

EDI in Research - A Framework

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| Components of Research Design & Methods | | | | |
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| | Parts of Research Design | Assumptions | Impact(s) | Antidotes |
| Research Design | <ul style="list-style-type: none"> ● Research Questions ● Population & Recruitment <ul style="list-style-type: none"> ○ Indigenous peoples ○ Insider/Outsider ● Methodology ● Data Collection & Testing ● Deliverables | <ul style="list-style-type: none"> ● Western/colonial bias in STEM disciplines ● Research area(s) ● Bias in questions asked ● Power differential with research population | <ul style="list-style-type: none"> ● Limited results ● Missing populations ● Misalignment between methods used and population or data sets | <ul style="list-style-type: none"> ● Incorporate diverse 'worldviews' to ensure the results and deliverables meet a greater/broader need ● Diverse literature/research ● Draw on diverse research networks and clusters |
| Research Materials | <ul style="list-style-type: none"> ● Research Materials <ul style="list-style-type: none"> ○ Tests & Instruments ○ Equipment ● Data Collection & Testing ● Deliverables | <ul style="list-style-type: none"> ● Alignment between methods used & research questions ● Research Tools are exempt from EDI analysis ● Everyone has the same access to tools, equipment and lab time | <ul style="list-style-type: none"> ● Misalignment between methods used and population or data sets ● Research tools can potentially be exclusionary to those who this work is trying to benefit | <ul style="list-style-type: none"> ● Review access to tools, equipment, instruments and data collection methods using EDI & GBA+ lenses ● Utilize diverse research networks to review their use of tools and materials in different contexts |

Research Team(s) and Lab Culture

| | Parts of Research Team | Assumptions | Impact(s) | Antidotes |
|--|---|--|---|---|
| Research Team & Lab Composition | <ul style="list-style-type: none"> ● Demographics: <ul style="list-style-type: none"> ○ Identities ○ Education ○ Expertise ○ Lived experience ● Hiring practices ● Onboarding & expectations | <ul style="list-style-type: none"> ● All researchers will have the same access to resources, training, and experiences ● Biases & stereotypes ● Same or similar schedules | <ul style="list-style-type: none"> ● Lack of diverse thought, perspective, and problem solving ● Limits the impact of research findings | <ul style="list-style-type: none"> ● Utilizing EDI in hiring: <ul style="list-style-type: none"> ○ Development of JD's ○ Selection & Interviews ○ Decision making . |
| Research Team & Lab Composition | <ul style="list-style-type: none"> ● Mentorship & Promotion ● Training & Professional Development ● Communication ● Accommodations <ul style="list-style-type: none"> ○ Disability ○ Schedules ○ Celebrations | <ul style="list-style-type: none"> ● All supervisors treat research trainees the same (lack of bias in team/lab) ● Mental health is not a concern among researchers by either supervisors or trainees ● Same or similar schedules | <ul style="list-style-type: none"> ● Serious disruptions to lab dynamics and research productivity if supervisors do not recognize and respect the inherent differences among their trainees (i.e., religion, race, gender, sexuality differences, etc.) ● Ignoring mental health concerns can be detrimental to wellbeing of researchers and research productivity | <ul style="list-style-type: none"> ● Begin each research team introductions with an overview into what EDI is, how to mitigate bias ● Create a process for engaging in conflict and microaggressions ● Establish clear work/life boundaries to increase wellbeing ● Establish clear work/life boundaries to increase wellbeing. |