Equity, Diversity and Inclusion (EDI) Resource for Researchers

EQUITY	The fair and just treatment of all community members through the creation of opportunities and the removal of barriers to address historic and current disadvantages for under-represented and marginalized groups.
DIVERSITY	Valuing and respecting diversity of knowledge, worldviews and experiences that come from membership in different groups, and the contribution that diversity makes to the work/research environment.
INCLUSION	The equitable, conscious and ongoing engagement of diversity within every facet of university life. It is the shared responsibility of all community members to foster a welcoming, supportive and respectful work environment.

Source: New Frontiers in Research Fund – 2021 Equity, Diversity & Inclusion (EDI) Webinar for Applicants (September 2021)

Why is EDI important?

Outcomes of integrating EDI considerations:
- More innovation
- Greater collective intelligence
- Increased capacity to tackle complex issues

EDI = Research Excellence

The "idea" of EDI concerns two fundamental concepts:
1. Fairness
2. Potential (recognizing all forms of research excellence and talent)

Fair policies and practices and recognition of potential lead to:
- Diversity among researchers
- Awareness of "your own" (unconscious) biases
- Ability to overcome "systemic barriers"

Source: New Frontiers in Research Fund – 2021 Equity, Diversity & Inclusion (EDI) Webinar for Applicants (September 2021)

Understanding EDI:

1. **Systemic Barriers:**
   - Result of organizational values, cultures, policies, and practices
   - Prevent the full and equal participation of equity-deserving groups
   - Usually "unintended" or "unseen"

Consider all possible factors that may have led to barriers in your field, discipline, lab, institution, environment, research team, etc. in the first place.

2. **Unconscious Bias:** Unconscious, implicit biases, are inherent or learned stereotypes
   - Social stereotypes about an individual, group or institution
   - Everyone has unconscious biases about various groups

See: CRC Unconscious Bias Training Module

How to address EDI in a research grant application or proposal:

Generic statements will not be sufficient nor will stating that the team is already complete and/or diverse. Describe specific actions that you have or will put in place in the context of your recruitment, training and mentorship plan. Provide examples of specific initiatives and measures that you have or will put in place to support EDI in your team above and beyond institutional policies or statements. Refer to NFRF Guide: Best Practices in Equity, Diversity and Inclusion in Research for specific examples. Be sure to consider relevance and impact of each practice or approach.

1. **Team Composition** – inclusion of EDI principles in selection of both research team ("relevant expertise" of investigator and collaborators) and HQP team. Consider traditional and non-traditional research outputs, such as:
   - Publishing research articles
   - Reporting new knowledge or data (such as presenting at conferences and other venues)
   - Developing new technologies
   - Producing software
   - Creating intellectual property
   - Contributing to policy or business decisions
   - Training highly qualified personnel
   - Conducting community engagement and outreach activities
   - Producing community products such as Indigenous scholarly works, cultural sensitivity training, etc.
   - Discussing an article, book, presentation or other research on social media, podcasts and blogs
   - Curating public exhibitions and events (*See: Canada Foundation for Innovation (CFI) 2023 Innovation Fund – Call for Proposals*)

   <u>Do not provide demographic information about team members. Do not provide information about the composition of the research team in any way</u> (e.g., Dr. X identifies as a member of a visible minority, or the team has A women, B members who are visible minorities, etc.);

2. **Highly Qualified Personnel (HQP) Training** – commentary on past/current contributions to training (environment, recruitment, outcomes/skills) and proposed HQP training (philosophy, training plan, mentorship approach);

3. **Peer Reviewer Selection** – engagement of reviewers from different career stages, diverse groups, national vs. international, etc.;

4. **Knowledge Mobilization/Dissemination Activities** – engagement of diverse groups at any stage of the research process, from design to dissemination and application;

5. **Gender-Based Analysis Plus (GBA+) / Sex & Gender-based Analysis Plus (SGBA+) * -** an analytical process that helps to account for diverse variables that may impact research outcomes and their effect on diverse groups:
   - Looks at interaction of sex and gender with other factors
   - Ensures accountability
   - Recognizes diversity as integral to research subjects/projects
   - Informs research design, methods, analysis, and interpretation, and/or dissemination of findings (e.g., end-users impacted by the research)

   *GBA+/SGBA and EDI are not synonymous. However, there are areas of overlap and the need to address <u>both</u>.
   See: NSERC Report on GBA+ and GBA+ at CIHR (Framework, Policies, Training & Tools, Impact, and more)

What do EDI considerations look like?

- Outlining **specific, concrete** measures and safeguards that will be implemented to ensure that EDI principles are key considerations in the composition and management of the research group and training activities. ***Specific examples, prompting questions and answers in [Best Practices in Equity, Diversity and Inclusion in Research.](#)***
- Research projects should meaningfully engage members of underrepresented groups within the research team through the engagement of students, postdoctoral fellows, faculty, and partners. Underrepresented groups include, but are not limited to, the four designated groups (women, Indigenous peoples, members of visible minorities, and persons with disabilities). Applicants can consult the Government of Canada's [Employment Equity](#) website for definitions of each group. Consistent with the [University's Inclusion Framework](#), we encourage applicants to use a broader definition of underrepresented populations not limited to the four designated groups (including sexual orientation, gender identity, parental status, etc.).
- Consider how bias and/or under-representation might affect how research has been designed and conducted in your field. Conduct a GBA+ analysis and develop approaches that will make your research more inclusive. Consider integrating these approaches at various stages in the research project life cycle: *Research Questions > Design of the Study > Methodology and Data Collection > Analysis and Interpretation > Dissemination of the Results*.

Training Considerations

Include training related to EDI in teams or research methodologies and practices on a regular basis:

- ➢ Examples of external training:
  - ○ NSERC's [Bias in Peer Review module;](#)
  - ○ Online Status of Women in Canada [GBA+ training course](#);
  - ○ CIHR's [Sex and Gender in Health Research online modules](#);
  - ○ Peer-reviewed [Gendered Innovations project](#) - develops practical methods of sex and gender analysis for scientists and engineers and provides case studies as concrete illustrations of how sex and gender analysis leads to innovation;
  - ○ [Fundamentals of OCAP](#) - (fee-based) online course on the First Nations principles of Ownership, Control, Access and Possession (OCAP).
- Include information related to Office of [Diversity and Human Rights](#) (DHR), [U of G human rights policies](#), and [U of G Employment Equity Policy](#) so that staff and students are aware of rights and responsibilities
- Require team members supervising research staff or students to develop the U of G [Equity Competencies](#) and/or to complete the [Principles of Belonging: Anti-Oppression & Anti-Racism](#) course from DHR.
- Provide foundational skills, both technical and soft skills alike, for team members that can translate into diverse professional fields

Specific examples, prompting questions and answers in [Best Practices in Equity, Diversity and Inclusion in Research.](#)

Composition Considerations

Recruitment processes: What [best practices](#) will be put in place to ensure that the recruitment of additional/new team members (faculty, postdoctoral fellows, graduate students, etc.) is open and transparent to minimize barriers and mitigate against unconscious bias? **Consider:** where and how long positions are publicized, inclusive language used in job postings, selection, and training of selection committee, accommodations for interviews, etc.
Specific examples, prompting questions and answers in [Best Practices in Equity, Diversity and Inclusion in Research.](#)

Inclusion Considerations

Identify and implement practices that will ensure that team members from underrepresented groups feel and are supported and integrated into the team (note: practices suggested here are applicable to all applicants' labs, not just PI). **Consider:** space for, recognition and celebration of multi-faith holidays, accommodation and scheduling in consideration of family responsibilities/work-life balance, access to supports on campus for diverse needs/backgrounds (e.g., [Student Experience](#)), and equitable access to conference or other professional development opportunities.
Specific examples, prompting questions and answers in [Best Practices in Equity, Diversity and Inclusion in Research.](#)

Key External Resources and Toolkits:

Natural Sciences and Engineering Council of Canada (NSERC)
- [Guide for Applicants: Considering equity, diversity and inclusion in your application](#)
- [Equity, diversity and inclusion considerations at each stage of the research process](#)

Canadian Institutes for Health Research (CIHR)
- [How to Integrate Sex and Gender into Research](#)
- [Equity, Diversity and Inclusion in the Research System](#)
- [Sex and Gender Champions](#)
- [Research Involving First Nations, Inuit and Métis Peoples of Canada – webinar](#)

Social Sciences and Humanities Research Council of Canada (SSHRC)
- [Guide to Addressing Equity, Diversity and Inclusion Considerations in Partnership Grant Applications](#)
- [Tools supporting Indigenous Research Design](#)
- [Guidelines for the Merit Review of Indigenous Research](#)

Canada Research Chairs (CRC)
- [Unconscious Bias Training Module](#)
- [Equity, Diversity and Inclusion: A Best Practices Guide for Recruitment, Hiring and Retention](#)

Canada Research Coordinating Committee (CRCC)
- [A guide for applicants to New Frontiers in Research Fund (NFRF) competitions](#)

Canadian Centre for Diversity and Inclusion (CCDI)
- [Getting Started - Diversity and Identity](#)