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Equity, Diversity, and Inclusion Key Performance Indicators

FINAL REPORT | JULY 2021

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Introduction

There is an indisputable body of evidence proving diverse and inclusive teams produce better, more creative and innovative science. ArcticNet recognizes that the existence of systemic racism against racialized and Indigenous People, the impacts of colonialism in Canada, anti 2SLGBTQ+ discrimination, discrimination based on disabilities, gender inequality and any combination of these is limiting the full participation of many of ArcticNet members and partners.

To this effect, in April of 2021, ArcticNet commissioned M&C Consulting (M&C) to develop key performance indicators (KPIs) to support its [Equity, Diversity and Inclusion Strategy](#) (first published in November of 2020). M&C is a digital communications and crowdsourcing firm that works with partners to transform intentions into immediate, socially responsible action. Their clients include government agencies, international organizations and companies across a variety of industries, with a focus on Millennial, women and Indigenous economic, social, environmental and political empowerment.

This *Equity, Diversity, and Inclusion Key Performance Indicators Final Report* presents the recommended key performance indicators that will form the basis for ArcticNet's measurable EDI strategy moving forward. It includes primary and secondary research findings, compiled from ArcticNet's community.

Overall, this report finds that credible and authentic impact for EDI in higher education will require ongoing integrated impact analysis, combined with educational reform centered in cross-sector collaborations. This must include thoughtful storytelling from an Indigenous worldview as part of recognized scientific documentation and bodies of evidence.

M&C and ArcticNet would like to thank everyone that has been involved in the consulting process for their valuable insights. Please see the Acknowledgements section for a complete list of participants.

Methodology

M&C conducted in-depth research from April until July of 2021, to support ArcticNet's existing [Equity, Diversity and Inclusion Strategy](#). The research and design thinking process was conducted by Elyssa Teslyk and Olivia Bechthold, for M&C Consulting. This included primary and secondary research findings, compiled from ArcticNet's community.

The primary research was designed with an empathy-based design thinking approach. This included two design thinking workshops with the ArcticNet community of researchers; roughly 10 in-depth interviews with a variety of stakeholders; a presentation of the initial key performance indicator findings conducted at the project's mid-point; and a public call for feedback from the research community following the presentation of the first draft of KPI's.

The secondary research included an analysis of over 23 academic reports and literature, from which over 100 key performance indicators were selected for final analysis. In particular, the report captures findings across Canada, Europe, Australia, Asia, the African diaspora, the Middle East, and the United States.

This report includes primary and secondary research findings on EDI KPI's in academia and government, both nationally and internationally. An analysis of over 23 academic reports and literature on the topic were collected, from which over 100 key performance indicators were selected for final analysis in conjunction with primary research. The selection criteria for analysis involved:

1. Publicly accessible national and international academic reports and journals on equity, diversity, and inclusion,
2. Indigenous literature recommended for the purpose of this report (e.g., Wilson, 2008), and
3. Primary feedback provided by a network sample size of approximately 40 within ArcticNet.

Graham Smith (1999) poses four models to support culturally appropriate research to be undertaken by non-Indigenous researchers. This includes:

1. The mentoring model in which authoritative Indigenous peoples guide and sponsor the research.
2. The adoption model in which researchers are incorporated into daily life of Indigenous peoples and/or source communities, sustaining lifelong relationships which extend far beyond research conducted.
3. The power-sharing model where researchers seek the assistance of the community to meaningfully support the development of research, and
4. The empowering outcomes model, which addresses the sorts of questions Indigenous people or source communities want to know and which has beneficial outcomes.

Strategies of inquiry were conducted using all models. For more information, please consult M&C Consulting on related projects. The first steps of the analysis involved recording engagements, where permitted. All engagement recordings were destroyed upon request once coded. Categorical themes were also identified through reading and taking notes across virtual engagements and reports.

For example, mentions of key performance indicators or goals related to diversity and inclusion, the frequency of mentions, and the specific contextual association were noted. Based on the results, an extensive list of categories emerged, which were then grouped under headings relevant to the ArcticNet strategy developed. Next, the data was examined, compared, interpreted, and classified as comparably common or uncommon across academia.

The analysis contained in this report details how EDI is being addressed and framed by each academic organization, and also, which institutional initiatives have been proposed and adopted. Each section specifically analyzes content related to equity, diversity, inclusion, goals, activities, and key performance indicators (see Appendices A and B for more detail about the above methodologies).

Design Thinking Sessions



Over the course of two 1.5-hour sessions, ArcticNet leadership invited members of the network to participate in equity, diversity and inclusion design thinking sessions using the Stanford model to discuss the identification of historically excluded communities, their role objectives, decisions, challenges, and pain points. Throughout the design thinking sessions, a recurring theme uncovered was “the leaky pipeline”, as well as how to inclusively quantify and measure the inclusion of equity-seeking demographics. For more information, please see Appendix E. Personas.

The Leaky Pipeline

To address the leaky pipeline mentioned in design thinking and interviews, ArcticNet will need to consider:

1. The development of employability attributes
2. Work experience
3. The development of self-promotional and career management skills
4. The willingness to learn and reflect on learning

Conducting targeted first-year retention strategies throughout the leaky pipeline can be supported using feedback provided throughout the duration of primary research sessions.

Additional feedback captured from design thinking sessions suggest:

- › The need for independent organization for cultural transitions and being around other Indigenous people and communities (Indigenous support organizations).
- › Topics such as job security and housing must be solved to reach equity, diversity, and inclusion.
- › Education obtained for jobs in the region someone lives in is important.
- › The entire network must agree on what equity means.
- › Education on racist microaggressions is a critical consideration for students (Example, assuming that a person of colour has particular behaviours, language, or heritage-related knowledge makes environments inequitable).
- › The researcher persona should not be prescriptive.
- › Not all researchers aim for academic careers or securing grants and funding for studies.
- › Indigenous early-career researchers' goals and values differ from other early-career researchers.
- › The majority of people and scientists included in academic research are able-bodied and white.
- › Personas should be based on feedback given.
- › Checks and balances are required to ensure professors are not exploitative.
- › The network interviewed prefers to have early career researchers provide answers regarding their fears, goals, etc.

- The network wants to determine whether a certain group of people are working better with Indigenous communities and figure out why that is from an equity, diversity, and inclusion standpoint.
- The leadership persona impacts the entire community and has the lowest amount of diversity.
- Defining dignity as “treating people with having inherent value. As in, all people are valuable regardless of sexual orientation, socioeconomic status, etc.” is accepted.
- Leaky pipeline checkpoints are critical to measuring progress (career growth, overall assessment of needs, wellness).
- Initial issues experienced in the leaky pipeline can impact and prevent Indigenous peoples (or equity seeking groups) from obtaining a master’s degree or PhD.
- Consideration for the creation of a “publishing person” phase so women who have their PhD can have children and still pursue university careers.
- Some of the best researchers do not have formal education, but community-led experience, relationships, and equity, diversity, and inclusion, which should be measured.
- There is a desire to capture the difference between community-based researchers and academic researchers (Indigenous, non-Indigenous, and equity seeking) without excessive persona creation.
- The key performance indicators of equal start ratio vs. equal finish ratio are important for measuring the completion rate of degrees (due to family or other reasons).
- Supervisors may be reflecting their points of view onto student researchers, which may make pushing back too hard and could impact professional development opportunities (career protection and risks).
- Whistleblower protection requirements to protect from the impacts and de-identify data to address the issue.
- The network believes it is important to measure:
 - The ratio of English vs. French vs. other languages spoken (Indigenous languages).
 - Marital status (from a lens of managing student lifestyle and family, even family back home, from time to funding).
 - Community acceptance of (a) Southerners going North, (b) Northerners going South, and (c) distinction and acceptance among Indigenous people of those going to the North or South for research.
 - Demographics (Indigenous/non-Indigenous, male/female/other).
 - Number of training taken and/or literature read and implemented in the workplace, measuring before and after and making professional development contingent on this key performance indicator.
 - Whether supervisors or people in the workplace understand the reality being faced by colleagues — (a) mental health, (b) work-life balance, and (c) ability to build networks and community.
 - Number of people reporting instances within their career and [average] number of instances reported throughout a career.

Interviews



Overview

Throughout the diversity and inclusion strategy process for key performance indicators identification, 10 members of the ArcticNet Network accepted an invitation by executive leadership to participate in the interview process. The table below is a summary of sentiment analysis across responses for the 13 questions asked of interviewees.

Table 1. Sentiment Analysis of Responses

Question	Interviewee Responses
<p>Question 1: Can you describe your social experiences within the ArcticNet Network, and what takeaways have been ascribed to it?</p> <p>100 percent of respondents provided a response with positive sentiment.</p>	<p>Positive – 10/10 Negative – 0/10 Neutral – 0/10</p>
<p>Question 2: Speaking from a personal or community group perspective, what are some areas of success that you have experienced in the ArcticNet Network community? What did you find most memorable?</p> <p>80 percent of respondents provided a response with positive sentiment, with 20 percent providing a neutral sentiment.</p>	<p>Positive – 8/10 Negative – 0/10 Neutral – 2/10</p>
<p>Question 3: Are there any examples you can think of where you saw or experienced needs and diverse approaches, identities, or knowledge dismissed or left unresolved? If so, please provide examples.</p> <p>30 percent of respondents indicated no, with 70 percent of respondents indicating yes.</p>	<p>Positive (No) – 3/10 Negative (Yes) – 7/10 Neutral (No Comment) – 0/10</p>
<p>Question 4: What does work-life balance in research mean to you?</p> <p>30 percent of respondents provided a positive sentiment, with 50 percent of respondents providing a negative sentiment, and 20 percent providing a neutral sentiment.</p>	<p>Positive – 3/10 Negative – 5/10 Neutral – 2/10</p>
<p>Question 5: Can you provide examples of encounters or communications between the ArcticNet Network that you believe should have been handled differently? If so, how? Were members of your community treated with respect and professionalism? Did they feel treated differently because of their race, language, or color?</p> <p>60 percent of respondents indicated yes, with 40 percent of respondents indicating no.</p>	<p>Yes – 6/10 No – 4/10</p>
<p>Question 6: If an independent and timely reporting mechanism for incidents was created, who would be a trusted ally to enforce accountability, reduce discrimination, and maintain anonymity?</p> <p>100 percent of respondents provided recommendations.</p>	<p>Recommended – 10/10 Did not recommend – 0/10</p>
<p>Question 7: What are key barriers preventing groups from accessing opportunities to develop?</p> <p>100 percent of respondents provided recommendations.</p>	<p>Recommended – 10/10 Did not recommend – 0/10</p>

Question	Interviewee Responses
<p>Question 8: What is the most effective action the government, companies, or industry associations could take to reduce barriers and increase opportunities?</p> <p>100 percent of respondents provided recommendations.</p>	<p>Recommended – 10/10 Did not recommend – 0/10</p>
<p>Question 9: In your opinion, what has been successful and what has failed in achieving truly impactful diversity, equity, and inclusion?</p> <p>100 percent of respondents provided recommendations.</p>	<p>Recommended – 10/10 Did not recommend – 0/10</p>
<p>Question 10: What concerns would you like for the ArcticNet Network to address independently, as well as together with you?</p> <p>80 percent of respondents provided recommendations.</p>	<p>Recommended – 8/10 Did not recommend – 2/10</p>
<p>Question 11: Do you have any advice for the ArcticNet Network at this time? [yes/no] Elaborate.</p> <p>60 percent of respondents indicated yes with positive sentiment, while 40 percent of respondents indicated no with 20 percent providing a neutral sentiment and the remaining 20 percent providing positive sentiment.</p>	<p>Yes</p> <ul style="list-style-type: none"> › Positive – 6/10 › Negative – 0/10 › Neutral – 0/10 <p>No</p> <ul style="list-style-type: none"> › Positive – 2/10 › Negative – 0/10 › Neutral – 2/10
<p>Question 12: Do you have recommendations on how you would like to see action taken where required and possible through the formal complaints and negative experiences process.</p> <p>70 percent of respondents provided recommendations.</p>	<p>Recommended – 7/10 Did not recommend – 3/10</p>
<p>Question 13: We will be conducting a second phase of interviews for an Impact Assessment in May. Would you be open to being interviewed once more? [yes/no]. If not, elaborate.</p> <p>100 percent of respondents indicated yes.</p>	<p>Yes [Positive] – 10/10 No [Negative] – 0/10</p>

Interviewee Feedback

Note that the use of quotation marks refers to integral quotes, whereas sentences without quotation marks refer to summarized or paraphrased ideas that were discussed during interviews.

Question 1: Can you describe your social experiences within the ArcticNet Network, and what takeaways have been ascribed to it?

Highlighted example: *Halifax Conference: Changes in Perception* — Indigenous people, scientists, students engaged. Inuit were on the stage playing music (asked the band if they can use their instruments). The band said yes, and they started a song and everyone in the bar (150-200) started shouting “We are ArcticNet”.

1. Making connections.
2. Ensuring the communities are aware about the research that is happening in the area.
3. Funding opportunities available through various organizations and job opportunities.
4. Distribution of correspondence forwarded from ArcticNet in their geographic area.
5. Open in a social way (friendly, able to exchange on a lot of subjects without any difficulties, high quality of exchange on every topic).
6. “Some topics can be difficult or sensitive to talk about. Now, the fact that we can listen, we are hoping to listen, is a huge difference. It’s opened doors now.”
7. “Blind to say it is perfect but at least it’s on the right road.”
8. “The social aspect is getting more and more positive. It’s easier to have a social exchange with friends and people you work with every day (that is normal). Through time, that needs to be more open than with your close friends (needs to be a big full family).”
9. Became educated about ArcticNet upon starting a role.
10. Current leadership is inclusive, making others feel more comfortable and have had no bad experiences.
11. “Involved in ArcticNet since 2004 and started as a postdoc/ faculty member and have been going to annual meetings regularly. That amounts to the social engagement with ArcticNet through the annual scientific meetings and on the board as a member for 5-6 years. “
12. “ArcticNet is a small community where strong friendships exist. Even when in disagreement, community exists.”
13. “ArcticNet has gone through and continues to go through changes.”
14. “Annual ArcticNet meetings are welcome.”
15. “Meeting new people and continuing relations.”
16. ArcticNet opportunities supported graduate transitions into employment.
17. ArcticNet is appreciated for making space for Northern voices.

Question 2: Speaking from a personal or community group perspective, what are some areas of success that you have experienced in the ArcticNet Network community? What did you find most memorable?

Areas of Success	Most Memorable
The fact that ArcticNet wants to incorporate their comments and concerns	
Annual scientific meeting	<ul style="list-style-type: none"> › Everyone gathering. Connecting with people you may be corresponding with › Virtual was successful (global effort) › In-person events: lunch, break times, interacting during presentations › Requested virtual sewing circle space to unwind, relax and talk about their different techniques › Incremental increase year by year of Northerners and Indigenous participants at that event
Inclusivity	<ul style="list-style-type: none"> › Ability to hire elders and youth › The network brings together communities of people from different places and offers a voice and place › Differs from traditional scientific organizations › Brings together people who want to change how research is done
North by North Program	<ul style="list-style-type: none"> › Walking the talk on “for the North by the North” by only supporting where required, such as aspects based on federal funding requirements
Career starter	<ul style="list-style-type: none"> › Key funding agency › Wide scope of ArcticNet › Building new relationships. A lot of space to interact with people who do different things in the same region
Long-term relationships	<ul style="list-style-type: none"> › The development and maintenance of working relationships › How the network supports how research is done with Indigenous partners › Indigenous engagement and transdisciplinary approaches you get exposed to

Question 3: Are there any examples you can think of where you saw or experienced needs and diverse approaches, identities, or knowledge dismissed or left unresolved? If so, please provide examples.

Example	Diverse Approach	Target Identity	Knowledge	Saw and/or Experienced	Dismissed and/ or Left Unresolved	Summary
Halifax convention	No space for Indigenous peoples to gather, sit, eat, and feel comfortable	Indigenous	Indigenous foods	Saw	Resolved in an insufficient amount of time	Advocacy for sewing circle to create inclusive space
Ego	Equity, diversity, and inclusion champion in the environment	Researchers	Even if acknowledged and addressed, the researcher may show difficulties accepting alternatives due to timelines and may not immediately see the richer more rewarding outcome	Saw and experienced	Yes, left unresolved	The researcher ego does not consider other ways to achieving a goal or objective
Annual Scientific Meeting	Tried to address carefully and coordinate meetings before engaging	Students	Sexist joke made	Saw	Not dismissed but timeliness was taken as a dismissal, insufficiently resolved	The media was engaged because of slow responses to address the grievance
Inclusion	Improving accessibility by waiving registration fees, funding Northerners to come to conferences	Northern Communities and Cultural Groups	Events and conferences	Saw	No	ArcticNet is a leader in this regard
Adaption Process	Inclusion and integration of Indigenous voices	ArcticNet Network members	Have not hit the peak of growth but it is a learning process for all to think about how they want to work together	Saw and experienced	No	Always room for progressive improvement
The amount of time it took to mobilize co-construction of research with Indigenous partners	Co-construction of research with Indigenous partners	Northern Indigenous partners	Indigenous knowledge integration and engagement	Saw and experienced	Yes. A little late	ArcticNet strives to be a major actor in Canadian Arctic research (and internationally) but has not considered everyone's opinion
Pressure and tokenism in research	Pressure to provide results that are relevant and useful to decision makers	Researchers, scientists, academics	Engagement of Indigenous communities	Saw and experienced	Yes	People being asked to do this have no experience, training networks, or knowledge to do this effectively yet feel pressured to show achievement of results.

Question 4: What does work-life balance in research mean to you?

1. Touchy subject when time is taken for personal matters.
2. Organizationally, work-life balance is being pushed.
3. Could be more balanced from the ArcticNet side.
4. More knowledge required on the extent of responsibilities and expectations.
5. More inclusion in planning sessions and processes.
6. There is no balance and it is difficult to mix work and family.
7. Tasks such as meetings, working in the lab, working nights and weekends, being on-call, teaching assignments, and peer reviews are not rewarded or considered criteria for assessment.
8. Evaluations could include how many hours are spent building programs with Northerners.
9. The only way currently to evaluate researchers are to publish academic journals internationally.
10. Work-life balance can exist with occasional requirements to assist a researcher after hours or on the weekend.
11. "Tricky question. Work-life balance also means teaching and administrative duties."
12. "Work-life balance in research is managing research funds and time to support staff."
13. "To avoid being in the field too much, work-life balance means post doc fellows who can take over high level supervisory work, supervisors in the lab, or training of grad students."
14. "Work-life balance is supporting other people that can support me in the research endeavors or there is no work-life balance."
15. Access to funding to support research technicians in lab and field capacities.
16. Work-life balance in research through policy development has been possible (work from home, travelling with children for meetings)
17. "Work-life balance means 9 a.m. to 5 p.m. and not having to look at emails on the weekend."
18. "The work stays at work and does not go into personal hours."
19. "Field research is different because of seasonal adaption but having a decent amount of holidays is important to pause and regroup after back-to-back fieldwork."
20. Work-life balance is a blurred concept for students that cannot be easily answered
21. "Work-life balance is difficult in new roles because it feels as though you must work extra hard to establish yourself so things can be easier, which can be hard to see when those things will be easier."
22. "When can you make time to stop in a profession that is performance based and everyone is an overachiever? Everyone wants to be the best and get all the grants."
23. "There is no balance."
24. "Including the Indigenous component makes work-life balance more challenging because they have taught us that the way we do work does not work on a fiscal schedule. Working with partners in good faith takes time (5+ years)."

25. "Pumping out papers at a quicker pace can be disingenuous to relationship building with Indigenous communities."
26. "Living in two worlds. Academia expects you to be productive but respect Indigenous ways, which means slow down. I think that results in poor balance because you are trying to do everything, and the institutional organizations do not converge or support one direction."
27. "Work-life balance is being able to put time limits allocated to work. There are a number of requests for our time, feedback, help and high demands for this service."
28. "Work-life balance is not responding to emails after hours."
29. "Funding envelopes do not allow you to support higher level highly qualified personnel or technical staff (unless they are students) and require someone who is willing to work part time."
30. "Without a means to support highly qualified professionals and technical staff, you're trying to be everything to everyone, and it isn't possible."

Question 5: Can you provide examples of encounters or communications between the ArcticNet Network that you believe should have been handled differently? If so, how? Were members of your community treated with respect and professionalism? Did they feel treated differently because of their race, language, or colour?

Examples

- › Not being sure of their actual role with ArcticNet
- › Not having a private space for the Indigenous communities (noticed within the ArcticNet conferences)
- › Groups that approach them for Indigenous partnerships
- › Complaints made
 - › Could be addressed more quickly
 - › Impressions that it was not taken seriously
 - › Lack of communication about what was being done and delays
 - › Perceived lack of response led to escalating the issue
 - › There needed to be a more immediate direct response in saying yes, we take this seriously and we are going to look at it. Can we meet and discuss this at a later date and time?
- › Some network investigators or ArcticNet-funded researchers have access to advisory service (advisor designated to provide support and engage meaningfully with Indigenous communities)
 - › Advisor may not actively engage, consult, or assist researchers
- › Winnipeg Conference
 - › Missed opportunity
 - › Student voices not heard
 - › Leaders could have taken the opportunity to get a better sense of what students were upset about

- › The approach taken was that they would carry on the show as planned because they were used to doing things that way
- › It could have been really good to disrupt the plan as it was and refocus on what people were talking about to allow that dialogue to happen
- › International Partners
 - › There had been sexism with particular clothing outlawed (leggings) on research vessels going out on the Arctic Ocean.
 - › International collaborators (Europe) had brought this issue forward and it was brushed off as not an issue.
 - › ArcticNet should have set the standards for international partners to be accountable to the standard.
 - › “It is great to aim for accountability within themselves, but I think you have to ask that of your peers too because especially in the research community where it is so internationalized and we’re constantly encouraged to collaborate outside of our network.”
 - › “If ArcticNet can aim for accountability from others as well, that would be great.”
- › Production of science policy outputs
 - › Included in reports and policy recommendations.
 - › Disappointment with how general it is.
 - › Do not really provide community relevant data that decision makers would need.
 - › Would like to see
 - › Actual science questions
 - › Methodologies (timing, location, how data is collected) built around providing detailed analysis and science
 - › Investigation to answer questions that decision makers need
 - › Specific information to address environmental, social, political challenges for communities
 - › Oftentimes science priorities are driven by academics, where data/field sites are remote.
 - › Providing the information is valuable for science (climate impacts, pan Arctic scale).

Question 6: If an independent and timely reporting mechanism for incidents was created, who would be a trusted ally to enforce accountability, reduce discrimination, and maintain anonymity?

Recommendations

- › A small entity that is independent from ArcticNet that reports to them on how to handle a situation
- › Research advisory committee for the geographic area
- › Professional workplace person. Example: For Inuit, Inuit Tapiriit Kanatami (ITK)
- › Inuit Tapiriit Kanatami (ITK) for IRAs from the four regions

- › A level of anonymity from ArcticNet: Someone from the board, from a different organization, or a key link in case something happens (maybe 4 people total)
- › “They have to be diverse and have the interest in research in the Arctic.”
- › “They should not have full involvement in the ArcticNet (conflict of interest).”
- › “Phil, Jackie, or Christine.”
- › “Group of diverse people that reflect our community (partners who are very much involved in the work that we do such as Indigenous women, BiPAP researchers that are not very well represented with an ArcticNet).”
- › “A small group of people in paid positions who are willing to receive complaints and emotions.”
- › “Safe working group.”
- › “Someone who has an obligation to confidentiality within the organization.”
- › “Someone who is not involved in the research (arm’s length of the board, subcommittee, or research management committee).”

Comments

- › It is most important that the process is transparent
- › Have not really thought about it
- › Perception of the people is important when selecting (even if the person tries their best)
- › It would be strange for it to all fall on one person
- › People whose voices have not necessarily been heard enough might not all trust the same one person
- › It is hard to come forward with a complaint if you don’t see yourself in anyone whom you’re supposed to bring this to
- › In academia, we often relegate things to volunteerism. I think for some things that works very well, but for this, I think it should be a paid position, especially for BiPAP people in science who have often been highly solicited, but with not much in return.
- › It’s hard to identify a single body to do that role across jurisdictions due to nature of complaint or problem

Of those interviewed, key takeaways addressed that the perception of who is selected is critically important, regardless of whether they tried their best. With that, those whose voices have not been historically heard may not trust the same one person to support the reporting of incidents. Furthermore, equity-seeking groups must be compensated for requests, out of recognition that most equity, diversity, and inclusion work is completed in voluntary capacities.

Overall, interviewees indicated that it is most important that the process be transparent. Further to this, it was identified that:

- › A single body to do the role across jurisdictions may be hard to identify
- › It would be strange for the responsibility to fall on one person, and
- › It is hard to come forward with a complaint if you do not see yourself in anyone whom you are supposed to bring this to.

Question 7: What are key barriers preventing groups from accessing opportunities to develop?

1. Lack of awareness of what the ArcticNet is (feels like an annual scientific meeting only)
2. "Not being part of the planning stages can make it difficult to understand your role."
3. "It is difficult saying you are an ArcticNet Network member without knowing how."
4. "Time required and the impact on personal lives."
5. "Administration does not work at the same pace (1 to 3+ years to build relationships)."
6. "System does not consider time constraints of research and building trust."
7. "Science standards require more strategy and Indigenous knowledge."
8. "Not just funding, but funding in time."
9. "Internet connection in the North."
10. "Since the new research network program, research funding has been more accessible."
11. "Barriers for faculty who do both remote, field, and lab-based research."
12. "How research funding is distributed and used."
13. "ArcticNet is grounded in the scientific worldview and that is a hard nut to crack."
14. "The glass ceiling of academic achievement is a barrier to engagement when working with residence and college students."
15. "Indigenous stakeholders not being recognized or included in research early enough."
16. "The cost and time associated with collaborative research, which is contradictory to the entire system which focuses on going fast and cheap to publish and a barrier to Indigenous involvement."
17. "Institutionalized sexism."
18. "Working in isolation can make it difficult for safe spaces to develop."
19. "Drafting academic proposals without access to the training, experience, or knowledge to do so effectively."
20. "Being told not to assist others with drafting proposals in fear of not having voices included."
21. "Application processes for applying for funding."

Question 8: What is the most effective action the government, companies, or industry associations could take to reduce barriers and increase opportunities?

1. Providing training on how to complete application processes successfully
2. Having one person assigned to a group who can facilitate application completion
3. Creating opportunities for balance and making space (the number of women or minority groups)
4. Creating opportunities for funding
5. Shifts in culture and cultural awareness
6. A government policy and policy of ArcticNet that no one can work with the North without having taken Indigenous awareness or cultural training (3-day workshop funded for students to attend)
7. "Rephrasing how we measure performance or what we define as success."
8. Contribute to funding, investing, or lobbying for high-speed internet connection
9. Re-evaluation of tri-council eligibility funding guidelines or rules around who can receive and manage research funds
10. More action to address institutional barriers to community non-academics, Northern communities, and groups being eligible for direct benefit and funding in network activities through changes to existing policies and requirements
11. "Terminology is key, and it is not always understood or accepted by industry, government, foundations, or researchers. These stakeholders are not always interested in being educated."
12. "They can do presentations once restrictions are lifted to let communities know what they are working on, on the coast. There could be people in the community interested in positions on research vessels or who simply want to hear about the research."
13. "Coordinated and streamlined approach for research and gaining support."
14. Transparency in every action taken (not waiting until the end to explain what has been done)
15. Inuit and local organizational participation in the direct eligibility and management of research projects (fully funded entities)
16. Mechanisms and means as researchers to have yearly reporting with submissions of metadata files to hamlets or Nunavut Research Institute (whoever is in charge) with accessible data for communities
17. Funding agencies providing opportunities for post-doctoral linking research associate positions to help researchers distribute workloads and give researchers an opportunity to build skills, portfolios, and leadership skills from the perspective of a P.I.

Question 9: In your opinion, what has been successful and what has failed in achieving truly impactful diversity, equity, and inclusion?

Success	Failure
<ul style="list-style-type: none"> › The way research is done › The way research applications are reviewed › Emphasis on research that involves communities and responds to community needs › Giving opportunities to Northerners › North by North as a groundbreaking example of how to provide funding directly to Northerners to oversee the research they see as priority › Annual science meeting and efforts to showcase Northern Indigenous culture at those events is important for building trust and sparking enthusiasm in science and research in the Arctic among Northerners › Having an Inuit research advisory committee, as well as students and Northern representatives on the committees was valuable › Northern travel fund › Recognizing people as co-authors in presentations › ArcticNet is generating a generation of better scientists › Making funding available to certain groups and minimizing retaliation of those who feel excluded 	<ul style="list-style-type: none"> › Knowing who to contact in the organization › Knowing who is the main point of contact for a community › How to maintain relationships with points of contacts in the community › Equity, diversity and inclusion is not a checklist › A vast amount of resources and efforts are focused on Southern research interests that may not align with Nunavut residence › Inability to deliver on plans for training outreach, capacity building, and knowledge integration › Application process needs to be simplified even more › Feelings of being left out (consultations, project formation and saturation, non-coastal areas with more than one group of Indigenous communities, not seeing themselves represented) › Missed opportunities to listen

Question 10: What concerns would you like for the ArcticNet Network to address independently, as well as together with you?

1. More options and opportunities for students to have professional development.
2. “Transparency in agreements. Confidential bylaws for funding is understandable but the more ownership that communities, organizations, and Indigenous peoples have in the ArcticNet, the more they will want to support it.”
3. Seeing the community in a position of leadership in the ArcticNet.
4. Capacity to train IRAs (no coordinator or coordination across the regions, all at different levels of knowledge).
5. Knowing internal limitations and when help is needed.
6. Being aware of the type of training they already have and are willing to take or need.
7. Seeing the levels of responsibilities between everyone so they all know the work everyone is doing across regions.
8. Funding issues (not unique to ArcticNet).
9. Being able to engage on some of the job descriptions that are lengthier than others, as well as overlap in research projects.

10. Some projects are not in the ISR but could benefit the ISR (but they are not aware of the projects).
11. Open discussions with Indigenous peoples.
12. Bringing more diversity and Indigenous peoples into the ArcticNet Network.
13. Funding for Northerners to participate in annual scientific meetings.
14. Opportunities for Indigenous peoples to present, share, and discuss their research priorities.
15. Developing a clear path for addressing ethical breaches in research that violate principles of equity, diversity, and inclusion.
16. Codes of conduct for ethical research that investigators are bound to follow.
17. A clear path for those who feel violations have happened and internal ways to have them addressed.
18. Continue engaging organizations and the North (planning activities, committees, other processes to review and design).
19. Obtaining cold hard numbers on representation (how people identify, if they are willing to share) and what ArcticNet thinks about those numbers (their response).
20. ArcticNet to realize the power it has to influence institutions on how we define success (publications vs. time spent on impactful activities).

Question 11: Do you have any advice for the ArcticNet Network at this time? [yes/no] Elaborate.

1. "Keep up the positive work."
2. "Solid management team with an excellent attitude."
3. "I like what I am seeing. Just keep reflecting. It is a welcome change. I want to see where ArcticNet goes with this, and I want to be on board to see how this turns out."
4. "North by North has changed the emphasis of what is being done and how."
5. "Some of the changes are outside of the realm and control of ArcticNet."
6. "Researchers being able to spend more time in the North."
7. "ArcticNet must look at what we do, how we changed, and the impact of outcomes on the person. It is a lot to ask from the research field but everything I do; I ask what the impact will be. How can it help? Who can use it? I think this is where we need to do more thinking."
8. "It would be helpful from time to time to do a week or two of meetings to chat with and get to know colleagues."
9. "Access to a pool of money for researchers to support a teaching fellow to buy them the time to invest in building relationships, being in the community (scientist in residence in the community for 2-3 months). We have wonderful ideas for science but can be seen as dropping in and leaving due to time constraints for relationship building. There isn't enough time to understand the environment, communities, their perspectives or where they are coming from. There are a lot of infrastructure issues to address first such as housing, costs, food. It would help build relational bridges."
10. "Address research fatigue and saturation."
11. "Address duplication of research efforts through the research selection process, especially when new actors are involved (similar questions and methodologies)."

12. "Any new research funded in the North cannot be duplicated (high quality — less is more approach for Nunavut)."
13. "Institutions are listening and there is an opportunity to give guidance and push the agenda forward. ArcticNet could support some focus groups and discussions on key topics with Indigenous partners (gender, Indigenous groups, authorship [what makes you an author], partnerships and tokenism)."
14. "Address international acceptance of standards of excellence for Canadian research."

Question 12: Do you have recommendations on how you would like to see action taken where required and possible through the formal complaints and negative experiences process?

1. Guidance document and template on how to fill out a complaint without assistance (fully anonymous)
2. Setting expectations of "how we do things" in a structure to freely and proactively call out bad behavior or complaints
3. "Never had to use it but the fact that they have one is fabulous."
4. "The formal process is to go through the research advisory committee for the government through communities or the ArcticNet. This way, the research advisory committee knows what is going on for application reviews."
5. "It would be good to know what process to use when going through ArcticNet."
6. "A website with how issues get brought through the system. Does an email go to Christine? Someone else? How does it move through the system? What happens?." (Example: Where and who to talk to [Audit Trail Mapping].)
7. Create room for community members and knowledge holders, as well as different ways of looking at issues
8. Generally, matters are handled within the institution, but ArcticNet could position themselves as a resource outside of their institution (to help and protect them)
9. Agreement or sign-off with the institutions on code of conduct to be an ArcticNet organization
10. Cultural awareness training (how to respond to change, colonialism, gender roles and bias)
11. ArcticNet as an arms-lengths safe space to report misconduct in research

Question 13: We will be conducting a second phase of interviews for an Impact Assessment in May. Would you be open to being interviewed once more? [yes/no]. If not, elaborate.

1. "Happy about the professionalism."
2. "Happy about the speediness of interviews (busy schedules)."
3. The power of ArcticNet: provide positive reinforcement through areas such as letters to universities to endorse how amazing someone is or provide contextual insight employers may not see (Example: community-based work) to build recognition and free up scientists focusing on endorsement methods for their research [projects].



Secondary Findings

Canada

In Canada, diversity and inclusion is growingly executed through the process of learning about and documenting experiences, which are summarized across various guides and reports to inform and enhance future collaboration. Over 15 Canadian institutions' policies and recommendations were reviewed through the lens of equity, diversity, and inclusion to compile measurable outcomes for equity, diversity, and inclusion.

In academia, the University of Calgary and the University of Toronto provided the most transparent and measurable frame of reference, which will be discussed in further detail below. Outside of academia, recognized source-community resources have been included to reduce the traditionally undocumented margin of error associated with the erasure of voices throughout consultative and reporting processes.

In the 'Guide for Fruitful Collaborations', a year-long effort by an Association of Polar Early Career Scientists (APECS) Project Group called Collaboration Guide, necessary data was collected, and inquiries were made among APECS National Committees and Council members to address equity, diversity, and inclusion.

Through collaborators such as Dr. Natalie Carter, Indigenous Knowledge Researcher and Community Research Lead at the University of Ottawa and other researchers, the following was summarized to support research collaboration through an Indigenous worldview:

FOCUS: Research

KEY PERFORMANCE INDICATOR:

- Projects (field work and field courses). For instance, a research cruise or an Arctic science field course.
- Sharing research results. For instance, connecting scientists with artists.
- Securing funding.

FOCUS: Skills and Capacity Development

KEY PERFORMANCE INDICATOR:

- Event organization
 - Training and education events including symposiums.
- Knowledge sharing. For instance, disseminating diversity, equity, and inclusion-related resources to the larger polar science community.

FOCUS: Initiating Collaboration

KEY PERFORMANCE INDICATOR:

- › Identify potential collaborator (s) by getting involved in community services (co-organizing workshops, attending conferences, or reviewing papers for relevant journals).
- › Co-authorships of review or perspective papers.
- › Upon successful collaboration, writing a paper or a research proposal and expanding the collaboration and team.
- › Know what other groups are working on and focus on how the works relate to the focus of collaboration.
- › Presentations on research topics, event objectives, attending meetings and conferences.
- › Verify internal policies of lead organizations ahead of collaboration, especially related to external funding.
- › Dedicate a meeting at the start of the collaboration in order to both set out what the objectives are, and make sure they are set out in writing for future reference. This provides a guiding document to direct the collaboration.

FOCUS: Maintaining Collaboration

KEY PERFORMANCE INDICATOR:

- › Frequency of contact between collaborators (Ideal: monthly minimum, average: 3 months).
 - › Prior to the event
 - › After the event
 - › Weekly contact
 - › Monthly contact
 - › Quarterly contact
- › Access to important information in collaborations.
- › Contact a prospective collaborator in person.
- › Reaching a verbal agreement, and then following up by email.
- › Have in-person meetings early on to really get to know each other and build relationships and trust.
- › Have phone calls instead of email (unless people were in the field and did not have phone access).
- › Reduce the number of emails and listing information in emails.
- › Have a main contact (s) or go-to person at the collaborating organization to help with whatever is needed.

FOCUS: Maintaining Collaboration

KEY PERFORMANCE INDICATOR:

- › Listen to others' opinions.
- › Keep in touch often and maintain communication regularly so that (a) people stay engaged and (b) to check that everything is going well.
- › Have highly motivated collaborators who provide feedback.
- › Record of meetings.
- › Information shared.
- › (a) Mutual goals and (b) ways to achieve them.
- › Multiple platforms to access audiences.
- › Community engagements through collaborator outlets.
- › Confirmation of all communications sent to all collaborators using methods/channels requested.
- › Clear administrative requirements.

FOCUS: Ending Collaboration

KEY PERFORMANCE INDICATOR:

- › Lead organization to write a report about the project, or what actions were accomplished together.
- › Agency that funded any research or other project carried out in the collaboration.
- › Letter of collaboration or other documentation.
- › Email follow ups on post-collaboration steps (contact exchanges, follow up details for next year's committee).
- › Appropriate acknowledgement of resulting work (talks, presentations, publications, outreach, all other outputs), even if the collaboration has ended.
- › Indigenous participation in research, as part of the team and in communications.

Notably, the [RESDA Knowledge Sharing Toolkit Guide](#) (2019), highlights the importance of community engagement and dialogue to research and resource development and creating optimal space and place-specific working environments. To achieve this, recommended prioritization included:

- › The use of personal communications and a participatory, grassroots approach to research using two-way communication. Example Action: Working and sharing food with people to build trust.
- › Local advice on the most appropriate, non patronizing strategies for knowledge seeking and sharing.
- › Not forcing a community-researcher relationship that does not work.
- › Reinforcement of the goal to get the information in the hands of the community members.
- › The establishment and reinforcement of strong personal relationships necessary for research, which require time and money.

- › Time spent in the community to understand culture and lifestyles to coordinate research with and around seasonal activities. Example: Attend local AGMs.
- › The balance between simplicity (understanding) and complexity (detail).
- › Collective analyses of results/outcomes.

Table 2. RESDA Knowledge Sharing Toolkit Guide (2019)

Goal	Key Performance Indicators
Improve Researcher Presence	<ul style="list-style-type: none"> › Attend community meetings and cultural events › Extend the period in which researchers spend in the community › Volunteering or participating in community events › Arranging community meetings › Communicating research activities
Improve Researcher to Community Communication	<ul style="list-style-type: none"> › Develop and maintain communication pathways at all stages of research › Continued outreach to the communities › Organizing workshops, meetings, presentations, accessible documents, newsletters, pamphlets, short reports, online posts › Ensure project outputs are written in language that is easy to understand. The NWT Literacy Council has a helpful guide found at: https://www.nwtliteracy.ca/sites/default/files/resources/136648a_nwt_literacy_audit_tool.pdf
Improve Active Listening	<ul style="list-style-type: none"> › Become immersed in the community and participate in community events, meetings, and gatherings. This will encourage conversations and open dialogue between researchers and community members, thus improving active listening › Increasing the amount of time spent in the community allows researchers to become more actively engaged in community events and everyday life.
Develop Mutual Respect, Trust and Understanding	<ul style="list-style-type: none"> › Doing the necessary background research to learn and understand local history and culture › Behaving respectfully in the community; understanding cultural norms in the community › Attempting to learn the local language and culture can improve relationships and establish trust › Be fully aware of other research projects that are or have been completed in the community

The University of Calgary outlined a robust list of policies and codes of conduct for the framework of equity, diversity, and inclusion. Policies and strategies are not publicly available, with broken links on the public website. Accessible links to the below policies on the university website leads to secondary landing pages with various resources and indirectly related information that is not always categorized or indexed in functionally useful ways. This includes:

- › A campus mental health strategy
- › Employment equity policy
- › Indigenous strategy
- › Respect in the workplace policy
- › Workplace diversity and employment equity

- › Workplace accommodation policy
- › Procedure for accommodation for students with disabilities
- › Harassment policy
- › Protected disclosure policy
- › Sexual violence policy
- › Workplace violence policy
- › Student accommodation policy

The University of Toronto diversity and inclusion strategy focuses its efforts using an internal and external lens.

Internal	External
<ul style="list-style-type: none"> › Leadership through internal programs › Leadership in consistent practice › Leadership in facilitating the collection and use of data › Ensuring continued leadership › Role in communicating “foundational” recommendations to other senior portfolios › Leadership in equity, diversity, and inclusion education and equity, diversity, and inclusion resources 	<ul style="list-style-type: none"> › Leadership in increasing awareness of institutional actions › Leadership in promoting community partnerships in research involving under-represented groups

Internal program leadership is summarized by four actionable solutions, including internal adjudication committees with equity-seeking members, but recognizes potential increases in administrative responsibilities and disproportionate requests of diverse researchers.

An undisclosed number of qualified candidates from equity-seeking groups is also a requirement for internal research awards and funding competitions. If unsuccessful in achieving quantified indicators, a detailed explanation of why diverse candidate pools are not achieved is reported to the executive team. The competition re-opens if a sufficiently detailed explanation is not provided. With that, details are not publicly available on the information required for such an explanation.

However, the university has delegated the development of guidelines for waiving requirements for a diverse applicant pool or diverse adjudication committee with final decisions held by the Vice President of Research and Innovation. The leadership is also responsible for determining under-represented groups in similar competitions as a consideration in the development of systemic processes for nominations and applications using equity, diversity, and inclusion education and resources to support internal programs.

Equity, diversity, and inclusion is now a regular agenda item for research advisory board meetings as a way to support a forum for divisional leaders to share initiatives and successes of equity, diversity, and inclusion, as well as through the encouragement of championing equity, diversity and inclusion and effective training on best practices related to peer review and unconscious bias.

The University of Toronto has outlined that consistent practice will be measured through annual reports on divisional equity, diversity and inclusion initiatives related to programs administered including Canada Research Chairs (CRCs), Canada Excellence Research Chairs (CERC), Canada First Research Excellence Fund (CFREF), etc.

Guidelines set for development includes:

- Allocation of lab/research space
- Start-up funds, equipment etc.
- Additional research supports, such as commitments to assign a research mentor or to periodic individualized meetings with new faculty to focus on research-related planning and opportunities
- Comparison to appropriate faculty in the department/division and a justification for the proposed support package
- A process for review of elements as part of the approval process for faculty appointments

All in all, the University of Toronto will be working with equity, diversity, and inclusion committees (Toronto Academic Health Sciences Network Research Committee (TAHSNr)) or divisional equity, diversity, and inclusion champions focused on research and innovation.

With that, they will work closely with the Research Advisory Board on guidelines for research-related resources and support with supplementary divisional guidelines to outline common elements to be addressed at a divisional level.

To support equity, diversity, and inclusion education and resources, the university has taken the approach of requiring involvement of all faculty and staff to review internal processes and have equivalent training on best practices with a list of suitable internal and external training programs.

Education and resources are delivered as needed to departments and divisions developing action plans for proposals in preparation for future funding competitions. The working group has suggested this as a requirement for faculty and staff directly involved in initiatives. Education resources are being made available for different areas, which are summarized in Table 3.

Table 3. University of Toronto's Trainee Actions, as Listed in their EDI Strategy

Equity, Diversity, and Inclusion Champions	Trainee Actions
Research and Innovation	<ul style="list-style-type: none"> ➤ For existing programs ➤ Academic administrators ➤ Researchers for tri-council funding programs and requirements by sponsors ➤ Those applying for major grants and funding programs such as Canada Excellence Research Chairs (CERC) and Canada First Research Excellence Fund (CFREF) ➤ Creates guidelines for event planning using an inclusion lens, required for events that U of T plans or sponsors ➤ Works in collaboration with other portfolios that host events to develop and implement University-wide guidelines ➤ Works closely with the Office of the Vice-President and Provost to develop and provide the Research Advisory Board (RAB) with materials about recruiting diverse faculty (e.g. Strategies for Recruiting an Excellent & Diverse Faculty Complement and materials related to the Canada Research Chair Equity, Diversity and Inclusion Action Plan (U of T, CRC best practices)). ➤ Encourages the membership to implement materials in their divisions.
Awards Committee	<ul style="list-style-type: none"> ➤ Creates resources on best practices in awards/research nomination processes/competitions for use within the executive portfolio and for academic divisions ➤ How to encourage and support submissions from diverse nominees ➤ How to develop appropriate evaluation criteria, etc.
Staff	<ul style="list-style-type: none"> ➤ Portfolio-specific training related to broad areas of work that helps staff integrate practices related to fostering equity, diversity, and inclusion into their work and their interactions with the university community and the public
Community (equity, diversity, and inclusion working group, TIDE Program)	<ul style="list-style-type: none"> ➤ Develops a best practice in peer-review document for distribution to all members of adjudication committees before they begin their reviews
Office of the Vice-President and Provost and Office of the Vice-President, Human Resources & Equity	<ul style="list-style-type: none"> ➤ Develops resources for research-specific accommodations for faculty, staff, and student researchers with disabilities
Director of Indigenous Initiatives and U of T Indigenous researchers	<ul style="list-style-type: none"> ➤ Creates materials specific to developing collaborative research partnerships with Indigenous communities
Vice-Provost, Innovations in Undergraduate Education	<ul style="list-style-type: none"> ➤ Integrating research and innovation in the student curricular and co-curricular experience <ul style="list-style-type: none"> ➤ Developing initiatives and strategies for equity-seeking groups to pursue research and innovation opportunities ➤ Developing resources for faculty using online research opportunities catalogue for creating postings targeting equity, diversity, and inclusion ➤ Working with those in graduate studies on awards strategies and nomination practices for graduate and postdoctoral awards.

To facilitate the collection and use of data, high-profile campaigns encourage researchers to complete equity, diversity, and inclusion surveys and participate in other forms of data collection which is expected to expand. This includes using an equity, diversity, and inclusion lens in data collection where possible — further integrating equity, diversity, and inclusion data in reports.

Data governance protocols for collecting, sharing, and using equity, diversity, and inclusion data as it relates to data access, sharing practices and uses, and appropriate protection before data collection are in development and in consultation with the Manager of Data Governance (Planning and Budget). Additionally, an advisory group on equity, diversity, and inclusion data collection and governance was created for faculty, staff, and administrators to advise the Research Advisory Board on available data sources and data analysis, as well as strategies and/or protections regarding disaggregated data, mechanisms to manage small cell sizes and voluntary self-identification.

Three critical areas of focus include:

- Exploring My Research Applications (MRA) to address equity, diversity, and inclusion requirements in grant applications and increase equity, diversity, and inclusion survey responses
- Developing processes to encourage self-identifying through surveys as part of program and process administration through the diversity survey as part of program administration and processes
- Sharing equity, diversity, and inclusion data on internal programs with division leaders to access local progress in areas such as awards and honours nominations, success with funding, internal grants, disclosures, patents, etc.

The University of Toronto concludes that the MRA system could offer relevant equity, diversity, and inclusion prompts and provide links to equity, diversity, and inclusion information because if it was added as a strategic objective to research themes, then equity, diversity, and inclusion could be found, captured, and tracked. The university is aggregating data to compile and better understand characteristics of faculty researchers and their endeavors for the Canada Research Chair process.

To increase awareness of institutional actions, it has been recommended to the University of Toronto to start with high-profile campaigns promoting research and innovation using websites, materials to encourage researchers to complete equity, diversity, and inclusion surveys, and messages about the importance of equity, diversity, and inclusion in research and innovation. Additional measures include reports on activities, publicizing procedures in place for accommodations for researchers with disabilities or illness and how central divisions work together to provide accommodations — ensuring representation of researchers in stories shared, and consideration of Canada Research Chair submissions awards.

To support leadership with promoting community partnerships in research involving equity-seeking groups, feedback is being obtained by Indigenous researchers at the University of Toronto and those doing research with Indigenous communities in areas such as research ethics, research funding, and Indigenous-related research grants to help inform strategic directions strengthening Indigenous research. This is to be communicated to external partners, where deemed appropriate.

The university has considered having a new Partnership Development Officer work with the equity, diversity, and inclusion standing committee to integrate equity, diversity, and inclusion principles into partnerships as part of recommendations provided. This extends to having working partnerships for equity, diversity, and inclusion among the Research Advisory Board, the executive, department divisions, and community for educational, award, and funding goals. Example: creating a community engagement award or internal funding programs for community research.

Within this context, continued leadership is defined as creating a standing committee for equity, diversity, and inclusion in research and innovation with similar membership as the equity, diversity, and inclusion working group to advise the Research Advisory Board (RAB) on the oversight of adequate senior strategic staff leading recommendations and recommendation implementation.

Finally, communicating foundational recommendations across senior portfolios included the following measures to be enacted by the University of Toronto:

- Encouraging fair and proactive recruitment strategies, highlighting changes to template and standard boilerplate wording to improve relevance to position and audience.
- Workshop discussions for early and mid-career faculty, as well as academic administrators on preparation and support for faculty throughout the academic lifecycle.
- Leadership participation in programs such as Athena SWAN or SEA Change to encourage and recognize equity, diversity, and inclusion with any accredited equity, diversity, and inclusion program selected — embracing intersectionality and not focusing on one under-represented group.
- Communicate existing arrangements and benefits to academic administrators, faculty and researchers about maternity and parental leave, family care leave, and compassionate leave. Services provided by the Family Care Office are to be promoted, including workshops and information on issues and concerns.
- Collect data through interviews, focus groups, surveys etc. of faculty and researchers to better understand issues related to equity, diversity, and inclusion. This anonymized information will be used to inform the community of equity, diversity, and inclusion and strategic plans to respond to what is learned.
- Create unified messaging to faculty and staff about equity, diversity, and inclusion — reinforcing that equity, diversity, and inclusion in the community is unique and valuable to academia.

As an outside researcher seeking to support the integration of Indigenous worldviews in academic research, this data is comparatively analyzed against the teachings of Indigenous leaders. Wilson (2008) discusses that those critiquing others' work does not align with the cultural framework because it does not follow the Indigenous axiology of relational accountability. Further, criticizing or judging suggests having more knowledge about someone's work, as well as the relationships they formed to complete that work.

Furthermore, Wilson (2008) states that Indigenous researchers often contextualize a study through a literature review in the dominant tradition. Rather than approach the review from a critical perspective, this research method builds upon the work of others — forming the context for relational accountability in working from an Indigenous paradigm.

In *Research is Ceremony: Indigenous Research Methods*, Cora Weber-Pillwax (2001) advises that Indigenous research methodology and learning must be a process that includes the three Rs: respect, reciprocity, and responsibility. It is even further suggested that respect means living that relationship in all forms of interactions.

Wilson (2008) references that the source of a research project is communicated as the heart and mind of a researcher. Checking your heart is noted as a critical element in the research process, where western academia traditionally has researchers separate mind, heart, and spirit for the purpose of objectivity in research. A good heart is noted as guaranteeing a good motive, benefiting everyone involved. Indigenous thought leaders suggest that the ways of knowing, ways of being, and ways of doing are the respectful reinforcement that all things are related and connected.

In Chapter 5 of *Decolonizing Methodologies*, Linda Tuhiwai Smith (1999) offers a comparative analysis. She suggests that Indigenous research agendas are being most successfully advanced through Community Action projects, which may include local initiatives and national or tribal research based around claims. It is also important to note that Indigenous institutions, such as research centres and study programs, offer spaces that help advance Indigenous research agendas.

United States

In 2016, the United States Department of Education reported opportunity gaps in post-secondary education, as well as student success across students of colour. Studies suggest that “the leaky pipeline” highlighted in design thinking and interview sessions can be supported through addressed areas recommended to advance equity, diversity, and inclusion in academia. The areas of focus below outline practices that research suggests help advance diversity and inclusion on academic campuses:

- Institutional commitments promoting student diversity and inclusion on campus (Example: mission statements, strategic plans)
- Diversity across all levels of an institution (Example: faculty members’ curricular decisions and pedagogy, including their individual interactions with students, students reflected in faculty and curriculum to create belonging and inclusiveness)
- Outreach and recruitment of prospective students (Examples: comprehensive and ongoing support from administrators and peers, peer advising provided by similarly aged students, targeted support for critical steps such as completion of the student aid and test prep, and exposure for students to college-level work while they are in high school)
- Support services for students (Examples: Well-designed course placement strategies, individualized mentoring and coaching, summer bridge programs)
- Inclusive campus climate. Examples:
 - Developing and facilitating programming to increase the cultural competency of leadership, faculty, staff, and students
 - Performing an assessment of campus climate related to diversity
 - Cultural competency training in new student orientation or diversity coursework
 - Cultural and socio-emotional support systems like personal mentoring, counseling, financial support, etc.

In *Research is Ceremony*, Wilson (2008) shares examples from Indigenous Hawaiian scholar Manu Meyer on how rigid western academia perpetuates a hierarchical worldview. She describes how the expected academic dialogue perpetuates competition. Furthermore, students are encouraged to find fault within prescribed parameters to find missing or weak links within the work being studied. It is expected that students question, argue, challenge, and critically critique the work of others.

Western academia is structured in a belief that if faults can be found, it will strengthen the work output. This manifests into the concept of winners and losers. Students from equity groups may not feel this is culturally appropriate to embrace. Those who are able to question the perspective of others are seen as intellectually appropriate within western academia, whereas those who are not comfortable with this paradigm are seen as anti-intellectual.

Overall, studies out of the U.S. Department of Education suggests that higher education is a critical pathway for social mobility. There are racial and ethnic disparities in higher education enrollment and attainment, as well as gaps in earnings, employment, and other related outcomes for communities of colour that must be addressed in order to support authentic equity, diversity, and inclusion.

Gaps in college opportunities have contributed to diminished social mobility (Example: the ability to jump to higher income levels across generations), and gaps in college opportunities are influenced by disparities in students' experiences before graduating from high school. The interaction of race and ethnicity, family income, and parental education are noted as key influences in educational and labour market outcomes.

Europe

In Europe, diversity and inclusion in academia focuses on the quality of higher education. There are also broad interpretations of social inclusion, and concerns related to equitable access, participatory engagement, and empowered success. Using a holistic system-level approach, it is important to note that higher education institutions are not looked at in isolation. Overall, diversity is considered an asset and not framed as a problem to be solved through quantitative measures (such as the number of students and staff groups). This aligns with feedback from M&C Consulting's primary research.

Systemically, only a select few European academic institutions have developed National Action Plans as follow-up to cited commitments. With that, monitoring and evaluation of diversity and inclusion key performance indicators varied from simple mentions for adequate accountability processes, to specific performance indicators. Differences may be because of diverse institutional cultures or professionalism of management. Areas of focus also range. Some create explicit goals, while others focus on establishing processes as the strategic goal.

Additional focus areas include the Magic Bullet model of employability and graduate employability development, where conclusions drawn suggest that central support is critical. Reports suggest activities that enhance employability are being undertaken through central support via career service agencies. These agencies have programs in place that modify curricula to accommodate and support their clients. Additionally, these agencies include employer inputs and innovative work experience opportunities — either internally or externally. Clients are encouraged to reflect on and record their experiences.

Importantly, one key problem with the measurement of diversity and inclusion is ‘targeting’ (Example: LGBTQ2S+, age, sex, etc.) When identifying groups that should be targeted, there are concerns about information gathering and labeling. Additionally, environments were considered to be potentially patronizing when equity-seeking groups were minorities, and divisive when equity-groups were a majority. This suggests that targeting does not prove to be successful. It is important to consider the use of language such as ‘non-traditional’ groups. Reports suggest that the focus should be to reach as many as possible to participate in higher education.

Students were identified as needing the most additional help in the labour market. Students who attended universities with a majority of ‘non-traditional’ intake were unable to take advantage of *“nice little fluffy diversity schemes and workshops that happen in all universities”*. Intersectional considerations such as cost, scheduling, childcare responsibilities, and paid work were all listed as reasons for this — making embedded employability skills in the curriculum a critical factor to consider.

Most institutions conduct internal audits of its programs’ and modules’ employability content. It has been noted that integrating skills into the curriculum does not require wholesale changes and supports the restructure of programs to identify outcomes and account for benchmarks. (Example: integration of key skills in curriculum with consideration to subject benchmarks and national qualifications frameworks). However, it was noted that embedding employability within curricula can be difficult to assess development activities because it is often informal and may include business and employability industry contacts, personal support, encouragement, and provision of information¹.

European reports provide examples of quantitative measures of performance, with potential negative consequences for funding that did not give enough positive incentives beyond complying with requirements. Other incentives were seen as non-committal. Contrary to standard compliance-oriented or ‘tick-the-box’ exercises, the incentives that focused on raising awareness and sharing good practices were seen as the most useful for external support.

Global influencers have successfully shared and promoted good practice and awareness across the masses. The European Union, for example, supports these activities in its research programs — including the Erasmus program and its HE4U2 project, as well as the SAGE Project. Civil organizations have also played a critical role, particularly in their diversity audits. These audits evaluate diversity and inclusion within its activities and structures. They also offer advice and promote dialogue to assist with external evaluations and raise internal awareness of diversity and inclusion.

¹ Knight & Yorke, 2000

Table 4. Barriers and Associated KPIs listed in Claeys-Kulik et al. (2019)

Barriers	Key Performance Indicators
Funding and other resources	<ul style="list-style-type: none"> › Awareness raising › Fundraising › Financial pressure on higher education institutions if externally set targets are not met
Awareness about the issue within the university community	<ul style="list-style-type: none"> › Exchange of experiences and good practices with other higher education institutions › Community-led groups, traditional knowledge integration › Development of a code of conduct › Anti-discrimination policy and complaint procedure › Embedding the development of student attributes within the subject curriculum
Difficulties identifying and reaching students/ staff from target groups	<ul style="list-style-type: none"> › Collaboration with stakeholders › Recruitment <ul style="list-style-type: none"> › Only women can apply for academic positions in the first six months of recruitment › Creation of women-only professorships to better balance the ratio between men and women in higher education institutions
Difficulties with data collection relevant for the topic	<ul style="list-style-type: none"> › Developing institutional strategies and policies › Monitoring progress and link various challenges › Projects on specific sets of data for individual dimensions (gender, gender budgeting through reports and benchmarking) to present the imbalance
Lack of information/ training opportunities on issues for staff/ students	<ul style="list-style-type: none"> › Awareness training as it relates to attaining equity, diversity, and inclusion › Employability audits › 'Live' project work to part-time employment² <ul style="list-style-type: none"> › organized work experience as part of a program of study › organized work experience external to a program of study › ad hoc work experience external to a program of study
Lack of consensus/ support for the issue within the university community	<ul style="list-style-type: none"> › Collaboration with stakeholders › Framework progress files for more systematic reflection and personal development planning › Supporting actions that can help underrepresented, disadvantaged or vulnerable groups
Lack of government support (at relevant levels)	<ul style="list-style-type: none"> › Collaboration with stakeholders › Strengthen the dialogue at a system level between universities, policy makers, funders, public authorities, and stakeholder organizations active on behalf of underrepresented, disadvantaged, and vulnerable groups

2 Harvey et al., 1998; CSU/NCWE, 1999; Little et al., 2001

Barriers	Key Performance Indicators
Lack of qualified staff to deal with the issues	<ul style="list-style-type: none"> ➤ Administrative staff training on diversity and inclusion awareness ➤ Researcher training on diversity and inclusion awareness ➤ Teaching staff training on diversity and inclusion awareness ➤ Concrete tools and approaches for addressing diversity, discrimination, and harassment ➤ Outcome statements and benchmarking ➤ Underline how discrimination and harassment can be fought ➤ Emphasis on legal requirements in the country ➤ Codes of conduct
Lack of strategic approaches to the topic	<ul style="list-style-type: none"> ➤ Specific projects ➤ Research on the topic of EDI and related issues ➤ Exchange of experience and peer learning between universities from across Europe as well as at the level of policy makers and administrators ➤ New policies and strategies then need to be adapted in response to the specific system context and challenges ➤ Cooperation with external stakeholders' schools, businesses, employers' organizations, and non- governmental organizations (NGOs)
Lack of support from university leadership	<ul style="list-style-type: none"> ➤ Collaboration with other educational institutions ➤ Support of institutional leadership allowing experiences and practices from bottom-up initiatives to become policies that lead to cultural and structural changes <ul style="list-style-type: none"> ➤ Structural Changes <ul style="list-style-type: none"> ➤ Support for persons running distinct projects on different levels to meet and contribute to the development and implementation of the common strategy. ➤ Encourage staff and students to take part in the definition of the strategy. ➤ Actively promoting diversity

Table 5. Measures and Associated KPIs listed in Claeys-Kulik et al. (2019)

Measures	Key Performance Indicators
Addressing Staff	<ul style="list-style-type: none"> › Raising awareness among university community › Accessible infrastructure › Training for teaching staff on inclusive teaching methods and tools › Code of conduct/non-discrimination policy › Language courses › Measures for staff with caring responsibilities › Intercultural communication training › Tailored support/personal coaching › Positive action › Anti-bias training › Positive discrimination
Addressing Access	<ul style="list-style-type: none"> › Guidance, counseling, mentoring › Accessible buildings/activities › Assurance about non-discrimination › Part time study options, flexible courses › Accessible infrastructure › Learning material › Inclusive learning, teaching and assessment methods › Financial support › Preparatory courses › Recognition of prior learning (alternative pathways) › Childcare on campus › Positive action › Housing support › Quotas for students from certain backgrounds/groups › Positive discrimination
Addressing Students	<ul style="list-style-type: none"> › Collaboration with schools/other institutions › Open days, summer courses › Media, including social media › Collaborations with student organizations › Collaboration with business and employer organizations, chamber of commerce or similar organizations › Collaboration with NGOs/youth organizations

Australia

Analysis of diversity and inclusion in academia from Macquarie University suggests that the academic sector is focused on the implementation of inclusive structures. Major themes include:

- › Leadership and governance
- › Staff and student diversity and inclusion
- › Building an inclusive organization
- › Community engagement, participation, and service
- › Inclusive policies, systems, and processes

Australia's academics have organized the above themes by objectives, success indicators, key performance indicators, and key stakeholders. Further information regarding the outcomes of the equity, diversity, and inclusion efforts is concluded in their equity, diversity, and inclusion report, with a summary of achievements to date and those in progress. It is unclearly defined which achievements are attributed to what theme of focus.

Commonalities across ArcticNet and Australian academia include:

- › Developing and implementing strategies to redress disadvantage and support staff from all equity groups in research participation and advancement
- › Having processes and policies between rights-holders and stakeholders, and other support services
- › Engaging with, and promoting, an understanding and respect for Indigenous communities, cultures and histories among students and staff
- › Embedding Indigenous knowledges and perspectives into curriculum and research
- › Recruiting diverse backgrounds into executive and senior leadership roles, with emphasis on achieving equity in the community being served
- › Offering inclusive leadership, professional development and advice to managers
- › Providing inclusive practice resources to Chairs, committees, and panels to assist in the creation of sustainable inclusive workplaces
- › Monitoring employment conditions for equity, diversity, and inclusion to ensure fairness and no disproportionate impact on opportunities from equity groups
- › Encouraging students from equity groups to participate in higher education
- › Developing equity, diversity, and inclusion resources that are current and publicly available
- › Including equity, diversity, and inclusion in internal communications processes and marketing
- › Having accessible human resource policies that are communicated to everyone

New Zealand

In *Decolonizing Methodologies*, Linda Tuhiwai Smith (2008) references New Zealand as an example of a country in which decolonizing methodologies has begun. In these examples from New Zealand, non-Indigenous groups are described as alliances that were always regarded as problematic. However, it was argued that these alliances were necessary because change could not be solely within the Maori. It was suggested that white people have cut across class barriers to unite on the basis of white domination of the Maori. Notably, overcoming this is noted as a restructuring of the white alliance.

Overall, the Maori have various ways of identifying as an Indigenous community. Commonly, this may include introducing yourself by naming the mountain, the river, the tribal ancestor, the tribe, and the family. Through this form of introduction, one locates themselves in a set of identities which have been framed geographically, politically, and genealogically.

Iwi research is currently being conducted in New Zealand about claims that have been put forward to the Waitangai tribunal. These claims are related to the Treaty of Waitangai in 1840, in which land and resources were taken by the government. By extension, this also includes areas such as resource management, economic development, health, education, justice, family and children, flora and fauna, and traditional knowledge.

In New Zealand, it was noted that research activities are mostly organized around interests of like-minded people. Research groups tend to occur organically within academia, which is also referenced as research culture. Specialized research organizations develop inside the university and tend to fall into (a) research units which are situated inside each teaching department, (b) research centres which are situated within academia or faculties, and (c) research institutes that are across faculty and teaching boundaries. The very nature of working within any of the identified research group is observed as a highly political process.

An example of one of these centres includes a program designed by Dr. Graham Hingangaroa Smith from the University of Auckland, which focuses on active participation through regular group meetings to discuss shared concerns, critique literature, test ideas in a safe environment, and attend national conferences and funded retreats.

Senior Maori academic staff are also brought in as facilitators and mentors. Additionally, the Maori Review was developed as an online journal for students as well as the refereed journal for researchers entitled *AlterNative: An International Journal of Indigenous Peoples*. The group was first tasked with strengthening research capacity by producing more researchers with doctoral qualifications. The program's goal was to have 500 Maori PhD graduates, which was accomplished in various respective disciplines.

Programming in New Zealand is directed at developing research skills within organizations. Further, they are designed to support developing action research skills through tasks. Using a coordinated approach across a family and student support thesis, mentoring role modeling is conducted. Students are expected to develop sophisticated theoretical skills alongside their research specialty interests, while research training is much more focused than standard coursework.

This structure is also centered around the Maori academic staff, with researchers conducting research on an ongoing basis. The Maori research culture involves discussions and debates around research problems with specific projects. This is generally facilitated through part-time employment for students, or as scholarships for research assistants to take on tasks including literature reviews, data entry, transcribing data, analysis, and conducting interviews.

Increased responsibility and thoughtful consideration are encouraged when preparing proposals, particularly in small projects with specific topics. Those who arrive with community projects, or strong family or community support networks, are encouraged to involve their communities. Those who have been raised in bicultural families are encouraged to use the skills they have gained. Programming assumes that students bring knowledge and skills, and share with others from diverse backgrounds. After participating in structured programming, it is anticipated that students will gain several new skills that they can bring back to their communities.

Through the lens of equity, diversity, and inclusion, a mindfulness around Indigenous students confronting their own identities and connecting identities to other Indigenous peers must be considered. Participation may be more related to needs that are not necessarily educational (emotional support or reassurance, reconnecting with communities, feeling safe). Gender and age seem to be consistent factors in some Indigenous contexts.

There are very real constraints on access to knowledge when working with elders. There are also protocols of respect and practice of reciprocity. The task of gaining informed consent can range from moments, to months and years. This may also include traveling back and forth during the year to gain a single elder's trust. Researchers may realize that they gain all that was needed throughout this process. This further illustrates that there are many paths to achieving the same outcomes with more insight. During these processes, the researcher can gain a friend or grandparent.

Asking directly for consent to interview can be interpreted as rude behavior. In some cultures, consent is not considered 'given' for a project or a specific set of questions. This can indicate that the trust will not be reciprocated, but constantly negotiated (dynamic relationship rather than static decision). Elders tell stories, ask questions, and share riddles and trick answers. This is also expected of researchers in return. The quality of interaction is more important than ticking boxes or answering questions. Overall, Indigenous researchers are skilled in building and forging relationships with elders. When there are issues, they tend to happen when research methodology excludes extended conversations and relations with elders.

Researchers commonly find barriers to successfully negotiating entry into a community or a home. Formal approaches may require several meetings, and the history of Indigenous research is reiterated in conjunction with frank discussions of merit and project desirability. Meeting discussions are further intersected by unrelated debates and commentaries. Formal approaches can be equally intense with elders consulting others on matters, causing the consultation process to be repeated. It is common in many Indigenous contexts for others to be approached as the first point of contact, and as a long-term mentor of Indigenous researchers.

Key themes in relation to positivism also take form within research methodologies, assuming that researchers are an outsider able to observe without being implicated at the scene. By contrast, the Indigenous research approaches problematize insider models in different ways because there are various ways of being an insider and outsider.

A recurring consideration within insider research referenced out of New Zealand is the constant need for reflexivity at the general level. Insider researchers will want to consider ways of thinking critically about their processes — including their relationships, as well as the quality and richness of data and their analyses. Outsiders also need to consider these processes, but insiders are the ones who ultimately live with the consequences of their processes — in addition to their families and communities.

For this reason, insider researchers need to build research-based support systems and relationships within their communities. They must be skilled at defining clear research goals and lines of relating which are specific to the project and somewhat different from their own family networks. Insider researchers also need to define closure and be equipped with the soft skills to say no or continue.

Insider research has to be at the same ethical, respectful, reflexive, and critical benchmarks as outside research. Additionally, humility and being humble will be a primary consideration when the researcher belongs to the community and has a different set of roles, relationships, and positions within the community.

The rule of the official insider voice is problematic because there is the idea that they know best because of their own experiences. But researchers cannot assume that their own experience is all that is required. The risks associated with testing a researcher's own views about their community can unsettle beliefs, values, relationships, the knowledge of different histories, and family-based examples because it reveals injustice perpetuated by one side of a relation suffered by another. This can also lead to knowledge that contradicts the image of elders.

Key takeaways are that some research models do not enable change, such as questionnaires or other measures that have been developed and tested for reliability long before a project has begun the norms or the groups within. The measures developed have been mostly non-Indigenous people convincing Indigenous communities to participate in studies that require thorough knowledge of research paradigms and the ability to produce sophisticated and honest justifications. Analysis suggests that every meeting, activity, and visit requires energy, commitment, and protocols of respect in the communities. Some communities have very descriptive terms which suggest how bothersome and tiring the activity of building trusted relations can be.

Indigenous projects focus on cultural survival, self-determination, healing, restoration, and social justice. Engaging equity-seeking and Indigenous researchers, as well as communities across various projects, will require creative adoption of multi-disciplinary research approaches.

The Maori people focus on the ways in which research can help them better understand their own equity, diversity, and inclusion predicaments. They engage in discussions about research, answer questions, and help as a community to resolve problems with autonomy. Overall, finding a voice or a way of voicing concerns, fears, desires, aspirations, needs, and questions as they relate to research has remained a contention.

One example of whanau structures used by the Maori researchers ensures that relationships, issues, problems, and strategies can be discussed and resolved. Most in Indigenous communities have some form of governance organization. It is more useful to work with an existing governing body to establish a purpose developed support group, which brings together any outside academic or organizational people involved in the community. Overall, the priorities of the Maori people include:

- Determining the Maori research needs and priorities and defining the ways research should proceed the Maori researchers' training.
- Discussion of culturally appropriate ethics, ongoing development of culturally sympathetic methods, and continued collaboration with those who have been historically excluded.
- Development and dissemination of literature by the Maori on research.
- Continued reflection.
- Self evaluation and critiques as a community of the Maori researchers extending the boundaries of the Maori, and
- For other Indigenous peoples of their own fields and disciplines, education of wider research communities — including scientific, academic, and policy communities and honoring accountabilities to and outcomes for the Maori.

Middle East

Reports reviewed from the Middle East focus on *“What are suitable KPIs for evaluating performance of the Islamic Azad universities of the region?”* Factors found were subject to voting after analysis and statistical tests. Data was calculated using a Rotated Component Matrix, with 10 out of 15 factors recognized and confirmed.

Performance indicators were defined as *“signals derived from databases or from opinion records that indicate the want to explore deviation from both normative or different preselected tiers of activity or performance”*. Symptoms were defined as *“monitoring tendencies or performance, signaling a want for additional examination of issues or conditions, or support in assessing quality”*. Further, there are at least three one-of-a-kind sorts or categories of indicators: 1) Indicator to screen institutional response to authority's goals or policies; 2) Indicators of teaching/learning, lookup and service; and 3) Indicators needed in college³.

3 Kells, 1992

Principles followed for developing key performance indicators outlined:

- Accountability and Performance Measurement (localized integration and mobilization)
- Reliability and Validity (measurement of methodology errors described factually and logically withstanding validation exercises by impartial external agencies)
- Improvement (KPIs are an aid to management, not an end as a starting point for informed debate for improvement plans)
- Benchmarking (comes with more meaning over time using local context between organizations in peer groups)
- Relevance (tactical, aligned to strategic objectives, relevant to decision making needs of user groups in response to the environment), and
- Clarity and Consistency (where possible, consistent across organizations, initiatives, and jurisdictions.)

Quantitative input and output indicators show limitations, such as the inability to determine teaching and learning quality without extensive interpretation. There were other limitations on the measurement of quantified outcomes produced. This included immediate measurable results and direct consequences of activities implemented, to produce results, with defining features being quantity or numerical amount — with numerical quality of data heavily discarded⁴.

As such, limitations do not account for investigations of instructional, interactive, and learning processes which are noted as critical to instruction quality, programs, and stakeholders. It was concluded that quantitative performance does not demonstrate quality in education but quantifies outcomes and does not show enough supporting indicators of enhancers of teaching and learning quality. Alternatively, qualitative measures are regarded as more significant based on the quality focus of measurement on deep and complex issues.

Typically, this does not include generating the quantity of outcomes in the form of numerical data (as do output performance indicators), but measuring complex processes and results related to quality and impact. The difference between input and output measures concludes that output measures quantitative, while outcome measures have a qualitative focus⁵.

Research initiatives revealed that key performance indicators for work process, customers' satisfaction and financial aspects must be measured, in addition to corporate social responsibility perspectives. The Ministry of Higher Education in Saudi Arabia is recognized as the lead on best indicators to measure performance by academia. Cross-collaboration was required for compliance with key performance indicators set by its agencies. Overall, key performance indicators to measure organizational performance are needed in academia, and adoption by the private sector showed positive impacts on universities' performances.

4 Chalmers, 2008

5 Burke, Minassians et al. 2002

Table 6. Framework I

Focus	Key Performance Indicator
Facilities and Area	<ul style="list-style-type: none"> › Influencing the students` satisfaction in cultural, research, lab, office, education, sport
Communication	<ul style="list-style-type: none"> › Expanding the library sources › Access to data banks
Graduates	<ul style="list-style-type: none"> › N/A
Social and Cultural Services	<ul style="list-style-type: none"> › The evaluation of performance and planning for the development of cultural and social services
Journal Publication	<ul style="list-style-type: none"> › Number of publications › Holding scientific lectures, conferences › Defined members attending the conferences
Non-Faculty Member Employees	<ul style="list-style-type: none"> › How to improve processes for managers using KPIs
Faculty Members	<ul style="list-style-type: none"> › The most valuable capital of any organization is the scientific employees, and their productivity is a considerable factor for the evaluation of performance
Financial Affairs	<ul style="list-style-type: none"> › N/A
Information Communication Technology	<ul style="list-style-type: none"> › N/A

Table 7. Framework II

Key Performance Indicators		
Qualitative	Input	<ul style="list-style-type: none"> › N/A
	Process Used to deliver educational programs, activities, and services within the institutional environment	<ul style="list-style-type: none"> › How the system operates within its particular context › Institutional diversity › Inter- and intra-institutional comparison
	Outcome	<ul style="list-style-type: none"> › Quality of educational program › Activity › Service benefits for all stakeholders⁶
Quantitative	Input Human, financial, and physical resources involved in supporting institutional programs, activities, and services	<ul style="list-style-type: none"> › Resource allocation interpreted with enrolment data to determine resource to student ratio › Resource quality (e.g., condition) and conceptual range (e.g., library book topics) to determine teaching and learning quality⁷

6 Warglien and Savoia, 2001

7 Chalmers, 2008

African Diaspora

Throughout the African Diaspora, reports suggest that challenges and constraints in higher education that differ from business include:

- Compliance with legislation such as employment equity and specialized higher education
- Lack of qualified reflections on equity and diversity
- Candidate pools lacking qualified diversity and equity applicants
- Poaching of qualified diversity and equity applicants' candidate pools
- Funding and rationalizations of funding⁸

To benchmark key performance indicators, comparisons were conducted with peers using a process that provides the opportunity to measure past performance against that of peers. This identifies drivers of future performance.

The concept of equity scorecard emerged when it was realized that diversity and inclusion is not measured in relation to educational outcomes for specific groups. This scorecard was underpinned by the Balanced Scorecard of Kaplan and Norton (1992). This model focused on performance across organizations being applied differently through (a) access, (b) retention, (c) institutional receptivity, and (d) excellence. Findings conclude that there are considerations including: focusing on the accountability of diversity and exploring the link between access to institutions, and the results of educational outcomes.

Furthermore, researcher roles in teams as 'institutional insiders' allows them to make a difference in the understanding and actions of those in higher education settings. On the flipside, affirmative programs — as it relates to organizational justice — were perceived as procedural justice within institutions by target groups. However, non-target groups perceive a systematic injustice in the implementation of affirmative action programs, which requires further investigation based on empirical work and number of instances that it surfaces in informal discussions on diversity and inclusion⁹.

Table 8. Equity Scorecards Emerging from the African Diaspora Reports

Key Performance Indicators	
<p>Access Assessment of the extent to which under-represented individuals gain access to the institution's programs and resources</p>	
<p>Retention The continued attendance from one year to the next and/or to the completion of degree</p>	<ul style="list-style-type: none"> ➤ Retention rates of under-represented individuals ➤ Participation in what may be termed 'hot programs' such as STEM

8 Portnoi, 2003
9 Bensimon, 2004

<p>Institutional Receptiveness The measures of institutional support that have been found to be influential in the creation of affirming environments for equity-seeking groups</p>	
<p>Excellence Refers to minority student achievements</p>	<ul style="list-style-type: none"> › A practitioner-as-researcher model to implement the scorecard

Asia

Reports from Asia concluded that selecting key performance indicators would be difficult to manage and measure under current structures of operation. Knowing that, selecting key performance indicators that have a significant contribution to performance is critical. To classify lists, relevance was surveyed and prioritized. Research included surveying experts directly involved in activities. Using three-point scales such as “not important” and “very important”, a “Cut-off Point” approach was used, as developed by Tam et al. The following information below was shortlisted by degree of importance. This is measured by comparing current levels to historical performances. This is then reflected by comparison between current levels and the competitor performances or benchmarks. Activities are classified under knowledge management.

Table 9. Key Performance Indicators Shortlisted from Suryadi (2007), by degree of importance

Key Performance Indicators	
<p>Student Satisfaction</p>	<ul style="list-style-type: none"> › Opportunity for personal involvement › Attitude of non-teaching staff › Opportunity for student employment › Concern for you as an individual › Student government
<p>Skill Assessment by Employer</p>	<ul style="list-style-type: none"> › As defined by surveying
<p>Personnel Expenditures</p>	<ul style="list-style-type: none"> › As defined by surveying
<p>Academia</p>	<ul style="list-style-type: none"> › Quality of instruction › Program quality › Course variety
<p>Research</p>	<ul style="list-style-type: none"> › Number of patents › International publications › National publications
<p>Supports</p>	<ul style="list-style-type: none"> › Operational costs › IT downtime › Electricity use efficiency

An aerial photograph of several large, white icebergs floating in dark teal water. The icebergs have a textured, layered appearance. A blue rounded rectangle is overlaid on the top center of the image, containing the title text.

Key Findings and Conclusions

Overview

This research journey will conclude when the research being conducted is an ongoing partnership of adaptive learning, and a growth mindset, to maximize positive impact for all individuals seeking equity, diversity, and/or inclusion. This idea is aligned “with the intention of integrating Indigenous and broader equity-seeking worldviews so as to support authentic equity, inclusion, and diversity worldwide across communities outside of the dominant society.”

Building on the belief that research stems from a place of distrust within historically excluded communities and that researchers are in receipt of privileged information, they may make interpretations within an over theoretical framework but also in terms of a covert ideological framework. Overall, there is a privileged power to distort, hide, overlook, exaggerate, or draw conclusions based not on factual data — but on assumptions, hidden value, judgements, and misunderstandings¹⁰. To that end, it is suggested that researchers are to be accountable first to rights-holders, then to source communities, and finally to remaining stakeholders.

Several features of institutional organizations are key to successfully developed governing institutions. Large research institutions offer program resources, facilities and structures that can support and train diverse researchers under the right conditions. One feature is that research institutions and programs must be stable, and rules cannot change frequently or easily. When they do change, they will need to change according to reliable and prescribed procedures and keep operations protected from political interference. Non-Indigenous governments should focus on building capacity and assisting with the development of governing infrastructures for practical governance and self-determination. This can be interpreted as self-determination achieved, while still making decisions with the support of institutions. Ethical research protocols will negotiate better research relationships between scholarly communities of scientists.

Wilson (2008) suggests that the key to being included is not just the work you have done in the past — but how well you connected with the community during your work, and the strength of your bonds and relationships with the community. While nepotism may have negative connotations, Indigenous ways suggest that the dominant society may engage in nepotism, involving the use of friends and relations to keep others out. In healthy Indigenous communities, the strength of bonds already established can help uplift others to bring them into the circle. In the spirit of Canada setting the standard for research excellence worldwide, one thing made clear by Indigenous scholars is that there is a motive in research:

“Research is emotional because we feel. We feel because we are hungry, cold, afraid, brave, loving, or hateful. We do what we do for reasons, emotional reasons. That is the engine that drives us. That is the gift of the Creator of Life. Feeling is connected to our intellect, and we ignore, hide from, disguise, and suppress that feeling at our peril and at the peril of those around us. Emotionless, passionless, abstract, intellectual research is a goddamn lie, it does not exist. It is a lie to ourselves and a lie to other people. Humans — feeling, living, breathing, thinking, humans — do research. When we try to cut ourselves off at the neck and pretend an objectivity that does not exist in the human world, we become dangerous to ourselves first and then to the people around us.”

10 Linda Tuhiwai Smith, 1999

Overall, it is known that knowledge cannot be owned or discovered. It is a set of relationships that may be given a visible form. To think and act through an Indigenous worldview while experiencing colonization, in its many intersecting forms, is to resist predatory dominance. Worldwide, a barrier cited is understanding what works at community levels. When protocols are followed and methodologies are accepted, understanding across researchers will be common. There is a limited commitment by state agencies for community approaches that support communities to transform themselves. With that, ArcticNet is in a position to build equity, diversity, and inclusion through communications that suggest that ArcticNet is outside of one's institution and has no stake in the outcomes of complaints brought forward. Therefore, ArcticNet is there to support and protect those bringing forward negative impacts on equity, diversity, and inclusion.

Judy Atkinson (2001) recommends that Indigenous research must be guided by the following principles:

- Indigenous people must approve the research and the research methods. There must be knowledge of community, the diversity, and unique nature that each individual brings to the community.
- Ways of relating and acting within the community, with an understanding of the principles of responsibility.
- Research participants must feel safe and be safe — this includes respecting issues of confidentiality, making a non-intrusive observation, or being quietly aware by deep listening and hearing with more than the ears.
- A reflective nonjudgmental consideration of what is being seen and heard having learned from the listening.
- A purposeful plan to act with actions informed by learning wisdom and acquired knowledge responsibility to act with fidelity in relationship to what has been heard, observed and learned.
- An awareness and connection between the logic of the mind, and the feeling of the heart.
- Listening and observing the self, as well as in relation to others.
- Acknowledgement that the researcher brings to the research their subjective self.

Researchers must consider the needs of the audience as an integral component of how research is presented (decolonizing methodologies). This will include cultural practices that respect proper protocols for building healthy relationships. The use of family, relations, or friends is a common practice to garner contact with participants of research. This is integrated practically to establish rapport with participants and enforce accountability of the researcher to their circle of relations. Methods of data collection are integrated through learning, sharing, and helping each other to understand or analyze the lessons, as everyone progresses.

The researcher's level of readiness upon preliminary relations and consultations is an area of integration that can be considered. This could be based on what learnings were gathered out of consultations with rights-holders and source communities, and further be presented back to the community to facilitate the eligibility process and criteria for projects. This may be one way that research can maintain accountability to all relationships that it forms.

Enhancing Equity, Diversity, and Inclusion

Findings highlight that ArcticNet's goals and priorities are different from the institutions that researchers are responsible to. ArcticNet has a responsibility to build capacity and understanding of the potential of communities and knowledge holders to advance research. Below are conclusions that outline actionable key findings that can be implemented by the ArcticNet network. To enhance equity, diversity, and inclusion, it is recommended that ArcticNet explore:

- Accessibility of information
- Codes of conduct
- Project funding and timelines
- Tokenism and targeting

Accessibility of Information

Access to digital infrastructures have been noted as a barrier to engagement across research conducted. Moreover, feedback suggests that there must be a combination of in-person and remote engagement. In *Decolonizing Methodologies*, Jerry Mander argues that the remorseless authority of corporations and governments to promote technology as a solution to life is the same imperative that suppresses and destroys Indigenous alternatives. As the COVID-19 pandemic caused cutbacks on manpower and hours, accessibility has become increasingly important.

Analysis suggests that how support is offered matters. If support is flexible to achieve goals and methodology acceptance, it will encourage participation, leadership, and capacity. Overall, expectations such as access to housing, internet, smart devices, food, transportation, childcare, and other luxuries cannot be assumed and must be accounted for. Further, all researchers have a right to knowledge and the truth. It should not be assumed that researchers have been trained to pursue or recognize when they have exposed knowledge or truth.

One of the notable suggestions from the interviews was to provide a guide on maintaining relationships with points of contact in each community. It would be beneficial and supportive to create awareness of all the organizations within the communities that are relevant and that need to be contacted (from associations to hamlet organizations) as a way to improve access to funding opportunities. This idea makes research more accessible and holistic as it becomes a community-involved initiative. One way this could be done is to address infrastructure and capacity issues associated with having readily available access to interested parties in the North or South — supporting streamlined and interconnected engagement.

Codes of Conduct: Setting the Expectation of Research Excellence on the International Stage

As ArcticNet develops a code of conduct, feedback suggests that reporting systems are important for authentic and transparent accountability but not a focus (as confirmed in polling feedback). A thorough analysis of worldwide literature and feedback from the network proposes that ArcticNet is well positioned to lead momentum in equity, diversity, and inclusion. One way this could be embedded is to acknowledge that all decisions in research excellence must come through a lens of the seventh-generation principle:

The thickness of your skin shall be seven spans — which is to say that you shall be proof against anger, offensive actions, and criticism. Your heart shall be filled with peace and good will and your mind filled with a yearning for the welfare of the people of the Confederacy. With endless patience you shall carry out your duty and your firmness shall be tempered with tenderness for your people. Neither anger nor fury shall find lodgment in your mind and all your words and actions shall be marked with calm deliberation. In all of your deliberations in the Confederate Council, in your efforts at law making, in all your official acts, self-interest shall be cast into oblivion. Cast not over your shoulder behind you the warnings of the nephews and nieces should they chide you for any error or wrong you may do but return to the way of the Great Law which is just and right. Look and listen for the welfare of the whole people and have always in view not only the present but also the coming generations, even those whose faces are yet beneath the surface of the ground — the unborn of the future Nation.” – The Constitution of the Iroquois Nation

Recommendations suggest that Canadian researchers need tools to confidently communicate and show researchers outside of Canada what the expectation will be, which must be reinforced and rewarded. Overall, ArcticNet is in a strategic position to produce and support the career advancement of diverse researchers. By using [complexity theory](#), ArcticNet can better negotiate Indigenous education systems and bridge the gaps to ease tensions that are created in an inevitably political system.

The code of conduct should, at minimum, include a zero-tolerance policy for breaches of Indigenous protocol and principles of equity, diversity, and inclusion with sanctioned mechanisms to investigate and address them. In the short term, it will be helpful to develop an additional guidebook on in-person and virtual engagements. An example topic may include *Internet Connections and Zoom Calls in Rural Communities or Training Resources for Students (including application processes, funding, and professional development)*. This could contain key messaging such as having alternative approaches for internet connection failures, sending agendas a minimum of 48 hours prior to a meeting, providing hard copies, or speaking closely when using devices for accessibility purposes.

It is recommended that someone who can support deidentification and anonymity is clearly defined within the code of conduct and zero-tolerance policy to be responsible for documenting and investigating breaches. This is intended to reduce the poor impact that codes of conduct have had in academic institutions. As a result, common themes raised suggest that ethical behavior breaches can go through complaints processes until retirement. Creating accountability to ArcticNet through a joint code of conduct could positively shift the impact.

As a start, the following questions will need to be addressed to support ArcticNet network buy-in:

- › How will we respond to beliefs that contradict the code of conduct, such as sexism?
- › What is the next step when someone is harmed? (Aggressive, rude, disrespectful, or violating dignity)
- › Do they have a clear path to address this issue within the network?
- › Who do you go to?

Addressing these questions will enable ArcticNet to create an audit trail. The code of conduct should also distinctly define terminology to support positive cross-sector collaborations such as: rights-holders, stakeholders, source-communities, and other terms deemed appropriate by equity-seeking groups so collaborators can guide their actions through the code of conduct.

Following the code of conduct, it is recommended that the dialogue around the definition of success extends beyond grades, funds required, and scholarships. This will help individuals feel supported and show them how successful they can be, given an opportunity. Additional questions to support the code of conduct for research may include:

- › Who defines the research problem?
- › For whom is the study worthy and relevant?
- › Who says so?
- › What knowledge will the community gain from this study?
- › What knowledge will the researcher gain from this study?
- › What are some likely positive outcomes from this study?
- › What are some possible negative outcomes?
- › How can the negative outcomes be illuminated?
- › To whom is the researcher accountable?
- › What processes are in place to support the research?

It will be important for ArcticNet to be transparent in every action taken at each stage, instead of waiting until the end to explain what has happened. Primary research uncovered that it would be useful to have a routine mechanism (and means as researchers) to include the community and annually report to ArcticNet on requirements and research, as well as provide data or metadata files to hamlets or the Nunavut Research Institute (whoever is leading). This mechanism may also facilitate the coordinated approach being taken by the Inuvialuit Regional Corporation (IRC) by supporting streamlining operational tasks such as support letters for research projects. This may include design consideration and awareness of the channels needed for support within the communities on both local and regional levels.

Research showed that individuals were more likely to approach influencers such as their dean, department head, or community leader regarding codes of conduct and complaints. To be accountable, as set out in the equity, diversity, and inclusions strategy, it is recommended that ArcticNet publicly acknowledge that the organization is operating within a toxic environment that is performance-based, and focused on networking, collaboration partners, and funding secured. This acknowledgment

could also address tolerance of abuse with minimal accountability due to interconnected silos and dependencies such as relationships to funders, institutions, or unions. To support adherence to the code of ethics, boundaries must be put in place by ArcticNet to support cultural change — while concurrently reducing barriers at engagement points of entry, which can be defined in the code of conduct and related policies.

Project Funding and Timelines

Feedback suggests that the role of a researcher does not have balance, regardless of who you are, because timelines and funding cycles are unrealistic as a result of colonial system design. Equitable access to funding is considered the most critically important. This can be addressed by adopting an “earn-as-you-learn” model, as well as a “funding-in-time” model — which could create balance in research roles by creating efficiencies in the way work is completed.

Funding

Actions taken to increase funding envelopes have made a positive impact. To address common themes across project timelines and funding, it is recommended that tri-council guidelines and criteria be reviewed to be more inclusive of who can receive and manage research funds. Notably, positive progress has been made on this front through a coordinated mobilization of efforts. Other areas recommended to ArcticNet include contributing to funding, investing, or advocating for access. Examples provided included, but were not limited to, transportation costs and high-speed internet connection.

Funding considerations raised could further be minimized through a [nation building approach](#). This can support the network with asserting decision-making power, practical sovereignty, and restructuring of effective governing institutions that support decision-making. This will allow network leaders to serve as nation builders and mobilizers and minimize the need to chase endless funds for projects.

Timelines

To support project timelines and funding considerations, collaborative capacity-building can include synergies in collaboration with non-governmental organizations. This provides access to research, in environments where highly qualified professionals are trained to provide in-depth analysis and have the freedom to conduct research. It is recommended to support community-based researchers who are well placed within communities, to document what is happening at the local level over longer periods of time.

Researching within the margins can raise questions of both implicit and explicit approaches to research — and unsettles those comfortable with the status quo. The role may also be classified under a project worker, community activist or consultant (likely many names, other than researcher). The role itself can be identified through tasks such as researching, recording, selecting, interpreting, organizing, and representing information or claims based on what is assembled throughout the methodology (process). The tools used to gain information (methods) are informed by theories that they may or may not know how to articulate explicitly, while executing with high impact.

Non-methodological risks may be pegged as causing bias, lack of distance, or lack of objectivity, but this can be alleviated by mixing advocacy and research roles for relationships and accountabilities to be carried out. It will be important for researchers to be granted the flexibility to manage social challenges that are embedded within communities. These challenges include visiting and helping relatives, children, or those who are sick, writing submissions, being a breadwinner for more than one household, being a point of contact for emergencies, or being required to leave to address social challenges.

Once the toxic and competitive nature of research has been acknowledged, ArcticNet will want to ensure that researchers already in the margins are not at risk of marginalizing themselves in their careers and workplaces. Change agents are often regarded as suspect, with an unwillingness in the community to upset the status quo.

Overall, Boaventura de Souza Santos (2004) describes a notable transnational interaction that is from the victims, the exploited, the excluded, and their allies. Institutions can empower them by developing authentic methodologies that account for equity, diversity, and inclusion by each researcher. The scientific community will want to report back to the people and share knowledge — assuming a principle of reciprocity and feedback.

This calibre of research will require storytelling (knowledge and experience sharing), which will need to be small stories from local communities across time and space that can map devastation across generations and landscapes, as well as the stories of transformation and hope. The measure of effective allyship and activism in support of research excellence is “the very existence of a community that can study and research traditional Indigenous knowledge.”

It cannot be successful unless the knowledgeable scholars do the work to protect, defend, and expand applying past knowledge on to others. A major piece missing is that there are “no internationally networked archives that can locate, coordinate, analyze, and disseminate research and evidentiary documentation¹¹.” Canada can reinforce its academic excellence in this noteworthy space, since most information is stored within individual memories and in specific networks — while supporting Indigenous worldviews and diverse community researchers.

When given timelines that fit narrow parameters such as “X is taking place at X time and X day to address X,” it creates communications gaps in communities who must then coordinate and mobilize across a wider reach and scope of relations. When protocols are not respected due to negative systemic impacts, this can cause barriers to inclusion and trust within the community. Timelines must respect the time it takes to coordinate meaningful participation and trust.

Tokenism and Targeting

Supporting authentic equity, diversity, and inclusion means acknowledging limitations and where help is needed. Training that responds to change and cultural awareness can support the reduction of tokenism and targeting. The value and privilege in this process must be seen in science, instead of selecting the lowest common denominator (or lowest hanging fruit).

¹¹ Linda Tuhiwai Smith, 2013

Historically excluded groups have identities tied up in intersections (such as treaty and Indigenous rights) that impact ArcticNet's ability to achieve equity, diversity, and inclusion. The process of colonization is viewed as a stripping away of mana (spiritual life force energy or healing power that permeates the universe). It is one standing in the eyes of others and therefore in our own eyes, and an undermining of our ability and right to determine our destinies (or *rangatiratanga*).

As these groups are “othered”, it has been argued that oppression takes various forms that interlock relationships — causing complex sociological and psychological conditions. It is maintained that this condition cannot be understood or analyzed by outsiders, or people who have not been born into this way of life. The “other” may be commonly articulated in the dominant society as equity-seeking groups with disabilities (diagnosed or undiagnosed, visible or invisible), Indigenous peoples, as well as those with ranging beliefs who may be impacted by trivial reasons such as the clothing they wear, which includes but is not limited to these identifiable considerations.

Through this methodology, it is defined as anyone who does not feel safe or welcome in dominant society spaces to share their knowledge, experiences, or the beliefs that guide who they are, their decisions, or positive impacts experienced as a result of non-traditional decision-making processes. There can be no identity to take its place until this is addressed. This means accepting themselves as an entire group with dignity, pride, and confidence. Further to this, it will require the inclusion of “the other” in the development and restructuring of institutions — otherwise there will never be a basis in which they can participate in the dominant society. Simply put, assimilation will never work.

It is recommended that ArcticNet provide an acknowledgement and response to the equity, diversity, and inclusion numbers and sentiments found throughout the ongoing equity, diversity, and inclusion journey. In *Research is Ceremony*, Wilson (2008) explains, “practice within the western paradigm can amputate your sexuality, your gender, your language, and your spirituality, by looking at individual components rather than looking at the total person and the complexity of the connections and relationships that allow that individual to function.”

Demographic metrics can only be obtained consistently and accurately through trusted relationships, not surveying. Since surveys generally target, the willingness to share information is low because it is unknown how it is being used. Information is also not being asked for in an inclusive way where relations are established — resulting in no established personal connection.

As echoed in the network and in research, information is siloed and not consistent or accessible. With that, equity, diversity, and inclusion strategies are not a checklist. For everyone recruited using a lens of equity and diversity, a team of approximately three to ten individuals will need to mentor them to ensure an equal playing field has been created. This will require open discussions with Indigenous communities, broader equity-seeking groups, stakeholders, and others to address “Why Laval University? And why ArcticNet?”

Through methods executed by ArcticNet, executive leadership teams will have the ability to articulate more than token inclusion of historically excluded community members or Indigenous knowledge. The impact will be known based on the quality of engagement with communities, as well as factors including, but not limited to, hours spent on select actions. It is recommended that ArcticNet look at diversity numbers to validate whether it is based on interest, failure to commit to equity, diversity, and inclusion, or other factors.

Preliminary questions raised by the network for further response included:

1. How are you going to fix low diversity and inclusion numbers once uncovered?
2. How do you feel about it?
3. What is the five-year plan?
4. What can be done better?
5. What ways were these problems addressed?
6. How was equity, diversity, and inclusion embedded in the infrastructure of operations?

Conclusion

Overall, a strategic plan for implementing the key performance indicators will consider not only the above information collected and analyzed, but the information provided directly to the ArcticNet through the established systems, processes, and communications channels to improve true equity, diversity, and inclusion.

To support research accessibility, researchers will require a way of showing how frameworks and final research products came to be. It is recommended to include, at minimum, an accurate way to describe, index, and classify that consists of oral traditions and styles of discourse, as well as nonlinear logic and written expression. This is to acknowledge and connect how ideas are formed and separated from the rest of their interconnected relationships so that they are not objectified or lose meaning. This will require researchers to build things up to see how they work through hands-on and experimental ways of knowing.

While this research is subject to the narrow scope of equity, diversity, and inclusion in the Arctic specifically, the commodification of traditional knowledge and biology is rooted in the powerlessness of groups and communities around the world whose communities and bodies are viewed as potential commodities (Jorgensen, M., Satsan, G., & Lyons, O., 2007). It will be critical that ArcticNet consider this in the ways in which they will be accountable to their relations.



Appendices

Appendix A – Primary and Secondary Market Research Criteria

Overall, primary research interview questions included:

1. Can you describe your social experiences within the ArcticNet Network, and what takeaways have been ascribed to it?
2. Speaking from a personal or community group perspective, what are some areas of success that you have experienced in the ArcticNet Network community?
 - a. What did you find most memorable?
3. Are there any examples you can think of where you saw or experienced needs and diverse approaches, identities, or knowledge dismissed or left unresolved? If so, please provide examples.
4. What does work-life balance in research mean to you?
5. Can you provide examples of encounters or communications between the ArcticNet Network that you believe should have been handled differently? If so, how?
 - a. Were members of your community treated with respect and professionalism?
 - b. Did they feel treated differently because of their race, language, or colour?
6. If an independent and timely reporting mechanism for incidents was created, who would be a trusted ally to enforce accountability, reduce discrimination, and maintain anonymity?
7. What are key barriers preventing groups from accessing opportunities to develop?
8. What is the most effective action the government, companies, or industry associations could take to reduce barriers and increase opportunities?
9. In your opinion, what has been successful and what has failed in achieving truly impactful diversity, equity, and inclusion?
10. What concerns would you like for the ArcticNet Network to address independently, as well as together with you?
11. Do you have any advice for the ArcticNet Network at this time? [yes/no] Elaborate.
12. Do you have recommendations on how you would like to see action taken where required and possible through the formal complaints and negative experiences process?
13. We will be conducting a second phase of interviews for an Impact Assessment in May. Would you be open to being interviewed once more? [yes/no]. If not, elaborate.

During the course of this process, the methodology executed uncovered the following research questions posed to researchers seeking to support the integration of Indigenous worldview. I have responded to the questions below to reinforce the authenticity and impact of non-dominant society methodologies within research based on lived and documented experiences and not western academic protocols. In attempts to follow the 3 Rs¹², this means:

12 Wilson, 2008

How can I relate respectfully to other participants involved in this research so that together we form a strong relationship with the idea that we will share?

In an Indigenous worldview, you have to start by introducing who you are, your background, your relations, etc. Ideally, relationships formed across ideas will intersect in each of the areas that I bring. With that, I can only relate to participants involved in this research from the positions of:

- › A family member or member of the military and/or or public service (Example: elected officials, healthcare, education)
- › An outside community/industry-based researcher
- › An immigrant of Ukraine decent
- › A female demographic between the ages of 25 and 30
- › A survivor of
 - › Organized crime
 - › Child and family services: foster care (the modern residential school system)
 - › Child labour
 - › Family and domestic violence, and
 - › Trafficking
- › A human resource professional with experience in training and development in publicly-funded academic integrated training programs
- › Persons managing disability
- › Equity-based bursary award winner (Advancing Futures Bursary)

How do my methods help to build respectful relationships between myself and other research participants, and between the topic that I am studying and myself as a researcher on multiple levels?

In response to the questions that I am relationally accountable to, I try to re-shape academic professionalism expectations throughout my methodology. This includes maintaining some common structures for western academic approval, while deviating toward Indigenous research methodologies. Creative integrations can be done with a positive impact as long as equity-seeking models are used respectfully — which is for equity-seeking groups to validate.

As I assessed the requirements outlined for this proposal, I reflected on my personal responsibility as an outside researcher, how to meaningfully fulfill my role within the scope I have been granted to operate, and the obligations I have to participants engaged in the topic of equity, diversity, and inclusion.

My overarching goal is to address what excellence in research means — both in Canada, and worldwide. But it is important to first acknowledge that there are many acceptable ways to do things. As a researcher working at various levels of civic engagement, it is my responsibility to build trusted relationships through the methods I execute and to defend alternative ways of thinking to support relational accountability.

How did the methodology used influence how relationships developed?

When analyzing the results of the research conducted, I sought to use an Indigenous paradigm focusing on the importance of relationships taking precedence over accessible international research references. As a researcher, it is my responsibility to create space and intentionally build impactful relationships. These relationships bring historically excluded ideas and perspectives into the research.

What are my limitations?

I acknowledge many limitations in various intersections but specifically, as an outside researcher based on the distrust rooted in academic research and that “knowledge and peoples will cease to be objectified when researchers fulfill their role in their research relationship through their methodology” (Wilson, 2008). As commonly felt by researchers, the timelines, funding, and quality expectations of projects present limitations in the impact of outcomes.

What am I contributing or giving back to the relationship? Is the growth sharing and learning that is taking place reciprocal?

This work contributes to a larger body of efforts to create inclusive workplaces in Canada (and worldwide). To give back to the relationship, I can only offer recommendations based on knowledge available to me in hopes that it will prompt action to support wellness and growth. Through this process, it has been critical to include those who are impacted. The growth, sharing, and learning that is taking place is intended to be reciprocal through the inclusion of all individuals who wish to take part.

Appendix B – Additional Key Performance Indicator Considerations

Goal 1: ArcticNet-Funded Research are Inclusive and Safe Environments

Access to Technical Infrastructure

1. Number of individuals with equitable access to social media and file sharing sites such as websites, electronic atlases, online databases to manage, distribute, and protect heritage content.
2. Number of rights-holders and source communities leading the digitization process of research on values and meaning of Indigenous cultural objects.
3. Number of equity-seeking individuals that received training in digital technologies.
4. Percent of Indigenous peoples employed in cyberinfrastructure and technology.
5. Percent of projects addressing limitations of digital technologies ability to preserve, archive, and disseminate tangible and intangible heritage.
6. Percent of funding sources addressing limitations of digital technologies' ability to preserve, archive, and disseminate tangible and intangible heritage.
7. Percent of projects shared using accessible web-based internet portals such as social media.
8. Number of open access agreements conducted with Indigenous communities.
9. Number of open access agreements achieved with Indigenous communities.
10. Sentiment analysis score of # for partnerships between industry and Indigenous communities.
11. Percent of projects with written transcripts, audio, and video recording requirements.
12. Number of Indigenous peoples involved in the design and development of digital return platforms.
13. Number of industry partners engaged/included in digital return projects.
14. Number of projects that focus on digital repatriation of archaeological and ethnographic collections.
15. Number of fiber optic networks accessible in each community visited by ArcticNet's members.
16. Percentage of access to required devices (laptops, desktops) vs. available devices (tablets, smartphones) by equity-seeking groups.
17. Percentage of projects that outline types of devices the project is designed to accommodate.
18. Number of digital return projects retaining active web presence over the long-term (5+ years).
19. Number of (a) rights-holders and (b) those with lived experience designing and developing digital return systems appropriate for the Arctic.
20. Number of projects integrated for dissemination using Vimeo, YouTube, blogs, Twitter or Facebook, flash drives, hard drives, podcasts, video and audio recordings for traditional knowledge relating to celestial or astronomical data, oral histories focusing on personal biographies, community histories, stories, myths, place names, heritage data, including

Arctic military presence and interactions with Western Arctic Inuvialuit; culture change due to contact with outsiders; education; ceremonial and spiritual life; settlement, subsistence and economic patterns; public health and wellness, childcare; research permitting processes; cumulative impacts of pollutants; industrial development; and climate change

21. Number of rights-holders, Indigenous peoples, and source communities involved in negotiating terms for access, distribution/circulation, and use of heritage data placed online in open-source contexts with institutional partners and the public at large.
22. Number of Indigenous youths involved in digital technologies.
23. Number of Indigenous peoples involved in design and development of digital return platforms.
24. Number of community-determined digital platforms used to address cyber infrastructure issues.
25. Number of gamification tools as transmitters of cultural knowledge between generations
26. Test all IT systems at the ArcticNet prior to purchase using a user-centered approach
27. All relevant IT, Learning and Library Systems are equally accessible to students from equity groups.
28. Staff and students from equity groups have equitable access to relevant IT systems and process requirements.

Allyship and Collaboration

1. Begin work with international partners to establish a fieldwork code of conduct and consider establishing third party reporting mechanisms.
2. Number of projects funded by government agencies.
3. Number of projects funded by academic funding agencies.
4. Number of projects funded by industry — 10+ partners recommended.
5. Number of cross-sector collaborations.
6. Number of campaigns in which ArcticNet is actively a supporter or ambassador.
7. Number of equity group celebrations attended.
8. Breastfeeding association accreditation.
9. Anti-violence workplace accreditation.
10. Percentage of international students aware of the cultural norms and behavioural expectations as a student studying in Canada through the ArcticNet.
11. Agreement by executive members to participate in equity, diversity, and inclusion activities internally and externally such as endorsing statements of commitment, keynote addresses, launches, media opportunities.
12. Number of equity, diversity, and inclusion progress reports published.
13. Number of feedback recommendations received from published equity, diversity, and inclusion progress reports.
14. Number of feedback recommendations implemented from published equity, diversity, and inclusion progress reports.

15. Number of selected process recommendations received.
16. Number of selected process recommendations implemented.
17. Completion rate of equity, diversity, and inclusion training for directors, committee members, and staff.
18. Select an equity, diversity, and inclusion expert to observe the candidate selection process and mitigate bias.
19. Review metrics and key performance indicators annually for alignment with new member survey results.
20. Survey membership to assess progress and impact annually.
21. Number of evaluation recommendations implemented.
22. Number of assessments of ongoing equity, diversity, and inclusion training requirements conducted.
23. Review strategy effectiveness annually.
24. Complete equity, diversity, and inclusion reporting obligations within timeframes.
25. Provide equity, diversity, and inclusion related data directly or on request in a timely manner.
26. Develop and maintain discrete equity, diversity, and inclusion policy, procedures, and guidelines.
27. Integrate equity, diversity, and inclusion considerations into existing policies, procedures, and guidelines.
28. Integrate equity, diversity, and inclusion targets and inclusive practice within Human Resources policies and processes including recruitment and selection, workforce planning, onboarding, promotion and advancement, flexibility, talent, workforce, and succession planning.
29. Work with partnership organizations to ensure partners are aware of ArcticNet's commitment to equity, diversity, and inclusion principles — and, to assist with building their capacity in relation to supporting our students from equity groups (provision of research and resources on inclusive leadership and inclusive workplace practices).
30. Engaging Indigenous communities in mutually respectful relationships.
31. Adopt [Universal Design](#) in content, methodology and pedagogy.
32. Inclusive leadership and management at all intersections of academia with decision makers aware of organizational-wide equity, diversity, and inclusion mandates and using these to inform decision making.
33. Diverse executive whose decision making is informed by an array of perspectives and based on robust evidence (quantitative and qualitative).
34. Equity, diversity, and inclusion are championed by the executive as an internal strategic priority.
35. Equity, diversity, and inclusion are championed externally by the executive.
36. Engaging and staying connected with the Indigenous alumni who contribute to and benefit from each other and to academia.
37. Embed and/or develop tangible equity, diversity, and inclusion outcomes into existing Partnership Charters.

38. Undertake formal evaluations of equity, diversity, and inclusion-based partnerships.
39. An executive who are critically aware of the equity, diversity, and inclusion issues related directly to their portfolios.
40. Review research strategies, criteria, and processes to ensure that they do not disproportionately disadvantage staff from equity-seeking groups.
41. International students are aware of the cultural norms and behavioral expectations as a student studying in Canada through ArcticNet.
42. Establish regular formal equity consultation mechanisms with staff and students.
43. All students are aware of ArcticNet's values and appreciate the richness and value of diversity in terms of study, perspective, and future employment.
44. Strengthen and measure links with external agencies (employment service providers/ inter-institutional contacts/careers expo providers) promote, collaborate and/or refer students as appropriate.
45. Build and maintain long-term engagement within the Indigenous alumni network.
46. Inform all stakeholders engaged in equity, diversity, and inclusion data analysis and findings from equity consultations.

Accessibility in Professional Development

1. Number of initiatives and programs assisting with literacy, numeracy, and academic skills.
2. Sentiment analysis of initiatives and programs assisting with literacy, numeracy, and academic skills.
3. Ensure the required policies, systems and processes required by students are accessible, user-friendly, and sensitive to the needs of students from equity groups.
4. Compliance with worldwide accessibility standards.
5. Create inventory of staff/student accessibility needs (to complement universal design).
6. Provide professional development and support for staff in universally accessible teaching.
7. Review academic professional development materials to ensure that equity, diversity, and inclusion encompasses a balance of student diversity and needs (disability, multicultural, gender, Indigenous, multidimensional).
8. Determine strategy and incentives for the long-term academic staff to up-skill re: universal design and inclusive practice.
9. Implement robust bursary programs to support students from equity-seeking groups.
10. Unlocking the capacity and building the aspirations of Indigenous students and staff through increased access to and opportunity for tertiary education.
11. Staff from equity-seeking groups are able to participate, advance and lead in research.
12. Implement the Gender Equity Strategy, a strategy that incorporates a detailed research stream to achieve the objectives set over the next 10 years.
13. Maximize initiatives which increase the employability such as empowering students to assess specific roles, develop career skills, determine organizational/sector suitability.
14. Include an equity, diversity, and inclusion clause in professional development requirements

for all managers to cascade to strategic planning at all levels.

Goal 2: ArcticNet Supports Work-Life Balance in Research

1. Reported number of retained employees per month/year (YTD).
2. Reported number of average days of missed work per person/month/year (absenteeism).
3. Number of projects with timelines from 3+ years to improve the number of consultations/engagements and trust of the source community.
4. Number of awards for best employer.
5. Implementation of strategies for:
 - › Representation (including affirmative action measures and identified positions to redress historic disadvantage)
 - › Distribution
 - › Performance development and review
 - › Succession planning
 - › Professional development opportunities
 - › Advancement / promotion (merit relative to opportunity)
 - › Pay gaps
 - › Reward and recognition
 - › Workload allocations
 - › Flexible work practices
 - › Grievance processes
 - › Leave provisions
 - › Support on campus
 - › Communications
6. Number of jobs created for communities impacted, non-urban areas.
7. Number of project-based employees on a self-directed career path with high mobility.
8. Percentage of (a) equity-seeking groups, (b) rights-holders, and (c) stakeholders remunerated for costs such as utilities (including internet), travel.
9. Provide opportunities for the dissemination of ArcticNet equity, diversity, and inclusion research, and facilitate internal opportunities to strengthen the institution through the sharing of research — as well as acknowledgement and compensation of contributors.
10. Broker opportunities for students and staff in partnership arrangements with social justice / human service-related agencies.
11. Broker research opportunities with external social justice agencies.
12. Monitor outcomes for students from equity groups to ensure continuous improvement of opportunities, processes, and policies.
13. Transformative educational opportunities are provided for students.
14. Provide a descriptive framework and standards for universal design for use when designing,

developing, and reviewing teaching and teaching materials.

Goal 3: Creating and Supporting Culturally Safe Research Environments

1. Reported number of inclusive acts performed in the workplace.
2. Number of projects that reinforce an ancient/traditional cycle of knowledge transfer between generations.
3. Number of cultural events such as sewing circles.
4. Number of allyship activities promoted (a) publicly and (b) privately.
5. Number of consultations on best practices to explore cultural mentorship.
6. Number of pilots for Indigenous/Northern led evaluations of programs and activities.
7. Number of training courses taken/readings in colonialism.
8. Number of training sessions by (a) thought leaders and (b) equity-seeking groups.
9. Number of groups engaged to explore training and cultural exchange opportunities.
10. Percentage of input on projects from equity-seeking groups.
11. Equity, diversity, and inclusion is embedded in decision making, structures and processes with committees/panels informed by a range of perspectives and supported by robust evidence.
12. Symbols in the workplace reflect equity, diversity, and inclusion commitment.
13. Practices reflect equity, diversity, and inclusion commitment (interpreters, welcomes and acknowledgement of country, accessible venues).
14. Equity, diversity, and inclusion information in invitations and marketing materials showing appreciation of diversity and expectations of behaviour (inclusive language).
15. Embed equity, diversity, and inclusion reflections in student assessment (on the inclusive elements of the placement organization/practice).
16. ArcticNet will reflect on its own practice through undertaking and/or agreeing to be case studied for equity, diversity, and inclusion related research.
17. Tailored assistance is provided to students from equity groups to increase their employability on graduation.
18. Indigenous culture is recognized, celebrated, and valued across ArcticNet.
19. An inclusive culture where those engaged with ArcticNet are aware of their legislative obligations and make ethical decisions with regard to equity, diversity, and inclusion matters.
20. Is a safe and inclusive culture for all members of the University community with incidences of unlawful discrimination, bullying or harassment managed effectively and in a timely manner.
21. Monitor/respond to results of staff consultations (e.g., survey engagement: satisfaction, intention to stay, discretionary effort).
22. Transformative learning and research opportunities prepare ArcticNet graduates for working in diverse cultures (students appreciate both the challenges and value of diversity).
23. Provide targeted prevention strategies for staff and students.
24. Establish and maintain robust, fair grievance processes for those engaged with ArcticNet.

Goal 4: Improving Diverse Representation and Visibility

1. Number of projects that digitally capture local knowledge and community concerns.
2. Number of individuals interested in X program.
 - › Number of individuals accepted
 - › Percentage of applicants from equity groups accepted
3. Number of organizations contacted for projects.
4. Number of community-led projects.
5. Number of projects guided by community-led organization agendas.
6. Number of projects guided by institutional agendas.
7. Number of equity-seeking group networks ArcticNet engages.
8. Number of accreditation ambassadors.
9. Number of dedicated streams designed for equity-seeking groups.
10. Number/share of students enrolled from less represented/disadvantaged backgrounds.
11. Number/share of staff from less represented/disadvantaged groups.
12. Success stories/role models/influencers.
13. Graduation rate of students from underrepresented backgrounds.
14. Number of community interactions.
15. Sentiment analysis of community interactions.
16. Increased (a) enrolment/recruitment, (b) retention, and (c) completion/promotion rates for individuals from equity-seeking groups (target: 25% change)
 - › Rural and remote
 - › Indigenous peoples
 - › Disabilities
 - › Women in senior academic roles
 - › Gender balance on the executive
 - › Staff from (a) culturally and (b) linguistically diverse backgrounds
 - › From a range of countries
 - › With a range of diverse needs
 - › Scholarships and full fee-paying needs
 - › Early career personas vs. senior career personas
17. Number of equity groups that implemented training and cultural exchange opportunities.
18. Create an annual awards program.
19. Number of project acknowledgements to equity-seeking groups.
20. Number of formal reporting of copyright and intellectual property issues.
21. Number of equity-seeking individuals or groups recorded in academic journals for contributions.

22. Number of initiatives including identified demographics from equity-seeking groups.
23. Evaluate and monitor support systems for improved: (a) quality standards and (b) student success.
24. Create tailored pathways for Indigenous students and staff through capacity building initiatives and programs.
25. Develop systems that enhance undergraduate and postgraduate enrolments and completions.
26. Designing best practice models of outreach and recruitment.
27. Implementing a cultural capability framework.
28. Provide accessible facilities, services and campus activities which allow for full participation of students and staff from equity-seeking groups.
29. Facilitate social and support networks for students from equity groups.
30. Retain and graduate students from equity groups at a rate commensurate with all students.
31. Recruit people from diverse backgrounds into executive and senior leadership roles with emphasis on achieving equity.
32. Continue to monitor the domestic and international scholarship outcomes for trends in diversity and address disparities.
33. Monitor the outcomes of international scholarships for diversity (international scholarships, and merit scholarships which are 'country specific').
34. Monitor the uptake of full fee-paying international students for diversity and address disparities.
35. Students from equity groups articulate from undergraduate to postgraduate study, are retained and graduate at a rate commensurate with all students.
36. Internal (broadcast) and public communications are accessible, and follow the principles of equity, diversity and inclusion in content, images etc.
37. Conduct targeted outreach to designated equity groups to build access and participation
38. Identify emerging equity considerations from Scholarships Review for students from equity groups including Indigenous Accommodation scholarships.
39. Undertake ArcticNet-wide campaigns focusing on creating an inclusive work and study environment, including behavioural expectations to build desired culture that draws in diverse stakeholders.

Goal 5: Support Research that is Designed by the North for the North

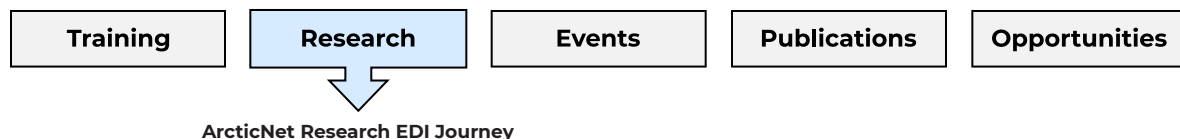
1. Number of Northern programs.
2. Number of Southern programs.
3. Percentage of program types by region.
4. Dollar value of funding by program type, region, and funder.

5. Number of stakeholders within the network partnering with tour companies and operating guiding services in which local guides are trained in Inuit, Indigenous history, and archaeology. *Virtual tours of archaeological sites and historic places were seen as leveraging polar tourism by increasing awareness of Inuit heritage online*¹³.
6. Number of (a) rights-holders, (b) Indigenous peoples, and (c) source communities involved in classifying and indexing Indigenous knowledge.
7. Number of stories shared that amplify diversity and novel approaches to co-designed research.
8. Number of industry-supported awards for research projects that are co-designed with Northern communities.
9. Number of government-supported awards for research projects that are co-designed with Northern communities.
10. Integrate Indigenous curriculum, knowledge and perspectives that are relevant to all students for transformative learning.
11. Becoming an institution of choice for Indigenous employees.
12. Increasing the number of Indigenous students and Indigenous research output.
13. Developing a framework for Indigenous leadership and increasing Indigenous presence at all levels.
14. Designing a sector best practice Indigenous support model.
15. Support and build the capacity of Indigenous researchers.
16. Increase the quality and impact of Indigenous research.
17. Support sustainable increases in Indigenous employment to complement existing and future enterprise agreements.
18. Build aspirations and establish a pipeline from schools for Indigenous youth to university.
19. Create a learning environment in which all students have the opportunity to gain knowledge of Indigenous history, culture, communities, and goals through an Indigenous worldview.
20. Build the needs and interests of Indigenous peoples into relevant current and future programs and initiatives.
21. The uniqueness of Indigenous research (culture, knowledge, and protocols) is formally recognized and valued at ArcticNet.
22. Develop (over a defined timeframe) an 'Inherent Requirements Statement' using an Indigenous worldview for all units of teaching.
23. Implement and ensure "nothing for us without us" discussions and debates on equity, diversity, and inclusion items prior to and during bargaining/negotiating terms.
24. Opportunities to participate and advance are equitable for academic staff in teaching, research, and community engagement.

13 Inclusive North (n.d.)

Appendix C – ArcticNet EDI Strategy Map

ArcticNet Organizational Journey



EDI Goal 1: ArcticNet Funded Research are Inclusive and Safe Environments								
Key EDI Activities	Address and acknowledge personal safety and discriminatory challenges faced by women, 2SLGBTQ+, racialized and Indigenous People and people living with disabilities in field, vessel/ship, laboratory, and international research.	Publicly address and admonish sexism, racism, ableism and anti-2SLGBTQ+ sentiment in field work and Arctic research.	Play a leadership role in the integration of Indigenous leadership, curriculum, knowledge, and perspectives in research programs.	Establish an independent reporting mechanism for fieldwork and research activities incidents with ArcticNet partners through an Arctic Research Code of Conduct during fieldwork.	Review official communications channels and events to ensure these platforms are not celebrating research groups that do not uphold these values.	Review existing policies around negative experiences that put the victim's wellbeing above organizational reputation or the pursuit of scientific excellence. Work directly in a timely manner with communities when negative experiences arise.	Review any complaints for repeated behaviour. Review Code of Conduct for events and take the necessary steps to address this issue.	Be accountable
Personas	<ul style="list-style-type: none"> › ECRs (all) › HQPs › University and Government Scientists › Directors, Staff, Committee Members › Principal investigators › Students (all) › Indigenous youth › Inuit, Métis, First Nations and racialized ArcticNet members 	<ul style="list-style-type: none"> › ECRs (all) › HQPs › University and Government Scientists › Directors, Staff, Committee Members › Principal investigators 	<ul style="list-style-type: none"> › Directors, Staff, Committee Members 	<ul style="list-style-type: none"> › ECRs (all) › HQPs › University and Government Scientists › Directors, Staff, Committee Members › Principal investigators 	<ul style="list-style-type: none"> › Directors, Staff, Committee Members 	<ul style="list-style-type: none"> › Directors, Staff, Committee Members 	<ul style="list-style-type: none"> › Directors, Staff, Committee Members 	<ul style="list-style-type: none"> › ECRs (all) › HQPs › University and Government Scientists › Directors, Staff, Committee Members › Principal investigators
KPI	(1) Number of public acknowledgements addressing challenges faced by... during onboarding processes for events, initiatives, programs, and projects; (2) Number of personal safety and discrimination challenges (a) acknowledged and (b) actioned within 24 hours with defined communications to those bringing forward the issues at each step taken by a third-party/independent body [Recommendation: Audit trail map] Step 1 [ENTITY, PERSON, ACTION] EDI Committee members; EDI consultant; Report on issues and actions	(1) Publication of Arctic Research Code of Conduct and adherence to acknowledgements & best practices, and contribution from diverse partners & institutions; EDI Committee; (2) Social media interactions on inclusion, breaking down barriers	(1) Percentage of projects led by Indigenous peoples and equity seeking groups in academic, government, and community based organizations (2) Number of projects awarded for integrating Indigenous curriculum, knowledges and perspectives that are relevant to all students for transformative learning (3) Network approval of code of conduct, integrating an Indigenous worldview	(1) Implement a how-to template for filling out complaints anonymously and reporting mechanism at arms-length of ArcticNet within 6 months of implementation approval (2) Number of formal reportings of areas such as copyright and intellectual property issues (3) 100% response rate of reporting outcomes	(1) Quarterly review of communications channels and events (Type of engagements, Number of engagements, and sentiment analysis reporting) (2) Number of opportunities provided to ArcticNet rights holders and stakeholders to celebrate researchers and be celebrated researchers upholding shared values and showcasing impact of research (3) Number of events, platforms, and groups engaged (4) Number of platforms, events and groups removed from engagement for not upholding defined values	(1) Acknowledge and address negative experiences within 24 hours of becoming aware (2) Review policies annually with equity seeking groups for recommended changes	(1) Reported number of workplace discrimination or harassment claims (2) Reported number of acts of violence in the network (3) Reported acts of incivility in the network (4) Reported number of average days of missed work due to incivility issues at work (5) Reported number of acts of incivility experienced in the network (day/month/year) (6) Average time taken to respond with before/after sentiment analysis (7) Establish a review process with equity seeking groups and EDI committee (8) Request feedback on an agreed upon time frame suitable for establishing a review process from the network before starting the review process	(1) Number / Percentage of key performance indicators achieved across main goals and outcomes (2) Number of Indigenous communities involved the process of digitization and knowledge transfer (3) Number of Indigenous youth involved in Network activities and knowledge transfer (4) Number of rights holders, community led organizations and Indigenous peoples involved in developing and applying the ArcticNet Data Management Policy.

EDI Goal 2: ArcticNet Supports Work Life Balance in Research								
Key EDI Activities	Review policies, research criteria, conference organization, and funding opportunities to ensure they are inclusive for parents and those with care obligations.	Ensure opportunities are accessible to those needing to supplement income or care for families.	Survey for best practices and flexible solutions.	Create incentives and awards that support work/life balance, perseverance and non-linear career paths.	Create space for discussing and addressing EDI work at all committee, governance meetings and events.	Support and celebrate different pathways in academia and research.	Review one size fit all competitive criteria that favours those without financial or family obligations such as publication rates and international engagements.	Collectively reflect on the meaning of research excellence.
Personas	<ul style="list-style-type: none"> › Directors, Staff, Committee Members › ECRs (Indigenous) › HQPs › University and Government Scientists › Principal investigators › Indigenous youth › Inuit, Métis, First Nations and racialized ArcticNet members 	<ul style="list-style-type: none"> › Directors, Staff, Committee Members › ECRs (Indigenous) › HQPs › University and Government Scientists › Principal investigators › Indigenous youth › Inuit, Métis, First Nations and racialized ArcticNet members 	<ul style="list-style-type: none"> › Directors, Staff, Committee Members › ECRs (all) › HQPs › University and Government Scientists › Principal investigators › Students (all) 	<ul style="list-style-type: none"> › Directors, Staff, Committee Members › ECRs (all) › HQPs › University and Government Scientists › Principal investigators › Students (all) › Indigenous youth › Inuit, Métis, First Nations and racialized ArcticNet members 	<ul style="list-style-type: none"> › Directors, Staff, Committee Members › ECRs (all) › HQPs › University and Government Scientists › Principal investigators › Students (all) › Indigenous youth › Inuit, Métis, First Nations and racialized ArcticNet members 	<ul style="list-style-type: none"> › Directors, Staff, Committee Members › ECRs (all) › HQPs › University and Government Scientists › Principal investigators › Students (all) › Indigenous youth › Inuit, Métis, First Nations and racialized ArcticNet members 	<ul style="list-style-type: none"> › Directors, Staff, Committee Members › ECRs (all) › HQPs › University and Government Scientists › Principal investigators › Students (all) › Indigenous youth › Inuit, Métis, First Nations and racialized ArcticNet members 	<ul style="list-style-type: none"> › Directors, Staff, Committee Members › ECRs (all) › HQPs › University and Government Scientists › Principal investigators
KPI	(1) Number of feedback submissions provided by equity-seeking groups (2) Number of feedback submissions implemented (3) Propose paid compensation to equity seeking groups to review policies, research criteria, conference organization, and opportunities annually	(1) Ensure daycare and nursing areas during ArcticNet meetings, (2) Solicit recommendations for assisting participants who require additional support to participate in Network activities.	(1) 90% satisfaction rate of recommendations implemented by ArcticNet network stakeholders and rights holders (2) Number of responses provided (3) Number of responses provided anonymously (6) Number of responses provided publicly (4) Number of responses implemented (5) More than 30% of survey responses received from Indigenous populations	(1) Creation of awards and grants for perseverance and non linear career paths, (2) Number of applications to these awards (3) Number of awards / granted offered to those providing mentorship on inclusive consultations, assistance with application processes, and/or grant writing processes, other	Design a process with equity seeking groups	(1) Celebrate 8-10 unique researcher(s) several times a year on digital media channels	(1) Review criteria annually with equity seeking groups (2) Number of hours spent integrating inclusivity into programs, events, conferences, and projects (3) Survey Network members annually on sentiment towards inclusivity, sense of belonging	(1) Engage with Network partners, stakeholders and rightholders on criteria defining excellence in Arctic Research

EDI Goal 3: Creating and Supporting Culturally Safe Research Environments										
Key EDI Activities	Continue to formally acknowledge the impacts of colonialism and ArcticNet's responsibility to work respectfully and in harmony with Northern communities and continue to acknowledge the privilege for having access to these waters and territories to conduct research.	Implement incentives and criteria that promote completing training on EDI topics and on Canada's colonial history and its impact on Canada's Northern Communities for ArcticNet's dominant groups.	Design culturally safe spaces for Inuit, Métis, First Nations and racialized ArcticNet members to understand their specific experiences.	Create more space for diverse perspectives on panels, committees, presentations and communications channels.	Continue to celebrate diverse cultures and communities across Canada's northern communities.	Using Inuktitut on ArcticNet's website, and images of Northern peoples benefited ArcticNet's reputation but not the people of the North. In appreciation of access to Northern territories, co-design with Northern partners an advocacy program that directly addresses some of the challenges and amplifies the successes specific to Northern communities.	Create opportunities for cultural mentorship.	Ensure criteria to promote gender equality does not come at the expense of Indigenous peoples and Northern people's representation.	Be visibly active allies for Canada's Northern peoples.	Repair by tangible actions, not empty words.
Personas	<ul style="list-style-type: none"> › ECRs (all) › HQPs › University and Government Scientists › Directors, Staff, Committee Members › Principal investigators › Students (all) › Indigenous youth › Inuit, Métis, First Nations and racialized ArcticNet members 	<ul style="list-style-type: none"> › ECRs (all) › HQPs › University and Government Scientists › Directors, Staff, Committee Members › Principal investigators › Students (all) › Indigenous youth › Students (all) 	<ul style="list-style-type: none"> › ECRs (Indigenous) › HQPs › University and Government Scientists › Directors, Staff, Committee Members › Principal investigators › Students (all) › Indigenous youth › Inuit, Métis, First Nations and racialized ArcticNet members 	<ul style="list-style-type: none"> › ECRs (Indigenous) › HQPs › University and Government Scientists › Directors, Staff, Committee Members › Principal investigators › Students (all) › Indigenous youth › Inuit, Métis, First Nations and racialized ArcticNet members 	<ul style="list-style-type: none"> › ECRs (all) › HQPs › University and Government Scientists › Directors, Staff, Committee Members › Principal investigators › Students (all) › Indigenous youth › Inuit, Métis, First Nations and racialized ArcticNet members 	<ul style="list-style-type: none"> › ECRs (Indigenous) › Directors, Staff, Committee Members › Principal investigators › Indigenous youth › Inuit, Métis, First Nations and racialized ArcticNet members 	<ul style="list-style-type: none"> › ECRs (Indigenous) › HQPs › University and Government Scientists › Directors, Staff, Committee Members › Principal investigators › Students (all) › Indigenous youth › Inuit, Métis, First Nations and racialized ArcticNet members 	<ul style="list-style-type: none"> › ECRs (Indigenous) › HQPs › University and Government Scientists › Directors, Staff, Committee Members › Principal investigators › Students (all) › Indigenous youth › Inuit, Métis, First Nations and racialized ArcticNet members 	<ul style="list-style-type: none"> › ECRs (Indigenous) › HQPs › University and Government Scientists › Directors, Staff, Committee Members › Principal investigators › Students (all) › Indigenous youth › Inuit, Métis, First Nations and racialized ArcticNet members 	<ul style="list-style-type: none"> › ECRs (Indigenous) › HQPs › University and Government Scientists › Directors, Staff, Committee Members › Principal investigators › Students (all) › Indigenous youth › Inuit, Métis, First Nations and racialized ArcticNet members
KPI	(1) Number of rightsholders, and community-led groups leading, managing and controlling funding (2) Number of presentations provided to equity seeking groups on research taking place and why their doing this research and why it's important (3) Number of Northern HQP	(1) Number of training courses and readings completed on Indigenous Awareness (2) Implement incentives and funding opportunities promoting EDI training completion (3) Percentage of projects involved in co-producing and bridging different types of knowledge (4) 100% of funded projects required to adhere to the ArcticNet Data Management Policy	(1) Number of designated spaces reserved for creating and supporting culturally safe environments at conferences, events, initiatives, projects, and programs [Example: breastfeeding rooms, cultural spaces] (2) Satisfaction rates after conferences, events, initiatives, projects, and programs (3) Number of opportunities provided to equity seeking groups to create safe spaces (4) Number of independent organizations engaged (Indigenous support organizations) for cultural transitions and being around other Indigenous people and community (5) Number of ArcticNet affiliates utilizing culturally safe spaces	(1) Number of spots reserved for equity groups on panels, committees, presentations and communications channels	Number of cultural events hosted (Example: sewing circles) yearly	(1) ArcticNet website and communications are accessible in English, French and Inuktitut when possible, using culturally appropriate and representative imagery (2) For all knowledge transfer activities, translate materials in English, French and Inuktitut	(1) Number of mentorship opportunities implemented (2) Satisfaction rate of 80% or more by equity seeking groups as it relates to mentorship opportunities received (3) Number of community-led or source communities engaged for mentorship	(1) Monitor diversity within Network across activity centres and initiatives. Aim for parity when possible.	(1) Number of confirmed engagements and agreements by Executive members to participate in EDI activities internally and externally such as endorsing statements of commitment, keynote addresses, launches, media opportunities, or participating in equity-based events and ceremonies, and other recommendations by equity seeking groups	(1) Number of culturally sensitive counselor accommodations made at meetings to support those attending the meeting who may be experiencing trauma or experiencing a sense of cultural exclusion. (2) Number of projects retaining active web presence over the long term [10+ years] (3) Number of rights holders or those with lived experience designing and developing digital return systems appropriate for the Arctic (4) Number of projects focusing on the digital return of archaeological and ethnographic collections (6) Number of projects funded by academic funding agencies (7) Number of projects funded by industry (8) Number of projects integrating Vimeo, YouTube, blogs, Twitter or Facebook, flash drives, hard drives, podcasts, video and audio recordings for traditional knowledge relating to celestial or astronomical data, oral histories focusing on personal biographies, community histories, stories, myths, place names, heritage data, including a) arctic military presence and interactions with Western Arctic Inuvialuit; culture change due to contact with outsiders; education; ceremonial and spiritual life; settlement, subsistence and economic patterns; public health and wellness, childcare; research permitting processes; cumulative impacts of pollutants; industrial development; and climate change for dissemination (9) Number of Indigenous and equity seeking groups included in digital return projects

EDI Goal 4: Improving Diverse Representation and Visibility [Recruitment Retention]								
Key EDI Activities	Create succession plans for ArcticNet leadership that will appropriately represent Northern communities within the decision making apparatus of the Network.	Actively sponsor diverse candidates, and ensure selection criteria and candidate selection have equity frameworks to mitigate bias.	Continue to appropriately represent gender diversity but with a focus on representation of racialized women, acknowledging that they are often overburdened by those tasks. Value and remunerate those contributions.	Review selection criteria for bias, and ensure they do not exclude specific groups.	Complete a formal evaluation of selection of awards and candidate selection process for bias.	Ensure activities are overseen by those with EDI expertise and cultural knowledge.	Support Indigenous and Northern peoples' business wherever possible	Develop an inclusive communications strategy which amplify a broad diversity of voices from within the network
Personas	<ul style="list-style-type: none"> › ECRs (all) › HQPs › University and Government Scientists › Directors, Staff, Committee Members › Principal investigators › Students (all) › Indigenous youth › Inuit, Métis, First Nations and racialized ArcticNet members 	<ul style="list-style-type: none"> › ECRs (all) › HQPs › University and Government Scientists › Directors, Staff, Committee Members › Principal investigators › Students (all) › Indigenous youth › Inuit, Métis, First Nations and racialized ArcticNet members 	<ul style="list-style-type: none"> › ECRs (all) › HQPs › University and Government Scientists › Directors, Staff, Committee Members › Principal investigators › Students (all) › Indigenous youth › Inuit, Métis, First Nations and racialized ArcticNet members 	<ul style="list-style-type: none"> › ECRs (all) › HQPs › University and Government Scientists › Directors, Staff, Committee Members › Principal investigators › Students (all) › Inuit, Métis, First Nations and racialized ArcticNet members 	<ul style="list-style-type: none"> › ECRs (all) › HQPs › University and Government Scientists › Directors, Staff, Committee Members › Principal investigators › Students (all) 	<ul style="list-style-type: none"> › HQPs › University and Government Scientists › Directors, Staff, Committee Members › Principal investigators 	<ul style="list-style-type: none"> › ECRs (all) › HQPs › University and Government Scientists › Directors, Staff, Committee Members › Principal investigators › Students (all) › Indigenous youth › Inuit, Métis, First Nations and racialized ArcticNet members 	<ul style="list-style-type: none"> › ECRs (all) › HQPs › University and Government Scientists › Directors, Staff, Committee Members › Principal investigators › Students (all) › Indigenous youth › Inuit, Métis, First Nations and racialized ArcticNet members
KPI	(1) Annual leaky pipeline survey on career growth, overall assessment of needs, and wellness to measure succession planning goals, barriers, opportunities (2) Promotion rates of equity-seeking groups (3) Length of employment of equity-seeking groups	(1) Number of applicants of grants per year (2) Percentage of educational bursaries provided to equity groups and personas identified per year	Number of acknowledgements for research outputs provided through (a) remuneration (b) grants awarded (c) Number of First Nations, Inuit and Métis compensated for cultural opening and closing ceremonies at all ArcticNet events (d) Names listed in academic journals as contributors	Include equity seeking groups at all stages of the audit and/or review processes with annual reviews shared accessibly and transparently in the ArcticNet network through annual reports, conferences, and other opportunities	(1) Design best practice models of outreach and recruitment with equity seeking persona groups identified (2) Consult and propose compensation equity-seeking groups for formal evaluation of selection of awards and candidate selection processes annually for bias	(1) Number of cultural training opportunities initiated for all existing and new staff annually (2) Number of activities and projects overseen by rights holders, source communities, and equity seeking groups annually (3) Percentage of indigenous peoples and equity seeking groups included in conference, event, initiative, program, and project planning	(1) Number of Indigenous and Northern peoples' businesses supported (2) Number of Indigenous and Northern peoples' businesses supported socially through online dissemination (Example: number of content shares/ recommendations) (4) Number of communications shared regarding Indigenous and Northern peoples' businesses by ArcticNet network stakeholders (Example: promotions shared, new product or service updates shared)	(1) Ratio of languages used in all ArcticNet communications (2) Number of digital sources that are accessible to equity groups (access permissions, language, disability)

EDI Goal 5: Support Research that is Designed by the North for the North								
Key EDI Activities	Build equitable criteria for all Northern communities to engage with ArcticNet and research teams regardless of size or existence of regional governments.	Create incentives and awards for research projects that are co-designed with Northern communities, embrace traditional knowledge with respect and answer science questions that are valuable to Northern communities. Develop incentives that increase the merit of research that serves the North.	Celebrate and grow North by North initiatives.	Host events when possible in the North, continue to explore novel ways to support interaction and networking with Northerners.	Ensure criteria for gender balance on research teams does not inadvertently exclude racialized, Inuit, First Nations, Métis and Northern scholars' participation.	Create specific networking and research work opportunities for Northern youth.	Continue to support groups, initiatives and organisations which promote inclusion in northern research (i.e., Polar Pride, Polar Impact, Arviat Film Society).	Continue to support the establishment of northern post-secondary institutions
Personas	<ul style="list-style-type: none"> › ECRs (all) › HQPs › University and Government Scientists › Directors, Staff, Committee Members › Principal investigators › Students (all) › Indigenous youth › Inuit, Métis, First Nations and racialized ArcticNet members 	<ul style="list-style-type: none"> › ECRs (all) › HQPs › University and Government Scientists › Directors, Staff, Committee Members › Principal investigators › Students (all) › Indigenous youth › Inuit, Métis, First Nations and racialized ArcticNet members 	<ul style="list-style-type: none"> › ECRs (all) › HQPs › University and Government Scientists › Directors, Staff, Committee Members › Principal investigators › Students (all) › Indigenous youth › Inuit, Métis, First Nations and racialized ArcticNet members 	<ul style="list-style-type: none"> › ECRs (all) › HQPs › University and Government Scientists › Directors, Staff, Committee Members › Principal investigators › Students (all) › Indigenous youth › Inuit, Métis, First Nations and racialized ArcticNet members 	<ul style="list-style-type: none"> › ECRs (all) › HQPs › University and Government Scientists › Directors, Staff, Committee Members › Principal investigators › Students (all) › Indigenous youth › Inuit, Métis, First Nations and racialized ArcticNet members 	<ul style="list-style-type: none"> › ECRs (all) › HQPs › University and Government Scientists › Directors, Staff, Committee Members › Principal investigators › Students (all) › Indigenous youth › Inuit, Métis, First Nations and racialized ArcticNet members 	<ul style="list-style-type: none"> › ECRs (all) › HQPs › University and Government Scientists › Directors, Staff, Committee Members › Principal investigators › Students (all) › Indigenous youth › Inuit, Métis, First Nations and racialized ArcticNet members 	<ul style="list-style-type: none"> › ECRs (all) › HQPs › University and Government Scientists › Directors, Staff, Committee Members › Principal investigators › Students (all) › Indigenous youth › Inuit, Métis, First Nations and racialized ArcticNet members
KPI	(1) Engage with permitting and agencies to help support ArcticNet researchers in deploying their research projects in ways that are respectful to cultural needs, resource use, environmental stewardship and local capacity	Number of projects awarded for integrating Indigenous curriculum, knowledges and perspectives that are relevant to all students for transformative learning	(1) Number of confirmed engagements and agreements by Executive members to participate in EDI activities internally and externally such as endorsing statements of commitment, keynote addresses, launches, media opportunities, or participating in equity-based events, and other recommendations by equity seeking groups (2) Satisfaction rate of 90% or higher for partnerships between industry and Indigenous committees	(1) Number of events hosted in the North and South (2) Number of events hosted online (3) Number of attendees at North/South events (4) Number of attendees at online events (5) Number of attendees from equity groups at events online, and in the North/South (6) Number of recommendations provided by equity seeking groups [interaction and relationship building] (7) Number of recommendations by equity seeking groups implemented	(1) Hire/Support regional representation on our committees (IRAs and IRA coordinator)	Number of Northern youth involved in the creation of networking and research work opportunities (events, initiatives, programs, projects)	Number of groups, initiatives and/or organisations advocating for DEI annually supported: financially (\$), socially (Number of content shares)	Number of groups, initiatives and/or organisations advocating for DEI annually supported: financially (\$), socially (Number of content shares)

Appendix D – Network Presentation Feedback

On June 16, 2021, a recorded presentation was provided by M&C Consulting to share a preliminary summary of design thinking and interview feedback to support the equity, diversity, and inclusion key performance indicators under scrutiny for approval. Throughout this presentation, viewers were asked the following:

Question 1: Did you identify with a persona or personas?

30% of respondents indicated that yes, a persona resonated with them accurately. With that, 48% of respondents suggested that a persona somewhat resonated with them. 9% of respondents felt neutrally about the personas, while 13% of respondents did not feel personas resonated with them. This question was intended to provide validation for recommendations related to tokenism and targeting provided earlier in this report.

Question 2: Do you believe there are missing personas, goals, values, challenges, or fears?

After reviewing the personas, respondents were asked whether they believed critical information was missing in the analysis. 65% of respondents indicated no, while 35% of respondents indicated yes.

Question 3: Which ArcticNet successes resonate with you?

Key highlights from interview questions were validated by those in the network that were at the presentation. When asked which resonated most with respondents:

- 83% concluded that having an Inuit research advisory committee, as well as students and Northern representatives on committees, was valuable.
- 70% of ArcticNet respondents concluded that emphasis on research that involves communities and responds to community needs resonated most.
- 65% of ArcticNet respondents concluded that ArcticNet is generating a generation of better scientists.
- 61% suggested that the North by North program is a ground-breaking example of how to provide funding directly to Northerners to oversee the research they see as priority.
- 48% of those engaged concluded that annual science meetings and efforts to showcase Northern Indigenous culture at those events are important for building trust and sparking enthusiasm in science and research in the Arctic among Northerners.
- 43% of respondents confirmed that recognizing contributors as co-authors resonated with them.
- 26% of respondents suggested making funding available and minimizing retaliation of those who feel excluded.
- 22% of respondents indicated that the Northern travel fund resonated with them.
- 17% of respondents suggested that the way research is done (Example: how applications are reviewed) resonated most for them.
- 0% of respondents indicated that none of the information identified with them.

Question 4: Which ArcticNet failures resonate with you?

When asked to reflect on the failures that resonate most, it was shared that:

- 39% believe an ArcticNet failure is that equity, diversity, and inclusion is not a checklist.
- 35% believed that a failure of ArcticNet was the missed opportunities to listen and make an impact.
- 35% believed the most relatable failure of ArcticNet was the inability to deliver on plans for training outreach, capacity building, and knowledge integration.
- 30% believe an ArcticNet failure is not knowing who to contact in the organization or community.
- 30% of respondents felt being left out of consultations, project formation and saturation, non-coastal areas with more than one group of Indigenous communities, and not seeing themselves represented were most notable failures.
- 17% of respondents suggested that the number of resources and efforts focused on Southern research interests that may not align with residence was a failure that resonated most.
- 13% of respondents suggested that a failure includes application processes that need to be simplified even more.
- 13% of respondents suggested that none of the information identified with them.

Question 5: Which work-life balance key highlights resonate with you?

Through a sample of preliminary interviews conducted during the pandemic, respondents from the ArcticNet network validated that:

- 57% of respondents agreed about the sentiment “when can you make time to stop in a profession that is performance-based, and everyone is an overachiever? Everyone wants to be the best and get all the grants.”
- 52% of respondents believe that “academia expects you to be productive but respect Indigenous ways, which means slow down, resulting in poor balance because you are trying to do everything, and the institutional organizations do not converge or support one direction.”
- 48% believed that work-life balance is difficult in new roles because “it feels as though you must work extra hard to establish yourself so things can be easier, which can be hard to see when those things will be easier.”
- 26% agree that “funding envelopes do not allow support for highly qualified personnel or technical staff (unless they are students) and requires someone who is willing to work part time”
- 17% agree that “work-life balance is a touchy subject when time is taken for personal matters.”
- 17% concluded that “work-life balance means the work stays at work and does not go into personal hours.”
- 13% believe “work-life balance in research is like living in two worlds.”

Question 6: Where should ArcticNet improve communication responses?

When the audience was asked about where they believed ArcticNet should improve communication responses, it was validated that:

- 52% of members from the network believe how groups approach Indigenous communities for partnerships could be improved.
- 48% of members from the network believe making space for Indigenous communities at ArcticNet conferences can improve communication.
- 39% of respondents suggest improving communication related to the production of science policy outputs.
- 26% of respondents recommended being sure of one's actual role within ArcticNet as a way to improve communication responses.
- 26% of respondents recommended improving communications for how complaints are made.
- 17% of respondents suggested that only some investigators and funded researchers have access to an advisor designated to provide support and engage meaningfully with Indigenous communities, which could be addressed to improve responses.
- 9% of members from the network believe conferences and conference icebreakers could improve communication.
- 9% of respondents believe there are other ways to improve communication responses that were not reflected throughout the presentation.

Question 7: Which of the following do you see as barriers to diverse representation and visibility?

During the presentation, respondents were asked to share their feedback on barriers to diverse representation and visibility. It was found that:

- 65% of respondents saw the cost and time associated with collaborative research being contradictory to the entire system, which focuses on going fast and cheap to publish and was noted as a specific barrier to involving Indigenous men.
- 43% of respondents felt that a lack of awareness of what the ArcticNet is (feels like an annual scientific meeting only) was a barrier to diverse representation and visibility.
- 26% of respondents indicated that science standards would be a barrier to diverse representation and visibility because it requires more strategy and Indigenous knowledge.
- 13% of respondents indicated that it is difficult saying you are an ArcticNet network member without knowing how, making it a barrier to diverse representation and visibility.
- 9% of respondents believe there are barriers to diverse representation and visibility for faculty who do both remote, field, and lab-based research.

Question 8: What do you believe are the most effective actions ArcticNet can take?

Overall, when asked “what do you believe are the most effective actions ArcticNet can take”:

- 57% of respondents indicated that the most effective action is an ArcticNet and government policy that no one can work with the North without taking approved Indigenous training (Example: 3-day workshop funded for students to attend)
- 52% of respondents indicated that the most effective action is Inuit and local organizational participation in the direct eligibility and management of research projects (fully funded entities)
- 43% of respondents indicated that the most effective action is making changes to existing policies and requirements to address institutional eligibility barriers for community non-academics, Northern communities, and groups seeking funding and engagement in network activities
- 39% of respondents indicated that the most effective action is redefining performance measurement and the definition of success
- 35% of respondents indicated that the most effective action is a coordinated and streamlined approach for gaining research support through proactive and transparent engagement
- 35% of respondents indicated that the most effective action includes researchers to present what they are working on to communities to engage those interested in positions (on research vessels, etc.) or who simply want to hear about the research
- 30% of respondents indicated that the most effective action is training and process facilitation for applications and proposals
- 26% of respondents indicated that the most effective action is contributing to funding, investing, or lobbying for reliable internet access
- 22% of respondents indicated that the most effective action is annual reporting of meta-data for researchers with submissions to communities using accessible data protocols

Question 9: How are you feeling about the ArcticNet equity, diversity, and inclusion strategy?

When concluding highlights from the report, respondents were asked to share how they felt about ArcticNet’s equity, diversity, and inclusion strategy to date. Overall, 4% felt nervous while 4% did not feel optimistic. Notably, 48% of respondents felt somewhat optimistic, while 44% of respondents felt optimistic.

Appendix E – Personas



KAREN & JEFF
DIRECTORS, STAFF,
COMMITTEE MEMBERS

GOALS & VALUES

- Ensure the network is working well
- Aim for the continuity of the Network
- Keep up with research priorities
- Work with southern and northern stakeholders
- Ensure the network upholds its commitments to supporting and advancing: science, excellence in research, training HQP, supporting self-determination in research for northerners
- Engage in meaningful research for northern communities' members
- Maintaining vibrancy, productivity, and diversity of network investigators and HQP

CHALLENGES & FEARS

- Balance career and family
- Job security
- Extensive work hours and pressure to perform
- Develop and maintain constructive collaborations with northern residents, HTAs, etc.
- Mental health and wellbeing
- Securing/maintaining the long term financial and scientific standing of the network

DEMOGRAPHICS

- 35-55 years old
- Mid-high income
- English and French speaking
- Have dependents/married



PETER AND NATALIE
PRINCIPAL INVESTIGATOR

GOALS & VALUES

- Publishing opportunities
- Securing grants
- Community engagement & collaboration
- Industry/organizational/community relationships

CHALLENGES & FEARS

- Balancing career and family
- Securing grants
- Mental health and well-being
- Managing budgets, supervising HQP, and staff, while applying to countless grants and permitting/licensing agencies to work in the North
- Maintaining respectful and appropriate engagement with northern communities while balancing extensive workload
- Publishing pressure from their universities
- Outreach/social media/relation with media
- Political context

DEMOGRAPHICS

- 35-55 years old
- Mid-high income
- Have dependents/married



PAUL & KENDRA

INUIT, METIS, FIRST NATIONS

DEMOGRAPHICS

- 👤 25-55 years old
- 💰 Low-middle income
- 🗣️ Bilingual
- 👨👩 Have dependents

GOALS & VALUES

- Inclusivity
- Family
- Relation to the land/protecting the land/heritage
- Culture
- Living from the land
- Transmission of values to next generation
- Being treated with equity

CHALLENGES & FEARS

- Not being included into research
- Feeling that they don't belong
- Family duties
- Accepting white southern researchers due to colonialism trauma
- Not having a say in research priorities
- Being the subjects of research, and seldom hearing the results
- Culture change/minimal cultural conceptions
- Resource accessibility
- Mental health and wellbeing
- Lack of empathetic mentorship
- Condescension; disrespect
- Language issues
- Inherent racism/colonial institutions



STAN & TARA

RACIALIZED ARCTICNET MEMBERS

DEMOGRAPHICS

- 👤 25-55 years old
- 💰 Low-middle income
- 🗣️ Bilingual
- 👨👩 Have dependents

GOALS & VALUES

- Inclusivity
- Culture
- Being treated with equity
- Job security
- Making their mark in the professional community
- Publishing opportunities
- Securing grants
- Community engagement & collaboration
- Industry/organizational/community relationships
- Getting a job in the field they've studied for

CHALLENGES & FEARS

- Not being included/ostracism
- Feeling that they don't belong
- Family duties
- Different cultural references
- Racism/systemic racism and discrimination in colonial institutions
- Being perceived as less competent (and thus having to work harder for the same recognition);
- Being perceived as less professional (for black women; colorism, texturism, featurism);
- Not having their voices heard and tone policing;
- Being stereotyped ("angry black women", "model minority" etc);
- Microaggressions;
- Tokenism;
- Lack of models who looks like them;
- Financial hardship;
- Mental health and wellbeing.



STEVEN & JESSIE

NORTHERN YOUTH

DEMOGRAPHICS

- 👤 15-25 years old
- 💰 Low income
- 👥 No dependents
- 📍 Notherner

GOALS & VALUES

- Culture
- Inclusivity
- Community support
- Getting a job
- Education

CHALLENGES & FEARS

- Resource accessibility
- Boredom, idleness
- Cost of resources (northern communities)
- Mental health and wellbeing
- Not being included in northern research
- Feeling that they don't belong
- Science literacy



ASHLEY & MIKE

SOUTHERN EARLY CAREER ACADEMIC RESEARCHERS - POSTDOCTORAL FELLOW + FIRST YEARS OF PROFESSIONAL LIFE WITHIN ACADEMIA

DEMOGRAPHICS

- 👤 30-40 years old
- 💰 Low income bracket
- 👥 Single/no dependents OR married/dependents
- 📅 Within 5 years of finishing their education

GOALS & VALUES

- Job security
- Making their mark in the professional community
- Publishing opportunities
- Securing grants
- Community engagement & collaboration
- Industry/organizational/community relationships
- Equity & social justice for others
- Mentorship
- Inclusivity
- Getting a job in the field they've studied for
- Family

CHALLENGES & FEARS

- Maintaining the status quo/not jeopardizing their career
- Job security
- Publishing opportunities
- Securing grants
- Securing funding
- Finishing their degree
- Stability, relocation, having "roots" and long term opportunity
- Exploitation by senior researchers to do unpaid work
- Mental health and wellbeing
- Balancing family and career



JAMIE & MORGAN

NORTHERN EARLY CAREER ACADEMIC RESEARCHERS

DEMOGRAPHICS

- 👤 25-35 years old
- 💰 Low income bracket
- 👪 Married/dependents
- 📅 Within 5 years of finishing their education

GOALS & VALUES

- Job security
- Frontier spirit/freedom
- Community contribution and support
- Creating community benefit from their work
- Working on local projects/projects on the land
- Applied research
- Greater sense of ownership
- Data ownership
- Field ownership
- Community knowledge sharing
- Getting a job in the field they've studied for
- Family

CHALLENGES & FEARS

- Stability, relocation, having "roots" and long term opportunity
- Resource accessibility
- Smaller institutions (harder to tackle challenges)
- Capacity gaps (northern institutions)
- Internet/data transfer/communication
- Cost of resources (northern communities)
- Securing funding
- Relationship with southern universities to mentor/supervise graduate student
- Managing student life and family life (resources: time/money)
- Community acceptance (as southerner going to the North)
- Mental health and wellbeing
- Balancing family and career



ALEX & KAI

INDIGENOUS EARLY CAREER RESEARCHERS

DEMOGRAPHICS

- 👤 25-35 years old
- 💰 Low income bracket
- 👪 Married/dependents
- 📅 Within 5 years of finishing their education
- 🗣️ Bilingual

GOALS & VALUES

- Building a network
- Creating community benefit from their work
- Maintaining family ties
- Indigenous support organizations
- Getting a job back home
- Getting a job in the field they've studied for
- Being treated with equity
- Family

CHALLENGES & FEARS

- Culture change/minimal cultural conceptions
- Balancing career/student and family life
- Stability, relocation, having "roots" and long term opportunity
- Resource accessibility
- Securing funding
- Isolation
- Internet/remote communication
- Mental health and wellbeing
- Lack of empathetic mentorship
- Maintaining family ties
- Language issues
- Inherent racism/colonial institutions
- Balancing family and career



ALLIE & LUKE

GRADUATE STUDENT - MSc + PhD

DEMOGRAPHICS

- 20-30 years old
- Low income bracket
- Single/no dependents
- Limited job experience
- MSc or PhD

GOALS & VALUES

- Equity & social justice for others
- Mentorship
- Inclusivity
- Studying a subject that they are passionate about
- Thirst for adventure/travel
- Obtaining a degree that will land them a job
- Creating a network
- Gaining experience

CHALLENGES & FEARS

- "Imposter syndrome"
- Relationship with the supervisor(s)
- Balancing school and personal life
- Securing funding
- Access to field data, or simply data
- Finishing their degree
- Exploitation by senior researchers to do unpaid work
- Mental health and wellbeing
- Not falling off the academic ladder as well - fear of taking maternity/paternity leave will result in not getting the academic position some aim for



JACK & LESLIE

GOVERNMENT SCIENTIST

DEMOGRAPHICS

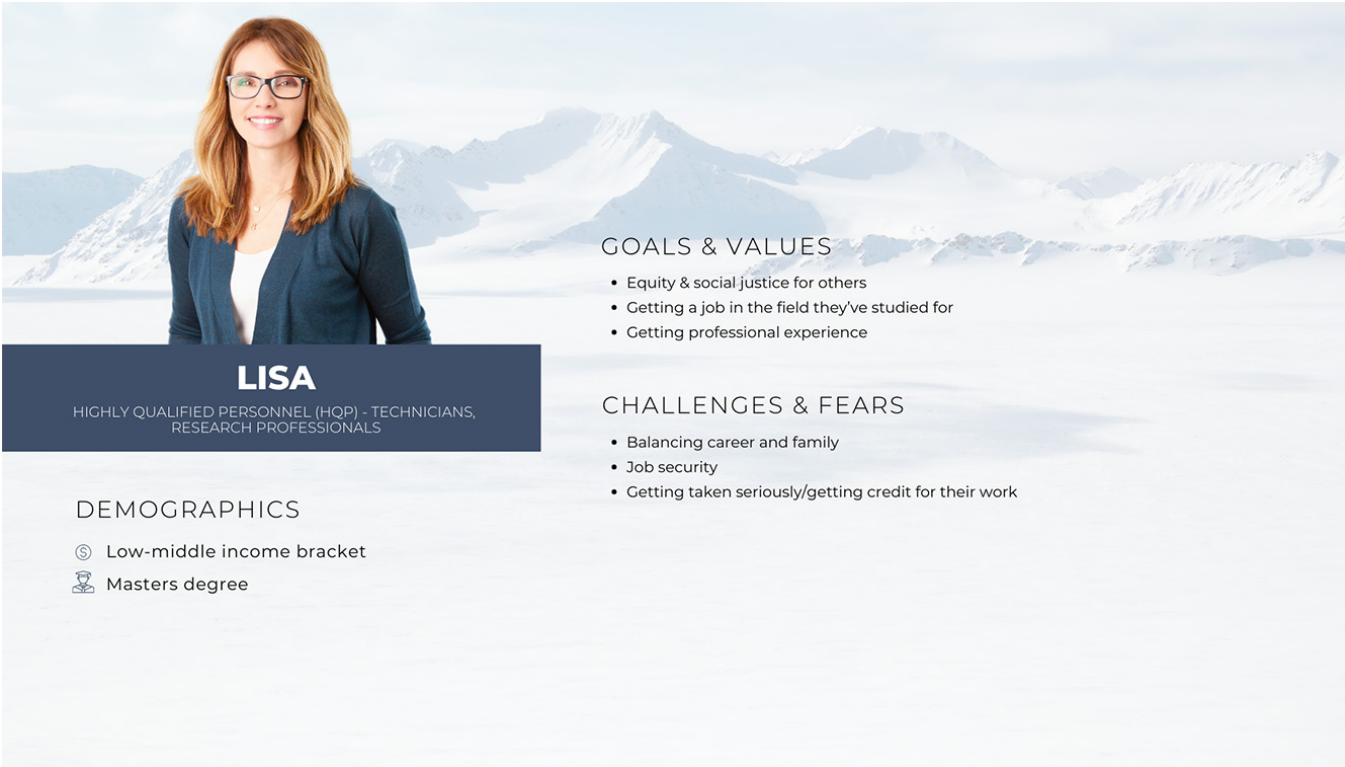
- High income bracket
- Masters degree or PhD
- Mid-career (10-20 years from graduate school)

GOALS & VALUES

- Making their mark in the professional community
- Engagement in policy-relevant science
- Commitment to Federal programs (e.g. Northern Contaminants Program)
- Developing connections with provincial and territorial government partners
- Maintaining publishing record
- Developing leadership of a research program
- Community engagement & collaboration
- Equity & social justice for others
- Mentorship
- Inclusivity

CHALLENGES & FEARS

- Sustaining research opportunities
- Developing and maintaining constructive collaborations with northern residents, HTAs, etc.
- Increasing costs of northern research
- Publishing opportunities
- Community acceptance (as southerner going to the north)
- Mental health and wellbeing
- Changes in government priorities



LISA

HIGHLY QUALIFIED PERSONNEL (HQP) - TECHNICIANS,
RESEARCH PROFESSIONALS

DEMOGRAPHICS

- © Low-middle income bracket
- 🎓 Masters degree

GOALS & VALUES

- Equity & social justice for others
- Getting a job in the field they've studied for
- Getting professional experience

CHALLENGES & FEARS

- Balancing career and family
- Job security
- Getting taken seriously/getting credit for their work

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ArcticNet

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