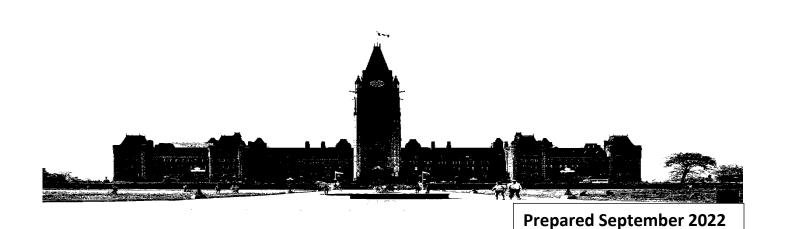# Brandon University

Canada Research Chairs (CRC)

Recruitment Guide

Canada Research Chairs Program Commitment Statement

The Government of Canada and the Canada Research Chairs Program (CRCP) are committed to excellence in research and research training for the benefit of Canadians. Achieving a more equitable, diverse and inclusive Canadian research enterprise is also essential to creating the excellent, innovative and impactful research necessary to seize opportunities and for responding to global challenges. As such, the program is committed to the federal government's policies on non-discrimination and **employment equity**.

Participating institutions administer federal funds in partnership with the agencies (CIHR, NSERC and SSHRC) and the Tri-Agency Institutional Programs Secretariat (TIPS). Therefore, all institutions that accept Agency funding must make concerted efforts to meet their equity and diversity targets and provide a supportive and inclusive workplace. This supports the goals of equity, diversity, and inclusion within the CRCP and the broader Canadian research enterprise.

This is in tandem with Brandon University's Statement on Inclusion. Brandon University affirms an unwavering and unambiguous commitment to diversity, inclusion, and universal human rights. We are stronger and richer together, and we celebrate the unique contributions brought to our community through everyone's individual circumstances, perspectives, and life experiences. We are committed to providing an environment that welcomes all, where everyone can feel safe, supported, and respected for who they are as individuals with dignity and as full members of humanity.

The Program's Steering Committee sent open letters to the university presidents who participated in the Program, reminding them of these commitments and expectations. The letters are available to read online:
Open letter sent April 2016
Open letter sent May 2017
Open letter sent September 2018
Open letter sent July 2019
Canadian Human Rights Settlement 2021

Employment Equity at Brandon University

Brandon University is committed to equity, diversity, and inclusion in the workplace, and we regard individual merit as the prime criterion for the treatment of current faculty and staff and for the employment of new faculty and staff. Equity is deeply embedded in our hiring practices and diversity is welcomed. We are committed to the values of openness, fairness, and tolerance.

We are committed to ensuring that candidates are not advantaged or disadvantaged, whether they are from a dominant or marginalized group, or based on protected characteristics, as outlined in the Human Rights Code. By extension, this commitment encompasses the Canada Research Chairs Program and the management of our institutional allocation. The accompanying checklist tool was adapted from the [Best Practices Guide for Recruitment, Hiring, and Retention](#) to help determine how to move forward in best practice, and address areas for improvement identified when assessing recruitment practices and work environment.

Research demonstrates that achieving an equitable, diverse, and inclusive work environment leads to increased excellence, innovation, and impact. As the Canada Research Chairs Program is founded on the principles of excellence, it is imperative that its design and implementation do not perpetuate the [systemic barriers](#) that exist in academia and the research environment for members of the four designated groups including racialized minorities, Indigenous Peoples, persons with disabilities, women and gender minorities.

All participating institutions are required to establish equity and diversity targets, using the Program's methodology, to address [systemic barriers](#) to participation in the program for individuals from the four designated groups. The CRCP equity target-setting methodology implements incremental equity targets for the program, based mainly on Canada's population (2016 Census), for each of the four designated groups, as follows: racialized minorities 22%, Indigenous Peoples 4.9%, persons with disabilities 7.5%, women and gender minorities 50.9%, over 2021 to 2029.

The Program monitors the institution's progress toward meeting established

targets and in cases where equity targets are not met at each deadline, the Program [applies consequences](#) until the targets are met. The institution collects data regarding applicants to chair positions and active chairholders who self-identity as members of the equity seeking groups. This data is collected at the time of application, and again during employment. Human Resources (HR) and, when appropriate, the Office of Research Services, monitor equity, diversity and inclusion matters and bring any concerns to the attention of the Provost & Vice-President Academic. This includes recruitment processes, search committees and candidate pool as well as tracking of targets set by the University Office of Research Services.

Employment equity programs aim to:	Employment equity programs DO NOT:
◊ Identify systematic barriers and biases that may affect hiring decisions and decisions about accessing opportunities such as the CRCP. ◊ Recognize that some approaches to assessing qualifications and defining excellence may disadvantage certain groups. ◊ Raise awareness about the unconscious bias we are all susceptible to in order to better control it. ◊ Ensure that decision makers focus solely on the qualifications of each individual, not on assumptions and stereotypes.	◊ Promote the selection of members of designated groups over better qualified candidates. ◊ Support narrowly defining excellence or qualifications in such a way that disadvantages designated groups.

Did You Know?

The four Federally Designated Groups (FDGs) identified in the Employment Equity Act of Canada are:

1) Women
2) Aboriginal Peoples
3) Members of Visible Minorities
4) Persons with Disabilities

Brandon University considers LGBTQ2+ (lesbian, gay, bisexual, transgender, queer, Two-Spirit, plus) communities as a protected group which enables them to reach their full potential, unimpeded by inequitable practices, including personal and systemic discrimination and racism, imposed by policies, processes and research environments.

Considerations for the Committee

Before beginning a review of applications:

◊ Committee members must complete CRCP Unconscious bias online training module and reflect on their own biases.

◊ Discuss duty of confidentiality for the Committee, need to document the process, and that notes, and other documents may be accessed under FIPPA.

◊ Committee members must declare any real, perceived, or potential conflicts of interest.

◊ Provide a toolkit with valuable information including for search committees that includes:
1. A copy of this guide.
2. The Institution's conflict of interest policy;
3. A detailed methodology for creating job descriptions that accurately identify the necessary skills, abilities, experience and qualities.
4. The Institution's equity targets and gaps and EDI commitment, and EDI action plan;
5. Advice on how to evaluate applications that include research based on Indigenous ways of knowing, community-based or focused research.

◊ A list of suggested interview questions (as well as a list of impermissible questions such as "Are you married?" Or what's your child-care responsibilities?"

◊ Accommodation considerations, keeping in mind that accessible accommodations are often beneficial to all candidates; and

◊ CRCP requires that institutions set goals to ensure their CRCs are representative of the larger Canadian population when it comes to 4FDGs. The Committee should consider any gaps in this representation

◊ The Committee must include representation from one of the FDGs at a minimum, but ideally is made up of individuals with a wide range of backgrounds, characteristics, and experience.

◊ Clearly define criteria and process for selecting candidates in advance, consider the *bona fide* requirements of a CRC, and ensure that selection criteria do not create unnecessary barriers to certain applicants.

◊ Ensure all Committee members know how to address any concerns they may have about the fairness, transparency, or equity of the committee's actions.

Conflicts of Interest

The term "Conflict of Interest" refers to situations where individuals' responsibility on the Committee may conflict with their private, professional, business, or public interests. For example, in this process, there may be a conflict of interest where a Committee member:

◊ is a relative or close personal friend of a Nominee.

◊ is in a position to gain or lose financially/ materially from a nomination.

◊ has long standing differences (professional or personal) with a Nominee.

◊ is closely affiliated professionally with a Nominee.

There may be a real, perceived, or potential conflict of interest when the Committee member;

- Receives professional or personal benefit resulting from the nomination being reviewed.
- Has a professional or personal relationship with the Nominee or the Nominee's institution
- Has a direct or indirect financial interest in the Nominee being reviewed.

As Brandon University is a small institution, there is recognition that committee members may have personal relationships with Internal Nominees. These relationships must be disclosed to the Committee so that steps can be taken to minimize and manage any real, perceived, or potential conflicts. The test should be whether the Committee member is able to be impartial in their decisions; and whether they will be perceived to be impartial.

Setting Criteria

◊ Criteria for selecting candidates MUST be set prior to reviewing applications.

◊ The criteria set must be *bona fide* requirements of the role of a CRC at Brandon University.

◊ The Committee should discuss how each criterion will be assessed, and the weight or rank assigned to each.

◊ Criteria used should be clear yet flexible to ensure that they are adaptable to non-traditional research topics and methods.

◊ Avoid creating unnecessary barriers, as work-related assessment criteria should also apply to comparable experience in non-academic fields (e.g., government or community-based research). Do not focus solely on a strong publication record, also consider community-based programs (this is especially true of some Indigenous scholars who may be doing research based on Indigenous ways of knowing). Criteria used should not disadvantage scholars who have had non-traditional career paths.

◊ The Committee should examine each criterion set to determine whether/ how they might disadvantage any particular group.

- Collect disaggregated self-identification data from all applicants. Provide a clear privacy notice that indicates this data is collected to better assess how to attract applicants from underrepresented groups and the diversity of the applicant pool. Apply the self-identification best practices identified below. FAQs on the program's self-identification form can be found here.

◊ Committee members who have knowledge of any candidate's application must declare this and be mindful not to skew the criteria in favor of/against that candidate.

CRCP Criteria

<u>According to the CRCP, Tier 2 Canada Research Chair Candidates MUST:</u>

- Be excellent emerging world-class researchers who have demonstrated particular research creativity;

- Have demonstrated the potential to achieve international recognition in their fields in the next 5-10 years;

- Nominees for Tier 2 Chair positions must be emerging scholars; nominating institutions may nominate a professor or a researcher who is more than 10 years from their highest degree at the time of nomination and has experienced legitimate career interruptions (see <u>acceptable justifications</u> below).

  - all eligible leaves (e.g., maternity, parental, medical, bereavement) are credited at twice the amount of time taken;
  - part-time leaves will be taken into consideration, calculated according to the percentage of leave taken, and credited at twice the amount of time taken;
  - professional leaves (e.g., sabbatical) are not credited, but certain training or administrative leaves may be considered.
  - Other leaves that have had an impact on the nominee's research career may be taken into account (e.g., mandatory military service, non-research-related positions, unemployment and training unrelated to the research career). This information must be supported by the information contained in the nominee's CV.
  - Research interruptions caused by the COVID-19 pandemic (e.g., closures) are recognized as, and may be counted as, an eligible delay (credited at twice the amount of time) beginning March 1, 2020.
  - As chairholders, they must have the potential to attract, develop and retain excellent trainees, students, and future researchers; **and** be proposing an original, innovative research program of high quality.

Reviewing Applications

Selecting which candidate to recommend for Canada Research Chair Nomination is a challenging task. Committees are asked to focus on the excellence of the candidate and of the proposed research program, but excellence can be difficult to quantify, and the people and programs being compared are frequently very different. The key is not to exclude candidates from consideration based on irrelevant or discriminatory information.

In the review of applications, following these dos and don'ts will help maintain a fair, transparent process that is accessible to all candidates.

DO

◊ Keep the criteria set by the CRCP front of mind.

◊ Remain alert to your own and others' potential biases.

◊ Remain open-minded to non-traditional fields of research/research methods.

◊ Fairly assess the impact of leaves, gaps in employment /research or career slowdowns.

◊ Be alert to biased or stereotypical language in letters of reference.
◊ Review the candidate pool to determine if members of designated groups are represented.

DON'T

◊ Place less value on degrees, publications, or work experience from countries outside North America or Europe.

◊ Place less value on publications in languages other than English or French.

◊ Dismiss work outside academia. Transferrable skills/knowledge are often gained in those areas.

◊ Undervalue non-traditional fields of study, (e.g., research focused on issues of gender, race, minority status or indigenous ways of knowing.)

◊ Allow the prestige of the candidate's educational institutions, supervisors, or mentors to weigh heavily in your decision.

Judging Research and Publications

When assessing publication history and productivity, be mindful that the focus should be on the quality of a publication's content. Focusing mainly on the number of publications, the perceived quality of the journals, or the perceived impact of the journals can lead to many pitfalls. Keep the following in mind:

◊ Publication conventions can vary greatly across disciplines, and can look very different than the traditional peer-reviewed journal.

◊ Fast paced research fields may use different avenues to reach their target audience quickly (e.g. quick-print reports, electronic distribution of pre-prints). Reviewers should not view these as "second class" or "grey literature".

◊ There is a trend toward increased interdisciplinary research which requires collaboration and coordination.

  Reviewers should be careful to consider achievements in collaborative and interdisciplinary research.

Proposals that relate to interdisciplinary research may appear somewhat less focused, so reviewers are asked to keep this in mind.

◊ Non-traditional/non-mainstream research may not make it into journals/conferences as often.

◊ Non-traditional/non-mainstream research may receive fewer or smaller grants.

◊ What are thought of as established, respected journals tend to be mainstream. Care should be taken in judging the quality of the forum where work is published.

Rating or Scoring Candidates

As you review the application materials and participate in the presentations and/or interviews take notes and score the candidate based on the predetermined criteria.

• Each Committee member should rate each candidate independently and apply the rating system fairly to each candidate.

• Keep in mind that the notes and rating sheets are covered under FIPPA, and so a candidate may request access to notes that pertain to them.

Presentations/Interviews

Any time you meet with candidates face-to-face, including during interviews and presentations, there are things to consider:

◊ Be careful to keep your body language, facial expression, words and tone respectful but relatively neutral. You do not want to send misleading messages to the candidate.

◊ You must be aware of the protected characteristics under the Manitoba Human Rights Code, and never ask questions about any of these characteristics

◊ Be aware that a person's accent or speech patterns may lead to intentional or unintentional discriminatory behaviour.

◊ Different people have different norms like eye contact, body language, or volume of speech and these may be based in their culture, religion, gender etc. Be careful to not draw negative conclusions based on these.

The Manitoba Human Rights Code

Did You Know?

The Manitoba Human Rights Code prohibits discrimination based on the following Characteristics:

Ancestry, including race or colour	Sex, including pregnancy and gender identity	Source of income Political belief
Nationality	Gender-determined characteristics	Physical or mental disability
Ethnic origin		
Religion	Sexual orientation	
Age	Marital or family status	

NOTE: The Code prohibits other forms of discrimination based on group stereotypes not listed here. For example, criminal record or disadvantaged social condition may be considered grounds for discrimination.

Recommending a Candidate

During discussions to select a candidate, all members of the Committee must have the opportunity to be heard, and their input considered. Committee members may change their rating/scoring of candidates based on the discussions. The process for selecting candidates must be decided at the beginning, and must be both fair, and seen to be fair from the perspective of all parties. This means the candidate was selected based on their own skills and abilities, not because of assumptions, stereotypes, or biases. Guard against:

◊ Making assumptions about possible behavior or characteristics not based in evidence.

◊ Unconscious, unintentional biases, stereotypes, and assumptions that color your expectations about what someone could or should do or be.

◊ Taking a narrow view, judging the candidates based on your own experience/ knowledge.

◊ Affinity Bias—the tendency to see those who are similar to ourselves more favorably and to select these candidates over others. We should recognize the benefits of diversity

After the Recommendation

Committee members must remember their duty to maintain confidentiality extends after the recommendation has been made and the Committee is disbanded. While disagreements and debates are both necessary and desirable during the selection process, once the Committee has decided who to recommend through a fair and transparent process, this is the final decision of the Committee and all its members.

Any candidates who are not selected internal to Brandon University should be afforded the opportunity for a face-to-face debrief with the Committee Chair. This debrief will focus on the candidate's application and how they might improve their chances of success with this process in the future. No details will be shared with the candidate about candidates or about the Committee deliberations.

Sources for More Information

Conflict of interest

Brandon University Conflict of Interest By-law

https://www.brandonu.ca/governors/files/ConflictInterestBylaw10.pdf

Brandon University Conflict of Interest in Research Policy

https://www.brandonu.ca/governors/files/ConflictInterestResearch.pdf

Canada Research Chairs Program Conflict of Interest Statement

http://www.chairs-chaires.gc.ca/program-programme/conflict_interest-conflit_interets-eng.aspx

Recruitment and Selection Practices

Brandon University Guide to Faculty Recruiting

https://www.brandonu.ca/hr/files/A-Guide-to-Faculty-Recruiting-v2018.pdf

Canada Research Chairs Program Requirements for Recruiting and Nominating Canada Research Chairs

http://www.chairs-chaires.gc.ca/program-programme/equity-equite/recruitment-recrutement-eng.aspx

Appendix A

Brandon University Recruitment and Nomination Requirements/ Best Practices and Checklist for EDI Practices in Hiring

Table of Contents:
Part I: Recruitment and Retention

Part II: Other Important Considerations

Introduction

The equity, diversity, and inclusion (EDI) practices included in this guide have been gathered from subject matter experts, institutional equity offices, and the policies and published practices of international research funding organizations.

The Tri-Agency Institutional Programs Secretariat (TIPS) is strongly committed to achieving equity, diversity, and inclusion (EDI) in all these programs. TIPS defines equity as the removal of systemic barriers and biases to enact the practice of fair and equitable treatment so that all individuals have equal access to and can benefit from the programs.

To achieve this, institutions must proactively identify and address systemic barriers in their policies and work environments (e.g., racism, ableism, sexism, discrimination). They must embrace diversity, defined as differences in race, color, place of origin, religion, immigrant and newcomer status, ethnic origin, ability, sex, sexual orientation, gender identity, gender expression, and age. Recognizing and valuing diversity and equity must be accompanied by concerted efforts to ensure the inclusion of diverse and underrepresented populations, meaning that individuals must be and feel valued, respected, and equally supported. Employment Equity is a program designed to ensure that all job applicants and employees have a fair chance in the workplace. It is achieved when no person is denied employment opportunities or benefits for reasons unrelated to their abilities.

It is also important to recognize that many individuals have multiple social, economic, racial, or sexual identities and often face increased discrimination or systematic barriers based on their intersecting identities. An **intersectional** approach is necessary to understand and address the specific barriers faced not only by individuals from underrepresented groups, but by individuals who are part of more than one underrepresented group.

We are committed to ensuring that candidates are not advantaged or disadvantaged, whether they are from a dominant or marginalized group, or based on protected characteristics, as outlined in the Human Rights Code. By extension, this commitment encompasses the Canada Research Chairs Program and the management of our institutional allocation. The accompanying checklist tool was adapted from the [Best Practice Guide for Recruitment, Hiring, and Retention](#) to help determine how to move forward in best practice, and address areas for improvement identified when assessing their recruitment practices and work environment.

Brandon University considers LGBTQ2+ (Lesbian, Gay, Bisexual, Transgender, Queer, Two-Spirit, and the countless affirmative ways people chose to identify) communities as a protected group which enables them to reach their full potential, unimpeded by inequitable practices, including personal and systemic discrimination and racism, imposed by policies, processes and research environments.

Part I: Recruitment and Retention

Job Postings Checklist

- Ensure an EDI expert reviews and approves the job posting before it is posted to confirm it aligns with best practices.

- Post all job postings publicly for a minimum of 30 days.

- Use encompassing, clear, flexible criteria for assessing excellence that fully document, recognize, and reward the scholarship of teaching, professional service, community service, outreach, mentoring and research training, and account for non-traditional areas of research and/or research outputs.

- Strongly encourage language that focuses on abilities over experience. Highly skilled candidates can be overlooked and not short-listed because they lack "the experience." Candidates from underrepresented groups may lack the requisite experience not because of lack of skills, but because of leaves (e.g., parental, or sick leaves) and because of historical and systemic barriers and unconscious biases that have prevented them from gaining that experience.

- Post only the qualifications and skills necessary for the job.

- Use inclusive, unbiased, ungendered language. Be inclusive of all genders: e.g., use the phrase "all genders" rather than stipulate "women and men," and use the pronoun "them" instead of "him" and/or "her." Avoid stereotyping and avoid prioritizing traits and descriptions traditionally viewed as masculine (e.g., assertive, ambitious, competitive). (See the program's [guidelines for limiting unconscious bias in letters of support](#) for additional information on gendered language.)

- Include information in the job posting about the department and provide web links, if available. Showcase the diversity of the students and the city or town as well as highlight any connections/initiatives with or by local Indigenous communities if applicable.

- Require, as part of the job criteria, a track record related to EDI. Encourage applicants to identify their strengths and experiences in increasing EDI in their previous institutional environment, in curriculum, and in supporting diverse students.

- Use commitment-to-equity statements effectively:

Develop an equity statement that is meaningful and applies a wide lens in defining diversity. Avoid using very general statements saying the institution and/or program supports equity or supports applications from individuals from underrepresented groups. Apply language that is consistent with the principles of EDI.

o Avoid using the adjective "qualified" in the equity statement, as all candidates must be qualified.

o Provide information about the institution, community assets and resources, EDI policies and action plan, accommodation policies, and family resources that would serve a diverse group and attract them to the institution.

- Avoid creating unnecessary barriers. For example, posting internally or limiting external distribution of the job posting inherently values seniority and those who are "in the know." Work-related assessment criteria should also apply to comparable experience in non-academic fields (e.g., government or community-based research). Do not focus solely on a strong publication record, as many academics have strong research output in oral or community-based forums and have considerable community service (this is especially true of some Indigenous scholars who may be doing research based on Indigenous ways of knowing).

- Reach out to colleagues, students, community members and other faculties to promote the position. Consider using social media, job portals and electronic mailing lists to promote the position.

Where there is documented underrepresentation of a specific group within the institution or within the discipline of research more broadly, explore the possibilities of conducting a strategic recruitment process that is limited to candidates who will help address gaps (where aligned with provincial/territorial human rights legislation). Clearly communicate in the job posting that the process is limited as such.

Search For Candidates Checklist

- Advertise widely, including internationally, to professional, discipline-specific, and industry-specific associations, at conferences of underrepresented groups (e.g., University Affairs Canada, Canadian Coalition of Women in Engineering, Science, Trades and Technology; Pride at Work Canada) and relevant industry and research organizations (e.g., Indigenous Professional Association of Canada, Canadian Research Institute for the Advancement of Women, NationTalk). (These organizations are provided as examples only.)

- Mandate proactive, strategic outreach to attract members of underrepresented groups.

- Keep track of promising students and postdoctoral researchers as they progress through their career to make them aware of employment opportunities and search for candidates through social media and at conferences, gatherings, or other events.

- Compensate hiring committee members by giving them relief from other committee assignments; this will let them devote more time and resources to the hiring process, and will underscore the importance that senior management accords an open and transparent search that takes EDI into consideration. Include measures to avoid the "equity tax." (This is when members of underrepresented groups face greater workloads and are not compensated or recognized for this additional work and pressure on their time.)

- Accept a full CV, ensuring that career interruptions due to parental leave, family care, extended illness, or community responsibilities do not negatively impact the assessment of a candidate's research productivity. It is important that applicants know these will be taken into consideration when their applications are assessed.

- Collect disaggregated self-identification data from all applicants. Provide a clear privacy notice that indicates this data is collected to better assess how to attract applicants from underrepresented groups and the diversity of the applicant pool. Apply the self-identification best practices identified below. FAQs on the program's self-identification form can be found here.

- Encourage the academic community and stakeholders to approach members of underrepresented groups and suggest that they apply.

- Assess whether the pool of applicants is sufficiently diverse (the program's equity target percentages that are principally based on the makeup of Canada's population could be used as target percentages, i.e., 22% racialized minorities, 4.9% Indigenous Peoples, 50.9% women and 7.5% persons with disabilities). If the pool of applicants is not large or diverse enough, extend the application deadline, or review the job posting more critically for potential barriers and re-post it.

- Treat candidates who are not shortlisted with courtesy and respect by providing responses as swiftly as possible.

- Be mindful that the best-qualified candidates may not have the most years of experience, greatest number of publications, or largest number of academic accomplishments. For example, an applicant who took time away from work or studies for family-related matters or a person with disabilities who has a reduced workload may not have as many publications, but the substance and quality of that applicant's work may render them best qualified.

- Recognize the value of research outputs that are in different formats or platforms. Applicants from underrepresented groups may publish articles in non-peer-reviewed journals on issues that are important to specific communities and peoples. For example, some Indigenous applicants may be focused on producing research work to meet community needs and less so on publishing in peer-reviewed journals. Some researchers may be focused on community-based work or developing policies as this is where their research has the largest impact. This should be recognized and equally valued as peer-reviewed publications.

Hiring Committee Checklist

- Compile a diverse search committee, including a faculty member with EDI expertise, whose role is to ensure EDI is considered in all aspects of the committee's work; ideally, this member would be the chair of the hiring committee. Alternatively, the chair can be given explicit instructions to raise EDI concerns during discussions. If it is not possible to have a hiring committee member with EDI expertise, ensure an EDI advisor is a member of the committee. Ask committee members to declare any potential conflicts of interest with the candidates prior to commencing the process, and manage conflict of interest throughout.

- Provide mandatory EDI training for all committee members that includes instruction on how to recognize and combat unconscious, implicit, overt, prejudicial and other kinds of bias (e.g., the "dirty dozen" as explained in *The Equity Myth*). Other important EDI training for committee members and employees

includes anti-racism, ally training, inclusive communications and workplaces, reconciliation, intersectionality, intercultural competence, accessibility and accommodations, and champions for change.

- Identify potential biases, stereotypes and micro-aggressions revealed during discussions, and support the committee members as they work through them.

Provide a toolkit for search committees that includes:

o a copy of this guide;

o the institution's conflict of interest policy;

o a detailed methodology for creating job descriptions that accurately identify the necessary skills, abilities, experience and qualities;

o advice on how to evaluate applications that include research based on Indigenous ways of knowing, community-based or focused research, publications that are not peer-reviewed, etc. Provide a list of internal contacts at the institution who can provide further advice;

o the institution's equity targets and gaps (presented in aggregated form in all cases where numbers are less than five, as is required by the *Privacy Act*), EDI commitment, and EDI action plan;

o a list of suggested effective interview questions (as well as a list of impermissible questions such as "What are your child-care responsibilities"? "Are you married?" etc.);

o accommodation considerations, keeping in mind that accessible accommodations are often beneficial to all candidates; and

o key steps for making the decision-making process open and transparent.

Specific Practices for International Recruitment:

- If appropriate, engage a search firm with international reach and expertise in finding diverse candidates. However, use a multi-pronged approach to recruitment; in addition to using a search firm, circulate postings widely and use all networks, including social media, for communicating the post. Consider including international representation on the search and selection committees.

- Ensure that there is sufficient time to identify an optimally diverse pool of candidates.

- Encourage strategic thinking on how to attract international scholars who may not be looking for a new position.

Interview Checklist

- Rank selection criteria prior to screening the applications to ensure an unbiased, consistent, and transparent selection process. Establish clear expectations with committee members before the interviews begin. Use an evaluation matrix and apply the same assessment process to all candidates.

- Make all parts of the process accessible. When inviting the candidate to the interview, clearly state that the institution will respect and adhere to any accommodation needs.

- Consider providing the same accommodations to all candidates to reduce the possibility of unconscious bias by the hiring committee and to make accommodations available to those who have not requested them but would benefit from them. It is best to be proactively inclusive by structuring the process in an accessible way from the beginning.

- Prepare the candidate for the interview in advance with information, such as how long the interview will be, who the panel members will be and the types and number of questions that will be asked.

- Consider providing the interview questions 30-40 minutes in advance for the candidate to review beforehand and account for differences in communication and presentation styles by using a variety of evaluation formats (e.g., a lecture or evaluation of scholarly works could complement an interview).

- Be explicit that career breaks for family or medical needs or community responsibilities will not negatively impact the hiring decision.

- Use the visit (if applicable) to promote the institution and community. Provide candidates with an opportunity to have a confidential discussion with staff and/or faculty members not directly involved in the search who can provide information about schools, housing, childcare, places of worship, language training or any other types of information candidates might need to envision themselves moving to the community. In addition, provide candidates with a chance to meet with undergraduate or graduate students.

- Personalize the candidate's visit as much as possible. Introduce the candidate to faculty with similar research interests. Consider what kinds of information and contacts would be beneficial for the candidate to know (e.g., are there faculty associations or employee resource groups composed of members of underrepresented faculty/staff or focused on EDI issues? Is there an Elder or Métis Senator who works with the institution?).

- Provide all candidates with the same level of tailored visits and ensure that the principles of equity, fairness and transparency underlie all aspects of the recruitment and nomination.

- Ensure that "impermissible questions" are not asked during the less formal parts of the interview process and do not use any personal information about the candidates which may be learned during this stage as part of the decision-making process (e.g., family status).

- Ensure the method of assessing candidates is equitable. Review the method through the lens of EDI principles by challenging the notion of rewarding or overvaluing the familiar or your own disciplinary bias; and considering diversity of thought, method, and experience; and evaluating the candidates' demonstrated commitments to EDI.

Virtual Interviews

If a candidate is being interviewed virtually, in addition to the above:

- Call the candidates a week ahead of the interview to explain the virtual process and troubleshoot any potential issues. Recognize that the technology may add stress to the process (as connectivity

may pose an issue). Have a plan, process, and back-up plan in place that all participants are aware of and understand. Consider time zones and familial obligations when scheduling interviews.

- Provide candidates and committee members with a number they can call (such as that of the recruitment committee chair) if they are experiencing technical difficulties or if the connection is cut. Check that the internet connection is strong enough to reduce the possibility of dropped calls or lagging video/audio. Make sure the committee members are familiar with the technology.

- Use a platform that is accessible to all candidates. Consider barriers such as cost and geographic restrictions, as well as communication accommodations: for instance, specialized technology for those with hearing difficulties. Also make sure that the candidate can clearly see each of the committee members during the length of the interview and the lips of the committee members when they are speaking. Limit distractions and interruptions.

- Explain how any technical issues will be dealt with prior to starting (for example, rescheduling the interview if the connection is very bad, muting the video and the audio of the committee members to help improve connectivity)

- During the interview, mute the microphone of those who are not speaking to minimize background noise and look into the camera (not at the screen). Body language of the committee members is important for the candidate to see in these types of situations. All committee members should introduce themselves and make sure the candidate can always see all members (each member will need to position their cameras accordingly). If there are connectivity issues that require cameras to be turned off, ensure that the camera of at least one of the committee members is left on.

Hiring Decisions

- Avoid using subjective criteria such as a candidate's "fit" in the assessment, as these can reflect the personal biases of committee members. For example, the fact that a candidate is introverted or extroverted should not be considered when assessing their suitability for the position.

- Provide a written report to senior management on the process that led to the selection of the successful candidate. If the hiring committee was conducting a focused hiring process (that is, limited to individuals from underrepresented groups to address underrepresentation), it should also provide the rationale of why a member(s) of the underrepresented group was unsuccessful. The Chair or committee member who is the EDI champion should approve this rationale.

- Consider strategic hiring (where aligned with provincial human/territorial human rights legislation, as applicable), meaning that the position is limited to individuals from underrepresented groups to address underrepresentation.

- Avoid undervaluing scholarship or research that is non-traditional or unconventional, outside the mainstream of the discipline, or focused on issues of gender, ethnicity, or ability. Search committees can acquire the help of experts to assess fields with which they are unfamiliar.

- Explicitly remind committees that the need for accommodation cannot be used as a negative against a candidate in the assessment process.

- Avoid averaging productive periods across non-productive periods, such as those required for parental, family, or medical leave. For example, some immigrants may have taken longer to attain senior degrees due to the difficulties of relocating and adapting to a new country and language. In addition, many Indigenous scholars are completing their senior degrees later in life and can take longer to complete them due to familial, socio-economic, or other reasons.

- Be aware of limitations the field of study may have on publishing in top-tier, mainstream platforms and attracting research funding. If the market for the research conducted is smaller, the candidate's "numbers" may not be comparable to those for more traditional research areas.

Canada Research Chair Nomination

- Review the nominee's research proposal for gendered language. Be aware research has shown that women and Indigenous Peoples are less likely to describe individual accomplishments.

- Provide [guidelines on how to limit the effects of letter writer bias](#). Research has shown that assessors are more likely to use "grindstone adjectives" (e.g., "hardworking," "diligent," "conscientious") to describe women, and to reference these candidates' personal lives, while they are more likely to use "stand-out" adjectives (e.g., "outstanding," "superb," "excellent") to describe men, and to reference their CV, publications or patents. This can reinforce unconscious biases and negatively impact the career progression of women.

- Make sure career interruptions are clearly described, and that, for the CRCP, [CV extension provisions](#) are taken advantage of where possible.

- Minimize potential bias within the research program by adhering to the Canadian Institutes of Health Research (CIHR) [Sex, Gender and Health Research Guide: A Tool for CIHR Applicants](#) and the Social Sciences and Humanities Research Council's [Indigenous Research Statement of Principles](#), where applicable. Employ some of the best practices outlined in the [New Frontier in Research Fund's Best Practices in Equity, Diversity and Inclusion in Research](#).

- Provide a strong level of institutional support to all chairholders to ensure their success (e.g., mentoring for more junior researchers, release from certain teaching or administrative duties, additional research funds, office space, administrative support, etc.)

- Review the level of support being provided to individuals from underrepresented groups, to confirm they are not being disadvantaged compared to other chairholders due to pay gaps in academia. Ensure salary and start-up packages, as well as research support, is comparable across chairs (considering disciplinary differences). For example, with Indigenous chairholders the institution will need to be supportive and sensitive to familial issues, community responsibilities traditions, cultural norms, ceremonies, and practices. Do not take funds needed to accommodate a chairholder from research funding (i.e., researchers with disabilities should have equal amount of research funding and access for accommodations).

- Consider dual career issues. One barrier to recruiting and retaining in academia is a candidate considering their partner's career. Institutions should consider what they are prepared to offer

should the candidate have a partner who also needs employment (e.g., a position in the institution, paying fees for a human resources company to assist the partner in finding a job, etc.).

- Institutional leadership should put in place measures to ensure that candidates from underrepresented groups receive offers just as generous as those that overrepresented candidates receive It is the institution's responsibility to make sure that there is no pay gap.

- Consider different negotiating styles. It is important to review the different negotiating styles employed by persons of different genders, and persons with different cultural backgrounds so that these do not lead to inequities in levels of support.

Retention & Promotion

- Ensure EDI guidelines for faculty evaluation and promotion are established and reviewed by groups responsible for EDI oversight at the institution.

- Develop and implement an enhanced mentoring program that includes incentives for faculty members to serve as mentors, provides training for both mentors and mentees on how to optimize the experience, and allows for cross-departmental mentoring and emeritus faculty mentors.

- Recognize that mentorship is often an additional responsibility asked of faculty members from underrepresented groups and take appropriate steps to ensure that these individuals do not shoulder a disproportionate amount of the work. Recognize as well that often members of underrepresented groups will informally mentor many students because they are "the only ones: in their faculty or department (and sometimes their entire institution as with Black and Indigenous faculty) and they feel a responsibility to support and mentor students from underrepresented groups.

- Systematically collect disaggregated [self-identification data](#) at all levels of faculty [using best practices](#). Monitor and analyze this data to identify any potential systemic barriers to advancement. Measure and report publicly on progress (e.g., set firm targets for the representation of the underrepresented groups and develop a strategy to achieve them).

- Conduct environmental scans regularly (annual or biennial) to identify systemic barriers. Survey faculty, staff and students of every background and ability about the institution's collegiality and climate and how well it is doing in its EDI work. Use the findings to identify systemic barriers and address them

- Publicly define what the institution's definition of a healthy campus climate is. The institution should make a long-term and sustainable commitment to assessing, responding to and addressing policies, programs and structural realities that affect the climate and potentially prevent inclusion of underrepresented faculty members.

- Hold information sessions about promotion, including on how panels assess promotions, and how best to prepare a CV for the process.

- Promote the benefits of diversity within the institution. Be explicit that a variety of perspectives and identities at the institution and among faculty leads to a more academically rigorous, culturally sensitive, and innovative research community. The visibility of individuals from underrepresented groups in prominent roles also positively influences students, who see a diversity of role models conducting research across all disciplines.

- Consider promotion of EDI principles in an individual's work as criteria in the deliberations for faculty awards and/or nominations.

- Put a candidate's teaching evaluations in context. For example, student evaluations are subjective and often are influenced by unconscious or other biases. Gender, disability, race, language ability (i.e., working in a second or third language) and culture could affect teaching style or the students' perceptions of the instructor. Research shows this is especially the case for female/non-binary or trans instructors in male-dominated fields such as engineering.

- Identify someone at the institution who can help chairholders resolve any challenges they may face in the early years of their term.

- Ensure the institution has policies to address instances of hate speech, violence, harassment, and other forms of discrimination swiftly and effectively against all underrepresented groups. These policies must protect members of the community who are subject to aggressions.

Part II: Other Important Considerations

Organizational Allocation and Planning

Consider EDI when assessing organizational needs, goals, and risks. Include inclusive practices to increase the participation of underrepresented groups as part of the development of strategic plans. Ask questions such as:

o Are there members of underrepresented groups in senior leadership and research roles?

o Are there members of underrepresented groups serving as role models for underrepresented members of the institution's community?

o Are there members of underrepresented groups acting as mentors for faculty and students?

o Are there people of diverse intersecting identities in these same roles?

o How does the organization determine how it gives out its leadership awards and celebrates and recognizes EDI achievements?

o How is key messaging about the importance of EDI to research excellence disseminated at all levels of the institution? How is this messaging reinforced by tangible actions?

o Are there public accountability and transparency measures in place?

Create a senior leadership position with responsibilities that include:

o providing advice to senior management on how best to take EDI into account in planning and procedures;

o establishing education and outreach tools to promote and sustain an inclusive and diverse environment on the campus at large;

o creating resources and offering EDI training on the needs and realities of members of underrepresented groups;

o promoting the value of EDI, especially as it relates to fostering excellent research; and

- o organizing events to celebrate and promote EDI.

- Communicate EDI objectives to all faculty, administrators, students, and student associations. Additionally, implement an accountability mechanism and share this mechanism broadly with the community. Include actions to promote EDI as part of every senior leader's performance assessment.

- Evaluate the performance of deans, department heads, and vice-presidents, in part, on how well they implement EDI principles and best practices in their work. Include actions to promote EDI in performance plans for middle-management.

- Implement annual mandatory EDI training (e.g., anti-racism training and training on reconciliation) for all individuals who are part of the management team.

- Review current policies, practices and procedures through an EDI and intersectional lens to identify potential gaps, areas for improvement and areas of strength in the recruitment and retention of underrepresented groups.

- Retain documentation about the merit basis of all candidates and appointments and hiring decisions and highlight research excellence in public communications about appointments. Such communications will strengthen messaging that members of underrepresented groups have earned their chair appointments through scholarly merit.

Self-Identification

- When performing a survey or census, provide a definition of each designated group, including LGBTQ2+ identities, and then ask if the respondent self-identifies as a member of that group. Options should be inclusive (e.g., man, woman, gender neutral, non-binary, trans man, trans woman, Two-Spirit) and each question should provide the option to not respond.

- Collect disaggregated data for all groups to identify any systemic barriers within policies and processes.

- Explain the purposes of the questionnaire, how the data will be used, privacy considerations, and the importance of self-identification for an accurate understanding of equity representation.

- Be respectful of the reasons why someone may choose not to self-identify; self-identification is a choice.

- Explicitly state a privacy policy alongside the methods of protection and planned uses of any information collected.

- Ensure senior management (as well as union representatives) understand and can communicate the institution's equity and diversity data and objectives.

- Send an accompanying letter from the president or the vice-president of research with the equity questionnaire.

- Consider creating a video (with closed captioning) on employee diversity and self-identification. Ask designated management and staff of diverse backgrounds to participate as champions, to explain the importance of self-identification and encourage respondents to self-identify. Consider having a periodic self-identification campaign.

- Designate one or more staff members to encourage respondents to self-identify; send a series of reminders.

- Clearly communicate how all individuals can change their self-identification data if they so choose.

- Include information on rank and seniority level to be able to collect data that would indicate if there are systemic barriers to members of underrepresented groups being promoted to senior academic positions.

- Never guess or assume the gender, race, or other characteristics of a nominee. This is a violation of the individual's right to privacy and is open to error/misrepresentation. Do not rely upon assumptions about a person's identity (if they choose not to self-identify). Do not "identify" candidates based on physical appearance.

- Avoid general, blanket equity statements such as, "This institution celebrates diversity and believes in creating an equal-opportunity environment." Instead, use the statement to strongly emphasize the institution's commitment to equity, and back this up with examples and/or a plan to follow through. For example, "This institution is an advocate for equity and is committed to ensuring its community is diverse and inclusive. We welcome applications from members of racialized minorities, women, Indigenous Peoples, persons with disabilities, persons of various sexual orientations and gender identities, and others with the skills and knowledge to productively engage with diverse communities and contribute to the institution's research excellence. The institution seeks to maintain its commitment to excellence and recognizes that increasing the diversity of its faculty and ensuring an inclusive environment supports this objective."

- Suppress data counts of less than five when sharing or publishing data. The ability for others to identify individuals is increased when the number of chairs/individuals is less than five.

- Include non-identification rates when presenting the data, so the margin of error and reliability of the data are transparent.

- See the CRCP's [Self-Identification Form](#) and [FAQs](#) for more information.

Environment

- Ensure that the institutions' EDI activities are not tokenistic or performative by ensuring that they are well resourced. Take action to make progress on EDI at all levels of the institution.

- Make hiring diverse candidates an institutional priority, at the senior management level and communicate a shared responsibility for EDI efforts across the institution.

- Set benchmarks and indicators for diversity and inclusion. Consider using the [Global Diversity & Inclusion Benchmarks](#) or the [Intercultural Development Inventory](#) to gauge the diversity and inclusivity of the institution's community and where the institution should be directing improvement efforts.

- Monitor, with an intersectional lens, how many faculty are on contract, which faculty advance and the amount of time it takes to advance to tenure. Monitor what is requested of faculty from underrepresented groups in the tenure process to ensure that expectations are not higher than for other faculty members.

- Report on the diversity of senior leaders at the institution.

- Establish an EDI advisory committee—with staff members from a range of areas, and with underrepresented groups—that determines issues to tackle, designs realistic approaches to issues, and promotes faculty, management, and staff commitment to equity. The committee should report directly to senior management.

- Hold public lectures by members of underrepresented groups on topics of concern to these groups (e.g., Women in Science, Indigenous approaches to research, Black scholars, Pride Week).

- Create a safe space for people who are not always seen and heard to feel comfortable participating in conversations. For example, an institution may want to have interactive seminars on EDI topics held during lunch times to enable faculty, staff, and students to participate.

- Assess the institution's communications strategy and its impact on EDI efforts (e.g., promote accomplishments of faculty from underrepresented groups, incorporate quotes from faculty and students from underrepresented groups in promotional materials, organize a lecture series that underscores the research excellence of equity-deserving groups).

- Always secure the permission of individuals when using their images in promotional tools such as websites, social media, pamphlets, photos, and presentations.

- Institute a network of approved Elders, traditional Knowledge Keepers, traditional healers, and Indigenous-focused facilities, to support those who desire these services.

- Acknowledge the traditional Indigenous land on which the institution is located, and integrate the use of Indigenous language at events, ceremonies, and meetings.

- Ensure Indigenous culture and Elder / Métis Senator involvement is visible and viable across all aspects of the institution, not compartmentalized in an equity office or human resources initiative. Indigenous Peoples Center.

- Develop the institution's response to the Truth and Reconciliation Commission's calls to action by conducting extensive consultations to implement specific plans and initiatives.

- Maintain a list of staff and community contacts who support members of underrepresented groups, such as immigration consultants, on- and off- reserve Indigenous organizations, Black community organizations, accessibility services, disability management specialists, human rights advisors, faculty relations advisors, medical clinics, including mental health specialists, and human resource partners.

- Provide easily accessible and appropriate resources for staff, such as on-site childcare with nursing rooms; multi-faith prayer and meditation rooms; accommodations for students, faculty and staff fasting during Ramadan; non-gendered bathrooms, and flexibility for taking paid leave for religious obligations, cultural celebrations, and ceremonies.

- Ensure strong and visible commitment to EDI by the institution's leadership. Consider posting prominently a statement of commitment by the institution's president on a diversity web page; distribute diversity messages; disseminate public statements on diversity; and post video clips from campus leaders discussing diversity on the institution's website.

- Recognize efforts to advance EDI in the campus community through diversity awards. These awards should be given by the institution's president to underscore the importance of advancing EDI.

- Monitor annual reports to identify and address EDI concerns and share best practices with other Canadian institutions.

- Avoid tokenism. Underrepresented groups within an organization may face tokenism that could include being asked to serve on an advisory or search committee to represent a diverse opinion, being a faculty advisor for an underrepresented student group, or mentoring students based on the identity of the students and faculty member, and not the area of study. Some of these practices have positive consequences, but also place additional demands on faculty (the equity tax). In addition, the activity may be tokenistic if there is not the ability to voice concerns and/or if those concerns are not listened to and acted upon. To achieve EDI, concerted efforts should be made to develop trusting and respectful relationships between the leadership of the institution and individuals from underrepresented groups.

- Do not make assumptions about a researcher's personal characteristics based on their research area.

Complaints

- Implement and communicate a formal process by which the institution manages complaints from its chairholders/faculty related to EDI and publish the contact information of an individual or individuals at the institution responsible for addressing any EDI-related concerns or complaints. Diversity and Human Rights Advisor.

- Implement a mechanism to monitor and address concerns/complaints. Submit an annual report to senior management.

When developing a complaints system for EDI concerns, institutions should always maintain confidentiality and:

o Understand that a robust complaint system is an important part of EDI work. Complaints shed light on areas upon which an institution can improve.

o Eliminate formal barriers to filing and following through with a complaint such as eliminating or limiting time restrictions on when complaints can be made, addressing concerns in a timely and thorough way, etc.

o Understand that some complainants may feel that they are not really heard but instead "filed away" (see Sara Ahmed's work on complaints) or that they may not be believed. Remember that a complaint is a record of a person's experience. Take steps to show a complainant that they are heard and take action accordingly.

o Be aware of the language used that may undercut the complaints (e.g., valid complaints, alleged instance, etc.)

o Focus not just on applying a process, but on reaching a solid resolution. Invite parties to mediation, but also support them at all stages of the complaint resolution.

o Have a senior official meet with the person submitting a complaint. This senior official should have training on conflict management and active listening.

- Make sure information about the complaint process is easy to find on websites.

- Take steps to ensure that complaints are not used against complainants by supporting the person filing a complaint and ensuring they do not face retaliation.

- When the timely resolution of the complaint mandates that a third party be informed, communicate to the complainant when this person will be informed of the complaint.

- When closing a complaint file, make sure the reasons are documented and shared with all parties. Review the reasons with an EDI lens. Share the appeals process along with the decision, if applicable.

- Investigate consistent complaints. When the same complaint or similar complaints are raised this likely points to a systemic barrier or significant challenge at the institution that should be addressed. However, a single complaint can also indicate a systemic barrier.

Definitions

This guide provides the definitions for EDI principles and terms.

Ableism: Discrimination or prejudice against individuals with disabilities.

Colonialism: A practice of cultural and economic domination, which involves the subjugation and oppression of one people over another. Settler colonialism—such as in the case of Canada— is the unique process where the colonizing population does not leave the territory, asserts ongoing sovereignty to the land, actively seeks to assimilate the Indigenous populations and extinguish their cultures, traditions, and ties to the land.

Heteronormativity: A cultural or social framework, often implicit, in which all human beings are heterosexual and this is the norm. Heteronormativity leads to the marginalization of sexual minorities either by dismissing them, by presenting a favorable bias towards heterosexual people, or both.

Homophobia: The fear or hatred of, or hostility towards homosexuals and homosexuality, as well as prejudices against them.

Intersectionality: A theoretical framework that was developed by professor Kimberlé Crenshaw in 1989 in a paper for the University of Chicago Legal Forum entitled "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics" to explain how African-American women face overlapping disadvantages and discrimination related to sexism and racism. This approach or lens is a best practice and assists researchers to better understand and address the multiple barriers and disadvantages that individuals with intersecting social identities, such as race, gender, sexuality and class, face. Using an intersectional approach to develop policies and research projects helps to better identify and address systemic barriers.

LGBTQ2+: An acronym that stands for lesbian, gay, bisexual, transgender, queer, Two-Spirit. The plus indicates that this list is not exhaustive as there is a spectrum of gender and sexuality.

Microaggression: Refers to brief and common verbal, behavioral or institutional actions that play into stereotypes or discrimination against a group of people, often from underrepresented groups. First coined by Dr. Chester M. Pierce in his 1970s research looking at the experiences of Black Americans, research on microaggressions has since expanded to examine the experiences of Indigenous Peoples, people with disabilities, women, LGBTQ2+ people and a number of racial,

ethnic and religious groups. Taken in isolation, one instance of microaggression can seem like a minor event; however, members of underrepresented groups often experience the same microaggression repeatedly over time, producing adverse emotional, social, psychological and health impacts (trauma) which can also affect their level of productivity and sense of inclusion at work. Examples of microaggression include implying a member of an underrepresented group is an "equity hire"; asking where someone is "really from"; downplaying the effects of race, gender, ability, etc. on lived experiences; implying that someone's reaction is due to sensitivity, not the nature of the situation they are in.

Racism: Any individual action, or institutional practice which treats people differently because of their color or ethnicity. This distinction is often used to justify discrimination.

Systemic barriers: 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, such as on their career trajectories.

Sexism: Prejudice or discrimination based on sex.

Tokenism: Defined by the Merriam Webster dictionary as "the practice of doing something (such as hiring a person who belongs to a minority group) only to prevent criticism and give the appearance that people are being treated fairly."

Unconscious bias: An implicit attitude, stereotype, motivation, or assumption that can occur without one's knowledge, control, or intention. Unconscious bias is a result of one's life experiences and affects all types of people. Everyone carries implicit or unconscious biases. Examples of unconscious bias 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 one makes.

Summary of changes (March 2021):

- a section has been added on EDI considerations when conducting interviews virtually;

- definitions of EDI principles have been added; and

- best practices that consider LGBTQ2+ researchers in addition to intersectionality have been added.

Summary of changes (September 2018):

- the term Aboriginal Peoples (Constitution, 1982) has been changed to Indigenous Peoples;

- best practices that consider Indigenous Peoples have been added; and

- a section has been added on equity, diversity and inclusion action plans.