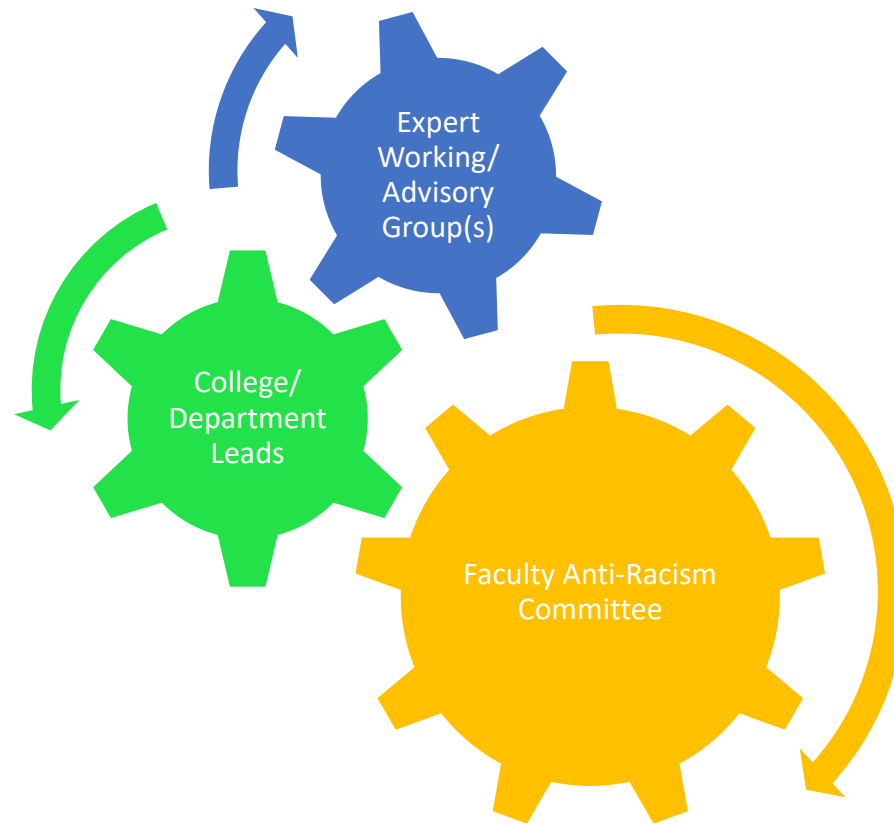


1. Build structures and governance that support the implementation of the anti-racism policy.

- ***Create a committee/council structure that engages the Faculty in the work of anti-racism, provides senior administrative leadership support, and supports the implementation of anti-racism initiatives within each College.***
- Timeline for completion: January 2023



Anti-Racism Committee/Council Structure



2. Ensure students, staff and faculty receive ongoing education in understanding and addressing racism.

- ***Develop College-Specific and Inter-Professional anti-racism curricula and a curriculum change model that identifies and incorporates racial diversity to enhance the knowledge of all health professional learners.***
 - Develop Faculty-wide core competencies in racism and anti-racism.
 - Ensure BIPOC scholarship is represented in the curriculum.
 - Add an antiracism statement on every course outline/relevant curriculum units that states the RFHS commitment to fostering and maintaining a learning and work environment that is free of racism.
- Timeline for Completion: August 31, 2023



COURSE SYLLABUS STATEMENT: Anti-Racism and Social Justice

Building on the 2011 *University of Manitoba Statement of Apology and Reconciliation to Indian Residential School Survivors*, the Rady Faculty of Health Sciences wholly accepts the Principles of Reconciliation outlined in the TRC. In August 2020 the Rady Faculty Executive Council approved the Disruption of All Forms of Racism Policy, the first of its kind in the country. In January 2022 the University of Manitoba became a signatory to the Scarborough Charter on Anti-Black Racism and Black Inclusion in Canadian Higher Education. In light of the fact that the health sciences represent multidisciplinary fields which bring together faculty, instructors, staff, and learners from a wide range of social backgrounds, experiences, and ways of learning, this anti-racism statement affirms our commitment to these meaningful initiatives. This insert [name of Program/Department/Unit] shares the Rady Faculty's commitment to foster learning and work environments that fully respect Indigenous, Black, and racialized peoples' right to freedom from racism, racial discrimination, racial harassment, or racial vilification. Everyone benefits from education and training that not only recognizes, but respects, and promotes the dignity, accessibility, and safety of racialized, trans and gender-diverse peoples, regardless of their age, income, social status, religion, ethno-linguistic, nationality, and citizenship status. Attending to the diverse needs of our UM members and community partners is essential to creating more just and substantive health equity for all by fostering excellence in scholarship, practice, and health outcomes. We all have a role and responsibility to actively engage in anti-racist practice(s) and social justice measures that are integrative, collaborative, and sustainable. Your participation is essential to not only learn, lead, and serve in an increasingly diverse society, it is foundational to cultivating and promoting a community of engagement and accountability that challenges oppression and the structural and procedural inequalities that exist. This statement speaks to the urgency and necessity of working together to create spaces 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.



2. Ensure students, staff and faculty receive ongoing education in understanding and addressing racism.

- ***Develop a series of educational modules that support implementation of the policy.***
 - Initial Modules:
 - Introduction to the policy (Completed)
 - Overview of racism and antiracism
 - How to receive/ respond to a disclosure of an experience(s) of racism
 - Timeline for completion: December 2023



3. Pursue racially equitable representation at all levels as an integral step to cultural transformation and creation of a safer, more just, and inclusive RFHS.

- ***Commit to increasing BIPOC faculty and staff in all of the Colleges based on intersections with gender identity, gender expression, ethnicity, language, disability, sexual diversity, family status, class, and other aspects of identity.***
 - Develop and implement a process to understand the current representation of BIPOC faculty and staff, and to monitor progress.
 - Collaboratively set hiring goals for senior administrators, staff, and Faculty positions.
 - Establish community and individual supports that will increase recruitment and retention.
- Timeline for completion: December 31, 2023



What does Equity have to do with Academic Hiring and Learner Selection?

- Academic Hiring and Learner Selection are key components to advancing equity and creating a meaningful diverse and inclusive work and learning environment
- Both processes are embedded in our structures and systems, and thus reflect inequities present in these systems
- Individual and collective practices can either reinforce or counter inequities
- Every committee member is responsible for ensuring the committee makes decisions consistent with human rights and anti-discrimination legislation
- Best practices should also promote equity



Doing things differently

Equity-based Practices for Academic Hiring

- Attend Equity-based Practices for Academic Hiring Session
- Ensure the Search Committee is diverse
- Be accountable to yourselves at all stages of the process
- Discuss and review processes prior to beginning
- Ensure equity and anti-racism are considered in the 'how,' 'what' and 'why'
- Consider target recruitment
- Create accurate criteria for the role
- Request EDI Statement
- Advertise widely
- Include two EDI questions in the interview
- Assess all candidates using a matrix based only on the established criteria
- Use matrix to assess EDI statements
- Determine diversity in shortlist
- Diverse Hire

Search Committee Worksheet to support best practices



Phase 2 and 3: Enabling and Engaging the Faculty Community



4. Continually communicate the priority focus and progress on the work of anti-racism and racial equity.

- ***Develop and implement a monitoring and reporting framework that includes indicators for key elements of implementation of the anti-racism policy and anti-racism strategy.***
 - This will include but not be limited to:
 - Racial climate survey
 - Formal and informal complaints of racism including types of outcomes/ resolutions
 - Student and workforce representation
 - Educational participation and outcomes
- Timeline for completion: June 20, 2023



Phase 4: Implementation and Sustaining Change



Accountability

Adding Anti-racism and EDI Indicators to Leadership, Faculty and Staff Performance Reviews

Competencies

- Models Inclusive Leadership Behaviours:
Creates safe work environment for systemically excluded groups
- Demonstrated commitment to supporting and implementing anti-racism initiatives

- Timeline for Completion: June 30, 2023



Participation as a Social Justice Principle

Committee Terms of Reference Review

- Equity is about both processes and outcomes
- Assessment of representation needs to consider racial/ ethnic and Indigenous diversity, gender diversity, and accessibility
- Studies indicate that more diverse groups are better at problem-solving and creative decision making than non-diverse groups.
- It is imperative that all committee TORs are reviewed with an equity and anti-racism lens to ensure diverse perspectives are included and welcomed, and there are explicit statements that align with the anti-racism and EDI policies
- **Worksheet Development:** Time to Completion January 31, 2023
- **Faculty/ College/ Departmental TOR Review:** Time to Completion December 31, 2023



What Are We Asking for from You?

- Include the anti-racism statement in course syllabi or as guides for sessional facilitators
- Appoint Leads for Indigenous Health, Anti-Racism, EDI
 - Consider committees to support implementation
- Attend and engage in learning opportunities
- Utilize updated performance review form to ensure ongoing relevant learning and application of new knowledge
- Review Committee TOR and Representation to improve alignment and implementation
- Promote participation in different data collection initiatives
- Complete and submit worksheets for academic hiring and resident selection





University | Rady Faculty of
of Manitoba | Health Sciences