



Parallel Session (2021)

From EDI to Inclusive Research and Societal Impact

AESIS

#IOS23



Parallel Session

From EDI to Inclusive Research and Societal Impact

Tatiana Rincón (Chair)

President of Gender, Social Protection, and Livelihoods at Fundación Capital, Colombia



Parallel Session

From EDI to Inclusive Research and Societal Impact

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From EDI to Inclusive Research and Societal Impact:\

The UCalgary Plan for Equity, Diversity, and Inclusion (EDI) in Research

AESIS Network for Advancing and Evaluating the Societal Impact of Science Annual Meeting
Dalhousie University, Halifax, Nova Scotia

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Outline

- ❑ Background and Key definitions
- ❑ Why EDI in Research Matter
- ❑ EDI in Research nationally and internationally
- ❑ An Initiative to embed EDI, accessibility, and inclusive excellence at the UCalgary
- ❑ Institutional and Societal Impact



Key Terms

Inclusion:

- Encompasses **norms, practices, and intentional actions to promote participation, engagement, empowerment**, and a sense of belonging for members of historically underrepresented and disadvantaged groups.
- Promoting institutional culture and practices to **ensure all can experience a welcoming space** of fairness, dignity, and human flourishing.
- Inclusion requires institutions to design spaces so that there are **no impediments to full participation** by members of equity-deserving groups.
- Inclusion **requires proactive measures** to transform cultures and relations of power and privilege, resulting in the social exclusion of under-represented groups.
- Where diversity may focus on the quantitative representation, **inclusion focuses on the qualitative experience of belonging**.
- **Diversity may exist with inequity, isolation, and marginality**, but social inclusion focuses on culture and practices that deepen participation and engagement.

Equity:

- A principle, condition, process, and outcome rooted in human rights and the **inviolability of human dignity**.
- Integral to the legal principle of justice, and the ethical **principle and practice of fairness** and doing the right thing.
- Requires **identifying patterns of inequities and making changes** to systems, cultures, and processes that obstruct members of the community from achieving their full potential.
- Equity **enables proactive measures and reasonable accommodation** necessary to identify structural, systemic and cultural barriers; discrimination, unfairness, and disadvantage; and
- **Ensures equitable pathways and opportunity structures** for women, Indigenous peoples, visible/racialized minorities, persons with disabilities, and LGBTQ2S+ (collectively referred to as “equity-deserving groups”) in all spheres of life.



Key Terms

Diversity:

- Diversity, **difference, or variety** is a characteristic of nature and human society.
- Efforts to increase representational or numerical diversity are **enabled by the institutional commitment to equity, diversity, and inclusion.**
- Fundamental to education and employment equity is the **cultivation of an environment** in which those who have been **historically disadvantaged** and are currently under-represented, can gain access to, and **flourish within the community.**
- **Representational diversity is an outcome of proactive measures** to correct systemic disadvantage, and to create equitable opportunity structures and pathways for a critical mass of those who are historically disadvantaged and under-represented.
- Diversity may also refer **to philosophical or perspectival differences**, institutional types, disciplinary fields, ways of knowing, theoretical and methodological variations. Identity-diversity shapes, and is shaped by voice, representation, and experiences.

Equity, Diversity and Inclusion definitions adapted from University of Calgary, Office of Equity, Diversity and Inclusion [*EDI Dashboard*](#). Retrieved May 9, 2022.

EDI Awards Plan: Research

□ Why and How Awards Matter

- “[R]ecognition, in the form of major prizes and awards, is a signal of where particularly influential work is being done” (Naylor et al. 2017: 36).
- “Major international prizes for research ... bring great prestige not just to individuals and teams, but also to institutions and nations. ... [T]hey send strong signals to the world about the health of a nation’s basic research ecosystem” (Naylor et al. 2017: 46).
- “In a globally competitive environment, such indicators are critical because when it comes to research, nothing attracts talent and resources like success” (Johnston and Alper, 2013).
- “Possible evidence of stature in the field includes ... grants, awards, and/or prizes received” (NSERC Peer Review Manual 2016-2017: 17).



Research Award

A recognition of research excellence or quality including for, but not limited to, a single study or discovery, for a body of work, or for early-career, mid-career, or an entire career.

Research awards are distinct from research grants or incentive prizes, which aim to generate certain research outcomes.

Collaborative Initiatives to Advance and embed EDI, Accessibility and Inclusive Excellence at UCalgary

Office of the Vice Provost & Associate Vice President Research (EDI)

EDI Plan in Research and Teaching Awards

Vice-Provost & Associate President Research (EDI), Associate Vice President Research, and Vice Provost Teaching and Learning | Office of the Provost & VP Academic and Office of the Vice President Research

Inclusive Excellence in Teaching and Learning Award

Vice Provost Teaching and Learning and the Vice Provost & Associate Vice President Research (EDI)

EDI in Awards: Why, What, How?



Why: Members of equity-deserving groups are under-represented in talent identification, award nominations, and selection processes.



Goal: Establish a culture of inclusive excellence, and recognition that is equitable and inclusive of equity-deserving groups and diverse scholarly disciplines.



Goal: to achieve equitable pathways to research awards for members of equity-deserving groups.



How: Establish principles, practices, and processes that **expand opportunities** to cultivate and recognize more diverse and inclusive research and teaching award nominations and selection.



How: Talent identification: Identify, support, and enable the institutional recognition of diverse talent for external research and teaching awards



Identify, support, and enable the **institutional recognition** of diverse outstanding talent for external research and teaching awards

EDI in Awards: Why?

“When proactive measures are taken to identify and remove systemic barriers and biases and to increase accountability, more diverse cohorts of excellent researchers [and teachers] are nominated.... The bottom line is there is no antagonism between diversity and excellence. To the contrary, diversity is indispensable to excellence in research and innovation.” (Smith, Berube, Boudreau, 2019)

How? Leadership Matters: Research & Teaching Awards EDI Plan



Modelling Best Practices: Diverse and Inclusive Drafting Committee – Impact on Research Ecosystem

Leadership:

- Vice-Provost & Associate VP Research (EDI)
- Vice-President (Research)
- Vice-Provost (Teaching and Learning)

Academic staff:

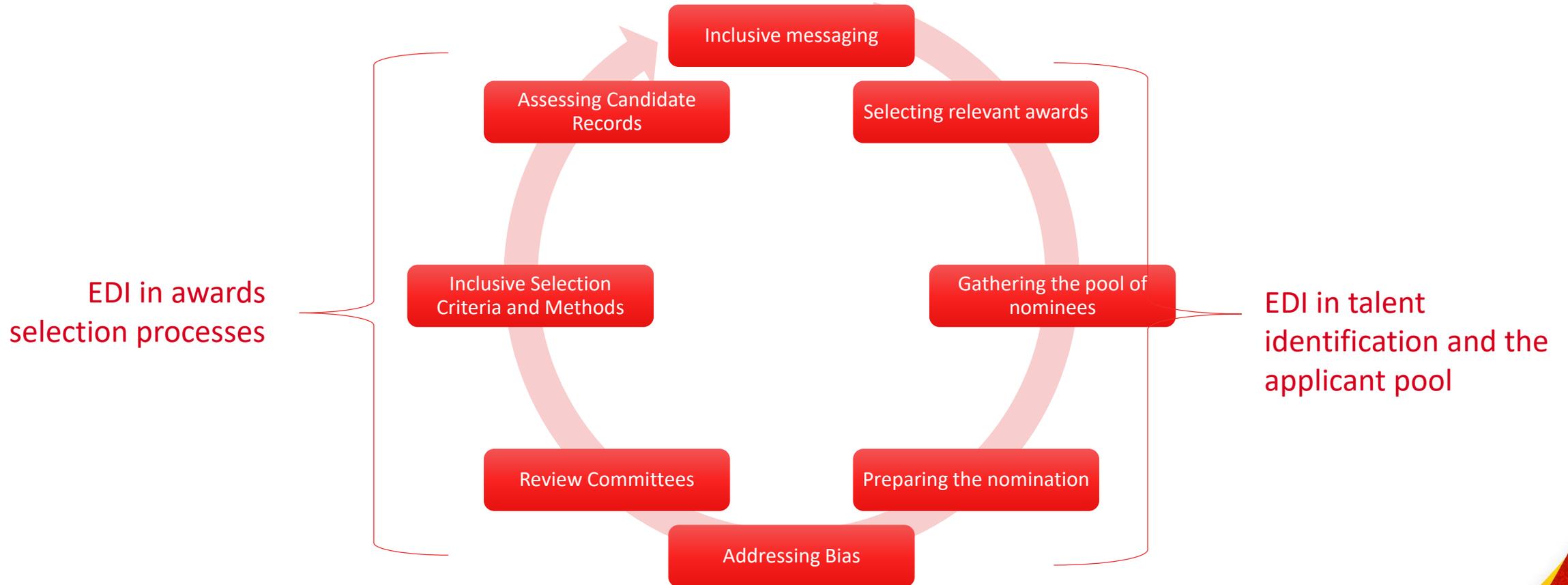
- NSERC WISE Chair
- Associate Deans (Research)
- Faculty-level awards leads
- **Faculties:**
 - Arts
 - Education
 - Engineering
 - Medicine
 - Science

Administrative units:

- Research Services Office:
 - Institutional Programs Division
 - Grants, Awards and Ethics Division
 - Indigenous Research Support Team
- Office of Equity, Diversity and Inclusion
- Office of the Vice-President (Research)
- Office of Indigenous Engagement
- Taylor Institute for Teaching and Learning



Plan format and contents



Crosscutting theme: collection and use of demographic data to inform processes and evidence-based decision making

Inputs and Process



Timing:

- Development & approval 2021
- Pilot phase 2021-2022
- Implementation 2022-

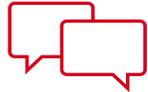
Accountability:

- Vice-Provost and AVP Research (EDI)
- AVP Research
- Vice-Provost, Teaching and Learning
- Deans Council



Equity, Diversity and Inclusion in the Applicant Pool

Inclusive messaging



- Communications of prizes and awards opportunities may be too broad or may not be pitched appropriately to reach or catch the attention of the target audience.
- Many potential nominees find out about opportunities via informal networks which have historically had limited diversity.

Gathering the pool of nominees



- Scholars from equity-deserving groups (including but not limited to women, visible/racialized minorities, Indigenous peoples, persons with disabilities, and LGBTQ2S+) may be less likely to seek or accept award nominations.
- It is therefore necessary to ensure that EDI is considered early in the nomination process.

Equity, Diversity and Inclusion in Selection Methods

Addressing Inequities, Biases



- Biases present systemic barriers to members of equity-deserving groups.
- Bias can exclude individuals with atypical career paths, those working in interdisciplinary areas, and those who have experienced career interruptions.

Review Committees



- **Diverse internal peer review** and selection committees play a key role in awards processes.
- Participating in an **equitable and inclusive selection process** is a collective and shared responsibility



Addressing Bias

Biases present systemic barriers to members of equity-deserving groups. Bias can exclude individuals with atypical career paths, those working in interdisciplinary areas, and those who have experienced career interruptions.



- ✓ All faculty members and staff engaged in awards nominations and processes should commit to continuous learning on bias and other [EDI](#) and [Indigenous engagement considerations](#).
- ✓ Acknowledge the impact and influence of scholarship from multiple disciplinary perspectives and ways of knowing.
- ✓ Openly and clearly acknowledge the potential for bias in review processes in every committee meeting.
- ✓ Avoid overreliance on student evaluations in teaching awards, as these may contain biases that have the potential to harm members of equity-deserving groups. Student evaluations should be contextualized as measures of students' perceptions of their experience, as opposed to measures of teaching effectiveness.

Review Committees

Participating in an equitable and inclusive selection process is a collective and shared responsibility.



- ✓ Include members of equity-deserving groups on selection committees, recognizing that these groups are often underrepresented and may be disadvantaged by the composition of selection committees.
- ✓ Include a committee member (ideally the committee chair) who will act as the EDI champion to ensure EDI is considered in all aspects of the committee's work.
- ✓ Ensure everyone involved in review processes commits to and engages in ongoing education on issues related to EDI and Indigenous engagement.

Inclusive Selection Criteria and Methods

Broad and inclusive selection criteria can enhance the diversity of a nominee pool and help address systemic bias against equity-deserving groups who have historically been excluded because of overly narrow criteria.



- ✓ Establish clear and transparent selection criteria that recognizes different forms of scholarly activity and reflects the core principles of the San Francisco [Declaration on Research Assessment](#).
- ✓ Review and clarify selection criteria with selection committee members before reviewing nomination packages to ensure individual and collective understanding.
- ✓ Ensure that committee decisions and discussions link the evidence presented in the application or nomination packages to the defined selection criteria. Document selection and decision-making processes.
- ✓ Engage in broad discussions of achievements. Evaluate impact, significance and content of the work.
- ✓ Ensure the committee acknowledges the impact and influence of scholarship from multiple disciplines and ways of knowing.
- ✓ For teaching awards, encourage evaluating and documenting expertise and excellence from multiple sources, viewpoints and perspectives (e.g. critical self-reflection, student and peer assessments) using holistic methods, such as teaching dossiers.

Assessing Candidate Records

An essential element of award nomination and selection is assessing the candidate's record, but there are numerous barriers to the career progress of scholars from equity-deserving groups. Small but systemic effects based on gender and race (e.g., in manuscript and abstract acceptance rates, value of start-up funding and other grants, service loads, speaking invitations, and winning awards) can accumulate, resulting in large differences in CVs. This creates inequities in the ways nomination packages are assessed, both by internal committees and externally by agencies.



- ✓ Recognize that alternative career pathways, leaves, and career delays may affect research output and contributions to teaching and learning communities, cultures, and practices.
- ✓ Acknowledge the full range of research and teaching practices in different disciplines and ensure that individual scholars are assessed within their own disciplinary norms.
- ✓ Assess the content and quality of work and ensure undue focus is not given to individual measures of success such as citation data or student evaluations of teaching. Be aware that traditional metrics do not capture factors such as the impacts of some disciplines or types of research.

These recommended practices summarize the University of Calgary Pilot Plan for EDI in Research and Teaching Awards. For full details and a list of references please visit ucalgary.ca/equity-diversity-inclusion/strategies-and-policies/awards-edi-plan

Offices of the Vice-Provost (Equity, Diversity and Inclusion), Vice-Provost (Teaching and Learning) and Associate Vice-President (Research)



Guide: EDI in Research and Teaching Awards

Recognition for outstanding research and teaching is an important facet of an academic career yet is well-known for its lack of diversity, which reinforces existing opinions about academia and academic excellence. This brief guide summarizes practices that can be enacted by nominators, nominees, and selection committees to ensure we see and recognize excellence in its diverse forms.

EQUITY, DIVERSITY AND INCLUSION IN THE APPLICANT POOL

Inclusive messaging

Proactive and inclusive messaging can reduce barriers and help ensure a diverse applicant pool.

- ✓ Emphasize the value of EDI in internal calls and details the steps that will be taken to ensure these considerations are included in assessment processes.
- ✓ Time internal calls to avoid competing deadlines and to maximize time for nomination preparation.
- ✓ Use diverse images when promoting award opportunities to enable potential nominees to see themselves included

Gathering the pool of nominees

Scholars from equity-deserving groups (including but not limited to women, visible/racialized minorities, Indigenous peoples, persons with disabilities, and LGBTQ2S+) may be less likely to seek or accept award nominations. It is therefore necessary to ensure that EDI is considered early in the nomination process.



- ✓ Embed strong networks of mentors at the department and Faculty level to champion and provide visibility for candidates from equity-deserving groups.
- ✓ Work with individual nominees to build award plans that start at the early career stage and proactively plan to pursue increasingly prestigious awards as their career progresses.

Writing nominations

Preparing award nominations is a time-consuming process that can disadvantage academic staff members from equity-deserving groups, who often face additional service commitments.



- ✓ Reduce administrative burden by streamlining nomination processes and providing equitable supports.
- ✓ Keep nomination and reference letters professional: use formal titles, do not include irrelevant information, do not refer to private life and focus on scholarly accomplishments and contributions.
- ✓ Identify and create opportunities for alternate nomination pathways (such as oral submissions) as appropriate. While this may not be possible for all awards, accepting oral submissions creates more accessible pathways to awards for Indigenous scholars.
- ✓ Avoid "doubt raisers" (statements that question an applicant's aptness for an award) and "grindstone" adjectives (phrases that place emphasis on effort rather than accomplishment) in nomination materials.

EQUITY, DIVERSITY AND INCLUSION IN SELECTION METHODS

Selecting the Relevant Awards

Matching nominees with award opportunities can pose challenges to EDI. Prestigious awards and prizes are often named after pioneers in each field, and these individuals tend not to represent diverse populations. Elitist messaging may discourage members of equity-deserving groups from applying for these awards.



- ✓ Avoid using elitist terms to describe awards. Wording such as "demonstrated excellence" may encourage a more diverse applicant pool.
- ✓ When developing lists of awards to support or track, a broad, inclusive lens should be adopted that is focused on meaningful impact within a field and society.
- ✓ Adapt inclusive selection methods to the process of determining whether a given award is appropriate for an individual candidate or pool of candidates.

Two Page Guide

Positive Institutional Impacts

Institutional

- Increased equity, diversity, inclusion and accessibility in review processes, calls for nomination, and canvassing processes.
- More diverse and inclusive awards committees.

Faculties & units

- Diversified and reconfigured awards committees, more inclusive processes for identifying and approaching nominees, better support for nominees at all stages within awards pipeline.

Collaboration

- Increased knowledge sharing at both leadership and staff levels
- Formalizing ties between VPR and VPTL awards activities.

Ripple effects

- Successes highlighted as a feasibility example in *Dimensions* application.
- Positively impacted other structures within research funding ecosystem including *SUPPORT* committees, Killam processes, CRC processes.

Positive Societal Impacts

Include Diverse Communities

- Increased equity, diversity, inclusion and accessibility in communities engaged
- More diverse, marginalized, non-traditional, under-represented populations included

Engaged those with Lived Experiences

- Shaped by the principal “not about us, without us” or “not without us”
- Co-constituting knowledge with people closest to research

Collaborative engagement science

Findings are shaped by, and shared with, those who collaborated on generating them

Ripple effects

Improve research questions, methods, practices of engagement, data quality and interpretation
Improves public engagement in science, embeds societal relevance, improves credibility of results



Parallel Session

From EDI to Inclusive Research and Societal Impact

OmiSoore Dryden

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Recommendation

“Need to engage CRT into basic science, research, questions, collaborations, and methods to confront the structural white supremacy of objectivity, meritocracy, and colour blindness. “Beyond performance, global Indigenous and Black languages and cultures should be woven into conferences like this and within greater academia to show recognition of the erasure of Indigenous Peoples and trafficking of Africans.”