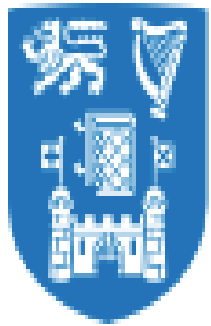


Joint Session



Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin



RCSI

**UNIVERSITY
OF MEDICINE
AND HEALTH
SCIENCES**

Objectives

- To gain an appreciation for DEI efforts that have been developed across different areas in the Schools of Medicine at Trinity College Dublin and RCSI
- To solicit creative ideas and input related to new DEI initiatives or domain areas where the organizations are feeling particularly challenged
- To facilitate a community of practice in DEI across the two schools

Getting to Know Each Other

- Name
- Professional role(s)
- Ice breaker
 - Three words you'd use to describe yourself
 - Share a little about why you selected those words

Session Outline

- Working definitions: Reena
- Summary of reports from TCD and RCSI: Reena
- Update on areas of work/effort related to racism and bias
 - Liz Hughes, Head of Equity, Diversity and Inclusion, RCSI
 - Lorraine Leeson, Associate Vice Provost for EDI, Trinity College Dublin
- Discussion related to areas of opportunity: all
- Questions

Working Definitions

- Race: a social construct; not a biologic category. During colonialism and slavery, for example, race was artificially imposed on people to create a moral hierarchy to justify the harm that inequitable systems inflicted.
- Ethnicity: a social category; identification of population groups characterized by common ancestry, language and/or customs
- Ancestry: shared traits based on genetic similarities of ancestors and accounts for the complexity of geographic variation and fluidity

Working Definitions

- Intersectionality: The interconnected nature of social categorizations (race, class, gender, sexual orientation) as they apply to an individual or group, regarded as creating overlapping and interdependent systems of discrimination or advantage¹
- Racism: organized systems within societies that cause avoidable and unfair inequalities in power, resources, capacities and opportunities across racial or ethnic groups

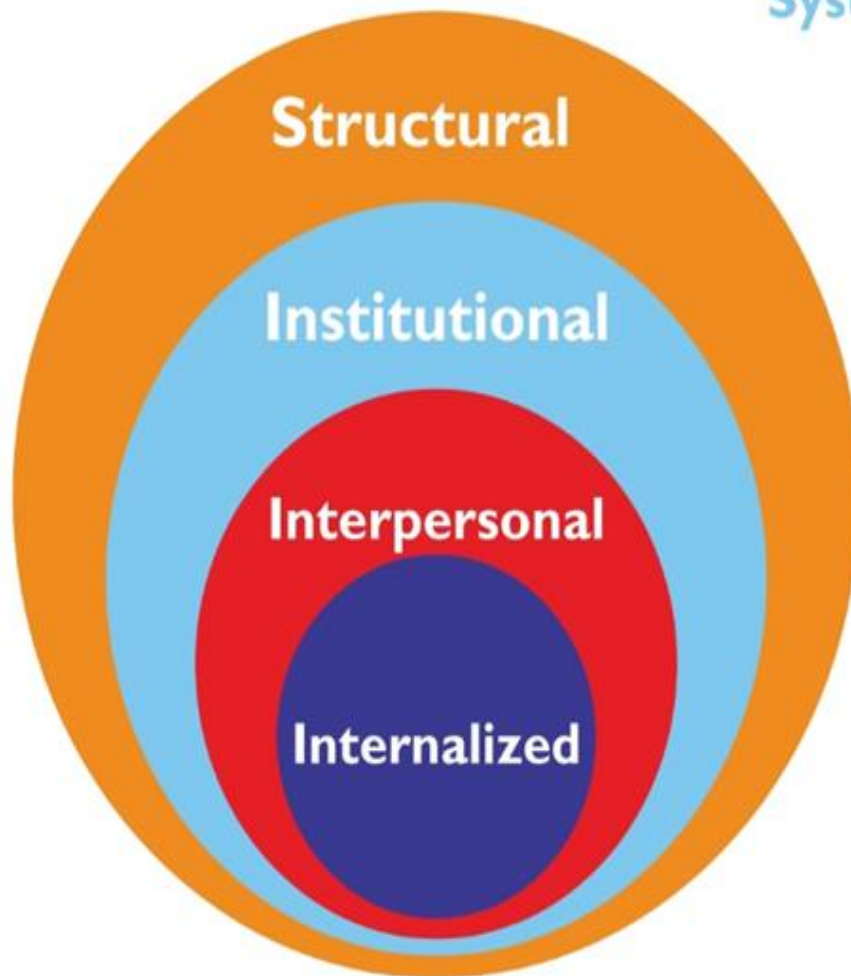
Levels of Racism

Structural racism

Structural racism is the established hierarchy of groups based on perceived “race”. The hierarchy was created to designate superiority to one group in order to benefit from the oppression and exploitation of other groups.

Interpersonal racism

Interpersonal racism is the beliefs, attitudes, and behaviours of individuals based on bias, stereotypes and prejudice. Expressions may be conscious or unconscious, and range from subtle to violent. her groups.



Systemic/Institutional racism

Systemic/Institutional racism is prejudice and privilege embedded in the policies, practices, and programs of systems and institutions, including in the public, private, and community sectors. Representatives may act with or without racist intention.

Internalized racism

Internalized racism lies within individuals. We absorb the cultural racism ideas of the racial hierarchy and accept inequity as normal. People targeted by racism come to believe that the stereotypes & prejudices of racism are valid. People privileged by racism believe their own superiority.

Working Definitions

- Underrepresented in Medicine (URiM): Those racial and ethnic populations that are underrepresented relative to their numbers in the general population

DIVERSITY



EQUITY



INCLUSION



Equality Versus Equity





Trinity College Dublin
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The University of Dublin



Immigrant
Council of
Ireland

Trinity Equality
Fund 2022

Stand Up, Speak Out! Racial Justice in Healthcare Education

Experiences of Minoritised Ethnic Students

Report 2022

Aaron Koay, Miriam Galvin, Claire Murphy, Cathy Cunningham, Teresa Buczkowska, Valéria Aquino, Lena Doherty, Olayinka Aremu, Vibhuti Arya, Maria Elena Costa Sa and Lucy Michael



Faculty of Health Sciences EDI Group | Immigrant Council of Ireland



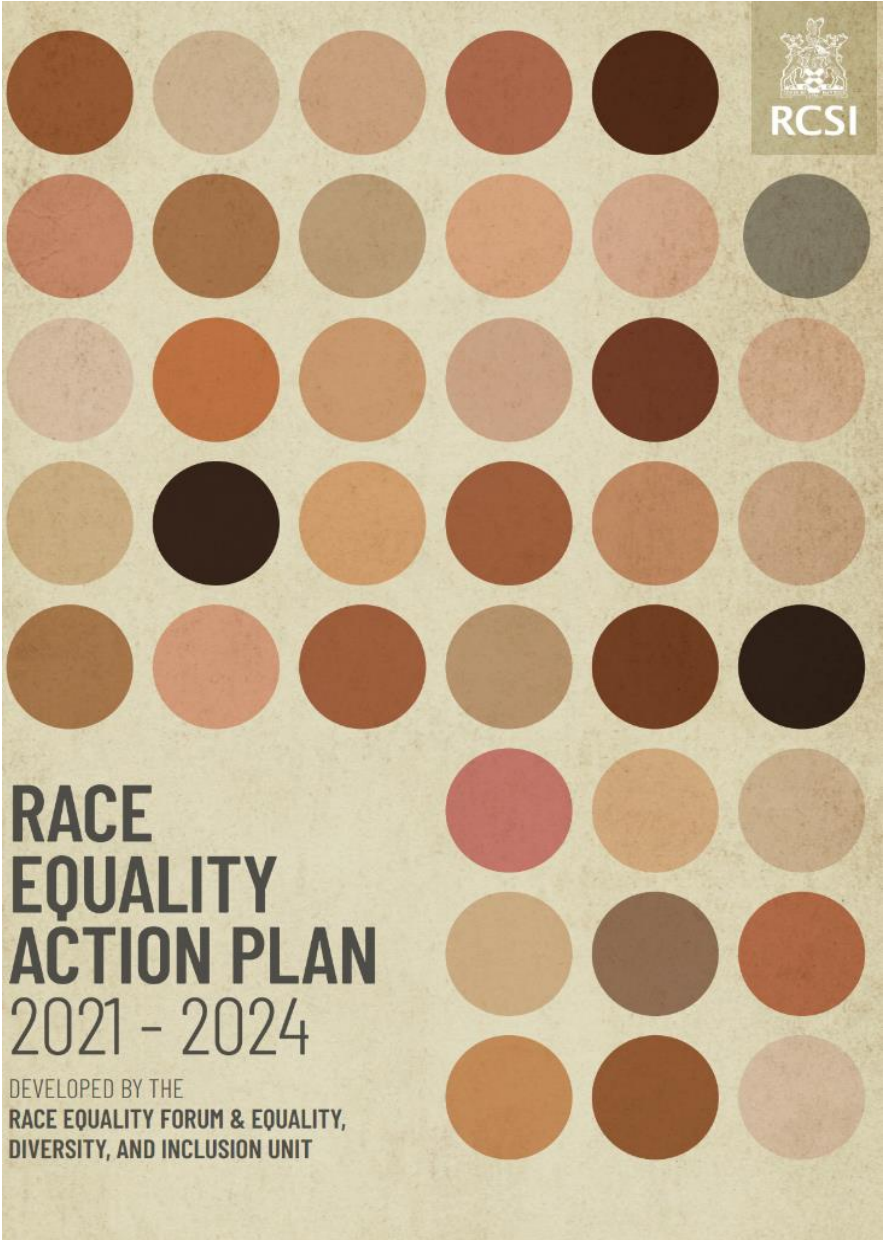
Icahn
School of
Medicine at
Mount
Sinai

Trinity: Stand Up Speak Out

- Funded by Trinity Equality Fund 2022
- Racial justice convening with 11 minoritised ethnic healthcare students, faculty and staff
- Keynote presentations and facilitated break out sessions
- Identification of key areas of concern and calls to action

Trinity: Areas of Opportunity

- Curriculum and Assessment
 - Content
 - Pedagogy
 - Assessment bias and inequitable attainment gaps
- Faculty and staff
 - Representation and diversity of leaders (student representatives, senior academic staff)
 - Racial justice training
- Policies, Practices and Procedures
 - Reporting mechanisms
 - Support for those victimized
- Fostering a culture of inclusion
 - Open dialogue
 - Preparing students for clinical placements
 - Acknowledging and incentivizing contributions by minoritized students



RCSI: Race Equality Action Plan

- Developed collaboratively with students, staff and with input from Pavee Point
- Race equality statement

“In the pursuit of our mission to ‘educate, nurture and discover for the benefit of human health’, RCSI is committed to equitable treatment of all, regardless of race or ethnicity. We **acknowledge that racism, systemic inequality, and discrimination exists in our society.** We **reject racial discrimination in all its forms** as wrong and fundamentally inconsistent with our mission and values. Ensuring race equality and addressing discrimination at all levels is a key priority for RCSI. Through the Race Equality Forum, we commit to **work collaboratively with RCSI students, staff, trainees and the wider community** to create an inclusive environment where we can all reach our full potential, and where every voice is heard, celebrated, and respected”

RCSI: Work Streams

- Foundation: Publicly commit to tackling racial discrimination and harassment
- Data: Collect, review and communicate representation, inclusion and opportunities data
- Policies and Procedures: Develop policies and practices to tackle racial discrimination, inequality and harassment
- Education and Research: Improve curriculum, teaching and research related to racism
- Report and Support: Develop safe, confidential and accessible reporting systems for incidents of racial discrimination and harassment
- People: Attract and promote diverse talent of faculty, staff, students and alumni

RCSI: Further Development

- Each work stream has
 - Evidence-based action plan
 - Clarity on where responsibility lies
 - Defines what success would look like
 - A timeline

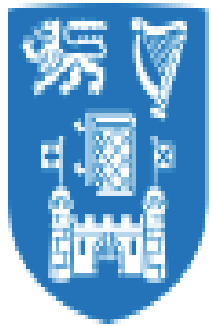
WORKSTREAM EDUCATION & RESEARCH

YEAR	NO.	RESPONSIBILITY	ACTION	MEASURE OF SUCCESS
2	5.1	HPEC; REF Education & Research Workstream	Undertake benchmarking exercise to identify best practice in making healthcare education inclusive and reflective of patient diversity.	Benchmarking exercise of international best practice in inclusive healthcare education completed.
	5.2	THEP; SU- Faculty in partnership with students	Formally incorporate content related to cases, images, diagnostics and risk factors with an anti-racism focus including spiral design through the years, with an aligned focus on learning and teaching modality.	Curriculum revised to include a diversity of cases, images, diagnostics and risk factors that embed race equality in learning and teaching.

Comparing the Reports

Trinity Stand Up Speak Out Report	RCSI Race Equality Action Plan
Curriculum and Assessment	5.1
Content	5.2
Pedagogy	5.3
Assessment bias and inequitable attainment gaps	5.4
Faculty and staff	5.5
Representation and diversity of leaders (student representatives, senior academic staff)	1.5
Racial justice training	2.4
Policies, Practices and Procedures	4.4
Reporting mechanisms	5.5
Support for those victimized	7.3
Fostering a culture of inclusion	7.5
Open dialogue	3.1
Preparing students for clinical placements	6.1
Acknowledging and incentivizing contributions by minoritized students	6.2
	6.4

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