

Dalhousie University, Nova Scotia Health Authority and IWK Health Centre
CRCEF Committee Principles
September 2020

Committee Principles:

As a committee formed to facilitate the Canada Research Continuity Emergency Fund (CRCEF) program at Dalhousie University, Nova Scotia Health Authority and the IWK Health Centre, we, as committee members, agree to:

- operate in a professional, respectful and transparent manner;
- value all opinions; and
- reach decisions by consensus.

We recognize the following CRCEF guidelines and agree to take these into consideration when reviewing applications and recommending funding:

- achieving a more equitable, diverse and inclusive Canadian research enterprise is essential to creating excellent, innovative and impactful research;
- active measures must be taken to prevent systemic barriers (see NFRF Best Practices);
- unconscious biases are more likely to influence decision-making that must be done rapidly and in stressful circumstances, and there is evidence that points to a disproportionate impact of the pandemic on individuals from equity-seeking groups;
- program funds must be managed by using a robust and transparent process;
- the program's equity, diversity and inclusion decision-making requirements must be met and funds allocated accordingly, including managing needs exceeding funds provided, this includes:
 - addressing how to limit the negative impact of unconscious bias and systemic barriers;
 - documenting safeguards to ensure that decisions are not negatively affected by a researcher's inability to work during the pandemic due to child/family care or increased risk related to exposure to COVID-19; and
 - addressing how to ensure that the decision-making values research that is non-traditional or unconventional, based in Indigenous ways of knowing, outside the mainstream of the discipline, or focused on issues of gender, race or minority status.

See attached resource documents:

- **CRCEF - Tri-agency commitment to equity, diversity and inclusion:**

<https://www.sshrc-crsh.gc.ca/funding-financement/crcef-fucrc/index-eng.aspx#regulations-reglements>

- **NFRF - Best Practices in Equity, Diversity and Inclusion in Research:**

<https://www.sshrc-crsh.gc.ca/funding-financement/nfrf-fnfr/edi-eng.aspx#1c>

Canada Research Continuity Emergency Fund (CRCEF)

Tri-agency commitment to equity, diversity and inclusion

<https://www.sshrc-crsh.gc.ca/funding-financement/crcef-fucrc/index-eng.aspx#regulations-reglements>

The federal research funding agencies are committed to excellence in research and research training. Achieving a more equitable, diverse and inclusive Canadian research enterprise is essential to creating the excellent, innovative and impactful research necessary to advance knowledge and understanding, and to respond to local, national and global challenges.

In managing CRCEF funding, the recipients and affiliates must take active measures to prevent systemic barriers that result in individuals from equity-seeking groups receiving unequal access to, or being excluded from participating in, employment, services, or programs in Canada's research ecosystem. Equity-seeking groups include, but are not limited to, women, racialized minorities, Indigenous peoples, persons with disabilities and persons from LGBTQ2+ communities. These barriers, defined as policies and practices, are systemic in nature. This means they result from institutional level practices and policies 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).

These measures are especially important in a crisis situation such as a pandemic, as unconscious biases are more likely to influence decision-making that must be done rapidly and in stressful circumstances. There is also evidence that points to a disproportionate impact of the pandemic on individuals from equity-seeking groups, for example, individuals with disabilities being unable to access necessary health care, women disproportionately shouldering childcare and homeschooling responsibilities, etc.

Public accountability, transparency, and equity, diversity and inclusion

Recipients are required to manage all program funds by using a robust and transparent process. The principles of responsible stewardship, public accountability, and equity, diversity, and inclusion should be respected in all stages of the process. All recipients and affiliates must comply with the program's equity, diversity and inclusion decision-making requirements and allocate funds accordingly, including for managing needs exceeding funds provided. In addition, all recipients must publish on their public-facing websites their strategy for equity, diversity and inclusion decision-making (see requirements below). This information must be published by August 31, 2020, and remain publicly available on the recipient's public-facing website for a minimum of three years.

Before beginning any decision-making process for funding distribution, the recipient must identify a senior-level university official (i.e., vice-president level), who will be responsible for ensuring that the requirements of the program are followed.

Recipients must ensure the following requirements are in place:

- A group of individuals (not a sole individual) normally part of the recipient's and affiliate's governance structure must be responsible for making decisions on how the funds will be used.
- The group must have some representation from individuals from equity-seeking groups, for example, women, racialized minorities, Indigenous peoples, persons with disabilities and persons from LGBTQ2+ communities.
- The group members will have received unconscious bias training, such as the agencies' [online training module](#).
- The group will develop a strategy for equity, diversity and inclusion decision-making for the use of the funds, including a statement that communicates the recipient's and affiliates' commitment to equity, diversity and inclusion in managing CRCEF funds. This strategy should:
 - address how to limit the negative impact of unconscious bias and systemic barriers for both wage support and maintenance/ramp-up costs, including in cases where the need exceeds the funds provided;
 - document safeguards to ensure that decisions are not negatively affected by a researcher's inability to work during the pandemic due to child/family care or increased risk related to exposure to COVID-19; and
 - address how to ensure that the decision-making values research that is non-traditional or unconventional, based in Indigenous ways of knowing, outside the mainstream of the discipline, or focused on issues of gender, race or minority status.

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

<https://www.sshrc-crsh.gc.ca/funding-financement/nfrf-fnfr/edi-eng.aspx#1c>

What is EDI?

- **Equity** is defined as the removal of systemic barriers and biases enabling all individuals to have equal opportunity to access and benefit from the program.
 - To achieve this, all individuals who participate in the research ecosystem must develop a strong understanding of the systemic barriers faced by individuals from underrepresented groups (e.g., women, persons with disabilities, Indigenous peoples, racialized minorities, individuals from the LGBTQ2+ community) and put in place impactful measures to address these barriers.
- **Diversity** is defined as differences in race, colour, place of origin, religion, immigrant and newcomer status, ethnic origin, ability, sex, sexual orientation, gender identity, gender expression and age.
 - A diversity of perspectives and lived experiences is fundamental to achieving research and training excellence.
- **Inclusion** is defined as the practice of ensuring that all individuals are valued and respected for their contributions and equally supported.
 - Ensuring that all team members are integrated and supported is fundamental to achieving research and training excellence.

Systemic barriers in academia

Systemic barriers are defined as systems, policies or practices that result in some individuals from underrepresented groups receiving unequal access to or being excluded from participation within employment, services or programs. These 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).

Systemic barriers within academia and the research ecosystem are well documented. To address these persistent systemic barriers within Canada’s research ecosystem, individuals at all levels (e.g., students, trainees, faculty, researchers, administrators, research funding agencies, policy-makers) must play a sustained role in mitigating them. This requires that all individuals in the ecosystem recognize that barriers exist, develop a strong understanding of what the barriers are and their consequences, and understand how researchers can play a role in addressing them.