

NFRF Exploration Competition

How to integrate EDI in the Proposal

Diego Herrera, Ph. D.

October 2020

Agenda

- Context, sensitization
- EDI in the NFRF Exploration Grant
 - Evaluation matrix and main guidelines to consider
- Statistics and one case study to inspire us
- Ways to integrate EDI in the call
- Self-assessment tools
- Discussion

EDI Context



<https://www.democracyandme.org/part-five-womens-rights-can-we-talk-about-this-in-class-unpacking-some-complexities-of-the-me-too-movement/>

<https://www.americamagazine.org/politics-society/2016/10/26/black-lives-matter-canada-too>

COMMUNITY VIGIL & MEMORIAL WALK FOR JOYCE ECHAQUAN

SUNDAY OCTOBER 4TH, 1-3PM
LKWUNGEN (VICTORIA BC)

GATHER @ OUR PLACE (919 PANDORA) 1PM, MARCH TO ROYAL JUBILEE HOSPITAL FOR 2PM, SPEAKERS FROM COMMUNITY 2PM-3PM



Please come ready to socially distance (6ft) with masks- we're gathering because Indigenous community members experience lethal racism in hospitals, and a COVID outbreak just increases our risk of going to a hospital.

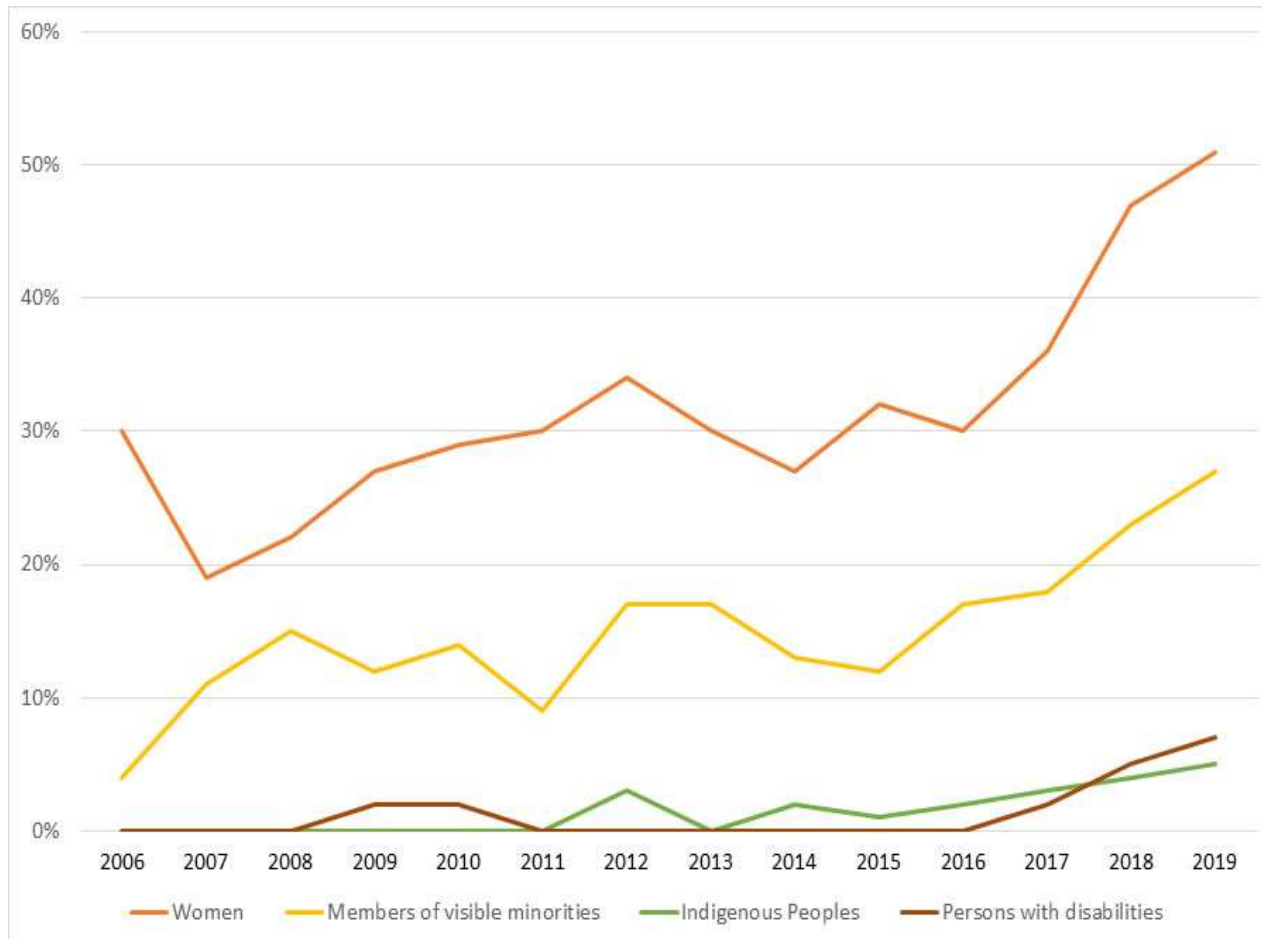
Don't put people in boxes

- How do we, as researchers, position ourselves vis-à-vis this current situation?
- What can be my contribution as researcher to improve this situation of inequity and injustice?

<https://twitter.com/racellekooy>

uOttawa.ca

Percentage of nominations submitted for individuals who self-identified as members of the four designated groups from 2006 to 2019



“Efforts are fundamental to ensuring that the program achieves its objectives of **attracting** and **retaining** a diverse cadre of world-class researchers and reinforcing academic research and training excellence in Canadian postsecondary institutions.” [Canada Research Chairs](#)

Equity, Diversity and Inclusion in the NFRF Exploration Competition

EDI is a core element of the NFRF program.

- **EDI (pass/fail)**
- **interdisciplinarity (pass/fail)**
- **high risk (40%)**
- **high reward (40%)**
- **feasibility (20%)**

Equity, Diversity and Inclusion in the Call

	Pass	Fail
Analysis of context	Shows understanding of EDI considerations / systemic barriers in the context of the research team. Concrete and specific examples are cited in analysis. Demonstrates a strong commitment to EDI overall.	Analysis of context is generic and/or does not point to one or more systemic barriers. Evidence of commitment to EDI overall is lacking.
Concrete practice for each area	Lists at least one concrete practice that targets the specific context listed for each area.	A concrete practice is not listed for one or more of the areas , or the concrete practices listed are not related to the context that was described.
Implementation	Provides a description of how the concrete practice has been/will be realistically implemented .	Provides no or an unclear description of how the concrete practice will be implemented . The implementation plan is unrealistic.
Impact	Explains how the concrete practice will impact EDI, and how it will be measured .	Gives no indication of how the impact will be measured . Does not explain the anticipated impact of the concrete practice on EDI, or how it will be measured.

EDI Guidelines to be Considered

- **For Indigenous research:**

SSHRC's [Indigenous Research Statement of Principles](#) and [Guidelines for the Merit Review of Indigenous Research](#)

- **Gender-based analysis plus**

An analytical process used to assess the potential impact that identity factors, such as sex, gender, race, ethnicity, religion, age and mental or physical disability, may have on the experience of the individual.

These considerations **must be integrated into the research design, when appropriate.**

IMPORTANT: A rationale must be provided in cases where a research team believes no aspect of their research may benefit from an analysis to take into consideration sex, gender or other identity factors.

Indigenous Research Guiding Principles

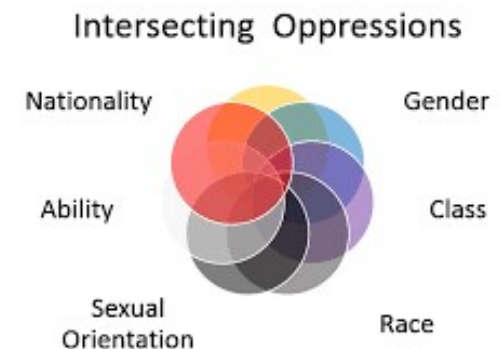
- **Clearly recognize your project** as [Indigenous research](#) according to the SSHRC guidelines
- **Respect Ethic standards** on [Chapter 9](#) of the [Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans](#)
- **Respect** Indigenous knowledge systems and affirm their important contribution to human knowledge
- **Support** the talent of Indigenous researchers and students.
- **Promote and facilitate** fair and equitable merit review processes and procedures.
- **Value** collaborative and diverse relationships with First Nations, Inuit and Métis Peoples in Canada, and with indigenous peoples in other parts of the world.
- **Recognize and respect** the diverse protocols and processes established by Indigenous peoples.
- **Accommodate and acknowledge the diversity** of Indigenous peoples and identities
- **Encourage** the participation of elders and knowledge keepers
- **Ensure** that all levels of SSHRC programming includes information, guidance, training and tools that help build awareness and understanding about the importance and value of these principles.
- **Continue to identify important topics, issues and questions** relevant to Indigenous research

A tool to:

- Recognize and move beyond our assumptions
- Uncover (make visible) the realities of people's lives, and find ways to address their needs.
- Challenging neutrality regarding gender, body-ability, race, ethnicity, sexual orientation and so on.

Put your intersectional lenses

- An analytic sensibility, a way of thinking about identity and its relationship to power.
- Is your project/proposal based solely on my own experience?
- Is it possible that my assumptions prevent me from asking questions and hearing or understanding answers that are outside my own experience?



Workers Solidarity Movement
<https://www.wsm.ie/c/intersectionality-basic-primer>

Equity, Diversity and Inclusion in the Call

- Applicants must clearly demonstrate their commitment to EDI in their research teams, including among students, postdoctoral fellows, co-PIs, co-applicants and/or collaborators, as applicable. They must explain what actions they will take, the outcomes expected, and the assessment planned for each of the following three key areas:
 - (A) team composition and recruitment processes;
 - (B) training and development opportunities; and
 - (C) inclusion.

One Case Study: Research with People with Learning Disabilities

Nind, M. 2017 [The Practical Wisdom of Inclusive Research](#) (U. Southampton, UK)

- Participatory research with 60 researchers
- Research object: “reflecting on the particularities of research conducted **by, with and for** people with learning disabilities and its role within wider contexts” p. 279.
- Three kinds of focus groups:
 - researchers with learning disabilities who led and conducted their own research,
 - researchers with and without learning disabilities who worked together collaboratively as co-researchers
 - a group of academic researchers who used participatory approaches to actively engage people with learning disabilities in research.

One Case Study: Working with People with Learning Disabilities (Nind, M. 2017)

- What can we **learn from** introducing models of training that re-position people with learning disabilities whose key contribution comes from their knowledge based on insider, lived experience, into semi-trained researchers in academic likeness? (Nind et al., 2015).

- Central notions:
 - Praxis
 - Phronesis

- Critical assumption:
 - People with learning disabilities doing inclusive research are **not passive providers or consumers of research knowledge** but critically engaged in generating it.

One Testimonial from a Research Participant (Nind, M. 2017)

- [The national survey on the lives of people with learning disabilities] meant producing things like **consent forms** in a different way. **Accessible information**. Questions which had to be asked in the **right manner and right tone**. How to ask the questions to a person. But mainly **getting the thoughts and the ideas from the people with learning disabilities**. But the thing we said first [was] that the questions **have to be answered by the person with a learning disability and not by their parent, carer or support person**. (Ian, research participant, cited on p. 282).

What EDI practices do you see in this testimonial?

Lessons learned

- Acknowledge both the knowledge and the people involved through which practical wisdom was accumulated (Nind, 2017, p. 282)
- Praxident is critical: we can learn from taking risks, particularly from adaptation strategies
- **Value other forms of knowledge**
- Research funders highly valued the **quality of the research relationships**, requiring involvement of all the co-researchers in 'something that is co-produced' and that 'shapes life beyond the research output' (Emma Stone, research participant, in Nind, 2017).

Lessons learned from other Studies

- In STEM, only 10% of students left these disciplines because they had discovered that a nonscience field was a better fit for them (Seymour and Hewitt, 1997).
- **Key factors of retention:** connections with other students, feelings of self-efficacy, role models, and being able to embrace more of an individualistic mentality
- Focus on training programs that **build a community in which identities matter**. Learning through including a cultural component.
- Consider the **beliefs and practices** of underrepresented groups. Including: avoid killing animals, the critical role of science for the good for the community, accommodative measures to special moments of the year.

Self-Assessment Proposal

1. Is the topic **relevant to the lives of people with learning disabilities** and interesting to them? Could it become relevant?
2. Does the **research involve people with learning disabilities in a meaningful, respectful and active way**?
3. Is the **research communicated** in a way people with learning disabilities can understand and respond to?
4. Is there **honesty and transparency** about everyone's role and contribution?
5. Were the ways of working carefully adapted in response to needs?
6. Does the research create worthwhile knowledge?
7. Are there likely **long-term wider benefits for the people involved e.g. new networks, skills, funds, roles, social inclusion**?
8. Are the **research questions the kind that inclusive research** can best answer?
9. Does the research reach participants , communities, [researchers] and knowledge that other research could not reach?
10. Does the research use, and reflect on, the insider cultural knowledge of people with learning disabilities?
11. Is the research genuine and meaningful?
12. Will the research make impact that people with learning disabilities value? (Nind and Vinha, 2012: 60)

Why EDI Matters (A) Team Composition

- More diverse companies are better able to **win top talent and improve their customer orientation**, employee satisfaction, and decision making, and all that leads to a virtuous cycle of **increasing returns** (Hunt, Layton, and Prince, 2015).

The data suggests diversity correlates with better financial performance.

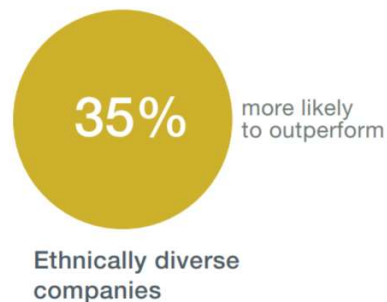
Likelihood of financial performance above national industry median, by diversity quartile, %



Source: McKinsey Diversity Database

Diversity's dividend

What's the likelihood that companies in the top quartile for diversity financially outperform those in the bottom quartile?¹



Women's participation in science can provide with **new perspectives, broader scopes of knowledge production and add important new dimensions to research** (Nielsen et al, 2017).

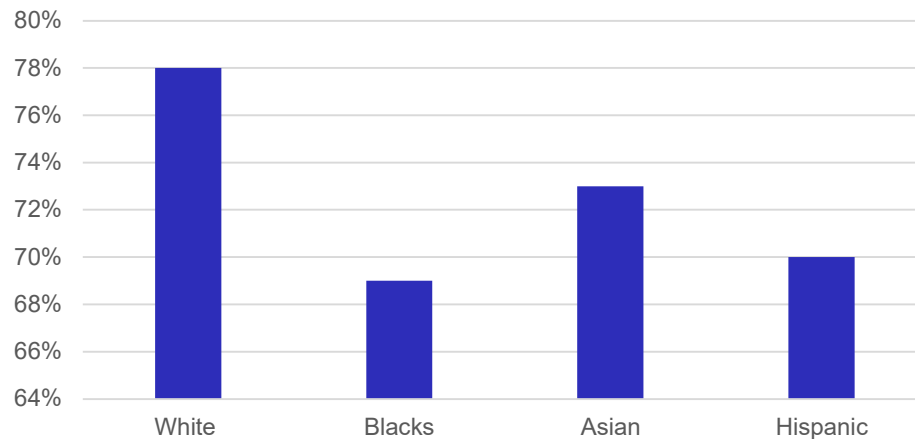
¹Results show likelihood of financial performance above the national industry median. Analysis is based on composite data for all countries in the data set. Results vary by individual country.

Source: McKinsey analysis

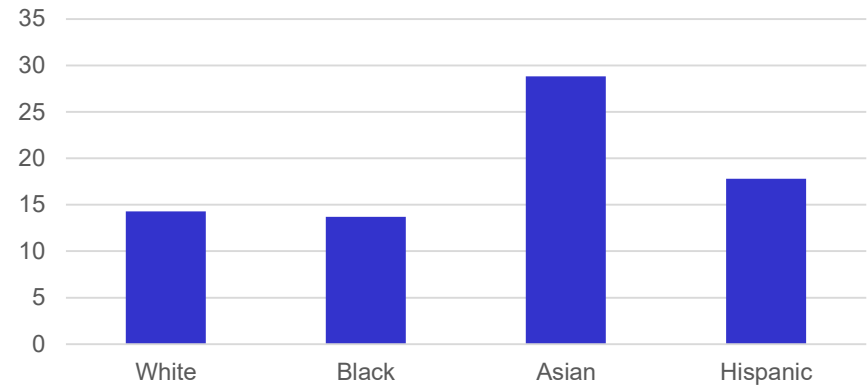
Why Diversity Matters Bias vs. Productivity

[Race, Ethnicity, and NIH Research Awards](#)
Ginther, Schaffer, Schnell, Masimore, Liu, Haak,
Kington, 2011.

Ethnicity among applicants associated with a previous NIH RPG or K award



Average number of publications and citations at the time of application by race and ethnicity.



Provide training for team members on the **relationship between increased diversity and increased research excellence**

Why EDI Matters. Area A: Team Composition

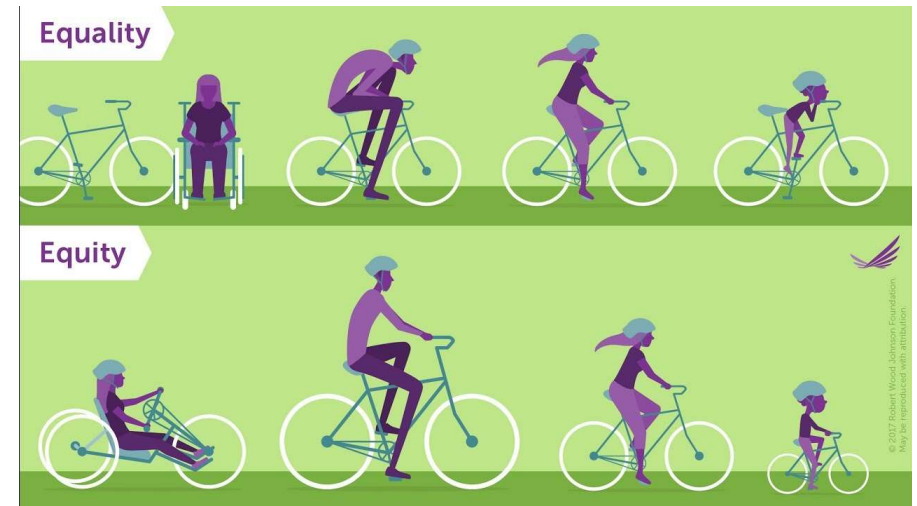
- When recruiting and selecting new members of the research team, make efforts to recruit women, Indigenous peoples, persons with disabilities and racialized minorities.
- If your team is complete and you do not foresee recruiting additional members, **outline what concrete practice(s) will be implemented in the future** if you need to replace, add or retain a member from an underrepresented group.
- Commit to developing your knowledge
- Highlight your role as PI to help identify and mitigate potential **systemic barriers**, including microaggressions

[The Science of Mansplaining](#)

[Mansplaining, mansterrumping, bropropriating](#)

Area B: Training and development opportunities

- Establish and clearly communicate procedures/policies for **distributing training and development opportunities** to team members
- Institute a policy/process with safeguards to **ensure individuals with career leaves or family and care responsibilities** are not disadvantaged within the decision-making process.
- Lead **inclusive practices of mentoring**
- Establish practices of **role models**
- Identify a key team member (e.g., the nominated principal investigator) **accountable** for ensuring diversity and inclusion in training activities.



Go beyond numbers and recruitment to voice, leadership and active engagement.

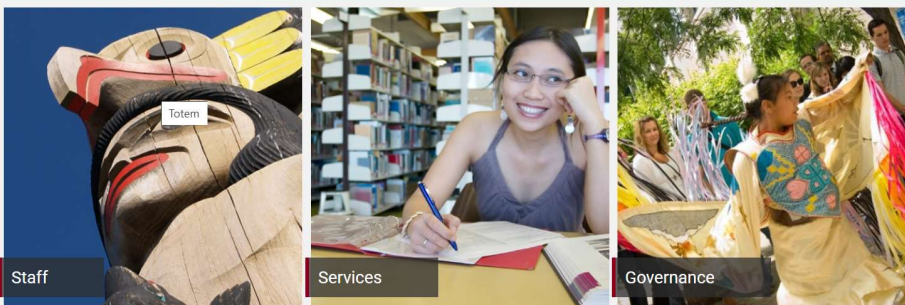
Area C: Inclusion

- Avoid color blindness or ideas of neutrality in science
- “If nobody in my family had a profession where something like the sciences is familiar to me, then it becomes this **foreign land**... I don't know if I belong here necessarily... Like in my culture, it's very important to **contribute and be of service to the people, but doing it through the education system, not necessarily**. ‘Cause well, I'm an American Indian, and so a lot of the education system is seen with criticism, with intense, like suspicion” (Prunuske et al. 2013, p. 406).

Zone C: Inclusion. Some Good Practices

- Understand, train and **establish a clear response** and plan to address systemic barriers: racism, microaggressions, linguistic forms of exclusion
- Use inclusive and unbiased language in the job posting
- Use targeted hiring to address potential gaps within the team
- **Include Equity Measures:** removing barriers to the equal participation of the designated groups

Mashkawaziwogamig uOttawa's Indigenous Resource Centre



Area C: Inclusion

Examples of Good practices

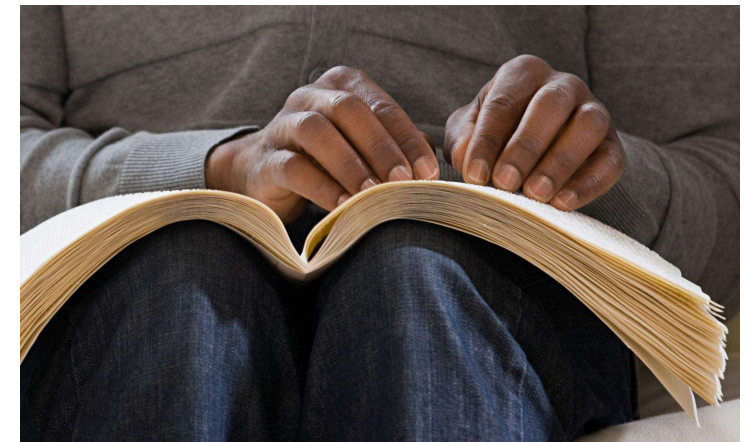
- **A supportive work environment for all team members** – accommodate, be aware of difference and specific needs
- Publish information in different forms
- Focus on meaningful research relationships
- **Promote, monitor, and make visible** the ways EDI contributes to fostering excellent research
- Avoid tokenism

Establish clear, measurable and timeline strategies:

“Our team will achieve racial and gender equity in our researchers’ recruitment processes and in our dissemination activities in three years.”

Use stories and case studies to monitor your EDI changes

uOttawa.ca



Essential Notions or Approaches. Words Matter

- **Equity**: removing barriers to the equal participation of the designated groups, which will not occur without enforceable and systemic intervention (Henry et al., 2017, p. 11).

[Let's stop talking about diversity and start working towards Equity](#)

- The Critical Race Theory:
 - Questioning **Whiteness as a universal norm**
 - Focus on **interrelated systems of oppression** such as colonialism, capitalism, patriarchy, heterosexism, and the free market economy
 - The **role of “voice”** central to a critical race approach. P. 14
 - **Objectification/Tokenism**: Used to describe the treatment of a person whereby their personality or feelings are disregarded (Henry et al., 2017, p. 11).
 - **Intersectionality** An analytic sensibility, a way of thinking about identity and its relationship to power.

How do I know if sex, gender and/or diversity considerations are relevant factors in my research?

- <http://genderedinnovations.stanford.edu/>
- Gendered Innovations project is to provide scientists and engineers with practical methods for sex and gender analysis.
 - 1. Are sex (biological) considerations taken into account in this study? (Y/N)
 - 2. Are gender (socio-cultural) considerations taken into account in this study? (Y/N)
 - 3. Are diversity considerations taken into account in this study? (Y/N)
 - 4. (If you answer "yes" for any of these questions) Describe how the sex and/or gender and/or diversity considerations will be considered in your research proposal.
 - 5. (If you answer "no" for one or more questions) Explain why sex and/or gender and/or diversity are not applicable in your research proposal.

To Take Out

- Acknowledge the social and institutional context
- Clearly reflect and show the contribution of EDI to your research
- Create concrete, measurable, and timeline EDI measures (Avoid empty formulations)
- Avoid neutrality and value difference
- Go beyond a quantitative approach towards accomodation, voice, recognition of difference, openness
- Self-assess your team

Références

- Ginther, d.; Schaffer, W.; Schnell, J.; Masimore, B.; Liu, F.; Haak, L.; Kington, R. (2011). *Race, Ethnicity, and NIH Research Awards* Vol. 333, Issue 6045, pp. 1015-1019
- Hunt, V.; Layton, D.; Prince, S. (2015) Why diversity matters. Mckinsey and Company. <https://www.mckinsey.com/business-functions/organization/our-insights/why-diversity-matters>
- Nind, M. 2017 *The Practical Wisdom of Inclusive Research*. *Qualitative Research*. [Vol 17, Issue 3, 2017](#)
- Prunuske, A.J.; Wilson, J.; Walls, M. and Clarke, B. [Experiences of Mentors Training Underrepresented Undergraduates in the Research Laboratory](#). *CBE Life Sciences Education*. 2013 Fall; 12(3): 403–409.
- **Opinion: Gender diversity leads to better science.** Nielsen, M.W.; Alegria, S; Börjeson, L; Etzkowitz, H.; Falk-Krzesinski, H.J.; Joshi, A.; Leahey, E.; Smith-Doerr, L.; Williams Woolley, A.; and Schiebinger L. (2017). PNAS. Proceedings of the National Academy of Sciences of the United States of America. February 21, 2017 114 (8) 1740-1742; <https://doi.org/10.1073/pnas.1700616114>
- [Henry, F.](#); Dua, E; James, C.E.; [Kobayashi, A](#); Li, P.; Ramos, H.; and Smith, M. S. (2017). *The Equity Myth. Racialization and Indigeneity at Canadian Universities*. UBC Press.