



THE UNIVERSITY OF BRITISH COLUMBIA

## Department of Cellular & Physiological Sciences

Faculty of Medicine

### REDI (Respect, Equity, Diversity, and Inclusion) Meeting

Thursday, November 19, 2021

2:00 - 3:00 PM, via Zoom

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

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This meeting was called for:

1. Co-Chairs' update
2. Consideration of Departmental ISAT Survey

Section choices:

- Dept Culture and Communications (Q1-Q6) Chao & Rideout
  - Recruitment, Retention, Success for Faculty (Q7- Q12) O'Connor & Moukhles
  - Recruitment, Retention, Success for Undergrad, Graduate, Postdoc (Q13-Q18) Liu & Hill
  - Recruitment, Retention, Success for Staff (Q19-Q23) Mendoza & Oyedele
  - Dept Programs and Services (Q24-Q32) Khan & Rideout
3. Discussion of emerging themes and Q & A
  4. Identify and plan for next steps
  5. Any Other Business & Adjournment

### 1. Co-chairs' update

Drs. Rideout and Oyedele are still working with the CPS committees and will receive further feedback on the REDI recommendations for teaching, research, awards and hiring shortly. After the recommendations are accepted by the committee leadership, the faculty will vote on the recommendations.

Dr. Rideout requested that the committee members should notify her, Dr. Oyedele and Ayaka if they find any science and EDI related studies and articles so they can be added to the REDI resources page on the CPS website.

### 2. Consideration of Departmental ISAT Survey

Dept Culture and Communications (Q1-Q6) Chao & Rideout

*Question 1. EDI in Communication. Our department takes into account issues of equity, diversity, and inclusion when planning communication, materials and images displayed or circulated by our department.*

Chao suggested;

- More resources about EDI should be available on the CPS website and linked to the other pages on the website
- More EDI education is required (e.g. common biases, racism etc)

*Question 2. Physical Spaces. Our department ensures that physical spaces we use are accessible and welcoming for all students, staff and faculty, in particular individuals from historically, persistently, or systemically marginalized groups.*

Dr. Rideout noted that many people seemed unaware of the importance of EDI in communication and spaces.

*Question 3. Departmental events. When our department holds events (e.g., CPS research day, CAPS welcome), we have a process in place to ensure equitable access and an inclusive experience.*

Dr. Rideout and Chao suggest the following action items based on the questions 2-3:

- A departmental discussion of what it means to create equitable, diverse and increases physical space/events
- A written department statement and policies on creating equitable, diverse and inclusive physical space/events
- A study on how the department can develop more equitable, Diverse and inclusive physical spaces (e.g. lowering bench for wheelchair access, signage for visually impaired etc) and events

*Question 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 mentioned that the leadership could visibly make EDI a priority and dedicate time and funds. Chao added that process transparency is also needed. (e.g. how the decisions are made or what the criteria and the information are collected to make the decisions)

*Question 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.*

Dr. Rideout suggested educating people on human rights and respectful environments, because many people were unaware of our current processes and what needs to be considered.

*Question 6. Conflict engagement. Our department has clear processes in place to address equity-, diversity-, and inclusion-related conflicts as they emerge in the day-to-day functioning of the department.*

Chao stressed that the conflict resolution protocol should be available and accessible to people.

Dr. Rideout summarized that based on the comments on the question 1 – 6, people need education on EDI in general and EDI in communication, space and Leadership. The committee has already prepared 4

sets of recommendations; however, Dr. Rideout and Chao think that another set of recommendations on EDI in communication/spaces is required.

### **Recruitment, Retention, Success for Faculty (Q7- Q12) O'Connor & Moukhles**

*Question 7. Faculty: Search.* Our department prioritizes recruitment of historically, persistently, or systemically marginalized faculty in accordance with UBC policies and relevant collective agreements.

*Question 8. Faculty: Hiring.* Our department's faculty hiring processes (e.g., hiring committee composition, job ad language and distribution) take into account equity issues and concrete contributions to equity, diversity, and/or inclusion in its evaluation of merit, consistent with UBC policies and relevant collective agreements.

*Question 9. Faculty: Demographics and representation.* Our department's efforts to increase the proportion of people from historically, persistently, or systemically marginalized groups at the faculty level have produced sufficient change in Department demographics.

Dr. Moukhles raised concerns that the majority of our department felt that we have not started on the matters above. She highlighted the following comments:

- Question 7, 8 & 9 - Predominantly white faculty does not have much inclusion. (Grad student)
- Question 9 There has been no change in CPS demographics and no evident interest in changing CPS demographics from CPS leadership and faculty (Faculty)

Dr. Moukhles noted that EDI in faculty hiring should be considered more seriously and the REDI committee should continue to provide EDI recommendations.

*Question 10. Faculty: 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.

Dr. O'Connor mentioned that most of the comments for Question 7 – 12 were from faculty, as the questions are applicable to them.

He highlighted the following comments and also mentioned that the collective bargaining, promotion and tenure are not determined by the department; it is governed by the university. Merit can be determined by the department level.

- This is not happening to my knowledge. Change may need to be advocated at collective bargaining level (Faculty)
- To my knowledge EDI-related work does not currently factor into any merit or P&T processes (Faculty)

Dr. O'Connor suggested a discussion at the department level on how we can include EDI practice in merit.

*Question 11. Faculty: Mentorship opportunities.* Our department creates opportunities for mentorship that support faculty and instructors from historically, persistently, or systemically marginalized groups.

Dr. O'Connor stated that the majority of the comments were that the department did not have diverse mentorship opportunities. Therefore, he suggested recruiting mentors from outside of the departments and having a discussion on how to be more inclusive and getting a wider representation of mentors, particularly for the junior faculty.

*Question 12. Faculty: Service distribution.* Our department has processes in place to ensure that service workloads are distributed equitably.

Dr. O'Connor highlighted the following comments:

- What does an 'equitable distribution of service' mean?
- We have never discussed this at the faculty level.
- This happens to some extent at Research Committee and Teaching Committee.
- I think there is recognition of the unequal service loads, but I am not aware of a process to address this inequality.

He suggested the following action items:

- A departmental discussion of what 'equitable distribution of service' means and what implication on individual faculty and the department it might have
- A transparent policies on/departmental statement of commitment about equitable distribution of service

#### **Recruitment, Retention, Success for Undergrad, Graduate, Postdoc (Q13-Q18) Liu & Hill**

*Question 13. Undergraduate, graduate student, postdocs: Recruitment – seeking diversity.* Our department's recruitment efforts actively seek to increase the diversity of candidates.

*Question 14. Undergraduate, graduate student, postdocs: EDI-based recruitment.* Our department's recruitment process (e.g., interviews, manager training, job ads) 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.

Liu presented and suggested the following:

**Common sentiments:** it's more so the individual labs/PIs that are creating diversity and recruiting

**Action items include:**

- Comparative statistics showing changes in student/postdoc demographics
- Department statement/explicit policies on how EDI is integrated in recruitment/admission processes
- Clear guidelines/protocols for PIs recruiting students and postdocs are needed (Recommending resources for PIs)
- Review of UBC policies regarding applying the EDI perspective in recruiting of postdocs and students

*Question 15. Undergraduate, graduate student, postdocs: Retention and promotion.* Our department's award, recognition and promotion procedures recognize contributions to equity, diversity and inclusion, consistent with UBC policies and relevant collective agreements

Liu presented and suggested the following:

**Common sentiments:** Some members assume that the dept follows UBC guidelines. Others state not being aware of explicit EDI-informed policies, and that awards are based on the number of publications.

**Action items include:**

- Departmental discussion of what it means to retain and promote students/postdocs applying the EDI perspective
- How to make the process of retention and promotion more equal, diverse and inclusive

*Question 16. Mentorship opportunities for undergraduate, graduate student, and postdocs.* Our department creates mentorship opportunities for supporting career development, particularly people from historically, persistently, or systemically marginalized groups.

Liu mentioned that she noticed that the comments and the scoring for this question did not match, therefore she thinks that we may need to add clarification on the scoring by adding short descriptions on the scoring (Not started, preparing etc).

Liu presented and suggested the following:

**Common sentiments:** some members state that they are not aware of any departmental mentorship opportunities for historically marginalized groups, others point to a lack of diversity among faculty members that results in not allowing the department to offer diverse mentorship opportunities for historically marginalized groups.

**Recommendations**

- (Administrative practices): Introduce more opportunities for faculty, staff and student to network and interact in informal settings to promote togetherness and meaningful human connections
- (Research): Make a mentorship plan to ensure that each lab member receives the best support for their learning and research goals

Hill stated that the accessibility to the resources is very important. Currently there are no resources and information on the mentorships available.

*Question 17. Undergraduate, graduate student, postdocs: Representation.* Our department has enough representation from historically, persistently, or systemically marginalized groups within the student and postdoc populations.

*Question 18. Undergraduate, graduate student, postdocs: "Matching" representation.* Our department has enough representation from historically, persistently, or systemically marginalized groups among faculty and staff such that students and postdocs feel they are adequately represented in these more senior ranks and have mentorship opportunities.

Liu pointed out that the responses to the Q17 and Q18 are quite similar and people needed clarifications and extra context/explanation on each question.

**Common sentiments:** Some members state that the student and postdoc population is diverse enough, others state that there is no “good representation” at student/postdoc level as well as faculty levels. Other members express their unawareness of any departmental processes supporting student and postdoc population diversity.

**Action items include:**

- Statistics reflecting current student and postdoc population demographics and its dynamic over the past decade.

**Recommendations (Teaching):** students admitted into incoming CAPS classes reflect the diversity of the BC population

Liu mentioned that generally the questions should be more specific so the department members do not misunderstand. The questions can be shortened or combined as well. It requires more transparency in recruiting and award recognition process and the common action item for the question 13 – 18 is a departmental discussion on each topic.

**Recruitment, Retention, Success for Staff (Q19-Q23) Mendoza & Oyedele**

*Question 19. Staff: Recruitment.* Our department’s recruitment efforts actively seek to increase the diversity of candidates.

*Question 20. Staff: Hiring.* Our department’s staff hiring process (e.g., interviews, manager training, job ads) 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.

Mendoza shared the summary of the result and Dr. Oyedele’s and his findings.

Many people selected “developing” and “progressing”. They proposed the following recommendations;

- Post the hiring process for staff on the departmental website
- Post the recruitment recommendations on the website

*Question 21. Staff: Retention and promotion.* Our department’s reward, recognition and promotion procedures recognize staff contributions to equity, diversity and inclusion, consistent with UBC policies and relevant collective agreements.

Mendoza mentioned that the comments indicated that the survey participants are not familiar with any departmental policies on rewarding or recognizing staff contributions and achievement. He suggested developing staff awards and publicizing the process for nomination and selection of the winner.

*Question 22. Staff: Mentorship.* Our department creates mentorship opportunities that support staff at all levels, particularly people from historically, persistently, or systemically marginalized groups.

Mendoza pointed out that there are no mentorship opportunities for staff and suggested that the department should establish a formal mentorship program and a network for staff, including administrative staff, lab managers and lab technicians.

Khan and Dr. Rideout agreed with Mendoza and Dr. Oyedele on their suggestions.

*Question 23. Staff: Representation.* Our department has enough representation from historically, persistently, or systemically marginalized groups among faculty and staff such that staff feel they are adequately represented in more senior ranks, and have mentorship opportunities.

Mendoza mentioned that the respondents do not seem to know the current representations in the department; therefore, he suggested obtaining demographic data of the staff by conducting a survey.

#### **Dept Programs and Services (Q24-Q32) Khan & Rideout**

*Question 24. Our Department's Programs and Services: Outreach.* Our department's outreach efforts (e.g., seminar series, partnerships with other universities/institutions) actively seek to increase the diversity of the students, faculty, and/or staff accessing and enrolling in our programs and services.

*Question 25. Our Department's Programs and Services: 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.

Dr. Rideout mentioned that for Questions 24-32, many people had selected "Not Applicable" even though the questions were applicable to them because there is a lack of information, education and knowledge about the EDI matters and importance. She suggested a session and framework to educate people so they become familiar with EDI issues.

Khan and Dr. Rideout suggested advertising our department very broadly to connect with people in different groups and bring awareness that our department welcomes anybody and is very inclusive and diverse.

*Question 26. Learning, Research, and Engagement: Research topics.* Our department supports research that advances equity, diversity, and/or inclusion as related to our field of inquiry.

Dr. Rideout noted that the majority had selected "Not Applicable" or "Not Started". She suggested a departmental discussion of what it means to support research that advances equity, diversity and/or inclusion.

*Question 27. Learning, Research, and Engagement: Course information.* Our department makes course information, timetabling, research products, and learning materials available in sufficient time and in varied and accessible formats, as appropriate.

Khan pointed out that based on their comment, the faculty were not certain what this question means and the students stated that the information, timetabling, research products, and learning materials are

not available in a timely manner. She suggested having a timeline on when information and the learning materials are in place on the website so that students are more comfortable knowing what to expect.

Dr. Rideout stressed that accessibility to the information is very important and the department need to have the material available ahead of time for people who need more time to read, people without internet, visually impaired people etc and educate faculty on the importance of this topic.

*Question 28. Learning, Research, and Engagement: Curriculum planning and design.* Our department promotes an approach to the planning and design of courses, programs and specializations that is informed by equity, diversity, and inclusion.

Dr. Rideout highlighted some comments; “This could be done much better; including data on genetic and ethnic susceptibility to disease, gender and sex influences on disease, etc” “Not the case and not a consideration, including for new CAPS Majors program”. She noted that it can be resolved by educating people.

*Question 29. Learning, Research, and Engagement: Teaching practices.* Our department supports our instructors to incorporate multiple and equitable ways of teaching and assessing to optimize learning for all students.

*Question 30. Learning, Research, and Engagement: Research practices.* Our department supports our researchers<sup>1</sup> to incorporate multiple and equitable ways of teaching and assessing to optimize learning for all students.

Dr. Rideout mentioned that it is similar to the question 27 and again the faculty need more support on equitable teaching.

Dr. Rideout mentioned once again that the faculty need more support and suggested recruiting seminar speakers from diverse backgrounds and outreach to multiple diverse community groups. Khan added that understanding how to incorporate equitable and inclusive practices will help move the department's engagement forward.

*Question 31. Learning, Research, and Engagement: Community/public engagement.* Our department’s engagement with local and global communities (e.g., seminar series, partnerships with other institutions/universities) uses equitable and inclusive practices.

*Question 32. Learning, Research, and Engagement: 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.

Dr. Rideout suggested that the department should create opportunities for staff, faculty and students to understand what EDI is and why they are part of academic and personal development.

### **3. Discussion of emerging themes and Q & A**

#### **4. Identify and plan for next steps**

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Dr. Rideout asked the committee members to list two main messages from that the survey respondents throughout the survey and two most urgent action items for the committee.

The committee members listed items on the 'Zoom whiteboard'.

Hill suggested creating surveys for different groups, such as graduate students, postdoctoral fellows etc, that are like directly applicable to them instead of having them going through many unapplicable questions. Drs. O'Connor and Rideout agreed.

Dr. Rideout cleared the 'Zoom whiteboard' and reorganized the ideas that the committee members initially listed.

The committee members voted on the committee's next action items;

- Collect stats/demographics and analyze data to improve practices, iterative process, can be linked to surveys - 7 votes
- Education, workshops, townhalls - 6 votes
- Recommendations & communications - 4 votes
- Outreach to URM groups - 1 vote

Drs. Rideout and Oyedele agreed that they will determine the committee's next activities based on the ideas and the votes above.

Dr. Rideout noted that the committee will schedule a meeting for December to discuss and approve the demographic survey.

Dr. Rideout thanked the committee members for their hard work, and the committee members expressed their gratitude for Drs. Rideout and Oyedele's leadership.