|  |  |
| --- | --- |
| **Researcher Excellence** | **Making contributions toward advancing EDI within your field and research community**Examples: Organizing or participating in activities to develop knowledge and skills related to EDI (e.g. workshops, training) and to the challenges encountered by minority groups in their field or environment; Organizing or participating in mentoring activities for members of historically marginalized groups; Organizing conferences, symposia and other scientific events that are inclusive and diverse; Organizing or participating in science activities for youth from under-represented or historically disadvantaged groups.  |
| **Sex, gender and diversity in Research Design** | **If applicable, include** [**sex, gender and diversity considerations in research**](https://www.nserc-crsng.gc.ca/NSERC-CRSNG/Policies-Politiques/EDI_guidance-Conseils_EDI_eng.asp)**:** incorporate in research questions, design of the study, methodology and data collection, analysis and interpretation, dissemination of results;Ensure equitable, diverse and inclusive access for all researchers, including students andpostdoctoral fellows; Consult [Gendered Innovations](https://genderedinnovations.stanford.edu/) for case studies and methods for including sex and gender analysis in research design. |
| **Plans for HQP Training (Training Philosophy)**  | **Identify challenges/barriers specific to your discipline/location/etc:** Examples: these could include lack of representation from different groups such as women, persons with disabilities, Indigenous peoples, racialized minorities, individuals from LGBTQ2+ communities, and also could include stereotyping of individuals within certain groups; unconscious/implicit bias; limited role models; inadequate mentoring; inequitable hiring; imposter phenomenon; microaggressions.For each challenge/barrier, provide a plan to address it. **Identify specific actions that you will take to ensure diverse and inclusive training environment:**Recruitment: advertise positions widely (feel free to specifically mention which groups/societies are included) and use inclusive language; explain your efforts to promote diversity as a part of your recruitment strategy; indicate outreach efforts and diverse audiences that are part of your outreach (ranging from high schools to grad school). Accommodation: addressing isolation, work environment, work-life balance; developing clear procedure for reporting and resolving harassment, support for student parents; daycare availability, working hours, leaves;Awareness: adopt Dimensions Charter within your research group; discuss EDI as a regular topic, make sure that students are aware of EDI concepts, and that they are provided with resources and information on EDI topics (unconscious bias training, workshops and information sessions).Training Environment: ensure that students have access to diverse role models through collaboration and informal meetings; equal access to conferences and other professional development activities. |
| **Past Contributions to training EDI** | **Identify specific actions that you have taken to promote recruitment and retention of students:** provide examples of successful recruitment efforts; provide examples of specific actions that you put in place to overcome any barriers/challenges as they relate to EDI; examples of professional development activities for your HQP; EDI related activities that HQP participated in; HQP participation in outreach activities; HQP award for promoting EDI in NSE.  |

**NSERC DG EDI Checklist**