

Considerations for Centering Diversity, Equity, and Inclusion in Research Syntheses

Session 1 | October 26, 2023

Rebecca Steingut, PhD | rsteingut@air.org

Isabelle Edwards | iedwards@air.org

Virtual Meeting/Conference Recording Notice

The American Institutes for Research® (AIR®) allows recording of audio, visuals, participants, and other information sent, verbalized, or used during business-related meetings. By joining a meeting, you automatically consent to such recordings. Any participant who prefers to participate via audio only should disable their video camera so that only their audio will be captured. Video and/or audio recordings of any AIR session shall not be transmitted to an external third party without the permission of AIR.



Welcome Activity

Time: 7 minutes

Instructions:

In the chat, please share your name, organization, and location.

As a get-to-know-each-other-better initiative, please share your favorite piece of science, technology, engineering, and mathematics (STEM) trivia!

AIR Inclusive Meeting Guidelines

Hosting and Participating in Meetings



ENGAGE EVERYONE



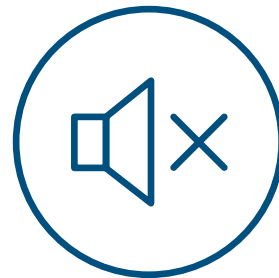
BE HEARD AND SEEN



ACKNOWLEDGE SPEAKER



MAXIMIZE MICROPHONES



MINIMIZE NOISE



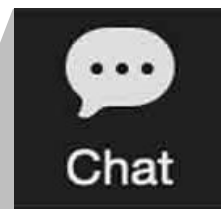
MAXIMIZE VISUAL DISPLAYS

These guidelines are intended to improve the meeting experience for virtual participants, as well as people with hearing loss, with visual impairment, and for whom English is an additional language.

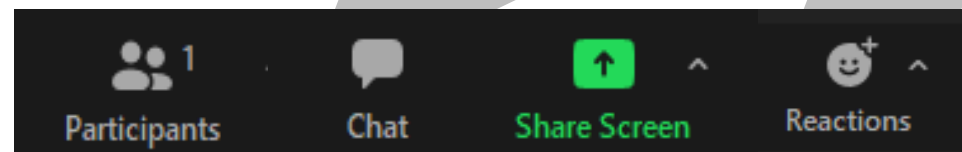
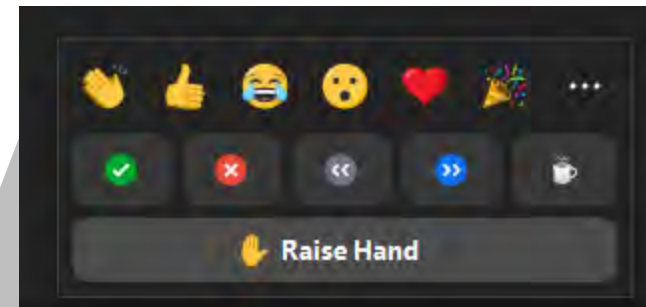
Developed by the Access AIR and AIR CREW Employee Resource Groups with support from the AIR Diversity, Equity, and Inclusion Council.

How to Use Zoom

Click on the **Chat icon** to ask questions, share your thoughts and ideas when prompted, and let us know about any technical issues.



Click on **Reactions** to **Raise Hand** to ask a question during Q&A or to use one of the other reaction icons.

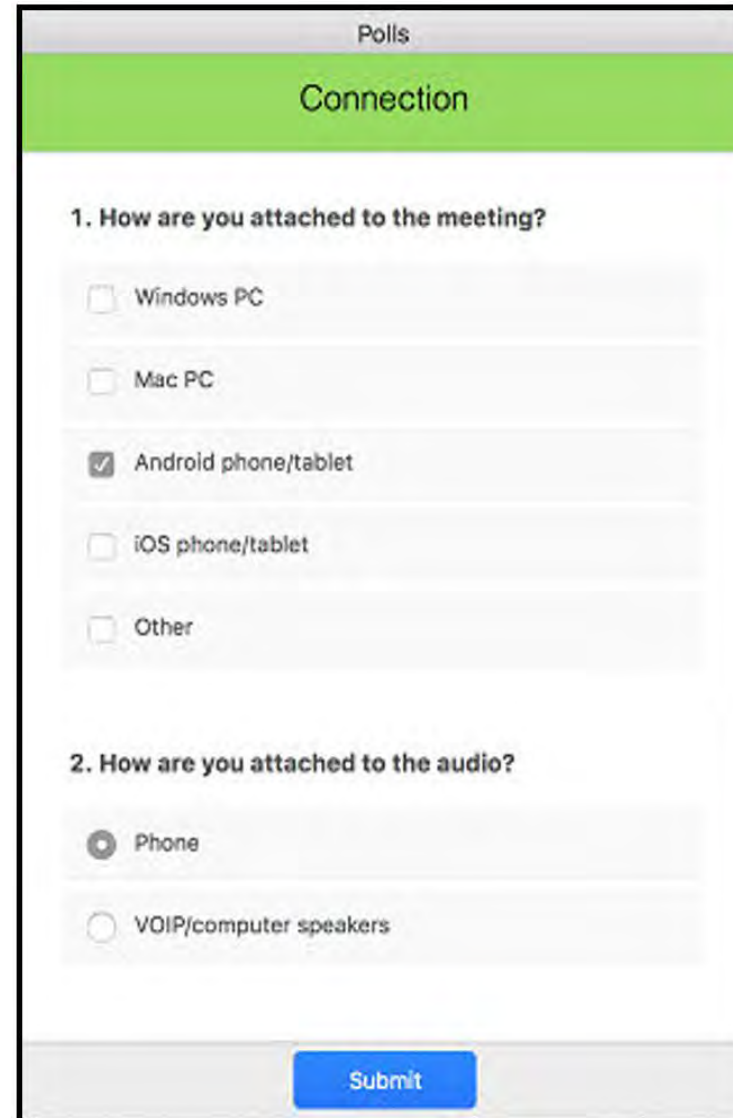


How to Use Zoom

Please participate in **Zoom polls** when prompted.

The poll will appear on your screen. Select a response (or responses) to each question and then click **Submit**.

Results will be shared on screen. Responses are **anonymous**.



Polis

Connection

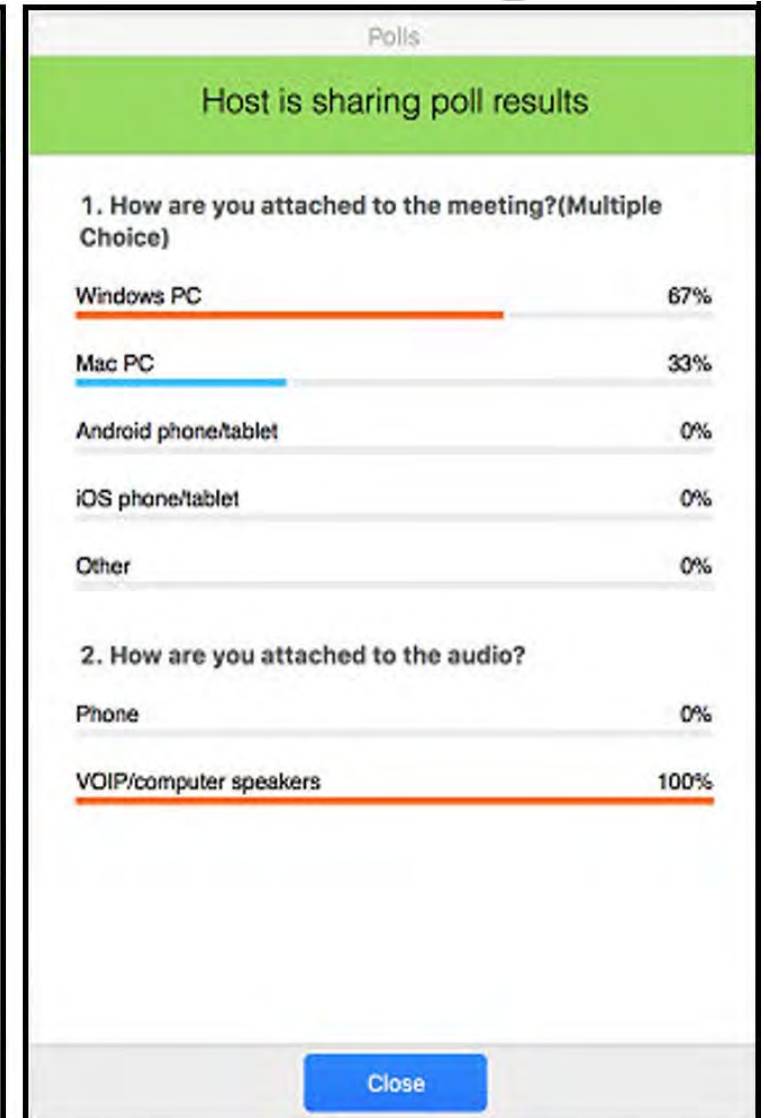
1. How are you attached to the meeting?

- Windows PC
- Mac PC
- Android phone/tablet
- iOS phone/tablet
- Other

2. How are you attached to the audio?

- Phone
- VOIP/computer speakers

Submit



Evidence Quality and Research Hub

The Evidence Quality and Reach (EQR) Hub will provide current and aspiring STEM education researchers with **targeted learning opportunities regarding research methods, knowledge translation, and diversity, equity, and inclusion (DEI)**. The hub will develop and implement virtual webinars and workshops for researchers in the Discovery Research preK–12 (DRK-12) community, convene communities of practice, and engage in individualized consultations with DRK-12 projects.



This work is made possible by the National Science Foundation (NSF) under Grant No. 2101162.

Presenter Introductions



Isabelle Edwards identifies as a white, middle-class, bisexual, cisgender woman. She has undergraduate training in educational equity and critical race theory and realized the importance of DEI work through her upbringing in Prince Edward County, Virginia, where the effects of Massive Resistance are still deeply intertwined with the lived experiences of local students, teachers, and other county residents. Edwards’s research focuses on innovative methods of operationalizing social justice principles in K–12 education and research. She holds a BSEd in Youth & Social Innovation from the University of Virginia.



Dr. Rebecca Rose Steingut is a white, cisgender woman with a PhD in Educational Psychology. Her educational experiences from kindergarten through undergraduate were in well-resourced private elite institutions that were predominantly White. Dr. Steingut’s work focuses on meta-analytic methods of synthesizing intervention effects on STEM motivation.

Working Assumptions



You are important to this process.



Everyone has wisdom; **we need your voice!**



Assume positive intent. **This is a space of mutual learning.** It is also a continual process.



These may be sensitive topics—patience and empathy are important.

Norms



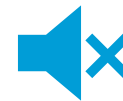
Actively listen and engage. **Participate and share your ideas!**



Have questions or comments? Use the Raise Hand feature.



Cameras are encouraged!



Mute and unmute your audio. Be mindful of background noise.

Zoom Activity

Time: 2 minutes

Instructions: Please respond to the following Zoom poll questions by selecting a response for each and clicking “Submit.”

1. What is your level of understanding of and experience with the research synthesis process?
2. What is your level of experience with considering DEI in research?



Community of Practice Overview

Rebecca Steingut

Goals of the Community of Practice

Community members will

1. gain awareness of DEI and cultural and linguistic competence (CLC),
2. expand their knowledge of how to operationalize and center DEI in research synthesis,
3. gain familiarity with the research synthesis process,
4. explore planning and proposing a research synthesis that centers DEI principles, and
5. learn how to integrate DEI principles into ongoing research syntheses.

Session 1 Agenda

1. Define terminology: diversity, equity, inclusion, intersectionality
2. Review special topics in research synthesis
3. Discuss next steps
 - a. Intersessional activities
 - b. Staying connected

Defining Diversity, Equity, and Inclusion

Isabelle Edwards



Jamboard Activity

Time: 5 minutes

Instructions: Navigate to the [Jamboard](#) to share your definitions of diversity, equity, and inclusion.

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What Is Diversity?

Diversity is conceptualized as

1. differences and similarities that define us as human beings, and
2. unique life and community experiences that can include gender, class, age, race, sexual orientation, ethnicity, gender identity, religion, disability status, veteran status, and diversity of thought and approach.

The broad interpretation of diversity accounts for each individual's unique life and community experiences, including diversity in thought and approach.



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What Is Equity?

Equity is about fairness; it ensures that each person gets what they need to thrive.

It is about taking deliberate actions to remove barriers and obstacles that hinder overall well-being; it is about having policies, practices, and procedures that are informed by cultural and linguistic competence to promote and facilitate positive outcomes for all.



In this first image, it is assumed that everyone benefits from the same support. They are being treated **equally**.



Individuals are given different support to make it possible for them to have equal access to the view. They are being treated **equitably**.



All three can see the view without any support because the cause of inequality was addressed. The systemic barrier has been **removed**.

Deloitte Insights | deloitte.com/insights

Note. Image from Momtaheni, M. (2022). *How to move the needle on DEIA*. LinkedIn. <https://www.linkedin.com/pulse/how-move-needle-deia-megan-momtaheni/>.

Adapted from Chilazi, S. (2019, July 26). *WHAT WORKS: Advancing gender equity*. Women and Public Policy Program, Harvard Kennedy School. RPE Recipients Meeting, Atlanta, GA.

What Is Inclusion?

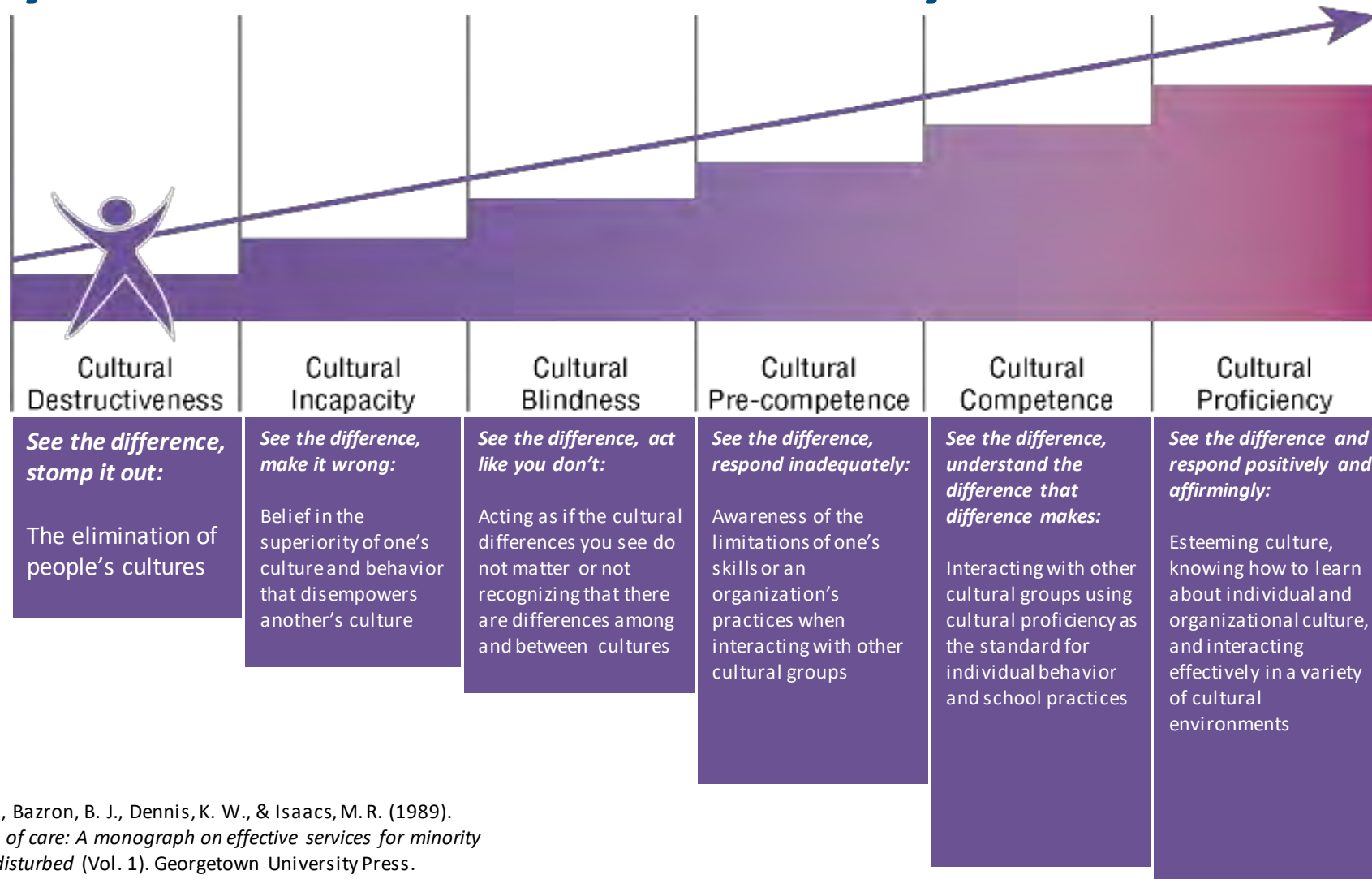
Inclusion is conceptualized as

- an environment (example: learning, work) that benefits from an individual's (example: student's or staff member's) diversity of ideas, knowledge, and experiences and
- a culture that engages everyone and seeks equitable contributions from and opportunities for all.



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The Journey Toward Cultural Proficiency



Note. Graphic adapted from Cross, T. L., Bazron, B. J., Dennis, K. W., & Isaacs, M. R. (1989). *Towards a culturally competent system of care: A monograph on effective services for minority children who are severely emotionally disturbed* (Vol. 1). Georgetown University Press.

Questions?



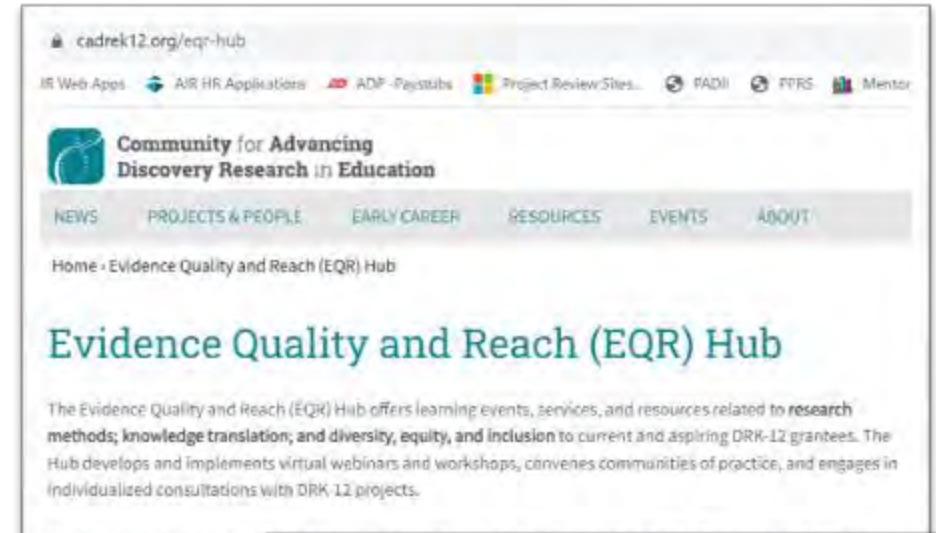
Special Topics in Research Synthesis

Rebecca Steingut

Learn About the Basics

Available on <https://cadrek12.org/eqr-hub>

- *An Introduction to Systematic Literature Reviews* | September 3, 2020
- *An Introduction to Meta-Analytic Techniques* | September 28, 2020



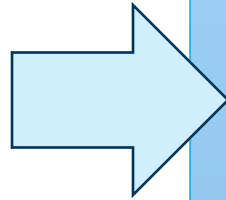
Considerations for Centering Diversity, Equity, and Inclusion in Research Syntheses

by Josh Polanin, Isabelle Edwards, and Sarah Peko-Spicer



What We're Talking About

We'll discuss best practices and topics that do not come up often in other introductions but are important to build a complete understanding of the *Considerations* document. This is not a complete introduction.



Special topics that we will cover today:

- Defining meta-analysis, research synthesis, and systematic review
- Advisory Boards
- Sense-Making
- Funders/Clients

Key Terms

Systematic Review:

Both the process and the product.

Incorporates a **systematic literature search** and the application of a **set of criteria** to review a body of literature.

Research Synthesis:

Both the process and the product.

Integrating results of multiple similar research projects.

Meta-Analysis:

Both the process and the product.

Set of **statistical techniques** for synthesizing effect sizes across studies.

Advisory Boards

In addition to the project team, an advisory board is often formed. This advisory board is consulted on an ongoing basis on key project decisions.

Advisory board members are often chosen on the basis of their expertise in the content area or expertise in research synthesis.

Advisors are often paid a stipend for their participation in the work, either on an hourly or annual basis.



Advisory Board Example



Carlton Fong

*Texas State University;
expert in motivation
and meta-analysis;
he/him/his*



Jennifer Cromley

*University of Illinois
Urbana-Champaign;
expert in motivation
and meta-analysis;
she/her/hers*



Elli Theobald

*University of Washington
Biology Department;
previous meta-analysis on
this topic;
she/her/hers*



Sarah Eddy

*Florida International
University
Biology Professor;
they/them*



Ken Yasuhara

*Office for the
Advancement of
Engineering Teaching
& Learning;
he/him/his*

Forming an Advisory Board

Consideration: Seek individuals with relevant lived experiences to constitute the majority of the advisory board or technical working group.

Examples of non-DEI values-centered practice	Example of DEI values-centered practice
<ul style="list-style-type: none">• Consists primarily of substantive experts and synthesis methodologists• Invites community members to share opinions at the end of the project, but rarely or inconsistently involves them before the project is complete	<ul style="list-style-type: none">• Consists mainly of community members and/or individuals with lived experiences (who may be substantive experts), with a smaller proportion of substantive experts and/or synthesis methodologists• Ensures that advisory board members play an active role in decision making throughout the research review

Advisory Board Example



Carlton Fong

*Texas State University;
expert in motivation
and meta-analysis;
he/him/his*



Jennifer Cromley

*University of Illinois
Urbana-Champaign;
expert in motivation
and meta-analysis;
she/her/hers*



Elli Theobald

*University of Washington
Biology Department;
previous meta-analysis on
this topic;
she/her/hers*



Sarah Eddy

*Florida International
University
Biology Professor;
they/them*

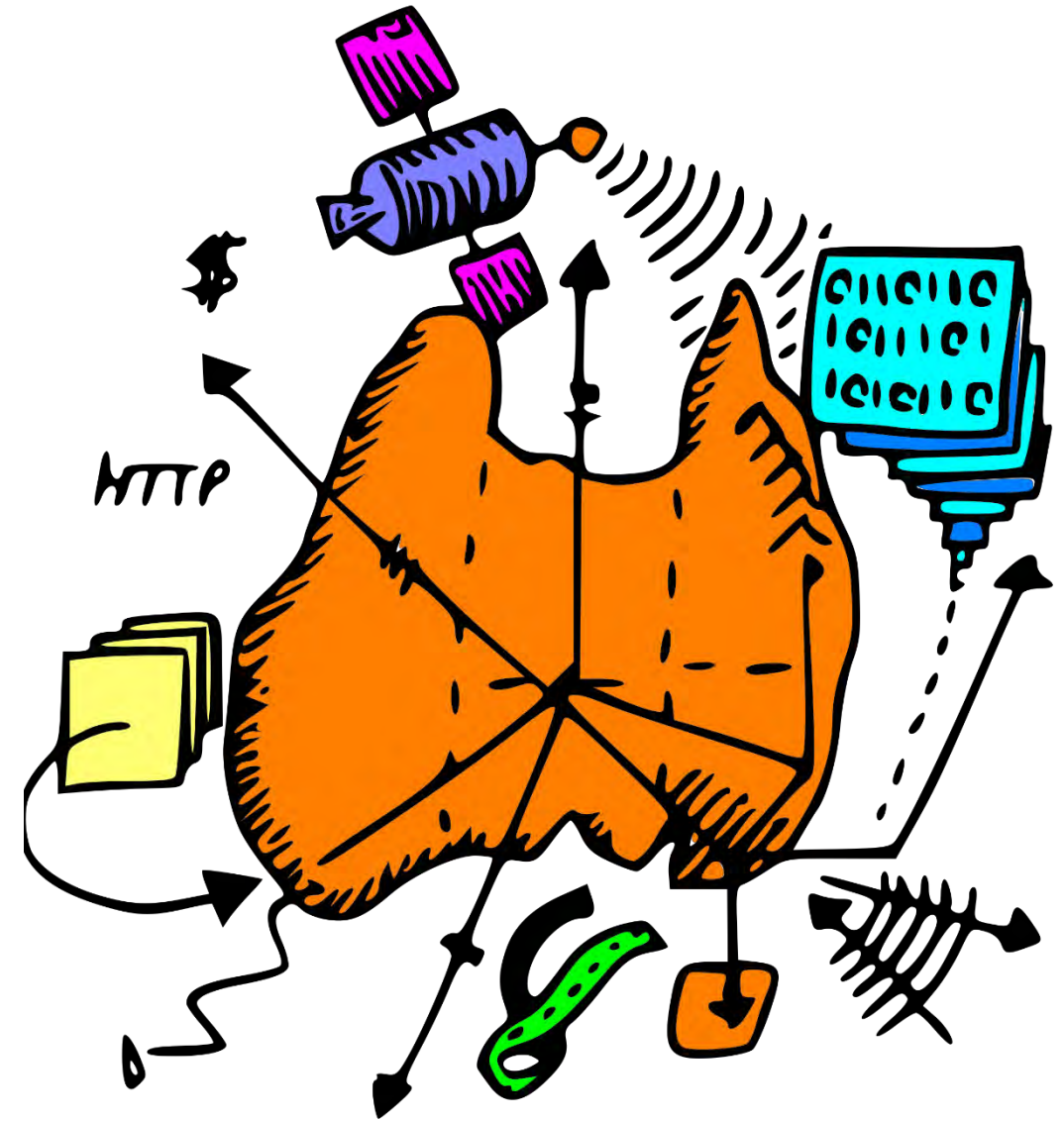


Ken Yasuhara

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Engineering Teaching
& Learning;
he/him/his*

Sense-Making

- The contextualization of research synthesis findings
- For instance, an analysis might find a significant hypothesis test of the overall results of the use of manipulatives on math learning.
 - Sense-making is the process of interpreting and writing about these findings. It can also be the creation of visualizations or presentation in conferences.



Sense-Making With Advisory Board and Community Members

Consideration: Interpret findings with all research synthesis team members and, if possible, additional community members.

Examples of non-DEI values-centered practice	Example of DEI values-centered practice
<ul style="list-style-type: none">• Uses a top-down approach instead of discussion to transmit results to advisory board members• Fails to reflect on how audience members may interpret—or misinterpret—results based on language choices or scientific jargon in the presentation of the findings	<ul style="list-style-type: none">• Engages advisory board and community members throughout the sense-making process• Provides non-researcher translations so anyone can participate in sense-making conversations

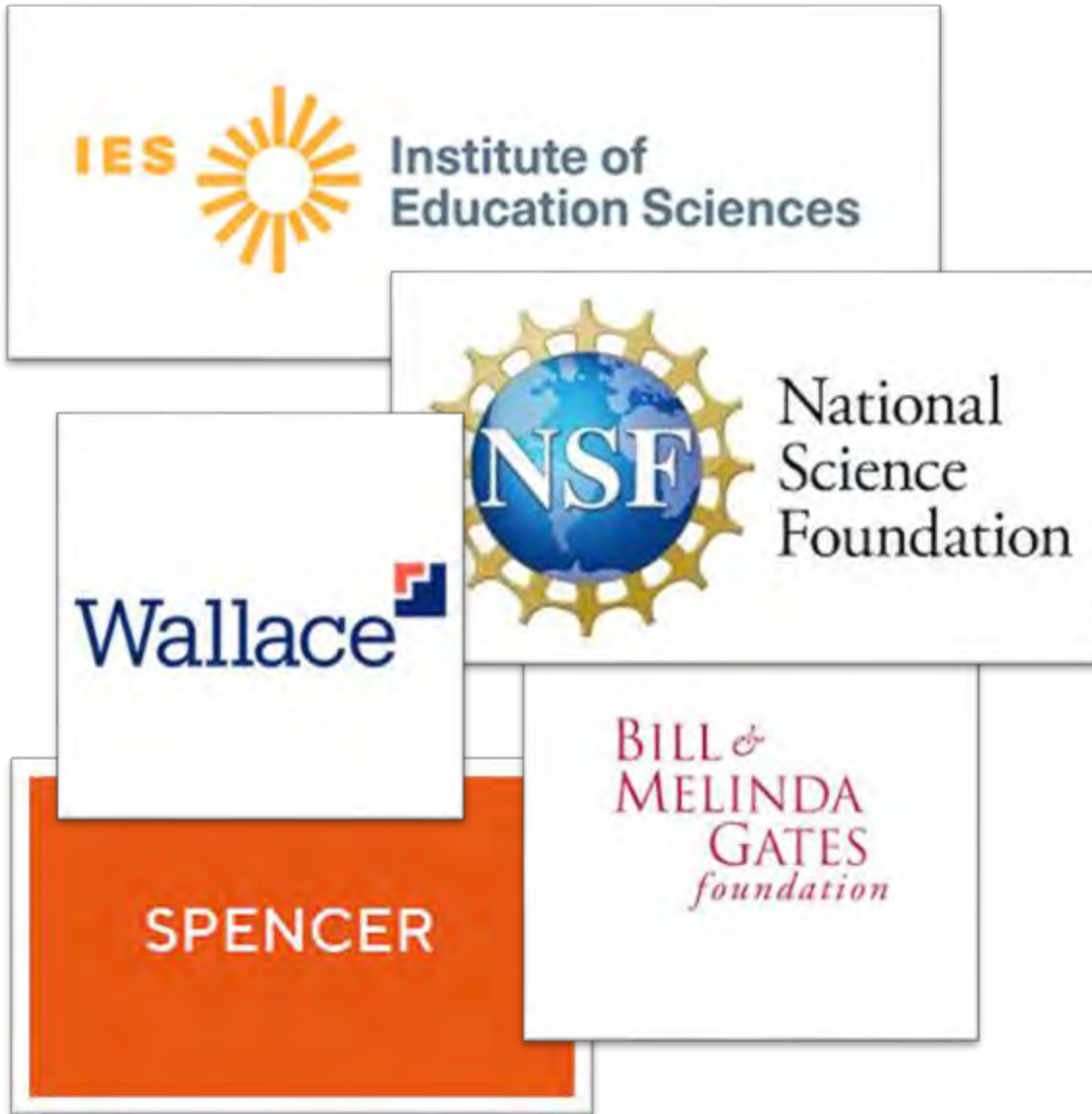


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Who Are We Really Talking About?

- Program officers
- Review panels

Examples of Organizational Investments in Research Synthesis



- NSF DRK-12
 - Priority investment area of DRK12
 - Up to \$600,000 and 3 years
- NSF EDU Core Research (ECR:Core)
 - Up to \$1.5 million and 5 years
- Institute of Education Sciences (IES) exploration grants
 - Up to \$1.7 million and 4 years
- Private funders (Wallace, Spencer, Gates)
- There are even some contracts that are research syntheses, such as the bids to work on the What Works Clearinghouse

Discussing DEI-Centered Syntheses With Clients and Funders

Consideration: Inform clients and funders of the benefits of a DEI-centered research synthesis.

Examples of non-DEI values-centered practice	Example of DEI values-centered practice
<ul style="list-style-type: none">• Discusses DEI values only when the client asks specifically• Avoids initiating conversations about DEI values because of potential consequences for the timeline or budget	<ul style="list-style-type: none">• Presents opportunities to the client to center DEI in the synthesis project• Creates space and time for conversations about aspects of DEI-centered syntheses at regular check-in meetings

Breakout Activity

Time: 10 minutes

Instructions:

1. You will be randomly assigned to a breakout room.
2. Select an individual to take notes and report on your discussion.
3. Choose one or more of the three Considerations covered so far (advisory boards, sense-making, and discussing with clients/funders) to discuss.
4. Discuss the following:
 - How might you integrate this Consideration into your existing or future work?
 - What might be difficult about operationalizing values of DEI as outlined in your selected Consideration(s)?





Report Out

Time: 5 minutes

What is your group's biggest takeaway from your discussion?

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Questions?



Next Steps

Isabelle Edwards



Intersessional Activity

Time: Complete prior to Session 2 (November 9, 2023)

Instructions:

1. Read *Considerations for Centering Diversity, Equity, and Inclusion in Research Syntheses*
2. Use the RISE site to vote for the Consideration you would most like to see covered in our next session.
3. Write a one-paragraph research synthesis proposal on a topic of your choice or a proposal to improve an existing synthesis.
 - We have provided a one-page executive summary of a proposal for a social emotional learning synthesis as an example.

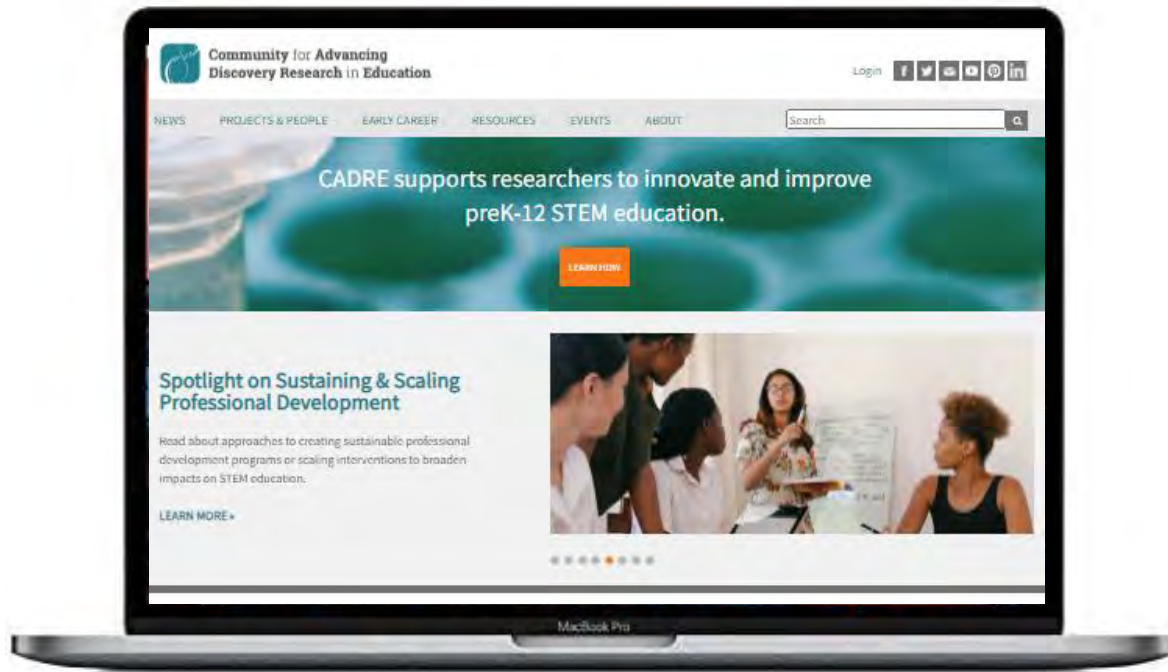
Visit the Community of Practice Learning Space



Considerations for Centering DEI in Research Syntheses

[Community of Practice Learning Space](#)

Stay Connected



EQR Hub Page

<http://cadrek12.org/eqr-hub>



Thanks for attending!

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