



University
of Windsor

Policy Title: Equity Diversity and Inclusion in Research Policy

Date Established: March 31, 2020

Administrative Responsibility: Office of Research and Innovation Services

Approver: Vice-President Research & Innovation

Revision Date(s): N/A

Introduction

Principles of Equity, Diversity and Inclusion (EDI) are a vital component in achieving research excellence. EDI considerations and practices are integral to research design, participation, education, employment, and training. When elements and practices of EDI are included in research design, researchers have greater access to participants, research is made more applicable, and results better meet the needs of the community.

During Summer 2019, the University signaled its commitment to the principles of EDI when it became a signatory to the **Dimensions Charter**. The University will continue to foster a research environment where all individuals are treated with dignity and respect and can fully contribute and have access to equitable opportunities in relation to research.

Scope of Policy

This policy will support all research activities conducted at the University of Windsor and will work within the existing equity frameworks to ensure that the adoption of EDI principles is supported within the University's research community.

Exceptions to Policy

This policy affirms the University's commitment to achieve equity, diversity and inclusion within the University's research environment and community and all members of the research community are expected to include EDI considerations in their research practices.

Definitions

Equity is defined as the removal of barriers and biases enabling all individuals to have equal opportunity to access and benefit from research. To achieve equity, all individuals who participate in the research ecosystem must develop a strong understanding of the systemic barriers faced by individuals from underrepresented groups (i.e. persons with disabilities, gender/sexual minorities, Indigenous people, visible minorities, and women) and put in place impactful measures to address these barriers.ⁱ

Diversity refers to the variety of unique dimensions, qualities and characteristics we all possess including differences in race, colour, place of origin, religion, immigrant and newcomer status, ethnic origin, ability, sex, sexual orientation, gender identity, gender expression and age. A diversity of perspectives and lived experiences is fundamental to achieving research and training excellence. ^{ii iii}

Inclusion is defined as the practice of ensuring that all individuals are valued and respected for their contributions and equally supported. Ensuring that all team members are integrated and supported is fundamental to achieving research and training excellence.^{iv}

Diversity and inclusion is about capturing the uniqueness of the individual; creating an environment that values and respects individuals for their talent, skills and abilities to the benefit of the collective. Diversity and Inclusion must be implemented together to see success.^v

Designated groups are historically or currently marginalised, equity seeking groups. As a member of the Federal Contractors Program, the University recognises **persons with disability, Indigenous people, visible minorities, and women** as designated groups. In addition, the University has recognised **gender/sexual minorities** (members of the 2SLGBTQ+ community) as a fifth equity seeking group.^{vi}

Systemic barriers are defined as systems, policies or practices that result in some individuals from underrepresented groups receiving unequal access to or being excluded from participation within employment, services or programs. These barriers are systemic in nature, meaning that they result from institutional level practices, policies, traditions and/or values that may be “unintended” or “unseen” but that have serious and long-lasting impacts on the lives of those affected (e.g. on their career trajectories).^{vii}

Roles and Responsibilities

Every member of the campus and research community is responsible for the successful adoption of EDI principles and practices in research.

Policy Statement

While creating an environment which fosters EDI principles and practices is the responsibility of every member of our campus and research community, the University is committed to working with partners to aid our research community in the adoption of EDI practices. To accomplish this, the University will utilize the EDI principles established within the Dimensions Charter and all relevant Employment Equity Policies at the University which provide a framework for the further promotion of EDI.

Recognizing that challenges remain in achieving the full participation of equity-seeking groups (including women, visible minorities, Indigenous Peoples (which includes but is not limited to the communities of First Nations, Inuit, and Metis peoples), people with diverse gender and sexual identities and people with disabilities) within the research community at the University, the identification of potential barriers and mitigation of such barriers will strengthen our research community.

The University will work collaboratively with stakeholders and community partners to build on a research environment which fosters, and benefits from, strong EDI practices.

Researcher Responsibilities

Researchers at the University of Windsor are encouraged to implement EDI principles and practices in the following aspects of their research:

- i) **Research Methodologies:** Stronger research outputs require EDI to be considered in the design of your research. For example, a researcher may wish to consider how their research could include Indigenous or gender considerations and ensure that this aspect is not overlooked in the design of their research. When elements and practices of EDI are included in research design, researchers have greater access to participants, research is made more applicable, and results better meet the needs of the community.

- ii) **Research Team Design:** Including EDI in research team design has positive effects for the research team including opportunities for learning from researchers with different experiences and having multiple perspectives in research yields stronger research outputs. For example, a researcher might consider developing a diverse research team and developing procedures to ensure that every member of the research team is given the opportunity to provide input and have their contributions valued.
- iii) **Training Opportunities:** As supervisors, faculty members have the privilege and responsibility to train the next generation of researchers. When EDI elements are incorporated into the recruitment and retention of Highly Qualified Personnel (HQP), researchers benefit from having access to more candidates with diverse perspectives which in turn benefits their research.

For more information on EDI and how to incorporate EDI into research, researchers are encouraged to contact the ORIS or Office of Human Rights, Equity and Accessibility (OHREA) for more information and free resources.

Review

This policy will be reviewed periodically and updated as required. The Executive Director, Research & Innovation shall have the ability to address minor operational and administrative revisions to this policy to ensure compliance with all applicable policies, rules, guidelines of the University of Windsor, including adherence to Canadian law, however, any other significant change will require the approval of the VPRI.

Cross Reference

Dimensions Charter found at: <http://www.uwindsor.ca/research-innovation-services/476/dimensions-charter>

Employment & Educational Equity Policy found at: <http://www.uwindsor.ca/ohrea/11/employment-educational-equity-policy>

Ontario Human Rights Code found at: <http://www.ohrc.on.ca/en/ontario-human-rights-code>

University of Windsor Employee Group Collective Agreements found at: <http://www1.uwindsor.ca/hr/collective-agreements>

ⁱ This definition has been supplied by the Tri-Agency Institutional Secretariat and can be found at: <https://www.sshrc-crsh.gc.ca/funding-financement/nfrf-fnfr/edi-eng.aspx#1c>

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ⁱⁱⁱ This definition has been supplied by the Canadian Centre for Diversity and Inclusion and can be found at: <https://ccdi.ca/our-story/diversity-defined/>

^{iv} This definition has been supplied by the Tri-Agency Institutional Secretariat and can be found at: <https://www.sshrc-crsh.gc.ca/funding-financement/nfrf-fnfr/edi-eng.aspx#1c>

^v This definition has been supplied by the Canadian Centre for Diversity and Inclusion and can be found at: <https://ccdi.ca/our-story/diversity-defined/>

^{vi} This definition has been supplied by the Office of Human Rights, Equity and Accessibility and can be found at: <http://www.uwindsor.ca/ohrea/11/employment-educational-equity-policy>

^{vii} This definition has been supplied by the Tri-Agency Institutional Secretariat and can be found at: <https://www.sshrc-crsh.gc.ca/funding-financement/nfrf-fnfr/edi-eng.aspx#1c>