Equity, Diversity, and Inclusion (EDI) Considerations

New Frontiers Research Fund (NFRF) Competition:

For the NFRF competition, the EDI section of the proposed research project is evaluated on a pass/fail selection criteria. If the proposal does not adequately address EDI, the application will be rejected. The nominated principal investigator (NPI) and team are expected to address EDI in the following section:

Proposed Research Project (directly from the NFRF webpage):

Equity, Diversity and Inclusion (¾ page): Describe concrete measures that address each of these three key areas:

- **Team composition and training activities**: Outline measures and safeguards that will be implemented to ensure that equity, diversity and inclusion principles are key considerations in the composition and management of the research group and training activities.

- **Recruitment processes**: What safeguards will be put in place to ensure the recruitment of additional team members (faculty, postdoctoral fellows, graduate students, etc.) is open and transparent and aligned with best practices (e.g. minimizing barriers and mitigating against unconscious bias)?

- **Inclusion**: What measures will be put in place to ensure team members from underrepresented groups are supported and integrated into the team?

Considerations for Tangibly Incorporating EDI into Your NFRF Proposed Research Project:

**Team composition and training activities**: The following resources can help when forming and maintaining dynamics within your team and student training environment:

- **Queen’s Human Rights and Equity Office** has extensive resources and training opportunities to strengthen teamwork and training deliverables. The “Equity, Diversity, and Anti-Racism” page synthesizes institutional policies and training opportunities related to EDI. Some examples on how to incorporate EDI in your team/training:
  - Propose a 2-year equity training plan for your team to participate in 2-3 training and/or workshop sessions each year;
  - Consider who in your team might benefit from the “From Diversity to Inclusion in the Workplace” certificate program, which educates participants on inclusive leadership in the workplace.

- If your department is actively engaged with The Diversity and Equity Self-Assessment and Planning (DEAP) tool, consider committing to a recruitment and hiring practice that follows the principals already in place within your unit.

- Attend sessions offered by the Queen’s Human Resources Learning Catalogue: Several sessions under the “Diversity, Intercultural, and International”, “Personal and Interpersonal Development”, and “Communication Skills” can enhance interpersonal skills of team members and aid in team functioning. Some examples of outcomes from sessions could be:
  - Ensuring meaningful communication and mutual decision making within your research group and with relevant stakeholders;

Do you know of additional Equity, Diversity, and Inclusion resources? With your assistance we will continue to improve our EDI communications.

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- A commitment to defining and agreeing to roles/responsibilities in a lab and at the onset of a project;
- Keeping regular contact and meetings to keep channels of communication open at a time and place that works for each person;
- Determining a mutually-agreed upon dispute resolution processes.

- Encourage your trainees to participate in professional development and work/life balance sessions hosted by the School of Graduate Studies (SGS), including Habitat & Expanding Horizons workshop series. Be active in acknowledging that each person achieves balance in different ways (and in ways that may differ from your own lived experience).
- Consider completing and sharing what you learn from the Canada Research Chairs Unconscious Bias Training Module, which addresses understanding and how to avoid unconscious bias in peer review though an interactive online tutorial (takes approximately 30 minutes to complete).

**Recruitment Processes:** Several Queen’s and Tri-Agency resources are available to aid in the recruitment process and retention of team members and trainees:

- Consider using and/or developing a recruitment communication strategy that ensures potential trainees are aware of the resources that are here to support them. As a team leader, educate yourself on the resources that exist on campus and that may be beneficial supports to you and your team:
  - The Inclusive Queen’s website hosts resources for Cultural Supports, Wellness, and Mature Students and Families, as well for students, staff, and faculty. These resources may provide support for trainees with distinct needs.
  - The Ban Righ Centre, Queen’s Women’s Network (QWN), and Queen’s WiSE provide support for female students, while the Queer Positive Space offers several resources for member of the LGTBQ+ community.
  - Encourage students to access services on campus geared towards Indigenous Supports, such as Four Directions Indigenous Student Centre, Queen’s Native Students Association, or Aboriginal Access to Engineering. Promote the Aboriginal Cultural Safety Training to colleagues, and host a workshop in your lab for all trainees and staff to participate.
- Re-consider lab practices and policies to maintain an environment of equity and fairness where everyone can work, learn, and participate. Some examples could include:
  - Offering flexible work hours to accommodate people with children, aging parents, or other dependents. Queen’s University Child Friendly Campus (QUFC) initiative offers space on campus to breastfeed, as well as a centralized list of services for parents both on and off campus;
  - Providing financial support to attend conferences to support students from all socioeconomic backgrounds and current situations;
  - Arranging honoraria/stipends for community members to support their participation;
  - Create a formal/informal mentorship program for new/international trainees. See the Queen’s University International Centre (QUIC) for additional guidance on support for international students.

**Inclusion:** Interacting with people with diverse backgrounds, beliefs, and values can raise a group’s intercultural competence. Queen’s provides useful resources to help aid in creating an inclusive environment for research and education.

- The Queen’s Inclusive Language and Educational Equity guides can help you navigate the appropriate language to use in research and writing. Set the example in your lab by using inclusive, unbiased, and ungendered language to create a positive work environment for team members.
- Queen’s Accessibility Hub How-to Info provides useful resources for building an accessible campus community. When preparing any events, meetings, or documents, consider the needs of others and take reasonable steps to accommodate those with different needs.
- Provide (and budget for) translation services, if and when needed.
- Encourage all staff and trainees to complete AODA (Accessibility for Ontarians with Disabilities Act (2005)) and Unconscious Bias Training. These online modules are available through the Queen’s Equity Office, and are already required for all new employees at Queen’s. Please check with your unit for details on how this process is managed internally.

**Additional recommended readings for addressing EDI for the NFRF competition:**

1) NSERC’s statement on EDI in Natural Science and Engineering
2) NSERC’s Guide for Applicants: Considering EDI in your application
   - An excellent resource for researchers in any discipline. See “Definitions” (page 1), and “Key Questions” (starting on page 3). This resource also addresses sex and gender in research (see Q5-8).
3) CIHR’s appropriate integration of sex and gender in research
4) CIHR Equity Strategy

More information is available on our URS website: NFRF and Frequently Asked Questions. Should you have any questions, contact your discipline-specific project advisor for more information.