New Frontiers in Research Fund
Fonds **Nouvelles frontières** en recherche

2021 Equity, Diversity & Inclusion (EDI)

Webinar for Applicants

September 2021

Overview

1. Understanding EDI
   o Importance of EDI
   o Systemic Barriers and Unconscious Bias
   o EDI related considerations

2. Considering EDI in NFRF Applications
   o EDI section requirements
   o Fundamentals and approaches to EDI
   o EDI related considerations
   o Advice and tips

3. Learning Tools & Resources

"Managing equity, diversity, and Inclusion remains a moral imperative, a legal obligation and a driver of performance and excellence" – T. Cox Jr.

Understanding EDI

Why is EDI Important?

Results in research that is stronger, more relevant and applicable → makes better science!

- The "idea" of EDI concerns 2 fundamental concepts:
  - **Fairness** (Equal Opportunities)
  - **Potential** (recognizing all forms of research excellence and talent)

- Fairness & Potential leads to:
  - **Diversity** among researchers
  - **Awareness** of "your own" (unconscious) biases
  - Ability to overcome "systemic barriers"

Outcomes of integrating EDI considerations:

- More innovation
- Greater collective intelligence
- Increased capacity to tackle complex issues

What is EDI?

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.

Equality   Equity   Inclusion

Systemic Barriers

- Systemic barriers in academia and research are persistent

- Result of organizational values, cultures, policies, and practices

- Prevent the full and equal participation of equity seeking groups

- Usually "unintended" or "unseen"

Systemic barriers to EDI lead to under-valued contributions, lower productivity, and mediocre research.

Understanding EDI

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

- *Recommendations:*
  - Read chapter 11 **"A Dirty Dozen: Unconscious Race and Gender Biases in the Academy"** in *The Equity Myth* (2017)
    - Offers 12 different and most often CUMULATIVE impacts of unconscious biases in Academia
  - Take the Unconscious Bias Training Module

OVERCOMING UNCONSCIOUS BIAS
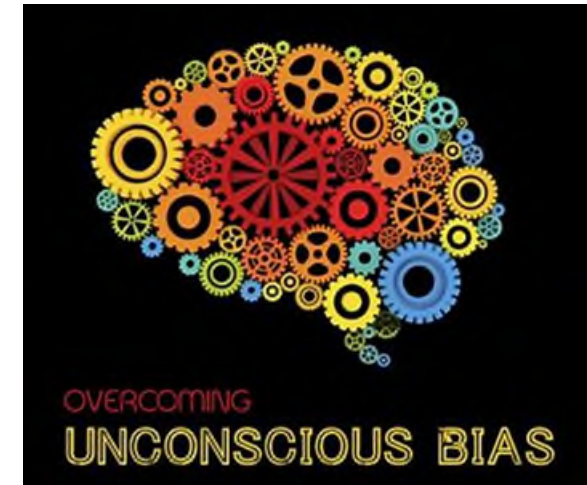
Flip the Script:
Shattering Barriers & Inspiring the Future

Inspiring The Future - Redraw The Balance

Understanding EDI

EDI Related Considerations in Research

GBA+/SGBA

- GBA+/ SGBA is an analytical process that accounts for diversity from EDI perspective:

  - 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

GBA+/ SGBA helps to account for diverse variables that may impact research outcomes and their effect on diverse groups.

Understanding EDI

EDI Related Considerations in Research

Indigenous Research

- Indigenous Research aims to engage Indigenous persons as investigators or partners to extend knowledge that is significant for Indigenous peoples and communities:
  - Involves active engagement and reciprocity with First Nations, Inuit and Métis peoples (for Indigenous research)
  - Privileges the voices and goals of indigenous populations
  - Requires specific ethical considerations
  - Relates to processes for consent, reciprocity and respect

- Prioritizes identity development; indigenous ways of knowing; reflexivity and power sharing; participation and accountability; and methodological flexibility.

Core principles of Indigenous research complement EDI objectives

Approaches, Implementation & Action

Requirements for Applications

1. **EDI Section**

   - Applies to research team & environment

2. **EDI-related considerations in project design**

   - GBA+/SGBA
   - Indigenous Research
     - relates to processes for consent, reciprocity and respect
     - complements EDI practices

Approaches, Implementation & Action

EDI Section

- **3** key areas of commitment
  - Team Composition & Recruitment Process
  - Training & Development Opportunities
  - Inclusion

- **Applicants must:**
  - Identify a minimum of 1 concrete practice in each section
  - Provide an explanation on the relevance, approach and impact of chosen practice
    - Refer to NFRF Guide: Best Practices in Equity, Diversity and Inclusion in Research for examples
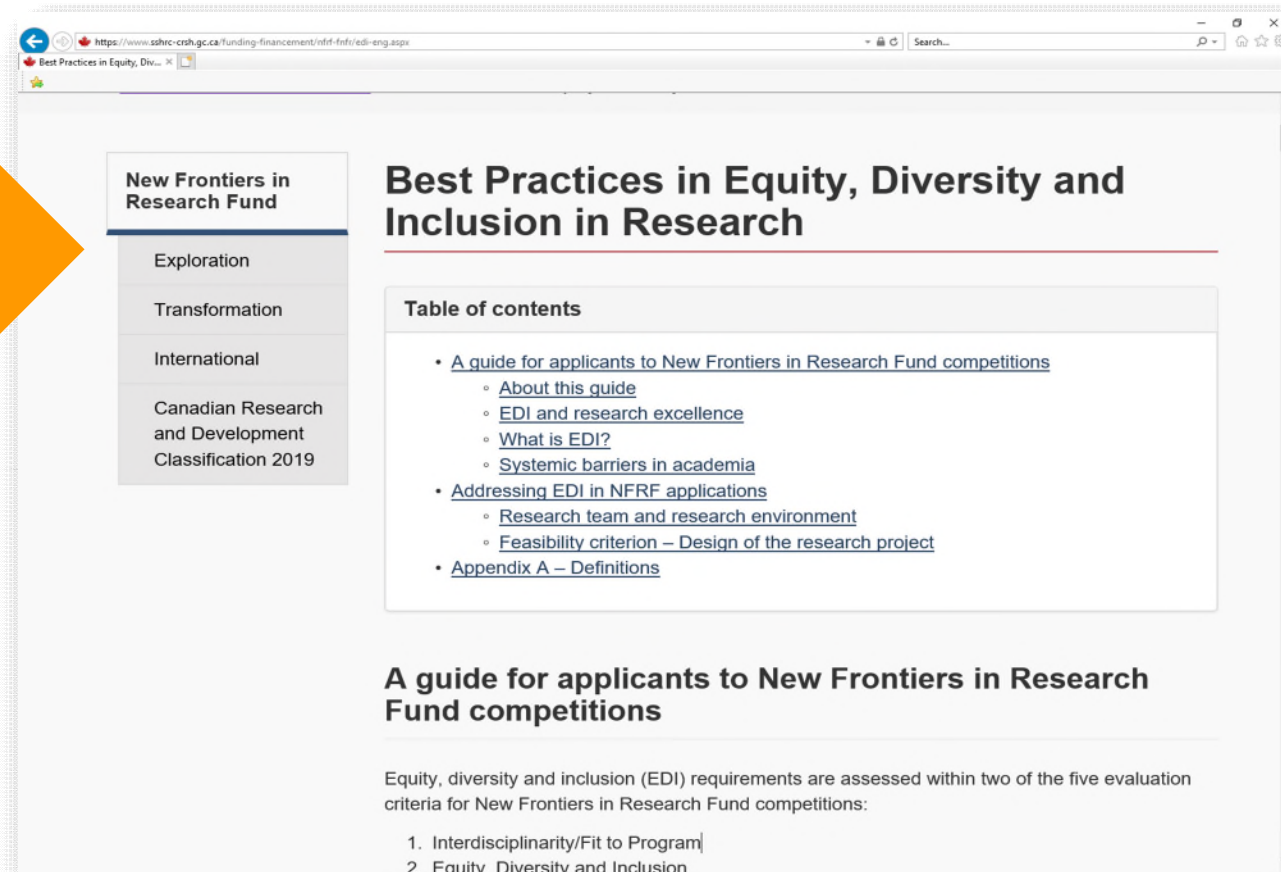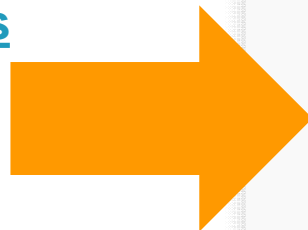
Important Note:

- **Do not** provide demographic information about team members
- **Do not** provide information about the composition of the research team in any way (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.)

Considering EDI in NFRF Applications

Approaches, Implementation & Action

Refer to the NFRF **Best Practices in Equity, Diversity and Inclusion in Research** guide.

Considering EDI in NFRF Applications

Approaches, Implementation & Action

**Convergence Portal
EDI Section**
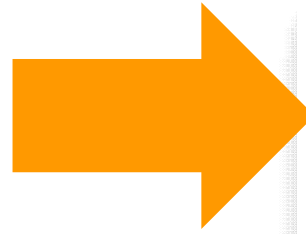
Analysis of Context

The description should relate to the specific circumstances of your research team, environment, institution and/or field.
Provide a short description of the EDI context of your team (required)
Maximum character count: 2500 | Characters remaining: 2500

Team Composition and Recruitment Process

Provide the best practices implemented (required)
Maximum character count: 250 | Characters remaining: 250

Provide the relevance, approach and expected impact (required)
Maximum character count: 2500 | Characters remaining: 2500

Considering EDI in NFRF Applications

Approaches, Implementation & Action

1. **EDI Plan**

   - Identify specific barriers by taking into account research environment and circumstances:
     - Consider all possible factors that may have led to barriers in the first place.
     - Without understanding and identifying challenges, it is not possible to create an EDI Plan
   - Consider components such as:
     - **Representation**
     - **Work/Research Engagement**
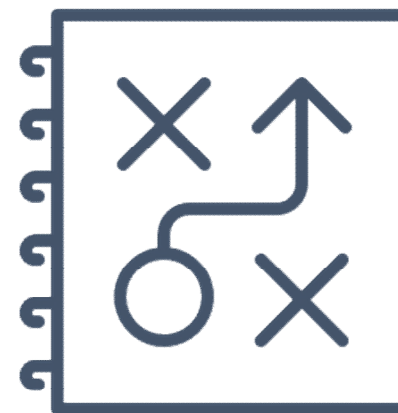
Approaches, Implementation & Action

Tips for building an EDI Plan :

- Coordinate with HR & EDI Officers regarding EDI policies and strategies
- Consult members of your team
  (4 designated groups and other under-represented members)
- Outline key EDI objectives that are S.M.A.R.T. and develop specific actions that include measurement strategies

Note:

- Preparing an EDI plan for the Team will allow applicants to describe the **EDI CONTEXT/ CHALLENGES** in relation to the research team, environment, institution and/or field. This is where the applicants describe specific challenges related to EDI.

Approaches, Implementation & Action

2. **Acting on EDI commitments**
(result-oriented and measurable actions):

Team members should commit to EDI initiatives

- Examples of commitments can include (but are not limited to):
  - Undertaking training as needed
  - Supporting attitude for greater tolerance & constructive exchange of knowledge
  - Providing EDI Coaching & mentoring

Note:
- Address specific actions starting with **team level**
- Progress should be measured with **Quantitative measurements & Qualitative practices**
  - Refer to NFRF Guide: Best Practices in Equity, Diversity and Inclusion in Research for examples

Quantitative Measurement & Qualitative Practices

Possible areas:

Representation

- **Measure the frequency** with which your different team members attend strategy meetings or their degree of participation in key decision-making processes regarding EDI outside the research team

- **Compare under-represented groups** at institutional level and your team. What will the team do to align the internal measurement with the benchmarked measurement of the institution?

Quantitative Measurement & Qualitative Practices

Possible areas:

Hiring/Recruitment

- **Compare & analyze** whether your new hires are the same demographic as the applicants and candidates who received interviews

- Use the **same assessment process** for all candidates and ensure it is equitable

- Develop the interview questions and assessment **grids before to receiving the applications**

- Establish a policy/procedure to ensure that **career leaves are fairly considered**

Quantitative Measurement & Qualitative Practices

Possible areas:

Accessibility of Programs & Services

- How many programs and services at your institution were provided and easily accessible for team members?
  What types of accommodations (if any) did individuals access?

- Number of hours of language translation services used by the team (if necessary)

Considering EDI in NFRF Applications

Quantitative Measurement & Qualitative Practices

Possible areas:

Training

- Identify and implement best practices for **equitable access to training and development opportunities** → [indicators to monitor and verify]

- Establish procedures/policies for **distributing training and development opportunities** associated with the grant to team members (conferences, publications, networking, etc.)

- **Provide and promote training** to develop their knowledge of the systemic barriers faced by individuals from underrepresented groups

Quantitative Measurement & Qualitative Practices

Possible areas:

Member Inclusion

- Surveys
- Policies/ processes with safeguards
- Record members' participation in various activities (team related and/or personal growth)
- Ensure established researchers assist graduate students, postdoctoral fellows and junior faculty to develop papers, network and advance their own research

- Consider what type of mentoring is needed within the team and who should do it.
- Ensure all team members have equal access to mentoring opportunities, especially with senior researchers

EDI Evaluation Criteria

	Pass	Fail
Analysis of context	Clearly demonstrates understanding of EDI considerations/systemic barriers within the context of the research team. Provides a clear explanation of the team's specific challenges/opportunities related to EDI. Cites examples in the analysis. Demonstrates a strong, broad-based commitment to EDI.	Fails to demonstrate an understanding of EDI considerations/systemic barriers within the context of the research team. Provides an analysis of context that is generic and/or not aligned with best practice and/or that does not point to one or more systemic barriers. Lacks evidence of a commitment to and understanding of EDI overall.
Concrete practice for each area	Clearly identifies, at minimum, one concrete practice specific to the context of the research team for each area.	Does not provide a concrete practice for one or multiple areas, and/or provides concrete practices irrelevant to the context of the research team. Challenges are not discussed.
Implementation	Provides a clear and realistic explanation of how the concrete practice(s) has been/will be implemented. Considers implementation challenges.	Lacks an implementation plan or provides an unclear description of the implementation plan. Provides an unrealistic implementation plan.
Impact	Explains how the concrete practice(s) will impact EDI and describes a suitable methodology for measuring success, including specific evaluation criteria.	Does not explain the anticipated impacts that the concrete practice will have on EDI, nor any method for measuring its success.

EDI Related Considerations: GBA+/SGBA

- Part of the feasibility criterion
- Must be fully integrated into methodological approach
- GBA+/SGBA **relates to project design for NFRF**

TIP: Do not be quick to dismiss GBA+/SGBA. If there is an impact to society, think of the end-users who will be impacted by the research

Exceptional	Very Good	Fair	Poor
GBA+ has been integrated into the methodological approach (if applicable). The impact on the methodological approach and/or design has been clearly described.	GBA+ has been integrated into the methodological approach (if applicable). The impact on the methodological approach and/or design has been described.	GBA+/ has been integrated (if applicable). The impact on the methodological approach or design has not been described.	GBA+/ considerations apply to the project, even though the applicant indicated that they do not. They have not been integrated into methodological approach or design.

EDI Related Considerations: Indigenous Research

Evaluated within **Feasibility** criterion and assessed based on:

- Active engagement and reciprocity with First Nations, Inuit and Métis peoples

- Description and integration of Indigenous research methodology (if applicable)

- Involves ethical considerations around application and impact of methods on the community

- Compliments EDI practices

- Follow the Indigenous Research Statement of Principles

EDI Related Considerations: Indigenous Research

Exceptional	Very Good	Fair	Poor
Co-creation, co-leadership and co-ownership with First Nations, Inuit and/or Métis Peoples are clearly integrated in the project's design. The methodological approach and/or theoretical framework successfully incorporate(s) key considerations of SSHRC's Merit Review of Indigenous Research. Attention to equitable processes and procedures for fair and respectful inclusion of Indigenous communities and their perspectives is evident.	Active engagement and reciprocity with First Nations, Inuit and/or Métis Peoples are present and clearly described. Key considerations of SSHRC's Merit Review of Indigenous Research have been incorporated into the methodological approach and/ or theoretical framework of the project.	There is modest engagement and reciprocity with First Nations, Inuit and/or Métis Peoples present for Indigenous research or described. There is minimal incorporation of SSHRC's key considerations for the Merit Review of Indigenous Research.	Engagement and reciprocity with First Nations, Inuit and/or Métis Peoples appear to be lacking or have not been described. Key considerations of SSHRC's Merit Review of Indigenous Research have not been incorporated into the methodological approach and/or theoretical framework of the project.

General Advice & Good Practice

- Avoid platitudes

- Be specific and detailed

- Document your participation or describe your plans to participate in programs that aim at increasing equity, diversity and inclusion

- Utilize resources and guidelines on effectively recognizing and integrating EDI in research teams and outreach

- Put in place effective strategy for integration of all members in the team with concrete measures to support integration and leadership development

TIP: Consult the NFRF Guide: Best Practices in Equity, Diversity and Inclusion in Research

- **Provides examples of concrete practices** that can be used to address systemic barriers for the EDI section of your application.

Successful example of EDI Analysis of Context

- Aptly describes the research environment in relation to researchers impact and interaction with community of study
- States challenges affecting equitable representation across institution and effect on team
  - Mentions resources/ support system for EDI that are/ (not) available to research team at institution
- Articulates why EDI is important to the research project

- Identifies strengths of team members that will contribute to EDI processes throughout the research

- Describes approach to mitigate apathy of representation in research team and tracking effect across other institutions via team members role with respect to EDI

Considering EDI in NFRF Applications

Successful example of Team Composition & Recruitment

Best Practice:

- Clearly states a best practice with a brief explanation of strategy for effective implementation

- Hiring processes are clearly defined
- Provides challenges to given practice and objectives are clearly explained

Relevance, Approach, Expected Impact:

- Explains how best practice benefits team members & others connected to the study (if applicable)
- Provides key areas of long-term impact & articulates desired impact
- Mentions challenges to best practice process and provides steps to overcome
- Tools for measuring success are discussed & provides examples to justify implementation of stated approach

Successful example of EDI Training & Development Opportunities

Best Practice:

- Highlights 1 practice (ex: peer-mentorship) and briefly describes its importance/utility for team given the context
- Lists related areas impacted by the desired practice

Relevance, Approach, Expected Impact:

- Explanation of objectives and outcomes of chosen practice
- Expectations of team members are outlined
- Recognition of challenge of putting in place best practice & explanation of how to mitigate
- Clearly states implementation strategy/plan
- Recognizes challenges in measuring success and provides steps to overcome this challenge

Successful example of Inclusion

Best Practice:

- Specific practice (ex: creating an inclusion plan) is clearly stated with brief explanation of importance to team

- Lists related areas impacted by the desired practice

Relevance, Approach, Expected Impact:

- Explains objectives and outcomes of chosen practice

- Expectations of team members are clearly defined

- Challenges that arise from stated best practice are described

- Steps to overcome are clearly articulated

- Clearly states implementation strategy/plan

- Recognizes challenge in measuring inclusion and provides a path to overcome this challenge

Questions and Resources

Learning Tools and Resources

- Best Practices in Equity, Diversity and Inclusion in Research (NFRF October 4, 2019) https://www.sshrc-crsh.gc.ca/funding-financement/nfrf-fnfr/edi-eng.aspx
- GBA+ at CIHR https://cihr-irsc.gc.ca/e/50968.html
- GBA+ Training Module at Status of Women Canada https://cfc-swc.gc.ca/gba-acs/course-cours-en.html
- Harvard Implicit Association Test at Project Implicit https://implicit.harvard.edu/implicit/takeatest.html
- Henry, F., et al., The Equity Myth (The University of British Columbia, June 2017), especially pp. 263-296.
- Jerry Kang, TED Talk, Immaculate Perception: Introducing the concept of Implicit or Unconscious Bias https://www.youtube.com/watch?v=9VGbwNI6Ssk
- McMurtrie, B., "How to do a better job of searching for diversity," The Chronicle of Higher Education (September 11, 2016). https://www.csun.edu/sites/default/files/How-to-Do-a-Better-Job-of-Searching-for-Diversity.pdf
- Scientific American special report titled 'How Diversity Empowers Science and Innovation' (2014) https://www.scientificamerican.com/report/how-diversity-empowers-science-and-innovation/
- Unconscious bias training module at Canada Research Chairs https://www.chairs-chaires.gc.ca/program-programme/equity-equite/bias/module-eng.aspx?pedisable=false
- WWEST, Gender Diversity 101 (short reports on factors that impact women in science, engineering, technology and trades (SETT)) http://wwest.mech.ubc.ca/diversity/

Resources

Contact Information

NFRF-FNFR@chairs-chaires.gc.ca

On-line Services Helpdesk

websupport@convergence.gc.ca

613-995-4273

Program Links

NFRF Website