

Additional Instructions on Completing EDI Section for 2020 NFRF-Transformation

Note: It is **imperative** that you read the [Best Practices in EDI in Research](#) prepared by NFRF.

Important information from NFRF regarding confidentiality:

Self-identifying / self-identity in the context of the equity, diversity and inclusion (EDI) section – which must be avoided – is anything that might identify the personal information (e.g. age, gender, Indigenous identity, disability, or racial background) of anyone participating in the proposed research project. Therefore, you may include information that reveals the affiliation of team members (including departments, lab groups, etc.), but not that reveals their personal information (including their name).

You can include an individual's name in a statement that is not about the person (i.e. their personal identity) but about their experience/expertise/demonstrated commitment to EDI practices. For example, you can say that Dr. Miller has successfully implemented a mentorship program for women in engineering at the University of ZZZ and will oversee the establishment and monitoring of EDI mentorship program for the proposed project. You should not say that Dr. Miller is a world leading female EDI expert who has successfully implemented etc. Also, you can state that “Professor X from the University of Xavier is the foremost expert in mutagenesis”. However, the proposal cannot state that Professor X has a disability.

Tip: Since the understanding of the appropriate use of names in the EDI section is not always clear and remains open to interpretations, avoid using names all together.

Analysis of Context (2500 characters)

NFRF instructions: *Provide a short description of the EDI context of your team. The description should refer to the specific circumstances of your research team, environment, institution and/or field. (Maximum character count: 2500)*

Purpose of the section:

Provide the EDI context of your research team **and** identify specific challenges your team could potentially face in relation to EDI.

Team refers to individuals who will be working on the proposed project, not the overall composition of the research group(s).

Tip: Potential sources of EDI challenges for your team could be related but limited to:

- **Team composition** (women, persons with disabilities, Indigenous peoples, racialized minorities, career stages, academic/for-profit/not-for-profit organisations),
- **Team diversity** (challenges related to e.g. diverse cultures, traditions, values, practices etc.),
- **Environment** (e.g. [systematic barriers in academia](#) or other relevant institutions),
- **Fields of research** (e.g. in STEM).

RE: Research team: For your research team, talk about the project team and composition for this project. Use general terminology when you talk about team members. e.g. *in our team, more than X percentage of the team identifies with at least one of the four designated groups (women, visible minority, Indigenous, persons with disabilities)*. “**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., Professor. X identifies as a person with disabilities).”

Tip: It was highlighted in [NFRF-T webinar](#) that personal information includes: Gender, Status, Visible Minority and Disability, the four categories captured in the convergence portal profile section. Therefore, do not link specific persons to their status.

RE: Environment: Comment on the specific and unique challenges within the research environment the team will/has encountered with respect to EDI. Sometimes barriers are systemic in nature, meaning that they result from institutional level practices, policies, traditions and/or values that may be “unintended” or “unseen” but that have serious and long-lasting impacts on the lives of those affected (e.g., on their career trajectories).

RE: Field:

If your field has a low participation of one or more individuals from underrepresented groups (e.g., women, persons with disabilities, Indigenous peoples, racialized

minorities, individuals from LGBTQ2+ communities), then provide some published statistics on the percentages to support your statement(s). Changes/trends over time in the engagement of underrepresented groups (improvements/declines) could also be mentioned here.

Tip: You can include statistics or comment about representation of e.g. women, persons with disabilities, Indigenous peoples, racialized minorities, individuals from LGBTQ2+ communities **in your field**. Do not discuss your team composition beyond comments on the % representation of women in relation to your field of research or to stating that e.g. three out of four underrepresented groups, including members of the four designated groups as defined by the Employment Equity Act (women, Indigenous peoples, persons with disabilities and racialized minorities) are represented on your research project team.

RE: Institution:

Here is some information you may consider in this section. **Please paraphrase** the text before including it in your application. It is important the international context of the research team is taken into consideration. Mention how other institutions (particularly of those where the co-PI(s) and co-applicant(s) work) are demonstrating commitment to EDI. **More importantly**, clearly demonstrate how the team will incorporate the institutions' best practices in EDI.

- The UofA is committed to EDI
- 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. Provide concrete examples of how the research team will incorporate this Strategic Plan for EDI into its recruitment processes, training & development opportunities, and inclusion.
- 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](#). Explain how the research team upholds the principles of this charter.
- 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](#). Provide concrete statements as to how these services will be utilized by the research team.

- Have your Faculties and/or Departments implemented an EDI initiative? Provide example(s) as to how the research team will utilize the faculty's and/or department's EDI resources, if available to benefit this proposed project team.

Team composition and recruitment processes

NFRF instruction:

(A) Best practice(s) implemented:

- Select a minimum of **one concrete practice** in [Area A: Team composition and recruitment processes](#) and demonstrate how the team will intentionally and proactively employ it when recruiting new members

(B) Relevance, approach, and expected impact:

- Explain why the team selected this particular best practice(s). Explain how it applies to your **team's specific context and challenge**
- How will the team implement this practice(s) (if the team already has this practice incorporated, then indicate what were the steps that were taken, and include how the challenges were overcome). What is **your approach**?
- Describe the anticipated **impact** of the best practices you selected
- Explain how will you **measure** the impact of these best practices

Training and development opportunities

NFRF instructions:

(C) Best practice(s) implemented:

- Select a minimum of **one concrete practice** in [Area B: Training and Development Opportunities](#) that will be employed to ensure that EDI is intentionally and proactively considered within the team. All team members are trained in EDI principles and best practices.

(D) Relevance, approach, and expected impact:

- Explain why the team selected this particular best practice(s). Explain how it applies to your **team's specific context and challenge**
- How will the team implement this practice(s) (if the team already has this practice incorporated, then indicate what were the steps that were taken, and include how the challenges were overcome). What is **your approach**?
- Describe the anticipated **impact** of the best practices you selected
- Explain how will you **measure** the impact of these best practices

Inclusion

NFRF Instructions:

(E) Best practice(s) implemented:

- Pick a minimum of one concrete practice in "[Area C: Inclusion](#)"

(F) Relevance, approach, and expected impact:

- Explain why the team selected this particular best practice(s). Explain how it applies to your **team's specific context and challenge**
- How will the team implement this practice(s) (if the team already has this practice incorporated, then indicate what were the steps that were taken, and include how the challenges were overcome). What is **your approach**?
- Describe the anticipated **impact** of the best practices you selected
- Explain how will you **measure** the impact of these best practices

Useful Resources:

- [Online unconscious bias training module \(CRC\)](#)
- [CRC Equity, Diversity & Inclusion Action Plan Sept 2019](#)
- [Underrepresented & Underpaid: Diversity & Equity Among Canada's Post-Secondary Education Teachers 2018](#)
- [UAlberta Annual Report \(2018 - 2019\)](#)
- [UofA Institutional Initiatives and Faculty Initiatives](#)
- [Information on EDI resources at the UofA](#)
- [Proportion of Female/Male Students and PIs at the UofA](#)
- [The diversity and inclusion revolution: Eight powerful truths 2018 \(Deloitte\)](#)
- [Women in Science and Engineering in Canada 2017 \(NSERC\)](#)
- [Gender Words in job advertising 2015 \(NSERC\)](#)
- [Gendered Language & Stereotype Awareness for Hiring Committees 2014 \(NSERC\)](#)
- [Equity, Diversity and Inclusion: A Best Practices Guide for Recruitment, Hiring and Retention 2019 \(CRC\)](#)

Other EDI considerations applicable to the research proposal: EDI Best Practices in the Design of the Research Project

Gender-based analysis plus (GBA+) will be assessed under the Feasibility criterion of the NFRF program. GBA+ is the process by which we ensure sound EDI principles are applied to research design, methods, analysis and interpretation, and/or dissemination of research findings. In the context of research, GBA+ is an analytical process used to systematically examine how differences in identity factors, such as sex, gender, race, ethnicity, religion, age and mental or physical disability, affect the outcomes of research and the impacts of research findings. The purpose is to promote rigorous research that considers identity factors so that the results are impactful and relevant to the diversity of the Canadian population. Applicants must provide a strong rationale if they believe that no aspect of the proposed research's design, methods, analysis and interpretation, and/or dissemination of findings should take GBA+ into consideration.