

# Equity, Diversity & Inclusion (EDI) Handbook for Researchers

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## Using this Handbook

This handbook outlines the ways in which Equity, Diversity and Inclusion (EDI) can be addressed in the funded research environment at Fanshawe College. It focuses on actions researchers can take to embed EDI principles throughout the research process. This resource also identifies training strategies that can be utilized by research participants and offers EDI guidance related to research design.

Each section of this handbook also includes examples, drafted from excerpts from successful external funding applications. **Do not simply copy and paste text** from this handbook. It is important that you customize these examples for your application. As much as possible, embed EDI in meaningful and practical ways.

The creation of this resource was guided by recommendations of the [Canada Research Coordinating Committee](#) (CRCC) and the Tri-Agency Council (CIHR, NSERC, and SSHRC). Certain sections are adapted from [Best Practices in EDI in Research for the New Frontiers in Research Fund](#), [NSERC Guide for Applicants](#), the [University of Toronto EDI Handbook](#), and the [University of Guelph EDI Guide for Researchers](#).

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## What is “EDI”?

<b>Equity</b>	<p>Ensures that the processes for allocating resources and decision-making are fair and do not discriminate against others on the basis of identity.</p> <p>Because of historic injustices and unbalanced allocation of opportunities, equity is needed to ensure <i>equality</i>.</p>
<b>Diversity</b>	<p>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.</p> <p>Recognition and value of diversity is needed to ensure <i>inclusion</i> of diverse populations.</p>

<b>Inclusion (Belonging)</b>	<p>Requires the creation of an environment in which all people are respected equitably, feel safe and included, and have access to the same opportunities free from discrimination.</p> <p>This requires identification and removal of systemic barriers that inhibit participation and contribution of some individuals and communities, to the benefit of others.</p>
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## Why are EDI Considerations in Research Important?

Systemic barriers within academia and the research ecosystem are well documented in Canada. A 2018 report, [Underrepresented and Underpaid: Diversity and Equity among Canada's Postsecondary Education Teachers](#) highlights the persistent lack of diversity of educators and wage gaps between men and marginalized genders , and between white and Indigenous and racialized staff.

To address these persistent barriers, all individuals within the Fanshawe College research community play an important role in sustaining efforts to identify, mitigate and change them.

## Commitment of Canadian Funding Agencies

“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” (Government of Canada, [Best Practice in EDI in Research](#),2021).

To further enhance EDI in the Canadian research ecosystem, the three federal research funding agencies (Canadian Institutes of Health Research (CIHR), Natural Sciences and Engineering Research Council of Canada (NSERC), and Social Sciences and Humanities Research Council of Canada (SSHRC)) released the [Tri-Agency EDI Action Plan](#) (2018-2025). This was developed under the leadership of the Canada Research Coordinating Committee (CRCC).

### Objectives of the EDI Action Plan:

- To increase equitable and inclusive access for all members of the research community to the funding opportunities of granting agencies.
- To influence the achievement of an inclusive post-secondary research system and culture in Canada.

## General Tips on Building EDI into Proposals

Avoid broad or generic statements about EDI. For instance, do not simply copy and paste high-level EDI institutional policies or statements.

Provide specific, concrete details on your intentional and customized EDI plan.

Describe specific EDI practices and strategies. For example:

- Highlight the EDI expertise or experience among research team members.
- Give careful consideration of research design, including analysis and dissemination strategies.
- Identify the equitable processes you will use to promote EDI in the recruitment of project participants.

Outline the specific steps you will take to create an inclusive research environment.

Describe the expected outcomes of the specific EDI practices and strategies you describe.

Do not use members of designated groups to meet a quota. Avoid tokenism.

Protect the privacy and confidentiality of all project participants. For instance, do not include identifying information and ensure that you are adhering to ethical conduct of research.

Be mindful of the fact that EDI is not just about improving academic output. It is about social justice and righting historic exclusion.

## Typical EDI Statement Layout



\* Describing what you are DOING and what you have DONE, is generally better than describing what you WILL do.

## Where does EDI Show Up in a Grant Application?

### Team Composition

An explanation of the inclusion of EDI principles in the selection of the research team. This may include a description of relevant expertise, lived experiences, and identities of investigators and/or collaborators.

### Recruitment Practices

Describe the specific steps that you will take to embed equity throughout the recruitment and selection process of team members. These actions may refer to the recruitment of faculty team members or trainees such as student research assistants, and address considerations such as where the job postings will be made available and interviewing and hiring processes.

### Training

Commentary on past EDI initiatives and successful outcomes and/or proposed training (for yourself, for team members, for the purpose of student mentorship, etc.)

### Research Environment

Description of inclusive research environment (such as strategies to ensure equitable and transparent interactions).

### Peer Reviewer Selection

Engagement of reviewers from diverse groups, different career stages, etc.

### Research Plan

While not all research has potential sex, gender or diversity dimensions, consideration of these factors with respect to the research design and process are recommended, if applicable.

### Knowledge Mobilization/Dissemination Activities

Engagement of diverse groups at each stage of the research process – design, project launch, dissemination, etc. Such activities should consider multiple methods of dissemination to be inclusive of disabilities, literacies and languages.

## EDI Considerations for Grant Applications

### Team Composition

Increasing the participation of historically marginalized and underrepresented groups among co-applicants, collaborators, and research assistants leads to more just and equitable research eco-systems and, ultimately, to better research outcomes. Diverse

experiences and approaches to knowledge creation vastly improve the chances for discovery and innovation.

#### Some Questions to Consider:

- What are the systemic barriers faced by individuals from oppressed and marginalized groups (e.g., women, persons with disabilities/disabled people, Indigenous Peoples, racialized minorities, individuals from 2LGBTQI+ communities) that have led to their underrepresentation in Canada's research ecosystem?
- How specifically will your research team benefit from increasing the participation of underrepresented groups?
- How can you meaningfully engage members of underrepresented groups within the research team?

#### Specific Practices to Guide You:

- Commit to developing your EDI knowledge by reading published research on the topic, taking online modules (such as the [Gender-based Analysis Plus](#) course), and the work of underrepresented individuals and familiarizing yourself with the college's EDI's action plan.
- Participate—and encourage team members to participate—in campus initiatives and events that promote EDI. These initiatives might include Pride events, Black History Month, Women's History Month, Truth and Reconciliation Week, events related to the elimination of racial discrimination, speaking out against Islamophobia etc.
- Be intentional in seeking out a diversity of team members. Consider gender balance, inclusion of under-represented groups, diversity of career stages, etc.
- Identify team members who have demonstrated EDI experience (e.g., knowledge of EDI best practices, training/experience in the management of concerns related to EDI). Consider assigning responsibility for oversight of the team's EDI objectives.
- Work with your team to develop specific value statements and practices to enhance each member's sense of safety, belonging and participation.

#### Example to Illustrate:

“As a PI, I have sought out training on unconscious bias, supporting mental health, and addressing sexual harassment in the workplace, which helps me manage and advise my project collaborators and research assistants with integrity and concern for their well-being. A challenge in the past was our inability to attract under-represented students. I organized a very successful workshop for students to learn about research opportunities and possible career paths. I plan to reboot this event with a broader EDI focus by working with the International Centre, Indigenous Office, and the Black Student's Association, to seek advice on promotion, incentivization and retention.”

## Recruitment Practices

Implementing proactive measures to address systemic barriers in recruitment provides a diversity of perspectives, optimizes opportunities to mentor a new generation of diverse researchers, and helps ensure the best candidates are selected. This, in turn, ensures that the research is as impactful and innovative as possible and may work towards righting historic exclusion.

### Some Questions to Consider:

- What are the current employment equity gaps at the college (i.e., which groups face barriers in employment and are thus potentially underrepresented)?
- How will tokenism be prevented within the recruitment process? (See Additional Definitions below.)

### Specific Practices to Guide You:

- Reflect on diversity (or lack thereof) in the field and/or research environment.
- Ensure that the opportunity to participate in the project is open to all eligible applicants and is widely communicated. Use non-gendered, inclusive, and unbiased language when messaging possible project participation. (See this [example](#) for guidance.)
- Remove subjectivity from the process and bring in accountability. For instance, clearly list the qualifications, the explicit selection criteria, and the basis for assessment of these criteria.
- Include a statement of commitment to an accessible recruitment process and provide the opportunity for applicants to request accommodation on a confidential basis.
- Ensure, whenever possible, that recruitment decisions are made by a group rather than by one individual.
- Review the [Best Practices Guide for Recruitment, Hiring, and Retention](#).
- Complete [unconscious bias training](#), such as that offered by the Canadian Institutes of Health Research (CIHR).

### Examples to Illustrate:

“In order to ensure diversity in the pool of candidates during recruitment, all opportunities for project participation will be messaged in an open and transparent manner. Messaging will use non-gendered and inclusive language, including alternative text for images and closed captioning in compliance with Accessibility for Ontarians with Disabilities Act (AODA). Currently the college includes the following statement for job postings: ‘Fanshawe College is an equal opportunity employer. We are committed to equality, we value diversity, and welcome applicants from diverse backgrounds.’ We will integrate this statement into our team’s recruitment messaging.”

“EDI is intentionally considered throughout all aspects of applied research, including in the involvement of students in research. Our team aims to hire several students

throughout the year and efforts will be made to give open and wide notice of positions that become available, thereby ensuring a larger, more diverse pool of candidates. Job postings for student positions are posted on the college's student job portal and the relevant Program Coordinators are asked to share them to all program students and classes. In addition, student job postings will be sent to the College's International Student Services and Indigenous Student Services."

"A group of individuals trained in the identification of unconscious bias and EDI considerations will make hiring and selection decisions. This group will be required to declare any potential conflicts of interest regarding the applications. A common set of interview questions and evaluation rubric will be consistently applied to all candidates. Both the questions and rubric will be developed prior to evaluating the applications."

### Training and Mentorship

An equitable training environment is one in which all project team members – including those from under-represented groups – can fully participate, gain research experience, acquire skills, and access mentorship and career development opportunities. Implementing a comprehensive training plan for diverse trainees increases the pool of diverse talent and increases the pathways for growth and the likelihood of retention.

Some Questions to Consider:

- What types of EDI training activities are available at Fanshawe?
- What types of EDI training should be required for researchers and student research assistants, based on the current level of EDI competencies and the context of the research environment?
- Is there a team member or research partner who is capable of and willing to offer mentoring for novice researchers, students, and/or members of under-represented groups? Will mentors be compensated for the time devoted to mentoring?
- What training should a community partner participate in as part of your research team?

Specific Practices to Guide You:

- Participate in any EDI-focused training, workshops, events, etc. offered by Fanshawe.
- Share and discuss research on systemic barriers, unconscious bias, and best practices. (See a list of Resources below.)
- Provide clear expectations and goals and mechanisms for achievement.
- Ensure equal opportunities for mentorship and professional development. For instance, schedule the same amount of time with each project participant. Consider providing financial support to mitigate barriers to participation, such as building into the budget stipends for student research assistants for knowledge dissemination.



- Identify someone, such as the EDI lead, who will track/monitor trainee engagement and uptake.
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- If necessary, create a plan to address disparities in participation. Refer to the [CIHR Individual Development Plan](#) for guidance.
- For collaborative projects, describe the partner organization's EDI principles and practices, and describe how the partner will bring EDI experience and/or expertise to interactions with project researchers and trainees.
- Develop a support network among team members or across departments, whereby more experienced researchers can guide their less experienced colleagues.

Examples to Illustrate:

“To minimize unconscious biases from influencing the equitable delivery of training and career development, the Principal Investigator will develop a set of standard mentorship practices. For instance, rather than scheduling individual meetings on an as-needed basis (which can unintentionally favour some project members over others), the PI will set weekly meeting times. These meetings will take place in a team environment where possible.”

“As the Principal Investigator, I have engaged in training on unconscious bias, mental health, and harassment, with the intention of creating an inclusive research environment. To signal that I view EDI as especially important for our project's success, we will begin each meeting with a summary of an EDI resource that I have identified and/or assigned and invite others to share their own resources.”

### Research Environment

An equitable and transparent research environment is one that ensures all individuals have confidence that they will be assessed and welcomed based on their merit and excellence and not through a filter of active or unconscious bias. It is an inclusive environment where there is flexibility, and all researchers, whether novice or experienced, feel they belong and are valued.

Some Questions to Consider:

- Are team leaders and members able to recognize, respond to, and redress inequities?
- Do team leaders and members understand what microaggressions, unconscious biases and racism are, and how these negatively impact individuals? How will these be mitigated?
- Is there a clear process for requesting accommodation for individuals with disabilities that is low barrier?
- Is neurodivergence acknowledged and welcomed?

- How will confidentiality of participants be ensured?
- How will I ensure team members know who to contact if they are experiencing discrimination and harassment? What resources are available on and off campus?

#### Specific Practices Guide You:

- Emphasize the research team's commitment to respect and collegiality. Consider drafting a statement of values/code of conduct that outlines the importance of a research environment that is free from harassment, discrimination, and other exclusionary behaviours. (See this [example](#) from the University of Alberta).
- Normalize discussions on EDI. Set aside time at each meeting and/or identify mechanisms for 1:1 support.
- Develop a consistent communication and decision-making process for the team and establish an agreed-upon dispute-resolution mechanism.
- Be flexible in scheduling team meetings. Provide virtual meeting options to those who are working, studying, or have caregiving options.
- Consider including a [land acknowledgement](#) as one example of an active step towards reconciliation at the outset of meetings. Familiarize yourself with the [Calls to Action](#) of the Truth & Reconciliation Commission.
- Consider incorporating personal pronouns (e.g., she/they) in introductions as standard practice.
- Learn about microaggressions and provide tools to identify and address them. (See this [infographic](#) by WWES, [this chart](#) by the University of Massachusetts Amherst, and this comprehensive [toolkit](#) by the University of Edinburgh.)
- Be cognizant of inherent power imbalance between faculty and student researchers and recognize the potential misuse/abuse of power.
- Make team members aware of the signs of potential misuse/abuse of power (such as inappropriate requests and disrespectful or exploitative behaviour) and the college's [policies](#) on harassment and discrimination and mechanisms for reporting.
- Use a team calendar that includes religious holidays and important days and months of the year (e.g., Ramadan, Yom Kippur, Pride month, Black History month, Indigenous Peoples History month) and take this into consideration when scheduling meetings and social events.
- Ensure that everyone who attends team meetings has an opportunity to fully participate in discussions. These meetings may be mechanisms for discussing EDI learning, further support required, etc.

### Examples to Illustrate:

“Since clear and effective communication will help the team function more effectively and will promote a sense of inclusion, we will enact a consistent communication and decision-making process. This process will focus on weekly group meetings held by the Principal Investigator. Student research assistants will be systematically asked (i.e., through a scheduled calendaring system) to present their research findings and discuss challenges faced and new directions they feel need to be pursued. In addition, everyone who attends the team meetings will have the opportunity to participate in discussions, if they choose.”

“All project participants will receive a draft of the group’s mission statement. This statement outlines the inclusive and respectful environment that all members of the group must commit to. It details the approach to innovation and provides some practical tips on how to get started in research and common problems frequently encountered. Researchers, students, and partners will all be educated on allyship and active bystander behaviour.”

### Peer Reviewer Selection

Researchers can expect that efforts will be made to engage reviewers from diverse groups. Specific details on the adjudication process are typically provided by the funding agency.

### Some Questions to Consider:

- If you have been invited to submit the names of potential reviewers of your application, how can you apply the EDI measures related to team composition and inclusive environment to this process? For instance, will you aim to have a diverse group of reviewers?

### Specific Practices to Guide you:

- If you are submitting names of reviewers of your application, consider requesting that they complete this [Reducing Unconscious Bias in the Review Process](#) resource (Banting Postdoctoral Fellowships). Similarly, if you have been selected to participate in merit review, complete the module.
- If relevant, review and/or assign the [Guidelines for the Merit Review of Indigenous Research](#) (SSHRC).

### Research Plan

Embedding (EDI) considerations at each stage of the Research Process promotes research excellence by making it more relevant to society, ethically sound, rigorous, reproducible, and useful to the communities we serve.

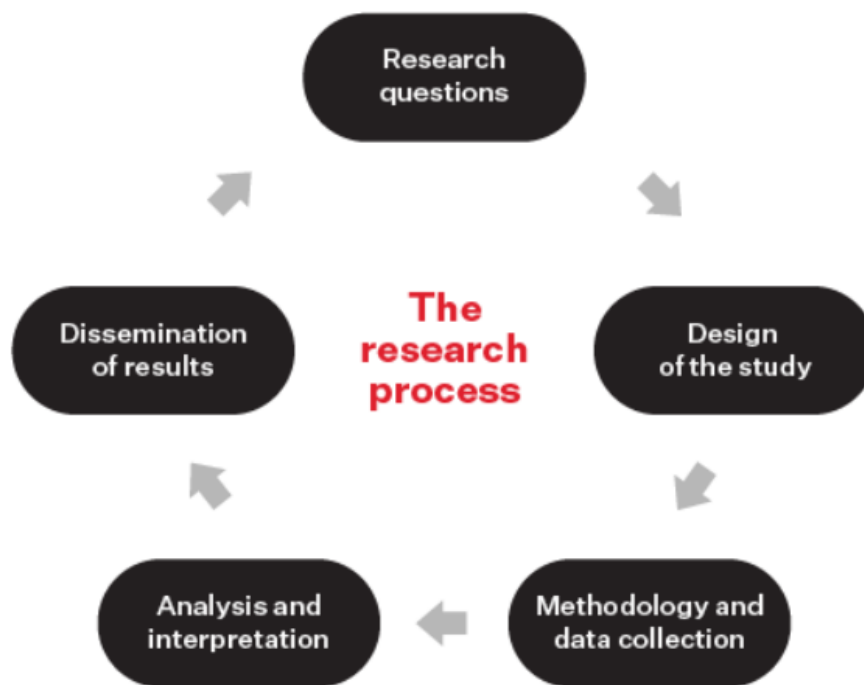


Figure 1. The research process

Source: [NSERC](#)

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 additional possible relevant factors, and their intersections may shape research questions, design, methodology, analysis, interpretation, and dissemination of results.

For a more detailed elaboration on what it means to incorporate EDI considerations in the five stages of research, see the NSERC document: [Equity, Diversity and Inclusion Considerations at Each Stage of the Research Process](#).

Some Questions to Consider:

### Research Questions

- How will your research questions and the findings from your study apply to the needs or experiences of various groups?
- Who benefits from the findings and/or product developed?
- Have you considered which populations may experience significant unintended impacts (positive or negative) as a result of the planned research?

## Design of the Study

- Which diversity considerations could be embedded to strengthen the study?
- What biases related to identities, privileges and power imbalances could impact the study? How will they be mitigated?
- Consider taking the [Sex and Gender Training Modules](#) offered by Canadian Institutes of Health Research.
- For research involving human participants, familiarize yourself with the [Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans](#). Consider taking the [TCPS 2: Course on Research Ethics](#).
- Does your proposed research follow best practices on how, why and by whom research is to be conducted and how knowledge is accessed and shared (such as in Indigenous communities)? (Note: The TCPS includes Chapter 9: Research Involving the First Nations, Inuit and Metis Peoples of Canada. While some of the information is useful, it is not necessarily compliant with [OCAP](#).)

## Methodology and Data Collection

- How will the privacy of research participants be protected?
- If the analysis is based on existing data sets, is there potential for bias due to the cultural and/or institutional contexts in which the data were originally generated?
- Does your proposal consider the different forms of support required (e.g., financial, linguistic) to ensure that individuals or communities involved in the research can participate?
- Have you discussed and agreed on data ownership, control and possession for communities and groups involved in the research?
- When conducting Indigenous research, follow the [Indigenous Research Statement of Principles](#) where appropriate. You may also wish to review the [OCAP](#) and [CARE](#) principles for governance of First Nations and other Indigenous data. (A fee-based course called [The Fundamentals of OCAP](#) is also available.)
- Statistics Canada has created a [Gender, Diversity and Inclusion hub](#) if you are seeking secondary statistics.

## Analysis and Interpretation

- Will you statistically test your data to determine whether the magnitude of effects is different for each diversity factor and their intersections?
- How will you enhance the rigour and trustworthiness of your data, staying within the parameters of your study design? If relevant diversity factors are not included in the study, will you acknowledge that as a limitation of the study?

## Dissemination of Results

- What means of dissemination will be most effective in reaching those who could benefit from the findings?
- How will inclusivity be integrated in dissemination? For instance, will accessible formats or appropriate languages be used? Does the dissemination material consider gender sensitive communication?

### Specific Practices to Guide You:

- Review the sources you've consulted and assess if/how diverse perspectives are included.
- Determine whether your study would benefit from diversity, sex and gender considerations being included in the research design and process. Good sources are the [Canadian Institutes of Health Research](#) and Stanford University's [Gendered Innovations](#) project.
- Consider the intersectionality of diversity factors. These factors can be biological, socio-cultural, or psychological aspects of users, communities, experimental subjects, etc.
- Consider the accessibility needs of participants in your research.
- If applicable, familiarize yourself with the Tri-Council Policy Statement: [Ethical Conduct for Research Involving Humans](#).
- If applicable, familiarize yourself with the best practices and established guidelines for research which engages Indigenous Principles. SSHRC, for instance, provides an [Indigenous Research Statement of Principles](#).

### Examples to Illustrate:

Several examples can be found in the NSERC document: [Equity, Diversity and Inclusion Considerations at Each Stage of the Research Process](#).

## Application with Limited Space

In some cases, an application will provide you with limited space to address EDI considerations. The descriptions of concrete practices will need to be especially concise. The example below demonstrates how to describe several specific strategies in a short section.

“As the Principal Investigator, I will emphasize three growth areas: (i) leadership, (ii) problem solving, and (iii) technical proficiency. My top priority is that novice faculty researchers and student research assistants gain skills needed to become leaders in any work force of their choosing via competency in critical decision-making, communication, and an ability to empower, empathize, and inspire. I believe that an EDI community inspires this training goal. Women and visible minorities are traditionally underrepresented in my academic area. Two major barriers are lack of role models and inequitable access to opportunity, both of which I will tackle using the following strategy: (1) Celebrating EDI role models: I will feature trainees, especially those from

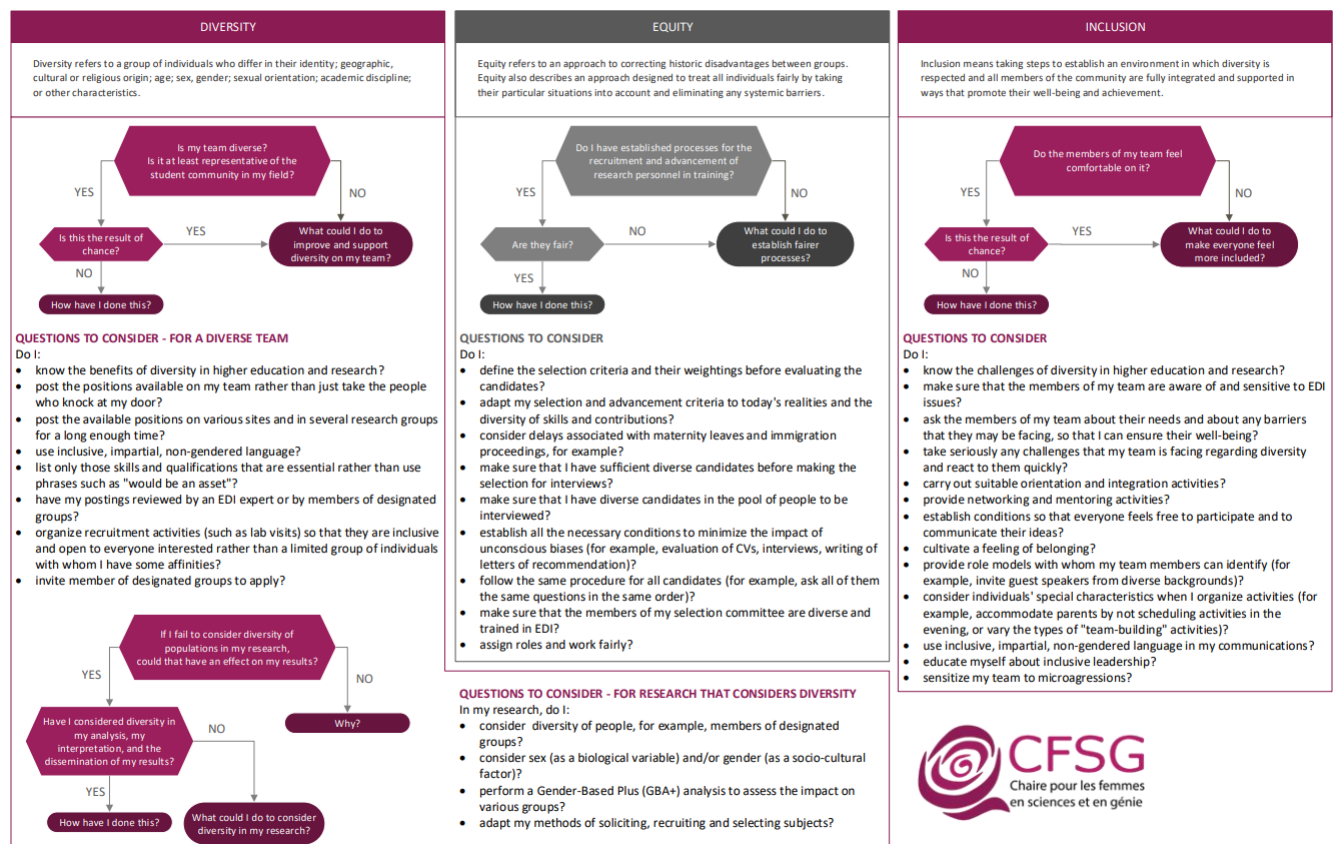
underrepresented groups, and acknowledge their accomplishments at each meeting. (2) Diversity in recruitment: I will message this participation opportunity throughout campus, trying to connect with associations of underrepresented groups. I will also identify funding support available to prospective trainees. (3) Inclusive research environment: I will focus on creating diverse communication channels and work with project participants to determine a mutually agreed upon dispute resolution process prior to project start. Resources for wellness and work-life balance will also be communicated to all participants.”

## Additional Guidance

### The Five Stages of Research

For a more detailed elaboration on what it means to incorporate EDI considerations in the five stages of research, see the NSERC document: [Equity, Diversity and Inclusion Considerations at Each Stage of the Research Process](#).

The [WISE Atlantic/CFSG chart](#) is also worth exploring.





## EDI Glossary

**Ableism** – Discrimination and bias against people with disabilities based on the belief that typical abilities are superior. It is rooted in the assumption that disabled people require “fixing” and defines people by their disability.

**Allyship** - When a person of privilege works in solidarity and partnership with a marginalized group of people to help take down the systems that challenge that group's basic rights, equal access, and ability to thrive in our society.

**Anti-Racism** – The policy or practice of opposing racism and promoting racial equality.

**Gender** - The socially constructed roles, behaviours, expressions and identities of girls, women, boys, men, and people with diverse gender identities. Often described as binary (girl/woman and boy/man) but there is diversity in how individuals understand, experience, and express gender. Gender influences perceptions, behaviours and the distribution of power and resources in society.

**Gender-Based Analysis Plus (GBA+)** - An analytical process used to assess the potential impacts of policies, programs, services, and other initiatives on diverse groups of women, men and people with diverse gender identities. The "plus" in the name highlights that GBA+ goes beyond gender. This analysis must include intersecting identity factors (such as sexual orientation, immigration status, Indigenous status, disability, race, socio- economic status, etc.).

**Intersectionality** - Recognition that inequities are never the result of single, distinct factors. Instead, they are the outcome of intersections of different social locations, power relations and experiences.

**Microaggression** - Indirect, subtle, or unintentional discrimination against members of a marginalized group.

**Neurodiversity** – A description of how people have variations in their mental functioning. Neurodiversity is not the same thing as a disability, although neurodivergent individuals may request accommodation from work or school.

**Oppression** – A system that maintains disadvantages on either an individual, institutional, and/or cultural level.

**Privilege** – Advantages or resources granted to some social groups that are unavailable to other groups.

**Sex** - A set of biological attributes primarily associated with physical and physiological features including chromosomes, gene expression, hormone levels and function, and reproductive/sexual anatomy. Sex is usually categorized as female or male but there is



variation in the biological attributes that comprise sex and how those attributes are expressed.

**Systemic Barriers** - Systems, policies, or practices that result in some individuals from underrepresented or disadvantaged groups receiving inequitable access to or being excluded from participation within employment, services or programs. These barriers could be “unintended” or “unseen” yet have serious and long-lasting impacts on the lives of those affected (e.g., on their career trajectories).

**Tokenism** - The practice of making only a perfunctory or symbolic effort to do a particular thing, especially by recruiting a small number of people from underrepresented groups to give the appearance of sexual or racial equality.

**Unconscious Bias** - An implicit attitude, stereotype, motivation, or assumption that can occur without one’s knowledge, control, or intention. Examples include gender bias, cultural bias, race/ethnicity bias, age bias, language, and institutional bias. Decisions made based on unconscious bias can compound over time to significantly impact the lives and opportunities of others who are affected by the decisions made.

## Resources for Additional Learning

### Articles

Gender Diversity leads to Better Science – Proceedings of the National Academy of Science (PNAS)

Evidence-Based Strategies for Improving Diversity and Inclusion in Undergraduate Research Labs – *Frontiers in Psychology*

Ten Simple Rules for Building an Anti-Racist Lab - *PLOS Computational Biology*

Disarming Racial Microaggressions: Micro intervention Strategies for Targets, White allies, and Bystanders - *American Psychologist*

Not So Subtle: A Meta-Analytic Investigation of the Correlates of Subtle and Overt Discrimination - *Journal of Management*

Various Resources – Engendering Success in STEM

The Health Researchers Toolkit: Why Sex and Gender Matter – Women's College Research Institute

Intercultural Competence – Oxford Research Encyclopedia

## **Books**

Biased: Uncovering the Hidden Prejudice that Shapes What We See, Think, and Do – Jennifer Eberhardt

Invisible Women: Data Bias in a World Designed for Men – Caroline Criado-Perez

## **Websites and Online Tools**

How to Integrate Sex and Gender into Research - Canadian Institutes of Health Research (CIHR)

Unconscious Bias Training Module – Canada Research Chairs (CRC)/Tri-Agencies

Anti-Racism & Anti-Oppression Resources – extensive list of resources (articles, books, modules) compiled by the University of Guelph