



THE UNIVERSITY OF BRITISH COLUMBIA

## Department of Cellular & Physiological Sciences

Faculty of Medicine

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

Tuesday, June 6, 2022

12:00 - 1:00 PM, via Zoom

**Present:** Dr. Elizabeth Rideout, Dr. Olusegun Oyedele, Dr. Tim O'Connor, Dr. Lesley Hill, Zaira Khan, Mark Mendoza, Rebecca Liu, Charlotte Chao

**Regrets:** Dr. Hakima Moukhles

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This meeting was called for:

1. Approval of Minutes
2. Co-chairs' update
3. Discuss REDI training material

Dr. Oyedele began the meeting with a land acknowledgment.

#### 1. Approval of Last Meeting Minutes, May 17<sup>th</sup>

- A word, "meeting" is missing from the second paragraph on the page 5.
- No other amendments or matters arising from the minutes.

#### 2. Co-chair's update

Dr. Oyedele reported that

- The ISAT executive summary and survey report were presented at the faculty meeting on May 30<sup>th</sup>. Dr. Moore agreed that the REDI committee may post these documents on the CPS website and distribute them to the Faculty of Medicine and UBC.
- The REDI teaching recommendations will be discussed at the next faculty meeting.

#### 3. Discuss REDI training material

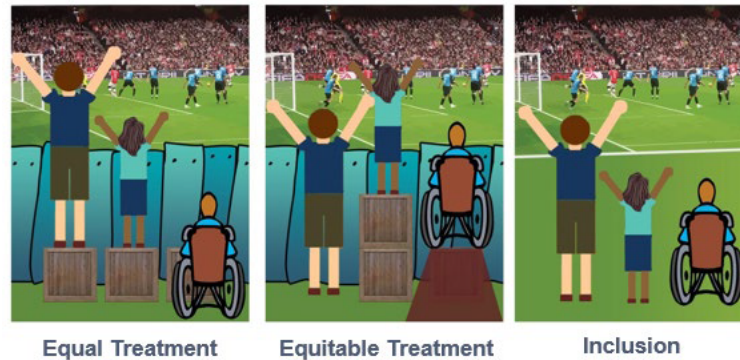
Dr. Oyedele shared his screen via Zoom, presented [the REDI training material](#) and mentioned that the committee needs to modify the material for REDI training to Faculty, Staff and Students (CAPS 303).

**Slide 18:** Slido discussion topic: Why is it important to have conversations about equity, diversity, inclusion and anti-racism in higher education?

Dr. Oyedele suggested recommending how many minutes should be allocated to this discussion topics. Charlotte suggested that this question can be asked at the beginning and the end of the

presentation so the participants have time to think through and their answers may become more meaningful. Drs. Oyedele and Rideout agreed with Charlotte.

**Slide 19:**



Dr. O'Connor asked the committee the difference between the middle (Equitable Treatment) and the right picture (Inclusion). Dr. Oyedele responded that in his opinion, the middle picture represents the removing barriers for the people with different height or abilities. The right picture, Inclusion, argues that there should not even be any barrier in the first place and regardless of their height or abilities they should enjoy the game from their own perspective. Dr. Rideout agreed with Dr. Oyedele and added that she finds inequities in the middle picture because people needing a box are forced to ask for additional supports and with the box, it draws the attention to the fact that they are different from the others. Charlotte also agreed and shared her personal experience about how she faced artificial barriers.

Dr. Rideout mentioned that she will suggest discussing this slide more during the faculty training and using an example of the hiring process where barriers still exist. We can emphasize that we should change some processes to change the unnecessary processor barrier, instead of continuing to create workarounds for the problems. Dr. Oyedele agreed.

**Slide 25:** Example of Racial Microaggressions

Dr. Rideout suggested removing the learner mistreatment section for the faculty training and discuss some examples of racial microaggressions instead. Drs. O'Connor and Dr. Oyedele agreed.

**Slide 36:** Slido question – Why don't people stand up for themselves or others?

Dr. Rideout mentioned through her own experience, this topic would be a very important discussion for faculty and the time gained from the learner mistreatment should be used for this topic as well.

**Slide 37:**

## SCENARIO FOR DISCUSSION

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You are presenting to the team on a new patient, admitted for pneumonia. You state that the patient identifies as transgender using the pronoun their.

The attending physician stops you and snaps, *"What are you talking about?"* You start to explain that you wish to be inclusive and are interrupted by the attending who says, *"You are presenting a medical case. This is not the time for politics. Use proper gender identification."*

Dr. Oyedele suggested using different scenarios that reflect our own environment. Zaira agreed. Dr. Rideout agreed and suggested the committee providing scenarios to Neila and Robyn. She asked Zaira and Mark to provide a scenario for staff.

### **Slide 43 – 47: Learner Mistreatment**

Dr. Oyedele mentioned this section will be removed. Zaira asked to keep this section for staff and Dr. Hill noted that this information is important for trainees also.

Charlotte suggested such resources should be placed at the end of the presentation with an encouragement from the presenter that everyone should save the information for themselves. Zaira suggested posting the information on the departmental website.

### **Slide 57: Antiracist Checklist**

*"I readily accept - with no explanations or "proof" necessary - a person of color's position or perception."*

Dr. Rideout stated that she will ask the presenters to highlight the above, as she has been asked about this many times.

### **Slide 59: Program Actions**

Dr. Oyedele suggested removing this slide for the student training as these are programmatic actions and irrelevant to the trainees.

### **Slide 65: Questions?**

Dr. Oyedele noted that the important discussions and the information such as the learner mistreatment resources can be reemphasized on this slide.

Dr. Rideout suggested the REDI committee members attending each Faculty and Staff training session and learn what are discussed and collect some ideas from each group. Zaira agreed and responded that attending each training session will help us picture where we stand on EDI as a department.

### **Action Items**

- Mark and Zaira to provide a scenario for slide 37 for the staff training and Drs. Rideout and Oyedele to provide a scenario for the faculty training
- Dr. Rideout to forward the comments and suggestion on the training material to Robyn and Neila
- The committee members to attend the faculty & staff sessions if available – Faculty REDI Training: Monday June 13, 10:00am – 12:00pm and Staff REDI Training: 1:00 – 3:00pm