

Equity, Diversity, and Inclusion Toolkit

Definitions

Equity	Equity means fairness; people of all identities being treated fairly. It means ensuring that the processes for allocating resources and decision-making are fair to all and do not discriminate on the basis of identity. There is a need to put measures in place to eliminate discrimination and inequalities which have been well described and reported and ensure, to the best degree possible, equal opportunities. Equity is needed to achieve equality. For example, treating people as equals in an environment in which historical and systemic disadvantages prevent people from operating as equals can be inequitable – it lacks the fairness of a truly equitable situation
Diversity	Diversity consists of the conditions, expressions and experiences of different groups identified by age, education, sexual orientation, parental status/responsibility, immigration status, Indigenous status, religion, disability, language, race, place of origin, ethnicity, culture, socio-economic status and other attributes. Recognizing and valuing diversity must be accompanied by concerted efforts to ensure inclusion of diverse populations, meaning that individuals are and feel valued, respected and equally supported.
Inclusion	Inclusion requires creating an environment in which all people are respected equitably and have access to the same opportunities. "Organizationally, inclusion requires the identification and removal of barriers (e.g., physical, procedural, visible, invisible, intentional, unintentional) that inhibit participation and contribution. Inclusion also requires demonstration of values and principles of fairness, justice, equity, and respect by being open to different voices and perspectives, developing an understanding of different cultures, experiences and communities, and making a conscious effort to be welcoming, helpful and respectful to everyone."

Definitions from: https://www.nserc-crsng.gc.ca/doc/EDI/Guide_for_Applicants_EN.pdf

Equity, Diversity, and Inclusion (EDI) should be considered throughout the research process. Consider how an EDI lens may be applied to your research. It is best if these points are considered at the start of the research process when the question, methodology and funding application are being developed but are useful at all stages, especially if new team members join.

- **Selection of team members**
 - Does your team include a variety of perspectives? Has equity, diversity, and inclusion been considered in the selection and hiring process?
 - Does your team require EDI training to ensure everyone is familiar with the principles? (See resources at the end for assistance with this)
- **Development of a research plan**
 - Have you considered the potential sex and gender implications of your proposed research question (e.g. Does the research question affect males and females differently, could there be different sex/gender based study outcomes that would require two arms of study to appropriately address them etc.)?
 - Has sex, gender, and diversity been considered and included, where applicable, in the research design and process?
 - These areas are evaluated in some grant applications
- **Research dissemination activities**
 - Has your research been discussed with relevant individuals from a variety of backgrounds?
 - Have varied dissemination strategies been explored to ensure information is reaching a wide audience? Do these strategies consider typical EDI related barriers?

Making EDI Work on Your Team

Have you thought about how to remove unconscious bias and limit barriers in your recruitment processes? Note that self-identification as a member of any group should be voluntary and the information so provided should be kept in confidence unless the person self-identifying consents to sharing.

- **Government of Canada Best Practices Guide for Recruitment, Hiring and Retention may be helpful to guide these considerations:** https://www.chairs-chaires.gc.ca/programme/equity-equite/best_practices-pratiques_examplaires-eng.aspx
 - How are positions advertised?
 - **Memorial University's EDI in Employment Policy** may be helpful to identify underrepresented groups and the consideration of recruitment, inclusion, and

self-identification:

<https://www.mun.ca/policy/browse/policies/view.php?policy=294>

- Is inclusive language used in the job posting?
- Is your interview process standardized to minimize bias?
 - This training module on **Minimizing Implicit Bias in Recruitment** may be helpful: https://uoguelph.eu.qualtrics.com/jfe/form/SV_9Hc3pJm2XK5gczX
- **Does your team have a range of perspectives represented (individuals from underrepresented groups, different career stages)?**
 - **Request a Woman in STEMM** may be a helpful resource if your networks do not include senior female scientists able to provide mentorship to early career researchers: <https://500womenscientists.org/request-a-scientist/>
- **Do you have practices that support underrepresented groups?**
 - Is work-life balance encouraged and demonstrated?
 - Are work events scheduled in consideration of personal needs (e.g. childcare, elder care)?
 - Are all members supported to attend training and conferences, regardless of socioeconomic background?
 - Is there an open policy so members feel safe bringing up concerns?
 - Are there mentorship opportunities, particularly for new/international members?
 - Are members aware of relevant supports available to them?
 - Indigenous Resource Office: <http://www.mun.ca/aro/>
 - Internationalization Office: <https://www.mun.ca/international/>
 - LGBTQ+ Resources: <https://www.mun.ca/student/equity/gender/lgbtqresources.php>

Resources

- Implicit Bias Test: <https://implicit.harvard.edu/implicit/canada/>
- Managing Unconscious Bias: <https://managingbias.fb.com/>
- Unconscious Bias e-Lesson: <https://www.mslearning.microsoft.com/course/72169/launch>
- Gender-Based Analysis Plus: <https://cfc-swc.gc.ca/gba-acs/index-en.html>
 - Gender-Based Analysis Plus introductory course: <https://cfc-swc.gc.ca/gba-acs/course-cours-en.html>
- CIHR Online Modules – Integrating Sex & Gender in Health Research: <https://cihr-irsc.gc.ca/e/49347.html>
- CIHR EDI Resources: <https://cihr-irsc.gc.ca/e/51709.html>
- Cornell University Diversity and Inclusion Certificate: <https://info.ecornell.com/diversity-and-inclusion>
- MUN Diversity Training: https://www.mun.ca/hr/services/Equity/Div_training.php

- MUN Equity, Diversity & Inclusion Resource: http://www.mun.ca/research/EDI_Resources_Sept_2020.pdf
- Lead EDI Framework: <http://site73450.mywhc.ca/lead-edi-framework.html>
- University of Western Ontario's Indigenous considerations: <https://www.uwo.ca/research/docs/Indigenous%20considerations.pdf>
- Canadian Centre for Diversity and Inclusion Webinars (note: access to these webinars is free for MUN employees): <https://ccdi.ca/event-calendar/?category=Webinars>

Related MUN Policies and Statements

- MUN Employment Equity: <https://www.mun.ca/hr/services/Equity/>
- MUN Diversity and Equity: <https://www.mun.ca/student/equity/>
- MUN Diversity and Inclusion: <https://www.mun.ca/sgs/contacts/diversity.php>