



Diversity and Inclusion in the Anatomy Lab

Faculty Communities for Inclusive Teaching, 2018

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Project Overview

A series of workshops and discussions were completed regarding diversity & inclusivity issues specific to Anatomy teaching. From these discussions, a research plan was developed to investigate what aspects of diversity and inclusion are of most importance to students participating in a dissection- and team-based Anatomy course (DENT 545).

Participants

Participants of workshops/discussions:

- 7 faculty members of the Division of Anatomical Sciences
- 2 teaching assistants

Participants in survey:

- 108 first-year Dental students (D1) enrolled in DENT 545: Gross Head & Neck Anatomy
 - Requested to take survey
- Pre-survey participants: n = 62
- Post-survey participants: n = 37

Resources

CRLT provides many excellent resources both through their website and provided bibliographies. Many of these resources were discussed and used to guide future research.

Artifacts

Diversity herein is defined as including (but not limited to) race and ethnicity, gender and gender identity, sexual orientation, socioeconomic status, language, culture, national origin, religious commitments, age, (dis)ability status, and political perspective. As such, how diverse would you rate the dissection team assigned to your table?

1 2 3 4 5
Not at all diverse ○ ○ ○ ○ ○ Extremely diverse

How important was the diversity of your dissection team to your ability to learn and understand anatomy?

1 2 3 4 5
Not at all important ○ ○ ○ ○ ○ Extremely important

How diverse of a dissection team would you have preferred for Anatomy Lab?

1 2 3 4 5
Not at all diverse ○ ○ ○ ○ ○ Extremely diverse

Inclusive teaching is herein defined as involving deliberately cultivating a learning environment where all students are treated equitably, have equal access to learning, and feel welcome, valued, and supported in their learning. Such teaching attends to social identities and seeks to change the ways systemic inequities shape dynamics in teaching-learning spaces, affect individuals' experiences of those spaces, and influence course and curriculum design. As such, how inclusive would you rate the Anatomy Lab curriculum?

1 2 3 4 5
Not at all inclusive ○ ○ ○ ○ ○ Extremely inclusive

Given the definition of inclusive teaching (above), how inclusive would you rate the over-all Anatomy curriculum?

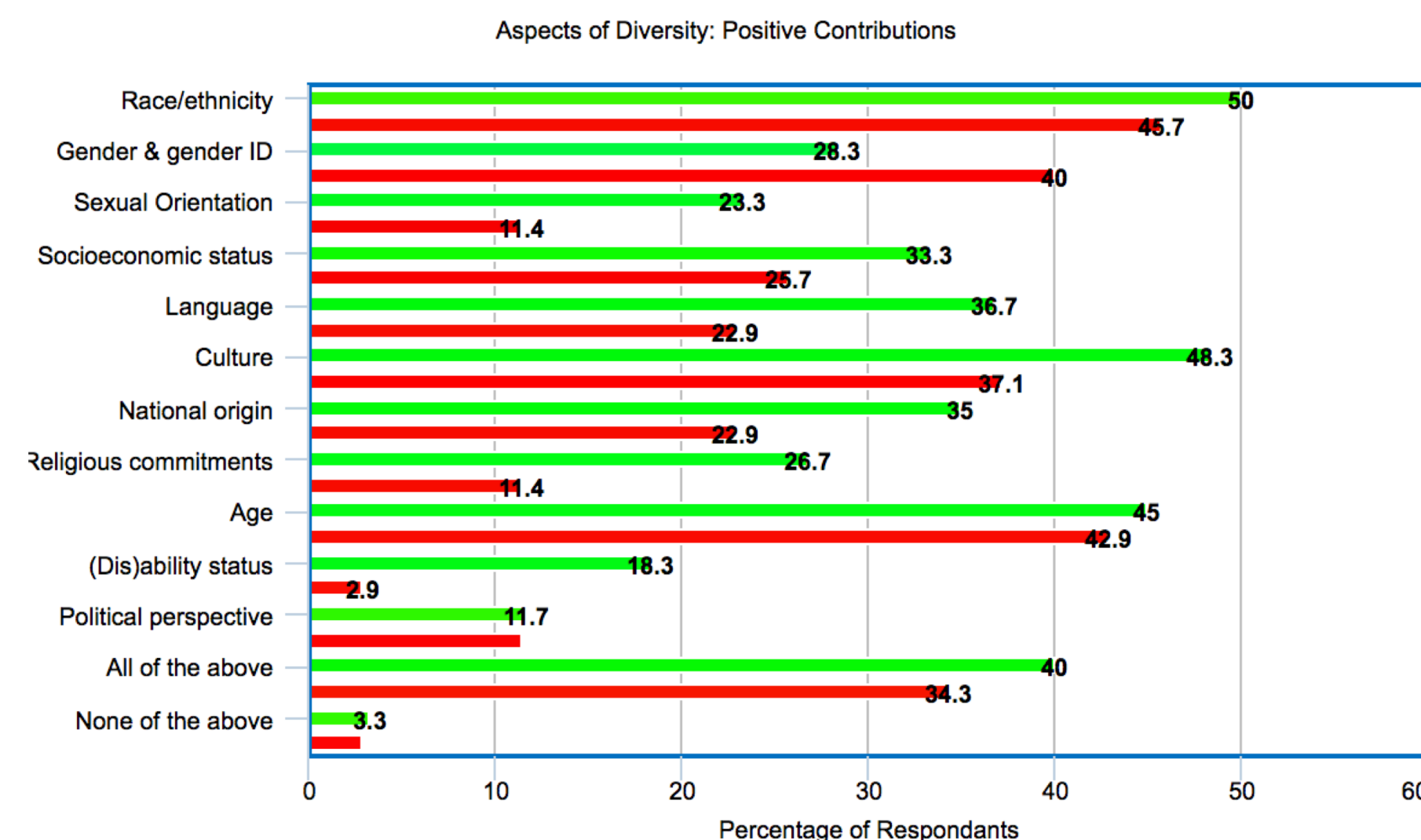
1 2 3 4 5
Not at all inclusive ○ ○ ○ ○ ○ Extremely inclusive

What aspects of diversity do you feel positively contributed to a learning environment? (check all that apply)

- ☐ Race/ethnicity
- ☐ Gender and gender identity
- ☐ Sexual orientation
- ☐ Socioeconomic status
- ☐ Language
- ☐ Culture
- ☐ National origin
- ☐ Religious commitments
- ☐ Age
- ☐ (Dis)ability status
- ☐ Political perspective
- ☐ All of the above
- ☐ None of the above
- ☐ Other...

Without mentioning names, please feel free to provide any feedback or recommendations related to either diversity or inclusive teaching in DENT 545. Thank you for your participation.

Long answer text



Key Insights/New Questions

- The majority of students considered the Anatomy curriculum to be inclusive (53.2% pre- & 56.8% post-survey), based on the the definition of inclusive teaching.
- Students differed considerably in how important diversity is within a dissection team.
- Some qualitative comments provided actionable insights in how to improve an inclusive environment
- Need to better understand why certain aspects of diversity are considered 'more important.'

Next Steps

- Conduct similar research to better understand aspects of demographic differences between perspectives on diversity and inclusion
- Utilize tools (CatMe) to assign dissection teams
 - Assess the efficacy of these assignments
- Continue diversity & inclusion workshops with the teaching team in the Division of Anatomical Sciences
 - Develop effective means incorporate teaching methodology in a team-teaching environment.
- Present effective methodology at national conferences