



THE UNIVERSITY OF BRITISH COLUMBIA

**Cellular & Physiological Sciences
REDI (Respect, Equity, Diversity, and Inclusion) Meeting
Monday April 19, 2021
3:00 - 4:00 PM, via Zoom**

Present: Dr. Elizabeth Rideout, Zaira Khan, Dr. Olusegun Oyedele, Dr. Hakima Moukhles, Lesley Hill, Lianna Wat, Rebecca Liu, Mark Mendoza, Aryannah Rollinson
Regrets: Dr. Timothy O'Connor

This meeting was called for:

1. Approval of agenda
2. Approval of minutes from March 17 meeting
3. Matters arising from the minutes
4. Update from co-Chairs on endorsements from faculty meeting
5. Update from co-Chairs on survey progress & discussion arising from update
6. Update from co-Chairs on planned REDI training for CAPS students
7. REDI MS Team page
8. Best EDI practices for Administrative Processes
9. Discussion on best practices and how to implement them in CPS - open discussion
10. Any Other Business

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

Aryannah Rollinson introduced herself as the administrator for the LSI and informed the committee that she attended our meeting because LSI is planning to start their own EDI.

Approval of Agenda

- Agenda was approved

Approval of Minutes

- Minutes were approved

Matters arising from the Minutes

- Hill's name was not on the minutes. Ayaka will ensure to include her name.

Update from co-Chairs on endorsements from faculty meeting

Dr. Rideout informed the committee that conducting REDI sessions in the CAPS undergraduate classes was approved and the dates are set for the sessions with a few undergraduate courses.

REDI MS Team page

Khan confirmed that she would list all the awards from the department on REDI's Teams page.

Update from co-Chairs on planned REDI training for CAPS students

Dr. Rideout proposed that the committee would ask people EDI topics they are interested in, format and frequency at the end of CAPS 430, 303 and the research day, before discussing specific speakers. The three initial sessions (undergrad classes and research day) will be delivered by the equity office facilitators.

Khan suggested that the committee should partner with LSI and apply for the anti-racism initiative fund so we can invite distinguished speakers. Rollinson agreed with her suggestion.

Dr. Oyedele, Dr. Moukhles, and Rollinson volunteered to work on the proposal/application and collaborate with LSI.

Update from co-Chairs on survey progress & discussion arising from update

Drs. Rideout and Oyedele updated the committee on the survey progress: Lena, who has been analyzing our survey results, is doing a wonderful job. She did a subset of an analysis for the faculty group to present to Drs. Rideout and Oyedele, and then upon approval she would apply that to all the other groups. She is preparing a comprehensive report, and will provide us with recommendations, action items, and an executive summary.

Best EDI practices for Administrative Processes (Zaira Khan, Mark Mendoza, Lesley Hill and Dr. Segun Oyedele)

Khan shared her PowerPoint Presentation with the committee.

Recruitment practices

Advertising

- Wider exposure on various platforms (Linkedin, Twitter, websites, journals) in order to attract diverse groups of candidates.
 - *The department has advertisement criteria for only Faculty & staff.*
- Include only skills and qualifications that are required
 - Discard unnecessary criteria that may have inherent bias
- Encourage faculty, staff, postdocs, RAs to reach out to potential candidates from underrepresented groups in their circle.
 - *Potentially reaching out to underrepresented groups' professional society mailing list*

- Gendered language and stereotype awareness for hiring committees: <http://www.sfu.ca/content/dam/sfu/wwest/Documents/Hiring%20Committee%20Information.pdf>
 - *When we write our posting, we should be aware of the words, such as masculine or feminine words. It would deter females from applying if more masculine words are used.*

Search/Recruitment Committees

- Ensure proportional representation on committees
 - Creating and Working Well with Diverse Committees: <https://www.uvic.ca/equity/assets/docs/diversity.pdf>
 - <https://hbr.org/2016/11/why-diverse-teams-are-smarter>
 - *If we do not have a diverse group of faculty, we can ask people from other departments to join our recruitment committee.*
- Provide EDI training to all committees once a year
 - *e.g. Before an actual recruitment begins, we provide training to the recruitment and nomination committees*
- Learn about own implicit biases: <https://implicit.harvard.edu/implicit/>
 - *Dr. Rideout suggested that a hiring committee should fill out a standardized form when evaluating applicants that matches to the evaluation rubric developed at the start of the search process.*

Hiring and Onboarding

- Add EDI training to all incoming faculty and staff as part of onboarding
- Introduce a network on mentoring/coaching with faculty, staff, and student volunteers for all to benefit from when needed.
 - *Currently there is no mentorship program available, except for faculty*
 - Example - graduate students would be great mentors for undergrad students, and fellow peers
 - Faculty do get assigned mentors
 - We need to work on staff and student support
 - Additional information on the importance of mentorship: <https://www.sfu.ca/content/dam/sfu/wwest/Documents/Mentoring%20Works.pdf>

Promotion and retention practices

Evaluation and assessment

- In order to eliminate biases, adjudication committees (student awards, research awards, etc.) may consist of both research and teaching stream faculty, so applications are viewed from different perspectives.
- Avoid judging students and faculty on the length of time taken to graduate or get promoted. There could be legitimate reasons for taking a longer stride.
- Include EDI questions on student evaluations. If substantiated, Head or equivalent, meets and discuss the issue as a follow up.
 - *Khan stated that she strongly felt the need of this. Dr. Rideout suggested that we should shorten the survey, which will include approved questions, add a comment box so people can share their experience, feeling etc, and collect it annually.*
 - (Over the years I have listened to numerous complaints from students who have gone on to be GPs, Chiropractors, and other professional careers, who were subjected to racism. There have also been complaints from undergrads, graduate students, faculty, and staff).

- Add EDI questions on Staff reviews and Faculty one-on-one meetings with Dept Head
 - *There are annual staff reviews, however no EDI questions are included in the reviews.*
- **Introduce exit interviews** to be conducted by department administration (or perhaps by FoM EDI Office), on research staff and students to eliminate systemic or interpersonal biases
 - *Dr. Rideout mentioned that there are a lot of data on unequal salaries for women and people in underrepresented groups and it needs to be addressed to make a systematic change.*

Other practices

- Promote training at ALL levels to overcome unconscious EDI biases
- Seek champions from within Dept. who would be willing to join the group of mentors or supporters or even present their views during a lunch and learn session, who have experienced EDI issues in order to bring awareness of unconscious biases -- most people are not even aware of actions that create discriminatory environment
- Create social events to promote a sense of belonging and platform for networking. While research labs have research days, an informal gathering is more relaxing to promote the above.
- Promote psychological safety by rolling out friendly space/platform so people feel comfortable sharing their experience - provide inclusive environment.
 - Adding Committee membership on Dept. website would make people feel that you are reachable.
 - Especially since there are individuals from a variety of different roles on the committee - people may feel more comfortable discussing issues with peer vs. escalating to the department/program head
- Initiate dialogue to foster change at the faculty and university level by lobbying and asking questions on policies (eg. awards, recruitments, merit/PSA) that create exclusivity in the current practices; only high achievers will always be on top.
 - This can only be possible by EDI Committee partnering with the Department Head to present the views of the department.
- Additional resources:
 - <https://www.lib.sfu.ca/help/academic-integrity/edi/hiring-unconscious-bias>

Dr. Oyedele suggested that the committee should revisit the suggestions above and discuss how to implement them.

Wat mentioned that UBC student service has a database of students that can be useful and she saw an article in a research paper saying that culturally diverse names get cited less often. She will post the paper if she finds it.

Mendoza noted that

- Advertising: there are many other websites than the UBC career website, that we can choose to post our job ad, that will help increase our diversity.
- Gendered language: there is a link where we can copy and paste our job advertisements and it will tell us how male dominant or female they are. It also gives us some recommendations on how to change the advertisements more neutral.
- Onboarding: there is a total of 10 different training for newly hired people, including an employment equity and inclusion survey. He will check if there is a database with additional training sessions that new employees can take part in, and if we can add them to each new hire.

Action Items

1. Khan will list all the awards from the department on REDI's Teams page.
2. Dr. Oyedele and Dr. Moukhles will work on the proposal/application for the anti-racism initiative fund and collaborate with LSI.
3. The committee revisits the suggestions from the Administrative practices sub-group and discuss how to implement them.
4. Once shared by Khan, Bosshard will put the Dept awards on the website.