Equity, Diversity and Inclusion (EDI) in Research

Nicole Kaniki, PhD
BrainsCAN EDI Specialist

Jon Deeks
Knowledge Mobilization and Impact Manager
Before we start...

Traumatic triggers

Equity debate
For Example...

“I do have objective data that I typically rank others with less-rose-colored glasses (aka more harshly) than do my peers, and I do believe that Dr. XXX has been professionally handicapped by personal choices (that are often used as justification for giving marginal candidates a leg up), and so my reservations regarding her stage of accomplishment should be tempered by that. That said, by her self-reported and objective standards, I'm uncertain that she makes it to the level of "outstanding", "innovative", and "world-class". The application's best description of her accomplishments does not get me there:”

~ Canada Research Chair Reviewer
What is EDI

**Equity** – means fairness. It is the removal of systemic barriers and biases enabling all individuals to have equal access to and to benefit from any aspect of society.

**Diversity** – is defined as differences in race, color, place of origin, religion, immigrant and newcomer status, ethnic origin, ability, sex, sexual orientation, gender identity, gender expression, age, and others. It consists of the conditions, expressions and experiences of different groups.

**Inclusion** – is the practice of creating an environment that ensures all individuals are respected equitably and have access to the same opportunities.

**Intersectionality** – an approach that considers the differences in power relationships for individuals from different marginalized groups and ensuring that these are accounted for when strategizing about EDI.

**Unconscious bias** – is an implicit attitude, stereotype, motivation, or assumption that can occur without one’s knowledge, control, or intention. It is a result of one’s life experiences and affects all types of people.
What is EDI in Research

EDI is the understanding and acknowledgement that historical inequality has led to current cultural inequity; that diversity through intersectional considerations is a necessary component of research success; and that inclusive praxis will benefit all in the Canadian and Global research environment.
Why do we need EDI in Research?

- Perspective and critical analysis
- Ideas and creativity
- Innovation and Quality

Research Excellence and Impact
Why EDI?

Table 1. Diversity of Canadian university senior leadership

<table>
<thead>
<tr>
<th></th>
<th>Women (%)</th>
<th>Racialized (%)</th>
<th>Indigenous (%)</th>
<th>Persons with disabilities (%)</th>
<th>LGBTQ2S+ (%)</th>
<th>Identifies with two or more designated groups (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior university leaders¹</td>
<td>48.9</td>
<td>8.3</td>
<td>2.9</td>
<td>4.5</td>
<td>8.0</td>
<td>10.7</td>
</tr>
<tr>
<td>Full-time faculty²</td>
<td>40.2</td>
<td>20.9</td>
<td>1.3</td>
<td>21.8³</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Doctorate holders³</td>
<td>37.5</td>
<td>30.5</td>
<td>0.9</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Graduate students⁴</td>
<td>64.8</td>
<td>40.1⁴</td>
<td>3.3</td>
<td>5.0</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Undergraduate students⁵</td>
<td>67.1</td>
<td>40.0⁸</td>
<td>3.0</td>
<td>22.0</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>General population⁷</td>
<td>60.9</td>
<td>22.3</td>
<td>4.9</td>
<td>22.3³</td>
<td>3.0³</td>
<td>N/A</td>
</tr>
</tbody>
</table>


Canada

Western

<table>
<thead>
<tr>
<th></th>
<th>Staff</th>
<th>London Population</th>
<th>Faculty</th>
<th>External Availability rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>63.9</td>
<td>51.5</td>
<td>36</td>
<td>44</td>
</tr>
<tr>
<td>Racialized groups</td>
<td>8.1</td>
<td>15.9</td>
<td>14.5</td>
<td>21.1</td>
</tr>
<tr>
<td>Indigenous/Aboriginal persons</td>
<td>0.8</td>
<td>2.4</td>
<td>0.5</td>
<td>1.4</td>
</tr>
<tr>
<td>Persons with Disabilities</td>
<td>3.2</td>
<td>unknown</td>
<td>2.4</td>
<td>8.9</td>
</tr>
</tbody>
</table>
Where do I start?

- Acknowledge
- Understand Privilege
- Unconscious bias
- Listen
- Ask
- Ally
How do I do it?

1. Look, think, reflect, be intentional
2. Create a meaningful EDI vision/mission statement for your research program.
3. Research Team Composition
4. HQP Trainees Recruitment and Hiring practices
5. EDI Education and Training – Self and Team
6. Lab and teaching practices/culture
7. HQP mentorship and professional development
8. Community engagement/outreach
9. Program evaluation and measurement
10. Research design and data analysis (e.g. GBA+/SGBA)
EDI in Research Grants – EDI Statement

1. Incorporate EDI principles throughout the entire application
2. Present concrete strategies to ensure EDI excellence
3. Relate EDI strategies to the team’s specific research context
4. Identify and remove barriers rather than working around them
5. Build EDI support into the project/program structure and budget

DOING or DONE is better than WILL DO!
EDI in Accelerator

- Acknowledge the Inequity
- How you will contribute
- Impact of Contributions
## EDI in Accelerator

<table>
<thead>
<tr>
<th>Analysis of context</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Shows deep understanding of EDI considerations / systemic barrier(s) in the context of the research team.</td>
</tr>
<tr>
<td></td>
<td>There is a degree of detail in analysis.</td>
</tr>
<tr>
<td>Concrete measure for each area</td>
<td>Demonstrates a strong commitment to EDI overall.</td>
</tr>
<tr>
<td>Implementation</td>
<td>Provides a description of how the EDI measures have been / will be realistically implemented.</td>
</tr>
</tbody>
</table>
## EDI in Accelerator

<table>
<thead>
<tr>
<th>Impact</th>
<th>A description of how the impact will be measured is provided, along with the anticipated impact the measure will have.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integration of Early Career Researchers</td>
<td>ECRs are included in the team and integrated in a meaningful way. Plans are in place to support leadership development throughout the project.</td>
</tr>
<tr>
<td>HQP trainees</td>
<td>Challenges related to equity, diversity and inclusion specific to the institution and field of research are clearly described.</td>
</tr>
<tr>
<td></td>
<td>Specific actions to support the recruitment of a diverse group of HQP and an inclusive research training environment are clearly defined.</td>
</tr>
<tr>
<td></td>
<td>Sex and/or Gender Based Analysis Plus (GBA+/SGBA) – if applicable</td>
</tr>
<tr>
<td></td>
<td>Clearly defined considerations of GBA+/SGBA integrated into the proposed research, if applicable.</td>
</tr>
</tbody>
</table>
EDI in Research Resources

- https://www.nature.com/articles/d41586-020-00216-z
- https://www.sciencemag.org/features/2020/01/inclusivity-all-how-make-your-research-group-accessible