

Start *Here*: **Building and Presenting your EDI Plan for Tri-Council Funding Applications**

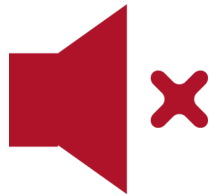
**Jaya Dixit
Caroline Morrison
Emma Koiston
Alisha Kadam**

**Office of Research Services
February 2022**

We would like to acknowledge the traditional territories of the people of the Treaty 7 region in Southern Alberta, which includes the Blackfoot Confederacy (comprising the Siksika, Piikani, and Kainai First Nations), as well as the Tsuut'ina First Nation, and the Stoney Nakoda (including the Chiniki, Bearspaw, and Wesley First Nations). The City of Calgary is also home to Métis Nation of Alberta, Region 3.



Housekeeping and guidelines



Mute your
audio



Use the chat to ask
questions or share
resources



Raise your hand if
you have a
question



Turn off your video
if there is a lag

Introductions

Jaya Dixit
EDI Advisor

Caroline Morrison
Manager, Process
Facilitation

Emma Koiston
Manager, External
Grants

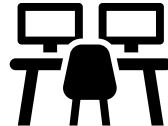
Alisha Kadam
Grants and
Partnerships Officer

A few disclaimers...

- Today's workshop is a pilot
- We did not anticipate this incredible response (thank you!)
- We will be using the polls to get to know you
- We have a team monitoring the chat for questions
- Slides and the recording will be made available
- Indigenous-focused research advice available through distinct, specialized resources (see resources)
- Share your feedback in the post-workshop survey

Poll

Which best describes your role in research?



Poll

Under which Tri-Council agency does your research area fall?



Learning Outcomes for this session

An understanding of how EDI is tied to research excellence

Initial and essential learning to develop an authentic, high-impact EDI plan in their own research program/team

Skills to address EDI-related selection criteria and avoid common issues in Tri-council funding applications.

Plan for today

- Equity, diversity, and inclusion (EDI) in research excellence
- EDI in Tri-Council Funding
- EDI in Research Design and Practice: start here
- Common issues to avoid: "The DON'TS"

Equity, Diversity, and Inclusion in Research Excellence



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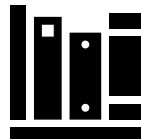
EDI in Research Excellence

- Equity, diversity, and inclusion in research excellence
 - Important terms
 - History and context
 - Tri-council statement on EDI
- EDI in Tri-Council Funding
- EDI in Research Design and Practice: start here
- Common issues to avoid: "The DON'TS"

Which best describes your confidence in addressing EDI
in funding applications?



Have you applied as Principal Investigator (PI)
or collaborator in any of these competitions?



Defining Important terms: Equity

Equity is a principle, condition, process, and outcome rooted in human rights and the inviolability of human dignity. It is integral to the legal principle of justice, and the ethical principle and practice of fairness and doing the right thing. It requires identifying patterns of inequities and making changes to systems, cultures, and processes that obstruct members of the community from achieving their full potential. Equity enables proactive measures and reasonable accommodation necessary to identify structural, systemic and cultural barriers; discrimination, unfairness, and disadvantage; and ensure equitable pathways and opportunity structures for women, Indigenous peoples, visible/racialized minorities, persons with disabilities, and LGBTQ2S+ in all spheres of life.

Source: Office of Equity, Diversity, and Inclusion

Defining Important: Diversity

Diversity, difference, or variety is a characteristic of nature and human society. Efforts to increase representational or numerical diversity are enabled by the institutional commitment to equity, diversity, and inclusion. Fundamental to education and employment equity is the cultivation of an environment in which those who have been historically disadvantaged and are currently under-represented, can gain access to, and flourish within the community.

Representational diversity is an outcome of proactive measures to correct systemic disadvantage, and to create equitable opportunity structures and pathways for a critical mass of those who are historically disadvantaged and under-represented. Diversity may also refer to philosophical or perspectival differences, institutional types, disciplinary fields, ways of knowing, theoretical and methodological variations. Identity-diversity shapes, and is shaped by: voice, representation, and experiences.

Source: Office of Equity, Diversity, and Inclusion

Defining Important Terms: Inclusion

Inclusion encompasses norms, practices, and intentional actions to promote participation, engagement, empowerment, and a sense of belonging for members of historically underrepresented and disadvantaged groups in all aspects of life. It is about promoting an institutional culture and practices to ensure all can experience a welcoming space of fairness, dignity, and human flourishing.

Where diversity may focus on the quantitative representation, inclusion focuses on the qualitative experience of belonging. Diversity may exist with inequity, isolation, and marginality, but social inclusion focuses on culture and practices that deepen participation and engagement. Inclusion requires institutions to design spaces of leadership and governance, teaching and learning, research, scholarship, artistic inquiry, and community engagement so that there are no impediments to full participation by members of equity-deserving groups. Inclusion requires proactive measures to transform cultures and relations of power and privilege, resulting in the social exclusion of under-represented groups.

Source: Office of Equity, Diversity, and Inclusion

Defining Important Terms

Equity-deserving groups: A concept that is used interchangeably with “federally designated groups” and “equity groups,” equity-deserving groups has come to replace equity-seeking groups by placing an emphasis on the recognition that equity is deserved. Equity-deserving groups include, but are not limited to, women, visible/racialized minorities, Indigenous peoples, persons with disabilities, and LGBTQ2S+ who are recognized as groups of people marginalized or constrained by existing structures and practices. Equity-deserving groups are those on the margins of our community, who feel or are made to feel that they do not belong or deserve equity as a right. They should not be given the burden of seeking it and they should not be made to feel that they get it as a privilege from the generosity of those who have the power to give it, and hence the power to take it back (Tettey, 2019).
(Read Professor Wisdom Tettey's University of Toronto Scarborough installation speech)

Intersectionality: An analytical lens which examines how institutions, social power, and opportunity structures shape, and are shaped by, privilege and disadvantage, and have a compounding impact on social identities at the intersections of, for example, race, gender, ability, sexuality, and class. “Intersectionality is a lens through which you can see where power comes [from] and collides, where it interlocks and intersects. It’s not simply that there’s a race problem here, a gender problem here, and a class or LGBTQ problem there. Many times that framework erases what happens to people who are subject to all of these things.” (Crenshaw, 1989; Crenshaw, 2017)

Source: UCalgary Pilot Plan: Equity, Diversity and Inclusion in Research and Teaching Awards

"The question"

Why Equity, Diversity and Inclusion in research?
And why **now**?

1986



Also 1986



Commission on Equality in Employment
264 Adelaide Street East
Toronto, Ontario M5A 1N1
(416) 369-4722
Judge Rosalie Silberman Abella
Commissioner

Equality in Employment: A Royal Commission Report

General Summary

MANDATE OF THE COMMISSION

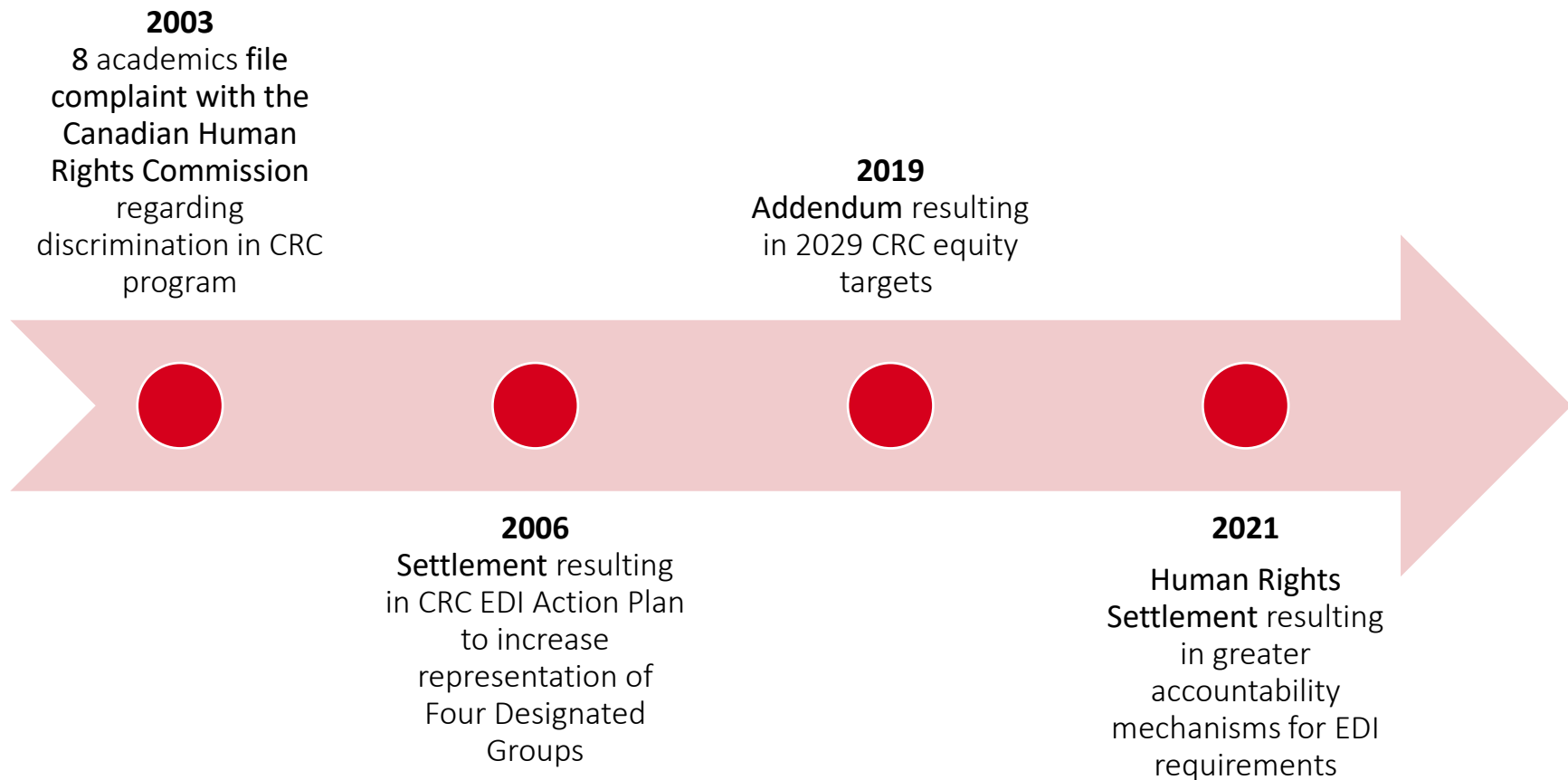
By the Terms of Reference of this Commission, Judge Rosalie Silberman

which these corporations had data, had been minimal over the five-year period studied. Women remain overwhelmingly concentrated in the lowest-paid occupations in every corporation. They hold few managerial or supervisory positions.

Source: Equality in Employment Act Commission Report

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History and Context: CRCP Human Rights Settlements



Source: Canada Research Chairs Equity, Diversity and Inclusion Requirements and Practices

Research on equity, diversity and inclusion in the research ecosystem

Evidence-Based Strategies for Improving Diversity and Inclusion in Undergraduate Research Labs

The Review of Higher Education

Race without Racism: How Higher Education Researchers Minimize Racist Institutional Norms

Shaun R. Harper
The Review of Higher Education
Johns Hopkins University Press
Volume 36, Number 1, Fall 2012 Supplement
pp. 9-29
10.1353/rhe.2012.0047


Article

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er education strive to support diversity and inclusion efforts as they recognize the benefits at the
duate, and faculty levels (Terenzini et al., 2001; Denson and Chang, 2009; Pascarella et al., 2014;

PLOS COMPUTATIONAL BIOLOGY

 OPEN ACCESS

EDITORIAL

Ten simple rules for building an antiracist

V. Bala Chaudhary , Asmeret Asefaw Berhe

Published: October 1, 2020 • <https://doi.org/10.1371/journal.pcbi.1008210>

PNAS
Proceedings of the
National Academy of Sciences
of the United States of America

Keyword, Auth

Home Articles Front Matter News Podcasts Authors

RESEARCH ARTICLE

The Diversity-Innovation Paradox in Science

Bas Hofstra, Vivek V. Kulkarni, Sebastian Munoz-Najar Galvez, Bryan He, Dan Jurafsky, and D..
[+ See all authors and affiliations](#)

PNAS April 28, 2020 117 (17): 9284-9291; first published April 14, 2020; <https://doi.org/10.1073/pnas.1915378117>
Edited by Peter S. Bearman, Columbia University, New York, NY, and approved March 16, 2020 (received for review

History and Context: Research on EDI

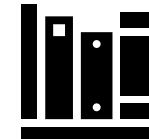
“Unconscious biases have a significant impact on the career trajectories of racialized and Indigenous scholars and women in the contemporary academy. The cumulative biases and structural barriers mapped along a spectrum or pipeline make visible the challenge for racialized and Indigenous faculty not only at the point of entry but, potentially, at every major stage of their academic careers.” (Henry et al., 2017)

Source: The Equity Myth (Henry et al., 2017)

Confluence of Law and Research



- Legal challenges to the CRC Program
- Human Rights settlements resulting in EDI Action Plan, increased measures for transparency and accountability



- Increasing evidence and research:
 - Strengths of diverse and inclusive teams, persistence of systemic barriers
 - Imperative for SGBA+ and intersectional approaches (where possible) for rigor, sophistication and applications
 - Relevance to Canadian context and under-represented and under-served groups

Tri-Agency Statement on Equity, Diversity, and Inclusion

Supporting equitable access to funding opportunities for all members of the research community



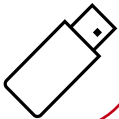
Promoting the integration of equity, diversity and inclusion-related considerations in research design and practices



Increasing equitable and inclusive participation in the research system, including on research teams



Collecting the data and conducting the analyses needed to include equity, diversity and inclusion considerations in decision-making

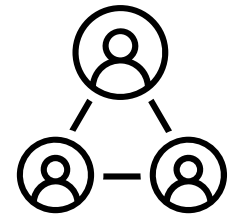


Why Equity, Diversity and Inclusion in research? And why **now**?

EDI does not compete
with or undermine
excellence, merit, or
quality



EDI ameliorates
barriers for
opportunities
and participation



EDI accounts for all
aspects of the
research

EDI in Tri-Council Funding



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EDI in Tri-Council Funding

- Equity, diversity, and inclusion in research excellence
- EDI in Tri-Council Funding
 - Individual grants and EDI criteria
 - Team grants and EDI criteria
- EDI in Research Design and Practice: start here
- Common issues to avoid: "The DON'TS"

Individual Grants: EDI in Competitions



NSERC Discovery, RTI, Alliance
Required within other
criteria

CIHR Project Grant
Required within other criteria

SSHRC Connection, PEG, Insight
& Insight Development Grants
Not required but encouraged

Tri-Council competitions and EDI criteria

Program	Requirement	Evaluation criteria
NSERC Discovery	Consideration of sex, gender & diversity in research design; outline EDI in past and planned training activities; commitment to recruit a diverse group of HQP	Merit of proposal Contribution to training HQP
NSERC Alliance	Specific, concrete practices to demonstrate EDI is supported in the training plan and recruitment	Training 25%
NSERC RTI	How EDI is included in the rationale of the team composition; how EDI is considered in the training of HQP	Feasibility and Impact 40% Training of HQP 20%
CIHR Project Grant	Is sex and/or gender considered in the research design, methods, analysis and interpretation, and/or dissemination of findings?	Feasibility – approaches and methods
SSHRC Connection PEG IDG/IG	Not at this time	No evaluation criteria currently but encouraged in research teams, design and practices

Team Grants: EDI in Competitions



Tri-Council competitions and EDI criteria

Programs	Requirement	Evaluation Criteria
New Frontiers in Research Fund (NFRF) programs	Proposed approach, including GBA+/SGBA when appropriate	Within Feasibility criterion
	Context; team composition and recruitment processes (including support for early career researchers); training and development opportunities; and inclusion	Dedicated section: Pass/Fail <i>Reinforce throughout</i>
	<i>Note: NFRF typically prohibits identifying info in select sections (e.g. identity characteristics of team members which are not relevant to the research)</i>	
Canada Foundation for Innovation Innovation Fund	Consideration of EDI in team composition; commitment to inclusive environment on team	Team composition
SSHRC Partnership stream • Partnership Grant	EDI in Research Design (intersectional, SGBA+, anti-racist, disaggregated data-driven approaches, analyses, etc.)	Challenge
	EDI in Research Practice (diversity in team composition, inclusive and equitable practices, etc.)	Challenge; Feasibility
NSERC CREATE	Where applicable, SGBA + and diversity in the research design in the proposal	None apparent
	Consideration of EDI in team composition	LOI: Excellence of team
	EDI in proposed management structure, EDI in recruitment, mentorship and fostering inclusive research and training environment	Full app: Excellence of team; Program mgmt & long-term sustainability
CIHR Health Research Training Platform (pilot in 2021)	Where applicable, SGBA + and diversity in the research design in the proposal	Excellence in training, in Innovation & mentorship, Organization & governance, Operations & sustainability
	EDI in proposed management structure, EDI in recruitment, mentorship and fostering inclusive research and training environment	

Common features in the EDI plans of successful applications

- EDI plans in successful applications are almost always personal and specific.
- Successful applicants identify gaps and common barriers in their fields.
- They list concrete examples of actions they have taken or will take for enhancing their personal understanding of EDI best practices.
- Some successful applicants acknowledge that their current team is not diverse, but they are working towards changing that by amending their hiring and retention practices.
- Increasingly strong EDI plans from ECR's

The Black Box of Adjudication

- *"Although a good EDI section likely won't determine whether or not a strong application is funded, a poorly written EDI section can cause a lot of damage"*
 - Wisdom offered by a seasoned faculty colleague who has sat on a tri-council adjudication committee.
- There is not a lot of feedback available on EDI sections from agencies.
- There is an opportunity to improve EDI sections and resubmit for some grants (like the rolling NSERC Alliance), but not for others (like NFRF, Discovery grants).
- We can build better guidelines for EDI sections as we continue to hear from faculty members who volunteer on evaluation groups and adjudication committees.
- So far there has been some leniency in evaluating EDI sections, but we expect this to change, especially as EDI becomes an integral part of progress reports in the future.

EDI in Research Design and Practice



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EDI in Research Design and Practice: start here

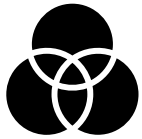
- Equity, diversity, and inclusion in research excellence
- EDI in Tri-Council Funding
- EDI in Research Design and Practice: start here
 - Starting blocks for research design
 - Starting blocks for research practice
- Common issues to avoid: "The DON'Ts"

Poll

Does your research program already have an EDI action plan, or a commitment to certain practices within design



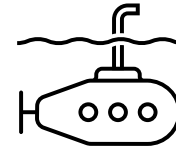
EDI in Research Design: Start Here



- Sex and Gender-Based analysis + (rationale if NO)
- Intersectional (Crenshaw)
- Critical theoretical and methodological approaches



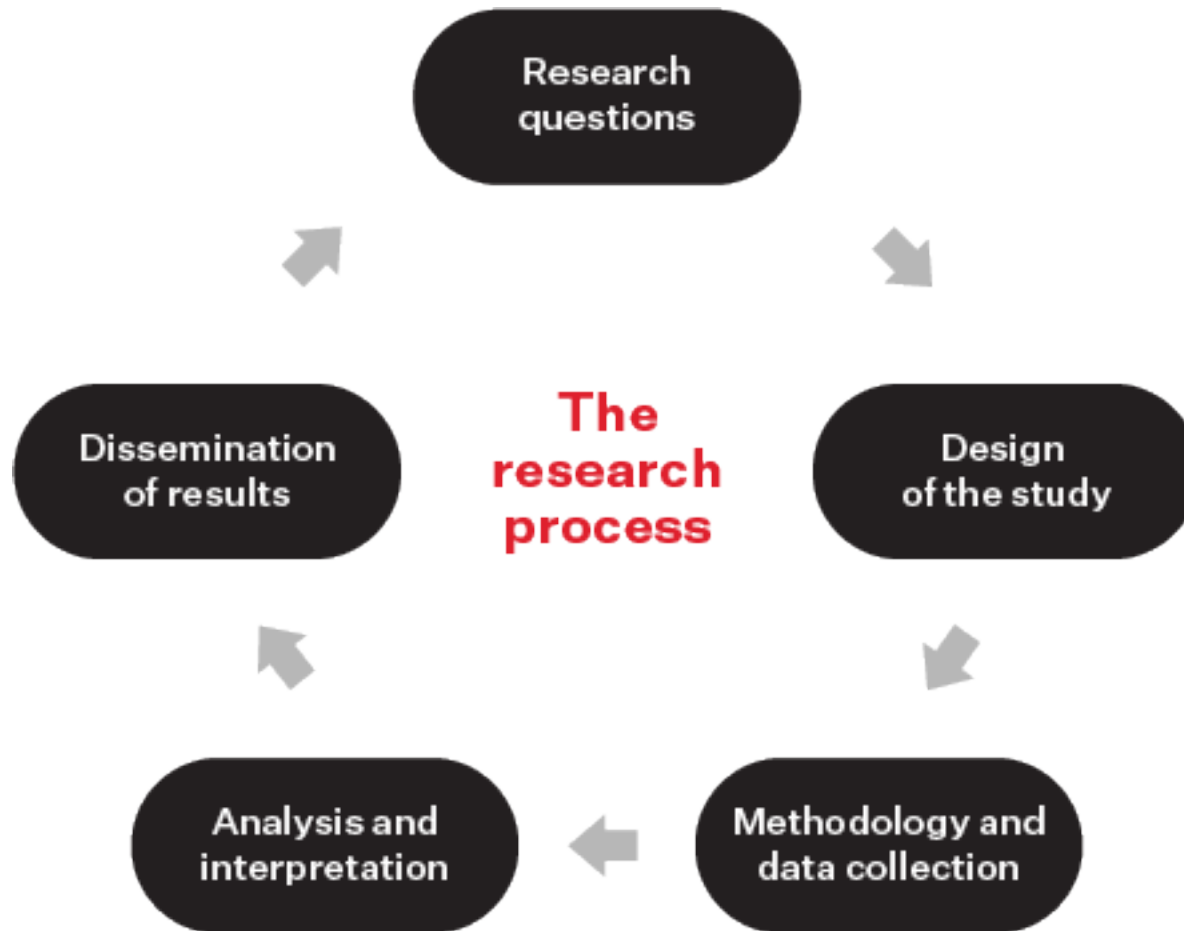
- Dis-aggregated data Collection
- Data Management Plan



- Knowledge engagement planning
- Traditional and non-traditional research outputs
- Community partnerships

Source: New Frontiers in Research Fund Best Practices in Equity, Diversity and Inclusion in Research

Equity, Diversity and Inclusion at each stage of the Research Process



NSERC: [Equity Diversity and Inclusion at Each Stage of the Research Process](#)

Poll

Do you have equity, diversity, and inclusion practices or a plan that informs your mentorship and training approaches?



A note about EDI Statements vs. EDI Plans

Statements: expressions of commitment, intention, investment in minimizing systemic barriers (in your CV, on your research webpage, recruitment materials, etc.)

I am committed to individual and group-level practices and policies that aim to address systemic barriers faced by members of equity-deserving groups in research practice and design. I strive for transparency and accountability in my actions and encourage the same for all members of my research group

Plans: may start with statements, but express those commitments, intentions, and investments through concrete and specific practices

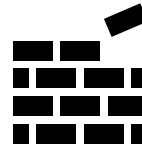
In recognition that many of our staff and trainees have caregiving or community responsibilities, we have sustained many remote and flexible working arrangement to accommodate child and elder-care responsibilities. We have also revised our funding standard to exceed the minimum requirement in recognition that we may not otherwise be able to recruit prospective students for whom financial barriers may otherwise prevent them from choosing advanced studies in this field. We also invite team members to reach out to us ahead of the field season for any needed supports related to childcare, the fasting month, or other important personal commitments.

EDI in Research Practice: context, challenges, actions



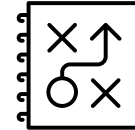
Analysis of your context and understanding systemic barriers

Self-assess: is the profile and are the norms of your discipline and institution disrupted or reproduced in your space?



Identify the education and skills that are needed

Commit to learning with your team about EDI in general, and the in-depth topics needed to support team members and research excellence



Create an action plan and practice, practice, practice

Implement practices in inclusion, decision-making, and mentorship that allow all members to fully participate, and ask for what they need

....And repeat!

EDI in Research Practice: Bringing learning to key zones of practice

Key areas for action and leadership

- Recruitment
- Mentorship
- Training environment

Substantive areas of learning (Examples)

- Foundational EDI
- Intercultural capacity building
- Anti-Racism
- Feminism
- Accessibility
- Decolonization

Resources and decision-making

- Committees (selection, admissions, supervisory, exam)
- Access to networks
- Issue resolution
- Platforms and visibility
- References

Features of strong EDI Plans

Specific, realistic, and responsive to the challenges stated in what they propose

- Example (weak/ambiguous): *we will encourage respectful and professional communication*
- Example (strong/specific): *Our team, while diverse, will be making efforts toward increasing inclusion. We will attend the “Inclusive Language in Diverse Environments” workshop offered by the Office of EDI by [specify date] and then follow up in our next team meeting on how we will introduce these practices into our group culture and discourse*

Results-oriented, practical in how they can be implemented and reported back

- Example (weak/undefined outcomes): *we will ensure that all team members feel encouraged and able to reach their full potential*
- Example (strong/measurable and transparent): *we will establish a dedicated space on the team website/board to advertise all opportunities for publications and conference participation and ensure that trainees are provided any needed support for child-care costs and meals. We will also give external visibility to the accomplishments and successes of team members.*

Don't do it all. Do it well (and do it to scale)

In our discipline, representation of equity-deserving groups begins to significantly taper at the graduate student level [cite research]. I am currently supervising two graduate trainees and serving on the supervisory committees of three other students in a program with an extremely diverse student population. In addition to taking a micro-aggressions workshop with my own students, I am will be revising my practice of reference letter writing, taking unconscious bias training. I hope to not only implement, but champion some of the practices gained in these workshops in committee and examination settings. I will also make efforts to ensure that diversity informs our decisions about future supervisory committees and access to my students' mentorship networks.

EDI in Research Design and Practice: start here

- Equity, diversity, and inclusion in research excellence
- EDI in Tri-Council Funding
- EDI in Research Design and Practice: start here
 - Starting concepts for research design
 - Starting concepts for research practice
- Common issues to avoid: "The DON'TS"

Common issues to avoid: "The DON'TS"

Don't engage in "demographic accounting" (i.e enumerate diversity) to describe your team

***DO NOT ASK YOUR TEAM MEMBERS FOR SELF-IDENTIFYING INFORMATION**

- Instead: understand the choices and biases that may be at play in how your team is currently composed, and focus instead of whether that diversity is resulting in greater breadth of perspectives in research discourse, and what practices are in place or needed to ensure that everyone can participate

Don't allot space to lengthy overtures or grand claims about your commitment to EDI

- Instead: demonstrate that you've researched and understood the profile of your discipline and institution and selected broad-based practices that are responsive to the challenges of your area(s)

Don't be vague or stray from stating the challenges

- Instead: teach the reader something about your research program and space, and the concrete, specific actions you're taking to address relevant barriers

Don't try to incorporate the maximum number of practices to craft a strong plan

- Instead: Focus on 2-3 well-justified practices per area (recruitment, mentorship/development, inclusion) that you are confident can be implemented, sustained, measured, and reported back

Don't reduce your discussion diversity to gender diversity only

- Instead: consider practices that augment the recruitment and inclusion (in the research, on your team) of racialized/visible minorities, people with disabilities, Indigenous peoples, members of LGBTQ2+, and the intersectional spaces therein.

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From the perspective of research administrators

- Teams and applicants who have given EDI planning due time, care, and practice are always able to bring stronger plans – give yourself time, co-create with your team
- Volunteer as a tri-council reviewer and share your insights to help with UCalgary grant success
- Take advantage of the opportunities for detailed reviews
 - Submit to the grants team for the detailed review deadline 2 weeks in advance of the sponsor deadline (or for institutional grants, follow Research Services deadlines)

Acknowledgments

- Dr. Kirsten Exall, Director, Institutional Programs Division, Office of Research Services
- Dr. Malinda Smith, Vice-Provost and Associate Vice-President Research (EDI)
- Office of Research Services – External Grants and Institutional Programs Division teams
- Strategic University Proposals and Platform Opportunity Review Team (SUPPORT) reviewers
- Research Facilitators and RSO colleagues providing Q&A expertise
 - Office of Research Services: Chris Roy, Erin O'Toole
 - Cumming School of Medicine/CIHR: Jenna Slobozian, Clint Westgard
 - Faculty of Arts/SSHRC: Kinga Olszewska

University of Calgary Resources

Faculty Research Facilitator or Team

Office of Research Services

[Indigenous Research Support Team](#)

[Knowledge Engagement Team](#)

EDI Advisor (jdixit@ucalgary.ca)

Office of Equity, Diversity, and Inclusion

[EDI Dashboard](#)

[EDI Workshops](#)

[Glossary of Terms](#)

[Ucalgary Dimensions pilot](#) page (links to excellent resources)

Taylor Institute for Teaching and Learning

[Equity, Diversity and Inclusion](#) (Resources and learning)

Other

[UCalgary Pilot Plan: Equity, Diversity and Inclusion in Research and Teaching Awards](#)

Tri-Council Resources on EDI in Research Design and Practice

[Canada Research Coordinating Committee – Strengthening equity, diversity and inclusion in Research](#)

[Tri-Agency Action Plan for EDI in Research \(2018-2025\)](#)

[CIHR: Impacts of integrating sex and gender into research](#)

[NSERC: Equity, Diversity and Inclusion at Each Stage of the Research Process](#)

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

[NFRF: Best Practices in Equity, Diversity and Inclusion in Research](#)

[SSHRC: Guide to Addressing Equity, Diversity and Inclusion Considerations in Partnership Grant Applications](#)

[Canada Research Chairs – Guidelines and Best Practices for Reference Letter Writers](#)

Indigenous Research

Tri-Council Resources

[Canada Research Coordinating Committee – Setting new directions to support Indigenous research and research training in Canada 2019-2022](#)

[CIHR – Background context on Indigenous Health Research](#)

[CIHR – Research involving First Nations, Inuit, and Metis Peoples of Canada](#)

[CIHR – Covid-19 and Indigenous Health Research](#)

[SSHRC – Guidelines for the Merit Review of Indigenous Research](#)

[CCIF Guide for research involving Indigenous Peoples and communities](#)

University of Calgary Resources

[Indigenous Research Support Team](#)

References

Defining Important Terms

[Dr. Wisdom Tetty, Installation Address \(University of Toronto – Scarborough\) 2019](#)

The Equity Myth: Racialization and Indigeneity at Canadian Universities
(Henry et al., 2017)

History and Context for Equity, Diversity and Inclusion in Research

[Equity Employment Act](#) and [Federal Contractors Program](#)

[Canada Research Chairs Program](#) (including links to Human Rights settlements)

[Open Letter to University Presidents from Canada Research Chairs Program \(2018\)](#)

[The Matilda Effect \(CAUT 2019\)](#)

References (cont'd)

Edi in Research Design: Intersectionality and Sex and Gender Based Analysis +

Better science with sex and gender: facilitating the use of a sex and gender-based analysis in health research

Intersectionality in quantitative research: a systematic review of emergence, application, and methods

Toward a field of intersectionality studies: theory, applications, and praxis

EDI in Research Practice

The diversity-innovation paradox in science

Ten simple rules of building an anti-racist lab

Accessible science laboratories

Increasing the accessibility of science for all students

EDI in Higher Education and Research (includes an EDI self-assessment toolkit)