The Quebec Network for Research on Protein Function, Engineering and Applications

Equity, Diversity, and Inclusion Statement and Resources manual

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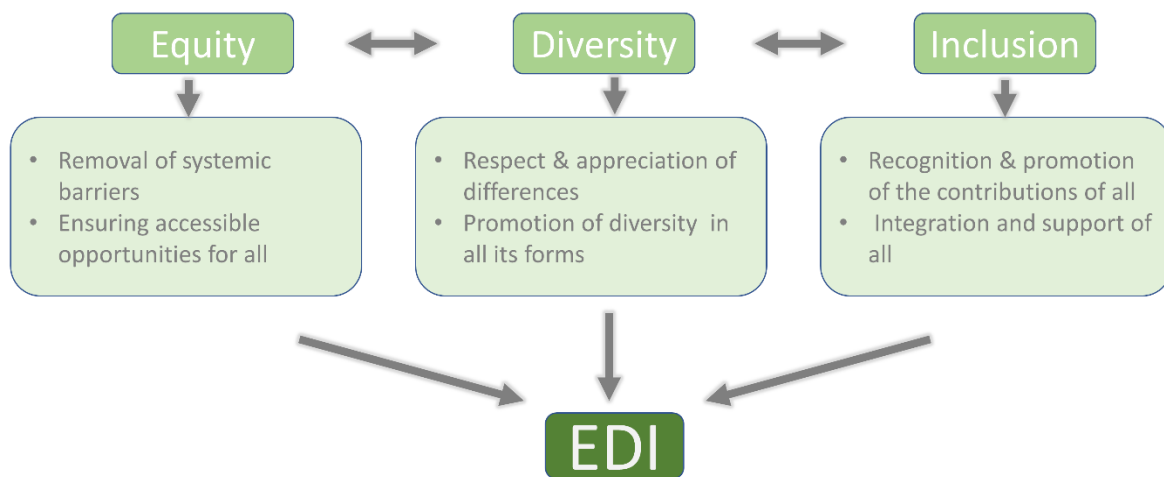
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1- Prelude:

1.1- Context

PROTEO is a group of university and college researchers and students from across Quebec seeking to collaborate and valorize their scientific works in protein function-related fundamental research, bioengineering, biofabrication and bioprocesses to promote Quebec's bioeconomy in a context of sustainable development. PROTEO believes that the importance of diversity, equity and inclusion is paramount to the success of its mission. The diversity of its members is a richness, a strength and an asset and PROTEO recognizes that it is important to offer a study and research environment that values and applies the principles of equity, diversity, and inclusion.

1.2- Land Acknowledgment[1]

In the spirit of friendship and solidarity PROTEO recognizes the First Peoples of this land and acknowledges that every institution with which we are affiliated and on which we gather to work is built on the traditional and unceded land of the First Peoples. We acknowledge that numerous First Nations still live on these lands and need to be recognized. These territories have long served and still serve as sites of meeting and exchange amongst nations. We pay tribute to the First peoples of this land and honour our relationship with each other.

2- PROTEO EDI statement

2.1- EDI Definition

Equity	Diversity	Inclusion
• Removal of systemic barriers • Ensuring accessible opportunities for all	• Respect & appreciation of differences • Promotion of diversity in all its forms	• Recognition & promotion of the contributions of all • Integration and support of all

EDI

2.2- Declaration

PROTEO acknowledges that inequalities exist, including but not limited to systemic racism and unconscious biases. Our network is committed to applying the principles of equity, diversity, and

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[1] Inspired by the CAUT Guide to Acknowledging First Peoples & Traditional Territory

inclusion across all its activities to ensure that all individuals have equitable access to opportunities for promotion and research support. PROTEO is committed to not tolerating any form of discrimination.

2.3- PROTEO EDI and belonging Strategy 2023-2026

PROTEO commits to applying the principles of equity, diversity and inclusion throughout all its practices and activities including but not limited to membership, grants and awards, decision making and governance. In particular PROTEO will

- Designate a person of resource on matters of EDI within its governing body.
- Seek to eliminate barriers and prejudices relating to, and including but not limited to, age, culture, ethnicity, disability, pregnancy, maternity and parenthood, language, nationality, sex, gender, religion or sexual orientation.
- Ensure that all its members benefit from a learning and working environment free from all forms of discrimination.
- Strive to create a safe environment in which all members who feel discriminated against, intimidated or harassed can feel comfortable bringing their concerns to the attention of their institution's management or PROTEO's EDI resource.
- Conduct a bi-annual anonymous diversity profile of the network to understand the diversity of the network, highlight inequalities and implement targeted initiatives to meet PROTEO's EDI objectives.
- Regularly review application and award practices to ensure fairness of process and adequate representation of diversity.
- Organise activities to support PROTEO members in learning and applying EDI principles through workshops, training and written communications.
- Commit to using inclusive language in its internal and external communications.
- Organise seminars and other scientific events that are inclusive, diverse and accessible.
- Inform all members of their EDI commitments and take action to correct any deviations.

3- EDI training and resources

3.1-Introduction to EDI

1. Gender-based Analysis Plus course, developed by Women and Gender Equality Canada
2. Training course in equity, diversity and inclusion (in French), from the Chaire pour les femmes en science et en génie au Québec. The training course itself is only available in French, but Fact sheets provide a summary in English.
3. Universities Canada: Equity Diversity and Inclusion (principles and action plan)

3.2- EDI in research and science

4. Inclusion, Diversity, Equity and Accessibility: Good Practices for Researchers: reflection paper and toolkit developed by Jocelyne Baker and Liette Vasseur, for the Canadian Commission for UNESCO
5. Toolbox for EDI in research, from the Chaire pour les femmes en science et en génie au Québec
6. Equity, diversity and inclusion considerations at each stage of the research process, developed by the Natural Sciences and Engineering Research Council of Canada
7. Gendered Innovations
8. Federal EDI resources and guides for research :

- [GOC Guide to best practices in Equity diversity and Inclusion in research](#)
- [GOC strengthening Equity diversity and Inclusion in Research](#)
- [Triagency statement plan on equity diversity and Inclusion](#)
- [Triagency action plan on equity diversity and Inclusion](#)
- [College and community guide for research involving Indigenous Peoples and communities](#)
- [Sex and Gender considerations in health research](#)
- [Supporting women in research: Policies, Programs and Initiatives Undertaken by Public Research Funding Agencies](#)

9. EDI and research excellence:
    - [Gender Diversity Leads to Better Science](#)
    - [Gender-Heterogeneous Working Groups Produce Higher Quality Science](#)
    - [Investing in Canada's Future: Strengthening the Foundations of Canadian Research:](#) http://cins.ca/docs/ScienceReview_April2017.pdf
    - [Strengthening Research Excellence through Equity, Diversity and Inclusion – NSERC:](#) https://www.nserc-crsng.gc.ca/_doc/EDI/EDIpresentation_EN.pdf

3.3- Guides and resources on inclusive communication and Events planning

10. Inclusive writing for all: https://francais.umontreal.ca/ressources-et-formations/inclusivement-formation-pour-toutes-et-tous/

The "Inclusivement" training is free and open to all (In French). It lasts one hour in total and is divided into small blocks to be accumulated. Students who are not from the Université de Montréal can take the course by creating an account on the StudiUM continuing education platform. Do not hesitate to contact Mr. Antonin Rossier Bisaillon of the BVLFF, for any question about the registration to this online training: antonin.rossier-bisaillon@umontreal.ca.

11. [Guide on inclusive communication](#) (in French), developed by the Réseau de l'Université du Québec
12. [Guiding principles for inclusive communication](#)
13. Guide to inclusive Events (French only): https://www.dawncanada.net/main/wp-content/uploads/2014/09/Trousse-doutils-pour-les-pratiques-inclusifs-1.0-Accessible-Digital.pdf
14. Women and Gender Equality Canada give to inclusive event planning: https://women-gender-equality.canada.ca/en/gender-based-analysis-plus/resources/inclusive-inclusif-en.pdf

3.4- A guide on Microagression
https://www.themicropedia.org/

3.5- Video EDI resources
15. [EDI for undergraduate research: https://www.youtube.com/watch?v=i1MGJcA__tM](https://www.youtube.com/watch?v=i1MGJcA__tM)
16. Training on EDI in research (Québec): https://www.youtube.com/watch?v=HJkFhm9Ub5w

4- Institutitional EDI policies, resources and training

4.1- Concordia University

EDI Contact Information

equity@concordia.ca

Tools and training at Concordia University
https://www.concordia.ca/provost/initiatives/working-toward-equity-diversity-inclusion/working-group.htm

https://www.concordia.ca/provost/resources/edi.html

4.2- INRS
EDI Contact Information
edi@inrs.ca

Tools and training at INRS
https://inrs.ca/equite-diversite-et-inclusion/boite-a-outils-sur-l-equite-la-diversite-et-l-inclusion/

4.3- McGill University
EDI Contact Information
https://www.mcgill.ca/studentservices/equity-diversity-inclusion/find-my-equity-office

https://www.mcgill.ca/studentservices/equity-diversity-inclusion/edi-mcgill-initiatives

Tools and training at McGill University
https://www.mcgill.ca/studentservices/equity-diversity-inclusion/edi-communities-and-resources

4.4- Université Laval
EDI Contact Information
Institution
Patricia Neitthoffer
Geneviève Lapointe
equite-diversite-inclusion@edi.ulaval.ca

Research
Marie-José Naud
EDI-recherche@vrr.ulaval.ca

First Nations
premierspeuples@vre.ulaval.ca
www.ulaval.ca/premiers-peuples

Tools and training at Université Laval
https://www.ulaval.ca/equite-diversite-inclusion/formations-et-outils

https://institutedi2.ulaval.ca/centre-ressources/

4.5- Université de Montréal

EDI Contact Information

edi-rpp@umontreal.caTools and training at Université de Montréal
https://www.umontreal.ca/diversite/

https://francais.umontreal.ca/ressources-et-formations/inclusivement-formation-pour-toutes-et-tous/

https://catalogue.edulib.org/fr/cours/umontreal-dsg101/

Gender identity, trans identity, and best practices for supporting trans people in both higher education and everyday life.

This free training is also offered to all (In French). It lasts three hours and is divided into small blocks. Students who are not from the Université de Montréal can take the course by creating an account on the EDUlib continuing education platform https://catalogue.edulib.org/fr/cours/umontreal-dsg101/

4.6- Université de Sherbrooke

EDI Contact Information
equite-diversite-inclusion@USherbrooke.ca

Tools and training at Université de Sherbrooke
https://www.usherbrooke.ca/edi/outils

4.7- UQAM

EDI Contact Information
edi@uqam.ca;

Bureau de l'inclusion et de la réussite étudiante (BIRÉ)

https://bire.uqam.ca/

Tools and training at UQÀM
https://edi.uqam.ca/ressources/bonnes-pratiques/

4.8-   UQTR

EDI Contact Information
https://oraprdnt.uqtr.uquebec.ca/pls/public/gscw031?owa_no_site=1138&owa_no_fiche=43

https://oraprdnt.uqtr.uquebec.ca/pls/public/botw001.afficher_fiche_personne?owa_no_personne=755278&owa_type_personne=PERS&owa_contexte=U20_BOTTIN&owa_apercu=O

Tools and training at UQTR
https://oraprdnt.uqtr.uquebec.ca/pls/public/gscw031?owa_no_site=1138&owa_no_fiche=50&owa_bottin=

4.9-   Others

Réseau québécois pour l'équité, la diversité et l'inclusion (RQEDI)
https://rqedi.com/

https://rqedi.com/boite-a-outils/

info@riqedi.com

5- Definitions

The following definitions are strongly inspired by, or sometimes taken entirely from the document "°Guide from the applicant: Addressing Equity, Diversity and Inclusion in Your demand°" published by NSERC.

Gender refers to socially constructed roles, behaviours, expressions and identities for girls, women, boys, men and people with diverse gender identities. Gender influences how people perceive themselves and others, how they act and interact, and the distribution of power and resources in society. Gender is often seen as a binary concept (girl/woman and boy/man), yet there is great diversity in how individuals and groups understand, experience and express gender.

Sex refers to a set of biological attributes in humans and animals. It is primarily associated with physical and physiological characteristics such as chromosomes, gene expression, hormone concentration and function, and the anatomy of the reproductive and genital systems. It is generally distinguished between two sexes, male and female, but there are variations in the biological attributes that define sex and in the expression of these attributes.

Equity is synonymous with justice, meaning that people, regardless of their identity, are treated fairly. This means ensuring that resource allocation and decision-making mechanisms are fair to all and do not discriminate on the basis of identity. Measures must be adopted to end reported and documented discrimination and inequality and to ensure, to the extent possible, equality of opportunity. Indeed, equity is necessary to achieve equality. For example, it may be unfair to treat people as equals in a context where the system has long disadvantaged some people so that they cannot function as equals; it lacks the justice inherent in true equality.

Equality means that people have the freedom to design and make choices without being constrained by stereotypes, roles and prejudices; that people's different behaviours, aspirations and needs are equally considered, valued and appreciated. Equality does not mean that people should be identical, but that their rights, responsibilities and opportunities do not depend on who they are.

Diversity refers to the conditions, expressions and experiences of different groups defined by age, education, sexual orientation, parenting status or responsibilities, immigration status, Aboriginal status, religion, disability status, language, race, place of origin, ethnicity, culture, socio-economic status and other attributes. The recognition and valuing of diversity must be accompanied by concerted efforts to ensure the inclusion of diverse populations, i.e., to ensure that individuals are and feel valued, respected and included in all aspects of life.

Inclusion refers to the creation of an environment where all people are equally respected and have access to the same opportunities. At the organizational level, inclusion requires the identification and removal of barriers (physical or procedural, visible or invisible, intentional or unintentional) that impede candidates' participation and contribution.

Belonging is attained when each individual is supported, respected, and valued for their identity and unique traits that make them different from each other. Belonging is feeling part of a collective that is co-created by diverse individuals in a community. (U of Sask, EDI Policy)

Intersectionality recognizes that injustices are never the result of unique or separate factors, but rather are the product of differences in social position, power relations and experiences.

Unconscious bias is an attitude, stereotype, motivation, or assumption of an implicit nature that may manifest itself without the knowledge, control, or intent of the person displaying the bias.

Unconscious prejudice (or implicit bias, or unconscious bias) is the result of an individual's life experience and no one is immune from it. Everyone has implicit or unconscious bias. Examples include prejudice based on gender, culture, race or ethnicity, age, language and institutions. Over time, decisions based on unconscious bias can have a cumulative effect that can have a significant impact on the lives and equal opportunity of those affected.

Epicene writing is a way of writing using gender-neutral and/or gender-inclusive language. It allows the writer to refer to any individual without mentioning his or her gender. It helps reducing the emphasis of the masculine in the text and opens and includes individuals that define themselves as members of LGBTQ2+ communities.

Lexical feminization is a way of writing in which feminine nouns and adjectives are not represented only by the masculine form. Instead, the lexical feminization encourages the presence of double-gender nouns and adjectives, following some rules to facilitate the reading. It aims at giving an equal place to both men and women in the mental representations of the reader.

6- Useful links

6.1- Lexical feminisation

Office québécois de la langue française, Banque de dépannage linguistique, [Principes généraux de la rédaction épicène](#)

Office québécois de la langue française, Banque de dépannage linguistique, [Féminisation et rédaction épicène](#)

Office québécois de la langue française, Banque de dépannage linguistique, [Autoformation en ligne sur la rédaction épicène](#)

6.2- Unconscious bias

Canada Research Chairs, [Unconscious bias training module](#)

RQEDI, [Formation sur les biais inconscients et le recrutement](#)

D. Girier, J. Lamouri and B. Pulido, [Unconcious Bias and Recruting](#), IVADO

T. Greenwald, M. Banaji and B. Nose[k, Project Implicit](#).

6.3- EDI in research

FRQNT. [Lignes directrices sur la prise en compte de l'équité, la diversité et l'inclusion dans l'évaluation des regroupements stratégique du FRQNT](#).

CRSNG. [Guide du candidat : Tenir compte de l'équité, de la diversité et de l'inclusion dans votre demande](#)

6.4- Land acknowledgement

[Map of Indigenous lands](#).

https://rqedi.com/wp-content/uploads/2022/03/VF-Reconnaissance-territoriale.pdf

7- References

Jade Alburo, A. K. (2020). Looking beyond librairies for inclusive recruitment and retention practices: four succesful approaches. *Critical Librarianship*, 85-109. doi:10.1108/S0732-067120200000041009

Livingston, R. (2020). How to Promote Racial Equity in the Workplace. *Harvard Business Review*, 1-15. Retrieved from https://hbr.org/2020/09/how-to-promote-racial-equity-in-the-workplace

Teachers, C. A. (2017). Guide to Acknowledging First Peoples and Traditional Territory. p. 28.

Bergeron, C.J.Y.(2020). [La discrimination est présente partout, révèle une étude faite auprès d'étudiants canadiens et français](#). *The conversation*, June 16 th.

DasGupta, N., Shandal, V., Shadd, D. and A. Segal and in conjunction with CivicAction (2020). [The Pervasive Reality of Anti-Black Racism in Canada](#), *Boston Consulting Group*, December 14th.

Dean, J., Rice, J., Williams, W., Pineros B., Acosta, D. Pancham, I. and M. Snelgrove (2020). [The Real Reason Diversity is Lacking at the Top?](#), *Boston Consulting Group*, November 19 th.

Girier, D, Lamouri, J. and B. Pulido, [Biais inconscients et recrutement](#), IVADO.

Kennedy, E. J. (2021). Can Data Drive Racial Equity?, *MIT Sloan*, Winter Issue 2021.

Mallick, M. (2020). Do You Know Why Your Company Needs a Chief Diversity Officer?, *Harvard Business Review, Race*, September 11.

Zandan, N. and L. Shalett (2020). What Inclusive Leaders Sound Like, *Harvard Business Review, Leadership*, November 19th.

Université Laval, Plan d'action en matière d'équité, de diversité et d'inclusion :

Canadian Association of Universty Teachers, Guide to Acknowledging First Peoples & Traditional Territory, sept. 2017.

University of Saskatchewan, EDI Policy.