



Equity, Diversity and Inclusion in Research:  
Continuing our Journey

Report for the Vice-President, Research and Innovation

Equity, Diversity and Inclusion in Research Advisory Committee  
October 14, 2021



uOttawa

In late 2020, Dr. Sylvain Charbonneau, uOttawa Vice-President, Research and Innovation (VPRI), convened an Equity, Diversity and Inclusion Advisory Committee to make recommendations on the development and implementation of the uOttawa Equity, Diversity and Inclusion (EDI) Action Plan for Research.

The Committee, composed of a cross-section of the uOttawa research community (graduate students, researchers, staff members), met monthly over the period of March-September 2021. It confirmed action plan objectives to diversify and strengthen the research community and promote an inclusive climate. The Committee also identified foundational values and determined that the Plan would address five underrepresented groups (women, Indigenous peoples, visible minorities/racialized persons, LGBTQI2S+ community, and persons with disabilities). A scan was conducted to assess the internal and external environments. During the consultation period, other training and awareness-raising activities were held to strengthen a culture that puts in practice EDI to attain research excellence.

Identified strengths were a high level of interest in the subject of equity, diversity and inclusion and the large number of uOttawa professors and students who conduct research with underrepresented groups. Noted barriers included: lack of awareness and training with regard to equity, diversity and inclusion; lack of access to tools and resources; financial and technical support; policies and guidelines; accountability measures; and data to measure needs.

The Committee notes that developing an inclusive culture is a collective organizational long-term journey which includes many stakeholders, players and steps, and as such this action plan aligns with other institutional EDI initiatives. Further, equity, diversity and inclusion in research is a **continuous process of cultural transformation** that **requires leadership**. Recommendations are organized in four interrelated thematic areas with actions. These are low-hanging fruit, high priority areas where research can achieve high impact over the next 18 months. The plan will be reviewed and revised regularly.

#### **Build Awareness and Recognize Excellence**

1. Strengthen Awareness Building Activities;
2. Recognize Individual Excellence in EDI;
3. Evaluation of Research Excellence;
4. Strengthen and Sustain Communications.

#### **Strengthen Professional Development (Skills, Training and Tools)**

5. Develop Diversified Learning Programs;
6. Create a Resource Repository.

#### **Provide Institutional Support and Infrastructure**

7. Support Community-Based Research and Other Research Initiatives to work with Underrepresented Groups;
8. Improve Transparency and Equity in Internal Research Chairs Programs (University Research Chairs and *Chaires de Recherche sur le Monde Francophone*);
9. Incorporate EDI Requirements in Other Vice-President, Research and Innovation Programs;
10. Strengthen Inclusion in Canada Research Chairs Program;
11. Strengthen Inclusive Research Team and Training Environments.

#### **Measure Needs, Evaluate Performance and Document Lessons Learned**

12. Promote use of data and develop concrete metrics to track progress.

## Equity, Diversity and Inclusion in Research: Continuing our Journey

### A Common Language & Shared Understanding

EQUITY means people of all identities are treated fairly. Equity is when we remove systemic barriers and biases so that all individuals have equal opportunity to access and benefit.

DIVERSITY consists of the conditions, expressions and experiences of different groups.

INCLUSION is the practice of ensuring that all individuals are valued and respected for their contributions and equally supported.

**Source: Social Sciences and Humanities Research Council**

#### Underrepresented Groups

- Women
- Indigenous peoples
- Visible minorities /racialized persons
- LGBTQI2S+ community
- Persons with disabilities

### Preamble:

An equitable, diverse and inclusive research environment creates the conditions for excellent, innovative and impactful research. Equity creates conditions for all social actors, regardless their situation, can participate in research. Diversity sparks creativity and supports the search for novel information and perspectives, and inclusion creates an environment for open discussion and debate.

In late 2020, Dr. Sylvain Charbonneau, uOttawa Vice-President, Research and Innovation (VPRI), convened an Equity, Diversity and Inclusion Advisory Committee (Appendix A) to make recommendations on the development, implementation and evaluation of the uOttawa Equity, Diversity and Inclusion (EDI) Action Plan for Research. The Committee built on work of the 2019 VPR IDÉE (Inclusion – Diversité – Équité – Excellence) Committee (Appendix B) which recommended an EDI Action Plan be developed. It also adopted the objectives and values articulated in the uOttawa Research Strategic Plan, 2020-2025, to guide discussions.

### Objectives:

**Foster and Celebrate** excellence, equity, diversity and inclusiveness within our research community and in our research approaches.

**Proactively foster and grow** a culture of inclusion, diversity, equity and excellence within the uOttawa research portfolio.

**Remove barriers** for members of underrepresented groups to ensure their full participation in all internally and externally funded research programs.

### Our values:

- **Inclusiveness, Diversity and Equity**, celebrating diversity in culture, language, gender, race, ethnicity and other forms of identity and experience as a source of strength for scholarship, research and innovation.
- **Equality of rights and non-discrimination** against people based on racism, sexism, ableism, homophobia, biphobia, transphobia, ageism, or other grounds established by the *Ontario Human Rights Code*.
- **Francophonie and bilingualism** are foundational to uOttawa institutional culture and are core values of this Action Plan. Such linguistic and cultural diversity is a source of strength which enriches research and innovation.

### Who we are:

#### Advisory Committee Members

- Terry Campbell, Chair and Assistant Vice-President, Research and Innovation Services
- Lori Beaman, Faculty of Arts
- Steffany Bennett, President's Special Advisor on Diversity and Inclusion
- Jaclyn Brusso, Faculty of Science
- Jude Mary Cénat, Faculty of Social Sciences
- Marie-Hélène Chomienne, Faculty of Medicine, Institut du Savoir Montfort
- Aimée Craft, Faculty of Law, Common Law Section
- Philippe Thierry Douamba, Chief of Staff, Office of the Vice-President, Research and Innovation
- Diego Herrera, EDI Advisor for Research
- Ghassan Jabbour, Faculty of Engineering
- Levent Sahin, Student, MSc in Epidemiology
- Penelope Simons, Faculty of Law, Common Law Section
- Kednapa Thavorn, Faculty of Medicine, Ottawa Hospital Research Institute

### Our approach:

The Advisory Committee met monthly over the period of March-September 2021. It confirmed objectives, key definitions and scope, recommending that the Action Plan address five underrepresented groups (women, Indigenous peoples, visible minorities/racialized persons,

LGBTQI2S+ community, and persons with disabilities). The committee's work focused on the broader university research community which includes researchers, graduate students and trainees and research personnel, approximately 8000 individuals (indicated below). A scan was conducted to assess the internal and external environments.

During the consultation period, the Office of the Vice-President, Research and Innovation also led various activities aimed at strengthening a culture of EDI. These include:

- Three online panels about the situation of underrepresented groups in research:
  - Women and Girls in STEM, led jointly with the Faculty of Science (82 participants);
  - LGBTQI2S+ people in science, arts and technology (138 participants);
  - Indigenous people in research, led jointly with uOttawa Institute of Indigenous Studies; and Research (226 participants).
- A contest on inclusive practices in research: *More Inclusion, Better Research*, which received 13 submissions from six faculties, one school and one affiliated institute. The two winners and their inclusive practices were highlighted in short videos.
- Developing and launching a one-stop EDI website which provides EDI tools and resources for the research community and EDI updates.
- Documenting and disseminating inspiring stories on EDI in research through various mechanisms, such as the Research Management Services (RMS) weekly newsletter and the OVPR website.
- Three series of webinars to help researchers improve their understanding of EDI considerations in their research and how to articulate this in their grant applications (approximately 15 participants per webinar).

### **uOttawa Research Community in 2020**

1250 Researchers  
6070 Graduate Students  
    PhD: 2224; Masters 3846  
    (Excluding professional programs)  
440 Trainees  
900 Research Personnel

**Figure 1. uOttawa Research Community in 2020**

### Who we spoke to:

A cross-section of the research community was consulted as follows: Faculty Vice-Deans, Research and Research Advisors (two focus groups); Canada Research Chairholders (online survey); people living with disabilities (one focus group); three interviews with researchers who belong to racialized groups and input received from awareness-raising activities (online panels) conducted during the consultation period. Additional consultations will be ongoing and will inform future iterations of the Action Plan.

### What we learned:

**Strengths:** Stakeholders across all groups identified a very high level of interest in the subject of Equity, Diversity and Inclusion and they indicated interest in learning more. They also noted that a large number of uOttawa professors and students, across many disciplines, focus their research activity with underrepresented groups and on topics related to their lived experiences.

**Barriers:** Stakeholders identified the key barriers as: lack of awareness and training about equity, diversity and inclusion; lack of access to tools and resources; limited accountability measures (institutional or individual); lack of clear policies, definitions and guidelines regarding EDI in research; lack of financial and technical support to lead EDI practices; lack of established processes and approaches for diversified recruitment and retention; lack of data to measure needs, progress and success.

## Our recommendations:

In presenting its recommendations, the EDI in Research Advisory Committee notes the following:

Developing an inclusive culture is a collective organizational long-term journey which includes many stakeholders, players and steps. Research is but one of several key areas where changes are needed: the student experience, the uOttawa employee environment, pedagogy, community outreach and physical space are others.

As such, our recommendations promote alignment and synergies with other uOttawa EDI initiatives, including the Anti-Racism and Inclusive Excellence Action Committee (led by Professor Boulou Ebanda De B'Berri); the University's participation in the Dimensions pilot (led by Professor Steffany Bennett); activities led by the Human Rights Office (led by Noël Badiou); activities led by Faculties and Services such as Human Resources. We also promote active collaboration with the affiliated research institutes.

For example, we note the significant diversity gaps in the professorate across faculties. While 60% of uOttawa students belong to visible minorities/racialized groups, 81% of their supervisors identify as Caucasians.<sup>1</sup> With the exception of recruitment for the Canada Research Chairs and participation in the allocation of Association of Professors of the University of Ottawa (APUO) positions, the Vice-President, Research and Innovation does not have direct responsibility for addressing these gaps. Therefore, in addition to the recommendations noted below, we encourage the Vice-President, Research and Innovation to continue to actively collaborate with the Provost and Faculty Deans to create plans that will improve diversity and inclusion and support **transformative change**. This will necessarily address key academic career transitions, such as recruitment, promotion and tenure and progress through their career, including leadership roles. Activities identified during the environmental scan include mentoring programs, redistributing faculty workload, formal recognition, scholarships and research grants, identifying allies and champions and strengthening the work with them. Others could include faculty networks, institutional climate surveys, departmental sessions on culture and climate.

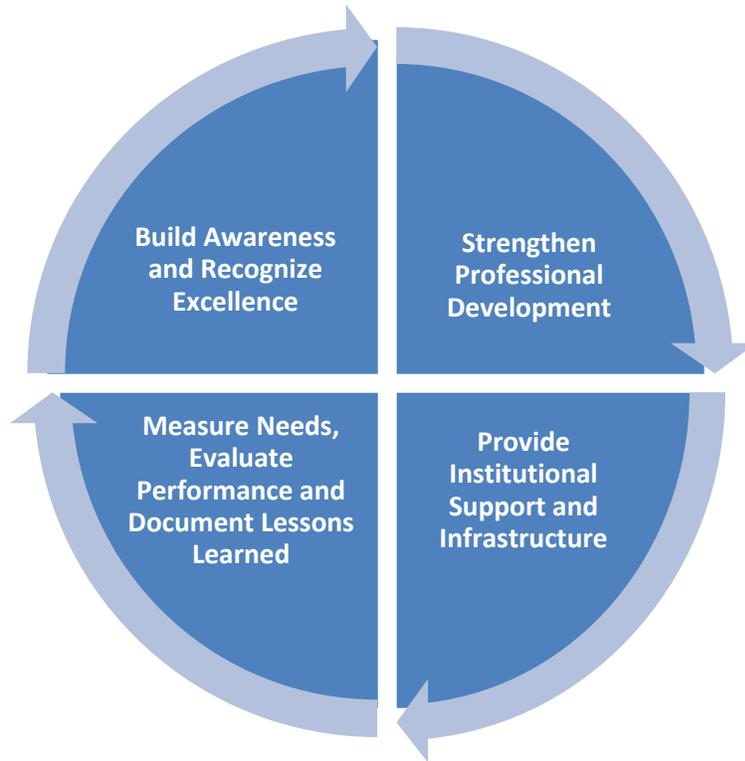
Another area of potential collaboration is in creating recognition and rewards for faculty members and others who promote EDI. This could include mechanisms such as teaching release or inclusion in evaluation criteria for promotion and tenure.

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<sup>1</sup> Source: uOttawa "Count me in survey", 2021.

The **EDI in Research Action Plan** identifies strategies and actions that strengthen institutional commitment to EDI in research and that create an inclusive climate for uOttawa researchers and their research teams whereby systemic barriers that prevent full participation of members of underrepresented or disadvantaged groups are addressed.

Recommendations are organized in four interrelated thematic areas and actions are identified to diversify and strengthen the research community and promote an inclusive climate:



### **Build Awareness and Recognize Excellence**

Equity, diversity and inclusion in research is a **continuous process of cultural transformation** that **requires leadership** in communication, awareness-building (creating inspiring conversations) and recognizing excellence. It is through such ongoing engagement and dialogue across the university, within faculties and services, in which new perspectives are gained to understand our current situation in EDI, to foster exemplary actions, and address EDI challenges as a means to attain excellence in research.

### **Strengthen Professional Development (Skills, Training and Tools)**

Developing skills and expertise are a key building block for creating a diverse and inclusive research environment, and this was identified as the main need during the consultation process. Important activities include: effective equity, diversity and inclusion approaches, which draw upon the theoretical advances of uOttawa researchers and others; access to practical tools and support in both official languages that promote learning and application; and increased accessibility and visibility of resources in French.

## **Provide Institutional Support and Infrastructure**

Guidelines, conditions and incentives to integrate EDI are required to ensure sustained results. Stakeholders identified the lack of institutional support, infrastructure and expectations as an important barrier. Closing key gaps in institutional support and infrastructure will help address these needs.

## **Measure Needs, Evaluate Performance and Document Lessons Learned**

“What gets measured, gets done”, consulted groups stated. Clear, realistic, and measurable goals, targets and indicators will allow uOttawa Vice-President, Research and Innovation; and faculties to monitor progress, to take lessons from actions conducted, and to identify the adjustments required for a sustainable change in the culture of EDI in research we aim to create.

The identified actions are low-hanging fruit, high priority areas where research can achieve high impact over the next 18 months. The development of metrics to monitor progress is underway (see Appendix C), and the plan will evolve and be adjusted over time according to ongoing consultations, the results of regular monitoring, evaluation and documentation of lessons learned.

## **Recommendations:**

### **Build Awareness and Recognize Excellence**

#### **1. Awareness Building Activities**

Strengthen and host awareness-building sessions (such as the online panels mentioned earlier) in partnership with faculties and services to raise awareness on the needs of underrepresented groups in research; on key equity, diversity and inclusion concepts and approaches; and on the contribution of these approaches to excellence in research.

#### **2. Recognize Individual Excellence in EDI**

Establish EDI Recognition Awards to encourage role-modelling and championing of best practices in equity, diversity and inclusion. Build on the Inspiring Stories contest launched during the consultation period, ensuring that the recognition is visible and supports the researcher in their EDI work through, for example, dedicated teaching release.

#### **3. Evaluation of Research Excellence**

Research excellence is strengthened through equity, diversity, and inclusion, and traditional measures of excellence, such as number of academic publications, do not yet take this into consideration. More comprehensive evaluation criteria will be applied in research, including collaborative research, knowledge mobilization, training, trainee supervision, community outreach and new evaluation criteria. We note that the uOttawa selection criteria used for Research Chairs includes most of these broader criteria and recommend that they be clarified and adopted more widely across the University when assessing research excellence. Further, as a sign of institutional support, we recommend that the University of Ottawa formally sign the [DORA Charter](#), which is a global initiative to support the development and promotion of best practices in the assessment of scholarly research.

#### **4. Strengthen and Sustain Communications**

Building on the new EDI website, strengthen ongoing communications, including the promotion of experts in EDI and their achievements through multiple bilingual media, such as EDI Factsheets, videos, infographics, regular reports.

### **What we heard**

*“Thank you for hosting this. This is the first time since I’ve been at the University that we have had this type of open discussion.” -- Faculty member, participant in an awareness building session*

*“The leadership needs to present a real understanding of EDI, which is currently lacking.” – Chairholder*

*“We need to broaden the definition of excellence.”- Faculty Research Advisor*

*“How do we cultivate diversity amongst different groups (privileged or not)”*

## **Strengthen Professional Development (Skills Training and Tools)**

### **5. Develop diversified learning programs**

Establish continuous learning programs adapted to different stakeholders influencing EDI in research (administrators, advisors, Vice-Deans, researchers, assistants, teams, members of underrepresented groups, EDI champions), according to their different learning and progression levels (awareness-raising, specialized, experience-exchange) and to their involvement (as decision-makers, allies or practitioners). Customized training and other support should also be continued and tailored to researchers to strengthen their inclusive practices and to increase their performance in research competitions. This continuous learning environment should include more advanced theoretical and practical training, such as summer schools, master classes and inter-university exchanges.

### **6. Create a Resource Repository**

Coordinate with Faculties to create and disseminate a repository of EDI resources (videos, podcasts, interactive games, websites, tools) and pedagogic activities to facilitate their integration into research proposals, teams, and activities.

### **What we heard**

*“Need to make tools or guidelines accessible on a long-term basis.” – Faculty Research Advisor*

*“My colleagues are favorable to the ideals of EDI. The question is how to implement...” - Vice-Dean, Research*

*“Provide examples of best practices or innovative ideas used by other professors.” – Chairholder*

## **Provide Institutional Support and Infrastructure**

### **7. Support Community-Based Research and Other Research Initiatives to work with Underrepresented Groups**

Engaging underrepresented and disadvantaged groups in research is important to reduce disparities and to make research relevant to their needs, yet engaging these groups is challenging. Dedicated resources can facilitate their participation in research. Establish a

pilot program to fund small grants for community-based research with underrepresented groups, including co-creation and training activities.

**8. Improve Transparency and Equity in Internal Research Chairs Programs<sup>2</sup>**

Revise internal Research Chairs programs to ensure the active participation of the 5 underrepresented groups. The programs should have a transparent process which includes: an open call; increased diversity through eliminating the third term; established quotas; EDI imbedded in evaluation criteria. Revisions should be made for the next program intake.

**9. Incorporate EDI Requirements in Other Vice-President, Research and Innovation Programs**

Strengthen commitment to EDI in research by incorporating diversity and inclusion requirements and by promoting bilingualism in programs and awards funded by the Vice-President, Research and Innovation: Core Facilities; Centres and Institutes; internal research funding programs, Early Career Researcher Award; among others. Review and strengthen existing EDI requirements for other programs and standardize collection of self-identification data.

**10. Strengthen Inclusion in Canada Research Chairs (CRC) Program**

While it is clear the University has achieved demonstrable success in reaching the targets identified in its CRC EDI Action Plan,<sup>3</sup> it is equally important that these recruits be fully integrated within their academic units and at the University so that they can achieve their full potential. To accomplish this, we recommend that faculty level commitment to mentoring and creating an inclusive research culture be a required element for all CRC requests, imbedded throughout the Chair's mandate, from inception to mid-term reviews to transitioning at the end of the Chair's mandate. More systematic exchanges among researchers belonging to underrepresented groups (URG) are also suggested as a practice to strengthen mentoring between CRC holders.

**11. Strengthen Inclusive Research Team and Training Environments**

Researchers are responsible for the management and supervision of employees and trainees (postdoctoral fellows and students). In this role, it is important that they strengthen their inclusive leadership capabilities so that they create environments where all members feel valued and make positive contributions. This includes all aspects of the employee/student experience, from onboarding through to completion, and covers areas such as leave entitlements, career progression, harassment, work assignment, safety, etc.

Surveys of graduate students and trainees that will be launched shortly in collaboration with the Office of Graduate Studies will provide much needed information to inform the development of a training environment action plan that is sensitive to linguistic needs. This will include resources such as training and other tools and a review of existing institutional policies as well as identifying required improvements.

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<sup>2</sup> University Research Chairs and *Chaires de Recherche sur le Monde Francophone*

<sup>3</sup> Twenty-one Chairs from FDG were recruited during the period mid2017-2020, exceeding targets for three of the four designated groups and meeting the target for the 4<sup>th</sup>.

## What we heard

*“...specify what additional measures the University will take to support mentoring and development of new and existing CRCs...” – Chairholder*

*“guidelines on how to recruit a more inclusive research team” – Chairholder*

## Measuring Needs and Evaluating Initiatives

12. Information is critical to measure needs and monitor performance. In addition to supporting the full implementation of the Count Me In Survey, we recommend that the Vice-President, Research and Innovation works collaboratively to publicize these data. Further, concrete metrics and specific indicators should be established for the Action Plan, with progress tracked and regularly reported. We recommend using the environmental scan conducted to create this plan as a baseline to monitor EDI practices and the improvement of the situation of researchers belonging to URG at uOttawa. Semi-annual monitoring, evaluation and learning activities (surveys, dialogues and consultations) will be conducted under a participatory research approach to foster dialogues and innovation on EDI, and adaptability of activities. To ensure independence, this evaluation can use sources external to the Office of the Vice-President, Research and Innovation including existing institutional dashboards. The evaluation reports will be shared with the EDI Advisory Committee to obtain their advice on adjustments and future actions. An annual report should be produced.

Drawing on the principle that EDI in research is a journey and not a destination, we recommend to document lessons learned on successful changes, initiatives, practices to replicate, and mistakes to avoid. This documentation process will strengthen uOttawa’s position as a front runner in EDI in research.

## Moving forward

Through these important actions, the Vice-President, Research and Innovation will continue the momentum of its EDI journey to strengthen institutional commitment to EDI in research, to create an inclusive climate where our differences are a source of strength and where all members of the uOttawa research community can thrive.

## Appendix A

### Equity, Diversity and Inclusion Advisory Committee for Research

The Equity, Diversity and Inclusion Advisory Committee for Research (the “EDI Advisory Committee”) advises the Office of the Vice-President, Research and Innovation on the development, implementation and evaluation of the uOttawa Equity, Diversity and Inclusion Action Plan for Research.

The goal of the EDI Action Plan is to identify strategies and actions that strengthen institutional commitment to EDI in research and create an inclusive climate for uOttawa researchers and trainees whereby systemic barriers that prevent full participation of members of underrepresented or disadvantaged groups are addressed.

The committee included a cross-section of members of uOttawa’s research community (graduate students, researchers, staff members) representing each of the five underrepresented groups (women, Indigenous peoples, visible minorities/racialized persons, LGBTQI2S+ community members, persons with disabilities); professors whose research focuses on EDI-relevant areas; and members of the following groups: Research Chairs Evaluation Committee; Vice-Deans, Research; uOttawa affiliated institutes; and the President’s Special Advisor on Equity, Diversity and Inclusion.

## Appendix B

### IDEE Committee Report

**March 27, 2019**

#### **Report from the IDEE (Inclusion, Diversity, Equity and Excellence) committee of the VP-Research, uOttawa**

Committee members:

Marie D'lorio (Chair)

Steffany Bennett

Terry Campbell

Philippe Thierry Douamba

Marc Dubé

Martine Lagacé

Marie-Claude Tremblay

Like many academic institutions, the University of Ottawa seeks to increase its research excellence through equity, diversity, and inclusion. International evidence-based standards, policies and practices can be tailored to support the deep cultural change that is required to achieve inclusive excellence.

The IDEE committee started its reflection with a number of documents: The University of Toronto's Equity and Diversity in Research and Innovation Working Group recommendations, The Universities Canada Inclusive Excellence Principles, The Engendering Success in STEM (ESS- UBC, SFU, UWaterloo and UofT) posters and the 2017 Gender Summit Declaration.

The Committee met six times and shared facts and observations about EDI from various perspectives: hiring and retention of Canada Research Chairs, Awards and Distinctions, managing research at a faculty level, management of the University's research enterprise, and strategies for successful grant applications. The committee also benefitted from Steffany Bennett's study on female representation at uOttawa.

As a starting point, the committee's discussions focused on women, one of the four targeted groups (women, visible minorities, Indigenous people and people with disabilities) as facts and figures for the other groups are not yet available. However, the recommendations below and the implementation of these recommendations address more generally the other target groups and the broader equity, diversity, inclusion and excellence issue.

While it was not the committee's mandate to provide institutional recommendations, it did nevertheless identify some actions which would support an EDI culture at the University of Ottawa. For example, the committee would welcome: 1) the establishment of a formal governance structure for EDI through the creation of a permanent VP-level position with staff to support an ongoing data collection for all target groups and the development of an EDI action plan with critical performance indicators; 2) the promotion of EDI leadership amongst all University staff starting with the senior management level and professorate through standardized recruitment and appointment processes including the establishment of targets tracked for performance evaluation as well as an ongoing and active succession planning process including mentoring and training of existing talent; and 3) the

development of a formal mentoring process for all designated groups e.g. career management, leadership opportunities, work-life balance.

With respect to the Office of the Vice-President, Research and Innovation, the following recommendations are proposed:

**Hiring:**

- Appoint an EDI Officer whose responsibilities would encompass taking stock of our current state (e.g., perceived biases, systemic barriers to EDI) and developing an appropriate EDI action plan with appropriate resources for its full implementation.
- Establish EDI targets for all Chairs programs.
- Adopt anonymous selection and evaluation practices (ESS 2018.)

**Training:**

- Integrate EDI at all stages of the knowledge creation process- from the concept to technology transfer and knowledge dissemination.
- Hold sessions on new norms for successful grants- EDI in team composition, collaborations, and student training.

**Recognition:**

- Broaden the understanding of research excellence to include collaborative research, mentorship, training and service to the community.
- Continue to ensure that members of target groups are nominated for early as well as mid to late career recognition by peers; Distinction and Awards committees must work within an EDI framework.
- Provide support (e.g., additional Post Doctoral Fellow) for women to take on administrative and research leadership opportunities.

## Appendix C Evaluation Framework

<b>Recommendation Area</b>	<b>Action item</b>	<b>Indicator</b>	<b>Annual Target</b>	<b>Verification Source</b>
<b>1. Build Awareness and Recognize Excellence</b>	1. Strengthen and host awareness-building sessions.	Number of training/awareness-raising sessions with researchers conducted	3	Event registration
		Percentage of participants satisfied with the quality of training received	80%	Event evaluation survey
	2. Establish EDI Recognition Awards (contests, prizes) to encourage role-modelling and championing of best practices in EDI.	Number of recognition awards given and disseminated	1	Documentary revision
	3. Conduct research evaluation according to the DORA Charter or to alternative evaluation frameworks that include EDI criteria.	Number of research evaluation frameworks that include EDI criteria applied	1	Documentary revision
	4. Strengthen and Sustain Communication.	Number of media produced or updated	3	Media released
<b>2. Strengthen Professional Development (Skills, Training and Tools)</b>	5. Develop Diversified Learning Programs.	Number of training/awareness-raising sessions with researchers conducted	3	Event registration
		Percentage of participants satisfied with the quality of training received	80%	Event evaluation survey

<b>Recommendation Area</b>	<b>Action item</b>	<b>Indicator</b>	<b>Annual Target</b>	<b>Verification Source</b>
	6. Create and disseminate a repository of EDI good practices and pedagogic tools to facilitate their integration into research proposals, teams, and activities.	Number of repositories created or updated available to researchers	1	Repository
<b>3. Provide Institutional Support and Infrastructure</b>	7. Support Community-Based Research and Initiatives to Work with Under-Represented Groups.	Number of initiatives supported	TBD	Documentary revision
	8. Improve Transparency and Equity in Internal Research Chairs Programs.	Proportion of Internal Research Chairs who self-identify as URG	Baseline TBD	Self-identification survey
	9. Incorporate EDI Requirements in Other Vice-President Research Programs.	Number of VPR programs with EDI requirements	TBD	Documentary revision
	10. Strengthen Inclusion in Canada Research Chairs Program.	Number of activities to promote EDI in CRC implemented	TBD	Documentary revision
	11. Strengthen Inclusive Research Team and Training Environments.	Number of policies revised and updated through an EDI lens	1	Documentary revision
<b>4. Measuring Needs and Evaluating Initiatives</b>	12. Promote use of data and develop concrete metrics to track progress.	Number of monitoring and evaluation activities conducted	4	Committees, focus groups, interviews
		Number of annual reports produced	1	Documentary revision

Recommendation Area	Action item	Indicator	Annual Target	Verification Source
		Number of documents/tools on lessons learned and good practices produced	2	Partipatory activities and dialogues to document lessons learned. Documentary revision