

## Additional Instructions on Completing EDI Section & Team Biographical Information for NFRF Exploration

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

### Important information from NFRF regarding confidentiality:

*At the application stage, external reviewers will conduct a double-blind review. To ensure anonymity, the NPI **must** ensure that no self-identifying information of the team members is included in the following:*

- *Gender-based analysis plus (GBA+);*
- *Research proposal; and*
- *Budget justification.*

*You may include your own articles in the literature references. When referring to prior research, use non-identifying nouns in statements (e.g., article was published; research was conducted on, etc.). Do not provide links to your personal sites (websites, blogs, Facebook, LinkedIn, etc.). Information about you, your lab group, your institution, as well as the team members, their lab groups and institutions **can** be included in both the equity, diversity and inclusion section and in the biographical information about the research team attachment.*

*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, in the EDI section, you may include information that reveals the identity of team members (departments, institutions, etc.), but not that reveals their personal information. Personal information **must not** be included in any part of the application.*

**In Biography focus on the following:**

*Biographical information about the research team (maximum three pages)  
Provide a brief overview of the research team's knowledge, background and expertise, from the perspective of how they will contribute to the project. Identify the anticipated contributions of each team member (NPI, co-principal investigator, co-applicants and collaborators, as applicable) and explain how their contributions will be coordinated and integrated.*

## Analysis of Context (page 1 of 4)

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

RE: Field:

If the issue in your field is the 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 stats on the percentages to support your statement(s). If possible, do the same for your area of research. Changes/trends over time in the engagement of underrepresented groups (improvements/declines) could also be mentioned here.

RE: Institution: here is some information you may consider in this section. **Please paraphrase** the text before including it in your application.

- 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 [Equity, Diversity, and Inclusivity unit](#) 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 Faculty and/or Department 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

**RE: Research team:** In this section, you can talk about your project team and composition for this project. Use general terminology when you talk about your HQP or other team members. e.g. in our team, more than half (or whatever percent) 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., Dr. X identifies as a member of a visible minority).”

**RE: Environment:** Comment on how your team members' and the UofA's EDI efforts will help provide a supportive environment committed to EDI.

## **Team composition and recruitment processes (Page 2 of 4)**

### **NFRF instruction:**

(A) Best practice(s) implemented:

- Pick a minimum of one concrete practice in [“Area A: Team composition and recruitment processes”](#)

(B) Relevance, approach, and expected impact:

- Explain why the team selected this particular best practice(s)
- 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 consider including how the challenges were overcome)
- Consider referring to [resources available at the UofA](#) and/or Faculty and/or Department or other resources that will support your efforts
- 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 (Page 3 of 4)**

### **NFRF instructions:**

(C) Best practice(s) implemented:

- Pick a minimum of one concrete practice in [“Area B: Training and development opportunities”](#)

(D) Relevance, approach, and expected impact:

- Explain why the team selected this particular best practice(s)
- 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 consider including how the challenges were overcome)
- Consider referring to [resources available at the UofA](#) and/or Faculty and/or Department or other resources that will support your efforts
- Describe the anticipated impact of the best practices you selected
- Explain how will you measure the impact of these best practices

## **Inclusion (Page 4 of 4)**

### **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)
- 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 consider including how the challenges were overcome)
- Consider referring to [resources available at the UofA](#) and/or Faculty and/or Department or other resources that will support your efforts
- Describe the anticipated impact of the best practices you selected
- Explain how will you measure the impact of these best practices

### **Addition Useful Resource:**

<https://era.library.ualberta.ca/items/d3196edc-434b-458c-9342-3fc0194def5f>

**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.