



# THE UNIVERSITY OF BRITISH COLUMBIA

**Cellular & Physiological Sciences  
REDI (Respect, Equity, Diversity, and Inclusion) Meeting  
Friday, November 20, 2020  
3:00-4:45 PM, via Zoom**

**Present:** Dr. Elizabeth Rideout, Zaira Khan, Dr. Olusegun Oyedele, Lianna Wat, Lesley Hill, Mark Mendoza

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This meeting was called to: approve the Minutes from the last meeting (October 19, 2020), discuss matters arising from the previous minutes, approve, edit and remove ISAT questions, assign action items for the next meeting.

(underline text = action items / for next REDI meeting agenda)

## **Approval of Agenda**

- Agenda was approved

## **Approval of Minutes**

- Minutes were approved

## **Matters arising from the Minutes**

Wat asked when the one-year term starts, and Dr. Rideout responded that it would probably be from September to September, and the committee can work on such details.

## **Terms of Reference**

Dr. Rideout thanked the committee for working hard on the REDI Committee Terms of Reference at the last meeting. She also noted that the Terms of Reference document will be going forward for a vote at the faculty meeting.

## **ISAT: cutting, editing and adding questions/comment boxes**

Dr. Rideout mentioned that UBC has the inclusion self-assessment tool or the ISAT, and the committee will work on it. Specifically, UBC makes one standard inclusion self-assessment tool that all departments and administrative units will use.

Dr. Rideout suggested the committee will focus on removing questions that are irrelevant to the department, editing questions that do not make sense, and adding questions, then the committee can correct the small details on the Google docs after the meeting.

The majority of the committee agreed.

**1.1 [Communications] Our department takes into account issues of equity, diversity, and inclusion when planning communication, materials and images displayed or circulated by our department.**

The majority of the committee agreed to keep this question.

Dr. Rideout noted that every question would have a comment box so that if people want to add detail to their answer.

**1.2 [Physical space] Our department ensures that our physical spaces are accessible and welcoming for all students, staff and faculty, in particular individuals from historically, persistently, or systemically marginalized groups.**

The majority of the committee agreed to keep this question.

**1.3 [Events] When our department holds events, we have a process in place to ensure equitable access and an inclusive experience.**

Khan asked for a clarification.

Dr. Rideout suggested specifying what type of event by giving examples such as research day, social event, undergrad welcome day, etc

Khan agreed with Dr. Rideout's suggestion.

**1.4 [Formal and Informal Leadership] Leaders and influential faculty, staff and students in our department promote equity, diversity, and inclusion through their actions and decisions.**

Dr. Rideout added some examples for students, such as hiring, merit, promotion, nominations for awards, CPHYGS membership/executive, running inclusive events, committee member selection.

**1.5 [Human rights] Our department has a process to ensure everyone is aware of campus resources and support for concerns around human rights and respectful environments.**

The majority of the committee agreed to keep this question.

**1.6 [Conflict engagement] Our department has clear processes in place to address conflict as it emerges in the day-to-day functioning of the department.**

Rideout changed "conflict" to "EDI-type conflict".

Khan pointed out that the department uses and goes through UBC policies.

Dr. Rideout responded that she is aware of the Faculty of Medicine's process, which needs improvement to make it more student-friendly, and hopes that the Dept will start dealing with EDI-type conflict locally.

The majority of the committee agreed to keep this question.

### **1.7 [Department priority] Insert your unit's priority statement here.**

Wat suggested removing this question because she does not know what the priority statement is.

Dr. Rideout agreed that the department currently does not have priorities yet. She also noted that after the first run of the ISAT, we will develop priorities.

The committee agreed to remove the question.

### **2a.1 [Search] Our department prioritizes recruitment of historically, persistently, or systemically marginalized faculty and instructors in accordance with UBC policies and relevant collective agreements.**

Khan asked if this was an appropriate question because the department hires the best candidate regardless of whether they are marginalized nor not.

Rideout shared her thoughts that it because the faculty is mostly white, that the department's hiring process likely has some bias.

Wat shared a study result that regardless of gender, CVs with ethnic names were thrown out more often than CVs with Western names, even though they were the same caliber.

Khan agreed with Wat.

Dr. Rideout suggested that we will leave the question in and see what people say about it. And then the committee have to decide what to do about it.

Mendoza commented that he thinks this question refers to the beginning of the recruitment process when the department tries to bring in a diverse pool of applicants, not the final hiring stages. He suggested leaving the question in.

Dr. Oyedele shared his thoughts that what this question is driving at is if we are doing enough to look broadly and make this a priority and that we can find excellence and also being inclusive and diverse, as well as defining excellence in our considerations.

Dr. Rideout agreed with Mendoza and Dr. Oyedele.

The majority of the committee agreed to keep this question.

### **2a.2 [Hiring] Our department's faculty and instructor hiring processes take into account equity issues and concrete contributions to equity, diversity, and/or inclusion in its evaluation of merit, consistently with UBC policies and relevant collective agreements.**

Mendoza initially left a comment on the Google docs:

"I think it is important to include the formation of the search committees when it comes to hiring as we want to ensure EDI here as well."

Rideout added examples, such as hiring/search committees and HR processes.

The majority of the committee agreed to keep this question.

**2a.3 [Tenure, promotion, and merit] Our department considers equity, diversity and/or inclusion-related work to be integral in how scholarship, teaching, service, and educational leadership are evaluated during merit, tenure, and promotion processes, consistent with UBC policies and relevant collective agreements.**

The majority of the committee agreed to keep this question.

**2a.4 [Mentorship] Our department creates opportunities for mentorship that support faculty and instructors from historically, persistently, or systemically marginalized groups.**

The majority of the committee agreed to keep this question.

**2a.5 [Service distribution] Our department has processes in place to ensure that service workloads are distributed equitably.**

The majority of the committee agreed to keep this question.

**2a.6 [Department priority] Insert your department's priority statement here.**

Dr. Rideout will remove this question for the same reason as 1.7.

## **2b. Our staff (including student, part-time, term staff)**

Wat suggested that students should have their own section, because the students and staff do not overlap in terms of hiring, scholarship etc.

Dr. Rideout asked the committee for their thought on Wat's opinion.

The committee agreed with Wat's opinion.

Dr. Rideout duplicated the section to make a section for students only. She also asked Hill where postdoctoral fellows would fall into.

Hill answered that it depends on what the questions are, whether the questions in the student area apply to postdocs.

Dr. Rideout suggested to put "early career", then define that it is students, postdocs, or undergrads.

Mendoza asked where we would put research associates because he does not think they are early researchers.

Wat asked if it is possible to select what you are, in terms of students, postdocs, staff etc, then respondents have the tailored questions.

Dr. Rideout was not certain. However, she suggested that respondents select "not applicable" if questions do not apply to them, then committee will go through staff questions and students and see if the committee can make the questions applicable to the different groups.

**2b.1 [Recruitment] Our department's recruitment efforts actively seek to increase the diversity of candidates.**

The majority of the committee agreed to keep this question.

**2b.2 [Hiring] Our department's recruitment process takes into account equity issues and concrete contributions to equity, diversity, and inclusion in its evaluation of merit when recruiting candidates, consistent with UBC policies and relevant collective agreements.**

Dr. Rideout noted that she would make a note to add hiring committee, HR processes, interviews and HR reps.

The majority of the committee agreed to keep this question.

**2b.3 [Retention and promotion] Our department's award, recognition and promotion procedures recognize contributions to equity, diversity and inclusion, consistently with UBC policies and relevant collective agreements.**

The majority of the committee agreed to keep this question.

**2b.4 [Mentorship] Our department creates mentorship opportunities for supporting career development, particularly people from historically, persistently, or systemically marginalized groups.**

The majority of the committee agreed to keep this question.

**2b.5 [Department priority] Insert your unit's priority statement here.**

Dr. Rideout will remove this question for the same reason as 1.7. She will also change the numbering.

**Student section - 2b.1 [Recruitment] Our department's recruitment efforts actively seek to increase the diversity of candidates.**

Khan responded that it is a good thing to have this question because there is no diversity.

The majority of the committee agreed to keep this question.

**2b.2 [Hiring] Our department's staff hiring process takes into account equity issues and concrete contributions to equity, diversity, and inclusion in its evaluation of merit when hiring candidates, consistent with UBC policies and relevant collective agreements.**

Dr. Rideout changed "Our department's staff hiring process" to "Our department's recruitment process".

Khan shared her opinion that this does not apply to undergrads.

Dr. Rideout suggested adding “This question does not apply to me” and also “This question does not apply to the department”.

Hill suggested to remove the question and Wat agreed because the question does not apply to the department.

Dr. Rideout responded that she would like to let people decide whether it is relevant to them and the department.

Dr. Rideout will change NA to “This question does not apply to the department” and “This question does not apply to me.” in the two separate categories. She also reminded the committee that every question would have a comment box.

Khan gave an example that it may not apply to the undergrad students who are in the program, however, it may apply to the co-op students.

The majority of the committee agreed to keep this question.

**2b.3 [Retention and promotion] Our department’s, recognition and promotion procedures recognize contributions to equity, diversity and inclusion, consistently with UBC policies and relevant collective agreements.**

Dr. Rideout added “award” before recognition.

The majority of the committee agreed to keep this question.

**2b.4 [Mentorship] Our department creates mentorship opportunities to support staff at all levels, particularly people from historically, persistently, or systemically marginalized groups.**

Dr. Rideout changed “to support staff at all levels” to “for supporting career development”.

The majority of the committee agreed to keep this question.

**2b.5 [Department priority] Insert your unit’s priority statement here.**

Dr. Rideout will remove this question for the same reason as 1.7.

**2c.1 [Outreach] Our department’s outreach efforts actively seek to increase the diversity of the students, faculty, and/or staff accessing and enrolling in our programs and services.**

Wat initially commented on the Google docs:

“What do we mean by outreach efforts? I'm not aware of any CPS outreach efforts?”

Dr. Rideout responded to Wat’s comment that we are not aware of any efforts, and that is why we should ask this question.

**2c.2 [Engagement] Our department prioritizes and creates opportunities for the active participation and engagement of students, staff and faculty from historically, persistently, or systemically marginalized groups, within our programs and services.**

The majority of the committee agreed to keep this question.

**3.1 [Research topics] Our department supports research that advances equity, diversity, and/or inclusion as related to our field of inquiry.**

Hill initially commented on the Google docs:

“Would it be possible to get add something to the ISAT to get feedback from department members on how we might do this? i.e. ways to engage different student groups”

Dr. Oyedele raised concern that changing the language may not make it consistent with the other parts of the survey.

Dr. Rideout suggested that the committee leaves the question and see what people would say in the comment box.

**3.2 [Course information] Our department makes course information, timetabling, and learning materials available in sufficient time and in varied and accessible formats as appropriate.**

The majority of the committee agreed to keep this question.

**3.3 [Curriculum planning and design] Our department promotes an approach to planning and design of courses, programs and specializations that is informed by equity, diversity, and inclusion.**

The majority of the committee agreed to keep this question.

**3.4 [Teaching practices] Our department supports our instructors to incorporate multiple and equitable ways of teaching and assessing students to optimize learning for all students.**

Dr. Rideout asked for the committee’s consent to including an equivalent question for research. She, then, duplicated the question and changed [teaching practices] to [Research practices].

**3.6 [Community/public engagement] Our department’s engagement with local and global communities uses equitable and inclusive practices.**

WAT initially commented on Google docs:

“Does the CPS dept do this? perhaps remove”

Anonymous initially responded to Wat’s comment on Google docs:

“I would suggest that our speaker series (seminars) is one example of engagement with local, national and global communities.

Dr. Rideout shared her thoughts that a seminar series is a great example, and we should engage with more global communities to recruit.

**3.7 [Knowledge] Our department creates opportunities for students, faculty, and staff to understand what diversity, inclusion and equity are and why they are an essential part of academic and personal development.**

The majority of the committee agreed to keep this question.

**3.8 [Department priority] Insert your department's priority statement here.**

Dr. Rideout will remove this question for the same reason as 1.7.

Dr. Rideout mentioned that the reflection questions. They are something we have to ask ourselves after the survey, and then this is going to be the framework that we will use to decide what we need to do to go forward. Therefore, we do not need to deal with these questions now.

### **Additional Questions**

**“The faculty and staff in our Department includes enough people from historically, persistently, or systemically marginalized groups such that the trainees feel they are adequately represented in these more senior ranks.”**

**“Previous efforts to increase the proportion of people from historically, persistently, or systemically marginalized groups at the faculty, staff, student, and postdoctoral level have produced sufficient change in Department demographics.**

**“Our Department has a clear action plan regarding equity, diversity, and inclusion that is widely disseminated and regularly adjusted to increase the number of Department members of all positions and ranks from historically, persistently, or systemically marginalized groups.”**

**“Our Department has a clear action plan regarding the integration of equity, diversity, and inclusion considerations into all of the Department's research, teaching, administrative and community outreach/engagement activities.”**

Dr. Rideout asked the committee for their thoughts on the first two questions:

Wat shared her thoughts that the questions are great and she had a similar question in her mind. She also suggested that we should also include postdocs, grad students and undergrads.

Dr. Rideout agreed and added “student, and postdoctoral” after “staff” in the second question.

Dr. Rideout proposed the questions as potential additions to the survey and asked for the committee's opinion.

Dr. Oyedele agreed, however, he commented that the language should be changed to be consistent with the other questions. He also mentioned the last two questions are more related to the plans that will be communicated after the first survey.

Dr. Rideout agreed.



Khan suggested to save the last two questions for another survey.

Hill also suggested that we should add the questions with the priority statement questions that are removed from each section.

Dr. Rideout agreed to Khan and Hill and stated that she will change the language in the first two questions and save the last two questions for future surveys.

### **Survey Audience**

Dr. Rideout suggested that the audience should be students, faculty, staff, any instructors, undergrads, grad students, research associates postdocs - people that are working in the department. She also asked Dr. Oyedele and Khan their opinions on associate department members and undergrads that newly left the department.

Khan responded that we should include associate people, recent graduates, we also have affiliate faculty at UBC, UVIC and UBCO.

Dr. Rideout asked if we should include past undergrads, or keep it to current undergrads.

Khan suggested to keep it to current undergrads, and Dr. Oyedele agreed with her.

Dr. Rideout commented that she will add the audience to the new Google docs that she will create.

### **Action Items for Next Meeting**

Dr. Rideout asked the committee if there are any issues to discuss in December.

Khan and Wat responded that they should wait to have next meeting until they have the survey results.

Dr. Rideout suggested that in January, when the committee sees the response rate, the committee will discuss and decide on how to analyze the survey data and how to move forward using the survey.

The majority of the committee agreed.

Wat asked if the committee needs to discuss the date where we want to send out the survey and how often we will send the reminders.

Dr. Rideout suggested that the committee will open the survey in the beginning of December for two weeks and send out multiple reminders.

Khan noted that the survey should be open until the end of December as students have exams in December.

Dr. Rideout supported Khan's opinion. She also mentioned that she will coordinate with Khan on how to send the survey out.

Dr. Rideout will update the ISAT questions and send out to the committee members, and then REDI members will review and change it as needed.

Once all the changes are made, the committee members will approve the ISAT questions and email to Dr. Rideout.

After the members' approvals, Dr. Rideout will edit and tweak the questions in Qualtrics.

Dr. Rideout will send out doodle poll for the next meeting in January over the next few weeks