

# Integrating Training & Mentoring

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RCASH SOCIAL SCIENCE + HUMANITIES GRANT WRITING  
SUPPORT WORKSHOP

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# What is Training & Mentoring?

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According to SSHRC:

*Training and mentoring should “build both academic (research and teaching) competencies and general professional skills, including knowledge mobilization, that would be transferable to a variety of settings.”*



# SSHRC's Guidelines on Effective Training & Mentoring

Emphasis is on building **both academic and other professional competencies**

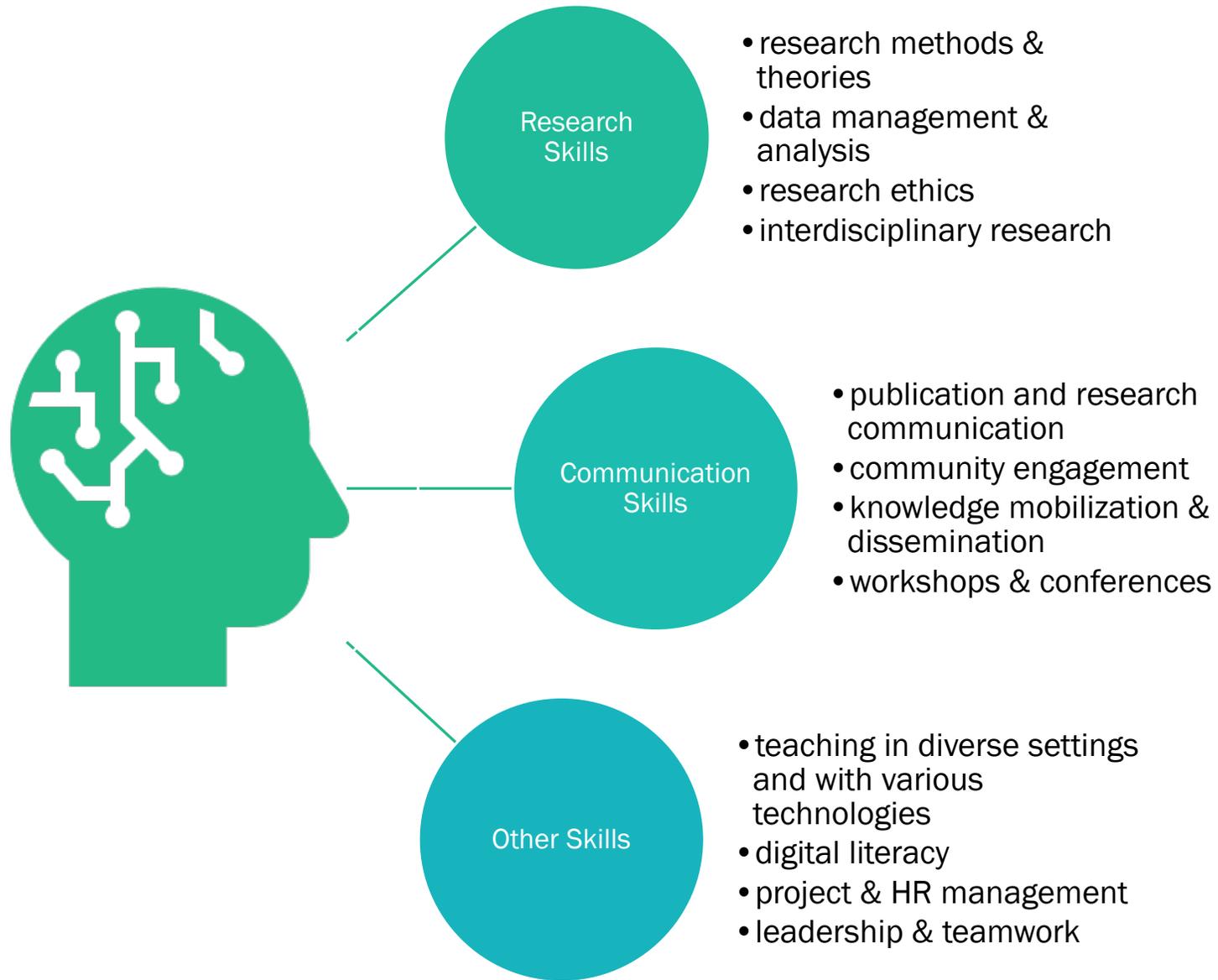
Focus on **building skills, not on the tasks**

Include opportunities for trainees to gain **diverse experiences**.

- These can include fieldwork, community engagement activities, workshops, online training modules, internships with community partner organizations, etc.

Think about **what you bring and where you might need support** to help your trainees build the desired skills.

- Where might you get that support from?



# Student Training

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Enrolled in a degree program at any institution in Canada or internationally.

- grouped into three categories (undergraduate, Masters, and Doctorate).

Students can and should be paid by the SSHRC funds for the work they will do.

More isn't always better

- How many students/trainees do you really need to achieve your goals/objectives?
- The emphasis should be on providing a quality training experience!

Training should benefit the students above what is provided as part of their academic programs.

# Community Capacity Building

How might you need to extend training and mentoring to non-university students:

- Community members
- College students
- High school students/youth

The choice to train/mentor non-students should be justified by the specific needs of your project.

The same questions apply in developing a training/mentoring plan for non-students:

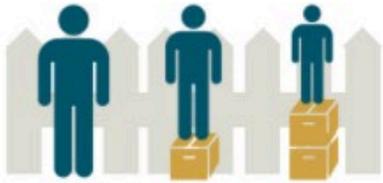
- How many trainees/mentees do you need?
- What will their roles/responsibilities be?
- How will they be trained, mentored and supervised to do these tasks successfully?
- What skills will they develop in the process?
- Why are these skills and experiences of value to the trainees?

## DIVERSITY



is the representation of various identities and differences

## EQUITY



focuses on fair treatment, equal opportunity and equal access to resources

## INCLUSION



is the active engagement of the contributions and participation of all people

DIVERSITY  
ASKS

**WHO**  
— IS IN —  
THE ROOM



EQUITY  
ASKS

**WHO IS**  
— TRYING TO —  
GET IN THE ROOM  
**BUT CAN'T**



INCLUSION  
ASKS

— HAVE —  
EVERYONE'S  
IDEAS BEEN  
**HEARD**



<b>Diversity asks...</b>	<b>Equity responds...</b>
“Who’s in the room?”	“Who is trying to get in the room but can’t? Whose presence in the room is under constant threat of erasure?”
<b>Inclusion asks...</b>	<b>Justice responds...</b>
”Has everyone’s ideas been heard?”	“Whose ideas won’t be taken as seriously because they aren’t in the majority?”
<b>Diversity asks...</b>	<b>Equity responds...</b>
“How many more [pick any underrepresented identity] do we have this year than last?”	“What conditions have we created that maintain a certain groups as the perpetual majority here?”
<b>Inclusion asks...</b>	<b>Justice responds...</b>
“Is this environment safe for everyone to feel like they belong?”	“Whose safety is being sacrificed and minimized to allow others to be comfortable maintaining discriminatory views?”

Adapted from the article, “Colleges need a language shift, but not the one you think (essay)” by Dr. Dafina-Lazarus Stewart

# Some notes on EDI

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Increasingly research funders are requiring applicants to formally address EDI

- particularly for training & mentoring

The focus is not on how diverse your research team is

- but on how you will embrace practices to reduce barriers, recognize everyone's contributions, and ensure a research environment where all can succeed

Often “best practices” are rooted in the perspective of a more traditional, southern university environment

- might have to be significantly adapted/adjusted/rethought for your specific research environment and context

# EDI Best Practices for Recruitment of Trainees

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Commit to developing your own knowledge of EDI and systemic barriers

Provide or arrange for EDI training for your team members

Ensure job postings use nongendered, inclusive, unbiased language

Post publicly any advertisement for research positions, including circulating it to groups connected to underrepresented communities

Use a committee, trained in EDI, to select potential candidates and use standardized evaluation criteria

# EDI Best Practices for Developing Trainees

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Develop and then clearly communicate how decisions about distributing training and development opportunities will be made

Ensure there are opportunities for trainees and community partners to develop their own research

Discuss with all team members and trainees potential EDI training that might be necessary and/or of interest

Consider what kind of mentoring is needed within the team, and who should do it.

Ensure that all team members are doing their share of mentoring – and attend to issues of the “equity tax”

# EDI Best Practices for Creating an Inclusive Training Environment

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Ensure that all team members lead by example in their language and attitudes to ensure a safe, respectful and supportive environment

Address any conflicts or issues that arise swiftly and in a sensitive manner

Hold regular team meetings to discuss how to ensure the inclusivity of the team environment

Consider the additional resources that members of your team might need to fully participate in the project, including child care, flexibility for cultural obligations, celebrations, and ceremonies, and support services for team members

# Components of Training & Mentoring Plan

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- Specify the number of trainees (and which category – students, community) that will be developed as a result of the application
- Describe how you will recruit and select your trainees
- List the activities that each trainee will be responsible for
- Describe the exact nature of the training and mentoring that trainees will access as a result of this project
- Describe your capacity as applicant as well as the capacity of your team members/research partners (where relevant) to provide trainees with the training and mentoring detailed above
- Detail any career development opportunities and/or other benefits that trainees will gain as a result of their involvement in this project.