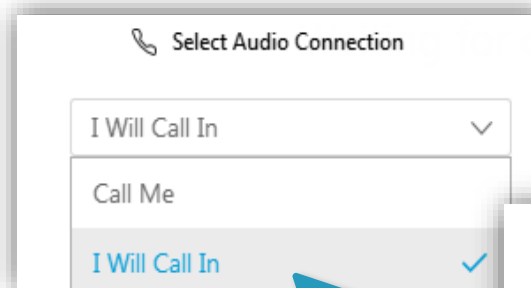


If you are experiencing **technical difficulties with the audio**, please connect with a **landline or cell phone**.

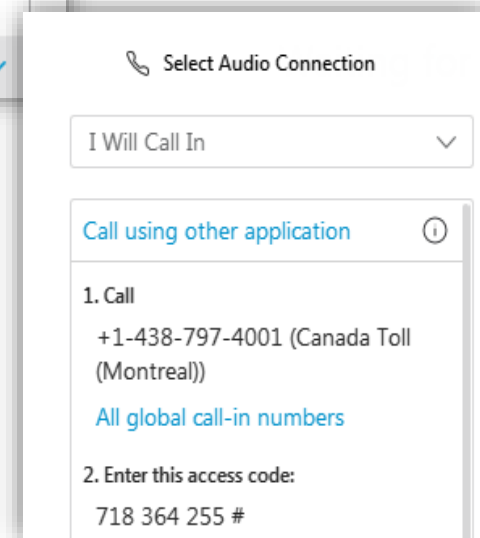
- Under “**Select Audio Connection**” choose one of the following:

1. “**Call Me**” or;
2. “**I Will Call In**”

1.
2.



- Follow the instructions
- Use the Q&A box for questions**





New Frontiers in Research Fund
Fonds Nouvelles frontières en recherche

Equity, Diversity and Inclusion (EDI)

Webinar for Applicants

October 22nd, 2024



Government
of Canada

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du Canada

Canada

Overview

1. Understanding EDI
2. Introducing the NFRF guide on EDI
3. EDI in research practice in NFRF applications
4. EDI in research design in NFRF applications
5. Final reports, EDI section
6. Questions and resources



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Understanding EDI

- What is EDI
- Systemic Barriers
- Explicit Bias and Unconscious Bias
- Performativity and tokenism

Understanding EDI

What is EDI

- **EQUITY**: the removal of systemic barriers, enabling all individuals to have equitable opportunity to access and benefit from a program, for example
- **DIVERSITY**: the variety of unique dimensions, identities, qualities and characteristics individuals possess along with other identity factors
- **INCLUSION**: the practice of ensuring that all individuals are valued and respected for their contributions and are supported equitably in a culturally safe environment.



Equality

Equity

Inclusion

Understanding EDI

Systemic Barriers

- **Systemic barriers:** systems, policies or practices that result in some individuals from underrepresented or disadvantaged groups receiving inequitable access to, or being excluded from participating in, employment, services or programs.
- They can be “unseen” by those who are not affected by them, but have serious and long-lasting impacts on the lives of those affected.
- They can include, among other things, unconscious bias, discrimination, racism, sexism, ableism, and homophobia.
- They are persistent within academia and Canada’s research ecosystem
- **Each actor must play a sustained role in developing an equity-based lens** (e.g.: anti-racist approach), including by understanding their role in the systems, EDI-related barriers and their consequences.

Understanding EDI

Explicit and unconscious bias (1/2)

- Bias is an example of a systemic barrier.
- Bias is **explicit when it reflects a conscious thought.**
- Bias is **unconscious when an attitude or stereotype occurs without one's knowledge, control or intention.**
- Everyone carries unconscious biases that influence their behaviours or decisions and can significantly impact the lives and opportunities of others affected by the decisions.
- Unconscious bias is present within academia and the research ecosystem in Canada.

Understanding EDI

Explicit and unconscious bias (2/2)

- Complete the [Training Module on Unconscious Bias](#)
- All members of NFRF evaluation committees must complete this training.



Understanding EDI

Performativity and Tokenism

- **Performativity is the practice of doing equity work for compliance or to make an organization or person “look good”** without making genuine efforts to create substantive change.
- **Tokenism is a type of performativity.** It is the practice of pursuing EDI in a perfunctory or symbolic fashion.
- Example 1: making public commitment statements to prioritize EDI without appropriately funding the work required to support EDI in the organization
- Example 2: applications that list the number of their members who belong to underrepresented groups.



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Introducing the NFRF Guide on EDI

- Why is it important to include EDI in research?
- NFRF Guide: a tool for EDI integration

Introducing NFRF Guide on EDI

Why is EDI important?

- EDI concerns 2 fundamental concepts : **fairness and potential**
- EDI contributes to **increased research excellence**. It is one of the key priorities of the CRCC.
- EDI and related considerations are assessed under two criteria in the NFRF program:

- **Criterion 1: EDI in Research Practice**

- Strengthen the excellence, rigor and impact of research
- Mitigate under-representation of members from underrepresented groups

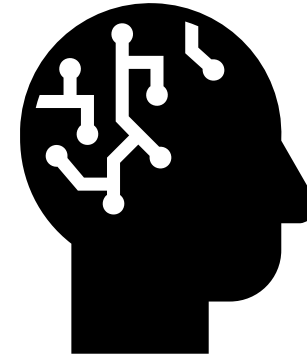
- **Criterion 2: EDI in Research Design**

- reveals complexities about the lived experiences and histories of different groups and individuals
- Contributes to develop solutions to important social challenges

Introducing NFRF Guide on EDI

Why is EDI important? Examples of projects that fail when EDI is not integrated

- Example 1 : **Crash test dummies for auto safety testing commonly use what is assumed to be a standard adult model which is male.** This means that female bodies are most at risk of being severely injured.



Example 2: **Development of algorithms that reproduce cultural biases** such as facial recognition softwares that misclassify at a higher rate darker-skinned women.

Introducing NFRF Guide on EDI

NFRF Guide: a tool for EDI integration

- The guide **highlights best practices to integrate EDI in research.**
- The term “underrepresented” refers to a lack of diversity in research, and to the inequity and exclusion that contribute to this underrepresentation.
- Underrepresented groups include, but are not limited to, women and gender minorities, Indigenous Peoples, persons with disabilities, racialized individuals, and members of the 2SLGBTQIA+ communities

Best practices in equity, diversity and inclusion in research practice and design

On this page

- [Updates](#)
- [About this guide](#)
- [Commitment to equity, diversity and inclusion](#)
- [What is “EDI”?](#)
- [Systemic barriers in academia and the research ecosystem](#)
- [Addressing EDI in applications](#)
 - [EDI in research practice \(research team and research environment\)](#)
 - [Feasibility \(research plan\)](#)
- [Appendix A—Definitions](#)
- [Appendix B—Additional resources](#)



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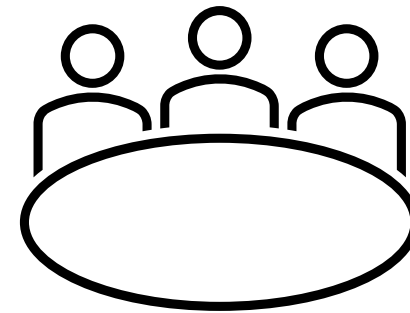
EDI in research practice in NFRF applications

- EDI in research practice
- General advice and good practices
- Successful examples of analysis of context and practice section
- Evaluation criteria

EDI in research practice

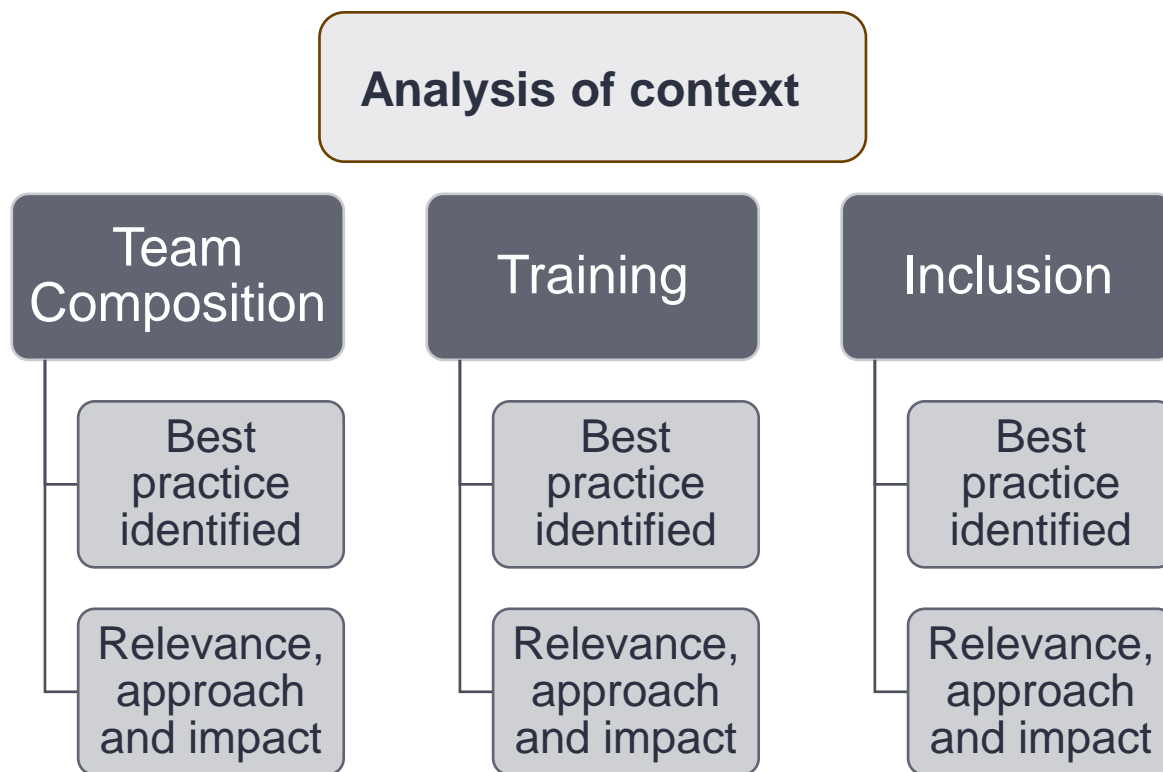
EDI in research practice (1/3)

- For each area of EDI in research practice, teams must identify **at least one best practice** they will put in place to address one or more systemic barriers.
- It is not enough to rely on the institution's EDI policies to meet the expectations.
- Applicants must clearly explain how the best practices identified for each area were developed in consideration of the **specific context of the research environment**.
- **EDI objectives should be SMART** (specific, measurable, aligned with the desired outcome, realistic and timely)



EDI in research practice

EDI in research practice (2/3)



Important note on personal information and confidentiality:

- **Do not** provide information about the composition of the research team in any way (e.g., Dr. X identifies as a racialized individual; the team has X women, X men, etc.)
- Give concrete examples of clear and specific initiatives and measures used by the team to realize EDI its goals.
- Refer to NFRF guide for examples.

EDI in research practice

EDI in research practice (3/3)

Analysis of Context

The description should relate to the specific circumstances of your research team, environment, institution and/or field.

Explain your team's specific challenges in relation to EDI-RP. (required)

Maximum character count: 2500 | Characters remaining: 2500

Team Composition and Recruitment Process

Identify the best practices applied. (required)

Maximum character count: 250 | Characters remaining: 250

Explain the relevance, approach and expected impacts of the best practices implemented, and how the impacts will be measured. (required)

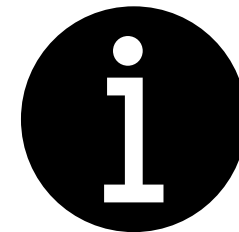
Remember to add an analysis for the context of your team, emphasising challenges relating to EDI that you encounter.

General advice and good practices

General advice and good practices

- Avoid platitudes.
- **Be specific and detailed.**
- Document your participation in programs that aim at increasing EDI.
- **Provide examples of concrete practices** that can be used to :
 - support integration and leadership development within the team,
 - address systemic barriers.

Utilize online resources such as the [NFRF Guide on Best Practices in EDI in Research Practice and Design](#)



EDI in research practice

Good practices

- The NFRF guide explains the importance of each of the evaluation criterion and what is expected from applicants.
- The guide includes **examples of questions** that teams can consider to understand challenges and opportunities they face in terms of EDI.
- The guide also includes **examples of practices** to address the barriers identified.

b. Training and development opportunities

Why is it important?

Access (or lack of access) to training, development and mentoring opportunities can significantly influence an individual's research career trajectory. Ensuring that such opportunities are equitably available to all team members can address potential inequities and lead to a more inclusive research environment by helping all members realize their full potential.

Expectations

Applicants must describe the best practices that will be implemented to ensure that EDI is intentionally and proactively considered in the training and development opportunities within the team so that they are equitably provided to all members. Applicants must provide a minimum of one concrete practice that will be employed to ensure that EDI is intentionally and proactively considered in the training and development opportunities within the team.

Questions and best practices

The following questions are provided as examples only, to help applicants consider which best practices and concrete measures could be implemented in the team to address systemic barriers related to training and development. Applicants do not need to address each of these questions in their application.

| | Clarifying questions for understanding challenges/opportunities | Examples of best practices to address identified barriers |
|--|--|--|
| Training and development opportunities | <ul style="list-style-type: none"> • How are training and development opportunities, conferences, networking opportunities, <u>etc.</u>, communicated to members of the research team? Is this communication open and | <ul style="list-style-type: none"> • Establish procedures/policies for equitably distributing training and development opportunities to team members (conferences, publications, networking, <u>etc.</u>). Clearly communicate these procedures/policies to all team members. |

Presentation of the NFRF EDI Guide

Guide to successful EDI context analysis

- Aptly describes **the research environment.**
- States **challenges affecting equitable representation.**
- Explains **why EDI is important** to the research project.
- Identifies **strengths of team members** that will contribute to EDI processes throughout the research.



Considering EDI in NFRF applications

Tips for making the EDI in research practice section a success

- Identify a **best practice** and explain the **implementation strategy**
- Explain the **objectives** of the practice and its impact on team members
- Explain the **challenges** posed by practice, proposing measures to overcome these challenges
- Outline key areas of long-lasting impact and specify **desired outcome**
- Introduce **tools for measuring** success



EDI in research practice

Criterion: **Equity, Diversity and Inclusion in Research Practice**

To meet EDI-RP requirements, projects must pass each of the following elements.

| | ✓ Pass | ✗ Fail |
|--|--|---|
| Analysis of context | Shows understanding of EDI in research practice considerations / systemic barriers in the context of the research team. Provides a clear explanation of the team's specific challenges/opportunities related to EDI in research practice. Cites concrete and specific examples in the analysis. Demonstrates a strong commitment to EDI in research practice overall. | Fails to demonstrate an understanding of EDI in research practice considerations / systemic barriers in the context of the research team. Analysis of context is generic and/or does not point to one or more systemic barriers. Evidence of commitment to EDI in research practice overall is lacking. |
| Concrete practice for each area | Lists at least one concrete practice that targets the specific context listed for each area. | Fails to list a concrete practice for one or more of the areas, or the concrete practices listed are not related to the context that was described. Challenges are not discussed. |
| Implementation | Provides a description of how the concrete practice has been or will be realistically implemented. Considers implementation challenges. | Provides no or an unclear description of how the concrete practice will be implemented. The implementation plan is unrealistic. |
| Impact | Explains how the concrete practice will impact EDI and how it will be measured. | Gives no indication of how the impact will be measured. Fails to explain the anticipated impact of the concrete practice on EDI or how it will be measured. |



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EDI in research design in NFRF applications

- EDI in research design
- Examples of questions to guide the inclusion of EDI in research design
- Indigenous research
- Examples of questions for integrating Indigenous research into research design
- Evaluation criteria

EDI in research design

EDI in research design (1/2)

- The application must indicate whether EDI in research design is relevant.
 - If the answer is no, a justification must be provided.

| |
|--|
| ✓ Equity, diversity and inclusion in research design (EDI-RD)* |
| ! Equity, diversity and inclusion in research practice (EDI-RP)* |
| ! Certifications, Licenses and Permits |
| ! Supporting Documents |

ethnicity, religion, age, and mental or physical disability. These considerations **must be integrated into the research design, when appropriate.**

Applicants and reviewers should refer to SSHRC's [Guide to Addressing Equity, Diversity and Inclusion Considerations in Partnership Grant Applications](#), as well as NSERC's [Equity, diversity and inclusion considerations at each stage of the research process](#). These are similar to the guidance that health researchers would be familiar with under SGBA/GBA+, as described in CHIR's [Sex- and Gender-Based Analysis \(SGBA\) website section](#).

The NPI must ensure that the summary of the proposal (submitted at the NOI stage), the research proposal, the budget justification and literature references do not contain any identifying information about the team. The external review process is double-anonymous, with the applicants not knowing the identity of the external reviewers and the external reviewers not provided information identifying the research team.

Indicate whether EDI in research design (EDI-RD) are appropriate considerations for the project, and whether they have been integrated into the proposed research. A rationale must be provided in cases where a research team believes no aspect of their research may benefit from an analysis to take into consideration sex, gender or other identity factors. These fields must be completed before your application can be submitted. **(required)**

- ☒ Yes
☐ No

Have EDI in research design (EDI-RD) considerations been integrated into the proposed research? **(required)**

- ☒ Yes

EDI in research design

EDI in research design (2/2)

- EDI in research design is an element taken into account in the NFRF **feasibility criterion**.
- This element requires **EDI-RD considerations to be integrated into every stage of the research process**.

| Exceptional | Very Good | Fair | Poor |
|--|--|---|--|
| EDI in research design considerations have been integrated into the methodological approach (if applicable). The impact on the methodological approach and/or design has been clearly described. | EDI in research design considerations have been integrated into the methodological approach (if applicable). The impact on the methodological approach and/or design has been described. | EDI in research design considerations have been integrated (if applicable). The impact on the methodological approach or design has not been described. | EDI in research design considerations apply to the project, although the applicant indicated that they do not. EDI in research design considerations have not been integrated into methodological approach or design. |

EDI in research design

Guiding questions to consider while designing research

The NFRF guide contains example questions that teams can ask themselves to understand their EDI challenges and opportunities in research design.

What are some of the guiding questions to consider while designing my research (adapted from SSHRC's [Guide to Addressing Equity, Diversity and Inclusion Considerations in Partnership Grant Applications](#))?

- Are identity (e.g., sex, gender, race, ethnicity, disability) considerations taken into account in the research design, methods, analysis and interpretation and/or dissemination of research findings?
- Who benefits from the research findings? Have you considered which population groups might experience significant unintended impacts (positive or negative) because of the planned research?
- What is the scope of your proposal (e.g., national, regional, international) and have you considered EDI in specific regional or local contexts/realities?

Indigenous research

Indigenous research

- Research conducted **"by and with"** First Nations, Inuit, Métis, or other Indigenous communities, societies, or individuals, which is relevant to them and based on their wisdom, cultures, experiences, or knowledge systems expressed in dynamic forms, both past and present.
- Projects must be built on the foundation of **respectful and reciprocal relationships** with Indigenous peoples and communities.
- Follow the [Guidelines for the Merit Review of Indigenous Research](#) by SSHRC. They are based on key concepts, including: reciprocity (co-production model); community; respect; relevance; and contributions.
- Follow the [Indigenous Research Statement of Principles](#). It aims to support and promote research conducted by and with Indigenous peoples.

Indigenous research

Examples of questions to guide the consideration of Indigenous research in the research design

What are some of the guiding questions to consider while designing my research (adapted from [SSHRC's Guide to Addressing Equity, Diversity and Inclusion Considerations in Partnership Grant Applications](#))?

- Are identity (e.g., sex, gender, race, ethnicity, disability) considerations taken into account in the research design, methods, analysis and interpretation and/or dissemination of research findings?
- Who benefits from the research findings? Have you considered which population groups might experience significant unintended impacts (positive or negative) because of the planned research?
- What is the scope of your proposal (e.g., national, regional, international) and have you considered [EDI](#) in specific regional or local contexts/realities?
- Does the research engage or involve Indigenous Peoples, using best practices and established guidelines? For best practices, please see the resources listed below.

Important to note: two distinct elements:

- Consideration of **EDI**
- Consideration of **co-production with Indigenous communities**, where applicable.

EDI in research design

“Feasibility” evaluation criterion: Exploration stream

Example to calculate the overall rating for the criterion.

| Element (when applicable) | Result |
|---|--|
| Support from existing knowledge or prior artistic work. | Exceptional; Very Good ; Fair; Poor |
| Work plan | Exceptional; Very Good ; Fair; Poor |
| Research team | Exceptional; Very Good ; Fair; Poor |
| Resources | Exceptional; Very Good ; Fair; Poor |
| Equity, diversity and inclusion in research design | Exceptional; Very Good; Fair ; Poor |
| Indigenous research | Exceptional; Very Good; Fair ; Poor |

Overall rating for the feasibility criterion: Acceptable (cannot exceed the rating assigned to the project for EDI in research design and/or for Indigenous research).



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Final reports: EDI section



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EDI in NFRF applications

EDI Section in NFRF reports

To what extent have the equity, diversity and inclusion (EDI) measures implemented during the life of the project impacted the team or the project itself? (Required)

- 1 = Not at all
2 = To a low extent
3 = To moderately-low extent
4 = To a moderate extent
5 = To moderately-high extent
6 = To a high extent
7 = Fully

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Increased the team's diversity | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Improved the team's cohesion | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Strengthened the collaboration among team members | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Added new dimensions to the research (planning, execution and/or results) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Inspired new avenues of research | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Other impact from the EDI measures (please specify)

EDI in NFRF applications

EDI Section in Exploration reports

Please provide an example of one of the EDI-related results checked above. (required)

Maximum character count: 1750 | Characters remaining: 1750

If GBA+ considerations were relevant to the design of your project, to what extent were the planned GBA+ elements successfully implemented as part of the research project? (required)

1 = Not at all

2 = To a low extent

3 = To moderately-low extent

4 = To a moderate extent

5 = To moderately-high extent

6 = To a high extent

7 = Fully

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7



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Questions and resources



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Learning Tools and Resources

- [Best practices in equity, diversity and inclusion in research practice and design](#)
- [Guide to Addressing Equity, Diversity and Inclusion Considerations in Partnership Grant Applications \(sshrc-crsh.gc.ca\)](#)
- [NSERC guide on integrating equity, diversity and inclusion considerations in research](#)
- [Unconscious bias training module at Canada Research Chairs \(chairs-chaire.gc.ca\)](#)
- [Introduction to GBA Plus – Women and Gender Equality Canada](#)
- [Guidelines for the Merit Review of Indigenous Research](#)
- [Indigenous Research Statement of Principles](#)
- [The First Nations Principles of Ownership, Control, Access, and Possession](#)

Questions and resources

Resources

Contact Information

NFRF-FNFR@chairs-chaires.gc.ca

Help – Convergence Portal

soutienweb@convergence.gc.ca

Tel.: 613-995-4273

Program Links

[NFRF Website](#)

