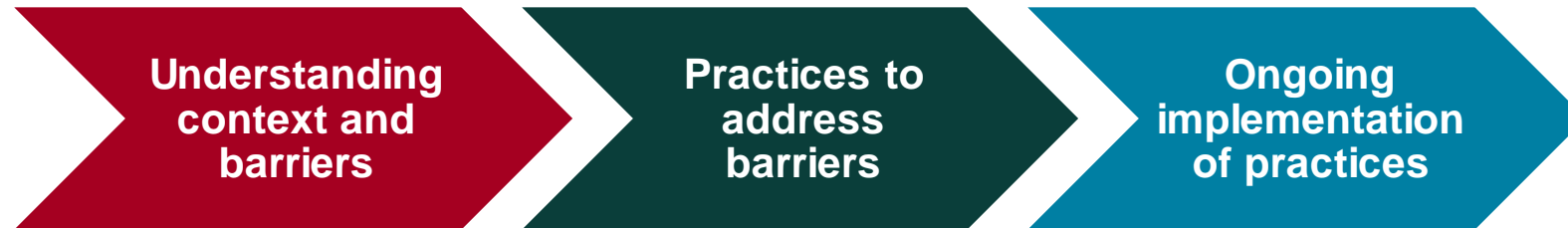


CREATE Goals and Expectations for EDI

- Increase the inclusion and advancement of under-represented groups in NSE
 - Embed EDI considerations in the composition of the team/roles within the team
 - Advance in EDI the recruitment of trainees, in training/mentorship activities, and in the overall training environment
 - Recognize this is not a counting or a box-checking exercise
 - Describe specific and intentional practices to be carried out over the life of the grant
- Consider sex, gender, and diversity in research design and methods, where applicable
 - Expands applicability/useability of research outcomes
 - Prevents overgeneralizations or missed opportunities
 - Improves reproducibility of findings

Addressing EDI Considerations in Teams/Training

- Avoid broad or generic statements
- Provide **specific, concrete actions** that will proactively advance equity, diversity, and inclusion
 - Tailor actions and practice to the context of your research team/discipline
 - Go beyond quoting institutional policies or statements
 - Implementation and feasibility are key



- Do not include identifying personal information or demographic data
- Distinguish between EDI in teams/training and EDI in research design

EDI Considerations in Team Composition

- Focus on actions/processes rather than counting — describe intentional steps toward EDI
 - How inclusive definitions of excellence were used in assembling the team (e.g., consideration of research interruptions, excellence in mentorship, diverse research outputs)
 - Outreach to/engagement with prospective team members, including those from under-represented groups
 - EDI considerations and the integration of ECRs in team leadership/management
 - Team members' demonstrated experience or competencies in EDI
 - Equitable mentorship and career development opportunities for ECRs

EDI Considerations in HQP Training

- Describe **specific, intentional** practices that you have used/will use going forward
 - Equitable recruitment practices that engage diverse trainees
 - EDI in mentorship/training activities (reflected in program structure and budget)
 - Creation of an inclusive training environment
- Describe implementation of these practices (feasibility)
- For examples of concrete practices, consult the [teams and training handbook](#) on the EDI in Research & Innovation website
 - Includes excerpts from successful past applications
- Also consult the [EDI in research practice resources](#) available on the website

Addressing EDI in Research Design

- How would the research questions, design and methods, and/or KT plans benefit from considerations of sex, gender, race, and/or other identity factors (e.g., age, Indigeneity, ability, immigrant status, economic status, etc.)?
- Does the literature review address EDI in considerations and approaches?
- Will there be diverse end-users, or will application of the research have an impact on diverse populations? On under-represented populations?
- If the research uses population data, will the data be disaggregated by gender and/or other identity factors?
- How will biases be monitored and mitigated?
- Consult NSERC's guide to [Equity, diversity and inclusion considerations at each stage of the research process](#)
- NSERC has launched a [new EDI hub](#) with additional resources