EDIA in Funding Applications

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DALHOUSIE
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Acknowledgements

Dalhousie University is located in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq. We are all Treaty people.

We recognize that African Nova Scotians are a distinct people whose histories, legacies and contributions have enriched that part of Mi'kma'ki known as Nova Scotia for over 400 years.

Overview

- Definitions

- Rationale/Background

- EDI in Research Environment

- Project Design

- Research Excellence

- Resources

Definitions

Equity: Treating people of all identities and backgrounds fairly and respectfully with regard to opportunities, access, treatment, power, outcomes, and resources.
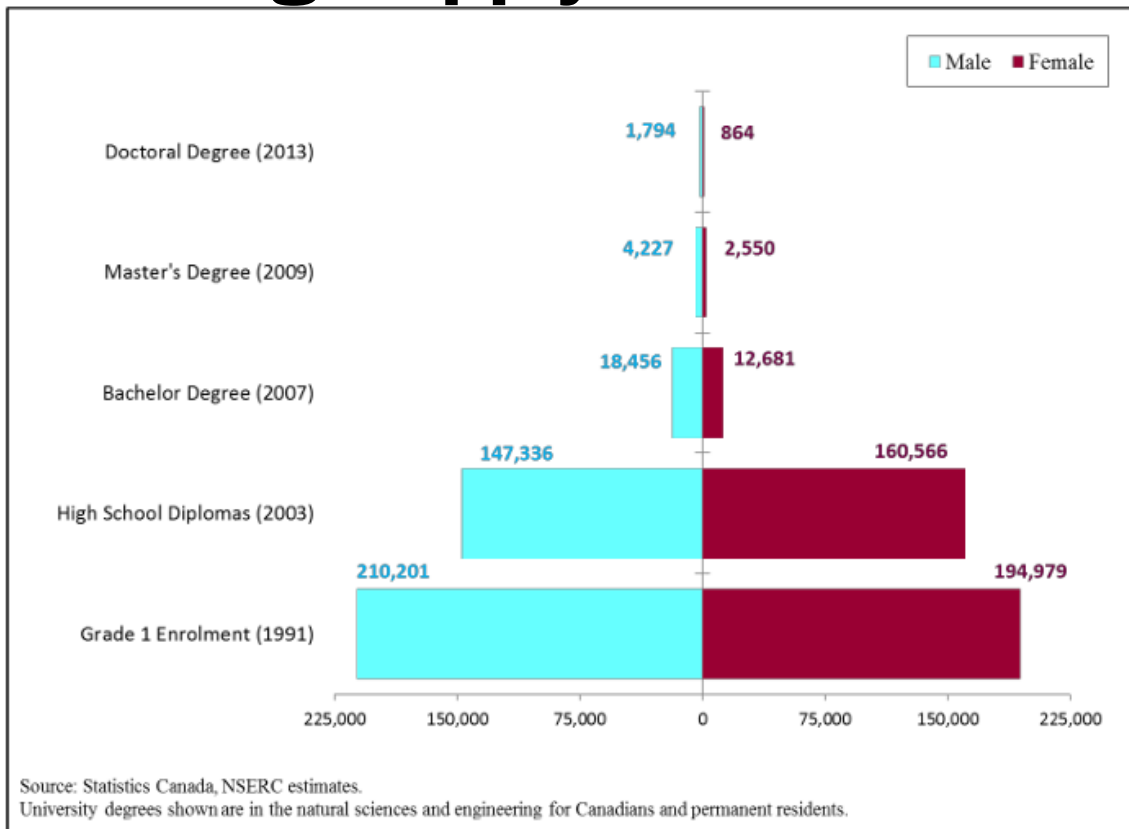
Diversity: Embracing differences, which may include race, ethnicity, gender identity or expression, family status, disability status, sexual orientation, age, and socioeconomic situation.

Inclusion: Intentionally creating welcoming and respectful environments and systems in which inequities in power and privilege are addressed and everyone is given an opportunity to flourish.

Accessibility – ensuring the ability for everyone, regardless of dis/ability, to have access, use and benefit from their environment

Data: The Canadian Science and Engineering Supply Chain

Male ■ **Female**

	Male	Female
Doctoral Degree (2013)	1,794	864
Master's Degree (2009)	4,227	2,550
Bachelor Degree (2007)	18,456	12,681
High School Diplomas (2003)	147,336	160,566
Grade 1 Enrolment (1991)	210,201	194,979

Source: Statistics Canada, NSERC estimates.
University degrees shown are in the natural sciences and engineering for Canadians and permanent residents.

https://www.nserc-crsng.gc.ca/_doc/Reports-Rapports/WISE2017_e.pdf

Application and award rates for Tri-Agency

Program	Women		Indigenous Peoples	Indigenous Peoples	Persons with disabilities	Persons with disabilities	Members of visible minorities	Members of visible minorities
Research Program	App. rate	Award rate	App. rate	Award rate	App. rate	Award rate	App. rate	Award rate
SSHRC Insight Grants	51.6%	54.0%	2.0%	2.7%	4.1%	3.9%	22.5%	20.5%
SSHRC Partnership Grants	60.0%	62.2%	2.4%	2.7%	5.6%	5.3%	19.2%	19.7%
NSERC Discovery Grants	26.0%	27.5%	0.6%	–	2.4%	2.3%	31.1%	28.9%
NSERC Partnership Grants	18.2%	18.2%	–	–	2.8%	2.6%	39.8%	39.5%
New Frontiers in Research Fund*	29.7%	34.3%	–	–	5.0%	–	40.5%	33.3%
CIHR Project Grants	35.9%	37.2%	0.7%	1.3%	2.2%	1.4%	24.8%	22.2%
CFI John R. Evans Leaders Fund	37.6%	37.9%	2.1%	2.6%	3.6%	3.7%	33.4%	32.1%

CRCC-Progress-Report-2021-2022-EN.pdf

Why should we care?

Studies suggest that **gender diversity** can be beneficial for team science, showing that women tend to collaborate more than men do in academic science
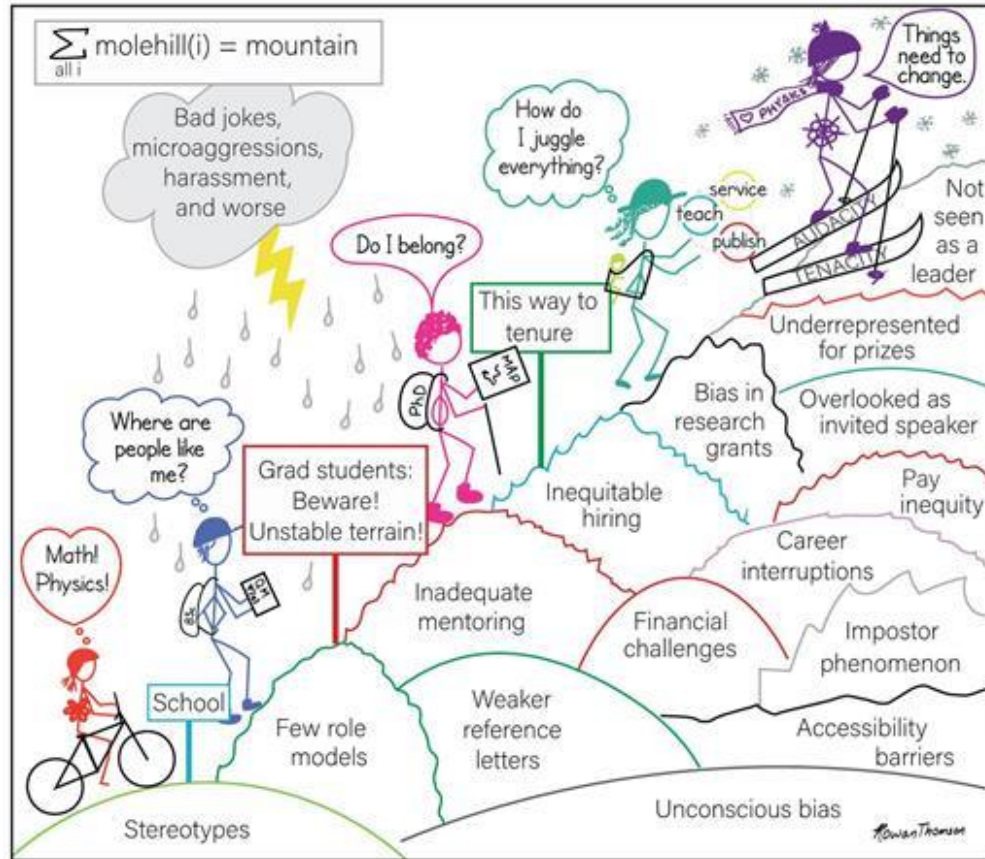
High-performing collaborative research teams are created and maintained when **team diversity** (broadly defined) is effectively fostered and interpersonal skills are taught and practiced.

Experiments indicate that teams comprised of **diverse problem solvers** can outperform teams comprised of the best-performing individuals

Effective **mentorship** for students from underrepresented groups enhances their recruitment into and retention in research-related career paths

https://www.nserc-crsng.gc.ca/NSERC-CRSNG/Policies-Politiques/EDI_guidance-Conseils_EDI_eng.asp#a2

Reality: many molehills make a mountain

"Members of underrepresented groups in physics experience disadvantages that have a substantial cumulative effect."

Rowan Thomson, *Advancing equity, diversity, and inclusion: a how-to guide.* Physics Today. <u>Volume 75, Issue 1 </u>(2022)

EDI in academic research

In an effort foster a more equitable, diverse and inclusive research ecosystem in Canada, under the leadership of Canada Research Coordinating Committee, [Tri-Agency developed an EDI Action Plan (2018-2025)](#) with the following objectives:

1. **Fair access to tri-agency research support** - Equitable and inclusive access for all members of the research community to granting agency funding opportunities;

2. **Equitable participation in the research system** – Influence the achievement of an inclusive post-secondary research system and culture in Canada

Fair access to tri-agency research support

- Establish mechanisms to collect, monitor, and report self-identification data on applicants, peer reviewers/selection committee members, and advisory/governance board members
- Use data to inform EDI-related granting agency decision-making
- Provide staff, peer review/selection committee members and advisory/governance board members with EDI resources and training
- Identify and address barriers to equitable participation of members from underrepresented groups
- Put in place policies and processes so that granting agency peer review/selection committee and agency-appointed advisory/governance boards are inclusive and reflect Canada's diversity
- Put in place mechanisms to review and apply comprehensive criteria used to understand, recognize and assess research excellence

Equitable participation in the research system

- Implement two pilot initiatives: [Dimensions program](#) and an institutional EDI capacity-building grants program
- Establish tri-agency EDI policy to promote equitable practices and mitigate systemic biases
- Engage with the research community on EDI issues and by supporting and participating in EDI activities and outreach
- In collaboration with institutions, implement measures to enhance the participation and retention of individuals from underrepresented groups within the research talent pool

Dimensions invites postsecondary institutions to take part in a transformation to increase equity, diversity and inclusion (EDI) and help drive deeper cultural change within the research ecosystem by identifying and eliminating obstacles and inequities.

EDI in funding applications

EDI is a part of the evaluation criteria or application from across funding agencies and programs:

NSERC (DG, Alliance, RTI)

NFRF (Exploration, Transformation, International)

CIHR (SGBA+ modules)

SSHRC (PG)

CFI (Innovation Fund)

CFREF

CERC

CRC

EDI considerations in the research environment

1. team composition and recruitment processes;

2. training and development opportunities; and

3. inclusion.

Team composition and Recruitment Process

Make a commitment to develop your EDI knowledge (i.e., take various types of training, read institution's EDI action plan);

Establish research teams (co-PIs, collaborators) through EDI lens;

Implement measures to ensure there is a large diversity in the pool of candidates (e.g., ensure advertisements are publicly posted and widely circulated; circulate them to special interest groups);

Provide training for team members to ensure they understand why equity, diversity and inclusion are important and that there is a clear link between increased diversity and increased research excellence.

EDI training and awareness tools

Bias in peer review: https://cihr-irsc.gc.ca/lms/e/bias/

Project Implicit – unconscious bias
test: https://implicit.harvard.edu/implicit/user/demo.canada/ca.static/takeatest.html

Percipio training and courses – available through myDal:

- Workplace Diversity, Equity, and Inclusion in Action
- Recognizing and Addressing Micro-behaviors in the Workplace
- Unconscious Bias Fee Quize
- Overcoming Unconscious Bias in the Workplace

Training and Development opportunities

Establish a procedure for distributing opportunities (e.g. conferences, publications, networking) to all team members and communicating these to the group, and ensuring that team members on career leaves or with family care responsibilities are not disadvantaged in the decision making process;

Develop a mentoring plan to identify mentorship activities, ensure that all team members have access to mentorship from senior investigators, and that all team members do an equal share of mentoring;

Encourage team members to take part in EDI related activities.

Inclusion

Address conflicts or issues, including microaggressions, as soon as they arise, sensitively and confidentially, ensuring that privacy is respected. Develop a complaints management process to address any issues, and ensure this is communicated to and understood by the entire team.

Hold regular meetings to discuss the workplace environment, and create a safe space for those not comfortable participating in EDI discussions.

Be aware of and promote the stakeholder organizations or units that support underrepresented groups and share those appropriate resources with the entire team.

Recognize the efforts of your team members to advance equity and diversity by nominating them for awards.

Taking action – advancing EDI

- Adopt EDI as core values

- Practice allyship (speaking up in support of individuals from under represented groups)

- Serve as a role model or mentor (anyone can be a role model!)

- Teach equity, inclusivity, and accessibility (incorporate EDI in your courses)

- Train in EDI (continue to learn and train in EDI topics)

Acknowledging Positionality

Each person has a particular subjectivity that colors their understanding of the world, but does nor prevent the construction of valid knowledge.

The standpoint theory is based on the idea that all knowledge is situated and is constructed according to the reality of the group that produces it and the context of production.

Am I basing my research exclusively on my own experiences, perspectives, or worldview?

Briere, S., Eugene, F., Langelier, E., & Pulido, B. (2021, April). *Training on EDI in Research*. Reseau Inter-Universitaire Quebecois.

Applying EDIA to the research process

"Applying an EDI lens means systematically examining how diversity factors such as sex (biological), gender (socio cultural), race, ethnicity, age, disability, sexual orientation, geographic location, among other relevant factors, and their intersections may affect the research questions, the design of the study, the methodology, analysis, interpretation, and the dissemination of results."

From NSERC Guide on Integrating EDI Considerations in Research

"Incorporating EDI approaches makes research more ethically sound, rigorous and applicable, and contributes to research excellence."

From SSHRC Guide to Including Diversity Considerations in Research Design for Doctoral and Postdoctoral Award Applicants

Project Design

The research process

- Research questions
- Design of the study
- Methodology and data collection
- Analysis and interpretation
- Dissemination of results

- Impact:
  - Limited results; or access to results
  - Missing populations
  - Misalignment between methods used and population or data sets
- Actions:
  - Incorporate diverse worldviews to ensure the results and deliverables can meet a greater/broader need
  - Diverse literature/research
  - Draw on diverse research networks, clusters

Figure from NSERC Guide on Integrating EDI Considerations in Research

Inclusive Research Excellence

Contexts, Structures, Systems

- Structural and Systemic inequalities
  - Informal networks
  - Formal or informal supports
  - Collaboration/ interdisciplinarity
  - Workload and acknowledgement – the "equity tax"
  - Non-linear career paths

Defining Inclusive Excellence

- DORA (San Francisco Declaration on Research Assessment)
- Scarborough Charter
- TRC Calls to Action
- Canada Research Chairs: Assessing Productivity
- Dalhousie's CRC EDIA Action Plan

Practical Applications in Grant Writing

- Transparency
  - Acknowledge shortcomings in EDIA in your department/program/research group/ field and discuss methods to address them.
  - Recognize and acknowledge privilege.

- Detail
  - Cite statistics and address the shortcomings in the cited data with specific actions.
  - Do not identify demographics of your team, past or present.
  - Be forward-looking!

- Integration
  - Refer to Dalhousie (Dept./Faculty/University) policies, procedures, and actions to address EDIA. There is awareness, support, expertise, and advice for your actions proposed.
  - Account for EDIA throughout the application – specific sections may be required, but think about how it can be integrated throughout

- Education
  - Read the guidelines – this will set parameters for what is needed
  - Know what the peer reviewers are looking for (merit indicators)
  - Take the training offered by the funder

Consider your research group as a workplace: what guidelines can you put in place related to EDIA

- Use the institutional policies as a guide

- Formalize practices that may already be in place

Resources/References

Making Equity, Diversity, and Inclusion Matter in Research, Sullivan, R. Equity and Inclusion Office, University of British Columbia.

Andrews, K., Parekh, J., Peckoo, S. (2019). A guide to incorporating a racial and ethic equity perspective throughout the research process.

A Practical Guide to Writing about EDI in Grant Proposals (TMU Faculty of Science)

Native Skywalkers: Indigenous Astronomy Revitalization

Equity, diversity and inclusion are foundational research skills, SM Ruzycki and SB Ahmed, Nat Hum Behav. 2022; 6(7): 910–912.

SSHRC Guide to Addressing EDI Considerations in Partnership Grant Applications

NSERC guide on integrating equity, diversity and inclusion considerations in research

Best Practices in Equity, Diversity and Inclusion in Research (New Frontiers Research Fund)