



Addressing Inequity in Community-Engaged Research

Presentation for the Interdisciplinary Health Science
Institute

Friday, April 19, 2024

Karen Simms
Trauma & Resilience Initiative, Inc.

Ross Wantland
Office of the Vice Chancellor for Diversity, Equity & Inclusion



Land Acknowledgement



We are on the lands of the Peoria, Kaskaskia, Piankashaw, Wea, Miami, Mascoutin, Odawa, Sauk, Mesquaki, Kickapoo, Potawatomi, Ojibwe, and Chickasaw Nations.

These lands were the traditional territory of these Native Nations prior to their forced removal; these lands continue to carry the stories of these Nations and their struggles for survival and identity.

It is necessary for us to acknowledge these Native Nations and for us to work with them as we move forward as an institution with Native peoples at the core of our efforts.

Who's In the Room



Take a moment to complete the poll

- On a scale of 1 (novice) to 5 (expert)
 - How experienced are you with community-based research?
 - How much do you know about equity?
 - How well do you address equity concerns in your research?

In the chat, why are you here? What do you hope you take away from our conversation today?



Agenda



Understanding inequity in research

Promising practices for addressing power inequity in research

Applications for our research

Sharing resources



Understanding Inequity in Community-Based Research

Community-Based Research



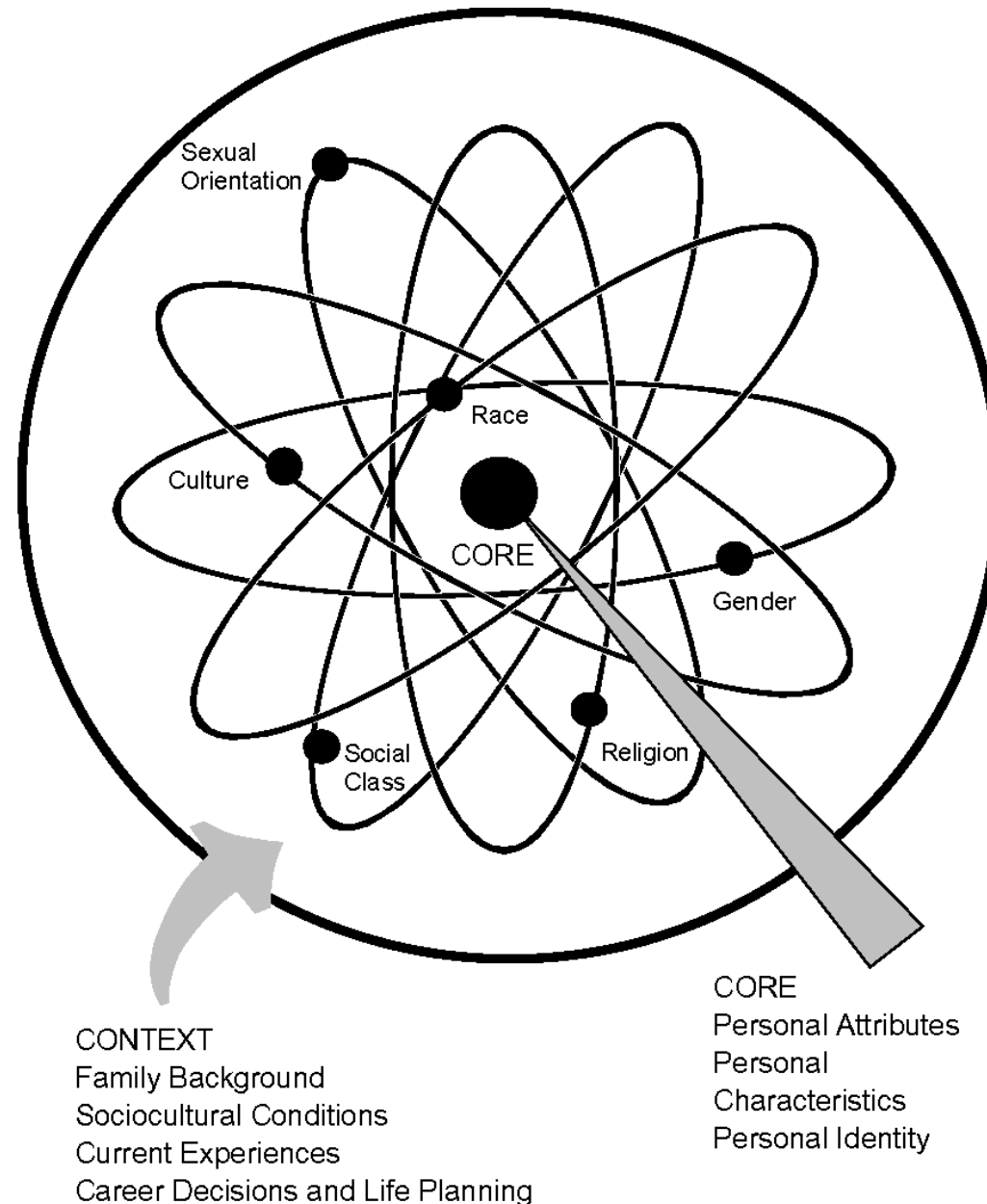
Community-based research intends to work with community members for a mutually beneficial partnership, often consistent with the institution's mission as a public research university.

What are some of the social groupings or experiences that you may be examining in your research? Share in the chat.

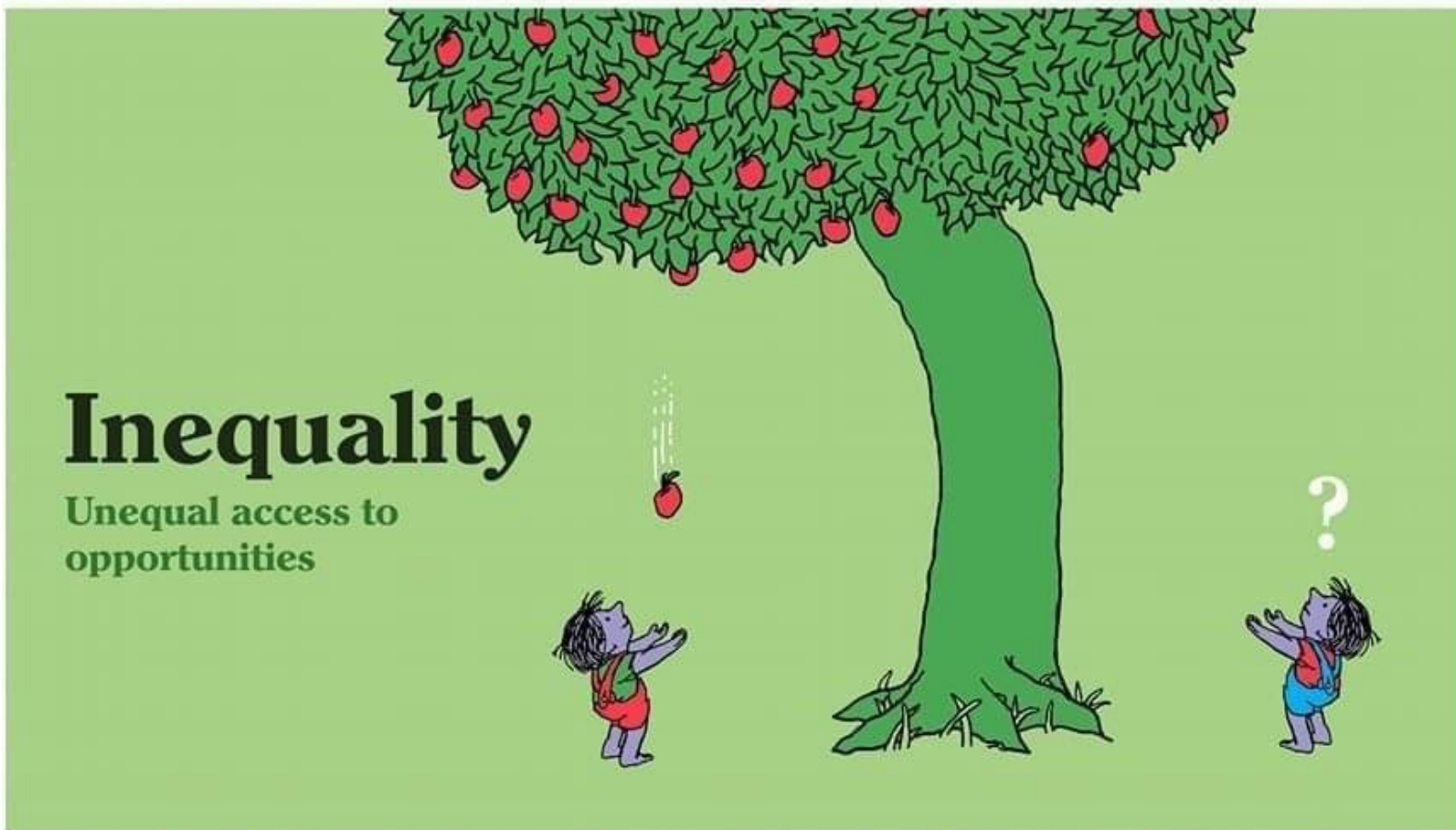
Identity In Context

Social identities are intersecting and interlocking, including:

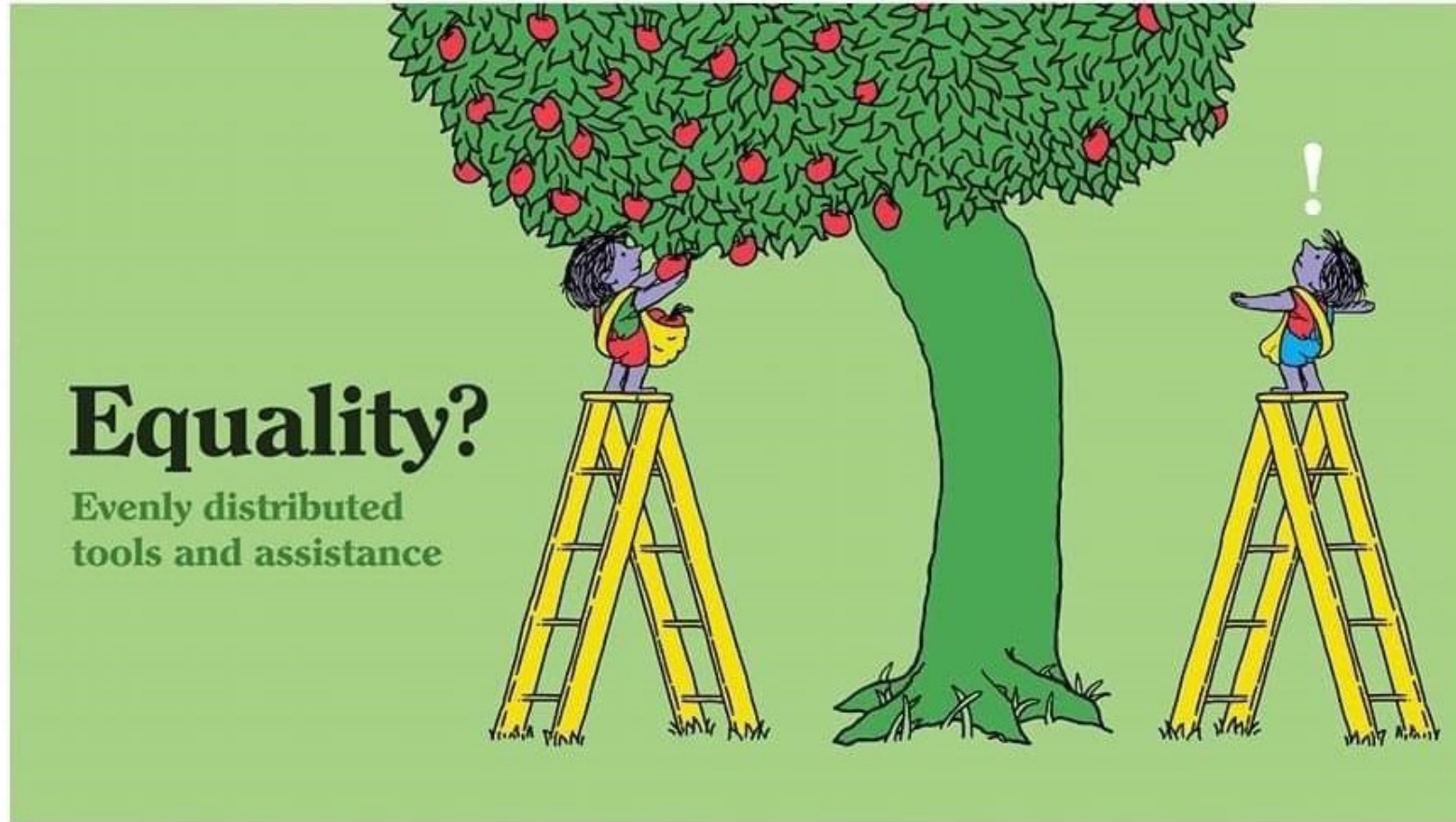
- Gender identity
- Race/Ethnicity
- Sexuality
- Social Class
- Age
- Nationality
- Disability
- Religious Identity
- Appearance



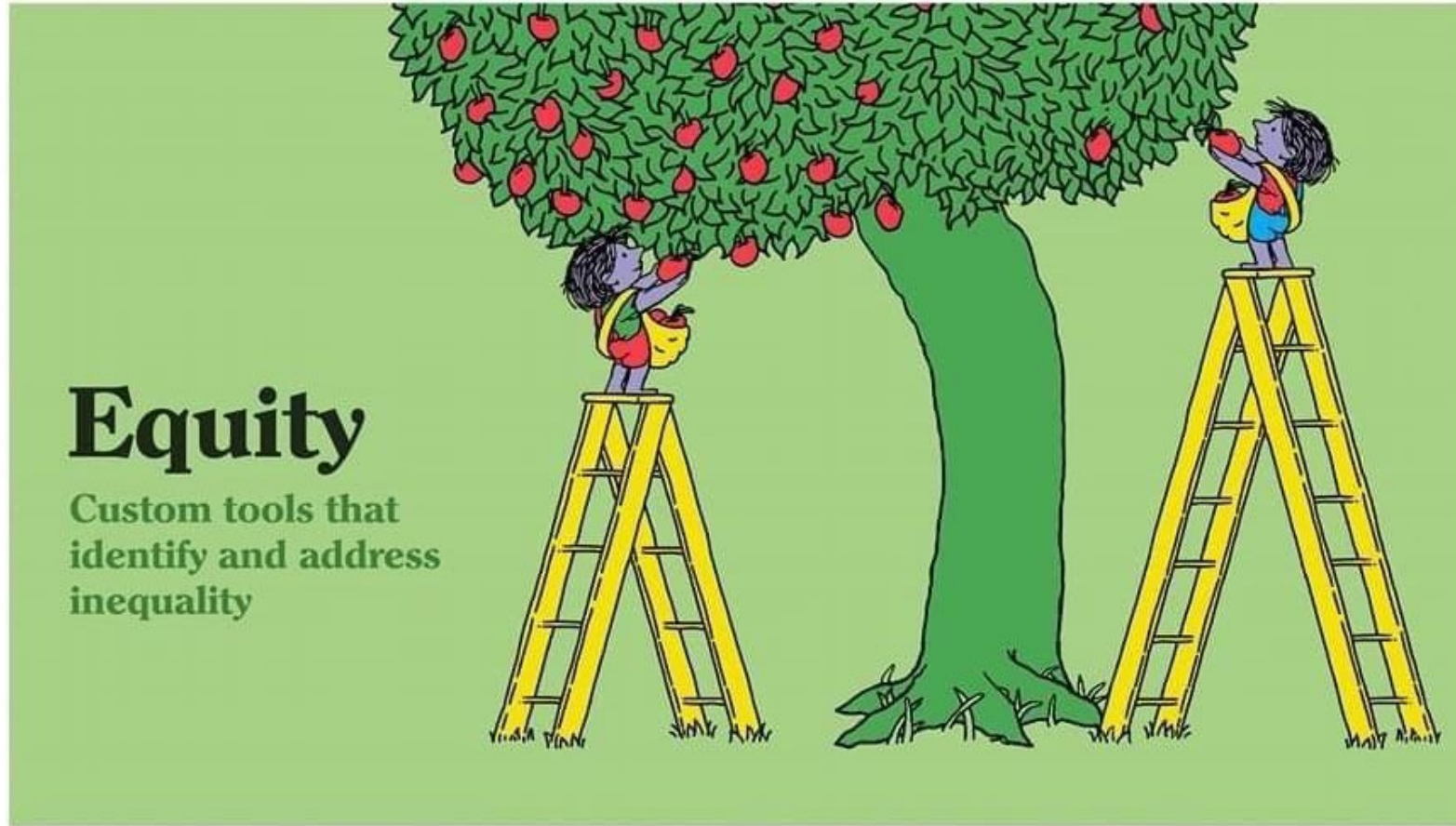
Defining Inequality



Defining Equality



Defining Equity





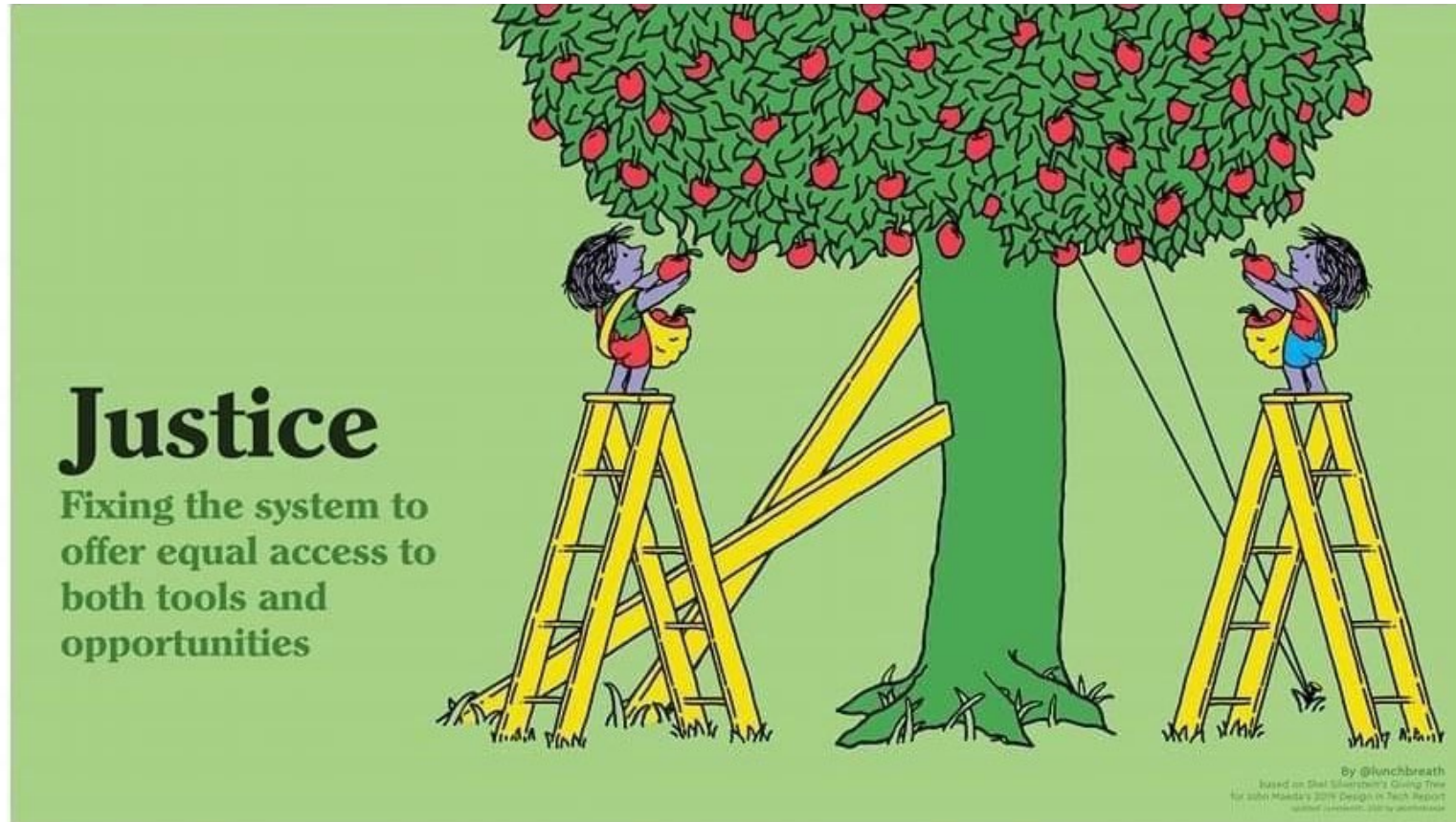
Equity



State of fairness, whereby individuals have resources they need to fully participate and be successful

Must address systemic as well as local and structural issues

Defining Justice



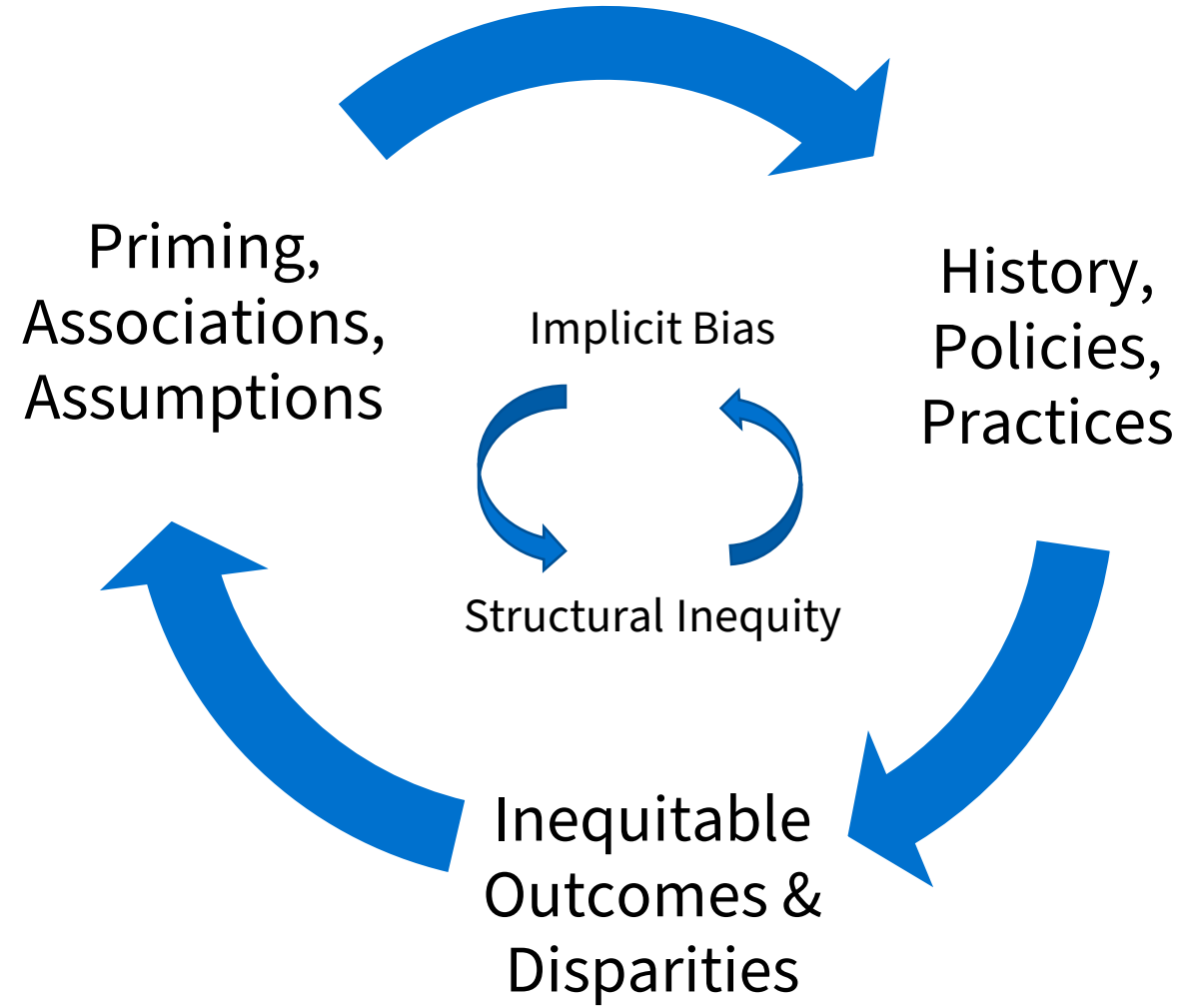


Policy, Not People

“This is the consistent function of racist ideas - and of any kind of bigotry more broadly: to manipulate us into seeing people as the problem, instead of the policies that ensnare them.”

- Ibram Kendi *How to be an Antiracist*

Racism as a Complex System



Model adapted from
National Equity Project

The Impact of Inequity



The impacts of structural inequity are probably familiar:

- Health
- Economic/Wealth
- Living Conditions
- Education
- Career Opportunities
- Social/Safety
- Environmental



Does Intent Matter?

The impact of unintentional racism—the ways we participate in and bolster racism without actively trying to do so—is indistinguishable from the impact of intentional racism. Imagining myself as a good person, as a progressive person, means little if I am not examining and changing the impact I’m having even through actions I once took without intention.

- Paul Gorski, EdChange.org

Well-Meaning Researchers



How might well-meaning researchers and research reinforce structures of inequity?

In your small groups, identify how community-based research may reinforce structures of inequity.

Use the [Jamboard](#) to report your findings.

How might community-based research reinforce structures of inequity?

Lack of respect to the individual value of their culture

interpreting behaviours outside of the culture

there are in the structures d in order to community is we hope mes we still lize those that further perpetuates t

Not considering community members as intellectual contributors

Limiting what communities you work with. Limiting who is considered to be 'in the community.'

using language that is not understood by all

Create power imbalances

Tools, methods and language that we use can be problematic

lack of compensation for partners

Expecting too much from community and giving nothing in return

Lack of knowledge on both sides

Not incorporating community members in research design

Bringing research into a community ultimately puts the researcher in a position of power within the community

Barriers to entry are a lot to overcome, difficult to get invited in

Convenience sampling

Not being careful with question framing and delivery

Not recognizing the value of their time for compensation



Promising Practices





Promising Practices

5 Ws of Racial Equity in Research Framework

WHO?

Who benefits? Who is harmed? Who is excluded? Who makes decisions? Who do systems prioritize? Who is made comfortable? Who is cited? Who is called an expert? Who can lead research?

WHY?

Why is this project relevant? Why use this approach? Why should someone want to be involved? Why this research topic? Why this group of interest? Why you? Why not you?

WHEN?

When did it become a priority? When do research activities occur? When is waiting acceptable, and for whom?



WHAT?

What resources? What is the access? What values are prioritized? What languages are excluded? What are the accommodations? What variables are used or excluded?

WHERE?

Where does power sit? Where do you have to go? Where are resources shared? Where are findings shared? Where is this research going? Where does the money go?

Some Key Terms



- Scaffolding Supports
- Democratizing Knowledge
- Healing Centered Engagement – Shawn Ginwright
 - Strength based lens
 - Authentic Community Engagement
- Justice Informed

EBP #1: Do No Harm

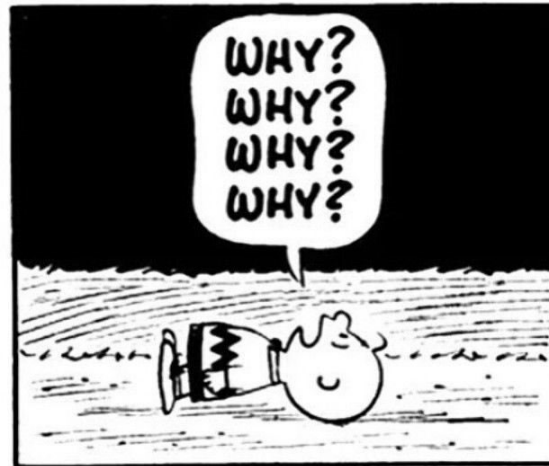
- Best Practices Center Around a "Do No Harm"
- Mitigating harm when possible
- Repairing harm that has happened
- Healing harm whenever possible



EBP TIP #2: Design

What is your question and what is the lens/filter you're bringing to the question?

- Are you looking at the systems issues or just the symptoms?
- Does information already exist (data, opinions – are you seeing culturally, racially diverse groups as 'foreign,' etc.)



Examples of the types of questions that might reflect an implicit or explicit bias



1. 'What do you want for your family?'
2. If there is information available does your 'audience' have access to it. (or you the only one with the information - 'weaponizing knowledge.'
3. Are you asking 'what' questions when you should be asking how?
4. Consider the impact of being asked 'tell me what you want? Or tell me how you see the problem' ...over and over again with no change, no delivery, no visible sign that the information is being used



EBP Tip #3: Agency, Voice & Choice

1. How have you identified the problem (and who was involved in that process?)
2. Are you focusing on the policies, procedures and practices (the roots & drivers?)
 - Have you identified the structural barriers
 - Is/will your research be important to those/the community being researched
 - What is your evidence?

(Are You Focused on Symptoms – Not Roots)



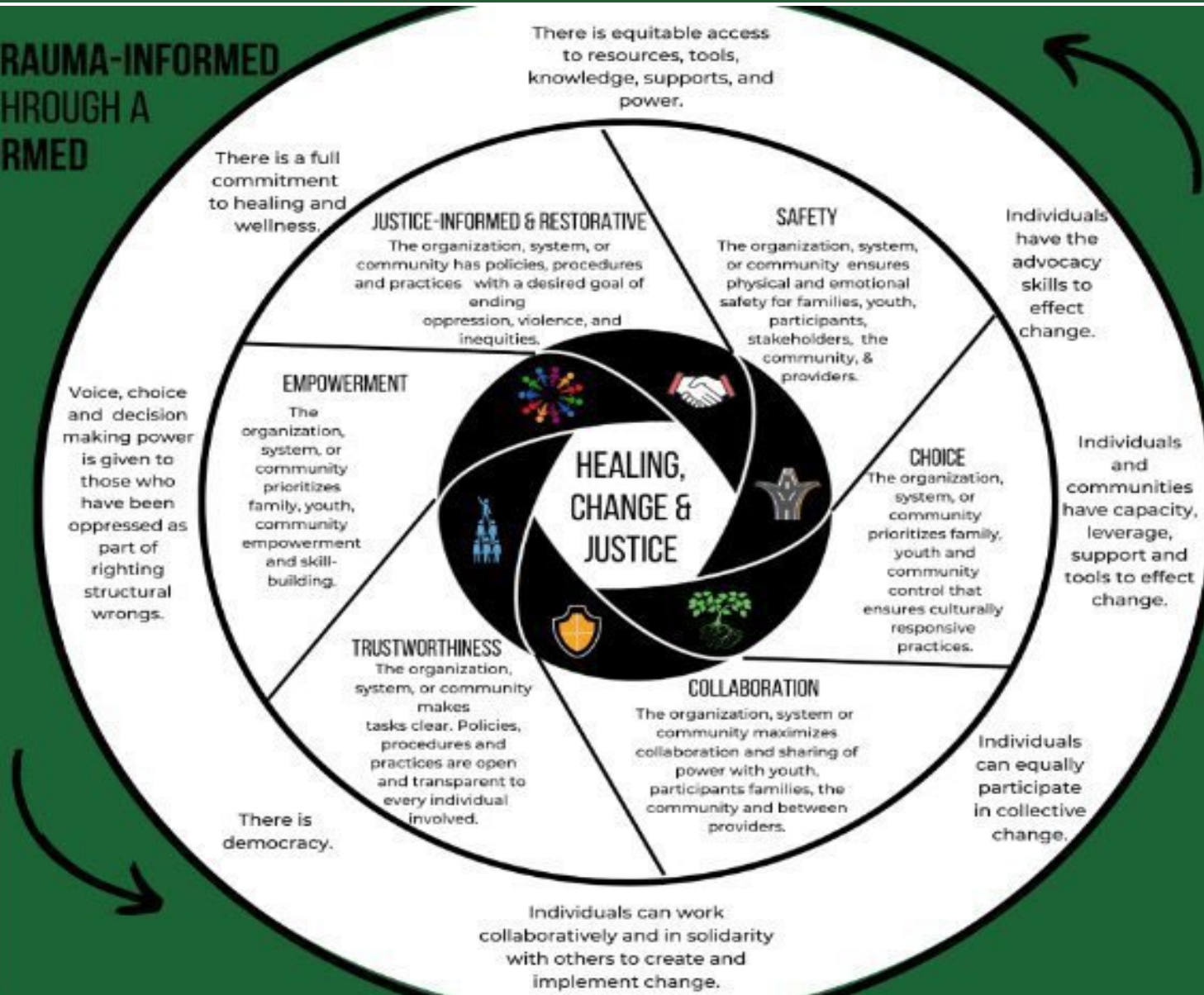
EBP Tip #4: The Data & Dissemination

- Who owns the data?
- How is it shared?
- Where is it shared?
- Who gets credit (and if you include the community as co-authors are you tokenizing them)?
- How is the community/or individuals better?
- How do you deliver information to create structural change/long-term impact

Simplified Strategies: Just Use Trauma & Justice Informed Policies, Procedures & Practices

- Safety
- Trustworthiness/Transparency
- Voice & Choice
- Collaboration
- Empowerment
- Restorative Process
- Respect & Acknowledge – Historical, Social and other forms of Structural Oppression/Inequities
- Engage in Justice Informed practices

LOOKING AT TRAUMA-INFORMED PRINCIPLES THROUGH A JUSTICE-INFORMED LENS



Final Thoughts

1. Be aware of your of implicit and explicit biases
 - (Be clear about your explicit strategies to address your biases)
2. Be aware of the using 'chosen few' representing the majority
3. Access is not Equity (How are resources being used? Transferred?)
4. Cultural competence is not equity?
5. Make it make sense from begin to end
6. Begin with the end in mind



Next Steps



Identifying Barriers & Solutions



Consider the community-based research you are involved with:

- What gets in the way or what are some of the barriers to creating more equitable research?
- What strategies have you seen address these?
- What additional supports or resources might you need?

Using the next 3 [Jamboard](#) pages, share what you see as barriers, potential solutions, and supports needed.

People in early relationship-building are very careful, but then there might not be as much transparency (so not able to share bias that could be happening)

lack of transparency because of efforts to be careful and kind

funding

bandwidth or capacity

What are some of the barriers to creating your research more equitable?

Speaking back to funders to ensure they are supporting this work in equitable ways

Training - have more conversations in safe spaces together

Tools that we can bring in and use

Asking people what they want to be called

Equipping your collaborators, treat them as brilliant partners

Create communities of practice - come together to troubleshoot, celebrate successes, etc.

What strategies could you use?
What supports would you need?



Wrap Up



IHSI Health Core Institute



The Health Equity core provides guidance for designing, conducting, and disseminating research that reduces health disparities and works towards positive health outcomes for all members of society. We provide research development services and support community-academic collaboration during all stages of the research process.

Contact Brandi Barnes at bbarnes@illinois.edu for more info

<https://healthinstitute.illinois.edu/research-support/health-equity>

Resources



- [Why Am I Always Being Researched?](#) (Chicago Beyond)
- [Antiracism and Community-Based Participatory Research: Synergies, Challenges, and Opportunities](#) (Fleming, et al, 2023)
- [An Antiracist Research Framework: Principles, Challenges, and Recommendations for Dismantling Racism Through Research](#) (Goings, Belgrave, Mosavel & Evans, 2023)
- [“R-Words: Refusing Research”](#) (Tuck & Yang in *Humanizing Research*)
- [Addressing Power Inequity in Research to Create Change](#) (Urban Institute)
- [Confronting Structural Racism in Research and Policy Analysis](#) (Urban Institute)
- [Urban Institute Guide for Racial Equity in the Research Process](#) (Urban Institute)
- [Trauma Informed Social Justice Research Framework](#) (Case Wester)

Resources cont.



- [The 5Ws of Racial Equity in Research: A Framework for Applying a Racial Equity Lens Throughout the Research Process](#) (Healthy Equity, 2022)
- [Best Practiced in Equity, Diversity, and Inclusion in Research Practice and Design - Government of Canada](#)
- [Achieving Racial Equity in Research - University of Arizona Leadership Team Presentation](#) (University of AZ)
- Shawn Ginwright – Healing Centered Engagement – Flourishing Agenda ([articles & research links](#))
- Equity, Equality, and Justice Defined ([Seattle Journal of Social Science. 2022](#))

Developing a Reflective Research Practice



Be kind to yourself, we're all learning

Build research projects that prepare for equity at the start

Engage with other researchers to discuss challenges, successes

Find mentors and/or accountability partners

Revisit challenging moments

Seek out resources for areas of improvement

Seek, sift through, accept feedback

Reflect upon and consider ways to deepen and improve your skills



Questions?



Contact Us



Karen Simms

*Trauma & Resilience Initiative, Inc.
Meridian K Consulting & Coaching Services*
karen@meridiankconsulting.com

Ross Wantland

Director of Curriculum Development and Education
(217) 244-1814
wantland@illinois.edu



I ILLINOIS