Interview Schedules for NERC Research Project with ECEHH (May 2022)

One-to-one Dialogue – This is a guide of possible questions to inform interview conversations but not all questions will be asked in every interview and the schedule and questions will be adapted according to the participant, their expertise and field/discipline and/or methodology.

Participants: Primary Investigators, Post-doctoral researchers, PhDs, Administration staff, anyone who offers to be interviewed within the Centre

This is designed/intended to be a relatively informal and friendly dialogue which provides an opportunity for people to reflect honestly on their thoughts and feelings about decolonisation, anti-racism and whiteness in research and teaching in environment and human health. All views are welcome and there will be no risks in expressing these views. It is hoped that as a result of continued conversations and dialogue, there can be a collaborative process of reflecting and learning to move forward in a way that encourages inclusive and diverse research and teaching processes, practices and interests.

Introduction to interviewers background, research interests and experiences of challenges in decolonising and anti-racist work. Setting up for a back and forth dialogue and not formal interview.

Theme: Introductions

1. First of all, please introduce yourself and describe your position within the university and anything you would like to add on how you position yourself in the world outside of the university?

2. Tell us about your research and teaching interests in environment and human health and how you came to focus on this area.

3. How have you found your own journey through academia? What do you think have been some enabling factors, and what have been some challenges? How have these operated at different career stages or in relation to different parts of their role?

Theme: Barriers to success

4. What do you think can be considered as success in your field? And what kinds of barriers to success do you think exist in reference to this? What do you think tends to be considered as success in this career? How is this apparent in metrics for probation/promotion etc? And then what do *you personally* consider as success?

5. To what extent do you think that barriers to access, progression or participation within your field – linked to aspects of social identity – are sufficiently discussed and

addressed? You might like to reflect on that in the context of research, teaching and/or education in general.

6. Have you experienced – or witnessed others experiencing – challenges or barriers in teaching, learning, education and/or research activities linked to aspects of social identity?

7. Are there any elements of your experience that you think have been made easier or harder as a result of your background or identity? This may include age, abilities, ethnicity, gender, sexuality or social class.

Theme: Awareness

8. When did you first become aware of the idea of 'race' or ethnicity?

9. When did you first become aware of gender and inequalities related to gender and/or sexuality?

10. When did you first become aware of ableism or inequalities related to health and impairment?

Theme: Research and teaching

11. How diverse and/or inclusive do you feel that teaching and research is in your field? Why do you think this is?

12. In what ways, if at all, have you tried to make your research and teaching practices anti-racist/decolonial and/or more inclusive?

13. What kinds of challenges, if any, have you faced when trying to make your research and teaching practices and processes more inclusive and anti-racist, or decolonial?

14. Have there been any particular issues that you would like more guidance on or awareness of? What do you think would enhance your capacity to be more inclusive (or anti-racist, decolonial, intersectional) in academia?

Theme: Academic system

15. To what extent does the wider academic system lend itself to inclusive anti-racist or decolonial approaches? Can you tell me more about your thoughts on this? What are the limitations? And the opportunities?

16. What would a more equal (or equitable), diverse and inclusive research and learning/education culture look like to you?

17. What would an antiracist and a socially just approach to research, education and employment within academic and university contexts look like to you? What do you consider to be key barriers to this?

Theme: Reflections

[Offer some definitions of these terms and ask participant to reflect on them]

18. How do you feel about terms such as decolonisation, anti-racism and 'whiteness'? How, if at all, do you think these terms could be helpful for moving forward conversations within environmental and health research? Or, alternatively, do you have any other thoughts about these terms that you'd like to discuss?

Theme: International research

19. Have any of your projects involved international partners? (Is there anyone you think it would be good for us to talk to?)

    [If the participant says no, then either return to some of the above questions which were not previously asked, or provide some prompts to gain furhter responses to previously asked questions. Or, depending on the time, proceed straight to Q36 before ending the interview.

    If the individual has international research experience, continue with the below]

20. If so, how were those relationships established? How were your international partners involved in the conception of the research project?

21. What, if any, challenges have you experienced in working internationally?

22. What kinds of tensions or conflicts do you think have existed in these collaborations? Why do you think this is the case?

23. Can you explain any measures you have implemented for mitigating the inequalities in research partnerships that come with the funding structures of such research and the unequal power between universities in the Global North and South?

Theme: Inequalities in international research

24. Are any of your international projects focused on inequalities?

Theme: Research participants and study design

25. How do you decide who are included in your studies as research participants?

26. In what ways, if at all, do you involve communities in your research design? How have you done this? What have been some of the limitations? And some of the opportunities?

Theme: Dissemination and collaboration

27. How have you managed writing up and sharing data from the projects?

28. What, if any, forms of support and collaboration have been established with international colleagues that you hadn't predicted would happen from the outset?

29. How do you think these could have been enhanced?

Theme: Reflections on international collaborations

30. What are some of the limitations to working in international collaborations?

31. How do you think your research partners experience these collaborations?

32. To what extent do you think colonial histories have affected the research collaborations or challenged the research relationships?

33. What skills and experiences have you developed and learnt as a result of these collaborations?

34. Have you ever felt any tensions around hierachies of race or gender within your international research team and collaborators or between teams?

35. What, if any, inequalities have you noticed between research opportunities in the UK and those in contexts where your collaborators are based?

Theme: ECEHH culture

36. ECEHH is often described by people working there as a welcoming and comfortable place, and is known amongst some for its generosity. Whilst acknowleding this, can you think of any reasons why it is a predominantly white space? In what ways do you think this is linked to its location in Cornwall and/or to additional - perhaps less often considered - influences?