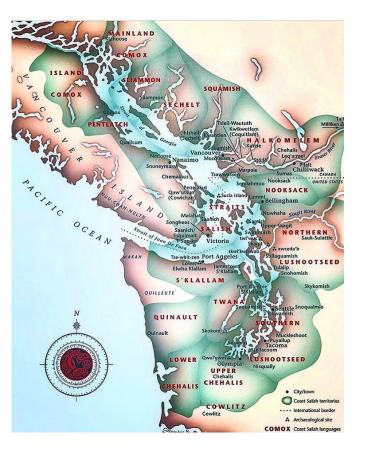


Addressing barriers for researchers from traditionally marginalized groups

David Phipps, York University, Canada Marcos Alberto Garza, University of Miami



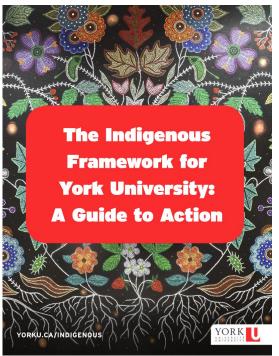
We respectfully acknowledge that our event today is taking place on the homelands of the Coast Salish peoples, who continue to steward these lands and waters as they have since time immemorial. We recognize tribal nations and organizations who actively create, shape, and contribute to our thriving community at Seattle University and beyond







October 2017



- 1. Expand the role of the Indigenous Council.
- 2. Increase the number of Indigenous faculty.
- 3. Enhance the recruitment and academic success of Indigenous students.
- 4. Expand Indigenous programming and curricular offerings which explore Indigenous life, cultures and traditions.
- 5. Facilitate research that is relevant to Indigenous life, and respects Indigenous approaches to knowledge and learning.
- 6. Engage with Indigenous communities to enrich the learning process.
- 7. Establish spaces for Indigenous cultures and community within the University.
- 8. Ensure that the perceptions and experiences of Indigenous community members are reflected in the classroom, on campus and in university life.
- 9. Develop and expand educational opportunities for Indigenous communities.
- 10.Ensure the process for developing, implementing and evaluating this framework involves Indigenous community members both within and outside the University





Decolonizing Research Administration Workshops: 2018-2019

#	Workshop	Details
1	Getting on the same page	Ruth Kolezar Green
2	Colonization	Kairos Blanket Exercise
3	Decolonization	Pelq'ilc (30 minute video) by Celia Haig Brown
4	Researchers Experiences	Sean Hillier
5	Our own practices	Knowledge mobilizationResearch ethicsPre-award grant support

Do you feel a personal or professional commitment to decolonising?"

- "Both. I want to be better in both, a better Canadian"
- "Absolutely! Is a key consideration in the development of policies and procedures"
- "Yes, everyday (since these decolonising workshops) I think about the land I walk on, use, and its history."

Reflecting on professional roles: rigid policies/procedures, meaningfully engage, must be willing and able to alter our practices, don't consider opportunities and constraints





Workshop #4









Decolonizing Research Administration

An evaluation of Indigenous Research at York University: A guide to moving forward

November 18, 2019

Written by: Sean A. Hillier, PhD

"Although it is clear that decolonization of the mind is essential, my wonder is who will engage in this process with non-Indigenous educators and will they accept or resist it? My hope is that most will accept such a mind set. Educational leaders must model agentic thinking and work to resist deficit thinking. As an Indigenous person, I have to believe that decolonization is possible within education; however it is a daunting task".

Smith, R. (2016) "Making Space for Indigeneity: decolonizing Education". SELU Research Review Journal, 1(2), 57.

https://www.researchgate.net/publication/344798162 Decolonizing Research Administration An evalua tion of Indigenous Research at York University





Recommendations

Indigenous communities

- Service, teaching, and research responsibilities must be reasonable, **appropriate**, and meaningful (including tenure & promotion)
- 2 York must hire a central Indigenous Research Officer and support staff
 - York and VPRI must make a public statement entrenching support for Indigenous ways of knowing and being, research, and practices
 - York must work to reconcile Indigenous ways of knowing and being and the ways in which Indigenous research is conducted with its own need for accountability (finance)
 - ORS must take a leadership role in assisting non-Indigenous faculty members to engage with
 - York must commit to hiring more Indigenous faculty members
- York must commit to recruiting and providing adequate funding and supports for Indigenous graduate and undergraduate students
 - The university must respond to the contents of this document with an action plan and/or response to the points noted. Indigenous faculty and students have again given their time to tell the institution and its leadership their concerns and needs



3

6

8



YORK U

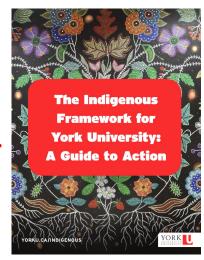
Centre for Indigenous Knowledges and Languages (CIKL)

YORK U

Centre for Indigenous Student Services

Indigenous Council







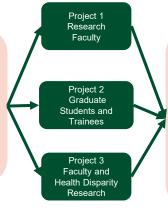
Project Overview

Challenges

- Limited institutional infrastructure for tracking and rewarding meaningful investigation into issues of racial justice and health equity.
- Some investigators do not have the skillset to address the role of race in research.
- Investigators lack the resources to pursue racial equity research.
- University-wide collaboration on racial equity and health equity work needs more coordination with MSOM leadership.

Goals

- To create a diverse research workforce that provides mentoring and support for the next generation of researchers while creating an inclusive environment for underrepresented minority (URM) researchers.
- Enhance opportunities for research to address health inequalities and racial justice.



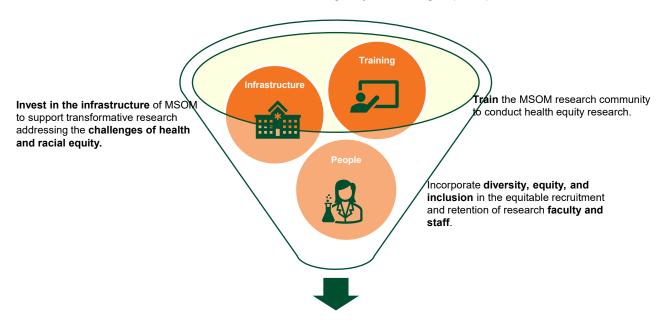
Outcomes

- Developed a Big Hairy Audacious Goal (BHAG) for the research community at MSOM
- Developed recommendations and a high-level roadmap to support the implementation of the project specific recommendations.
- Transitioned project 2 to the student affairs committee.



Recommendations

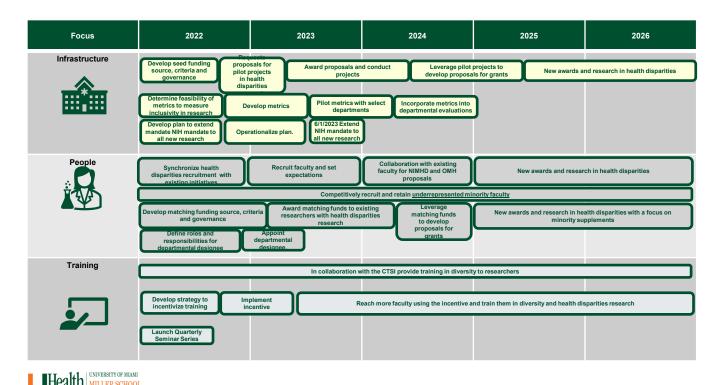
The recommendations are actions that can be taken to achieve the big hairy audacious goal (BHAG).



A research community at MSOM that is inclusive and through <u>ALL</u> research addresses health disparities to achieve health equity in South Florida.



Implementation Roadmap



12

To Many Commitments



Experience of Black Faculty

- Asked to serve on numerous committees (hiring, process, academic, clinical)
- Clinical schedule demand from black patients
- Personal fatigue
- Departmental buy-in lacking



It's your turn....

- Are you aware of a "minority tax" in your work/office/Faculty/Institution?
- How do you (your institution) address this?

