Breakout room guiding Q's:

Research questions
Literature review
Methods
Theoretical frameworks
Knowledge mobilization activities
Budget & Team

1 —Where have you seen inequity at work in the context of your field/discipline/ research area, and how would this apply to the area your group has been assigned?
2 —Where do you see opportunities in your field/discipline/ research area to extend and expand equity, specifically as these relate to the area your group has been assigned?
3 —Where are the equity challenges/tensions in your field/discipline/ research area, how might they matter to your proposed research, and how might these be incorporated into the area your group has been assigned?

Literature Review

Choosing who to cite or not comes with a series of complications but also opportunities. On the one hand, you can explain that you are choosing not to cite scholar for ethical reasons yet even in the act of stating that you are not citing a particular scholar, you are still naming them. Citing someone who may not be deserving can take away space from someone who should be cited. Who you cite and where you publish, especially when you choose to publish in a journal with a lower impact journal can have implications during FEC. EDI efforts are often ahead of their time as compared to institutional demands. There is a need for citational justice and this can occur through publications, teaching, etc, to ensure that there is an increase in visibility of equity-denied scholars. Drawing upon EDI as a method for deciding who you cite can lead to new research topics and questions. https://adriennemareebrown.net/book/we-will-not-cancel-us/

Methods

There can be inequitable representation. For instance, in certain fields or disciplines there is a domination of women. In other fields, there can be conflicting agendas or no acceptance for art-based research. Another issue is equity-stealing or pretendians who claim space which is detrimental to equity-deserving faculty and students. This is a problem faced by Indigenous communities and currently 2 CRCs have been called out in this issue.

When writing a grant proposal, it may be worth considering how to address these things, such as alternative recruitment practices for team building, which differ from Global North and white-western practices. Drawing upon alternative methods can be complicated when you don't have the skills and there is room for human errors. It can also be challenging to hire students when

there are limited funds available. At the same time, even if some graduate students have the privilege to volunteer or take on unpaid internships, it can be exploitative because they are not getting paid. Furthermore, not all graduate students have the privilege of taking on unpaid work and shouldn't have to as this can lead to equitable labor distribution challenges. Perhaps the solution may be to think less of our own capacity but to put ourselves in someone else's shoes.

Theoretical Frameworks

One of the challenges is how to find data regarding the equity scholarship in a specific discipline, field, or subfield when the demographics are not readily available. This can make it challenging to understand the underrepresentation of a discipline, field, or subfield. One of the possibilities could be to look at who is getting published and their bios. Another possibility could be to reach out to subject librarians or treat it like a research topic and start searching databases to see what you can find.

Another challenge is where to access statistical information with regards to the university. This speaks to issues of accessibility with regards to access to information. This may mean speaking with the Department Chair, Faculty Deans, or even drawing upon EDI experts at the university to find out information. Another method is looking at who is in the room and who is missing in your department or faculty. Also, who speaks, who is silent or even silenced.

Finding someone to mentor can be a challenge because you can never know who may develop an interest and want to work with you. There is opportunity to engage in EDI through teaching and EDI through partners. A possible solution may be to engage in different kinds of research questions as pedagogical questions can shift how accessible your research project is.

Knowledge Mobilization

Impact can shape which research areas get funded. It is important to think widely as to how far reaching the impact of the project can be as much as it is important to recognize limits of impacts and who it can't reach. What is important to think about is accessibility in relation to knowledge mobilization.

Final Thoughts

There are institutional barriers. There needs to be an increase in diversity in graduate students who come to this university. International graduate students face financial barriers, language barriers, and often face a Canadian-centric view imposed upon them where they are expected to operate in the same way even when things can work differently around the world.

Tensions can be interesting as they are not always negative but a potential problem to solve.

What we are hearing from SSHRC is that EDI is slowly becoming a 'must have' not a 'nice to have' in grant applications and therefore EDI literacy is necessary.