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RESEARCH SPEAKER SERIES

Equity, Diversity, Inclusion in Research

Nov 22, 2022 | Tanya Manning-Lewis

Hosted by: Gwen Nguyen and Leva Lee



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Since time immemorial, the səliłwətaʔt təməx^w (Tsleil-Waututh), Skwxwú7mesh-ulh Temíxw (Squamish), x^wməθk^wəyəm (Musqueam), WSÁNEĆ (Saanich), and the Esquimalt and Songhees Nations of the Lək^wəŋən (Lekwungen) Peoples have walked gently on the unceded territories where we are grateful to live, work, and play. We are committed to building relationships with the first peoples here, based in honour and respect, and we thank them for their hospitality.

RESEARCH SPEAKER SERIES

Tuesdays at 11 am – 12 pm

NOVEMBER 22

Equity, Diversity, Inclusion in Research



Tanya Manning-Lewis

Thompson Rivers University

DECEMBER 6

Community-Engaged Research



Nadia Beyzaei

Emily Carr University of Art and Design



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Equity, Diversity and Inclusion Practices in Research: Empowering Underrepresented Voices

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Thompson Rivers University

Objectives

- Generate conversations on how to Integrate EDI in research practices
- Demonstrate a multi-voiced/multi-literate approach to research that can empower participants
- Share steps on how to make your research a platform for marginalized participants to co-create new understandings with you.
- Applications of EDI in research

“All individuals who participate in the research ecosystem must develop a strong understanding of the systemic barriers faced by individuals from underrepresented groups (e.g., women, persons with disabilities, Indigenous Peoples, racialized minorities, individuals from the LGBTQ2+ community) and put in place impactful measures to address these barriers” (SHHRC, 2022)

EDI Expectations In Research

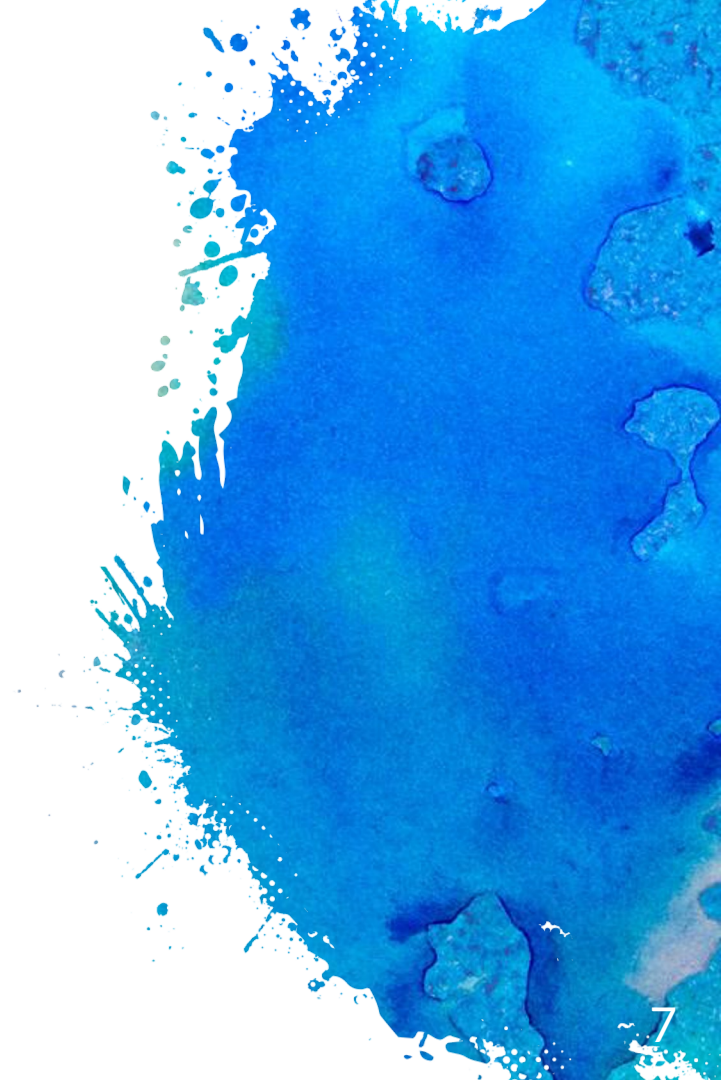
Equity in research: participants have equal opportunities to access and benefit from the research

Shifting from research 'on' to research 'with' participants

Sharing the research work with the community

Making room for diversity in perspectives and lived experiences for both participants and researchers

All team members are valued and respected for their contribution to the research



Overview of Research with Marginalised Populations

Inner-city Jamaican boys

- ❖ Examine language practices (local language) and identity formation
- ❖ Impact of language practices on masculine identities
- ❖ Challenging false narratives of inner-city youths.

Migrant Youths

- ❖ Belonging
- ❖ Identity and place
- ❖ Overcoming inferiority complexes

Women of Colour in Academia

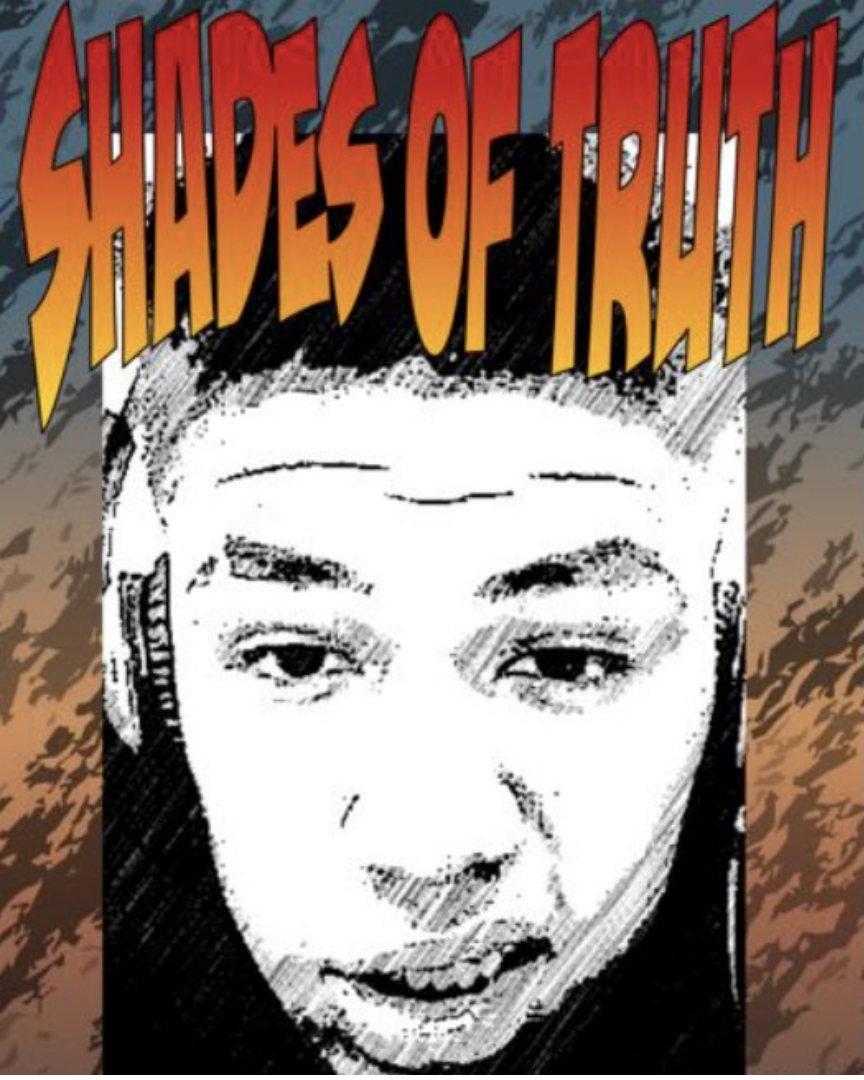
Embracing intersectional identities

Challenging notions of incompetence and inadequacies

Reclaiming self



Empowering Voices
through
Multiliterate/Multimodal
Forms of Data Collection



Inner-city Youth
Voices



REPLACES INADEQUACIES AND
JUDGEMENT



YOW
BOSS WE NUH
SEE NUH SIGN
A YOU.



Migrant
Youth
Experiences

YEAH MI NUH THINK MI A COME
BACK. I AM SUSPENDED FOR THE
TERM



REALLY!

YEAH MI
MUM IS SO
STRESSED, BECAUSE
SHE AFFI GO
THROUGH THE
COURTS

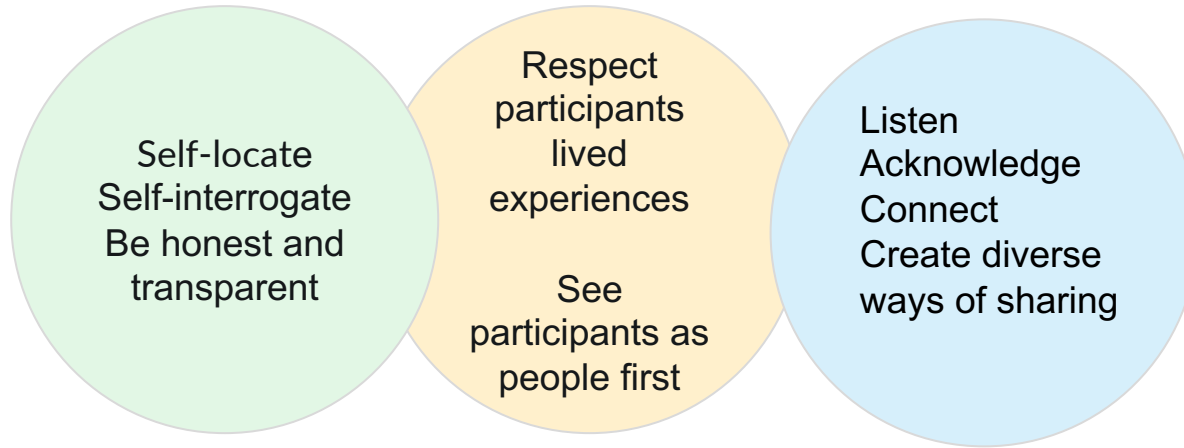




Women of Colour in Higher Education



EDI in Practice: Lessons Learned



A vulnerable population in terms of research populations could be defined as any group that is:

- Unable to protect its members' self-interests in the course of being research participant.
- Although not exhaustive, this definition could include those population characteristics that can limit the ability to obtain proper informed consent; these include language or cultural barriers and the lack of the necessary exposure to or understanding of the research method to comprehend risk
- Populations that are so economically and socially disadvantaged that participation in the research is the only way to access particular resources

(Benatar, 2004)

Research with Marginalized and Vulnerable Populations (Activity)

In groups of five, reflect on the shared research scenario. Use 1/2 of the considerations below as a guide for your conversations.

How would you activate EDI in this scenario with research participants? (i.e. collect data, conduct analysis, increase access and benefits for participants)

How would you deepen your understanding and respond to the barriers faced by participants as you engage in the research?

How would you demonstrate an understanding of different perspectives?
(Self-locate/positioning)

Scenario 1

You/Your research team seeks to investigate the experience of six women asylum seekers in Canada. This study examines the refugees' experience in the first year, focussing on access to services and integration in Canada. It investigates the history of refugee relationships with local communities and perceptions of various nationalities of refugees dispersed throughout communities. The participants are mature women who arrived in Canada from South Asia in 2018-2021.

Scenario 2

The most common form of alternative school operating today to serve youth in at- risk situations is designed to be part of a school district's comprehensive dropout prevention program. The alternative school is usually part of the middle or high school program offered to secondary-aged students. This study seeks to investigate binary and non-binary teenage students' attitudes, concerns and feelings about their academic progress and personal needs during their time at an alternative school.

Scenario 3

The study investigates the factors impacting unhoused individuals reintegration into the work force. It focuses on eight individuals who have been unhoused in the last five years and are in transitional housing. Unhoused participants were recruited at evening sessions held at various shelter locations. The shelter staff advertised the sessions to their clients.

Thank you

Credits

Special thanks to all the people who made and released these awesome resources for free:

- × Presentation template by [SlidesCarnival](#)
- × Photographs by [Unsplash](#)
- × Watercolor textures by [GraphicBurguer](#)

References

- × Benatar, S. (2004). Towards progress in resolving dilemmas in international research ethics. *Journal of Law, Medicine & Ethics* 32(4): 574–82.