Webinar 2 – Developing Inclusive Research Teams

Breakout Group – Discussion Questions

1. What policies and practices do you have in place to foster belonging and inclusion among your team members?
2. What are the kinds of professional development opportunities available to your research team beyond academic and professional conferences?

How can HREO and HR Help in during the Hiring and Recruitment Processes?

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<th>I need help with…</th>
<th>Who can help me?</th>
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<tr>
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<td>Human Rights and Equity Office (HREO)</td>
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<td>Equity-related training for recruitment</td>
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<td>Equity-related language for my job posting</td>
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<tr>
<td>DEAP Tool</td>
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<td>EDI data for my departmental unit (with assistance of Department Head*)</td>
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<td>Expanding promotion of my job posting to different websites and targeted sources</td>
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* To request EDI data, please utilize the Data Request Form.

Sample interview questions for assessing experience with EDI and alternative ways of knowing

1. What is your approach to understanding the perspectives of your colleagues from different backgrounds and experiences?
2. Can you give me an understanding of how you approach problem-solving, generally?
3. Can you tell me what steps you take to manage, if not to eliminate, bias from your research approach?
4. Can you tell me about a time when you were an advocate for diversity and inclusion in the workplace?
5. What do you consider to be the biggest challenges and opportunities of working in a diverse environment?
6. What are the ways that you have contributed to building a sense of belonging among your team members?
How to show that you are building inclusive teams when writing grant applications

- Include team members at different stages of their careers.
- Indicate the inclusive policies of your team and how they align with those of your department, of the university, and of the funder.
- Mention graduate students that you carry through over the course of the project, offering them opportunities for professional development, a supportive environment to publish, etc.
- Include one post-doctoral scholar who will receive experience in (a) the training and supervision of graduate students, (b) publishing joint research, and (c) preparing for the job market in academia, industry, or other occupations.
- Avoid tokenism and instead show the diversity of your team's skills, experiences, self-identified identities, that enhance different aspects of the project and the team's activities.
- Organize the explanation about your inclusive team dynamic in terms of recruitment practices and sources; retention practices, policies, and activities; and relationship building work, including professional development opportunities for HQP in EDI and other skills.
- Create an EDI action plan, describe it, and share how you will be benchmarking the process.

Queen's has several workplace policies and guidelines in place to facilitate inclusion

- Guidelines for collecting information on sex and gender [PDF, 710KB]
- Harassment/Discrimination Complaint Policy and Procedure
- Office of Indigenous Initiatives Cultural Safety Training
- Policy on Sexual Violence Involving Queen's University Students
- Queen’s Employment Equity Plan [PDF, 645KB]
- Queen's University Equity Appointments Process (QEAP) Tool
- Queen’s Diversity and Equity Assessment and Planning (DEAP) Tool

The following documents also include recommendations for EDI in research

- Principal's Implementation Committee on Racism, Diversity, and Inclusion (PICRDI) Report
- “Extending the Rafters” Truth and Reconciliation Commission Report [PDF, 4170KB]
- Scarborough Charter

Faculty EDI plans and strategies – reach out to your own faculty for more information.

- Faculty of Health Sciences
  - Dean's Action Table on Equity, Diversity and Inclusion
  - Giselle Valarezo, EDI Project Manager
- Faculty of Arts and Science
  - Elliot Chapple, Director, Equity, Diversity, Inclusion, and Indigenization (EDII)
- Faculty of Engineering and Applied Science
  - Christa Camirand, HR Manager
- Smith School of Business
Customizing a Professional Development Plan for Researchers at Different Career Stages

Early Career Researcher (ECR)
- Foster growth mindset; develop professional network; enhance cultural competencies; build connections among your peers.

Mid-Stage Career Researcher
- Expand growth mindset and personal commitment in leading change; develop mentoring and sponsorship opportunities; network with leaders.
- Recognize your key milestones or benchmarks for career fulfilment.

Late-Stage Career Researcher
- Expand and sustain growth mindset; exercise strategic leadership to promote inclusive practices; strengthen legacy by developing leaders among ECRs
- Build connections and share stories to transfer your endorsements across generations.

Access Professional Development/Training on EDII at Queen’s through HREO
We encourage you to scan the list of training modules available on the HREO education web platform to expand your professional development in EDII

https://www.queensu.ca/hreo/education/equity-diversity-and-inclusion-research-modules

TED Talk for a good story about hiring for talent AND for diversity:
https://www.ted.com/talks/mellody_hobson_color_blind_or_color_brave?language=en

Visit the Queen’s Accessibility Hub for more information about including persons with disabilities at Queen’s:
https://www.queensu.ca/accessibility/

For more information about Queen’s Employment Resource Groups:
https://www.queensu.ca/inclusive/initiatives/employee-resource-groups