



## Equity, Diversity and Inclusion (EDI) Resource for Researchers

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### Equity, diversity and inclusion definitions

<b>EQUITY</b>	<b>Equity</b> means fairness; people of all identities being treated fairly. It means ensuring that the processes for allocating resources and decision-making are fair to all and do not discriminate on the basis of identity. There is a need to put measures in place to eliminate discrimination and inequalities and ensure, to the best degree possible, equal opportunities. Equity is needed to achieve equality. However, to achieve a truly equitable situation, historical and systemic barriers to equality need to be addressed along with creating a culture of fair treatment of all peoples.
<b>DIVERSITY</b>	<b>Diversity</b> consists of the conditions, expressions and experiences of different groups identified by age, education, sexual orientation, gender expression and identity, parental status/responsibility, immigration status, Indigenous status, religion, disability, language, race, place of origin, ethnicity, culture, socio-economic status and other attributes. Recognizing and valuing diversity must be accompanied by concerted efforts to ensure inclusion of diverse populations, meaning that individuals are and feel valued, respected and equally supported.
<b>INCLUSION</b>	<b>Inclusion</b> requires creating an environment in which all people are respected equitably and have access to the same opportunities. “Organizationally, inclusion requires the identification and removal of barriers (e.g., physical, procedural, visible, invisible, intentional, unintentional) that inhibit [applicants’] participation and contribution. Inclusion also requires investigators and team members to demonstrate ... values and principles of fairness, justice, equity, and respect ... by being open to different voices and perspectives, developing an understanding of different cultures, experiences and communities, and making a conscious effort to be welcoming, helpful and respectful to everyone.” (NSERC Guide for Applicants).

Source: [NSERC Guide for Applicants: Considering equity, diversity and inclusion in your application](#)

### Where does EDI show up in a grant application?

- 1. Team Composition** – inclusion of EDI principles in selection of both research team (“relevant expertise” of investigator and collaborators) and HQP team;

2. **Highly Qualified Personnel (HQP) Training** – commentary on past contributions to HQP 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. **Inclusion of Diversity Considerations in Research Plan:** while it is recognized that not all research has potential sex, gender or diversity dimensions, consideration of these factors with respect to the research design and process are recommended, if applicable. At this time equity, diversity and inclusion factors are only included in the evaluation criteria for applications to some specific programs. Details are provided in the relevant program descriptions and application instructions. Selection committee members will be provided with resources and guidance on evaluating the integration of these considerations in these applications.

### What do EDI considerations look like?

- Outlining 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.
- 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.).

### Training Considerations

- Include training related to EDI in teams or research methodologies and practices on a regular basis, such as a two-year equity training plan for the team to participate in 2-3 training and/or workshop sessions per year.
  - 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.
- 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
  - This could be incorporated into standard onboarding/orientation practices when research personnel join the lab.
- Have team members supervising research staff or students develop the U of G [Equity Competencies](#) and/or receive training from DHR. This training could apply to faculty team members as well as senior HQP supervising other trainees [e.g. post-docs, research associates].
  - Available courses include: Human Rights 101 for supervisors and Accessible Service Provision (AODA) (required for all U of G employees)
- Provide foundational skills, both technical and soft skills alike, for team members that can translate into diverse professional fields
  - Develop an individualized training plan and approach for each HQP, where possible. Their training in specialized techniques can be complemented by other professional development opportunities offered by the University, LinkedIn Learning, Mitacs, conference networking, etc. that focus on the competencies outlined above as well as independent critical thinking, project management, policy/data analysis, communication, and/or knowledge mobilization, which will be transferable to academic, industrial, and other career paths).

### 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?
- Publicizing positions:
  - Posting positions publicly for a minimum period of at least two (2) weeks to thirty (30) days supports openness and transparency and helps ensure an advertisement reaches a sufficiently wide audience. Positions may be posted on lab and department websites, shared through social media, professional networks and listservs, and posted on national and international job boards, especially those targeting under-represented groups (e.g. [Equitek Employment Equity Solutions](#)).
- Language in job posting:
  - It is recommend that Grant and Trust posting templates be used (through Human Resources' [Request to Hire](#)), which include the standard University equity statement and fields for salary bands, etc.;

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T 519 824 4120  
[uoguelph.ca/research](http://uoguelph.ca/research)

- The [Canada Research Chair \(CRC\) program](#) outlines many considerations, some of which could be applied to staff or grad student recruitment:
  - Using gender-neutral language;
  - Posting only the qualifications and skills necessary for the job;
  - Ensuring the job ad includes a statement encouraging applications from underrepresented groups; and
  - Encouraging candidates to speak with other members of the lab and/or department who can share their experiences regarding the work environment.
- Interview Process:
  - Consider diversity as a factor in establishing participation in the interview/selection processes, those who are mindful of human rights values or who are familiar with the challenges faced by underrepresented groups;
  - Provide any accommodations that may be appropriate during the interview;
  - Make use of the following resources:
    - Online [HR wage grids](#) for student employees, minimum stipends for postdoctoral fellows, and Grant and Trust wage rates for other research staff;
    - Diversity and Human Rights (DHR) [training module](#) on minimizing implicit bias in recruitment (note: the module was created (and required) for faculty and sessional lecturer hiring committees, but could be used to provide training for those involved in staff and student recruitment);
    - [Standardized interview evaluation form](#) for research staff and student employees based on predetermined selection criteria and required ranking.
- Consider a range of disciplinary perspectives and/or areas of research expertise in the ongoing development and composition of your core team:
  - “Use a “person-task fit” approach, or matching characteristics of individuals with characteristics of the research and/or translational task (from [National Research Council \(2013\). “Enhancing the Effectiveness of Team Science”](#));
  - Use research networking tools, e.g. [Research Gate](#) to identify potential scientific collaborators outside your current network, including representation from various career stages;
  - Particularly if you are working in a discipline that is not gender-balanced, have you ensured that the team includes individuals of underrepresented groups at different career stages.
    - Suggestion: If your network does not include a senior female scientist with relevant expertise for mentorship of earlier career stage females, share your request through your networks and/or consider making a request at [Request a Woman Scientist](#).
- Identify and implement practices that will ensure that team members from underrepresented groups are supported and integrated into the team (note: practices suggested here are applicable to all applicants’ labs, not just PI):
  - Acknowledge multi-faith holidays and provide appropriate time off upon request (see the UG [multi-faith calendar](#));

- Implement measures to ensure that parents with young children are not excluded from team socializing and work (e.g. meetings outside of the usual work hours can pose a problem; or meetings held within the first half-hour of the work-day);
  - Encourage and model work-life balance;
  - Encourage students and staff to access services on campus geared towards Indigenous supports, such as the [Aboriginal Resource Centre](#), and [LGBTQ2IA+ resources](#);
  - Provide financial support to attend conferences to support students and staff from all socioeconomic backgrounds and current situations;
  - Arrange for honoraria/stipends for community members to support their participation;
  - Create a formal or informal mentorship program for new/international trainees. For further support for international students and staff, contact the [Centre for International Programs](#);
  - Account for translation services in your plans and budgets, if and when needed.
- Consider adopting one or more of these [four key actions](#) as standard meeting etiquette/process to integrate diverse perspectives:
    1. Invite team members to share their perspectives in their own ways
    2. Gain agreement on solutions through member-checking
    3. Work towards consensus on shared goals and decision-making criteria
    4. Gain agreement on solutions through member-checking
    - Cultivate positive beliefs about diversity by:
      - expressing the value of diversity
      - sharing and discussing emerging resources related to the benefits associated with diversity in research teams
      - developing a formal statement regarding the lab's commitment to diversity that is posted on lab website, in staff meeting room, etc.
    - Will you participate in inclusivity training, diversity/equity committees and/or initiatives on-campus?
    - Are there strategies you have used or will use to ensure all team members have what they need to succeed in the lab environment? (i.e. Are there adaptive strategies in-place to help individuals with diverse needs? Are you actively working with team members to identify potential barriers and methods of overcoming said barriers?)

### Additional Resources

1. External Resources and Toolkits:
  - a. NSERC:
    - i. [Guide for Applicants: Considering equity, diversity and inclusion in your application](#)
    - ii. [Report on Women in Science and Engineering \(WISE\) in Canada](#)
    - iii. [Understanding Workplace Diversity for Managers \(in partnership with Westcoast Women in Engineering, Science and Technology\)](#)
    - iv. [Made-In-Canada Athena Swan Consultation](#).
  - b. Canadian Institutes for Health Research (CIHR)
    - i. [Sex, Gender and Health Research Guide: A Tool for CIHR Applicants](#)
  - c. Canada Research Chairs

- i. [2016 Open Letter to University Presidents from the Canada Research Chairs Program](#)
- ii. [Unconscious Bias Training Module](#)
- d. Canadian Centre for Diversity and Inclusion (CCDI):
  - i. [Getting Started - Diversity and Identity](#)
  - ii. [Equity, Diversity and Inclusion: A Best Practices Guide for Recruitment, Hiring and Retention](#)

Special Note: The University has recently become an Employer Partner with CCDI. As part of this partnership, staff and faculty will have access to a variety of diversity and inclusion resources that may support their personal awareness and/or training development

- e. Independent Resources:
  - i. Cheruvelil, K.S. et al. (2014). Creating and maintaining high-performing collaborative research teams: The importance of diversity and interpersonal skills. *Front Ecol Environ*, 12(1), 31-38.
  - ii. Henry, F. [The Equity Myth](#)
  - iii. Momani, Bessma. [The Diversity Dividend](#)
  - iv. Stanford University. [Gendered Innovations](#)

2. Internal Resources:

- a. [Inclusion Framework](#)
- b. [Employment Equity Goals](#)