Queen’s University Research Services
NSERC: Discovery Grants

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:
   o 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.”
   o Note: The target, here, is your past action(s), and specifically how you have contributed to the promotion of EDI in the research enterprise.

B. Proposal:
   o In the Methodology sub-section, but only 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.”
   o 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:
   a. In the Training Philosophy sub-section: “Describe qualitatively any challenges or barriers encountered in ensuring an inclusive research and training environment. 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.”
   b. 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:
   a. 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).”

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?

B. Proposal:

- Have you addressed aspects of sex (biological), gender (socio-cultural) and diversity in your research design (if applicable)?

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?
    - 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.
    - 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:
    - Conduct a holistic assessment of potential systematic 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 seeking groups, resources for trainees such as the Queen’s Women in Science & Engineering group.
      - 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, Aboriginal 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 AccessForward: 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
    • Have you created a Code Of Conduct for your Research Team and/or Laboratory? Does it specify inclusive principles and expectations?

• 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), Women in Science at Queen’s (WiSQ), and Queen’s WiSE provide support for female faculty and students.
  • Encourage students to access services on campus geared towards Indigenous Supports, such as Four Directions Indigenous Student Centre, Queen’s Native Students Association, and Aboriginal Access to Engineering program.

• 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 (example from the Dept. of Medicine).
    • The Department of Medicine Mentorship Program page also has “dos & don’ts” for mentee/mentor relationships.
    • If appropriate, connect your trainees with groups that offer additional mentorship opportunities (e.g., the Queen’s Women’s Network, EngiQueers Canada, etc.) and/or register with these or other groups as a mentor.
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