Equity, Diversity and Inclusion

When addressing EDI in your grant applications, aim to demonstrate an awareness of inequities and barriers facing underrepresented groups and a commitment to eliminating these. You can acknowledge your successes and any inequalities in your faculty, department or research group/lab and show, specifically, what is being done at each level, including at the institutional level, to address barriers in order to improve EDI.

Below is a list of policies and resources that may help you to address EDI, particularly in your HQP (Highly Trained Personnel) training plan and philosophy.

NOTE: Where appropriate, include sex- and gender-based (SGBA/GBA+) analyses in your research plan.
[IGH Online Training Modules: Integrating Sex and Gender in Health Research](#)
[What is GBA+?](#) / [GBA+ Course](#)

NSERC

Statement on EDI:
http://www.nserc-crsng.gc.ca/NSERC-CRSNG/Policies-Politiques/Wpolicy-Fpolitique_eng.asp

NSERC recognizes that challenges remain in achieving the full participation of equity-seeking groups (including women, visible minorities, Indigenous peoples, people with diverse gender identities and people with disabilities)
EDI strengthens the quality, social relevance and impact of research
EDI practices increase access to the largest pool of qualified potential participants
NSERC is committed to implementing policies, processes & initiatives to identify and mitigate barriers and biases

EDI Framework:
http://www.nserc-crsng.gc.ca/NSERC-CRSNG/EDI-EDI/framework_cadre-de-reference_eng.asp

*NSERC **encourages applicants to explain their process** of identifying, recruiting and selecting research personnel based on equity and diversity best practices as one means to enhance excellence in research, training and outreach.*

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

NSERC Discovery Grants Program Instructions for Completing an Application
http://www.nserc-crsng.gc.ca/ResearchPortal-PortailDeRecherche/Instructions-Instructions/DG-SD_eng.asp
The guidelines request descriptions of any considerations given to EDI in HQP Training Philosophy, Training Environment, and any EDI considerations in Additional Information on Contributions.

Describing EDI challenges and actions is also now required in the **DG Merit Indicators chart**:
http://www.nserc-crsng.gc.ca/_doc/Professors-Professeurs/DG_Merit_Indicators_eng.pdf

The NSERC guide, under HQP Training Plan, specifically states:
*"**Important**: 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.*

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In other words, you do not need to give a specific accounting of the individuals in your lab – privacy should be protected – but you can describe your research group/lab as:

> "diverse"
> "includes international students, visible minorities, individuals with disabilities"
> "gender-balanced"

If your group is not representative, you can say so and describe what you will do to address that.

> "I value diversity and actively recruit students by broadly advertising student positions (be specific about where/how)"
> "To ensure the inclusion and engagement of all HQP, I will make them aware of, and encourage them to use, the many services and programs MUN has to offer such as…."

NFRF

NFRF considers EDI in their evaluation criteria (as an independent Pass/Fail criterion).

"…applicants are required to consider the type of research environment they will establish, as research leaders who are responsible for leading, training and mentoring their team members, according to: (A) team composition and recruitment processes; (B) training and development opportunities; and (C) inclusion. For each area, teams must identify a minimum of one concrete practice they will put in place to address one or more systemic barriers."

Important: "***Do not** provide information about the composition of the research team in a way that can identify any of its team members' personal information (e.g., Dr. X identifies as a member of a visible minority)…Information that identifies the personal information (self-identity information) of any of the team members may result in the application being withdrawn from the competition."*

Best Practices in Equity, Diversity and Inclusion in Research
https://www.sshrc-crsh.gc.ca/funding-financement/nfrf-fnfr/edi-eng.aspx

Provides an overview of EDI considerations in research, and questions to consider/examples of best practices for the following aspects of EDI in research: Team composition and recruitment, Training and development opportunities, and Inclusion. Also provides an overview of research design (GBA+/SGBA considerations).

The examples provided can be helpful for applicants to other funding programs (e.g. NSERC Discovery Grants)

Graduate/Postdoctoral Awards

Many award applications, including NSERC, CIHR, and Vanier, require an explanation of SGBA/GBA+ considerations in the proposed research. Exact format varies between awards (may be a separate section, or incorporation throughout the proposal), but generally looks for:

Ensure/indicate/describe how diversity considerations are incorporated (research design, methods, analysis and interpretation, and/or dissemination of findings), OR explain why diversity considerations are not relevant to the proposed research.

Equity, Diversity and Inclusion

Resources at Memorial

Memorial has many policies and programs aimed at recruiting, engaging and enhancing the success of all students, including underrepresented groups.

Ensuring you and your students/HQP are aware of and avail of Memorial services and programs can go a long way to increasing engagement and decreasing barriers.

Dimensions: Memorial is a signatory to this new federal pilot program that aims to make university research more inclusive. ***Dimensions: Equity, Diversity and Inclusion Canada*** is inspired by the United Kingdom's internationally-recognized Athena SWAN program. The program's goal is to address systemic barriers, particularly those experienced by members of underrepresented or disadvantaged groups, including, but not limited to, women, Indigenous Peoples, persons with disabilities, members of visible minority/racialized groups and members of LGBTQ2+ communities.

CRC Program EDI Action Plan: All institutions with five or more chair allocations are required to develop an EDI action plan. This plan will guide their efforts in sustaining the participation of and/or addressing the underrepresentation of individuals from the four designated groups among their chair allocations. The plan must include impactful EDI objectives that will enable swift progress towards addressing the disadvantages currently experienced by individuals from the four designated groups in accessing and benefiting from the program.

Memorial's EDI in Employment Policy and **Employment Equity and Diversity Plan**: The EDI Policy was approved by the Board of Regents in 2016. Its two main objectives are to recognize, prevent and eliminate disadvantage or discrimination and to create and maintain a culture that supports an inclusive and welcoming workplace. The Plan has five core components: promoting a culture of respect in the workplace, identifying leadership responsibilities, developing programs that are responsive to Memorial's needs and address underrepresentation, removing barriers to employment and advancement, and monitoring and accountability

Search for a Vice-Provost, EDI: Memorial is seeking an individual as its first Vice-Provost, EDI. The Vice-Provost, EDI, is a senior leader responsible for the execution of Memorial's goals and objectives for equity, diversity, and inclusion as articulated in its various frameworks, including the Strategic Frameworks for Indigenization, Teaching & Learning, Research, and Public Engagement, and will take the lead in making or maintaining university-wide institutional changes that are fully inclusive and open otherwise limited access to equity-seeking groups, while enabling full engagement.

Student Life:
"Student Life fosters a holistic learning environment that maximizes the potential of each student through innovative learning experiences that empower all students to flourish."

Equity, Diversity and Inclusion

Student Life Units
Accessibility Services (The Blundon Centre) To provide and coordinate programs and services that enable students with disabilities to maximize their educational potential and to increase awareness of inclusive values among all members of the university community.
Career Development Office Employment can provide invaluable skill development, boost career transition and reduce financial barriers for all students. The Centre offers special services to international students and students with disabilities.

Student Experience Office Provides transition supports, leadership development and community engagement learning opportunities.
Student Support Office Provides supports, crisis management, and educational programs that promote health and well-being, spiritual development, personal growth and academic thriving.
University Chaplaincy Serves students of all faiths.

School of Graduate Studies:
Diversity and Inclusion: SGS has "developed both a diversity statement and a committee on diversity that reflect 1) our belief that different backgrounds and views are critical to achieving personal and academic excellence and leading societal change, and 2) our commitment to eliminating barriers and fostering opportunities to students and scholars from all backgrounds."

EDGE program provides programs and training to enhance graduate student development, including:
- **Equity, Diversity and Inclusion (EDI)**
- **Entrepreneurship Training Program (ETP)**
- **Professional Skills Development Program for International Students (PSDP)**
- **Public Scholar Program (PSP)**
- **Teaching Assistant Training Program (TATP)**
- **Teaching Skills Enhancement Program (TSEP)**

Other services that can reduce barriers to full participation and improve student success:

Child Care Centre
English as a Second Language Programs
English as a Second Language Support Services
Internationalization Office
Library Services for Users with Disabilities
Writing Centre

The Commons – provides research, writing and computing support
services, including Assistive Technology

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Additional Resources

- Google "[your field] underrepresentation". Examples for physics include:
    - American Physical Society report and actions for increasing African-Americans in physics: www.aip.org/diversity-initiatives/team-up-task-force
    - American Physical Society report and actions: https://www.aps.org/programs/lgbt/upload/LGBTClimateinPhysicsReport.pdf

- Quantitative Reports and Prescriptive Strategies across disciplines:
    - AAUW: The STEM Gap: Women and Girls in Science, Technology, Engineering and Math https://www.aauw.org/resources/research/the-stem-gap/
    - *PISA in Focus* Why Don't More Girls Choose to Pursue a Science Career?
    - Jen Heemstra, *Chemistry and Chemical Engineering News*. How to create a supportive mental health environment in your lab
    - University of Georgia: Recruit and Retain Diverse Students
    - AIP Workshop: ["How to Achieve Diverse, Equitable, and Inclusive Professional Meetings."](How to Achieve Diverse, Equitable, and Inclusive Professional Meetings.)

- CRC Unconscious Bias training module:

  https://www.chairs-chaires.gc.ca/program-programme/equity-equite/bias/module-eng.aspx?pedisable=false