EDI Framework for Research Excellence:

Guidance on Principles and Practices

UPDATED NOVEMBER 2024

UNIVERSITY OF ALBERTA

The University of Alberta, its buildings, labs and research stations are primarily located on the territory of the Néhiyaw (Cree), Niitsitapi (Blackfoot), Métis, Nakoda (Stoney), Dene, Haudenosaunee (Iroquois) and Anishinaabe (Ojibway/Saulteaux), lands that are now known as part of Treaties 6, 7 and 8 and homeland of the Métis. The University of Alberta respects the sovereignty, lands, histories, languages, knowledge systems and cultures of all First Nations, Métis and Inuit nations.

To acknowledge the territory is to recognize the longer history of these lands. The acknowledgment signifies the University of Alberta's commitment to working in Good Relations with First Nations, Métis and Inuit peoples as we engage in our institutional work, uplifting the whole people.

Table of Contents

Introduction

The University of Alberta released in 2019 a **Strategic Plan for Equity, Diversity, and Inclusivity (EDI)** with the intention of embedding EDI values into the culture of the UofA community. One of the major components of the plan is related to encouraging research projects that serve wider populations and creating research environments in which every researcher can thrive and develop a true sense of belonging. In addition, the University has developed the **Indigenous Strategic Plan (ISP)** which includes a mandate to promote ethical research engagement with Indigenous communities.

The Office of the Vice President (Research and Innovation) has developed this resource to support researchers in the creation of EDI action plans for their research environments and projects. While some research teams may embrace most of the suggested actions, the context of other teams might require focusing on a specific area in order to produce meaningful EDI outcomes in their research.

Building on the information in Tri-Council guidelines and resources, this document provides definitions, actionable items, questions, and tools that enable researchers to include EDI principles effectively in research. After reading this resource, researchers will be able to explain key EDI concepts, understand different EDI frameworks, explore historical and structural inequities in research with a critical perspective, and identify specific EDI actions that can be integrated in their research projects and environments.

Ultimately, this document is intended to help you move EDI from an additive element required by funding agencies to an integrative element of transformational research.

What is EDI in Research?

EDI is an acronym that stands for Equity, Diversity, and Inclusivity. It is used to describe the policies and practices intended to promote the equitable and meaningful inclusion of all people, with an emphasis on historically and structurally excluded groups because the barriers society has imposed for these populations are higher. EDI work can be understood as acknowledging the existence of past and present inequities and committing to work toward a more equitable, diverse, and inclusive future.

The three elements of EDI are separate, yet interrelated. When used together, they have the potential to create research environments that account for the systemic barriers that continue to limit the full participation of historically excluded groups.

The University of Alberta was founded under the premise that it should be an institution that benefits the whole people. In that sense, adopting EDI values in research is related to a paradigm shift that promotes and encourages a space where everyone, including people of historically alienated populations, can thrive.

Equity in Research

Equity is about fairness in access and the opportunity to succeed. To engage in equity work is to recognize that systemic forms of marginalization exist and to be committed to dismantling them. In research, equity begins by identifying the structural barriers within a particular discipline. It then involves committing to concrete actions intended to remove those barriers, so that historically excluded (or equity-denied) groups have full access to meaningful opportunities.

Diversity in Research

Diversity can be understood as the range of human differences and variations. The different human characteristics, conditions, and features lead to dissimilar life experiences and, as a result, the needs of one group are not the needs of all groups. In research, this term refers to differences in demographics, levels of experience and social identities, as well as variations in ontology (worldviews), epistemology (what knowledge is considered to be 'true'), and axiology (the value assigned to particular 'truths').

"When we reflect on [EDI] we are reflecting on the creation of worlds that give residence to some and not others.

Institutional habits refer not only to what an institution does or tends to do but also how certain people become habituated within institutions – how they occupy spaces that have already been given to them"

(Ahmed, 2012, p. 123).

Inclusivity in Research

Within EDI, inclusivity is understood as the process of actively cultivating full, effective, and significant engagement of individuals from all backgrounds, including those from equity-denied groups. In a research context, inclusion entails ensuring all researchers are meaningfully engaged with the team, are represented in all areas of the research process, and benefit equally from research results.

Applying EDI Values in Research

When the concepts are used together, EDI refers to both a principle and a set of coherent actions. As a principle, it serves as an actual commitment to adopt idiosyncrasies, practices and institutional policies that promote fair, welcoming and healthy social environments that actively incorporate different ways of understanding the world. As a set of actions, it is a framework made up of a number of equitable and inclusive practices that aim to ensure diversity and accountability at all levels of the institution.
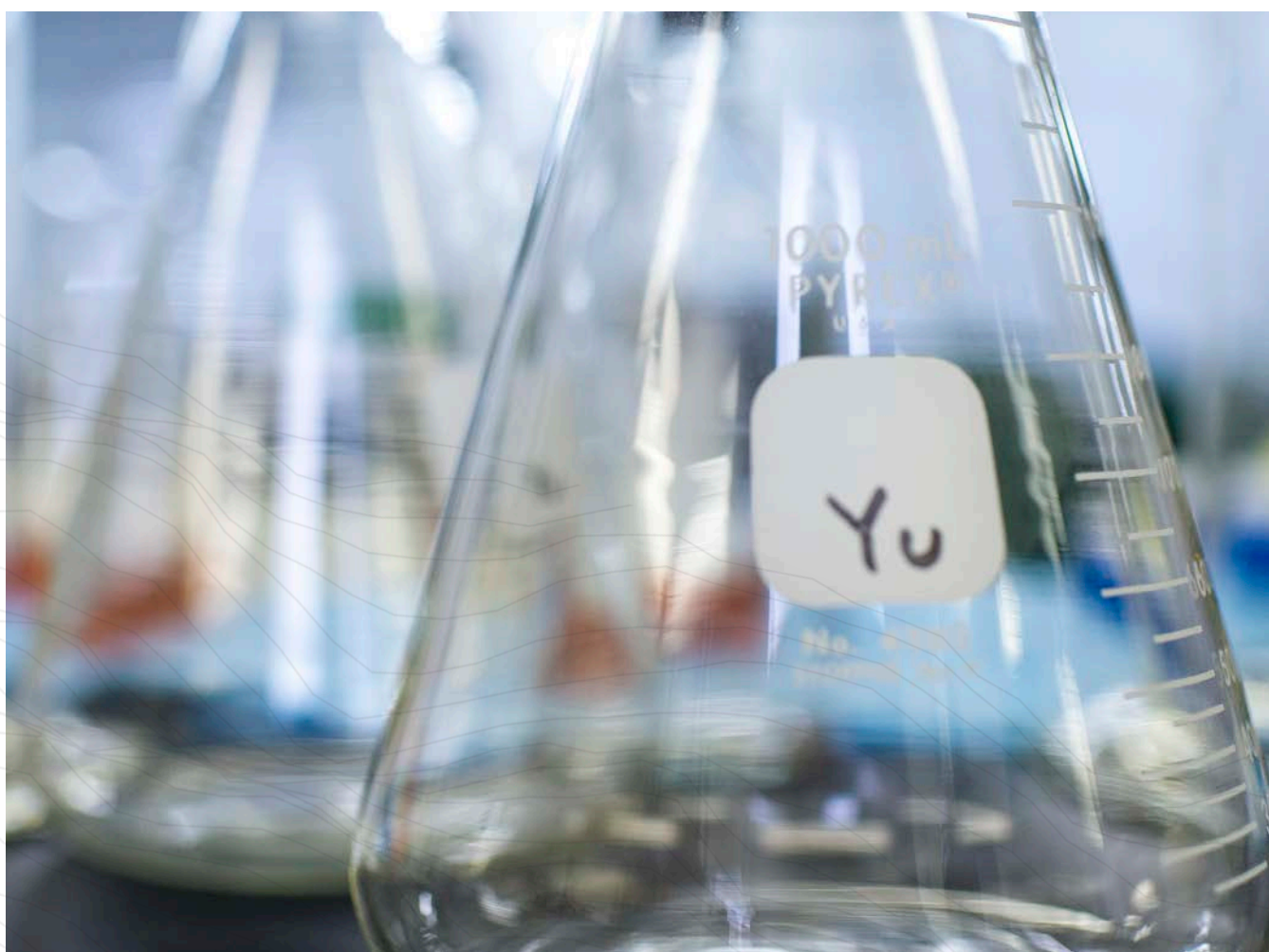
Different EDI Frameworks

There are three primary frameworks that have shaped what could be considered EDI policies and practices in Canadian universities:

1. Human Rights (or Anti-Discrimination) Framework

What it is

A human rights framework uses a complaints-based system intended to reinforce anti-discrimination and anti-harassment laws. Based on a conflict management model, this approach details the procedures that will be employed to address harassment and discrimination.

When it can be problematic

A framework that is focused exclusively on human rights draws on notions of individual rights. In doing so, it separates the individual from the social context by addressing only individual cases of discrimination and harassment. As a long-term measure, this approach can be problematic because it obscures the ways in which discrimination and harassment are structurally reproduced in society. It also addresses some forms of discrimination more easily than others. Recognizing that almost everyone who experiences discrimination and harassment is reluctant to file a complaint, research shows racialized populations are the least likely to do so (Dua & Bhanji, 2017; Tucker, 1994).

2. Diversity (or Inclusion) Framework

What it is

A diversity-based framework encourages people to welcome and respect those who are 'different.' Within this framework, policies and practices aim to increase the number of individuals with particular social identities and backgrounds, very often with a strong focus on gender, race, and ethnicity.

When it can be problematic.

Policies and practices that focus solely on diversity and inclusion, often tend to ignore social and professional inequities. Within this framework, usually there are no commitments to address the issues related to hierarchical social structures. Instead, historically excluded individuals are simply invited into the systems that have alienated them and they are often expected to give up their culture and assimilate into the current dominant values. The primary goal of this approach is to increase the number of observable differences without having to make institutional commitments to overcome systemic inequities.

3.

Equity Framework

What it is

An equity framework is built upon the notion that society has historically included and privileged some groups while simultaneously marginalizing others. Those who have been included into dominant spaces and institutions have experienced increases in health, wealth, and security, while those who have been excluded experienced decreases in those same areas. The primary goal within this framework is to acknowledge the impacts that historical (and ongoing) inclusions and exclusions have had on different groups of people and commit to personal and institutional changes aimed at creating an equitable community.

Why it is necessary

In order to create meaningful and affirming opportunities for groups who have been historically denied equity, institutions and the individuals working within them must address the structural causes of exclusion that stem from interrelated factors such as racism, sexism, ableism, settler colonialism, and the notion that Western values are superior to other life conceptions. An equity framework provides a way of thinking through the various ways these and other factors intersect, and how these different intersections privilege some groups over others. In other words, an equity framework offers an intersectional approach to EDI with the understanding that race, class, gender, sexuality, (dis)ability, nationality, religion, language, and age interact in ways that can increase or decrease opportunities for both personal and professional development.

Enacting An Equity Framework: A Three-Step Process

STEP ONE: Acknowledge and Identify Ongoing Inequities

One of the primary questions for researchers wanting to enact an equity framework is how their discipline reflects Canada's settler colonial history (Smith, 2017). Researchers willing to explore this question are not only acknowledging the inequitable impacts of settler colonialism, they are also acknowledging the ways Canadian history, which includes the history of Canadian universities, is rooted in Eurocentric constructs that prioritize the needs of white and privileged populations.

In the context of EDI, colonial mindsets and white supremacy are not simply about race and ethnicity. Rather, they provide the structures for the many classed, gendered, racialized, religious, aged, and (dis)abled exclusions that continue to exist in Canadian society.

When positioned as an institutional issue, the concepts of Eurocentrism and colonialism can be used to explore how universities are shaped, occupied, and controlled by specific individuals. When positioned as a historical issue, these concepts can be used to understand how the current social hierarchies have been formed and encouraged in Canadian history.

Therefore, researchers willing to adopt EDI values begin by exploring their own biases and by attempting to understand the provenance of the social hierarchies considered to be 'true.' In other words, researchers who want to embrace EDI principles need to explore how the Canadian society and Canadian universities have been (and continue to be) shaped by the interrelated components of settler colonialism, racism, patriarchal systems, Western exceptionalism, ableism, and others. In addition, researchers can go on to identify the ways in which their research (situated in their own social, institutional, and disciplinary contexts) has been shaped by each of those components.

> **"If you don't have a lens that's been trained to look at how various forms of discrimination come together, you're unlikely to develop a set of policies that will be as inclusive as they need to be."**
>
> — Kimberlé Crenshaw

STEP TWO: Commit to a Set of Overarching Principles

After identifying the ways Whiteness has shaped (and continues to shape) the exclusionary structures that constitute institutional and disciplinary structures, the next step is to develop, and commit to, a set of overarching principles. In a research context, EDI principles are important because they will guide decisions related to research team composition and compensation, employee training, and research design.

Recognizing EDI principles will be specific to each research environment, we offer four questions that could be useful for teams during this step:

1. How do our principles position EDI as an ongoing series of commitments and practices that are grounded in a diverse range of knowledges and skills? In other words, do we acknowledge that work in this area is much more than a series of mandatory workshops to be completed by those currently centered in our research environments?

2. How do our principles reinforce the meaningful engagement of historically excluded (or equity-denied) groups? To answer this, research teams should collectively define what meaningful engagement looks like and determine what skills, practices and knowledges their research team would need to ensure the meaningful engagement of historically excluded (or equity-denied) groups.

3. How do the adopted EDI principles relate to the extensive research work? Do they make an explicit commitment to ensuring the appropriate resources, training, and support are available?

4. How do our principles reflect the need to hold ourselves accountable to our EDI commitments both institutionally and individually?

AN EXAMPLE OF EDI PRINCIPLES

The **Dimensions Charter** provides eight principles for the development of diverse, equitable and inclusive post-secondary environments. Endorsed by the University of Alberta in 2009, these principles are intended to guide institutional decisions, but they can also be useful for research teams when developing their own set of EDI principles.

1. The post-secondary research community has the greatest potential to thrive when members experience equitable, inclusive and unbiased systems and practices.

2. To advance institutional equity, diversity and inclusion, specific, measurable and sustainable actions are needed to counter systemic barriers, explicit and unconscious biases, and inequities. This includes addressing obstacles faced by, but not limited to, women, Indigenous Peoples, persons with disabilities, members of visible minorities or racialized groups, and members of LGBTQ2+ communities.

3. Institutions require qualitative and quantitative data to measure, monitor, understand and publicly report on challenges and progress made. The analysis of the data should inform a comprehensive, indepth, intersectional understanding of the contexts, manifestations and experiences that result from inequities, underrepresentation and exclusion among all post-secondary community members.

4. When equity, diversity and inclusion considerations and practices are integral to research participation, to the research itself, and to research training and learning environments, research excellence, innovation and creativity are heightened across all disciplines, fields of study and stages of career development.

5. To contribute to reconciliation, research with, by or impacting Indigenous Peoples must align with the research policies and best practices identified through ongoing engagement with First Nations, Métis and Inuit Peoples and their organizations.

6. Advancing equity, diversity and inclusion is a shared responsibility that requires dedicated resources and strong leadership at all levels. Senior leadership demonstrates commitment through public endorsement, by ensuring the work involved is resourced and distributed fairly, and by embedding changes in institutional governance and accountability structures.

7. Issues of institutional and individual safety, trust, belonging, privacy and power differentials must be recognized and proactively addressed; this will be most successful when those impacted are directly engaged in defining the actions.

8. Achieving the overall objective of the Dimensions program—to foster increased research excellence, innovation and creativity within the post-secondary sector across all disciplines through increased equity, diversity and inclusion—involves institutional collaboration, transparency, and the sharing of challenges, successes and promising practices.

Dimensions
Charter endorser

STEP THREE:

Take Action within Your Sphere of Influence

Once researchers have identified the inequities within their discipline and created a set of principles that can guide their commitments related to EDI in research, the next step is to operationalize those commitments and develop a localized action plan that works for their own context.

It is not uncommon for the enactment of EDI to be a goal for universities, but not for the individuals working within those same universities (Ahmed, 2012; Dua & Bhanji, 2017). When this is the case, equity plans are often put together by "EDI specialists" whose recommendations are ignored by other members of the institution.

These recommendations have the intention of encouraging research environments where all team members can grow professionally and produce their best research.

In that sense, the following suggestions are intended to assist researchers as they "outline key EDI objectives and identify action items based on the needs of team members and on known systemic barriers in the research environment" (New Frontiers Research Fund, 2021).

"Unconscious biases have had a significant impact on the career trajectories of racialized, Indigenous scholars, and women in the contemporary academy."

— Tamtik & Guenter, 2019, p. 43

Research Team Composition

The Goal

The goal when attempting to increase the diversity of research teams is to do so in a way that accounts for the inequities of historically excluded groups. In other words, rather than simply "welcoming diversity" in an attempt to increase the number of equity-denied individuals on your research team, the goal is to examine and alter the exclusionary mechanisms that have excluded, and continue to exclude, Indigenous peoples, racialized individuals, disabled individuals, people from LGBTQ2S+ communities, and women.

Actions

For researchers willing to go beyond the discursive performance of EDI in team composition, their actions need to be specific enough to generate transparent recruitment and hiring processes. The following list provides some examples of actions that could help increase the diversity of research teams:

- Publicly commit to equity hiring and compensation by setting clear targets. The identification of these targets could begin with an audit that outlines how many equity-denied individuals (including both institutional staff and graduate students) are on your research team, their seniority within the team, and their salaries/research assistantships compared to other non-equity-denied groups.

- While it is preferable that all members of hiring committees be knowledgeable in EDI policies and practices, ensure that at a minimum two persons with extensive knowledge of EDI are engaged throughout the recruitment and selection process. In order to ensure these individuals are not simply tokenistic members of the hiring process, equity should not only be considered one of the primary decision-making criteria, the knowledge these individuals bring to the process should be explicitly acknowledged and respected by the chair. These individuals should also be compensated for their labour in this area (e.g., fewer administrative responsibilities, additional graduate student support, etc).

- When developing a job/student posting, be sure to use language that is inclusive. This entails using gender neutral language, explicitly stating how accommodations will be provided during the selection process, encouraging persons from historically excluded groups to apply, and acknowledging that different life experiences and career gaps (e.g., because of parental leave, caring for a family member, etc.) will not negatively impact the applicant.

- Ensure job/student postings are public and circulated through various channels, this includes targeted distribution in consultation with faculty and administrators familiar with groups you are trying to reach. This step can be completed in consultation with faculty and administrators familiar with targeted recruiting. Also, ensure that the application due dates and processes operate on the timelines necessary to attract and support a diverse group of applicants.

"Many of the early diversity debates were resisted by those who perceived a qualitative chasm between equity and excellence. Recent analyses have sought to complicate and unsettle the dualisms and the trade-off logic they inspire—equity versus excellence, diversity versus ability—which assumes that more diversity equals less excellence or merit… [A] more productive conversation calls for the examination of diversity (identity, cognitive) with ability and how equity contributes to excellence, creativity innovation, and productivity."

(Smith, 2017, p. 240).

- Use an equity lens when developing interview questions and assessment criteria. The goal here is not to hire employees or accept students based exclusively on what is considered a traditional track record within the discipline, but rather to account for the applicant's future potential as well. The selection and interview process should, therefore, consider the barriers equity-denied groups have faced in post-secondary environments and give individuals the opportunity to discuss the impact of these barriers as well as any other career or life disruptions that may influence the selection process. It should be noted that responding to these questions will require a particular level of vulnerability that should not negatively impact the applicant. The interview/ selection process should account for these elements and it is recommended to share the interview questions in advance.

- Engage in cluster hiring to avoid tokenism and ensure members of equity-denied groups are not isolated on research teams. The notion of cluster hiring could also be applied to groups of graduate students working in the same faculty.
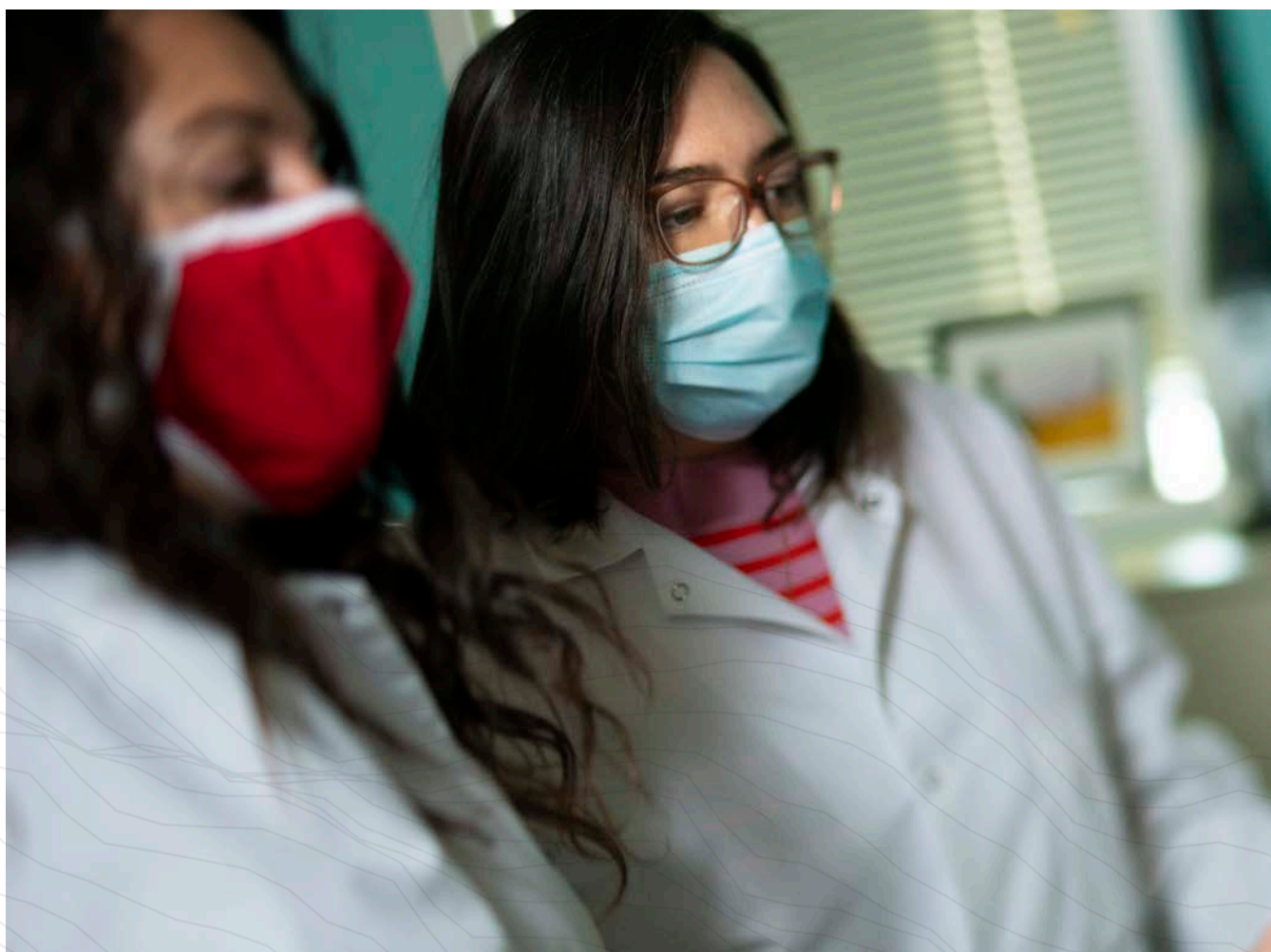
Research Environment and Team Culture

The Goal

The goal when attempting to enact EDI in a research environment is to provide a safe, supportive, and respectful workplace that affirms the dignity of all team members and to enable the circumstances for the professional development of every individual. Achieving this goal requires research teams to explore the ways dominant culture (i.e., a settler colonialism, patriarchial systems, Eurocentrism, Western exceptionalism, etc.) might feel unsafe for members of equity-denied groups and make intentional efforts to shift the power structures and cultural norms that reinforce this dominance.

Actions

The following list provides some recommendations that researchers can use to ensure the experiences and careers of all team members are affirmed.

- Create an EDI committee that gathers and disseminates resources for team members to learn about fostering equitable, diverse, and inclusive research environments. It is recommended to allow the rest of the team members the suggestion of valuable resources.

- Develop a repository that includes a series of files for research team members to learn about EDI values. The included documents can range from basic definitions of concepts to more complex applications of EDI practices in team composition, team culture, and research design. It is suggested to allow for the distribution of books, papers, guidelines, government documents, and multimedia files.

- Commit to the highest level of accessibility in labs, meetings, and other events by developing and sharing a list of accommodations. Examples of accommodations for this list can include physical, visual, and audio aids (e.g., elevators, ramps, captioning, ASL), gender- neutral washrooms, and prayer spaces. A process for requesting accommodations that are not already available within the institution can be developed along with this list.

- Acknowledge the efforts and successes of all team members and make sure everyone receives adequate support and resources to advance their careers.

- Create clear and accessible policies and practices to address issues related to passive-aggressive behaviors, bullying, harassment, racism, sexism, homophobia, transphobia, Islamophobia, and other forms of discrimination. These policies and practices should be designed to explicitly support victims of verbal, physical, or behavioral abuse; they should also enable the development of team-wide interventions to prevent future instances.

- Ensure all team members are aware of the institutional channels available to them in case their work environment becomes unsafe or threatening. This list should contain detailed information about each channel including, but not limited to, the location, primary contact information, and specific reporting procedures.

"If as knowledge-generating entities postsecondary institutions are to be relevant to today's diverse communities, they must be ready to accept and accommodate the physical presence of Indigenous and racialized faculty knowing that they are important and responsive to the diverse needs, interests, expectations, and aspirations of students and the public"

(Henry, et al., 2017, p. 308).

- Have a standing EDI item on all meeting agendas. This part of the meetings would be an opportunity to make announcements about EDI training opportunities, raise issues that concern the whole team, get feedback from team members on current practices and policies, and other EDI-related initiatives.

- Respect the dignity of all team members by acknowledging their pronouns, religions, and other identity factors. This also includes developing a clear and efficient process for remedy when mistakes are made.

- Provide support for team members who design research projects (i.e., research questions, methods, theories, and use of references) that are not considered to be traditional within the discipline.

Researcher Training and Advancement

The Goal

The Goal: When training new generations of researchers it is important to recognize the advantages and disadvantages that exist for particular groups of people due to the resources available to them and structures that surround them. Doing so allows research teams to redistribute resources and change structures in ways that address the unequal starting points of many (not all) equity-denied individuals.

Actions

The following list provides some examples of how research teams can shift from an equality framework (i.e., everyone has access to the same opportunities and resources) to an equity framework (i.e., resources are (re)distributed in a way that accounts for structural advantages and disadvantages) in the areas of training and advancement.

- Establish an EDI committee that facilitates and organizes recurrent training sessions with either internal or external speakers. It is recommended to have a minimum of two senior members of the research team in this committee.

- Develop an EDI Training Framework that includes a list of cyclical EDI training opportunities. Examples of content that could be covered include: settler colonialism, anti-black racism, passive-aggressive behavior, sexism, racialization, trauma-informed practice, unconscious bias awareness, intersectional discrimination, and others. This training framework should not be treated as a checklist for team members to complete institutional requirements. Instead, it should contribute to the ongoing commitment to ground research in a diverse range of knowledges and skill sets.

- Establish equitable processes for distributing training and development funds and make sure opportunities are widely communicated to all team members.

- Ensure one of the team's major decision-making criterion for promotion is to account for the systemic barriers faced by people from historically alienated groups.

- Create a mentorship program that provides value to both the trainees and the mentors.

- Avoid the "equity tax" by instituting compensation mechanisms for team members who provide additional trainee support (e.g., fewer administrative responsibilities, additional graduate student support, etc).

Research Design

The Goal

The objective when enacting EDI values throughout the research design process is to account for the ways different identity factors (e.g., gender, race, [dis]ability, ethnicity, socioeconomic background, etc.) influence the approach of research projects and to explore how the design phase ultimately impacts specific populations unevenly.

Actions

"The prevalence of racially discriminatory practices within the higher education sector manifests in overt and covert ways."

(Povey et al., 2022, p. 39)

The following list provides some examples of actions that promote rigorous research that is sensitive to the identity factors of the researchers and subject populations:

- Actively incorporate in the research design the previous knowledge and findings produced by researchers from historically excluded groups. Along those lines, research fields can be moved forward by constructively questioning the theories, methods, and findings that have been established as 'truths' within a discipline.

- When research projects do not involve human subjects or seem not to have apparent human implications, researchers can question themselves about the intricate relationship of their field with society in general to explore what populations are benefiting the most from a specific research approach.

- In research with human participants, it is recommended to account for the internal diversity of the group under study. For example, if a study is looking at women's experiences, researchers can include a variety of subgroups (e.g., racialized women, disabled women, older women, women with children, women who don't speak English, etc.) to expand the populations that benefit from the research project.

- When research projects involve subjects from equity-denied groups, actively engage researchers with lived experiences during the research design process.

- It is recommended that researchers carefully consider the influence of their paradigm (i.e., ontology, epistemology) on their research process and product. This includes self-interrogating the ways researchers have been shaped by specific social and historical locations, challenging the dominant norms and approaches within a discipline, and asking who has been made visible and who is ignored in research projects.

- Make sure EDI training resources specifically created for the research design phase are available to all team members (see Appendix B for a list of training resources).

- Think about and account for the impacts of data collection on researchers minds and bodies. How do the hours and the environment impact minds and bodies differently? What accommodations are in place to account for these differences?

- Have protections (i.e., processes and protocols) in place for researchers who might experience microaggressions and other harms during data collection and analysis.

- Acknowledge that all research projects are shaped by the lived experiences and the personal understanding of reality of the researcher.

- Develop clear mechanisms for registering dissent within the research team. Ideally, these processes would allow individuals to share statements of disagreement when decisions undermine institutional and/or team commitments to EDI. Registering dissent is important because it reminds the research team that there are other research approaches that could be explored in the future.

Conclusion

As critical race theorist Sara Ahmed (2012) has noted, "when diversity becomes a conversation, a space is opened" (p. 16). The information presented in this introductory document is intended to provide researchers with ideas to help them to create an EDI action plan for their own research projects.

Also, it is important to note that individual actions can lead to meaningful changes in how we interact with each other and in developing fair, responsible, and committed research environments.

To conclude, the following pages present a list of some of the most important suggestions as well as links to other useful resources for researchers as they work to develop more equitable, diverse, and inclusive research environments.

THINGS TO DO

- State goals/aspirations to become more equitable and inclusive and create and implement an action plan in order to meet those goals.
- Explicitly acknowledge the existence of historical and ongoing inequities in both universities and society more generally.
- Explicitly acknowledge the exclusionary structures that constitute higher education spaces.
- Engage in critical self-reflection about settler colonialism, racisms, and marginalization.
- Be explicit about goals, processes, timelines, resource allocations, and accountabilities.
- Focus on changing exclusionary structures and systems rather than just inviting/including those that have been (and continue to be) excluded.
- Engage with equity-denied groups when building the policies and programs intended to impact them.
- Engage with all groups as intersectional and internally diverse.
- Be clear that disparities in health, wealth, and security are a product of social inequality, not qualities of particular populations.
- Compare equity policies across groups and ensure you are equally committed to all forms of equity.
- Track and share progress.

THINGS TO AVOID

- Minimizing the impact of settler colonialism, racism, Islamophobia, citizenship, discrimination, and poverty on historically excluded groups.
- Constructing historically excluded groups and individuals as problems to be solved instead of affirming them as individuals with dignity and a right to equal opportunities.
- Using terminology that defines a group by their exclusion (e.g., under-represented versus people we have underserved; marginalized versus people we have positioned on the margins; vulnerable versus under threat).
- Including particular groups in your overarching EDI statements if you do not have explicit actions to support their inclusion.
- Thinking that dominant worldviews are superior to the worldviews of individuals from equity-denied groups.
- Normalizing the alienation or exclusion of any research team members.

* (Most items from *ReCreation Collective*, 2022). The full resource can be downloaded **here**.

References

Ahmed, S. (2012). *On being included: Racism and diversity in institutional life.* Duke University Press.

Atewologun, D., & Mahalingam, R. (2018). Intersectionality as a methodological tool in qualitative equality, diversity and inclusion research. In L. A. E. Booysen, R. Bendl, & J. K. Pringle (Eds.), *Handbook of research methods in diversity management, equality and inclusion at work* (pp. 149-170). Edward Elgar Publishing.

Dua, E., & Bhanji, N. (2017). Mechanisms to address inequities in Canadian universities: The performativity of ineffectiveness. In F. Henry, E. Dua, C. E. James, A. Kobayashi, P. Li, H. Ramos, &M. S. Smith (Eds.), *The equity myth: Racialization and Indigeneity at Canadian Universities* (pp. 206 -238). UBC Press.

Grosfoguel, R. (2013). The structure and knowledge in Westernized universities. *International journal of Qualitative Studies in Education*, 27(10), 1354-1375.

Povey, R., Trudgett, M., Page, S., & Coates, S. K. (2022). Where we're going, not where we've been: Indigenous leadership in Canadian higher education. Race Ethnicity and Education, 25(1), 38-54.

ReCreation Collective (2022). Avoiding EDI Policy Mistakes in Sport: A Tip Sheet. The Recreation Collective. Retrieved from: https://www.recreation-collective.com

Smith, M. (2017). Disciplinary silences: Race, Indigeneity, and gender in the social sciences. In F. Henry, E. Dua, C. E. James, A. Kobayashi, P. Li, H. Ramos, & M. S. Smith (Eds.), *The equity myth: Racialization and Indigeneity at Canadian Universities* (pp. 239-262). UBC Press.

Tamtik, M., & Guenter, M. (2019). Policy analysis of equity, diversity and inclusion strategies in Canadian universities–how far have we come?. Canadian Journal of Higher Education/Revue canadienne d'enseignement supérieur, 49(3), 41-56.

Tink, L. (2021). *Fit to be Canadian? The recreation industrial complex in Canada.* [Doctoral dissertation], University of Alberta.

Tucker, W. H. (1994). *The science and politics of racial research.* University of Illinois Press.

Appendix A: Relevant Plans & Frameworks

United Nations Declaration on the Rights of Indigenous Peoples

Endorsed by 148 countries, this document establishes a universal framework of minimum standards for the survival, dignity and well-being of Indigenous peoples around the world.

Dimensions: Equity, Diversity, & Inclusion Canada

Designed to increase research excellence, innovation and creativity in Canada's post-secondary institutions, Dimensions is one of the leading international programs promoting EDI in higher education. It consists of a charter of principles that has been endorsed by 139 institutions and a pilot program intended to foster transformational change by identifying and eliminating obstacles and inequities.

Truth and Reconciliation Commission Calls to Action

In 2015, the Truth and Reconciliation Commission outlined 94 "Calls to Action" and urged all levels to work together to address the ongoing harms caused by residential schools.

Scarborough Charter on Anti-Black Racism and Black Inclusion

Endorsed by nearly 50 universities and colleges, the Scarborough Charter represents a commitment to take concrete, meaningful action to address anti-Black racism and promote Black inclusion in Canada's post-secondary institutions.

Tri-Agency Equity, Diversity and Inclusion Action Plan 2018-2025

Developed under the leadership of the Canada Research Coordinating Committee, this Tri-Agency Action Plan outlines measures to ensure equitable access to granting agency funding opportunities as well as promote EDI in all parts of the research system.

Setting New Directions to Support Indigenous Research and Research Training in Canada 2019-2022

Published by the Tri-Council funding agencies, this three-year strategic plan details an interdisciplinary research and research training model that strengthens Indigenous research capacity and contributes to reconciliation.

Appendix B: Useful Resources

UNDERSTANDING EQUITY, DIVERSITY, AND INCLUSION

Academic Impressions
Academic Impressions: University of Alberta: All University of Alberta faculty have access to Academic Impressions, an organization that provides virtual professional development training. The organization offers a variety of modules on diversity, equity, and inclusion-specific topics. See particularly their learning plan on DEI Foundations.
Keywords: Intersectionality, implicit bias, training, professional development

Canadian Centre for Diversity and Inclusion
Glossary: This document is a glossary of terms often used in EDI contexts.
Keywords: Terminology

Canada Research Coordinating Committee
Strengthening Equity, Diversity and Inclusion in Research: This webpage provides a brief historical outline of the rationale for making EDI-based changes and succinctly explains why research that considers EDI dimensions can lead to more novel approaches to research.
Keywords: Historical overview

Addressing equity, diversity, and inclusion in applicants: This section of the Best Practices in Equity, Diversity and Inclusion in Research website looks at how to assess EDI in three different categories: (a) team composition and recruitment process (b) team training and development opportunities, and c) inclusion.
Keywords: Recruitment, training, inclusion

Appendix: Definitions: This section of the Best Practices in Equity, Diversity and Inclusion in Research website offers definitions of the terms gender, Gender-Based Analysis Plus, intersectionality, microaggression, sex, tokenism, and unconscious bias.
Keywords: Terminology

Systemic Barriers in Academia and the Research Ecosystem: This section of the Best Practices in Equity, Diversity and Inclusion in Research website outlines the ways systemic barriers in society and academia can prevent historically marginalized groups from participating in research.
Keywords: Systemic barriers

What is EDI?: This section of the Best Practices in Equity, Diversity and Inclusion in Research website explains the concepts of equity, diversity, and inclusion.
Keywords: Equity, diversity, inclusion, terminology

Council of Canadian Academies
Strengthening Canada's Research Capacity: The Gender Dimension: This report provides evidence of the history of inequity in research in Canadian academic institutions.
Keywords: Historical overview, gender

Natural Sciences and Engineering Research Council of Canada
Guide for Applicants: Considering Equity, Diversity and Inclusion in Your Application: This document explains why equity, diversity, and inclusion matter in research.
Keywords: Importance of EDI, terminology

Strengthening Research Excellence through Equity, Diversity and Inclusion: This presentation explains how and why women have been excluded from science research, and why increased diversity in research is beneficial to society
Keywords: Historical overview, gender

Social Sciences and Humanities Research Council
2021 Equity, Diversity & Inclusion (EDI) Webinar for Applicants || **YouTube:** This presentation provides an outline of the importance of considering EDI in research
Keywords: Importance of EDI, Equity, diversity, inclusion

University of Alberta
Equity, Diversity, and Inclusion Guide: Specific to the UofA context, this resource defines terms and terminology around EDI principles
Keywords: Terminology

Our Guiding Principles for Equity, Diversity, and Inclusion: This resource explains how the UofA defines the principles of equity, diversity, inclusion, human rights, equality, intersectionality, accessibility, and reconciliation.
Keywords: Terminology

University of Guelph
Equity, Diversity and Inclusion (EDI) Resource for Researchers: This resource provides an overview of EDI principles and outlines where they would apply within the research process
Keywords: Terminology, importance of EDI

Women in Science and Engineering
Considering Equity, Diversity and Inclusion in Research: This document briefly outlines EDI and asks open-ended questions to get researchers to reflect on including EDI in research.
Keywords: Importance of EDI, Equity, diversity, inclusion, research design

How to be an Ally in the Workplace: This document briefly explains what allyship means
Keywords: Terminology

UNDERSTANDING UNCONSCIOUS BIAS

Canadian Institutes of Health Research
Bias in Peer Review: This interactive module outlines (a) how to identify bias, (b) how bias impacts the peer review process, and c) how to mitigate bias in peer review.
Keywords: Unconscious bias, peer review

Canada Research Chairs
Limiting Unconscious Bias: This resource details how unconscious bias may appear in letters of reference and provides examples of how to prevent it.
Keywords: Unconscious bias, reference letters

Vanier Canada Graduate Scholarships
Reducing Unconscious Bias in the Review Process: This resource provides some tips for reducing unconscious bias when writing reference letters
Keywords: Unconscious bias, reference letters

Westcoast Women in Engineering and Technology
Unconscious Bias: This short resource outlines one of the ways unconscious bias negatively impacts women in Engineering.
Keywords: Unconscious bias

EQUITABLE FACULTY REVIEW PROCESSES

Canada Research Chairs
Guidelines for Assessing the Productivity of Nominees: The guidelines listed on this website are meant to be used when assessing productivity criteria for the Canada Research Chair program. However, what is provided here provides good information on how to assess productivity in an equitable way if a candidate has career interruptions and/or personal circumstances that impact their research productivity.
Keywords: Research productivity

EQUITABLE RECRUITMENT AND HIRING PRACTICES

Canada Research Chairs

Creating an Equitable, Diverse and Inclusive Research Environment: A Best Practices Guide for Recruitment, Hiring and Retention: This website is meant specifically for recruitment in the Canada Research Chairs Program, but the information is transferable to other contexts
Keywords: Recruitment, best practices

Guidelines for Best Practices: This resource offers examples of the accomplishments that should be noted in a candidate reference letter as well as those that should not be included.
Keywords: Best practices, reference letters

Canada Research Coordinating Committee

Addressing Equity, Diversity, and Inclusion in Applicants: This section of the Best Practices in Equity, Diversity and Inclusion in Research website looks at how to assess EDI in three different categories: (a) team composition and recruitment process (b) team training and development opportunities, and (c) inclusion.
Keywords: Recruitment, training, inclusion

National Institutes of Health

NIH Scientific Workforce Diversity Toolkit: Originally a presentation, this resource outlines some of the types of diversity that should be encouraged during the hiring process.
Keywords: Recruitment

University of Alberta

Equity, Diversity, and Inclusion: Best Practices in Faculty Recruitment and Hiring: Written specifically for the UofA, this resource offers a series of checklists that can be implemented during faculty recruitment.
Keywords: Recruitment

Westcoast Women in Engineering and Technology

Gendered Language and Stereotype Awareness for Hiring Committees: This guide outlines some of the ways gendered language negatively impacts women applying for research positions.
Keywords: Gender, recruitment

Gendered Words in Job Advertisements: This resource provides examples of how gendered language is used and why it is detrimental.
Keywords: Gender, recruitment

MENTORSHIP AND TRAINING IN RESEARCH

Social Sciences and Humanities Research Council
Guidelines for Effective Research Training: This website outlines what successful training procedures are for graduate and postdoctoral researchers.
Keywords: Training

Westcoast Women in Engineering and Technology
Avoiding Gender Bias in Reference Writing: This guide outlines the dos and don'ts of reference letter writing.
Keywords: Training, unconscious bias

Mentoring Works: This guide describes different types of mentorship and why it is beneficial for training new(er) researchers.
Keywords: Training

Sponsors vs. Mentors: This guide differentiates between sponsors and mentors in research environments.
Keywords: Training

RESEARCH DESIGN

Canadian Institutes of Health Research
How to Integrate Sex and Gender Into Research: This website and its linked resources identify how to include gender and sex in health-based research.
Keywords: Gender, research design

Canada Research Coordinating Committee
Considering Equity, Diversity and Inclusion Perspectives in Research Design: Feasibility Criterion: This section of the Best Practices in Equity, Diversity and Inclusion in Research website focuses on research design, and specifically points to Gender-Based Analysis Plus (GBA+) and Indigenous research.
Keywords: Research design

Natural Sciences and Engineering Research Council of Canada
Equity, Diversity and Inclusion Considerations at Each Stage of the Research Project: This document provides guidance on embedding EDI into the five stages of the research process: crafting research questions, designing the study, writing out the methodology and data collection, completing the analysis and interpretation, and disseminating the results.
Keywords: Research Design

University of Ottawa
==EDI in Research:== Although this is specifically meant for research practitioners in law, this resource provides self-reflexive questions on how to consider EDI in all components of the research process.
Keywords: Research Design

Research UBC
==Making Equity, Diversity, and Inclusion matter in Research:== This resource--which is the slides from a presentation--outlines how to implement EDI principles in the research process.
Keywords: Research design

Social Sciences and Humanities Research Council
==Guide to Addressing Equity, Diversity and Inclusion in Partnership Grant Applications:== This resources provides detailed information on how to address EDI within partnership grant applications.
Keywords: Research proposal design

Westcoast Women in Engineering and Technology
==Considering Equity, Diversity and Inclusion in Research:== This document briefly outlines EDI and asks open-ended questions to get researchers to reflect on including EDI in research.
Keywords: Importance of EDI, Equity, diversity, inclusion, research design

RESEARCH WITH INDIGENOUS PEOPLES

Canadian Institutes of Health Research
==Defining Indigenous Health Research:== This webpage explains what Indigenous health research consists of and in particular stresses the importance of cultural safety.
Keywords: Cultural safety

Canada Research Coordinating Committee
==Championing Indigenous Leadership, Self-Determination and Capacity Building in Research:== The objective of this strategic direction within the Setting New Directions to Support Indigenous Research and Research Training in Canada 2019-2022 framework is an increased focus on the Indigenization and decolonization of Indigenous research. The section outlines five mechanisms through which this will occur, and lists four specific outcomes.
Keywords: Indigenization, decolonization

Canada Research Coordinating Committee
Creating Greater Funding Accessibility to Granting Agency Programs: The objective of this strategic direction within the Setting New Directions to Support Indigenous Research and Research Training in Canada 2019-2022 framework is to ensure that there is better access to funding for Indigenous research projects. The section outlines three mechanisms through which this will occur, and lists four specific outcomes.
Keywords: Research funding

Building Relationships with First Nations, Inuit and Métis Peoples: The objective of this strategic direction within the Setting New Directions to Support Indigenous Research and Research Training in Canada 2019-2022 framework is to develop sustained commitment to Indigenous peoples through research relationships. The section outlines two mechanisms through which this will occur, and lists four specific outcomes.
Keywords: Relationships, cultural safety

Supporting Research Priorities of Indigenous Peoples: The objective of this strategic direction within the Setting New Directions to Support Indigenous Research and Research Training in Canada 2019-2022 framework is to revise existing guidelines for conducting Indigenous research so that they are aligned with Indigenous community, collective, and organizational values of respectful engagement. The section outlines three mechanisms through which this will occur, and lists five specific outcomes.
Keywords: Research priorities

Natural Sciences and Engineering Research Council of Canada
CCSIF Guide for Research Involving Indigenous Peoples and Communities: This resource outlines what researchers must do if they are interested in conducting research with Indigenous peoples and/ or communities.
Keywords: Indigenization, decolonization

Social Sciences and Humanities Research Council
Guidelines for the Merit Review of Indigenous Research: This resource lists the ways research by and with Indigenous peoples will be reviewed according to SSHRC principles.
Keywords: Research design

Indigenous Research: The term "Indigenous research" is explicitly outlined and explained according to SSHRC.
Keywords: Terminology

Indigenous Research Statement of Principles: This website outlines the history and purpose of SSHRC's goals to support and promote research by and with Indigenous peoples.
Keywords: Historical overview

Tri-Council

Key Concepts and Definitions: This section of the 2018 Tri-Council Policy Statement, Chapter 9, is a living document that explains and outlines relevant terms and ideas that are reflective of Indigenous cultures.
Keywords: Terminology

Interpreting the Ethics Framework in Indigenous Contexts: This section of the 2018 Tri-Council Policy Statement, Chapter 9, indicates the importance of respecting Indigenous concerns about research that are reflective of First Nations, Métis, and Inuit worldviews.
Keywords: Indigenization, decolonization

Applying Provisions of This Policy to Indigenous Contexts: This section of the 2018 Tri-Council Policy Statement, Chapter 9 specifies twenty components that must be considered when working with Indigenous populations.
Keywords: Indigenization, decolonization

RESEARCH REPORTING

Gendered Innovations in Science, Health & Medicine, Engineering and Environment

Age and Sex in Drug Development: This resource provides a sample of how to report on sex and age in drug trails.
Keywords: Gender, results

Analyzing Sex in Tissues and Cells: This checklist promotes ideas for researchers to consider the way sex impacts cells when conducting research.
Keywords: Gender, results, research design

Engineering: This resource provides ways researchers for researchers to consider sex, gender, and intersectional approaches in engineering research and research reporting.
Keywords: Gender, results, research design

Health & Medicine: This checklists offers ways researchers for researchers to consider sex, gender, and intersectional approaches in health research and research reporting.
Keywords: Gender, results, research design

SABV in Biomedicine Checklist: This resource includes suggestions for how biomedical researchers can present sex-based results.
Keywords: Results, research design, sex

Urban Planning and Design: This checklist suggests ways for urban planning researchers to consider gender and sex in their research design and research reporting.
Keywords: Gender, results, research design

Rethinking Language and Visual Representations: This website outlines some of the ways word choice and imagery can reinforce gender inequities in reporting research and/or data.
Keywords: Inclusive language, unconscious bias, gender

Leading with Purpose.

UNIVERSITY OF ALBERTA

Office of the Vice-President (Research and Innovation)

Associate Vice-President
(Research Development and Services)
2-51 South Academic Building
Edmonton, AB
Canada T6G 2J7

ualberta.ca/research-innovation