Training on EDI in Research

April 2021

RÉSEAU INTER-UNIVERSITAIRE QUÉBÉCOIS

ÉQUITÉ DIVERSITÉ INCLUSION

Collaborators:

Québec

Fonds de recherche – Nature et technologies
Fonds de recherche – Santé
Fonds de recherche – Société et culture

INSTITUT EDI²

CFSG
Chaire pour les femmes en sciences et en génie

Funding and main sponsors

Thank you to our partners

Presenters

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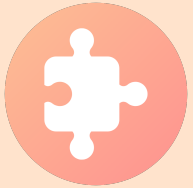
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1. Basic concepts of EDI

2. Unconscious bias

3. EDI in research projects

4. EDI in research environments

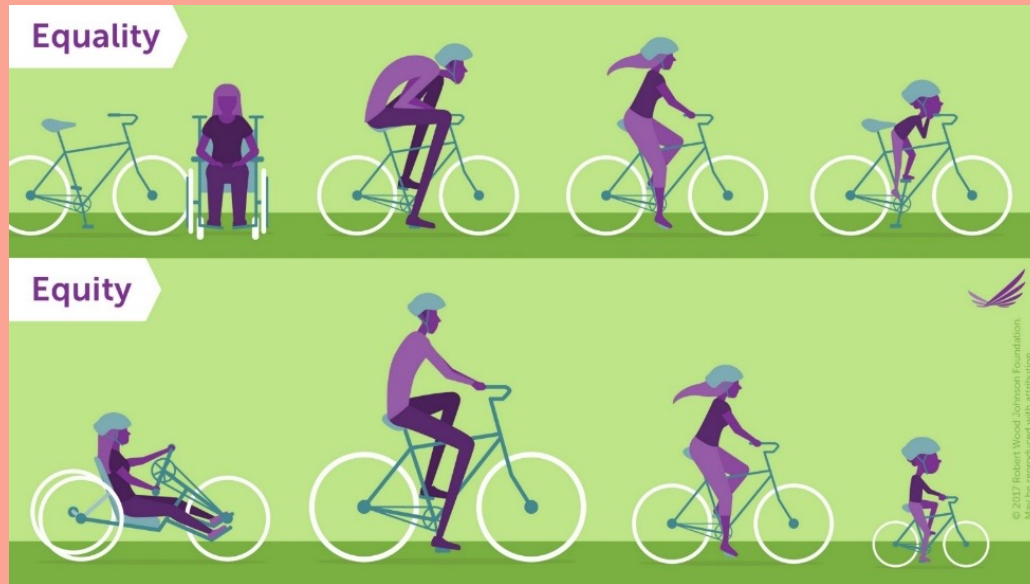5. EDI in other research spheres

Training plan

BASIC CONCEPTS OF EDI

Equity

Equality

Equity

Source: Robert Wood Johnson Foundation

- Fair treatment aimed at eliminating systemic barriers that disadvantage certain groups.

- Equitable treatment is not necessarily equal: it takes into account different realities, be they present or historical, to enable all individuals to benefit from the same opportunities.

Diversity

The presence of individuals from a variety of backgrounds in the research ecosystem, allowing for diverse perspectives, approaches and experiences.

Inclusion

The establishment of practices that enable all members of the research community to be and to feel valued, supported and respected, with particular attention paid to under-represented groups

Equity ≠ Diversity ≠ Inclusion

- Tendency to focus on diversity ("statistics")

- It is important to pay attention to each of these components!

- Equity efforts do not necessarily impact inclusion.

Intersectionality

"The combination of different forms of domination or discrimination experienced by an individual, based on aspects of identity such as race, gender, age, religion, sexual orientation, social class and physical ability, that results in greater disadvantage."

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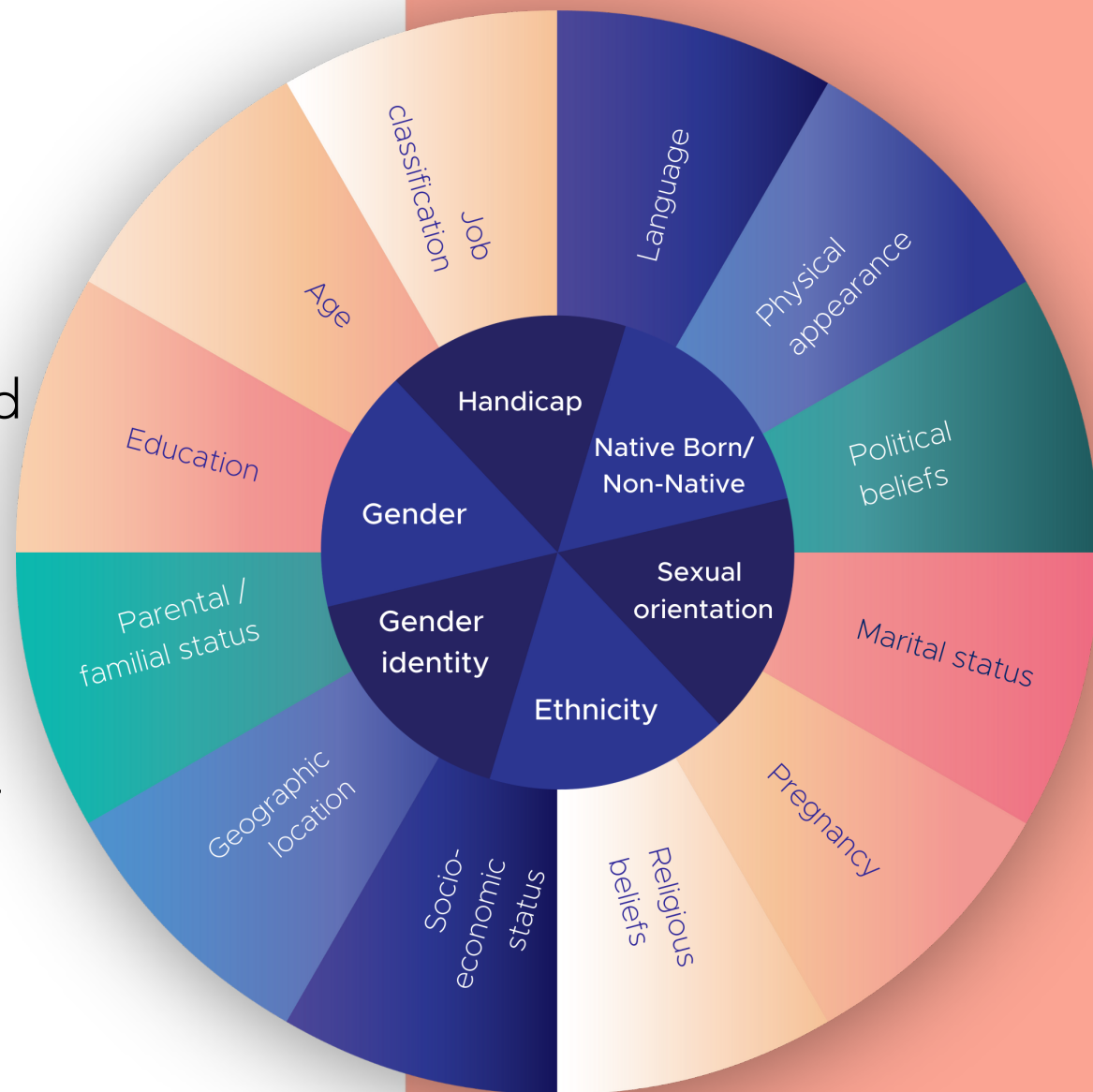
Why is EDI important?

- Among university professors in Canada:

    - Fewer women hold higher level positions
    - Unemployment rates are higher and salaries are lower among women, Indigenous people and racialized groups

    - Indigenous people and some racialized groups are under-represented – racialized women are the most under-represented

    - Women are less present in science, technology, engineering and mathematics (STEM)

ACPPU (2018), _Éducation postsecondaire : qu'en est-il de la diversité et de l'équité au sein du corps enseignant?_

See also: Henry et al. (2017) _The Equity Myth: Racialization and Indigeneity at Canadian Universities_

- Some groups face more obstacles, or do not have access to the same opportunities for advancement.

- **Greater diversity is associated with higher-performing environments**

Some statements from granting agencies

"EDI efforts contribute to strengthening the research system"
FRQNT

"promoting the integration of EDI-related considerations in research design and practices"
CRSNG

"promote diversity and inclusion within the scientific community"
FRQNT

"increasing equitable and inclusive participation in the research system, including on research teams"
CRSNG

"When measures to increase equity, diversity and inclusion (EDI) strengthen the research ecosystem, Canada will be in a position to tap into its full potential for developing talent and new discoveries"
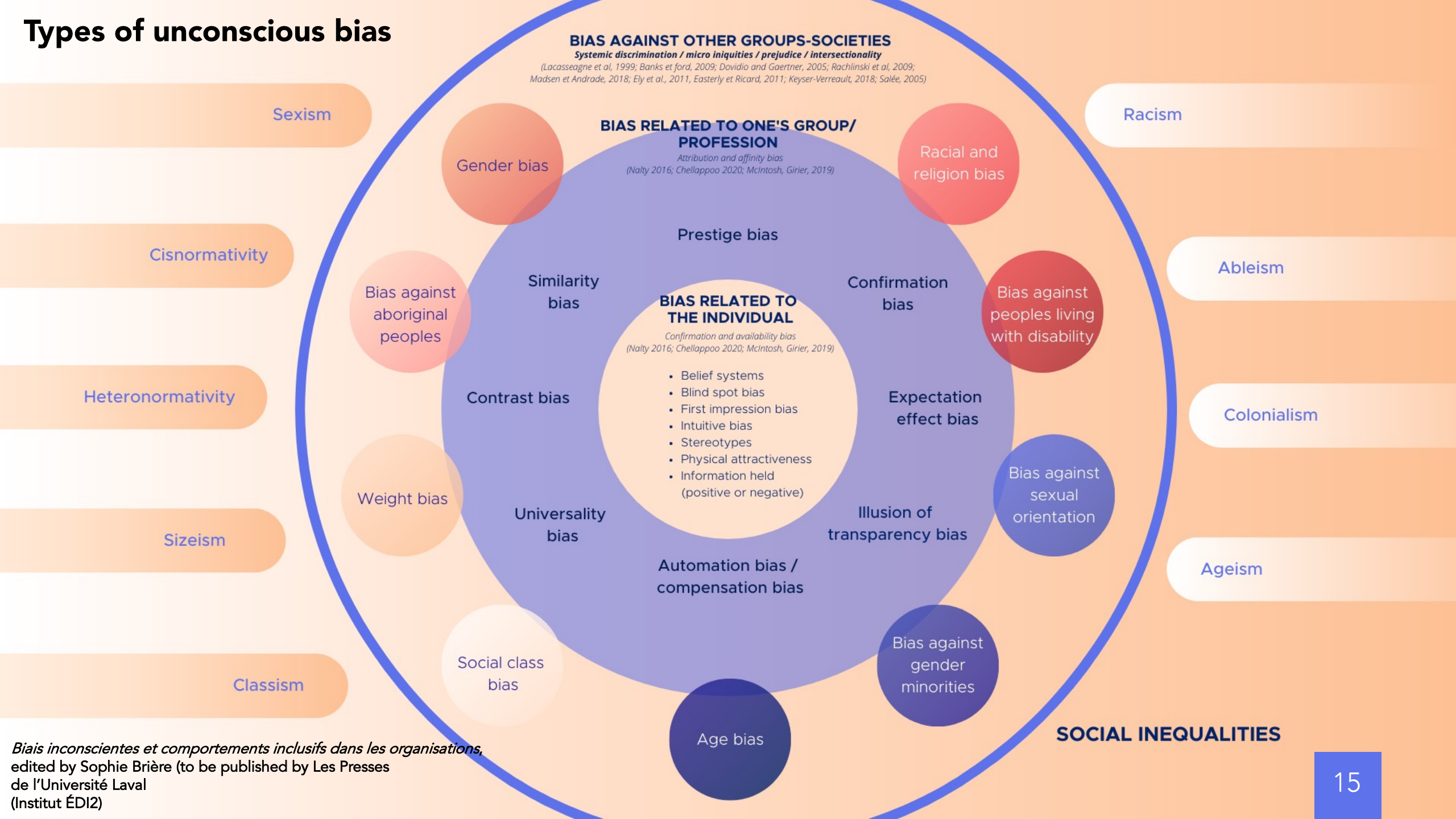**CCRRC**

UNCONSCIOUS BIAS

Types of unconscious bias

BIAS AGAINST OTHER GROUPS-SOCIETIES
Systemic discrimination / micro iniquities / prejudice / intersectionality
(Lacasseagne et al, 1999; Banks et ford, 2009; Dovidio and Gaertner, 2005; Rachlinski et al, 2009; Madsen et Andrade, 2018; Ely et al., 2011, Easterly et Ricard, 2011; Keyser-Verreault, 2018; Salée, 2005)

BIAS RELATED TO ONE'S GROUP/ PROFESSION
Attribution and affinity bias
(Nalty 2016; Chellappoo 2020; McIntosh, Girier, 2019)

BIAS RELATED TO THE INDIVIDUAL
Confirmation and availability bias
(Nalty 2016; Chellappoo 2020; McIntosh, Girier, 2019)

- Belief systems
- Blind spot bias
- First impression bias
- Intuitive bias
- Stereotypes
- Physical attractiveness
- Information held (positive or negative)

Prestige bias

Similarity bias

Confirmation bias

Contrast bias

Expectation effect bias

Universality bias

Illusion of transparency bias

Automation bias / compensation bias

Sexism

Cisnormativity

Heteronormativity

Sizeism

Classism

Racism

Ableism

Colonialism

Ageism

Gender bias

Racial and religion bias

Bias against aboriginal peoples

Bias against peoples living with disability

Weight bias

Bias against sexual orientation

Social class bias

Bias against gender minorities

Age bias

SOCIAL INEQUALITIES

Biais inconscientes et comportements inclusifs dans les organisations, edited by Sophie Brière (to be published by Les Presses de l'Université Laval (Institut ÉDI2)
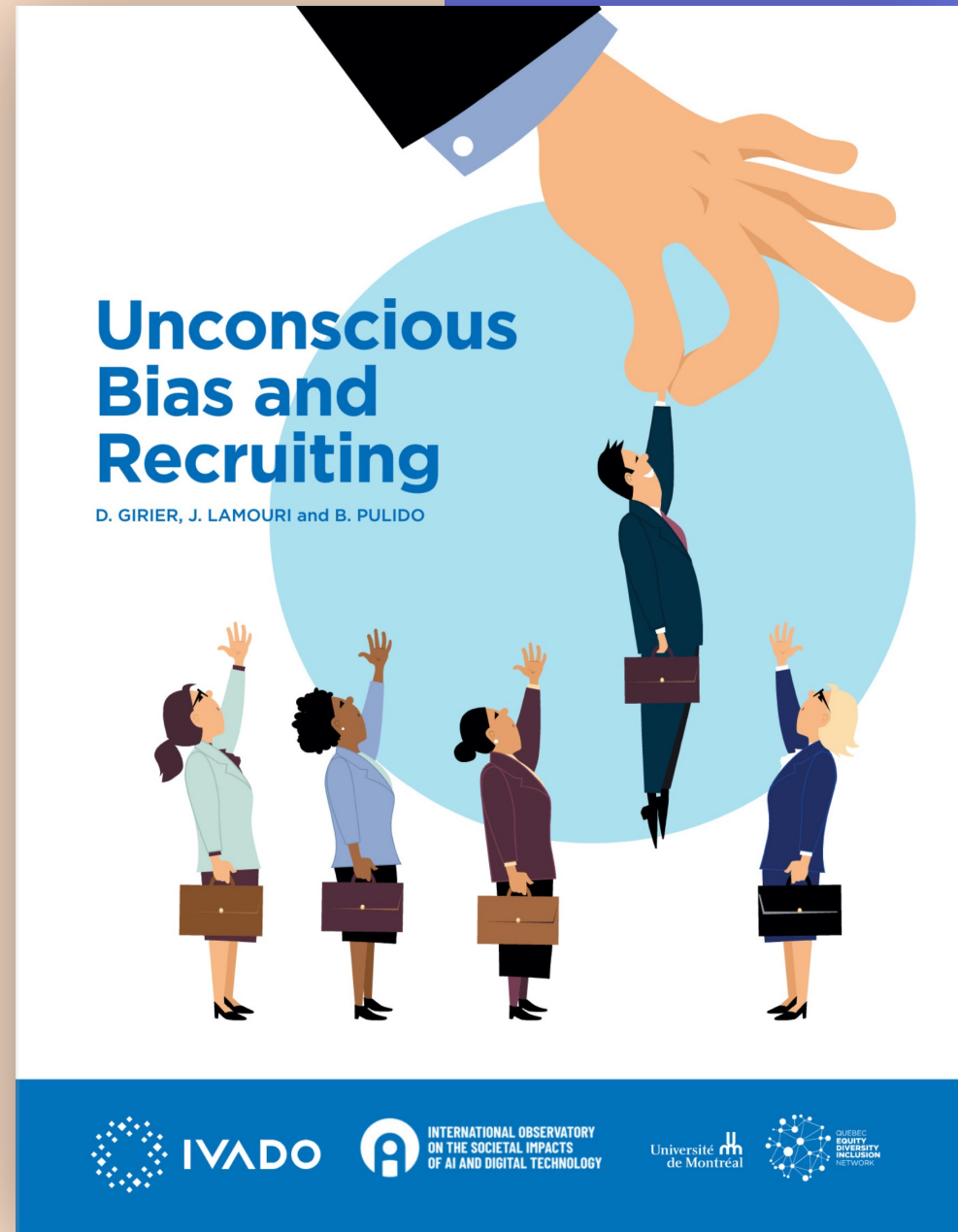
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Unconscious bias and recruitment

Girier, Lamouri & Pulido (2020)

Training video and guide available on the RIQEDI website

www.riqedi.com

EDI IN RESEARCH PROJECTS

Considering EDI in research

Be familiar with the key concepts of EDI

Consider EDI for the vast majority of research projects (e.g., artificial intelligence, engineering, accounting, biology, etc.)

Have a personalized, cross-cutting EDI work plan
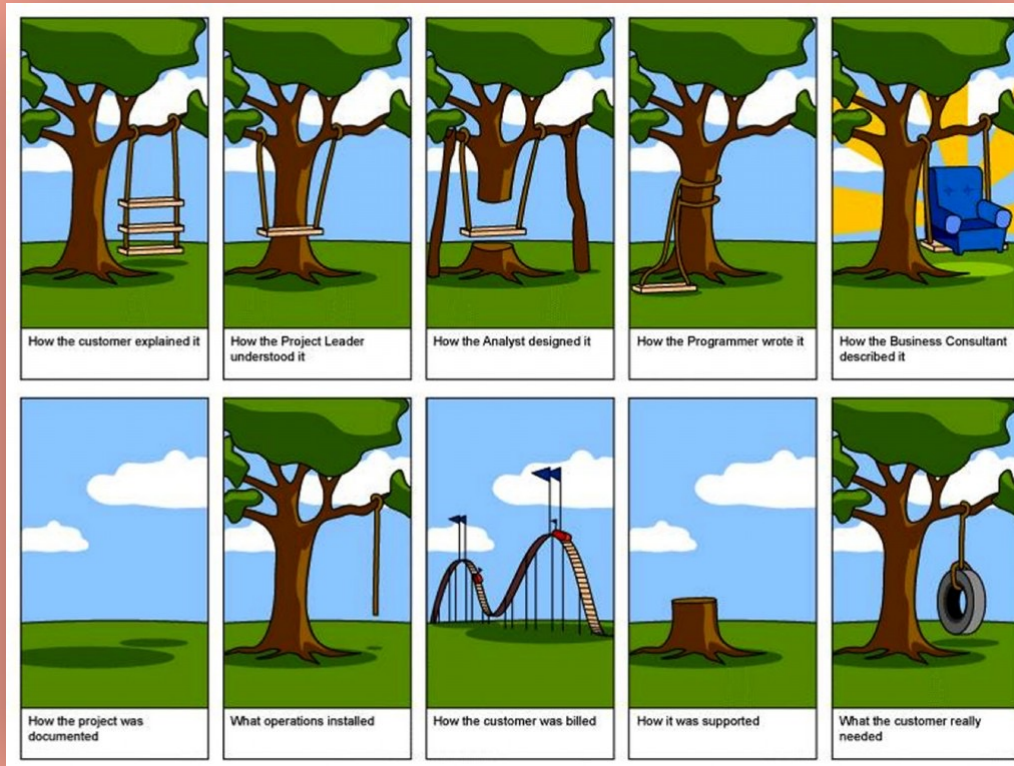
Describe how these questions will be integrated in the research plan

Consult with EDI experts and members of marginalized groups

Ensure equitable, diverse and inclusive access for all researchers, including students and postdoctoral fellows

Positioning of the researcher
Objectivity and subjectivity

Positioning of the researcher
Standpoint theory

Each person has a particular subjectivity that colors their understanding of the world, but does nor prevent the construction of valid knowledge.

The standpoint theory is based on the idea that all knowledge is situated and is constructed according to the reality of the group that produces it and the context of production.

Standpoint theories are theoretical and methodological tools to re-value the experience of marginalized groups in relation to the group that imposed its subjectivity as the norm (e.g., Indigenous knowledge).

Is my research free of bias towards certain individuals or groups?

Am I basing my research exclusively on my own experience?

Source: 1) Bastien-Charlebois, 2014; Harding, 2004; Hartsock, 2019; Espínola, 2012; Dorlin 2008: from a course given by Isabelle Auclair (FEM-4010/FEM6010 2)

Research problem and theoretical framework

Conduct a specific review of links between the research topic and different groups
- Support the research problem/ identify keywords

Perform gender-based analysis plus (GBA+) to assess impact on various groups

Have group-based data

Collect the necessary data and do the analysis required to ensure consideration of EDI issues in decision making

Research methodology

Select methods and adapt methodological tools to ensure inclusion

Break down the sample by group

Plan the involvement of different groups in data collection

Co-construct data collection tools

Plan the sharing of decision-making power on the topic of study, work schedule, data generated, content of the analysis, forms of dissemination of results (Gervais et coll. 2018: 12)

Gender-neutral writing and inclusive communication

- All elements of a research project (texts, data collection tools, emails, etc.) must be written in a gender-neutral manner (guides are available)

- Use inclusive language and communication with team members

- Avoid all expressions that convey prejudice, stereotypes or discrimination towards individuals or groups
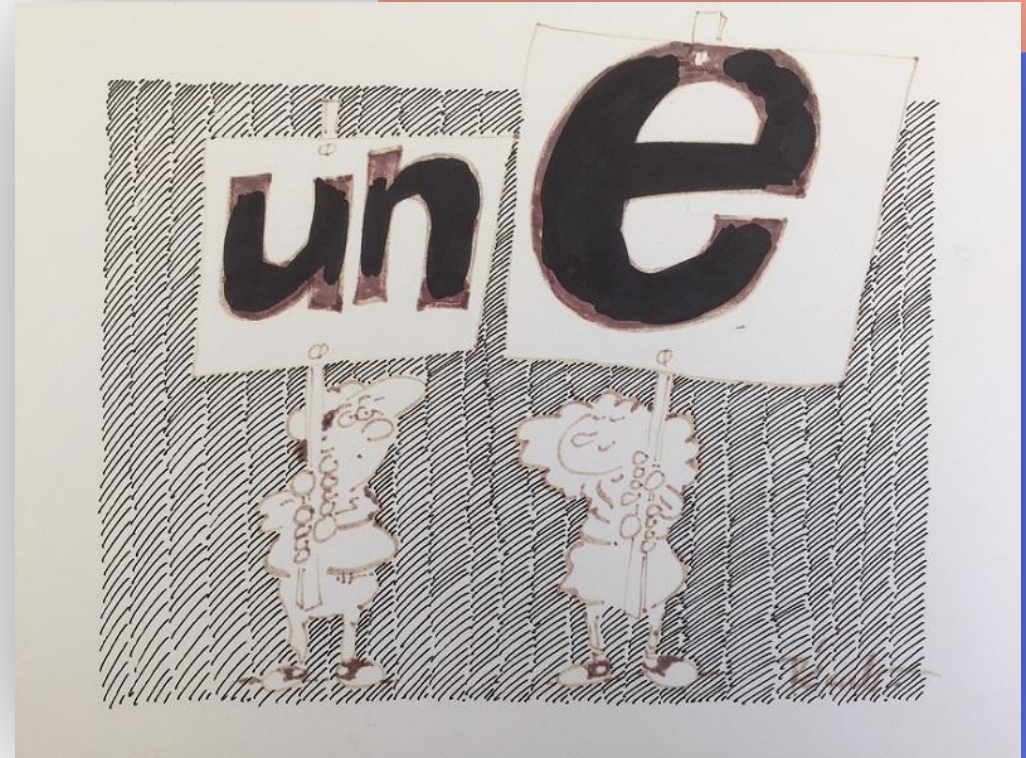
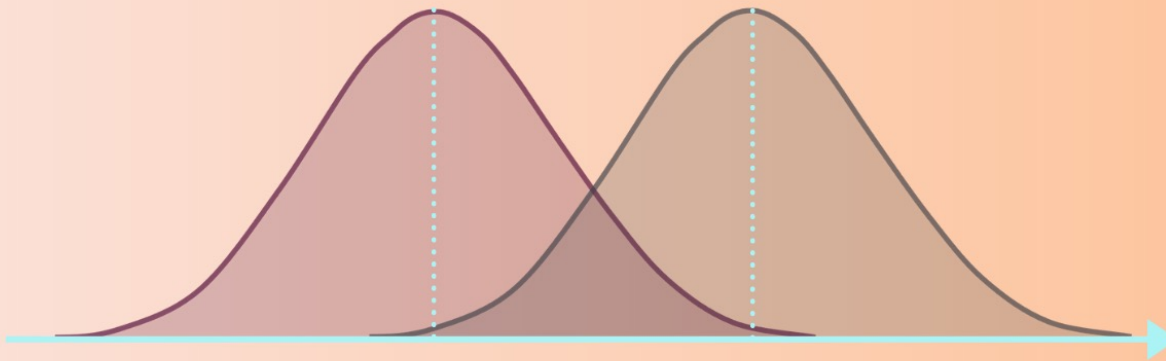In French: FEMUL inclusive writing guide and videos (Ulaval): https://femulaval.wordpress.com/ecriture-inclusive/

EDI in research environments

Examples

The presence or absence of a group affects innovation and research priorities.

Population distribution

Potential benefits of diversity

Enhanced student skills

Model for the student community

Recruitment of a more diverse pool of talent

Concerns that are more representative of society
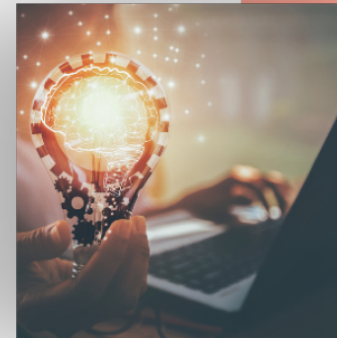
Greater diversity of tools

Improved ability to interact

Decreased risk of group thinking

Increased performance

Increased innovation

Potential challenges to diversity

Personal problems

Lack of critical mass

Communication issues

Equity tax

Difficulties related to preferences

The need to change our habits

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Barriers to diversity in research

1 Conscious and unconscious biases

2 Micro-aggressions

3 Hostile work environments

4 Gendered language

5 Biased indicators of excellence

6 Scarcity of role models
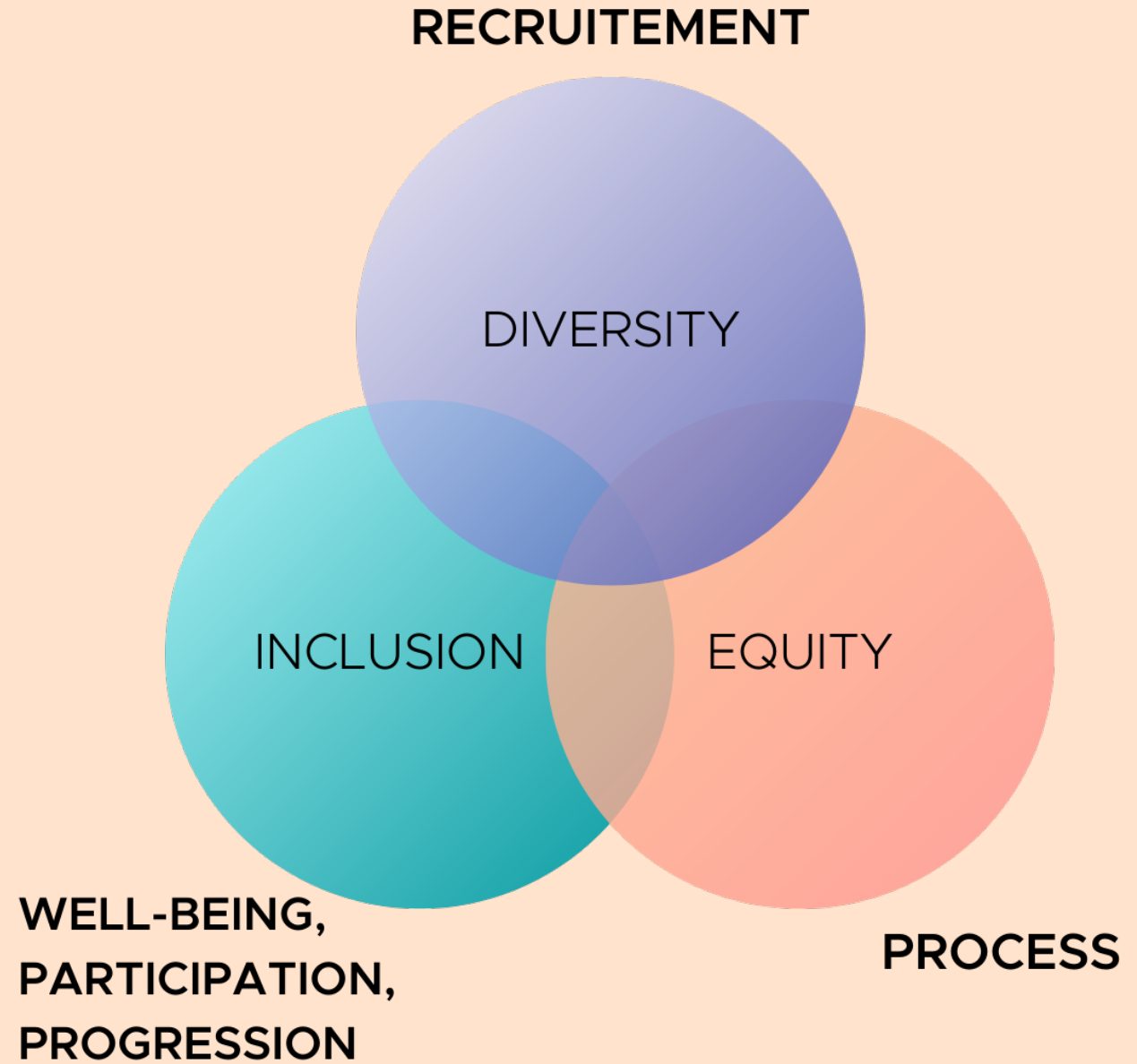
7 Normalization of the idea of a linear career path

8 Underestimated and undervalued "service" and outreach contributions

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To benefit from the advantages of diversity, we must create the right conditions.

The research team

RECRUITEMENT

DIVERSITY

INCLUSION   EQUITY

**WELL-BEING,
PARTICIPATION,
PROGRESSION**

PROCESS

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The research team

DIVERSITY

Recruitment

- Writing and disseminating job postings;
- Writing/receiving letters of recommendation;
- Creating a diverse applicant pool;
- Etc.

The research team

Process

- Unconscious bias;
- Interviews, selection, hiring;
- Tenure and promotion;
- Responsibilities;
- Etc.

EQUITY

The research team

INCLUSION

Well-being, participation, progression

- Challenges experienced;
- Inclusion of team members;
- Managing a diverse team;
- EDI awareness and training;
- Etc.

Challenges encountered

Welcome and integration

Values

Physical environment

Psychological climate

Finances

Policies and measures

Supervision and progression

Schedule

Other

Goals-Targets-Indicators

Intention

Expected results

Results obtained

Goals
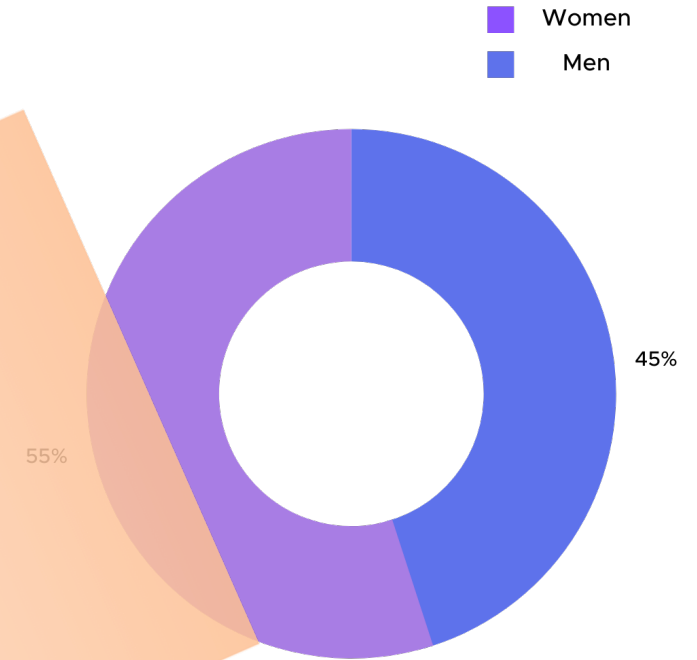
Targets

Indicators

Numerical **indicators**
Qualitative **results**

Women
Men

45%

55%

|	
GOAL	Increase the number of faculty from designated groups
TARGET	Increase by 5% over 2017-2018
NUMERICAL INDICATORS FOR QUANTITATIVE RESULTS	Obtained, for example, through self-reporting: • Percentage of faculty from designated groups in 2018-2019 • Percentage of women faculty in 2018-2019 • Percentage of Indigenous people in faculty in 2018-2019

•No demographic data;

•Actions in place to remedy this.

Numerical **indicators**
Qualitative **results**

GOAL	Increase the feeling of inclusion among members of designated groups
TARGET	• 40% of members feel well included • 50% of members feel somewhat included • 10% of members feel poorly included
NUMERICAL INDICATORS FOR QUANTITATIVE RESULTS	Obtained, for example, through a survey: • Percentage of members who feel well included • Percentage of members who feel somewhat included • Percentage of members who feel poorly included
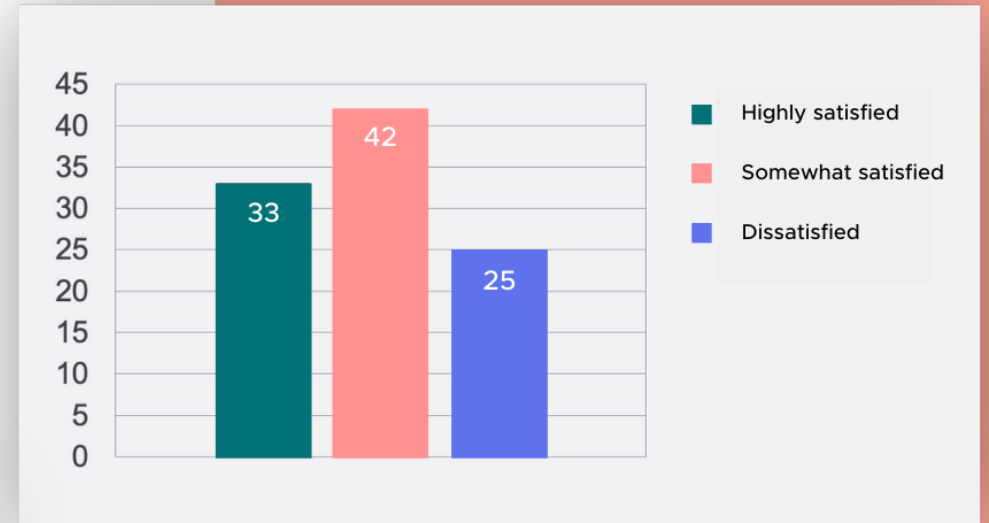
Non-numerical indicators Intangible results

GOAL	Increase the transparency of the recruitment process
TARGET	New process implemented by October 20, 2019
INON-NUMERICAL INDICATOR	Actual implementation date of the new process

EDI in other research spheres

EDI efforts are not limited to research teams or projects

- Organizing or participating in activities to develop knowledge and skills related to EDI (e.g. workshops, training) and to the challenges encountered by minority groups in their field or environment;

- Organizing or participating in mentoring activities for members of historically marginalized groups;

- Use gender-neutral and inclusive language in written and oral communications;

- Organizing conferences, symposia and other scientific events that are inclusive and diverse;

- Organizing or participating in science activities for youth from under-represented or historically disadvantaged groups;

- And much more!

Why should we consider EDI in the evaluation of applications?

EDI efforts…

- Contribute to a stronger research system;
- Are often driven by members of groups that have been historically marginalized, at the expense of their time spent on research.

These efforts should therefore…

- Be everyone's responsibility;
- Be recognized when evaluating researchers.

THANK YOU

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