THE UNIVERSITY OF BRITISH COLUMBIA

Department of Cellular & Physiological Sciences
Faculty of Medicine

REDI (Respect, Equity, Diversity, and Inclusion) Meeting
Wednesday December 14, 2022
1:00 - 2:00 PM, via Zoom

Present: Dr. Elizbeth Rideout, Dr. Olusegun Oyedele, Dr. Tim O'Connor, Dr. Hakima Moukhles, Dr. Lesley Hill, Mark Mendoza, Zaira Khan, Shalini Iyer

Regrets: Caris Tin

This meeting was called for:

1. Approval of agenda
2. Approval of minutes from last meeting
3. Matters arising from the minutes
4. Activating Inclusion Toolkit– specifically the "Attempt solutions, learn, and iterate" tool (Link)
5. Seeking feedback from Department members (Link) – survey
6. Providing feedback on a CPS lab's EDI policy
7. Other Business

Dr. Rideout began the meeting with land acknowledgement. She encouraged everyone to give their own land acknowledgement using Zoom chat.

1. Approval of agenda

The agenda was approved.

2. Approval of minutes from last meeting

The meeting minutes were not distributed prior to the meeting. The committee will review the minutes via MS Teams and approve.

3. Matters arising from the minutes

Dr. Rideout reported that training/information sessions for faculty, staff & RA and trainees (postdocs and graduate students) will be delivered in January 2023 by Robyn Campol and Dr. Neila Miled from the FoM REDI office.

Zaira suggested a survey, requesting feedback (e.g. if the session was helpful, if they are interested in further training, in-person vs on Zoom etc), instead of a lengthy annual survey. Drs. O'Connor and Rideout agreed. Dr. O'Connor raised a concern that currently there is not much "buy-in" from faculty,

and the committee should inform them better that there will be new contents in the upcoming sessions. Dr. Rideout suggested that a reminder should be sent to the faculty members to this effect.

4. **Activating Inclusion Toolkit– specifically the "Attempt solutions, learn, and iterate" tool** (Link)

Dr. Rideout shared her screen and presented the Activation tool, Tracking Progress and Learning from your EDI Initiatives, developed by the UBC Equity and Inclusion Office. She introduced some of the ideas from this tool.

When developing a survey, we need to:
- *consider for example: power dynamics among those involved in the effort, workload distribution, weight and value associated with different forms of evidence, accountability to and engagement with the communities your initiative is designed to impact, etc.*

When distributing a survey:
- *What is happening in our context (within our unit, within UBC, and outside of UBC) that informed our EDI initiative?*
- *What knowledge and/or assumptions informed our decisions about our initiative?*

Desired change:
- *What change(s) are we working to achieve and over what time frame(s) do we hope to see change?*

Dr. Rideout asked if this tool can be used to guide the committee to developing the next survey. Dr. O'Connor agreed. Dr. Rideout suggested the committee develop more questions and ideas on the survey and providing more feedback in the Google sheet.

5. **Seeking feedback from Department members– survey**

*This Google sheet was distributed prior to the meeting for the committee to brainstorm survey questions.
Dr. Rideout asked the committee how many questions to ask in the survey. Shalini responded that it depends on the type of questions. She suggested a few agree - disagree scale questions and a few short-answer questions.

Dr. Rideout asked if a comment box should be added to each question, like the previous survey. Zaira responded that the committee should focus on what we want to know and then set a minimum number of questions. Shalini also suggested "select all that apply" questions with a comment box so people can provide any additional issues that come across their mind.

Zaira suggested an incentive, such as gift cards. Dr. O'Connor pointed out that if the respondents' names are entered into a draw, it will lose anonymity. Dr. Rideout suggested including a separate link at the end of the survey to collect their names and email addresses.

Zaira suggested developing different questions for different groups (e.g., faculty, students, staff etc.) Dr. Rideout responded that perhaps if we focus on what we want to know first, it will be easier to consider which question is relevant to each group. Zaira agreed.

Shalini suggested that the first question in the survey can ask to which group they belong (e.g. faculty, staff, a student etc.) and then skip to the tailored questions for each group. Dr. Rideout agreed.

Dr. Rideout initiated a discussion on "what we need to know from this survey", and the committee members suggested questions as follows:

- Dr. Moukhles: "What are your expectations for the REDI committee?" and "What areas of EDI do you need support/help with?"
- Shalini: "What is EDI to you?" or "What do you think EDI means?" as she believes that some people do not have a good understanding of what EDI is. We can assess where people are at with EDI through their answers to this question.
- Dr. O'Connor: "Are you happy with what REDI is doing?" particularly for the faculty members.
- Zaira: "Do you feel supported in EDI learning, in matters that affect their lives?"
- Shalini: "What do you want us to do in the future?"
- Dr. Hill: "Are you aware of what the REDI committee has done?" She pointed out that the faculty would be aware as they discuss REDI in faculty meetings; however, the rest of the department might not know what the committee is doing.
- Dr. Oyedele: "How often would you like to be contacted about REDI?" to assess people's tolerance level and "What actions/activities are you prepared to engage with?"
- Dr. Hill: "What are your biggest EDI challenges?" and "What EDI issues do you think need to be addressed?"
- Dr. Oyedele: "What is your comfort level in sharing your EDI thoughts?" and "What would be the way that you feel safest to communicate with REDI/Dept and within the department on sensitive or EDI-related matters?"

Dr. Rideout mentioned that the next step will be the committee members to identify and indicate which groups (faculty, undergrads, grads etc.) each question should be asked in the Google sheet prior to the next meeting.

6. **Providing feedback on a CPS lab's EDI policy**

Dr. Rideout will be sharing a draft lab policy from a faculty member via MS Teams after this meeting, then the committee will provide feedback in the next meeting. She noted that after this policy is complete, the committee can potentially create a lab policy template for the other labs in the department.

Action Item
- The committee to indicate which groups (faculty, undergrads, grads etc.) belong to which questions in the Google sheet.
- Dr. Rideout to share the lab policy via Teams
- The committee to read the draft lab policy and be ready to provide feedback in the next meeting