EDI in Research Webinar #2 – Developing Inclusive Research Teams

Chat discussion highlights

Why develop inclusive research teams?

*Chat replies:*

- Different experiences and opinions.
- Different ways of thinking promotes better work
- Different perspectives, develop relevant questions
- Enhance research impact
- Diverse team more effective, shares different ideas, experiences etc.
- Broader input
- Richer research perspectives; more known unknowns
- In order to gain multiple perspectives on the research and results. Also to ensure that the research goes beyond the status quo in terms of participation.

What are your current practices in creating a welcoming work environment for members of your research team?

*Chat replies:*

- Sharing local places to go with family/friends - events, parks, grocery stores
- Explaining our holidays and asking about theirs
- Explaining our politics, lol.
- Lunch, informal discussions
- I friend new Indigenous staff and mentor them in navigating Queen's U
- Opening circle with check in and closing circle to wrap up via virtual meetings.
- Welcoming events, lunches to get to know other members better, lab meetings, etc.
- Lab discussions that invite everyone to share where they’re at, both in their sense of community and their research. Sharing food and activities together.
- I like to network people
- Hikes with lab members
- Joint publications
- Make them feel valued and heard
As a RA, I see my role is to help my PI grow her research and make it make it translatable to the public. I also see my role is to advocate for students and get their perspective and share with PI respectfully.

What are some of the ways that you co-create a shared sense of purpose with your research team?

Chat replies:

- Talk about benefits of the research and the impact and everyone’s role
- We write the proposal or grant application together.
- Share the success
- Explain how everyone’s productivity helps sustain grant funding
- Capitalizing on their skills but also training them on new skills that they are interested in
- Letting them choose the projects that they would like to work on
- Designate at least one session to talk about student-related topics, e.g., job search, graduate school, academic jobs, conference presentations, etc.
- It’s important to also not assume that grad students know their own specific resources. I’ve had to research on their behalf to connect them with resources.
- Students need community
- To foster EDI in trainees in addition to the technical requirements to need to further their careers is invaluable.
- Training and mentorship for community based researchers, Knowledge dissemination of the research back to community, community oversight committee to help ensure OCAP, reimbursement for valuable time etc.
- We learned to use skype instead of zoom for our Iranian fellow who can’t use zoom (still in Iran).

Useful links/resources:

- Previous R4R sessions (recordings, slides, notes, handouts): https://www.queensu.ca/vpr/resources/resource-series
- CIHR’s Bias in Peer Review module: https://cihr-irsc.gc.ca/lms/e/bias/
- Employee Resource Groups at Queen’s:
  - Indigenous Staff and Faculty Network
  - Queen’s University Association of Queer Employees (QUAQE)
  - Queen’s Women’s Network
  - Women in Science at Queen’s
- Queen’s Black Faculty and Staff Caucus

- Article in the Washington Post about promoting gender parity – this time regarding single women in the workplace https://www.washingtonpost.com/business/2022/04/21/single-women-workplace-penalty/
- Statistics Canada’s latest 2021 Census demographic information is available and they have collected information regarding generational differences in the population

→ ... as well as gender diversity data (for the first time!!) https://www150.statcan.gc.ca/n1/daily-quotidien/220427/dq220427b-eng.htm?utm_source=rddt&utm_medium=smo&utm_campaign=statcan-2021census-diss-demography-en