Diversity and Inclusion in the Anatomy Lab
Faculty Communities for Inclusive Teaching, 2018
B. Kathleen Alsup and Glenn M. Fox
Division of Anatomical Sciences, Dept. of Surgery, University of Michigan Medical School

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).

Artifacts

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 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.

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.