Equity, Diversity, and Inclusion

Research Practice Protocol

2024

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Acknowledgements

Global Institute for Water Security | Reflect Equity, Diversity, and Inclusion

Suggested Reference

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We thank you for your continued commitment to advancing equity, diversity, and inclusion in research practice.

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EDI in Research Practice Protocol

1
Overview & Purpose

The core objective of the Equity, Diversity, and Inclusion (EDI) Research Practice Protocol is to support researchers, students, faculty, staff, and partners in embedding equitable, diverse, and inclusive research practices in their work. Research practice is distinct from research design in that research practice focuses on how people work together, and research design focuses on academic research methods and outcomes. Research practice and design are interconnected yet require individual attention to ensure effective implementation. This Protocol is designed to ensure that research projects are open to a diverse range of participants, offer equitable pathways to participation, and foster inclusive experiences. In research practice, EDI should be considered throughout the project lifecycle- before the formal grant application process begins, during project implementation, and after the research is complete in the evaluation process.

Purpose of the Protocol: The protocol aims to provide people leading and participating in research with concrete steps and resources to incorporate EDI in research practice by understanding barriers to equitable participation and how to implement a framework that focuses on people, education, training, operations, and practice at every stage. This protocol is not a substitute for adhering to institutional and legal requirements, including human resources regulations, employment law, and safety regulations. The EDI protocol is an additional tool to help leaders, organizing teams, and participants plan, conduct, and evaluate EDI in research practice.

How to Use this Protocol: This protocol supports research teams in the grant application process, conducting research, and post-project evaluation. Beyond developing a specific project, this protocol is a learning tool and resource. This protocol complements existing institutional policies and procedures, prompts critical reflection, and encourages inclusive practices. Adapting the protocol to a specific research team, project, or network of projects is iterative. The EDI Research Practice Protocol is organized into three parts: 1). Planning and Organization; 2). Conducting Research; and 3). Post-Project Evaluation. Each section supports consistent EDI integration at every stage in the process. It is imperative to allocate sufficient time for team composition, training, budgeting, and logistics to facilitate equitable, diverse, and inclusive research practices.

Overview & Purpose

GIWS | EDI Research Practice Protocol

Indigenization, Truth, and Reconciliation: Equity, Diversity, and Inclusion (EDI) is not a substitute for Indigenization, decolonization, and work led by Indigenous people and communities. EDI can be an integral part of allyship that prioritizes Truth and Reconciliation while taking action to create more equitable research practices. It is imperative to respect the leadership of Indigenous people and communities. The following documents are a starting point to explore the responsibility to engage in Truth and Reconciliation Work:

- Everyone Together Global Water Futures Mistawasis Nêhiyawak Water Gathering Statement
- ohpahotân oohpaahotaan let's fly up together Indigenous Strategy for the University of Saskatchewan
- Towards reconciliation: 10 Calls to Action to natural scientists working in Canada
- Truth and Reconciliation Commission of Canada Calls to Action
- The University of Victoria National Centre for Indigenous Laws
- The First Nations Principles of ownership, control, access, and possession (OCAP)
- The University of Alberta Indigenous Canada Course

Equity, Diversity, and Inclusion (EDI) Training: EDI training can take many forms, including formal education and certification, informal dialogue, peer-to-peer learning, and more. Some training examples include anti-racism and anti-oppression training, cross-cultural communication, inclusive writing, accessibility training, mental health, gender equity, and 2SLGBTQIA+ Safe Space training. Whether training is offered on campus, in the community, or organized by the lab or project team, it is imperative to engage in life-long learning. Some examples of ongoing training opportunities that are available include:

- Equity, Diversity, and Inclusion in Water Research
- Government of Canada Gender-Based Analysis Plus (GBA+) Course
- TCPS2 CORE 2022 (Course on Research Ethics)
- The University of Saskatchewan Sexual Violence Prevention and Response Course
- Canadian Association for Mental Health (CAMH) Mental Health 101

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Planning & Organization

Foundations for EDI Practice

Inclusive research practices require planning and organization. Implementing EDI means reconsidering accepted standards, developing innovative alternatives, and implementing new approaches. Actioning EDI before making significant strategic decisions creates an equitable foundation for research practice. EDI in research practice begins with understanding the barriers to equitable participation in research and addressing them by anticipating them, planning to prevent barriers from limiting participation and developing a responsive work culture to address EDI considerations in real time.

- **Barriers to Participation:** An intersectional approach is critical to understanding the barriers that prevent people and communities from leading and participating in academic research. Barriers can range from discrimination, harassment, and racism to financial barriers, geographic location, lack of physical accessibility and more. Barriers to participation may be discipline-specific, such as requirements for long periods of field research in isolated areas or access to expensive equipment and specialized lab spaces[1]. Other barriers may be systemic and common across institutions, such as gender-based discrimination and racism[2]. Literature reviews are a starting point for understanding the barriers to participation in a research domain; however, understanding local challenges requires consultation with people in equity-deserving groups to fully understand how and why barriers to involvement are experienced. Barriers to participation are often complex. Quantitative institutional data (e.g., percentage of students or faculty from equity-deserving groups in a discipline) may also point to patterns of exclusion. However, these data are frequently unavailable or may be limited in scope. Data from national associations, international organizations, and statistics offices can also supplement institutional data, pointing to opportunities to increase EDI in the field[3]. Qualitatively, a diverse research team is essential to understanding the lived experiences that hinder engagement in research training and practice. Reviewing EDI literature broadly as well as specific to a field of research, adopting an intersectional lens combined with tools such as gender-based analysis plus (GBA+) can facilitate an accurate understanding of the barriers to EDI in a research domain[4] [5]. Accurately understanding barriers and addressing bias are critical steps towards facilitating change.

Planning & Organization

Foundations for EDI Practice

- **Truth and Reconciliation:** Academic research in Canada requires committing to Truth and Reconciliation with Indigenous people and communities. It is imperative to take a proactive approach to embedding Truth and Reconciliation in research practice.[6]. The path to Truth and Reconciliation may take different forms depending on the positionality of the research team and the type of research conducted; social science, natural science, and medicine require unique considerations. Respecting Indigenous laws, culture, and experience must be a firm commitment[7]. Addressing racism and systemic discrimination requires a historical understanding of past research practices in tandem with Truth and Reconciliation in current practices[8]. Support for Indigenous-led research must be woven throughout the research process, from team composition to partnerships, budget, and grant applications. Truth and Reconciliation are ongoing processes in research practice[9].

- **Team Composition:** Selecting a research team is a critical step that impacts every aspect of EDI in research practice. The principal investigator (PI) and co-principal investigators (Co-PIs) are responsible for setting the research team's standards for behaviour and conduct[10]. In addition, leaders bring different academic disciplines, identities, lived experiences, community networks, and career stages to the team, and this diversity strengthens the team's capacity to conduct research[11]. The team composition must align with the research objectives. A core principle for team composition is "nothing about us without us"[12], which means that the team should reflect the communities where the research is being conducted and have the social networks to build appropriate partnerships in the research design, data collection, and knowledge mobilization aspects of the project[13]. 7

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Foundations for EDI Practice

- **Budget:** EDI requires anticipating and planning for expenses. Reasonable accommodations are required by law, and research teams have a duty to support faculty, students, and staff that require accommodations to address a disability (e.g., closed captioning, American Sign Language (ASL), adaptive software and equipment)[14]. Childcare expenses should be included in planning budgets, understanding that not all grant funding allows for childcare expenses, and resources may need to be found from different sources. Indirect childcare expenses may include additional insurance for events and transportation where children are invited to attend (e.g., children accompanying their parents on a field research trip or on-site childcare at a conference) [15]. Salary for community members working in non-academic positions critical to research, such as Traditional Knowledge holders, should be considered in the project budget from the outset[16]. Including these expenses in grant applications ensures that the team can meet these commitments as part of the research process.

- **Safety and Conduct:** Establishing an environment where respectful conduct and safety are priorities sets the tone for inclusive research practices[17]. Adopting an institutional code of conduct or developing a code of conduct specific to a research project is an important opportunity to discuss team values and expectations for behaviour and create an action plan to address how these expectations will be operationalized throughout the project[17] [18]. Creating a respectful and safe work environment is a legal obligation for the employer. The research team needs to familiarize themselves with safety protocols (e.g., fire procedures, field research safety plans, emergency preparedness and response), assess any additional risks a particular project may pose and develop procedures to address safety concerns. It may be necessary to consult experts in a specific field location for more information about safety considerations[19]. Many standard safety procedures are not developed for people in equity-deserving groups (e.g., evacuation procedures may not adequately address the needs of people with disabilities) [20]. Therefore, it is important to leave time to build on existing procedures and adapt the safety and code of conduct requirements to the needs of people in the research group and the local context(s) where work is taking place[21] [22].

Planning & Organization

Foundations for EDI Practice

- **Partnerships:** Developing research partnerships in the early stages of project ideation before a grant is submitted is a significant step towards more equitable and inclusive research[23]. Building lasting relationships with communities is a long-term commitment that involves responsibility beyond a single grant[24]. Therefore, it is essential to be transparent about what communities can expect from engaging in research and what obligations the research team must fulfill to partners for the project to be a success [25]. Partnerships are susceptible to unequal financial and power dynamics, where grant funds are awarded to academic institutions, and partners depend upon the institution for research funds and decision-making. Being transparent about processes to access research and travel funding can create a more balanced relationship[26]. In addition, advocating for and supporting partners to access autonomous resources to engage in research can rebalance inequities.

- **Grant Applications:** EDI is required in Tri-Agency grants in Canada (SSHRC, CIHR, NSERC); other granting agencies in Canada and internationally may also require EDI. Grants have different requirements and differentiate between EDI research design (e.g., theory, data collection, reporting) and research practice (e.g., team. composition, education and training, operations, practice). The NFREF, CFREF, and Canada Research Chairs programs provide extensive information about how to tailor EDI to their grant requirements. However, the overall objective of EDI is much more substantive than meeting grant requirements. It is imperative to understand what is being asked of research teams and learn to innovate beyond minimum requirements to embody inclusive excellence[27]. An in-depth understanding of institutional practices, barriers to participation in a research domain, and wise practices for change are critical to an effective EDI strategy that can address complex challenges[28].

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Planning & Organization

Foundations for EDI Practice

Action Steps:

1. **Adopt an EDI Framework:** Effective EDI work requires many considerations. Adopting or adapting an existing EDI framework is an excellent way to ensure EDI is integrated across the research project in mutually beneficial ways, reduce duplication, and provide people with adequate support. Committing to a framework in the planning stages also provides a starting point to assess progress throughout the research lifecycle, supporting transparency and accountability[29].

2. **Empower Inclusive Leadership:** Include EDI as a topic in regular meetings. Create multiple avenues to discuss EDI and support people in developing and advancing EDI work wherever they have the space to make a positive impact. Invest in a culture of psychological safety so people can speak up and share wise practices and concerns, reinforcing a virtuous circle where the research team learns from challenges throughout the process[30].

3. **Invest in Partnerships:** Partnerships are critical to EDI in research. Positive working relationships cannot be rushed and allow time for people to engage in dialogue, make plans, and contribute to the project recruitment and team composition. Team building and psychological safety start at the outset and contribute to knowledge mobilization and equity throughout the research lifecycle[23].

4. **Explore Multiple Sources of Research Funding:** Applying for multiple sources of research funding and supporting community partners to apply for funding autonomously from the research team can help ensure equitable research practice from the outset. Funding that supports community development work, knowledge equity, Indigenous economic reconciliation and more may be available from public and private sources[31]. Exploring diverse funding packages can ensure that resources are adequate to pay all team members a living wage, support travel costs, and EDI throughout the process.

3
Conducting Research

When the research project parameters are established, and funding is allocated, attention must shift from planning and organization to implementing an EDI strategy in alignment with the selected framework, institutional policies, legal requirements, research objectives, and community partnerships. In addition to meeting formal commitments, creating a culture where people are respected, included, and secure sets the foundation for inclusive excellence. The following section outlines core EDI considerations in research practice that will evolve throughout the project.

- **Recruitment:** There are many effective strategies to prioritize EDI in recruitment[32]. Homogeneous teams are often the result of hiring individuals from a small pool of candidates and over-reliance on existing professional and social networks[33]. Attracting a diverse pool of candidates is correlated with more innovative research teams[34]. Inclusive job advertisements must include language appealing to a wide range of candidates. Advertisements should consist of both the technical requirements for the position, social skills, and opportunities to make academic, social, economic, and environmental contributions. In addition, pay transparency, including realistic hiring ranges, moving expenses, health and dental benefits, and training opportunities, can help attract candidates with diverse lived experiences. Providing all candidates with important information about accessibility (e.g., wheelchair access, prayer space, closed captioning, childcare) is a starting point that allows candidates to consider available accommodations and request additional information or support as needed. Hiring from a diverse pool of candidates, treating everyone equitably (not equally), implementing procedures and practices that counter bias, and ensuring that the hiring team interrupts bias throughout the process are critical to EDI in recruitment and retention[35].

Conducting Research

Implementing EDI Strategy

- **Contracts - Conduct and Pay Equity:** Once a successful recruitment process has been conducted and offers of employment extended, it is critical to consider EDI holistically across the team. In addition to institutional employment contracts, including a code of conduct in the letter of offer and employment agreement ensures that both the employer and employee are informed about the standards of behaviour required for the position offered. In addition, the employer must consider pay equity when allocating research budgets[36]. Overspending on one person or group of employees may prohibit equitable compensation for subsequent hires where research funds are limited. Identifying and applying the compensation criteria prevents discrimination based on gender, age, race, disability, and more[37]. Implementing pay equity criteria is ongoing as compensation norms change over time.

- **Onboarding:** Providing an orientation for new team members joining the research team is a critical step to ensure that people are set up for success. A welcome package should include meaningful information about access to facilities (e.g., libraries, office spaces, fitness facilities, bike storage, parking, and public transportation). In addition, information about accessibility, including wheelchair access, gender-neutral bathroom facilities, change rooms, breastfeeding/chestfeeding spaces, prayer rooms, and quiet spaces should be provided to everyone. Normalizing disability accommodation as a routine onboarding process creates an atmosphere of respect and inclusion[38] [39].

- **Performance Evaluation:** Training supervisors to provide constructive feedback is critical to building a successful research team[40]. Giving feedback to faculty, research associates, students, and staff must take different forms. Students customarily receive feedback on assignments, and faculty may be familiar with providing academic feedback. However, performance evaluation as an employer is critical to support employees in their growth and development toward increased pay and promotion. Formal performance evaluations can invoke anxiety for many people, including the person providing and receiving the feedback. Modern performance evaluation approaches focus on co-creating performance objectives to ensure everyone receives appropriate attention to address challenges and improve and acquire skills that support inclusion and career growth[41].

Conducting Research

Implementing EDI Strategy

- **Allocating and Accessing Funds:** EDI expenses can be anticipated and should be fixed within the budget (e.g., EDI training, closed captioning for events, meeting dietary requirements, travel and accommodation for community partners). In contrast, others may arise due to changing circumstances (e.g., adaptive equipment, additional staff support). A clear budget can help manage competing priorities and ensure enough funds have been allocated to cover expenses. Transparency around travel awards, equipment grants, and TA and RA opportunities ensures all eligible applicants can apply and avoids a bias towards people well-connected through social networks.

- **Training and Development:** EDI training and development can take many forms, from book and journal clubs to discussion groups and planned training opportunities with community leaders and experts. Training should be made available to leaders, faculty, students, staff, and partners to ensure that people in the organization have access to the same information and learning opportunities. It may, however, be optional to offer different training opportunities based on responsibilities within the group (e.g., supervisors and students have different training needs). In addition to the central training opportunities provided within an organization, it is essential to consider the learning needs of specific groups (e.g., quantitative researchers have different training requirements than qualitative and mixed methods researchers). Pooling resources with other research teams and projects in the same sector can offer more fulsome training opportunities by amplifying resources.

- **Safety and Conduct:** Safety and conduct must be considered throughout the research process, recognizing that people experience safety in their research environment differently[19]. Anyone can experience abuse at work; however, people in equity-deserving groups are statistically more likely to experience unwanted behaviours ranging from microaggressions to physical and sexual assault. Creating a safe work environment begins with a culture of respect. Good communication skills and awareness are critical to recognizing if someone within the group is becoming isolated or being targeted by unwanted behaviour such as bullying.

Conducting Research

Implementing EDI Strategy

- **Safety and Conduct Continued:** Addressing unwanted behaviour in the first instance by calling someone in to discuss why their conduct is harmful and how to change their behaviour is more effective at creating a culture of respect than remaining silent. Implementing a code of conduct is one mechanism to ensure standards of behaviour and consequences for non-compliance are clear. In addition to a code of conduct, institutions must ensure that faculty, students, and staff have multiple pathways to report misconduct and seek social support if they are the target of abuse[42].

- **Monitoring and Feedback:** Throughout the research process, it is important to create opportunities for people to provide feedback about their experiences, goals, and expectations. Employee engagement surveys, individual meetings, focus groups, and team meetings provide opportunities to monitor people's experiences in the research group. Seeking feedback sets the expectation that people in leadership positions will address challenges as they arise and take steps to ensure that everyone experiences a sense of belonging.

- **Truth and Reconciliation:** Research teams working in Indigenous communities must work according to the goals and objectives of the communities they are partnering with[43]. Therefore, working closely to build inclusive teams requires the recruitment of Indigenous faculty, staff, students, and community members[44]. In addition, inviting Indigenous Elders, Youth, Knowledge Holders, and individuals to lead and participate in research must follow local protocols established by Indigenous communities. Protocols may include gifting and paying honoraria as a starting point for relationship-building. Non-Indigenous researchers must follow the lead of Indigenous communities, recognizing that communities set the pace of engagement, a process that cannot be rushed to meet academic objectives[6]. Following research protocols, including ethics protocols established by Indigenous communities, is a requirement[45]. It is the responsibility of the research team to understand how protocols set by Indigenous communities intersect with other institutional policies and practices outside of the community.

Conducting Research

Implementing EDI Strategy

Action Steps:

- **Support the Team:** Once the research team is in place, supporting the team's success is critical to EDI. Conflicts will inevitably arise, and working collaboratively to resolve challenges is essential to building trust and genuine inclusion. Knowing that there is psychological safety within the group, people will be more likely to speak up, address challenges, and produce their best work[46]. The leadership's responsibility is to support people through challenges and conflicts.

- **Empower Career Growth:** Treating team members equitably means empowering career growth along different paths by ensuring that everyone has the opportunity to be paid fairly, receive regular feedback about performance, and participate in training and development opportunities as a starting point. Ensuring that team members have the opportunity to publish academic and non-academic articles and participate in conferences, workshops, and other venues for community engagement and knowledge mobilization demonstrates diverse paths to make a positive impact as researchers[47].

- **Be Accountable:** Create a research environment built on honesty and transparency for team members, partners, and communities. Establish a management structure where researchers and leaders can access important financial, technical, and logistical information to make informed decisions. Setting realistic expectations for meetings, travel, conferences, and research expenses with team members and community partners is critical to respectful working relationships. Building and maintaining a regular calendar of events with significant deadlines, deliverables, social activities, and religious and cultural holidays can ensure an inclusive work plan is put in place[10].

4
Post Project

Evaluation and Moving Forward

Evaluating EDI in research practice must be a multifaceted process that includes direct learning within the research team and sharing lessons learned and wise practices within institutions, research fields, and communities. The benefit of growing EDI in research practice is developing an ecosystem of change. Everyone involved in a research project has the potential to create positive change as they move forward on their career path, conducting research and engaging in community development, the arts, entrepreneurship, and more. Positively or negatively, socialized norms and practices within a research team travel beyond an individual project. The post-project evaluation is a critical time to assess what has worked, what has failed, where challenges arose and how to learn from these experiences on an individual and organizational level.

- **Formal Reporting:** Formal reporting to granting agencies is frequently a requirement for assessing EDI. The reporting process is an important starting point for inventorying EDI activities undertaken throughout the research process. However, formal reporting processes incentivize positive interpretation of activities and results by emphasizing activities undertaken rather than challenges. Therefore, completing the reporting process is a starting point for post-project evaluation.

- **EDI Framework Evaluation:** Revisit the EDI Framework chosen at the project's outset and evaluate the objectives or desired outcomes against results. Identifying gaps between stated goals and results can illuminate areas requiring further quantitative and/or qualitative analysis[48]. Furthermore, amending the framework to add new categories based on the experiences within the research team may contribute to better frameworks moving forward.

Post Project

Evaluation and Moving Forward

Consultation: Post-project consultation is an opportunity to reconnect with the research team, partners, students, faculty, and staff to learn from their experience participating in the project. Consultation may take different forms depending on the size of the project and the timeline (short-term vs long-term projects). Surveys, focus groups, or one-on-one exit interviews may be an appropriate way to gather feedback about the experience of working as part of the research team. Learning from the experiences of people in equity-deserving groups (e.g., 2SLGBTQIA+ people, Indigenous people, racialized people, women, and people with disabilities) is critical to closing equity gaps and passing along wise practices to future research teams[49].

Rewards and Recognition: Completing a research project is frequently a time of transition. Participating in academic research can have differential impacts on the career trajectories of team members. For tenure-track faculty, publications can help support future grant and tenure applications. For team members in non-tenure track academic roles, staff, and student positions, completing a project can lead to uncertainty, loss of income, and social networks. For people in equity-deserving groups, this impact may be amplified by systemic inequities that require people to engage in time-consuming work throughout the research process that is not rewarded by academic systems of tenure and promotion upon project completion[50]. Writing letters of recommendation, nominating people for awards, and extending social networks through mentorship and sponsorship can support people in progressing to the next step on their career journey. Advocating for change within institutions is critical to changing the incentive structures within institutions to reward vital work that contributes to EDI in research practices but is often invisible.

Truth and Reconciliation: Project timelines may differ between academic grant cycles and community timelines. When a project ends, Indigenous communities must be included in the academic evaluation process, and researchers must participate in evaluation processes outlined by communities[43]. Understanding community experiences alongside research outcomes paves the way for strong relationships that transcend individual projects[24]. In addition to being inclusive in the evaluation process, team members must continue to fulfill commitments to communities agreed upon at the project's outset, even if the formal academic reporting cycle is complete.

Post Project

Evaluation and Moving Forward

Action Steps:

1. **Evaluate EDI:** Evaluating EDI in research is critical to individual and organizational growth, leading to lasting changes in research practice. Setting aside time and resources to evaluate the core objectives of the EDI strategy in comparison to the mid-term evaluation and post-project completion is critical to understanding the obstacles to EDI in research. A long-term objective for EDI in research practice should be conducting academic research on the research practice itself to develop evidence-based approaches to organizational change. Some metrics that may be considered (but not limited to) are:

- Pay-equity data at the start of the project, mid-point, and project completion;
- Retention data for people in equity-deserving groups in comparison to recruitment data;
- Subsequent grant applications submitted by people in equity-deserving groups and new research teams that have emerged from the project;
- EDI in academic (e.g., peer-reviewed journal articles, books, book chapters) and non-academic publications (e.g., policy reports, newspaper articles, public interest books);
- EDI in artistic, technological, and entrepreneurial research outputs (e.g., art exhibitions, apps, software programs, startups).
- Nominations of people in equity-deserving groups for academic and community awards.
- Quantitative and qualitative data on inclusion, exclusion, racism, harassment, discrimination, and lived experiences related to research practice.

2. Take Action: Evaluation feedback is critical when it informs change. Once the quantitative and qualitative input is evaluated, designate leads to action feedback either directly taking on specific action items that require follow-up or indirectly by sharing lessons learned institutionally to contribute to systemic change.

3. Strengthen the Research Ecosystem: Gaps in EDI research practices should inform resource reallocation and systems change. Communicating emerging needs with granting councils, private sector donors, and partners is an important part of strengthening the function of the research ecosystem.

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Resources

EDI In Research Practice

TRI-AGENCY RESOURCES
Tri-Agency Statement on Equity, Diversity, and Inclusion
Dimensions Charter
Grants and Awards
CIHR EDI in the Research System
NSERC EDI
SSHRC EDI

GWFEDI RESOURCES
Global Water Futures Equity, Diversity, and Inclusion Field Research Protocol
Global Water Futures Equity, Diversity, and Inclusion Events Protocol
#GWFEDI Strategy 2021-2023
The Case for an Intersectional Approach to EDI in a Large Research Network

CODE OF CONDUCT RESOURCES
American Geophysical Union (AGU) Meetings Code of Conduct
Canadian Water Resources Association (CWRA) Code of Conduct
United Nations Code of Conduct for UNFCCC Events

SEXUAL VIOLENCE/HARASSMENT PREVENTION AND RESPONSE
Canadian Centre for Occupational Health and Safety Bullying in the Workplace
Courage to Act
Requirements for Employers to Prevent Harassment and Violence in Federally Regulated Workplaces
Red Cross Violence Bullying and Abuse Prevention in the Workplace

RELIGIOUS INCLUSION
Canadian Interfaith Conversation
Saskatchewan Intercultural Association

GIWS Code of Conduct

The Global Institute for Water Security (GIWS) is committed to providing a safe, respectful, and accessible workplace for everyone. By adhering to the principles in the Code of Conduct, GIWS faculty, students, staff, and partners will actively nurture a healthy work environment and lead by example. The GIWS Code of Conduct requires members of the institute to:

1. Treat people with dignity and respect in accordance with the principle of Manācihitowin, a Cree/Michif phrase that translates to 'let us respect each other.'
2. Participate in all activities in the institute including research, education, and knowledge mobilization with academic integrity in accordance with the University of Saskatchewan's Guidelines for Academic Conduct.
3. Respect the rules and policies of the University of Saskatchewan including the University of Saskatchewan's Discrimination and Harassment Prevention Policy.
4. Act with integrity and honesty and take personal responsibility for behaviour and conduct.
5. Practice accountability by working together to identify problems and adjust practices to create a welcoming environment that fosters inclusive excellence and belonging.

There will be no tolerance for any behaviour that is considered by students, faculty, staff, or partners to be racism, sexism, ableism, harassment, bullying, threatening, violent, or aggressive in nature.

Formal complaints of discrimination or harassment must be submitted to the University of Saskatchewan's Discrimination and Harassment Prevention Services or local authorities. The Global Institute for Water Security (GIWS) Code of Conduct does not impact the enforcement of local, provincial, and national law. To learn more about reporting procedures or report a complaint of discrimination or harassment, contact:

University of Saskatchewan
Discrimination and Harassment Prevention Services (DHPS)
Phone: (306) 966-4936
Website: https://wellness.usask.ca/safety/discrimination-harassment.php

Other violations of this code of conduct may be reported to the Executive Director of the Global Institute for Water Security.

Dr. Corinne Schuster-Wallace
Executive Director Global Institute for Water Security
Email: cschuster.wallace@usask.ca

Glossary of Key Terms

2SLGBTQIA+: 2SLGBTQIA+ is an acronym that represents gender identity, gender expression, and sexual orientation. The letters represent, in order, Two-Spirit, Lesbian, Gay, Bisexual, Transgender, Queer (or questioning), Intersex and Asexual. The plus sign represents any other identities, such as pansexual. This acronym is an evolving terminology communities use in different ways to reflect inclusion.

Accessibility: Accessibility relates to the design of products, devices, services, or environments free from barriers. The experience of accessibility is the most important measure of access and inclusion.

Anti-Racism: Anti-racism requires people to make an active commitment to challenging racism and discrimination in all of its forms in policy, practice, and interpersonal communications.

Decolonization: Decolonization is a process that requires the return of Indigenous lands and waters to Indigenous people and the abolition of slavery in all forms. It also requires dismantling colonial institutions and ways of thinking embedded in societies.

Disability: Disability is an umbrella term covering impairments, activity limitations, and participation restrictions. An impairment is a problem in body function or structure; an activity limitation is a difficulty encountered by an individual in executing a task or action; while a participation restriction is a problem experienced by an individual in involvement in life situations. There is no single experience of disability; it can be temporary or permanent and occur at any time in life. A social approach to disability views disability as a natural part of society, where attitudes, stigma and prejudices present barriers to people with disabilities and prevent or hinder their participation in mainstream society.

Diversity: Diversity is a relational concept; no one person can be diverse on their own. We are diverse in our identities, experiences, and relationships with each other.

Equity: An equity-based approach to organizational development and research means continuously challenging historically accepted ways of doing things to give individuals the resources they need to be successful rather than giving everyone the same tools and support.

Equity-Deserving Groups: Equity-deserving groups in Canada include Black people, Indigenous people, racialized people, Women, People with disabilities, and 2SLGBTQIA+ people.

Harassment: According to Part II of the Canada Labour Code, harassment and violence means "any action, conduct or comment, including of a sexual nature, that can reasonably be expected to cause offence, humiliation or other physical or psychological injury or illness to an employee, including any prescribed action, conduct or comment." This includes all types of harassment and violence, including sexual harassment, sexual violence, and domestic violence.

Inclusion: Inclusion relates to the quality of people's experiences. Whether in the hiring process, research teams, classrooms, fieldwork, or offices, creating an inclusive environment means anticipating that people experience the world differently and designing experiences to reflect these needs.

Indigenization: Indigenization is an iterative approach to understanding Canada's colonial history and the contemporary issues impacting Indigenous people. Engaging in critical reflections from a professional and/or personal perspective about how to build safe and ethical spaces for Indigenous knowledge, worldviews, and practices. It is a strategic set of changes to policies, procedures, and practices that increase inclusion, break down barriers, and realign institutional, college, and school outcomes.

Intersectionality: American scholar Kimberlé Crenshaw coined the concept of intersectionality. It is a prism or lens for understanding how people's experiences of multiple and overlapping identities and systems of oppression impact their life experiences and opportunities.

Pronouns: Using someone's pronouns is critical to creating an environment where everyone is respected. Common pronouns include they/them/he/him/she/her. For further information, a complete guide to using pronouns is available.

Truth and Reconciliation: Truth and Reconciliation is a movement to bear witness to the impacts of residential schools in Canada and to facilitate reconciliation among families, communities, governments, and all Canadians.

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