

SOME HELPFUL RESOURCES

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FUNDING AGENCIES

- **Equity, Diversity and Inclusion: A Best Practices Guide for Recruitment, Hiring and Retention.** Consulted at: https://www.chairs-chaire.gc.ca/program-programme/equity-equite/best_practices-pratiques_exemplaires-eng.aspx
- **NSERC Guide for Applicants: Considering equity, diversity and inclusion in your application.** Consulted at: https://www.nserc-crsng.gc.ca/_doc/EDI/Guide_for_Applicants_EN.pdf
- **Best Practices in Equity, Diversity and Inclusion in Research.** Consulted at: <https://www.sshrc-crsh.gc.ca/funding-financement/nfrf-fnfr/edi-eng.aspx>
- **Unconscious bias training module.** Consulted at: <https://www.chairs-chaire.gc.ca/program-programme/equity-equite/bias/module-eng.aspx?pedisable=false>
- **How to integrate sex and gender into research.** Consulted at: <https://cihr-irsc.gc.ca/e/50836.html>

NSERC CHAIRS FOR WOMEN IN SCIENCE AND ENGINEERING

- **Brochures on gender diversity in science and engineering.** Consulted at: <http://www.sfu.ca/wwest/resources/White-Papers.html>
- **Analysis of the distribution of females and males in STEM fields in Canada.** Consulted at: http://wiseatlantic.ca/wp-content/uploads/2018/03/WISEReport2017_v1.1_Final.pdf
- **French only** - Statistiques sur les inscriptions des femmes en sciences et en génie au collégial et à l'université au Québec entre 2005 et 2018. Consulted at: <http://cfsg.espaceweb.usherbrooke.ca/rapport-statistique/>
- **French only** - Document de référence : Introduction à l'équité, la diversité et l'inclusion en enseignement supérieur et en recherche : quoi et pourquoi ? Consulted at: <http://cfsg.espaceweb.usherbrooke.ca/formation-en-equite-diversite-et-inclusion/>
- **French only** - Capsules de formation multimédia : Introduction à l'équité, la diversité et l'inclusion en enseignement supérieur et en recherche : quoi et pourquoi ? Consulted at: <http://cfsg.espaceweb.usherbrooke.ca/formation-en-equite-diversite-et-inclusion/>
- **French only** - Portrait de mon milieu : Équité, diversité et inclusion. Consulted at: <http://cfsg.espaceweb.usherbrooke.ca/formation-en-equite-diversite-et-inclusion/>

OTHER

- **Training program: Introduction to GBA + Gender-Based Analysis Plus.** Consulted at: https://cfc-swc.gc.ca/gba-acsc/cours-eng/mod00/mod00_01_01.html
- **Guide to Gender Diversity in Employment: Employer's Guide.** Consulted at: <https://www.gov.nl.ca/exec/osw/files/genderbased-equitablemploy.pdf>
- **Gendered innovation: in Science, Health & Medicine, Engineering and Environment.** Consulted at: <https://genderedinnovations.stanford.edu/>
- **Equity Myth: Racialization and Indigeneity at Canadian Universities.** Consulted at: <https://www.ubcpres.ca/the-equity-myth>
- **French only** - **Personne Gingenre.** Consulted at: <https://www.genderbread.org/resource/personne-gingenre-v3-3>
- **French only** - **Formation sur la féminisation lexicale et la rédaction épiciène.** Consulted at: https://www.oqlf.gouv.qc.ca/redaction-epicene/20180112_formation-redaction-epicene.pdf
- **French only** - **L'analyse différenciée selon les sexes dans les pratiques gouvernementales et dans celles des instances locales et régionales.** Consulted at: http://www.scf.gouv.qc.ca/fileadmin/Documents/ADS/ADS_Guide-2007.pdf

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With funding from



Considering equity, diversity and inclusion in research



A CULTURE THAT PROMOTES EXCELLENCE

More and more, research funding agencies in Canada expect grant applicants to explain how they will consider **equity, diversity and inclusion** in such matters as the training of highly qualified personnel, the composition of research teams and the selection of research subjects. This brochure is designed to help research faculty and support staff **understand what is expected** in this regard and to offer them some **guidance** in writing the relevant sections of their grant applications.

WHAT TO DO

Describe **YOUR** customized EDI game plan.

Describe :

- the challenges faced by members of your team, in particular people from diverse backgrounds, in fitting into and succeeding on the team;
- the steps that you are taking or will take to promote EDI in the recruitment and supervision of students;
- the ways that you are creating or will create an inclusive environment;
- the ways that you are encouraging or will encourage the members of your team to take EDI training.

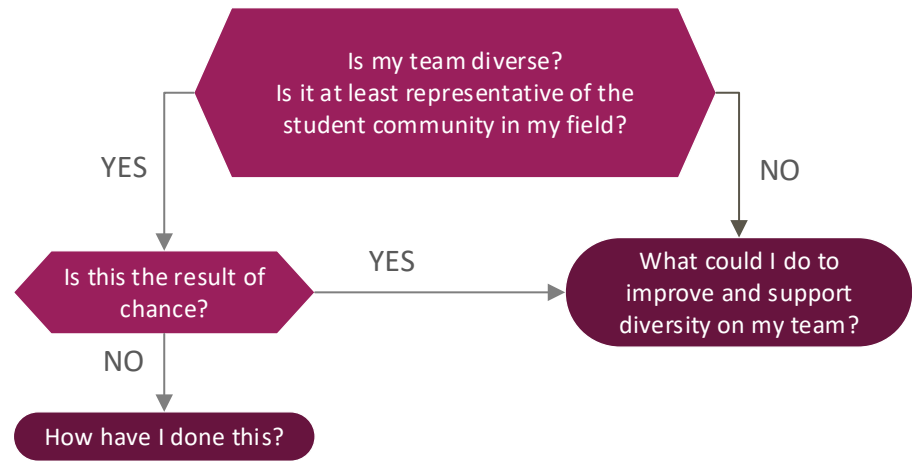
WHAT NOT TO DO

- Copy and paste a generic description;
- Provide demographic data about your team members;
- Use members of designated groups as tools.



DIVERSITY

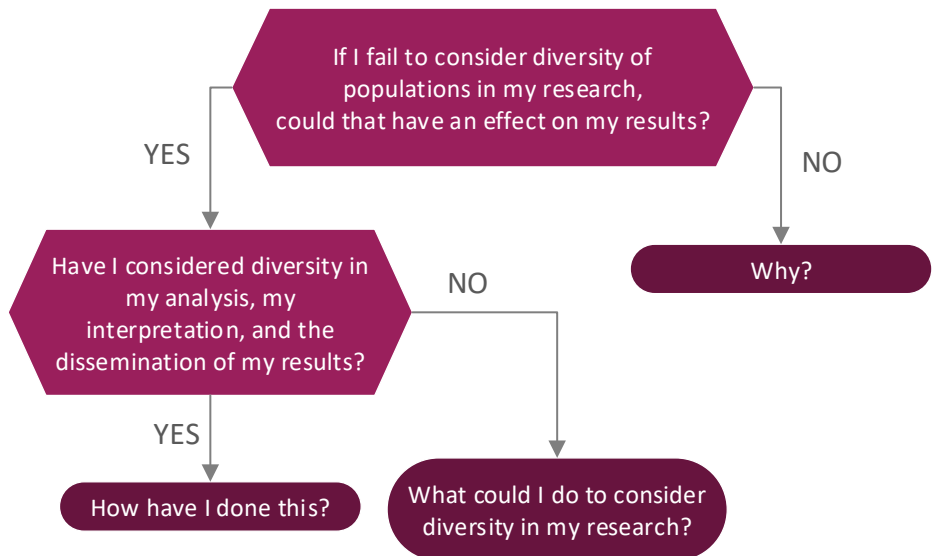
Diversity refers to a group of individuals who differ in their identity; geographic, cultural or religious origin; age; sex, gender; sexual orientation; academic discipline; or other characteristics.



QUESTIONS TO CONSIDER - FOR A DIVERSE TEAM

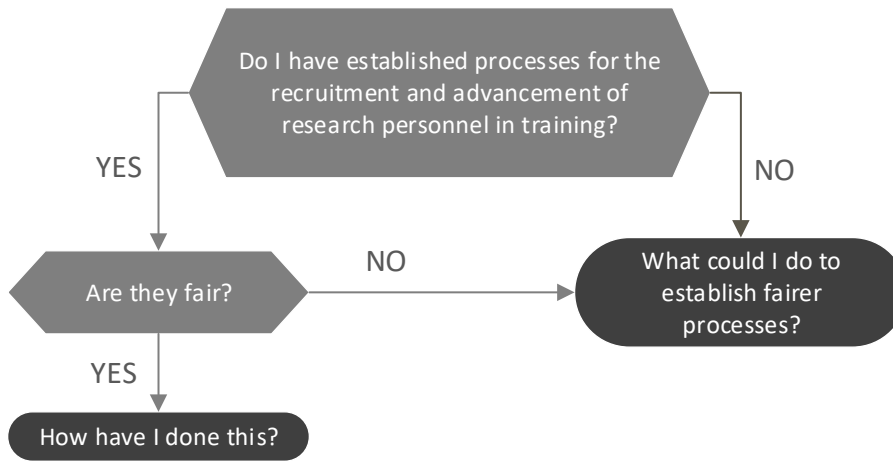
Do I:

- know the benefits of diversity in higher education and research?
- post the positions available on my team rather than just take the people who knock at my door?
- post the available positions on various sites and in several research groups for a long enough time?
- use inclusive, impartial, non-gendered language?
- list only those skills and qualifications that are essential rather than use phrases such as "would be an asset"?
- have my postings reviewed by an EDI expert or by members of designated groups?
- organize recruitment activities (such as lab visits) so that they are inclusive and open to everyone interested rather than a limited group of individuals with whom I have some affinities?
- invite member of designated groups to apply?



EQUITY

Equity refers to an approach to correcting historic disadvantages between groups. Equity also describes an approach designed to treat all individuals fairly by taking their particular situations into account and eliminating any systemic barriers.



QUESTIONS TO CONSIDER

Do I:

- define the selection criteria and their weightings before evaluating the candidates?
- adapt my selection and advancement criteria to today's realities and the diversity of skills and contributions?
- consider delays associated with maternity leaves and immigration proceedings, for example?
- make sure that I have sufficient diverse candidates before making the selection for interviews?
- make sure that I have diverse candidates in the pool of people to be interviewed?
- establish all the necessary conditions to minimize the impact of unconscious biases (for example, evaluation of CVs, interviews, writing of letters of recommendation)?
- follow the same procedure for all candidates (for example, ask all of them the same questions in the same order)?
- make sure that the members of my selection committee are diverse and trained in EDI?
- assign roles and work fairly?

QUESTIONS TO CONSIDER - FOR RESEARCH THAT CONSIDERS DIVERSITY

In my research, do I:

- consider diversity of people, for example, members of designated groups?
- consider sex (as a biological variable) and/or gender (as a socio-cultural factor)?
- perform a Gender-Based Plus (GBA+) analysis to assess the impact on various groups?
- adapt my methods of soliciting, recruiting and selecting subjects?

INCLUSION

Inclusion means taking steps to establish an environment in which diversity is respected and all members of the community are fully integrated and supported in ways that promote their well-being and achievement.



QUESTIONS TO CONSIDER

Do I:

- know the challenges of diversity in higher education and research?
- make sure that the members of my team are aware of and sensitive to EDI issues?
- ask the members of my team about their needs and about any barriers that they may be facing, so that I can ensure their well-being?
- take seriously any challenges that my team is facing regarding diversity and react to them quickly?
- carry out suitable orientation and integration activities?
- provide networking and mentoring activities?
- establish conditions so that everyone feels free to participate and to communicate their ideas?
- cultivate a feeling of belonging?
- provide role models with whom my team members can identify (for example, invite guest speakers from diverse backgrounds)?
- consider individuals' special characteristics when I organize activities (for example, accommodate parents by not scheduling activities in the evening, or vary the types of "team-building" activities)?
- use inclusive, impartial, non-gendered language in my communications?
- educate myself about inclusive leadership?
- sensitize my team to microaggressions?