



RESEARCH IDEAS

- Embedding Inclusivity, Diversity, Equity and Accessibility into your research program

Goal

- The Faculty of Medicine's 2020-2025 Strategic Plan "Leading Innovation for a Healthier World" can only be achieved if we create a research environment where the values of inclusivity, diversity, equity and accessibility (IDEA) are embedded.
- The goal of this workshop is to provide PIs with insights into systematic barriers that still exist and how they can implement IDEA strategies to build strong inclusive research environment.
- Workshop provides the necessary training and information to successfully address EDI criteria in federal grant applications.



Work-life balance

- Retention of both female and male faculty is closely related to satisfaction with work-life balance.
- Women are disproportionately impacted by work-life issues because female scientists and engineers are much more likely to have a dual-career partner in science than their male colleagues and because women continue to have a larger share of dependent-care responsibilities.

(source - <https://www.nsf.gov/pubs/2009/nsf0941/nsf0941.pdf>)



Work-life balance best practices



- **Careful and intentional scheduling of events** (seminars, lab meetings, social events, etc.).
 - schedule events both during and outside the workday and/or several times a year;
 - use family-friendly best practices;
 - be conscious that scheduling outside of normal business hours creates exclusions and proactively take steps to accommodate
- Sources:
 - [https://www.umass.edu/advance/sites/default/files/inline-files/UMass ADVANCE Inclusion Best-Practices 1-7-2021.pdf](https://www.umass.edu/advance/sites/default/files/inline-files/UMass%20ADVANCE%20Inclusion%20Best-Practices%201-7-2021.pdf)
 - <https://cpb-us-w2.wpmucdn.com/sites.wustl.edu/dist/c/2883/files/2016/05/Statement-on-Family-Friendly-Scheduling-final.pdf>

Work-life balance best practices



- Identify or provide accommodations such as privacy rooms or **breastfeeding rooms and onsite day care** (BioTalent Canada, 2015)
- Flexible working/flexitime: defined as the worker having control over when and where they work. This can be used for both family-friendly goals, as well as performance enhancing goals (training, etc.) (source WLB and Equality paper, 2020 <https://link.springer.com/article/10.1007%2Fs11205-018-2025-x#citeas>)
- Mental health supports (Making EDI Matter in Research seminar – PDF)
- Financial support for **family travel to conferences** (source: https://cca-reports.ca/wp-content/uploads/2018/10/wur_fullreporten.pdf.pdf)

Career development

- Career support programs, such as **mentoring and leadership development**, are important for retention and promotion of all faculty.
- All equity seeking groups are typically disadvantaged when career support and mentoring activities are informal or based on friendships.
(<https://www.nsf.gov/pubs/2009/nsf0941/nsf0941.pdf>)



Career development Best Practices

- **Formal mentoring programs** ensure there are systems in place to ensure mentoring, not trying to rely on informal mentoring or friendships, which can reinforce inequalities: [https://www.umass.edu/advance/sites/default/files/inline-files/UMass ADVANCE Inclusion Best-Practices 1-7-2021.pdf](https://www.umass.edu/advance/sites/default/files/inline-files/UMass%20ADVANCE%20Inclusion%20Best-Practices%201-7-2021.pdf)
- Findings show that **team mentoring or mutual/peer mentoring models** are more successful than one-on-one hierarchical models: [https://www.umass.edu/advance/sites/default/files/inline-files/UMass ADVANCE Faculty Mentoring Best Practices 1-7-2021.pdf](https://www.umass.edu/advance/sites/default/files/inline-files/UMass%20ADVANCE%20Faculty%20Mentoring%20Best%20Practices%201-7-2021.pdf)
- **Several mentorship programs** already exist in the Faculty of Medicine, including for female Faculty, female postdoctoral fellows, black medical students and residents, sexual and gender minority members, and Kuwaiti students (<https://med.uottawa.ca/professional-affairs/office-equity-diversity-and-inclusion/mentoring>)



Career support best practices



- **Networking** is an **essential and learned skill** in supporting trainees and junior faculty. Many barriers are in place for equity seeking groups to establish robust networks, including cultural backgrounds

(<http://www.bristol.ac.uk/staffdevelopment/academic/researchstaffhub/opportunities/networking/barriers/>)

- MITACS Networking Skills
 - <https://www.mitacs.ca/en/programs/training/workshops/networking-skills>
- Encourage all trainees / ECRs to attend meetings/conferences – create a policy!
- Encourage all researchers to participate in networking activities, both academic (eg societies) and non-academic (volunteering)

- **Best practice for clinical trainees:** use residency half-days for research days; offer journal club to residents to help teach research skills.

(https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKewiQh6288b_yAhWsUt8KHf42D5gQFnoECAIQ&url=https%3A%2F%2Fwww.royalcollege.ca%2Frcsite%2Fdocuments%2Feducational-strategy-accreditation%2Fclinician-scientist-canada-whitepaper-e.pdf&usg=AOvVaw3ID3ykHOIQmTqhE5Ysz8dG)



How to write a strong EDI statement

- There is no one way. Everyone is going to be different and that's good!
- Be authentic! Really easy to pick-up when people are using boiler-plate language, just ticking boxes.
- Break down the asks/statement asking for EDI commitment, and respond directly using the same language they use.
- Read the material to understand the scholarship. Data/evidence is informed: refer to experts in social sciences, gender studies, etc. Make sure you get your information from good sources.



How to start writing an authentic EDI statement

- 1) **Start with self-reflection** (as an individual and as an institution, observe yourself and really reflect on what your values are, demonstrate self-awareness)

- 2) What is **your lived experience**?
 - If you are part of the majority demographic or haven't experienced barriers your self-awareness is recognizing your privilege and that you want the opportunity to contribute in the future.
 - You can also use personal experiences, and learning from previous mistakes or negative experiences from the past. Sit with discomfort, pay attention, be aware then act with intention.

- 3) **Be explicit** in stating your values (informed by 1 and 2)

- 4) **Present evidence** of your actions/best practices aligned with those EDI values (past, present & future)
 - Be specific about how you are going to contribute going forward – “in my research program, will do this...”, e.g.. SGBA analysis training, code of conduct for lab, professional development opportunity for EDI groups, ensure accessibility for students with disabilities (recorded sessions with closed-captioning, etc.).

