Equity Diversity and Inclusion in Alliance grants

EDI
There is no boilerplate language to writing a good EDI section in your application. The first thing you should do is familiarize yourself with the EDI resources on the Alliance grant website. The key to a good EDI plan is to put into words the concrete practices that exist in your own research group that you have implemented or that you plan to implement going forward. Provide specific examples of how you approach EDI in your research group. Below are some ideas to stimulate your thought process. You do not have to incorporate all of the ideas below to write a successful EDI plan but the ideas you choose to write about need to be genuine activities or concepts that you have implemented, or you plan to implement in your research group.

Institutional information about EDI (please paraphrase):
- U of A is the first university to make intersectional gender research and teaching a strategic priority
- In 2018, the UofA announced new signature research and teaching area in “Research at the Intersections of Gender (RIG)” in recognition of the world-class gender expertise present on campus
- The U of A has recently released a Strategic Plan for EDI. This plan aims to embed EDI into the culture of the UofA community.
- The UofA has joined post-secondary institutions in Canada seeking recognition for their efforts in increasing EDI in their environments by endorsing the Tri-Councils’ Dimensions initiative.
- The UofA has programs and services ready to support HQP and supervisors working in diverse teams or trying to increase EDI in research teams through the HRS EDI Office and the Office of Safe Disclosure and Human Rights.
- Have your Faculty and/or Department implemented an EDI initiative?

Ideas for writing your research proposal EDI training plan:
- Do not discuss your research group’s demographics as the main EDI talking point. Providing a list of %men, %women, ethnicity, religious background etc does not address what NSERC wants to see in the EDI sections.
- What diversity or equity considerations were part of putting together the team?
- Are there any considerations for strategic hiring of equity seeking groups?
- Do you provide equal access to opportunities, that might require accommodations for individual situations (eg scheduling or child care for trainees with families)?
-How do you handle grievances or concerns about inequity?
-Provide concrete examples of how your research team will incorporate the UofA Strategic Plan for EDI (see above) into its recruitment processes, training & development opportunities, and inclusion.
-Explain how your research team upholds the principles of the Dimensions charter.
-Provide example(s) as to how the research team will utilize your Faculty/Department EDI resources, if some are available.
-Provide concrete statements as to how the UofA programs and services will be used in your group.
-Describe EDI training that you have taken and whether you expect your students to take any EDI training? If so, be specific about the sessions. If not, then potentially identify some sessions you would like to attend and would be expecting your students to attend.
-Do you meet with your students to discuss EDI? Do you do this on an ongoing basis?
-Do you have an EDI plan in your lab? Did you challenge your students to write the EDI plan and develop it with them?
-Have you taken the GBA+ training through the Status of Women Canada? Do you encourage/expect your students to take this training?
-How do you recognize and avoid unconscious bias in your group? Can you give examples of how you provide an inclusive environment allowing HQP to reach their full potential without interference from biased practices?
-Consider Equity vs. Equality (see image below): Is everyone in your group treated equally or equitably? Can you provide specific examples?