

Equity, Diversity and Inclusion and Indigeneity (EDI) Considerations in your Discovery Grant application

Part 1: Overview of EDI considerations in your Discovery Grant application section-by-section:

A. Most Significant Contributions to Research:

- Regarding your impact: *"Impact can be seen as, but is not limited to, advancing knowledge, developing technology, addressing socio-economic or environmental needs, or **contributing to increased equity, diversity and inclusion in research.**"*
- Note: The target, here, is your past action(s), and specifically how you have contributed to advancing equity, diversity, inclusion and accessibility in the research ecosystem.

B. Proposal:

- In the Methodology sub-section, if/as appropriate for your research theme: *"The inclusion of sex (biological), gender (socio-cultural) and diversity considerations in **research design** makes research more ethically sound, rigorous and useful. Describe the rationale for including sex, gender and diversity considerations, and how these aspects will be addressed in the research design, **if applicable.**"*
- For more information on how to embed EDI considerations at each or any stage of the research process (EDI in research design) please refer to this [NSERC Guide](#).
- Note: While HQP recruitment and training affect all researchers, sex/gender/diversity considerations will likely affect only those researchers for whom this is a research design issue.

C. HQP Training Plan:

- In the Training Philosophy sub-section: *"Describe qualitatively any **challenges or barriers encountered** in ensuring an inclusive research and training environment. The barriers are specific to the context of your program of research and can relate to the field of research (e.g., extended periods of travel, field work requirement or others) or aspects related to the institution (e.g., geographic region in Canada, urban centre or remote location, department size, type of degrees granted or others). Describe the **planned approach to promoting participation from a diverse group** of HQP, taking into account equity and inclusion in **recruitment practices, mentorship approaches and initiatives aimed at ensuring an inclusive research and training environment** and trainee growth. You are expected to increase the inclusion and advancement of under-represented and disadvantaged groups in the natural sciences and engineering as one way to enhance excellence in research and training. An inclusive research training environment exists where all people are respected and have access to the same opportunities, and where each individual—including those from under-represented and disadvantaged groups—can reach their full potential, unimpeded by inequitable practices. A commitment from all researchers to **implement specific actions that acknowledge and address barriers to participation** (e.g., physical, procedural, visible, invisible, unintentional) is required to increase access to the largest pool of qualified potential participants and the overall excellence of research, across all natural sciences and engineering disciplines."*
- Note the dual nature of this description, as it is both past-looking ("barriers encountered") and forward-looking ("planned approach").

D. Past Contributions to Training of HQP:

- In the Training Environment sub-section, specifically: *"Describe the research training and development opportunities provided for HQP (e.g., science outreach and engagement, interdisciplinary research, **promoting EDI in the NSE**, collaborations, interaction with the private and public sectors). Describe qualitatively any **challenges or barriers encountered** in ensuring an inclusive research and training environment. Describe **specific actions** implemented to support equity and inclusion in **recruitment practices,***

mentorship approaches, and initiatives aimed at ensuring an inclusive research and training environment and trainee growth (if applicable)."

- Trainee demographic data **is not requested** or required to assess impacts resulting from consideration of equity, diversity and inclusion in the research and training environment.

Note: We used **green font** to highlight key action items, and **bold** to emphasize direct Merit Indicator linkages.

Part 2: Suggestions for content to consider

A. Most Significant Contributions to Research = Merit Indicator "Excellence of the Researcher":

- As evidence of stature in your field, has your work promoted the inclusion and advancement of under-represented and disadvantaged groups in research? Examples may include support for traditional knowledge or Indigenous ways of knowing, including cultural practices, in the NSE context, fostering inclusion through increasing equitable access to infrastructure/facilities, benefits from the findings and/or product developed for equity deserving groups, etc.

B. Proposal:

- Have you addressed aspects of sex (biological), gender (socio-cultural) and diversity in your research design (if applicable)? Can you collect data that incorporates perspectives of different demographic groups (e.g., gender diverse people, immigrants, persons with disabilities)? How will individuals with different and intersecting social identities (e.g., race, sexuality, class, religion, age) experience the results of your research? How will you ensure that your knowledge dissemination efforts reach diverse audiences?

C. HQP Training Plan

- **Merit Indicator: "Challenges related to EDI specific to *institution* and *field of research* are *clearly described*"**
 - Existing Data/information: What are the current institutional and/or disciplinary challenges, if known? What are the consequences of those challenges? What are the opportunities for creating meaningful change, starting with your own team?
 - If your department has actively engaged with The Queen's Diversity and Equity Self-Assessment and Planning ([DEAP](#)) tool, consider committing to a recruitment and hiring practice that follows the principles in place within your unit.
 - Has your professional association or association for your academic discipline conducted surveys about EDI? Check their websites for surveys and publicly available data.
 - It is likely that EDI has been discussed in one or more conference sessions in your field of research, and those sessions might have included discussion of EDI-related challenges in your discipline. They may also identify disciplinary goals related to EDI.
 - Identifying challenges on your own: Help to identify and mitigate potential challenges within your research, team, and institution:
 - The VPR Portfolio developed an [EDI in Research Practice Action Plan Workbook](#) with questions and resources that can help you identify the barriers and develop a mitigation plan.
 - The [Inclusive Queen's](#) website provides a holistic perspective of resources/groups across campus (including those pertaining to [equity, diversity & anti-racism](#); [gender & sexuality](#); [accessibility](#); and [Indigenous supports](#)).
- **Merit Indicator: "Specific actions to support the *recruitment* of a diverse group of HQP and an *inclusive research training environment* are *clearly defined*."**
 - These are 'forward-looking' in consideration of your plan to create an inclusive research-training environment and team, and the specific actions you will undertake according to this plan.
 - Recruitment-related considerations:

- Measures to ensure that there is a **large diversity in your candidate pool**:
 - Ensure that postings are disseminated broadly, such as through: professional organizations (e.g., scientific societies), targeted job listservs for equity deserving groups, resources for trainees such as the Queen’s [Women in Science & Engineering](#) group and external organizations, e.g., the [National Educational Association of Disabled Students](#).
 - Use non-gendered, inclusive and unbiased language in the job posting, and on your website: Refer to the Queen’s HR guide for advertising positions; CRC Best Practice Guide for Recruitment, Hiring, & Retention; Queen’s Inclusive Language guide.
- Ensure your hiring process meets **best practices**:
 - Refer to the Queen’s HR guide on [interview best practices](#).
 - See the [Canada Research Chair Best Practice Guide for Recruitment, Hiring, & Retention](#) – it has sections on hiring committees, interviews, and hiring decisions.
- Inclusive research and training environment considerations:
 - Possible actions relating to **Training for you and your team**:
 - Commit to developing your knowledge of EDI and/or provide training to your team so that they understand why EDI is important.
 - The [Inclusive Queen’s](#) website lists many [training opportunities](#) across campus related to inclusion & anti-racism, intercultural awareness, cultural safety, and employment equity.
 - Be aware of your own biases; take an [Implicit Association Test](#) offered through [Project Implicit](#) or the [GBA+ course](#).
 - Encourage team members to participate in EDI training.
 - Encourage all team members to complete the Access Forward: Training for an Accessible Ontario training available on the [Queen’s Human Rights and Equity Office website](#).
 - Consider designating a senior team member as an “EDI Champion” and empower them to provide guidance on how to take EDI into account in planning, promote training/resources, and the value of EDI in research.
 - Possible actions relating to the **Management of your Research Team**:
 - Learn about, and implement, institutional accommodation practices:
 - [The Queen’s policy](#) on accommodation of disabilities in the workplace and employment equity
 - Learn and share information on Queen’s [Wellness and Accessibility](#) services
 - Ensure that inclusion of all team members is a proactive consideration in how the team is managed on a day-to-day basis and that leaders demonstrate a good example in their language, attitudes, and practices.
 - Use the [multi-faith calendar](#) to avoid potential conflicts when scheduling important team events.
 - Consider offering flexible work hours to accommodate people with children, aging parents, or other dependents. Queen’s University [Child Friendly Campus](#) (QUCFC) initiative offers space on campus to breastfeed, as well as a centralized list of services for parents both on and off campus. Does your research group/lab have a mission statement, vision, strategic goals, value statements, or operations plan that includes EDI?

- Be aware of and promote various stakeholder organizations/units that support underrepresented groups and share appropriate resources with all team members.
 - The [Inclusive Queen's](#) website hosts resources for [Accessibility](#), [Cultural Supports](#), [Faith & Spirituality](#), [Gender & Sexuality](#), [Wellness](#), and [Mature Students and Families](#).
 - The [Ban Righ Centre](#), [Queen's Women's Network \(QWN\)](#), [Queen's Women in Applied Science and Engineering \(Q-WASE\)](#), [Women in Science at Queen's \(WiSQ\)](#), [Queen's WiSE](#), [Queen's University Scientista](#), and [Queen's Women in Computing \(QWiC\)](#) provide support for female faculty and students.
 - [Queen's Black Faculty and Staff Caucus](#) promotes a greater sense of community, advocates progress, and maintains ongoing support for all Black faculty and staff at Queen's.
 - There are several [Employee Resource Groups](#) at Queen's that provide support to members of equity deserving groups.
 - Encourage students to access services on campus geared towards [Indigenous Supports](#), such as [Four Directions Indigenous Student Centre](#), [Queen's Native Students Association](#), and [STEM Indigenous Academics](#)
- Possible actions relating to **Mentorship of HQP**:
 - Develop a mentoring plan to identify mentorship activities, ensure that all team members have access to mentorship from senior investigators, and that all team members do an equal share of mentoring
 - Consider developing a mentorship plan that includes both formal and informal mentorship activities. You may want to consider developing a mentorship agreement.
 - If appropriate, connect your trainees with groups that offer additional mentorship opportunities (e.g., the [Queen's Women's Network](#), [EngiQueers Canada](#), [Canadian Black Scientists Network](#) etc.) and/or register with these or other groups as a mentor.
 - Follow the useful suggestions for mentoring in the [WWEST: 101 White Papers](#)

D. Past Contributions to Training of HQP:

- Merit Indicator: *"Past training is at the highest level in terms of the **research training environment** provided and HQP contributions to research"*.
 - Similar considerations apply to this section as in your 'forward-looking' HQP Training Plan but considered from a 'looking at your past' context. You might consider your actions across all four of the sub-components listed above:
 - Recruitment
 - Training
 - Management
 - Mentorship

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