

**EDI IN GRANT APPLICATIONS  
TO THE NEW FRONTIERS IN RESEARCH FUND**

**FREQUENTLY ASKED  
QUESTIONS**

Version 1, September 2025

# TABLE OF CONTENTS

These frequently asked questions (FAQs) are a complement to the Best Practices in Equity, Diversity and Inclusion Guide and were created specifically for applicants to New Frontiers in Research Fund (NFRF) competitions. The goal is to help applicants foster greater equity, diversity and inclusion (EDI) in research design and practices, and in research teams and environments.

## GENERAL QUESTIONS

<b>Q1.</b>	Can you give us some examples of “good EDI paragraphs”?.....	4
<b>Q2.</b>	Under which application criteria do we need to demonstrate our EDI initiatives?.....	4
<b>Q3.</b>	What are the differences between the review of the Exploration, Transformation, International and special calls competitions? .....	7
<b>Q4.</b>	EDI has no bearing on our research topic. Why do we need to address EDI in our grant application?.....	8
<b>Q5.</b>	Should we use a writing style that includes both feminine and masculine forms?.....	8
<b>Q6.</b>	How can performance and excellence be reconciled with EDI?.....	9
<b>Q7.</b>	Is EDI evaluated in the notice of intent to apply? .....	9

## QUESTIONS ABOUT EDI IN RESEARCH

<b>Q8.</b> What is a diverse team? .....	10
<b>Q9.</b> Should we list the groups represented on our team? .....	11
<b>Q10.</b> Should we set targets for ourselves? .....	11
<b>Q11.</b> An individual selected for a research team and belonging to an underrepresented group may feel that they were chosen for their identity rather than their skills. The host community may also feel this way. What can be done to avoid this situation? .....	11
<b>Q12.</b> Our team is already formed/diverse; what more can we do? .....	12
<b>Q13.</b> In implementing an approach or “action plan,” do I have an obligation of result? .....	13
<b>Q14.</b> In our research area, certain groups are underrepresented (e.g., women make up 15% of the student community). We struggle to see how our team could have the same representation as the Canadian population (e.g., 50% women). Should we be concerned? .....	13
<b>Q15.</b> Should we make sure we have at least one person from each of the underrepresented groups (as defined by NFRF) on our team? .....	13
<b>Q16.</b> We are doing “field work.” Must we take people with reduced mobility into consideration? .....	13
<b>Q17.</b> Does gender diversity concern women only? .....	14
<b>Q18.</b> It is recommended to describe challenges or barriers to recruiting a diverse team, providing access to training and development opportunities, and establishing an inclusive environment. How can we take stock of our research team or research area? .....	15
<b>Q19.</b> In our text, if we explain a few concrete EDI-related activities that we do, is that enough? .....	16
<b>Q20.</b> We have the impression that all the texts look the same. So why not accept generic texts? .....	16
<b>Q21.</b> What are the most common pitfalls that weaken an EDI section at first glance for the person doing the evaluation? .....	17

## QUESTIONS ABOUT EDI IN THE RESEARCH DESIGN (WITHIN THE FEASIBILITY CRITERION)

<b>Q22.</b> What’s the difference between gender and sex? .....	19
<b>Q23.</b> Are there any pitfalls to avoid in the research design? .....	20

**BUDGETARY QUESTIONS**

- Q24.** There are financial costs associated with considering EDI in our research study (e.g., travel for persons with reduced mobility, larger number of participants, animals or prototypes). Will funding be adjusted accordingly? ..... 21
- Q25.** Does the NFRF provide financial support for parental leave for team members?..... 21

**QUESTIONS ABOUT THE APPLICATION REVIEW PROCESS**

- Q26.** Can our grant application really be rejected because of EDI? ..... 22
- Q27.** Who evaluates the EDI sections of the application?..... 22
- Q28.** What EDI training do review committee members undergo?..... 23

**ACKNOWLEDGMENTS**.....24

**SOURCES**.....24

**OTHER RESOURCES**.....25



# GENERAL QUESTIONS

## Q1. Can you give us some examples of “good EDI paragraphs”?

**NO.** Examples of good paragraphs can have a positive or a negative impact. Granted, they can help shed light on the expectations of the granting organization, but they can also focus ideas in the directions outlined in the examples, which would run counter to what granting organizations are looking for, namely approaches or action plans custom-developed for each team and research project based on their respective systemic barriers.

## Q2. Under which application criteria do we need to demonstrate our EDI initiatives?

NFRF competitions evaluate equity, diversity and inclusion requirements and related considerations according to two criteria: 1) EDI in research, and 2) feasibility.

### 1. Equity, diversity and inclusion in research

This criterion applies to the research team and environment. An application that does not earn a “pass” on this criterion will be rejected. To earn a “pass,” none of the elements evaluated under this criterion must earn a “fail.”

The “Equity, diversity and inclusion in research” criterion looks at the following aspects: research team composition and recruitment process; training and development opportunities; inclusion in the research environment. For each of these aspects, you must identify at least one concrete practice that you will apply to overcome one or more systemic barriers present within your team.

Research practices:

- Must overcome the barriers mentioned in the context analysis; in other words, they must be logically related to the context of your institution, field, and research team;
- Must create an environment where people from underrepresented groups (including women and gender-equity-seeking groups, Indigenous peoples, persons with disabilities, racialized people, and members of the 2SLGBTQIA+ community) are not disadvantaged;
- Must be presented as a plan outlining the objectives you have set for yourself based on the systemic barriers identified. To do this, use the SMART goals (specific, measurable, aligned with the desired outcome, realistic and timely);
- Must be detailed and in depth. Avoid giving a broad summary of multiple examples;
- May also include a methodology for evaluating whether or not SMART goals are achieved during the project.

### 2. Feasibility

This criterion applies to the research plan. For this criterion, the following EDI-related elements are evaluated:

- a) EDI in research design, formerly Gender-based analysis plus (GBA+);
- b) Indigenous research.

The total score for the *Feasibility* criterion may not exceed the scores for Indigenous research and EDI in research design. The *Feasibility* criterion has a major influence on the final score. Depending on the competition, it can account for 20-40% of the final score.

## a) EDI in research design

Even if the impact of EDI on certain research steps may seem less obvious, EDI is essential to consider in research design, from initial reflection on the project through to dissemination of the results. When research does not involve humans or living organisms, EDI will often come into play at the results dissemination stage, in terms of reaching the population outside the research community that could benefit from the results. The following steps may help guide your thinking:

### 1. Developing working hypotheses and research questions:

- Evaluate the impact of individual factors (e.g., sex, gender, origin, language) or contextual factors (e.g., environment, geographic location) related to your research, and the possible interactions between several factors;
- Reflect on how current knowledge and practices can be improved and on the research impact of unknown parameters related to diversity;
- Organize consultations to identify the needs and realities of a diverse range of people belonging to the research population;
- Involve the target group(s) in developing the research question and hypotheses (e.g., members of the research population, people who will use the research results).

### 2. Developing the methodology:

- Aim for diversity targets in the study sample;
- Consider the parameters for forming the study sample. For example, you could ask who will benefit from the research results, which needs are most pressing, whether omitting a group might have an impact on the results and generate negative effects on that population, etc.;
- Offer accommodations to study participants to minimize participation barriers that may lessen the diversity of the sample or prevent underrepresented groups from being reached;
- Collect data that can be used in the data analysis to evaluate the impact of diversity;
- Ensure that tools, methods, and team members are not biased toward the study participants, to avoid missing (relevant) data.

### 3. Analyzing the results:

- Reflect on how to examine the presence or absence of interactions between the different population characteristics (as needed, qualitative analyses can be added to the quantitative analyses);
- Avoid blind spots by involving target populations in the results analysis.

### 4. Disseminating the results:

- Determine the populations to which the results will be disseminated;
- Present data in a variety of ways (e.g., scientific articles, public documents, infographics);
- Avoid assuming that observations for one sex, gender, or group also apply to others;
- Disseminate differentiated results demonstrating differences between the groups, but also those that do not arise from differences between the groups.

## FOR INFORMATION ON SEX AND GENDER AND HOW TO INTEGRATE THEM INTO RESEARCH:

- > Canadian Institutes of Health Research, *How to integrate sex and gender into research*: <https://cihr-irsc.gc.ca/e/50836.html>
- > CIHR, *Impacts of integrating sex and gender in research*: <https://cihr-irsc.gc.ca/e/50839.html>
- > CIHR, *Sex and gender research and methods*: <https://cihr-irsc.gc.ca/e/49629.html>
- > Women and Gender Equality Canada, *Gender-based Analysis Plus research guide*: <https://www.canada.ca/en/women-gender-equality/gender-based-analysis-plus/resources/research-guide.html>
- > CFSG, *Taking Diversity Into Account: an Introduction to GBA+, ADS+ and SGBA*: <https://cfsg.espaceweb.usherbrooke.ca/resources-for-implementing-edi-in-research/>
- > Gendered Innovations, *Methods of Sex, Gender, and Intersectional Analysis*: <http://genderedinnovations.stanford.edu/methods-sex-and-gender-analysis.html>

## FOR EXAMPLES OF QUESTIONS TO CONSIDER AT THIS STAGE:

- > NSERC, *Best practices in equity, diversity and inclusion in research practice and design*: <https://www.sshrc-crsh.gc.ca/funding-financement/nfrf-fnfr/edi-eng.aspx>
- > NSERC, *NSERC guide on integrating equity, diversity and inclusion considerations in research*: [https://www.nserc-crsng.gc.ca/NSERC-CRSNG/Policies-Politiques/EDI\\_guidance-Conseils\\_EDI\\_eng.asp](https://www.nserc-crsng.gc.ca/NSERC-CRSNG/Policies-Politiques/EDI_guidance-Conseils_EDI_eng.asp)

### b) Indigenous research

If your funding application involves **Indigenous research**, consult the SSHRC's **Indigenous Research Statement of Principles** and the **Guidelines for the Merit Review of Indigenous Research**.

## FOR MORE RESOURCES ON INDIGENOUS RESEARCH:

- > Montreal Indigenous Community Network, *Our tools*: <https://reseaumtlnetwork.com/en/being-an-ally/our-tools/>
- > Government of Canada, *TCPS 2 (2022) – Chapter 9: Research Involving the First Nations, Inuit, and Métis Peoples of Canada*: [https://ethics.gc.ca/eng/tcps2-eptc2\\_2022\\_chapter9-chapitre9.html](https://ethics.gc.ca/eng/tcps2-eptc2_2022_chapter9-chapitre9.html)
- > *United Nations Declaration on the Rights of Indigenous Peoples*: [https://www.un.org/development/desa/indigenouspeoples/wp-content/uploads/sites/19/2018/11/UNDRIP\\_E\\_web.pdf](https://www.un.org/development/desa/indigenouspeoples/wp-content/uploads/sites/19/2018/11/UNDRIP_E_web.pdf)
- > Institut Tshakapesh and CDPDJ, *Aboriginal Peoples: Fact and Fiction*: <https://www.cdpdj.qc.ca/storage/app/media/publications/AboriginalPeoples.pdf>

**Q3.** What are the differences between the review of the Exploration, Transformation, International and special calls competitions?

First, since International and special calls are unique, reviews may vary from one competition to the next. It is important to read the requirements for each competition carefully.

The table below summarizes the differences between the Exploration and Transformation components.

	EXPLORATION	TRANSFORMATION
Elements considered when evaluating the <i>EDI in research</i> criterion	<ul style="list-style-type: none"> <li>Context analysis</li> <li>Concrete practices presented</li> <li>Application of practices</li> <li>Impact of practices</li> </ul>	<ul style="list-style-type: none"> <li>Context analysis</li> <li>Concrete practices presented</li> <li>Application of practices</li> <li>Impact of practices</li> <li>Integration of early career researchers</li> </ul>
EDI-related elements considered when evaluating the <i>Feasibility</i> criterion	<ul style="list-style-type: none"> <li>EDI in research design (GBA+)</li> <li>Indigenous research (if applicable)</li> </ul>	<ul style="list-style-type: none"> <li>Support from partners and collaborators (time, resources, budget)</li> <li>EDI in research design (GBA+)</li> <li>Indigenous research (if applicable)</li> </ul>
Influence of the <i>Feasibility</i> score on the final score	<ul style="list-style-type: none"> <li>This criterion counts for 20% of the final score</li> <li>The total score for the criterion may not exceed the scores for <i>Indigenous research and EDI in research design (GBA+)</i></li> </ul>	<ul style="list-style-type: none"> <li>This criterion counts for 20% of the final score for the letter of intent and 50% for the full evaluation</li> <li>The total score for the criterion may not exceed the scores for <i>Indigenous research and EDI in research design (GBA+)</i></li> </ul>
Additional information	Merit Indicators for the Review Process ( <a href="http://sshrc-crsh.gc.ca">sshrc-crsh.gc.ca</a> )	Merit Indicators for the Review of Applications ( <a href="http://sshrc-crsh.gc.ca">sshrc-crsh.gc.ca</a> )



**Q4.** EDI has no bearing on our research topic. Why do we need to address EDI in our grant application?

There are two parts to this answer:

1. **Research practices:** The integration of inclusive and equitable practices in team management and training, as well as diversity in research team composition, are priorities for the NFRF. There are a variety of reasons for this, such as expanding the talent pool, diversifying models, fostering intellectual rigor and innovation, and broadening perspectives and concerns.
2. **Research design:** After having taken the necessary steps to develop and promote your project, if you conclude that you do not need to address EDI in your project, you must justify your decision. We do not recommend simply writing “not applicable.”

**Q5.** Should we use a writing style that includes both feminine and masculine forms?

The following are a few points to consider in pondering the use of **masculine/feminine pronouns, gender-neutral wording** and **inclusive language**:

- The use of gender-neutral or inclusive writing is, in itself, an EDI practice. It therefore demonstrates an effort along these lines.
- To avoid overburdening a text with pronouns, switch to the plural when possible, recast the sentence (for example, in the passive voice), or use “they” and “their.”
- Gender-neutral language includes the use of non-gender-specific words (such as “chair” rather than “chairman.”
- Inclusive language entails the use of non-exclusive terms (such as “persons experiencing homelessness,” rather than “the homeless”). Other exclusive terms to watch out for may be related to age, class, disability, gender and sexual orientation, positions of power, race and ethnicity, religion, or size.

**Q6.** How can performance and excellence be reconciled with EDI?

Research has identified several potential benefits to diversity (e.g., less groupthink, correlation with higher innovation and performance, consideration of a diversity of concerns and points of view).

It is also recognized that having more equitable processes and more inclusive environments helps to reduce the systemic barriers faced by members of research teams, especially those belonging to one or more underrepresented groups (e.g., harassment, hostile environments, communication difficulties, unconscious and implicit biases, presumption of linearity in research careers).

Canada's three research granting agencies believe that "achieving a more equitable, diverse and inclusive Canadian research enterprise is essential to creating the excellent, innovative and impactful research necessary to advance knowledge and understanding, and to respond to local, national and global challenges" (Government of Canada, 2024, "Commitment to equity, diversity and inclusion" section).

From this point of view, EDI is not incompatible with excellence, but conducive to it. However, changes in culture and practices must be implemented to this end.

**Q7.** Is EDI evaluated in the notice of intent to apply?

**YES and NO.** The notice of intent to apply is used to internally evaluate eligibility for the competition, to determine the composition of the multidisciplinary/intersectoral review committee, and to select the external evaluators. At this first stage, the content is not evaluated. However, the notice of intent to apply can be consulted by the review committee during their evaluation of the full application.

In addition to the notice of intent to apply, the Transformation competition requires a letter of intent in which EDI is evaluated (*Feasibility* criterion). The latter enables the review committee to assign a score that determines whether or not to proceed with an evaluation of the full application.

FOR INFORMATION ON THE EVALUATION AND THE NOTICE OF INTENT TO APPLY, SEE THE FOLLOWING DOCUMENTS:

- > *Merit Indicators for the Review of Applications*
- > *Notice of Intent to Apply Guide*

# QUESTIONS ABOUT EDI IN RESEARCH

## Q8. What is a diverse team?

A team can be diverse in terms of identity and discipline.

- **Identity diversity** refers to the individual characteristics of team members: sex, gender, culture, origin, language, age, socioeconomic background, etc.
- **Disciplinary diversity** refers to the team members' training and expertise: mechanical engineering, psychology, marketing, photonics, technology instruction, etc.

The federal and provincial granting agencies often refer to **designated groups** in connection with diversity. These groups of marginalized or underrepresented people recognized by law face persistent barriers to employment. In Canada, the designated groups are women, Indigenous peoples, persons with disabilities, and visible minorities. Quebec also recognizes ethnic minorities whose mother tongue is neither French nor English. At the NFRF, we refer to, but are not limited to, the following underrepresented groups\*: women, gender-equity-seeking groups, Indigenous peoples (First Nations, Inuit, Métis), racialized people, persons with disabilities, and members of the 2SLGBTQIA+ community. However, it must be remembered that diversity does not refer only to the designated groups.

\*According to the NFRF, underrepresentation is defined as follows:

Underrepresentation refers generally to groups or individuals from groups who, due to both formal and legal restrictions and to systemic barriers, have lacked access to full participation in a given organization, community or discipline. The term "underrepresented" here refers not only to a group's presence falling below population-level demographics, but also to the inequity and exclusion that contribute to this underrepresentation. Even as diversity increases across an institution or field, the factors that underpinned the exclusion still resonate. (Government of Canada, 2024, "Appendix A - Definitions" section)

Tokenism refers to “the principle or practice of granting minimum concessions, esp. to minority or under-represented groups, as a token gesture to appease public pressure, comply with legal requirements, etc.” (Canadian Oxford Dictionary, 2004). *Tokenism* is referred to as instrumentalization. In the context of EDI, the use of demographic data could result in individuals feeling that they are being included on a team merely to fill a quota.

### Q9. Should we list the groups represented on our team?

**NO.** For reasons of confidentiality and to avoid tokenizing your research team members (or making them feel tokenized), it is preferable not to specify any demographics. Applicants must protect the privacy and anonymity of all team members. The disclosure of any personal information that could identify one or more of the team members (identity information) could result in withdrawal of the application from the competition. However, it is possible to enter the relevant affiliations of team members (e.g., the departments or laboratory groups they belong to). Instead of demographic data, describe: 1) the challenges or barriers to recruiting a diverse team and to establishing equitable processes and an inclusive environment, 2) your action plan to overcome these challenges and barriers, 3) the expected results, and 4) how the results of the action plan will be evaluated.

### Q10. Should we set targets for ourselves?

There are two parts to this answer:

1. **YES.** Generally speaking, using the trio of objectives-targets-indicators is a good practice for implementing and assessing a change (Langelier & Brodeur, 2020). As such, targets on the adoption of inclusive recruitment practices, on training opportunities, and on the feeling of inclusion within a team would be entirely appropriate.
2. **NO.** The use of diversity targets (e.g., X% women) is to be avoided for reasons of confidentiality and to avoid tokenism (see Q9). Moreover, the review committees are not judging the composition of the team, but rather the processes put in place to promote diversity within the team.

### Q11. An individual selected for a research team and belonging to an underrepresented group may feel that they were chosen for their identity rather than their skills. The host community may also feel this way. What can be done to avoid this situation?

There are three parts to this answer:

1. **An equitable and transparent selection process:** Make sure that systemic barriers to diversity have been identified and removed, and that the process applied is disclosed and known.
2. **Threshold of competence:** Determine a threshold of competence at which an individual is deemed capable of succeeding in the position to be filled. Make the final selection from among the pool of people who meet this threshold in order to complete the team.
3. **EDI training:** Make sure that members of the research community as well as applicants are made aware of unconscious biases and other systemic barriers to the hiring and advancement of persons belonging to an underrepresented group.

**Q12.** Our team is already formed/diverse; what more can we do?

If the team has already been formed, the NFRF recommends explaining the concrete practices that were or could be put in place to ensure EDI is considered in forming the team and recruiting members.

If your team is already diverse, there are three elements to consider:

1. **Beyond diversity:** The fact that a team is diverse does not necessarily mean its members have no unconscious bias, experience of exclusion or inequity, etc. This is why practices seeking to diversify the team are only one component of EDI in research. Your action plan should therefore also address the inclusion of team members and equity in team management processes. Since inclusion is a criterion for the NFRF, you need to explain how you will implement best practices to ensure all team members, especially those from underrepresented groups, are fully included and supported.
2. **Random chance or not:** The people reviewing your grant application are not in a position to know whether the current situation within your team is a result of random chance or of concrete actions. So, even if your team is currently diverse, it is important to describe the action plan for maintaining a diverse team over the years.
3. **Beyond your team:** Another possibility is to get involved beyond your team, to bring a greater diversity of people into your research environment or field (e.g., outreach efforts). Also, avoid making the assumption that, because the diversity of the population has no impact on your research results, there is no need to consider EDI within your research team.

**Q13.** In implementing an approach or "action plan," do I have an obligation of result?

**NO.** At NFRF, you have an obligation of means, but not an obligation of result. You must identify at least one concrete practice that will be applied intentionally and proactively for each of the following aspects: team composition and recruitment process; training and development opportunities; and inclusion in the research environment. However, outcome evaluation is a good continuous improvement practice and is recommended.

**Q14.** In our research area, certain groups are underrepresented (e.g., women make up 15% of the student community). We struggle to see how our team could have the same representation as the Canadian population (e.g., 50% women). Should we be concerned?

**NO.** There are two parts to this answer:

1. **Beyond gender:** Diversity goes beyond gender. To be diverse, a team does not necessarily have to be representative of the population, but rather, it should include members with a diversity of concerns, perspectives and approaches that stem from their identity characteristics (gender, origin, age, parenthood status, immigration, etc.) and their disciplinary training and experience.
2. **Beyond diversity:** Integrating EDI into forming teams and training members can take on different forms, for example:
  - Adapting the recruitment process to promote diversity;
  - Implementing equitable team management processes;
  - Identifying the barriers faced by its members and proposing initiatives to overcome them;
  - Creating an inclusive environment;
  - Developing a workshop on GBA+;
  - Integrating EDI into training.

**Q15.** Should we make sure we have at least one person from each of the underrepresented groups (as defined by NFRF) on our team?

**NO.** Applicants must consider EDI best practices in forming their research team. When recruiting and selecting new members, efforts must be made to build a diverse pool and not to disadvantage people from underrepresented groups, including people from the four designated groups defined in the *Employment Equity Act* (women, Aboriginal peoples, persons with disabilities, and members of visible minorities). Although these efforts are in place, it is possible that the recruitment pool does not represent each of the underrepresented groups and that this impacts the team's composition.

**Q16.** We are doing "field work." Must we take people with reduced mobility into consideration?

Not necessarily. There are two parts to this answer:

1. **Reflect:** A reflection on this topic is certainly important. Is it possible to assign in-the-field data collection to this person? Is there any existing and available equipment to enable them to go into the field? If not, would it be possible, for example, to task this person with data analysis?
2. **Highlight key groups and actions:** Under the criterion of "Equity, diversity and inclusion in research practice," the proposed plan must identify at least one concrete practice for each of the three key elements (team composition and recruitment; training and development opportunities; and inclusion) that addresses the systemic barriers you have identified in connection with your team. Describe this practice in detail, rather than listing several practices with no further information. Therefore, focusing on certain groups may be acceptable, depending on the challenges and barriers identified.

**Q17.** Does gender diversity concern women only?

**NO.** There are two parts to this answer:

1. **Underrepresentation:** Often, when people refer to gender diversity, it calls to mind women who are underrepresented in traditionally male environments such as science and engineering. However, in other settings such as education and nursing, men are in the minority. And in all settings, non-binary or transgender persons are always in the minority and frequently experience discrimination.
2. **Systemic barriers:** Under Canadian and Quebec employment equity legislation, women are recognized as a designated group, i.e., a group that collectively faces employment challenges, even when they are not underrepresented. Generally speaking, women often advance at a slower pace and reach lower levels than men. They face more challenges, including unintentional prejudice, even in more female settings.



**Q18.** It is recommended to describe challenges or barriers to recruiting a diverse team, providing access to training and development opportunities, and establishing an inclusive environment. How can we take stock of our research team or research area?

There are two parts to this answer:

1. **Challenges of inclusion and equity:** Depending on the size of your team, you can organize discussion meetings or conduct a survey to identify the barriers encountered by different members. You can then follow up on the issues to be addressed and the progress observed.
2. **Diversity challenges:** By examining available population statistics and enrolment, determine the main underrepresented groups in your research area.

#### FOR INFORMATION ON CHALLENGES AND WAYS TO IDENTIFY THEM:

- > *Guide to identifying equity, diversity and inclusion-related challenges experienced by members of a research team:* <https://cfsg.espaceweb.usherbrooke.ca/resources-for-implementing-edi-in-research/>
- > *Pamphlet Overview of Challenges Facing Designated and Marginalized Groups:* <https://cfsg.espaceweb.usherbrooke.ca/resources-for-implementing-edi-in-research/>

#### FIND OUT MORE:

##### Statistics from NSERC:

- > Competition statistics dashboard – Discovery Grants: <https://app.powerbi.com/>
- > *Discovery Grants competition results:* [https://www.nserc-crsng.gc.ca/professors-professeurs/discoverygrants-subventionsdecouverte/index\\_eng.asp](https://www.nserc-crsng.gc.ca/professors-professeurs/discoverygrants-subventionsdecouverte/index_eng.asp)
- > *Competition Year 2021 statistics: Postgraduate Scholarships, Alexander Graham Bell Canada Graduate Scholarships, Postdoctoral Fellowships Program, and Undergraduate Student Research Awards:* [https://www.nserc-crsng.gc.ca/\\_doc/Students-Etudiants/2021StatsScholarships\\_e.pdf](https://www.nserc-crsng.gc.ca/_doc/Students-Etudiants/2021StatsScholarships_e.pdf)
- > *Women in Science and Engineering in Canada (2017):* [https://www.nserc-crsng.gc.ca/\\_doc/Reports-Rapports/WISE2017\\_e.pdf](https://www.nserc-crsng.gc.ca/_doc/Reports-Rapports/WISE2017_e.pdf)

##### Statistics from FRQ-S:

- > *Rapport annuel de gestion 2022-2023 :* [https://frq.gouv.qc.ca/app/uploads/2023/10/rag\\_frqs\\_2022-23\\_v06-00.pdf](https://frq.gouv.qc.ca/app/uploads/2023/10/rag_frqs_2022-23_v06-00.pdf) (French only)

##### Statistics from FRQ-NT:

- > *Rapport annuel de gestion 2022-2023 :* [https://frq.gouv.qc.ca/app/uploads/2023/10/rag\\_frqnt\\_2022\\_23\\_v06-00.pdf](https://frq.gouv.qc.ca/app/uploads/2023/10/rag_frqnt_2022_23_v06-00.pdf) (French only)
- > *Femmes en recherche au Québec : où en sommes-nous?* <https://www.acfas.ca/publications/magazine/2019/02/femmes-recherche-au-quebec> (French only)

### Statistics from CIHR:

- > *Project Grant: Spring 2023 results:* <https://cihr-irsc.gc.ca/e/53569.html>

### Other statistics for women in science and engineering:

- > *Inscriptions des femmes en sciences et en génie au collégial et à l'université au Québec :* <http://cfsg.espaceweb.usherbrooke.ca/rapport-statistique/> (French only)
- > *Analyse de la distribution des genres dans les domaines des STIM au Canada :* <http://cfsg.espaceweb.usherbrooke.ca/rapport-statistique/> (French only)

### Statistics in physics:

- > *The First Canada-Wide Equity, Diversity & Inclusion in Physics Survey:* [https://d31e8d7e-7bb4-4d11-9ea2-cfc272a8df2b.filesusr.com/ugd/038a80\\_4e8899eda5dc4743b93a9b59188f0a27.pdf](https://d31e8d7e-7bb4-4d11-9ea2-cfc272a8df2b.filesusr.com/ugd/038a80_4e8899eda5dc4743b93a9b59188f0a27.pdf)

### For data specific to your institution, check with them to see if data have already been prepared for the research community. If not:

- > Consult the Registrar's Office (statistics on the student community);
- > Consult Human Resources (statistics on employees).

For other relevant resources, see the end of this document.

**Q19.** In our text, if we explain a few concrete EDI-related activities that we do, is that enough?

**NO.** Including examples of concrete activities is a good practice but insufficient in itself. The people evaluating the applications can judge the researchers' commitment to EDI through these examples. However, it is important to link the concrete examples to barriers encountered in the recruitment, training and inclusion of team members, and to explain the targeted outcomes of these practices and how they will be measured. Applicants must propose at least one concrete practice for each aspect raised by the NFRF (composition of the team and recruitment process; training and development opportunities; inclusion). A person who merely explains the concrete practices carried out without making the necessary links with the other required elements in the application risks earning a "fail" (see the criteria discussed in Q2).

**Q20.** We have the impression that all the texts look the same. So why not accept generic texts?

It is true that some EDI practices come to mind more readily than others. This is why granting agencies require candidate teams to clearly explain their specific EDI barriers, and to give concrete, specific examples, which will result in more personalized texts. This way, researchers must think about different ways of doing things and explain an approach or "game plan" adapted to their reality.

**Q21.** What are the most common pitfalls that weaken an EDI section at first glance for the person doing the evaluation?

The following table presents and explains the main pitfalls.

PITFALLS	EXPLANATIONS
Neglecting to find out about the merit criteria provided by the Fund and specific to each competition.	<ul style="list-style-type: none"> <li>It is not uncommon for an application to be rejected on the grounds that it is missing information needed for the application to be considered complete.</li> <li>It is important to demonstrate in your application why the challenges identified are concerns for you, and why the practices you wish to implement are important to your team. You can then present the expected impacts or targets to be achieved, and how you will measure the results leading to the achievement of these targets.</li> </ul>
Giving a description of the team's demographics.	<ul style="list-style-type: none"> <li>This is inappropriate, since the NFRF explicitly states not to provide personal information about the team in this section.</li> <li>A team's diversity can be the result of chance. Moreover, the evaluation focuses on means put in place to make it diverse, rather than on the actual results.</li> <li>Inclusion measures and training and development opportunities are equally important.</li> </ul>
Presenting only personal commitments and omitting those that apply to the team.	<ul style="list-style-type: none"> <li>Being a member of a group experiencing difficulty does not guarantee the integration of EDI practices.</li> </ul>
Presenting only personal commitments and omitting those that apply to the team.	<ul style="list-style-type: none"> <li>Describing only your own EDI-related efforts presents only one reality, and does not give a global view of the efforts made by the team or to reach out to diverse groups. It is therefore difficult to link them to practices aimed at countering systemic barriers, for example in terms of recruitment.</li> </ul>
Shifting <b>all</b> responsibility for EDI to a member of your team, such as a research professional from an underrepresented group (or not).	<ul style="list-style-type: none"> <li>This can be seen as a lack of involvement or willingness on the part of the researcher.</li> <li>In the case of a person from a designated or underrepresented group, this can represent an "equity tax," i.e., an additional workload without compensation or recognition and, often, without consideration for the person's willingness to take on the work.</li> <li>You can, however, hire an external resource if you need additional expertise, e.g., to provide EDI training to your team.</li> <li><b>Note: On a very large team, such as at a research centre, people may be hired as equity officers. In this context, they will address a large portion of EDI. In such a situation, the team of researchers must demonstrate their own commitment.</b></li> </ul>
Simply stating that the institution's EDI policies and practices will be followed.	<ul style="list-style-type: none"> <li>The NFRF explicitly states that you not rely solely on your institution's policies, as these do not demonstrate your commitment. Concrete practices must apply specifically to the barriers encountered and address the problems identified in your team and the research environment.</li> </ul>
Presenting only general EDI measures frequently cited in the literature.	<ul style="list-style-type: none"> <li>This would be seen as a lack of consideration and understanding of the EDI-related barriers in the context of the research team or research study. The measure described may not answer the question asked by the Fund.</li> </ul>

Failing to include the situation of other institutions on the research team in the context analysis.	<ul style="list-style-type: none"> <li>The research team's EDI situation and challenges are not necessarily the same at all participating universities.</li> </ul>
Overcoming barriers common to different teams in the case of an international collaboration.	<ul style="list-style-type: none"> <li>In the case of partnerships between research groups from different universities, and sometimes from different countries, it is necessary to apply uniform measures adapted to the diverse contexts and cultures (e.g., schedule meetings that work for different time zones).</li> </ul>
Listing the practices introduced.	<ul style="list-style-type: none"> <li>It is recommended to specify the systemic barriers that may be encountered in your research environment, and to give a detailed list of the practices you will be implementing or have implemented to address them. A list does not encapsulate your team's situation and provides only a limited description of the efforts in place.</li> </ul>
Disregarding the practices you have already implemented.	<ul style="list-style-type: none"> <li>If you have already carried out an analysis of your research environment, you may have already made adjustments to your practices. If these are related to EDI, you can consider enhancing them rather than establishing new practices.</li> </ul>



# QUESTIONS ABOUT EDI IN THE RESEARCH DESIGN (WITHIN THE FEASIBILITY CRITERION)

## Q22. What's the difference between gender and sex?

According to CIHR:

**Sex** refers to a set of biological attributes in humans and animals. It is primarily associated with physical and physiological features including chromosomes, gene expression, hormone levels and function, and reproductive/sexual anatomy. Sex is usually categorized as female or male but there is variation in the biological attributes that comprise sex and how those attributes are expressed. (CIHR, 2019, "Definitions" section)

**Gender** refers to the socially constructed roles, behaviours, expressions and identities of girls, women, boys, men, and gender-diverse people. It influences how people perceive themselves and each other, how they act and interact, and the distribution of power and resources in society. Gender is usually conceptualized as a binary (girl/woman and boy/man) yet there is considerable diversity in how individuals and groups understand, experience and express it. (CIHR, 2019, "Definitions" section)

### FIND OUT MORE:

- > Government of Canada, *Introduction to GBA Plus:*  
Module 1 – Sex and gender:  
[https://women-gender-equality.canada.ca/gbaplus-course-cours-acsplus/eng/mod01/mod01\\_01\\_01.html](https://women-gender-equality.canada.ca/gbaplus-course-cours-acsplus/eng/mod01/mod01_01_01.html)
- Module 2 – Moving beyond sex and gender:  
[https://women-gender-equality.canada.ca/gbaplus-course-cours-acsplus/eng/mod02/mod02\\_01\\_01.html](https://women-gender-equality.canada.ca/gbaplus-course-cours-acsplus/eng/mod02/mod02_01_01.html)
- > Government of Canada, *Best practices in equity, diversity and inclusion in research practice and design:* <https://www.sshrc-crsh.gc.ca/funding-financement/nfrf-fnfr/edi-eng.aspx>
- > Government of Canada, *Sex and Gender in Health Research:* <https://cihr-irsc.gc.ca/e/50833.html>
- > Canadian Institutes of Health Research, *How to integrate sex and gender into research:* <https://cihr-irsc.gc.ca/e/50836.html>

**Q23.** Are there any pitfalls to avoid in the research design?

**YES.**

PITFALLS	EXPLANATIONS
Assuming it is irrelevant to consider the diversity of populations since the project is not in the health field.	<ul style="list-style-type: none"> <li>Factors such as sex and gender must be taken into account in health-related projects. However, these are not the only determinants of diversity. For example, it can be essential to consider body diversity in road safety studies, socioeconomic diversity in infrastructure design, or skin colour diversity in facial recognition studies. Consideration of diversity can also involve the analysis of results by the communities concerned, or the dissemination of results to a wide audience.</li> </ul>
Assuming that what is observed for one sex, gender or group also applies to others.	<ul style="list-style-type: none"> <li>The different components of diversity can have varying impacts on the research results. This is why a gender-, sex- and group-differentiated analysis is necessary.</li> </ul>
Mention that you will limit the sample to one sex or gender, for example, for reasons of time, budget, statistics, availability of participants or methodological simplicity.	<ul style="list-style-type: none"> <li>Unless the topic of your project <b>definitely</b> relates to only one sex or gender, you should not exclude other individuals. Providing the results obtained for rarer profiles helps to expand knowledge on the study topic and represent data of interest for publication in a systematic review.</li> </ul>
Mentioning that you will not study the effect of gender on human populations, without providing any justification for this decision.	<ul style="list-style-type: none"> <li>The lack of data or literature on the effect of gender is not a valid reason for not studying it. You must take this factor into consideration in your research design and, if necessary, justify why this factor will not be studied.</li> <li>Some databanks do not offer gender information. Instead, use banks that contain this data.</li> <li>If you are in charge of a databank, you can modify it to take this factor into account for new recruits.</li> </ul>
Failing to ensure that tools and methods are bias-free.	<ul style="list-style-type: none"> <li>This could result in relevant data being overlooked (e.g., having a population unfamiliar with the internet fill out an online questionnaire).</li> </ul>
Failing to consult the populations concerned by the study, right from the start of the conceptualization phase.	<ul style="list-style-type: none"> <li>The populations concerned may have answers to the issues raised by the study, and thus guide the research toward the main issues to be addressed, the challenges to be studied, and the data to be considered. Including the target audience in the data analysis also helps to limit bias and offer a different perspective on the results.</li> </ul>
Failing to diversify participant recruitment methods.	<ul style="list-style-type: none"> <li>The way you recruit participants can influence the diversity of your sample and therefore the representativeness of your results. Consider recruiting over a fairly long period and posting in a variety of locations (e.g., universal washrooms, wheelchair-accessible buildings). To reach certain groups, consider an alternative method to traditional posting.</li> </ul>
Failing to use a diverse range of communication methods when disseminating results.	<ul style="list-style-type: none"> <li>The dissemination of results is generally concentrated on the scientific community. In the research proposal, you can describe the efforts made to make the results accessible to a wider readership (e.g., partner patients, research participants). For example, you can choose to present the results in the form of infographics, comic strips or popularized texts.</li> </ul>

The following website sets forth case studies involving a consideration of sex and gender in different fields, along with ways to consider these variables in research:

- > Gendered Innovations in Sciences, Health & Medicine, Engineering and Environment:  
<https://genderedinnovations.stanford.edu/>

# BUDGETARY QUESTIONS

**Q24.** There are financial costs associated with considering EDI in our research study (e.g., travel for persons with reduced mobility, larger number of participants, animals or prototypes). Will funding be adjusted accordingly?

**NO.** Currently, the NFRF does not offer a “supplement” for considering diversity.

**Q25.** Does the NFRF provide financial support for parental leave for team members?

**YES.** For students and post-doctoral fellows, it is possible to apply to organizations for a financial supplement. This supplement will be paid over a 12-month period following the birth or adoption. If both parents are involved, the leave can be shared, but the total duration will not exceed 12 months.

## FIND OUT MORE:

- > Tri-agency Guide on Financial Administration:  
[https://www.nserc-crsng.gc.ca/InterAgency-Interorganismes/TAFA-AFTO/guide-guide\\_eng.asp](https://www.nserc-crsng.gc.ca/InterAgency-Interorganismes/TAFA-AFTO/guide-guide_eng.asp)
- > Canadian Institutes of Health Research (CIHR) Application Administration Guide:  
<https://cihr-irsc.gc.ca/e/50805.html>

# QUESTIONS ABOUT THE APPLICATION REVIEW PROCESS

## Q26. Can our grant application really be rejected because of EDI?

**YES.** EDI has an impact on the outcome of the evaluation. Two criteria are linked to the EDI evaluation:

- The “EDI in research” criterion must earn a score of “pass” for each evaluated element (see table in Q3). Without this overall “pass,” the application is automatically rejected.
- The “Feasibility” criterion accounts for 20-40% of the total score, depending on the competition (see Q2). The elements evaluated relating to “Indigenous research” and “EDI in research design” will determine the maximum score for the criterion, even if the other elements evaluated receive a higher score. This has a direct impact on the competitiveness of the application.

## Q27. Who evaluates the EDI sections of the application?

The following are the steps involved in evaluating the full application:

1. External evaluation (Transformation component):
  - Done by two or three people with expertise related to the project submitted.
  - No score is assigned, but the comments are submitted to the review committee.
  - At this stage, the section of the application on EDI in research is not accessible, but the section on EDI in research design (i.e., GBA+ and, if applicable, Indigenous research), which is part of the Feasibility criterion, can be evaluated.
2. Evaluation by the multidisciplinary review committee (Exploration component) or the multidisciplinary/multisectoral review committee (Transformation component):
  - Previous comments are analyzed by a committee of three to five people to recommend and rank projects to be considered for funding.
  - The information about EDI in research design is accessible, but the team members’ demographic profiles are not.
3. Evaluation by the diverse jury (additional step for the Transformation competition):
  - Teams whose projects have been selected must present them to a jury. Only applications that meet all requirements of all criteria will move onto the jury review.
  - The jury will consider the full application, as opposed to evaluating each criterion individually.
  - The jury is made up of people with expertise on topics related to the projects submitted. Its members form a diverse group on many levels.
  - During the review, the jury will consult the scores.

### FIND OUT MORE:

- > *Reviewer Manual*
- > *Merit Indicators*

**Q28.** What EDI training do review committee members undergo?

First, many factors are taken into consideration in the composition of the review committee to ensure its diversity. These factors include “knowledge of best practices for equity, diversity and inclusion (EDI), and experience with research by and with Indigenous Peoples are taken into account” (Government of Canada, n.d., “Roles and responsibilities” section). Furthermore, the members of the review committee (see Q27) must follow the **unconscious bias training module** to learn how the decision-making process can be influenced by this type of bias. It is also suggested that reviewers refer to the EDI guides published by the three organizations.

**TO CONSULT THE GUIDES:**

- > *NSERC guide on integrating equity, diversity and inclusion considerations in research:* [https://www.nserc-crsng.gc.ca/NSERC-CRSNG/Politiques-Politiques/EDI\\_guidance-Conseils\\_EDI\\_eng.asp](https://www.nserc-crsng.gc.ca/NSERC-CRSNG/Politiques-Politiques/EDI_guidance-Conseils_EDI_eng.asp)
- > *SSHRC, Guide to Addressing Equity, Diversity and Inclusion Considerations in Partnership Grant Applications:* [https://www.sshrc-crsh.gc.ca/funding-financement/apply-demande/guides/partnership\\_edi\\_guide-partenariats\\_guide\\_edi-eng.aspx](https://www.sshrc-crsh.gc.ca/funding-financement/apply-demande/guides/partnership_edi_guide-partenariats_guide_edi-eng.aspx)
- > *SSHRC, Guide to Including Diversity Considerations in Research Design for Doctoral and Postdoctoral Award Applicants:* [https://www.sshrc-crsh.gc.ca/funding-financement/apply-demande/guides/doctoral\\_postdoctoral\\_edi\\_guide-doctorat\\_postdoctorales\\_guide\\_edi-eng.aspx](https://www.sshrc-crsh.gc.ca/funding-financement/apply-demande/guides/doctoral_postdoctoral_edi_guide-doctorat_postdoctorales_guide_edi-eng.aspx)
- > *CIHR, How to integrate sex and gender into research:* <https://cihr-irsc.gc.ca/e/50836.html>

# ACKNOWLEDGMENTS

The Chaire pour les femmes en sciences et en génie team wishes to thank Anna Kwiatkowska, Julie Côté-Gravel and Jean-François Delabre of the Université de Sherbrooke's Service d'appui à la recherche, à l'innovation et à la création for their contribution.

## SOURCES

- Beaudry, C. and Larivière, V. (2016). Which gender gap? Factors affecting researchers' scientific impact in science and medicine. *Research Policy*, 45(9), 1790-1817. <https://doi.org/10.1016/j.respol.2016.05.009>
- Canadian Institutes of Health Research. (2019). *How to integrate sex and gender into research*: Government of Canada. <https://cihr-irsc.gc.ca/e/50836.html>
- Eugène, F. (2019, February). Femmes en recherche au Québec : où en sommes-nous? *Acfas Magazine*. <https://www.acfas.ca/publications/magazine/2019/02/femmes-recherche-au-quebec>
- Fonds de recherche du Québec - Nature et technologies. (2022). *Rapport annuel de gestion 2021-2022*. Government of Quebec. [https://frq.gouv.qc.ca/app/uploads/2022/12/rag-frqnt\\_21-22\\_20220920-2.pdf](https://frq.gouv.qc.ca/app/uploads/2022/12/rag-frqnt_21-22_20220920-2.pdf)
- Gendered Innovations in Science, Health & Medicine, Engineering, and Environment. (n.d.). *Methods of Sex, Gender, and Intersectional Analysis*. <http://genderedinnovations.stanford.edu/methods-sex-and-gender-analysis.html>
- Government of Canada. (n.d.). *2026 Transformation: Reviewer Manual*. [https://sshrcc-crsh.canada.ca/funding-financement/nfrf-fnfr/transformation/2026/reviewers\\_manual-guide\\_de\\_l\\_evaluateur-eng.aspx](https://sshrcc-crsh.canada.ca/funding-financement/nfrf-fnfr/transformation/2026/reviewers_manual-guide_de_l_evaluateur-eng.aspx)
- Government of Canada. (2024). *Best practices in equity, diversity and inclusion in research practice and design*. <https://www.sshrc-crsh.gc.ca/funding-financement/nfrf-fnfr/edi-eng.aspx>
- Langelier, E. and Brodeur, J. (2020). *Introduction à l'équité, la diversité et l'inclusion en enseignement supérieur et en recherche*. Chaire pour les femmes en sciences et en génie au Québec. <http://cfsg.espaceweb.usherbrooke.ca/formation-en-equite-diversite-et-inclusion/>
- Natural Sciences and Engineering Research Council of Canada. (n.d.). *Tri-Agency Statement on Equity, Diversity and Inclusion (EDI)*. Government of Canada. [https://www.nserc-crsng.gc.ca/InterAgency-Interorganismes/EDI-EDI/index\\_eng.asp](https://www.nserc-crsng.gc.ca/InterAgency-Interorganismes/EDI-EDI/index_eng.asp)
- Natural Sciences and Engineering Research Council of Canada. (n.d.). *Guide for Applicants: Considering equity, diversity and inclusion in your application*. Government of Canada. [https://www.nserc-crsng.gc.ca/\\_doc/EDI/Guide\\_for\\_Applicants\\_EN.pdf](https://www.nserc-crsng.gc.ca/_doc/EDI/Guide_for_Applicants_EN.pdf)
- Natural Sciences and Engineering Research Council of Canada. (2017). *Women in Science and Engineering in Canada*. Government of Canada. [https://www.nserc-crsng.gc.ca/\\_doc/Reports-Rapports/WISE2017\\_e.pdf](https://www.nserc-crsng.gc.ca/_doc/Reports-Rapports/WISE2017_e.pdf)
- Natural Sciences and Engineering Research Council of Canada. (2019a). *Evaluation of the contributions to the training of highly qualified personnel (HQP) - Discovery Grants*. Government of Canada. [https://www.nserc-crsng.gc.ca/\\_doc/Professors-Professeurs/FAQ\\_Evaluation\\_HQP\\_eng.pdf](https://www.nserc-crsng.gc.ca/_doc/Professors-Professeurs/FAQ_Evaluation_HQP_eng.pdf)
- Natural Sciences and Engineering Research Council of Canada. (2019b). *Discovery Grants Peer review manual*. Government of Canada. [https://www.nserc-crsng.gc.ca/\\_doc/Reviewers-Examineurs/CompleteManual-ManualEvalCompleet\\_eng.pdf](https://www.nserc-crsng.gc.ca/_doc/Reviewers-Examineurs/CompleteManual-ManualEvalCompleet_eng.pdf)
- Natural Sciences and Engineering Research Council of Canada. (2019c). *Family and medical leave*. Government of Canada. [https://www.nserc-crsng.gc.ca/NSERC-CRSNG/policies-politiques/Wleave-Fcongés\\_eng.asp](https://www.nserc-crsng.gc.ca/NSERC-CRSNG/policies-politiques/Wleave-Fcongés_eng.asp)

- Natural Sciences and Engineering Research Council of Canada. (2019d). *Competition year 2019 statistics: Postgraduate Scholarships, Alexander Graham Bell Canada Graduate Scholarships, Postdoctoral Fellowships Program and Undergraduate Student Research Awards*. Government of Canada. [https://www.nserc-crsng.gc.ca/\\_doc/Students-Etudiants/2019StatsScholarships\\_e.pdf](https://www.nserc-crsng.gc.ca/_doc/Students-Etudiants/2019StatsScholarships_e.pdf)
- Natural Sciences and Engineering Research Council of Canada. (2020). *Discovery Grants competition results*. Government of Canada. [https://www.nserc-crsng.gc.ca/professors-professeurs/discoverygrants-subventionsdecouverte/index\\_eng.asp](https://www.nserc-crsng.gc.ca/professors-professeurs/discoverygrants-subventionsdecouverte/index_eng.asp)
- Perreault, A. (2018). *Analysis of the distribution of gender in STEM fields in Canada*. NSERC Chairs for Women in Science and Engineering. <http://cfsg.espaceweb.usherbrooke.ca/rapport-statistique/>
- Social Sciences and Humanities Research Council of Canada. (2018). *Indigenous Research Statement of Principles*. [https://www.sshrc-crsh.gc.ca/about-au\\_sujet/policies-politiques/statements-enonces/indigenous\\_research-recherche\\_autochtone-eng.aspx](https://www.sshrc-crsh.gc.ca/about-au_sujet/policies-politiques/statements-enonces/indigenous_research-recherche_autochtone-eng.aspx)
- Social Sciences and Humanities Research Council of Canada. (2018). *Guidelines for the Merit Review of Indigenous Research*. [https://www.sshrc-crsh.gc.ca/funding-financement/merit\\_review-evaluation\\_du\\_merite/guidelines\\_research-lignes\\_directrices\\_recherche-eng.aspx](https://www.sshrc-crsh.gc.ca/funding-financement/merit_review-evaluation_du_merite/guidelines_research-lignes_directrices_recherche-eng.aspx)
- St-Cyr, M-F., D'Auteuil, E., Brodeur, J., Langelier, E., Belletête, V. and Pelletier-Nolet, J. (2022). *Rapport statistique : Inscription des femmes en sciences et en génie au collégial et à l'université au Québec entre 2005 et 2021*. Chaire pour les femmes en sciences et en génie au Québec. <http://cfsg.espaceweb.usherbrooke.ca/rapport-statistique/>
- Tokenism. (2004). In K. Barber (Ed.), *Canadian Oxford Dictionary* (2nd ed.). Oxford University Press.
- Université de Sherbrooke. (2020). *Guide de rédaction inclusive en sciences*. [https://www.usherbrooke.ca/sciences/fileadmin/sites/sciences/documents/Faculte/EDI/FacSciences\\_guide\\_de\\_redaction\\_inclusif\\_web.pdf](https://www.usherbrooke.ca/sciences/fileadmin/sites/sciences/documents/Faculte/EDI/FacSciences_guide_de_redaction_inclusif_web.pdf)
- Women and Gender Equality Canada. (n.d.). *Gender-based Analysis Plus research guide*. Government of Canada. <https://www.canada.ca/en/women-gender-equality/gender-based-analysis-plus/resources/research-guide.html>

## OTHER RESOURCES

- Baker, J. and Vasseur, L. (2021). *Inclusion, Diversity, Equity and Accessibility (IDEA): Good Practices for Researchers*. Canadian Commission for UNESCO. <https://frq.gouv.qc.ca/app/uploads/2022/03/guideidea.pdf>
- Brière, S. (2016). *Les femmes dans les métiers et professions traditionnellement masculins : une réalité teintée de stéréotypes de genre nécessitant une analyse critique, systémique, comparative et multidisciplinaire*. Rapport de recherche : programme actions concertées. FRQSC. [https://frq.gouv.qc.ca/app/uploads/2021/05/pc\\_cm\\_s\\_briere\\_rapport\\_femmes-metiers-hommes.pdf](https://frq.gouv.qc.ca/app/uploads/2021/05/pc_cm_s_briere_rapport_femmes-metiers-hommes.pdf)
- Brière, S., Bilodeau, P-L., Auclair, I., St-Georges, J., Dionne, E. and Robitaille, K. (2023). *Analyse des initiatives internationales pour mieux agir au sein des entreprises et des chantiers de construction*. Rapport de recherche sur les femmes et autres groupes marginalisés – 2022 <https://cdn-contenu.quebec.ca/cdn-contenu/adm/org/SCF/publications/egalite/RA-Rapport-femmes-construction-2022-SCF.pdf>
- Brodeur, J. (2019). *Portrait de mon milieu : équité, diversité et inclusion*. Chaire pour les femmes en sciences et en génie au Québec. <http://cfsg.espaceweb.usherbrooke.ca/formation-en-equite-diversite-et-inclusion/>
- Canada Research Chairs. (2019a). *Bias in Peer Review – A Training Module*. Government of Canada. <https://www.chairs-chaires.gc.ca/program-programme/equity-equite/bias/module-eng.pdf>
- Canada Research Chairs. (2019b). *Unconscious bias training module*. Government of Canada. <https://www.chairs-chaires.gc.ca/program-programme/equity-equite/bias/en/>
- Canadian Institutes of Health Research. (2013). *CIHR Guidelines for Health Research Involving Aboriginal People (2007-2010)*. Government of Canada. <https://cihr-irsc.gc.ca/e/29134.html>
- Crozet, N., Pelletier-Nolet, J., Brodeur, J., Belletête, V. and Langelier, E. (2021). *Equity, Diversity and Inclusion in Higher Education and Research: From Diverse Teams to More Innovative Research*. Chaire pour les femmes en sciences et en génie au Québec. <https://cfsg.espaceweb.usherbrooke.ca/outils-pour-ledi-en-recherche/>
- Eugène, F., Brière, S., Pulido, B., Langelier, E. (2021). *Innovative EDI Practices by Granting Agencies*. Quebec Equity Diversity Inclusion Network. <https://rqedi.com/en/toolkit/>

- First Nations Information Governance Centre. (n.d.). *The First Nations Principles of OCAP*®. <https://fnigc.ca/ocap-training/>
- Government of Canada. (n.d.). *Inclusive writing – Guidelines and resources*. <https://www.noslangues-ourlangues.gc.ca/en/writing-tips-plus/inclusive-writing-guidelines-resources>
- Government of Canada. (2023). *Guide on Equity, Diversity and Inclusion Terminology*. <https://www.noslangues-ourlangues.gc.ca/en/publications/equite-diversite-inclusion-equity-diversity-inclusion-eng>
- Institut EDI2 Équité, Diversité, Inclusion, Intersectionnalité. (n.d.). *Centre de ressources*. Université Laval. <https://institutedi2.ulaval.ca/centre-ressources/>
- Langelier, E. (2019). *Inclure l'équité, la diversité et l'inclusion dans le recrutement et la formation de personnel hautement qualifié en recherche*. Chaire pour les femmes en sciences et en génie au Québec. <http://cfsq.espaceweb.usherbrooke.ca/formation-en-equite-diversite-et-inclusion/>
- Mikana. (n.d.). Resources. <https://www.mikana.ca/en/resources/>
- Observatoire sur la réussite en enseignement supérieur (2023). *Équité, diversité et inclusion (EDI) : au cœur de la réussite étudiante – Reconnaître sa responsabilité*. <https://www.oresquebec.ca/enjeux/reconnaitre-sa-responsabilite/>
- Parker, R., Pelletier, J. and Croft, E. (2015). *Diversity in STEM: A briefing on women in science and engineering* (Translated by the Chaire pour les femmes en sciences et en génie au Québec). <http://cfsq.espaceweb.usherbrooke.ca/diversite-des-genres-en-sciences-et-en-genie/>. University of British Columbia Library.
- Social Sciences and Humanities Research Council of Canada. (2022). *Indigenous Research*. Government of Canada. [https://www.sshrc-crsh.gc.ca/society-societe/community-communite/indigenous\\_research-recherche\\_autochtone/index-eng.aspx](https://www.sshrc-crsh.gc.ca/society-societe/community-communite/indigenous_research-recherche_autochtone/index-eng.aspx)
- Sugimoto, C., Larivière, F. (2023). *Equity for Women in Science: Dismantling Systemic Barriers to Advancement*. Harvard University Press.
- Universities Canada. (n.d.). *Equity, diversity and inclusion at Canadian universities*. <https://univcan.ca/news/>



## ABOUT THE NSERC CHAIR FOR WOMEN IN SCIENCE AND ENGINEERING IN QUEBEC

The mission of the Chair for Women in Science and Engineering (CWSE) in Quebec is to increase the representation of women and maintain their participation in the field of science and engineering (SE). The Chair's first action area is to work with girls and the people close to them to present and demystify the opportunities that SE has to offer. The Chair also works with students and professionals to better equip them to overcome the obstacles that continue to affect their careers. Moreover, the Chair works with several communities to rally efforts around the recruitment, retention and advancement of women in SE. The Chair's second action area is to conduct research to understand and raise awareness of this issue. In this way, it helps propose potential solutions to the various authorities involved, with a view to driving change.



## ABOUT UNIVERSITÉ DE SHERBROOKE

In its 2018–2022 strategic plan, Université de Sherbrooke committed to becoming an exemplary environment with respect to equity, diversity and inclusion (EDI). This commitment has resulted in the adoption of a related action plan, which is under the direct responsibility of the rector. Implementation of this plan is supported by the Executive Committee, the EDI Strategic Committee and all its working committees, and by several influential members of our community. The university is proud to be able to count on the leadership of the Chair for Women in Science and Engineering, which is contributing to this objective by developing a series of EDI-related training and tools, thereby strengthening our academic community.

## ACKNOWLEDGMENTS

This project was funded by the Canada Research Chairs program and the Secrétariat à la condition féminine.

## FINANCIAL PARTNERS OF THE NSERC CHAIR FOR WOMEN IN SCIENCE AND ENGINEERING IN QUEBEC

Founding partners:

Natural Sciences and Engineering Council of Canada (NSERC) and Université de Sherbrooke (UdeS)

Major partner:

Rio Tinto

Other partners:

Hatch

Fonds de recherche du Québec – Nature et technologie

GE Aviation Bromont

Fondation canadienne FCSCJ

Québec Mining Association

La Fondation de l'Université de Sherbrooke

With the financial participation of

