Bridging the Research Gap: A Toolkit on Inclusive Research and Development Practices

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Abstract

Research and development (R&D) is a key component of any organization's strategy—whether its deliverables lie in consulting, marketing, developing innovative technology, serving vulnerable communities, education, or generating knowledge and higher revenue. In addition, we know that human-centered design processes not only result in more impactful and beneficial products, but also save money. But what exactly does it mean to design and conduct human-centered research? What are key steps that one can take to develop products with an eye to diversity and inclusion? How can we ensure that R&D not only generates valuable products, but also contributes to broader social equity? This toolkit presents a list of steps that one can take to ensure that the *entire* R&D process—from the initial idea, to the dissemination of products/information, to the very consequences of R&D—uses equity, diversity, and inclusion as guiding principles at every stage.

Introduction

This toolkit's initial release comes at a time when its goal is especially relevant, more relevant than I could have imagined when I started the project in late 2019. Justified outcries in response to the murder of George Floyd at the knees of the Minneapolis police; the recent murders of Ahmaud Arbery, Manuel Ellis, Tony McDade, James Scurlock, and Breonna Taylor; and the countless Black people who have been killed due to police brutality have forced the United States to confront systemic racism and white supremacy's consequences. Given the urgent need to examine and correct systems of discrimination, it is imperative that researchers, teachers, and students alike take seriously the intersectional realities of people's lived experiences. We must do so to put an end to police brutality, violence, and the senseless killing of Black people. We must do so to create lasting change and put an end to racism and all other systems of oppression.

While inclusive research and development (R&D) is not the central or only way to strive to create a more equitable and peaceful world, it is essential that we learn how to critically examine the ways people's unique identities inform the opportunities made available or denied to them, and how socio-cultural and -economic norms and systems reinforce people's oppression and marginalization. And R&D is a key space to learn and practice such examination. This toolkit is a guide to helping people think and do research with attention to these systems, as well as aiding in the identification of systems that need to change and how to change them. It is my hope and belief that this kind of thinking will enable the reader to apply an EDI lens even outside of the R&D setting, ultimately helping people think compassionately and empathetically in and out of work.

This project emerged from a personal and professional interest in cultivating equitable and inclusive spaces and work products. As I started to think more about what factors contribute to inclusive and equitable work environments, I realized that in my many years of education, years as university faculty, and now time as a researcher outside of academia, conversations about equity, diversity, and inclusion (EDI) often happened at the level of personnel and human resources and rarely translated to conversations about the work people produced. This, of course, is not to say that my colleagues are *not* concerned with equity, diversity, and inclusion in their research. Quite the contrary, much of the thought that has inspired this very toolkit (and my interest in building it) is grounded in feminist, queer, and critical race frameworks that my colleagues, teachers, and friends embrace in their work, as well as their lives. And these frameworks explicitly and implicitly push towards inclusive and equitable research, politics, and practices. But it *is* to say that most conversations about research practices, in my experience, do not discuss research and development with *explicit* reference to EDI as often as it is discussed in the context of work culture and human resources.

When I first dove into existing literature on EDI in research and development (R&D) processes, I discovered a notable gap: There is very little said about what it means to do R&D using EDI as a lens. I quickly realized there exists an acute need for R&D guidelines that are concerned with EDI beyond staffing, and the need reaches beyond my immediate social-science-research-bubble.

The literature review in the following pages highlights that most concern with human diversity's incorporation in R&D has resided in the fields of human centered design and disability studies/research. While these methods and their applications are publicly available, they are typically framed in ways that make them difficult to translate to other R&D environments. My goal in creating this toolkit is to provide guidelines that will be helpful in a variety of settings: in a lab, in designing clinical trials, in writing op-eds for newspapers, in preparing course syllabi, in developing marketing strategies, in writing literature reviews, in providing students guidance on best research practices, in conducting social scientific research, etc. The best inclusive R&D practices will be crafted to specific organizations' needs and goals, and this project is intended as a starting point for creating such rules and norms.

This toolkit presents a list of steps that one can take to ensure the entire R&D process—from inception of an idea to the dissemination of products/information—takes into consideration the diversity of human experiences. In other words, this toolkit provides guidelines for doing *inclusive* R&D. The recommendations within guide researchers to consider the multiple axes of difference that constitute individuals' identities—race, socioeconomic status, ability, gender, sexual orientation, ethnocultural heritage, age, etc.—and power, or lack thereof, in every step of the research process. Moreover, it helps researchers ensure that their research findings and products developed contribute to cultivating a more equitable and inclusive world at large.

This toolkit has FIVE parts in the coming pages:

This toolkit is in no way final—my plan is to update and revise this toolkit over time. It will evolve to incorporate best practices and new ways of doing research with an EDI lens.

Each reader will take away something different from this project. I hope it is a resource that each can use and return to in their respective work.
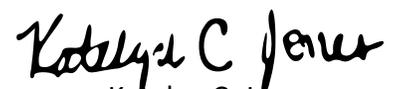
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June 4, 2020

Key Definitions

In this toolkit, I define equity, diversity, and inclusion as follows:

- **Equity** involves the promotion of justice and fairness in procedures, processes, and distribution of resources in light of historic and ongoing oppression. It requires an understanding of the root causes of disparities.
- **Diversity** is a demographic mix of a collection of people, considering all types of human difference, but with focus on racial and ethnic groups, LGBTQIA+ persons, people with disabilities, women, and other historically and presently marginalized persons.
- **Inclusion** is the degree to which individuals can participate fully in decision-making processes. An inclusive group is necessarily diverse, but a diverse group is not necessarily inclusive.

A widely used metaphor explains diversity as ensuring everyone is invited to the party, equity as ensuring everyone can contribute to the party's playlist, and inclusion is ensuring that everyone has the chance to dance.

Literature Review

The majority of research methods specifically labeled as inclusive exist in the field of learning disabilities. As Melanie Nind contends in her 2014 multidisciplinary book on the subject, *What is Inclusive Research?*, there are diverse approaches to inclusive research that make it an evolving set of practices, rather than a rigid methodological framework.[2] There are four key sets of inclusive research practices that exist today—participatory, emancipatory, participatory action, and partnership/user-led research:

- **Participatory research** can be defined as a process by which the individuals being researched are involved in the conduction of the research, including the planning, design, data collection, and data analysis, as well as the distribution and application of conclusions. The ultimate goal of participatory research is to bring about more meaningful change.[3]

- Along similar lines, **emancipatory research** is especially concerned with research subjects, but it is more explicitly geared towards cultivating political and social transformations. Emancipatory research is about confronting social oppression, and it is the ideal research method; participatory and participatory action are methods that people settle for when emancipatory research cannot be undertaken/achieved. The criteria for emancipatory research includes: people with disabilities gain something from it, research combats social oppression, people with disabilities have control over resources, and research process is politicized. Emancipatory research's focus on political transformation separates it from participatory research, which seeks meaningful change but does not fundamentally seek to transform politics as usual.[4]

- **Participatory action research (PAR)** is related to both participatory and emancipatory research. The basic goal of PAR is to bring together different agents to work together for social transformation, and it typically involves non-experts taking charge in the research process. It has emerged from feminist and antiracist grassroots movements that focus on a more "bottom up approach."[5] In PAR, taking action and doing research go hand in hand. This connection makes PAR different from emancipatory research, as emancipatory research understands action as a central part of the process, but does not necessarily intertwine action with the process of research. In emancipatory research, the action could proceed from the research, whereas in PAR action directly coincides with research.[6]

- Finally, **partnership or user-led** research has an especial focus on the different roles that individuals play in the research process. Nind (2014) maintains that this method's very

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[2] Melanie Nind, *What is Inclusive Research?* (New York: Bloomsbury, 2014).
[3] Nind, 5-7.
[4] Nind, 7-8.
[5] Caitlin Cahill, "Doing research with young people: Participatory research and the rituals of collective work." *Children's Geographies* 5, no. 3 (2007): 297-312, 308.
[6] Nind, 8-9.

name—partnership research—conveys the most important part of inclusive research: who works together on, or leads, the research process. User-led research actively incorporates service users to integrate first-hand experiences in their studies.[7]

Participatory, emancipatory, participatory action, and user-led research are all concerned with changing what research looks like, with varying degrees of attention to the roles of participants, researchers, and social change/action. User-led and participatory research are more concerned with the nature of research and the role of participants in the process, seeking to overturn the conventional researcher-researched relationship. Emancipatory and participatory action research share this concern with challenging the conventional, but they push further and intentionally outside the realm of methodology. Both research methods seek to challenge and transform political and social institutions, norms, and practices.

Outside the above-described research methods *specifically* labeled as and considered inclusive research practices, feminist and antiracist scholarship have a long history of being inclusive insofar as they actively strive to shift power imbalances between researcher and researched, are politically motivated and seek equity, and begin with the standpoints and experiences of marginalized persons. These goals align quite well with those of emancipatory and participatory action research methods.

Moreover, the burgeoning field of human-centered design reflects a similar concern with making research more inclusive of research subjects. Human-centered design is becoming a benchmark of product design and development across sectors. IDEO's field guide on human-centered design contains 57 method—exercises and activities—to steer the human-centered design process from framing the idea to putting into practice the designed solution/product.[8] It explains,

> *Embracing human-centered design means believing that all problems, even the seemingly intractable ones like poverty, gender equality, and clean water, are solvable. Moreover, it means believing that the people who face those problems every day are the ones who hold the key to their answer. Human-centered design offers problem solvers of any stripe a chance to design with communities, to deeply understand the people they're looking to serve, to dream up scores of ideas, and to create innovative new solutions rooted in people's actual needs. (9)*

From academic research to product design to development efforts, research is becoming increasingly concerned with making the process more inclusive of the subjects directly impacted by the outcome. Furthermore, some approaches (e.g., feminist, antiracist, emancipatory, PAR) are increasingly concerned with making the final product transformative—political and socially—outside the realm of research.

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[7] Nind, 9-10.

[8] IDEO.org, *The Field Guide to Human-Centered Design* (IDEO.org, 2015), 12 February 2020, https://www.designkit.org/resources/1.

With so many different ways of describing and doing research inclusively, what might be the value of grouping these different approaches together? That is, what is the value of considering an inclusive research method in general? Nind explains that the phrase of inclusive research is powerful because it can be more readily explained to a variety of stakeholders and it allows for the blurring of lines between already-established research methods.[9]

I, too, maintain that there is value in embracing an approach that is explicitly inclusive. The value of inclusion cannot only reach across disciplinary and methodological boundaries, but also connect the values of EDI in workplaces to the very work they do. This toolkit aims to explicitly consider R&D practices in relation to institutional norms of EDI, demonstrating how one cannot exist without the other. Drawing on insights from the methodological practices described above, the next section outlines key practices that can make research and development inclusive.

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[9] Nind, 12-13.

How to do Inclusive Research

Building on emancipatory and participatory action research methods, I define inclusive research and development as a process, throughout which concerns about equity, diversity, and inclusion (see definitions on page four) shape every step, from the idea of the project, to its outcomes, and finally to its dissemination. This means that concerns about the demographic mix of those involved in research, as well as those impacted by research, are addressed at each stage; it means that concerns with how the research processes and procedures are equitable, as well as how the research ultimately supports equity, are present at every step; and it means that procedures and processes are designed to be intentionally inclusive and encouraging of all involved to participate.

But how can this be done?

I move now to outline five actions that help ensure a project is done with attention to EDI from start to completion. This list is by no means exhaustive, but rather meant to serve as a starting point for those working in R&D. Each project will require attention to specific relations of power and unique socio-political dimensions.

1. Research Team
In building a research team, specific attention needs to be given to the diversity and inclusivity of the team. Diverse teams are smarter;[10] they focus more on facts, think more critically about those facts, and are more creative. Members should reflect as much of human diversity as possible, and especially reflect the individuals impacted directly by the final research product. For example, a team focused on creating a new grain of rice for market ought to include not only plant geneticists, but also those who are most likely to buy and use the rice in the designated market, or consider the impacts of a new crop on farmers. This means that expertise ought to be defined broadly in the creation of a research team, drawing on the diversity of human experiences to shape the entire research team.

Moreover, team members should have participated in EDI trainings in the past, and leaders should be open and intentional about creating an inclusive space. If the team has had no such training, they should undergo these trainings together and prior to the research project. Leaders should also be aware of how their position of power affects the ways members interact with them, and work to be effective allies to their team members. What an inclusive space looks like exactly will vary from team to team and project to project, but in general it should be an environment where members are empowered to act as allies to each other. Teams should initially agree upon principles to support equity and inclusion, giving those agreements priority in team records. These principles should explicitly address historic and present inequities that empower some and restrain others. The team can then revisit and change those principles as necessary going forward. Being clear about the importance of inclusion and making all voices welcome

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[10] David Rock and Heidi Grant, "Why Diverse Teams Are Smarter." *Harvard Business Review,* 4 November 2016, https://hbr.org/2016/11/why-diverse-teams-are-smarter.

throughout the process upfront sets an expectation of communication and inclusion, making it easier to address challenges that might emerge going forward.

2. Research Question/Aims of Project

Once the research team is assembled, the team's specific question and aims should also be attentive to EDI principles. As the team brainstorms potential topics, individuals should be mindful of how questions are phrased. For example, if the individuals propose questions with gendered pronouns, what are the implications of those genderings? Is the research only concerned with men? Or only with women? If so, what is a woman for the purposes of the research project? Are we including cis- and trans-women? Does it make sense for men and women to be considered separately and without reference to the other in the research project? While these questions may seem unnecessary, such interrogations early on will highlight the ways that systems of power intersect to shape the research project's question and aims.

Additionally, the team should have an explicit conversation about the intended consequences of the project, asking: How does the project intend to help encourage equity and inclusion? This means that the team must first ensure that they are thinking about the true diversity of their intended audience.

For example, a team concerned with designing a new hand dryer will want to think about all possible users to ensure that the sensor technology can pick up on all skin tones. Charles De Gaulle Airport installed new hand dryers that had not been tested on skin with high amounts of melanin and were, therefore, unusable by a significant number of travelers. This kind of problem can be avoided by thinking more carefully about the users.[11]

Moreover, researchers should consider surveying their intended users, or the impacted population/community, when possible to get an idea of their needs and desires and ensure that the product/research responds to their needs.[12] In doing this, researchers embrace the idea that others have experience that is relevant to their project from its very inception, helping to make for a more inclusive product that addresses historical and conventional imbalances between researchers and researched. Knowledge and expertise do not only reside with formally trained researchers, but also in the communities they impact and work with. Actively including users and affected communities in the formation of research questions beneficially expands power and knowledge to include those who are often excluded or marginalized from/by power and knowledge.

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[11] "Bridging the Research Gap," Roundtable Discussion at the Chicago Council on Global Affairs, 17 September 2019.
[12] Roundtable

It is especially key for researchers to meaningfully engage youth throughout the R&D process, especially given their integral role in research dissemination (see number 5, below).[13] Key ways to integrate youth throughout the research process include:[14]

1. *Authentically value youth experience*
2. *Recognize diversity among youth*
3. *Formally recognize contributions*
4. *Create meaningful opportunities and active participation*
5. *Clearly define roles*
6. *Be transparent and genuine*
7. *Create youth-friendly spaces*
8. *Explain research concepts in jargon-free terms*
9. *Hold meeting pre-briefs and debriefs*
10. *If engaging both youth and caregivers, actively ensure the youth's voice can still be heard*

These ten guidelines are applicable to all individuals included in the research process and can be applied when thinking about how all involved are integrated and included.

Thinking about these factors in the very early stages ensures that the team is attentive to diversity and inclusion throughout and can return to these initial discussions and determinations throughout the process to ensure they are on track to create inclusive and sustainable products. As I explain below, even a paper seemingly unconnected to EDI can encourage equity and inclusion by intentionally including citations from underrepresented scholarship.

3. Initial Research/Citation Practices

While one might think that research by its very nature isn't affected by the researcher's biases, that is not the case. It is essential that the research team is attentive to the biases present in the methods they use, as well as the research they build on. The team should be attentive to the scholarship and resources they use. The media one consumes (TV, books, articles, music, etc.) shapes one's perception of the world. Ensuring that a diverse set of researchers and perspectives are included in the reading stage helps the team uphold diversity of sources. Moreover, teams should do their best to ensure that underrepresented scholars (e.g, women, people of color, people from the Global South, etc.) are cited in their work product.

Citing a diversity of scholars is a key way to create a more equitable research environment globally, elevating those whose work is often ignored and under-cited. The Gender Balance

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[13] See: Women Deliver, *Engage Youth: A Discussion Paper on Meaningful Youth Engagement,* Accessed 2 June 2020, https://womendeliver.org/wp-content/uploads/2016/04/Meaningful_Youth_Engagement_Discussion-Paper.pdf

[14] List taken from: Hawke, Lisa D., Jacqueline Relihan, Joshua Miller, Emma McCann, Jessica Rong, Karleigh Darnay, Samantha Docherty, Gloria Chaim, and Joanna L. Henderson. "Engaging youth in research planning, design and execution: practical recommendations for researchers." *Health Expectations* 21, no. 6 (2018): 944-949.

Assessment Tool[15] can help do this. The tool evaluates the possible gender and race of each author and provides an estimation of what percentage of authors fall into each category. This tool is immensely helpful in all new research projects. It can also be helpful in returning to past research projects and providing a starting point for identifying unconscious biases that shaped prior research agendas.

4. Research Method and Data Collection

As the team determines a method of developing the final product, the team should be attentive to how their data collection process is inclusive and/or exclusive. Disaggregating data and carefully thinking through how research captures the way various forms of inequality operate together and exacerbate each other, or intersectionality, is critical to ensuring that no one is left behind or harmed as a result of any research product.[16] Questions might include:

- How inclusive of people's different identities (e.g., gender, race, ethno-cultural heritage, age, etc.) is the survey's language and options? Does it capture intersecting identities?
- Does the survey need to be made available in different languages for different constituents?
- How does the research assist or empower the user/community/company of focus?
- What are the consequences of interviewing potential product users in the company's offices vs. in their homes?
- How does the availability of the research team to do interviews affect the demographic being interviewed?
- What versions/plans are in place to ensure the survey can be accessed by people of different ability levels?
- How does this project serve or address issues facing the population or community being researched?

Questions such as these should be at the forefront of the team's mind in finalizing the method of data collection. Asking these questions ensures the method and consequent data collected are as inclusive as possible, and ultimately most reflective of human diversity.

Data collection processes should ensure that the data are separated into their component parts, or disaggregated. Data about people/populations should be disaggregated based on major identity characteristics, such as gender, race, socioeconomic status, etc.[17] Disaggregating data can better help researchers advocate for marginalized persons and understand how the project can contribute to a more diverse, equitable, and inclusive ecology among the researched or community of focus.

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[15] Joel Lawrence Sumner, *Gender Balance Assessment Tool,* 10 December 2019 https://jlsumner.shinyapps.io/syllabustool/.
[16] UN Women, "Counted and visble: Global conference on measurement of gender and intersecting inequalities." 26 February 2020, https://data.unwomen.org/news/counted-and-visible-global-conference-measurement-gender-and-intersecting-inequalities.
[17] Roundtable

5. Research/Product Dissemination

The method of disseminating research findings should be informed by earlier discussions about the research questions and aims. For instance, if the aim of an R&D process is to improve the health of impoverished Americans, the modes of dissemination should reflect that. The product/findings might not only be made available to experts in the field, but also made available in a more digestible format for the general public, and more specifically the population it is intended to help. This means that careful thought needs to be put into how information is shared, given the various audiences concerned. With respect to written materials:

- Written materials should use clear language and accessible fonts.[18]
- The product should be accessible in print format, as well as online.
- Moreover, including a disability access symbol on the final product is a strong signal of intentional accessibility and inclusion.

Audio-visual materials should also be accessible:

- Videos can include closed captioning and descriptions
- Audio files can be transcribed.

Any public events centered on the final product should also be designed with an eye to inclusion and accessibility, ensuring that individuals can identify any needs they may have upon registration and that the event facilities are accessible to all. The CRIAW-ICREF *Diversity through Inclusive Practice*[19] guide provides extensive details on how to do just this.

In an age when social media is the primary means of sharing information, researchers concerned with making findings accessible need to consider how to best share findings on social media (esp. Twitter and Instagram). This venue requires especial attention to language, ensuring that the language used is accessible to a general audience and, ideally, a youth-based audience. Today, youth are harbingers of change, and they should be a key target audience of any findings. Including youth throughout the R&D process also improves the quality of research by generating more reliable data interpretation, because those closest to the issues studied—young people— are participants in the formulation of research questions, methods, and findings dissemination.[20] Moreover, the conveyance of findings in these mediums requires the creation and selection of engaging images that can easily make sense to a general audience, something that youth participants can provide useful guidance on.[21]

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[18] See: Jason Schwartz, "An Explanation of ADA Compliant Fonts," *Avondale Type Co.* 24 August 2018 https://avondaletypeco.com/2018/08/24/an-explanation-of-ada-compliant-fonts/.

[19] Jessica McCuaig and Carmela Hutchison, *Diversity Through Inclusive Practice Toolkit* (CRIAW-ICREF, 2014), 12 February 2020, http://fnn.criaw-icref.ca/en/product/diversity-through-inclusive-practice-toolkit#.XkRdITFKiUk.

[20] Powers, Jane L and Jennifer Sarah Tiffany. "Engaging youth in participatory research and evaluation." *Journal of public health management and practice: JPHMP* Suppl (2006): S79-87, 80.

[21] Roundtable

Conclusion

This toolkit has presented an introduction to what it means to create an inclusive R&D process, one that considers—from inception of an idea to the dissemination of products/information—the diversity of human experiences. The recommendations within are intended to help researchers address individuals' intersectional identities in every step of the research process. Further, these recommendations help ensure researchers create products that are not only impactful and beneficial, but also meaningful contributions to realizing a more equitable and inclusive world for all.

By carefully considering degrees of inclusion in five key parts of R&D—research team makeup, research question, background research and citations, method and data, and dissemination—researchers can ensure that questions of EDI are not sidelined or addressed superficially. Seriously considering and acting on these recommendations will ensure that R&D processes are purposefully inclusive.

What inclusive R&D looks like will vary by institution, project, and research team. To guide groups and individuals in the process of creating an inclusive R&D process, the following pages include a series of worksheets intended to aid the research process and ensure that questions about equity, diversity, and inclusion are integrated every step of the way. Their purpose is to shape conversations and help teams identify best practices for inclusive R&D. The best inclusive R&D practices will be crafted to each organizations' specific needs and goals.

As I said at the start, this toolkit is in no way final—I plan to update and revise it over time. The appended worksheets will also evolve over time to incorporate new ways of doing research with an EDI lens.

My dream is that an inclusive approach to research will eventually be the norm, rather than the exception. It must become the norm to ensure that research is done thoughtfully, compassionately, and inclusively. Moreover, it must become the norm to ensure that more informed policies are developed and implemented to remedy systems of oppression that plague communities globally. An inclusive R&D process is a powerful tool for teambuilding, doing impactful research, and making the world a better place.

Worksheet 1: Research Team Makeup

Complete the below table collectively (do not fill in information for, or on behalf of, group members) to use as a springboard for conversations about the team's makeup and EDI plan. *NOTE: It is advisable to ensure that all group members have participated in an EDI training/workshop within the last calendar year.*

Name	Pronouns	Role on Team	Relationship to project and outcomes personally and/or professionally	Self-Identification (gender, age, race, ethno-cultural heritage, etc.) one wants to share	Date of most recent EDI training/workshop

Worksheet 2: Equity Diversity, and Inclusion among R&D Staff

Use the completed chart from Worksheet 1 to discuss the following questions and initiate a conversation about EDI, as well as group work dynamics. Have participants reflect individually, then in small groups, and then as a large group. For small group discussions, it is advisable to randomly assign people to groups to ensure people don't only communicate with people they are most comfortable with.

Part 1: Individually

How do I understand equity, diversity, and inclusion? How does my unique positionality inform my life experiences, relationships, and research? Consider these questions broadly, and in the specific group context.

What do I think are best practices for addressing any concerns with EDI? (think about specific examples of when such concerns were well and/or poorly addressed)

How can I ensure that this space remains inclusive throughout the research project?

Part 2: Small Group (use same questions in large group iteration)

How does our group collectively understand EDI principles? And how do these principles relate to this particular project?

How will we address any concerns around EDI that arise throughout the research process?

What checks and balances can be put in place to ensure that power is accessible to every team member?

Worksheet 3: Research Question/Aims of Project

Use this worksheet to guide initial conversations about how the research question and aims contribute to equity, diversity, and inclusion. This should be completed early in the project and referenced throughout the R&D process.

What question are we asking?

Who and what (communities, environments, neighborhoods, etc.) are most directly impacted by the answer to this question/our findings/our product?

How was this population included in the formation of this question? (*If they weren't included, go back to revisit the question being asked and include these people)*

How will answering this question contribute to inclusion and equity?

Worksheet 4: Background Research and Citation Practices
Use these questions to shape background research and citations throughout the R&D process.

What is the general understanding of "expert" in this field? How is this definition or understanding inclusive? Exclusive?

Who are the most widely cited scholars/products/researchers relevant to this topic (Brainstorm and list their names below)

How are these individuals (not) representative of the world at large? How are these individuals (not) representative of the populations most impacted (identified in Worksheet 3) by this research? (Think about race, gender, education, nationality, political ideology, etc.)

Expert	Known Demographic Information

Where can we look to diversify research resources used in this project? With whom can we consult about diversifying the sources and knowledge used in our research?

How will we be held accountable for drawing on research from diverse sources? What can we do beyond using the Gender Balance Assessment Tool?[22]

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[22] Available at: https://jlsumner.shinyapps.io/syllabustool/

Worksheet 5: Research Method and Data Collection

The following are general questions to help guide conversations about how EDI factor into methods used throughout the research process. Teams are encouraged to brainstorm more specific questions that are uniquely relevant to their particular project and community of concern, as well.

GENERAL

How does the research assist or empower the user/community/company of focus?

How does this project serve or address issues facing the population or community being researched?

INTERVIEWS

What are the consequences of interviewing potential product users in our offices, online, or in their own homes?

How does the availability of the research team to do interviews affect the demographic being interviewed?

SURVEYS

How inclusive of people's different identities (e.g., gender, race, ethno-cultural heritage, etc.) are the survey's language and options?

What versions/plans are in place to ensure the survey can be accessed by people of different abilities?

DATA

How are the data disaggregated? What different demographic categories are included/excluded? And why?

Are the raw data publicly accessible? If not, how are they made available to the population most directly affected?

Is all statistical coding also accessible for replication. If not, why not?

Worksheet 6: EDI and Dissemination

Use these questions to think about best practices for engaging the impacted population(s) and engaging youth in product/research dissemination.

What distribution format(s) is/are most accessible to those people directly impacted by the findings and ultimate product?

What steps can we take to ensure that at least one of the above distribution formats are used?

How can we best engage youth in distribution?

What is our social media strategy?

How will our final product underscore concerns with EDI that permeated the entire research and development process?