



Information Document: IAI Gender and EDI Policy Draft Implementation Plan

31 May 2023

This document summarizes the recommendations of the Gender & Equity, Diversity, and Inclusion (EDI) Committee established during the 2022-2023 intercessional period to implement the Decision XXX/6, which states:

The Conference of the Parties is invited to establish a Gender and Equity, Diversity and Inclusion Committee, in collaboration with the SAC, SPAC, and Associates and with the support of the IAI Directorate, to develop and implement activities under the Gender, Equity, Diversity, and Inclusion Policy for IAI Scientific Projects and Capacity Building Activities and to report on achievements at the 31st meeting of the Conference of the Parties.

The decisions to establish the Committee and the work of the Committee are described in document no. IAI/COP/31/13/a/i: *Decision XXX/6: Report of the Gender and Equity, Diversity and Inclusion Committee*¹.

A glossary of terms from Canada's Council for the Arts² is in Annex 1 and was provided by the Committee.

The Committee reviewed the objectives established in the Policy and identified specific operational goals (see Box 1). To address the operational goals, the Committee created a table of action times (Annex 2) that, if taken by the IAI community, would move collectively towards meeting the goals set out in the IAI Gender & EDI Policy³. These actions are considered a starting point and will continue to be revised, updated, and submitted to the Conference of the Parties for consideration by the Committee.

¹ See: <https://www.iai.int/administrador/assets/images/ckfinder/files/IAI-CoP-31-13-a-i-en.pdf>

² See: <https://canadacouncil.ca/glossary>

³ See: <https://www.iai.int/administrador/assets/images/ckfinder/files/EDI-IAI-CoP-30-9-en.pdf>

Box 1 Goals of the IAI Gender & EDI Policy

Objectives from the IAI Gender & EDI Policy (adopted by the Parties at CoP-30 in 2022⁴)

1. Promote EDI in Science
2. Mainstream EDI in IAI Activities
3. Reduce imbalances and biases in project selection & the development of science & capacity-building programs.
4. Establish an inclusive environment in scientific research
5. Increase regional capacities and training to improve EDI in the sciences.

Operational Goals derived from the Policy by the Committee

1. Support processes and policies to increase equity, diversity, and inclusion within and across the SAC, SPAC, grantees, trainees, and Directorate employees (Objectives 1-4)
2. Develop & implement EDI procedures for Research Funding Opportunities Issued by the IAI (Objectives 1-5)
3. Increase the ability of IAI activities to promote healthy work and research environments (Objectives 2 and 4).
4. Develop, improve, implement, and monitor fair, accessible, and inclusive hiring practices (Objectives 2,3, and 4)
5. Improve and monitor fair, equitable, and inclusive selection practices for awards & grants (Objectives 2,3, and 4)
6. Increase the visibility of equity-seeking groups in the global environmental change (GEC) space (Objective 1)
7. Build the capacity of the IAI community to develop and implement EDI policies and practices in research and related science-policy work (Objectives 1 and 5)
8. Increasing knowledge production and scientific research about the nexus of EDI and GEC from IAI Parties (Objectives 1-5)

The following action items are cross-cutting, helping to meet multiple operational goals:

- Multilingual dissemination, training, materials, and interpretation in the working languages of the IAI when appropriate and available.
- Identify funding sources (new and existing funds) for IAI Parties to support the actions proposed to implement the Gender & EDI policy.
- Develop a database of identity-based organizations in the Americas.
- Develop a series of capacity-building events around EDI targeted to applicants and decision-makers and tailored to reflect the diverse local contexts and needs of the Americas.

⁴ See Decision XXX/5: <https://www.iai.int/administrador/assets/images/ckfinder/files/CoP-30-decisions-en.pdf>

There are additional actions listed for each of the above operational goals. These are detailed in Annex 2. For example, for funding calls:

- All research proposals funded by the IAI after 202, will include an EDI plan and, if students, postdocs, or other trainees are involved, a mentoring plan.
- Develop clear evaluation criteria and rubrics that are available to applicants and reviewers.
- Host virtual preparatory information sessions before funding calls are issued (2 months +) and ensure the broad reach of these events.
- Host virtual drop-in sessions to provide project-specific advice for investigators interested in submitting proposals and for funded investigators.
- Provide gender and EDI training to the research community in multiple formats (recorded, multilingual, live, and asynchronous)
- Review committees should be representative of the diversity of IAI membership.
- Provide training to reviewers on gender and EDI evaluation metrics and how to limit one's implicit bias.

Annex 1: Glossary of Terms from Canada's Council for the Arts

<https://canadacouncil.ca/glossary>

Equity-seeking groups: communities that face significant collective challenges in participating in society. This marginalization could be created by attitudinal, historical, social, and environmental barriers based on age, ethnicity, disability, economic status, gender diversity, nationality, race, sexual orientation, etc. Equity-seeking groups identify barriers to equal access, opportunities, and resources due to disadvantage and discrimination and actively seek social justice and reparation.

EDI in research practice (EDI-RP) involves promoting diversity in team composition and trainee recruitment; fostering an equitable, inclusive, and accessible research work environment for team members and trainees; and highlighting diversity and equity in mentoring, training, and access to development opportunities.

EDI in research design (EDI-RD) involves designing research so that it takes EDI into account through approaches such as intersectionality, gender-based analysis plus (GBA+) anti-racist methods, and disaggregated data collection and analysis that includes consideration of diversity and identity factors such as but not limited to, age, culture, disability, education, ethnicity, gender expression and gender identity, immigration and newcomer status, Indigenous identity, language, neurodiversity, parental status/responsibility, place of origin, religion, race, sexual orientation, and socio-economic status.

Annex 2: Actions to Support the Eight Operational Goals of the IAI's Gender & EDI Policy

1. Support processes and policies to increase equity, diversity & inclusion within and across the SAC, SPAC, grantees, trainees, and Directorate employees

Actions	Examples
Seek nominees/candidates who have knowledge and experience in submitting proposals which include EDI and in research practice and design (defined in Glossary)	<i>Fund more research explicitly around broadening participation (EDI) and/or with large complementary EDI components</i> <i>Proposals must include an EDI policy</i>
Seek and support nominees/candidates from equity-seeking groups (defined in Glossary)	<i>Consider advertising directly positions that will be filled with candidates belonging to some of the underrepresented groups.</i>
Collect demographic data of all applicants and interested applicants	<i>Collect demographic information at all steps throughout granting process (scoping, interested, applied, funded)</i> <i>Ensure the form allows for the selection of many boxes</i> <i>Emphasize anonymity</i>
Assure broad dissemination of opportunities and partner with identity-based organizations	<i>Create list of identity based organizations and share with Obj. 5</i>
When relevant, identify EDI requirements that candidate pools (e.g., gender parity) must meet before the pools can advance to the interview stage	
Demonstrate transparency in HR and nomination policies and procedures for all positions at IAI	<i>Ensure that policies and procedures are available to the public or staff, when appropriate.</i>

2. Develop & Implement EDI procedures for Research Funding Opportunities Issued by the IAI

Actions	Examples
Develop rubrics for assessment (ideally in collaboration with a more extensive research community)	<p>https://www.nserc-crsng.gc.ca/Institutions-Etablissements/EDI-Capacity_eng.asp</p> <p><i>*Need for clear guidelines & training for reviewers on how to apply rubrics.</i></p> <p><i>Develop clear evaluation criteria and matrix for assessing EDI parameters. Consider including rating/scoring criteria and having clear rationale for each assessment criteria and definitions, as appropriate.</i></p> <p><i>This <u>Best Practices in Equity, Diversity and Inclusion in Research</u> helps support applicants and reviewers, and the research community, in achieving greater EDI in their research.</i></p>
Identify and partner with networks of researchers both in and out of academia, government, and NGOs, to disseminate funding opportunities	<p><i>Consider developing a database with contact information of networks and contacts in all levels of government, NGOs, and academia for ease of information dissemination and creation of distribution lists. This could include contacts that work in the EDI space.</i></p> <p><i>*Note: email is a limited communication tool. There is a need for specific alerts for funding calls. The Directorate can send these directly to Parties' science funding agencies so that they can disseminate on their website and other platforms. Hold preparatory webinars targeting the science funding agencies prior to the call launch.</i></p>
Hold virtual "office hours" to assist those in putting together successful proposals	<p><i>Hold preparatory info sessions about the funding call (2 months prior to opening the call) and ensure broad reach of these events, and then share information about the office hours.</i></p> <p><i>May provide drop-in sessions at various days and times to allow applicants to ask questions. This could include prefilled templates to show examples of data/information required, as well as level of detail</i></p>

	<p><i>requested, and guidance documents to show how to complete a proposal.</i></p>
<p>Review committees should strive to be representative of the Americas</p>	<p><i>Be cognizant of time zones, various languages spoken, and accessibility to stable internet when setting meetings (virtual or in-person).</i></p> <p><i>Review committees could consider having diversity in members (e.g., age, gender, geographic location, education/professional background, etc.).</i></p> <p><i>Interpreters could be used for meetings and translation of documents could be completed as necessary. Plain language documents could be helpful to facilitate understanding and one aspect that could reduce barriers to participation</i></p>
<p>Review (and expand) considerations when coproducing call text for funding opportunities</p>	<p><i>Clear requirements, including assessment metrics that move beyond “intellectual merit”</i></p> <p><i>Accept proposals and applications in the working languages of the IAI, and, when possible, French and Portuguese. Other languages of the region, such as indigenous languages, will be considered when appropriate and when resources are available.</i></p> <p><i>*Comment: how to open multi-lingual funding calls, i.e., Belmont forum CRAs? What incremental steps can be taken? What resources are needed?</i></p> <p><i>A record of questions asked / lessons learned / best practices could be used to update subsequent calls and remove barriers to applying to ensure diversity of applicants.</i></p> <p><i>See here for a <u>Guide to Addressing Equity, Diversity and Inclusion Considerations in Partnership Grant Applications</u>, which outlines expectations and provides definitions, examples, guiding questions, and resources for grant applicants to draw on when incorporating EDI considerations. Another helpful guide can be found here: <u>NSERC guide on integrating equity, diversity and inclusion considerations in research</u></i></p>

To increase equitable access to funding and the capacity of people to apply for funding, the IAI should collect (and develop, if necessary) resources/tools for research teams.	<p><i>Disseminate templates for the plan (website)</i></p> <p><i>Clear, plain language procedure documents and contact information for assistance could be helpful.</i></p> <p><i>Provide (recorded, multilingual, live, and asynchronous) training to researchers on how to: (1) Conduct TD research (2) Write a proposal (3) Construct, monitor & evaluate EDI plans (e.g., team dynamics, research questions, methodological approaches), (4) Construct & implement safety plans, and (5) Construct & implement mentoring plans</i></p>
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3. Increase the ability of IAI activities to promote healthy work and research environments.

Actions	Examples
Review and update the IAI staff handbook and whistleblower policy.	<p><i>Review accommodations for parental leave, other family medical leave issues, nursing, travel with family, flexible work policies, etc.</i></p> <p><i>Designate a staff member to receive complaints (whistleblower).</i></p>
Establish core work hours to allow for flexible work schedules and modalities, when appropriate.	<p><i>Professional development activities will occur during core work hours when possible (financial support for such development should be included)</i></p> <p><i>Take into consideration parental leave and medical issues.</i></p> <p><i>Considering traveling schedules to establish the core work hours./ Flexible work hours when traveling for work.</i></p>
Celebrate the successes of staff, fellows, funded researchers, SAC/SPAC, and others in the IAI community (internally and externally).	<p><i>Use IAI social media platforms such as Facebook, Twitter, Instagram, to share short notes of successful stories.</i></p> <p><i>Press release with interviews and summary of successful stories.</i></p> <p><i>Annual or bi-annual awards to recognize EDI implementation good practices for fellows/staff/SAC/SPAC (the awards can be used for additional training opportunities).</i></p>

When appropriate, hold meetings in a hybrid fashion.	<p><i>Include a policy for long-distance and hybrid working.</i></p> <p><i>Consulting ahead of time the format and availability of interested parties for a particular meeting.</i></p>
Provide language interpretation and translation of documents, when appropriate & possible.	<p><i>Provide interpretation and translate documents into the working languages of the IAI, and, when possible, French and Portuguese.</i></p> <p><i>Other languages of the region such as indigenous, will be considered when appropriate and when resources are available.</i></p>
Extend no-cost extensions to grantees for a period of 1-3 years to accommodate life events, when deemed possible by donors/funders.	
Create a position/designation within IAI that serves as a confidential contact. Someone for employees, trainees & grantees to go to in confidence and seek council when issues arise (e.g. ombudsperson). <i>Also note the whistleblower policy.</i>	
Develop/adapt/host a workshop for staff, fellows, funded researchers, Science Advisory Committee members, Science Policy Advisory Committee members, associates and other partners to promote cross-cultural interpersonal skills to promote a healthy and respectful working environment	
<p>For Events:</p> <ul style="list-style-type: none"> • Develop “norms for respectful conversations” at start of all events • Discuss reporting policies and information about the confidential contact person (mentioned above) • Ask about reasonable accommodations during registration (and list accommodations given: closed captioning, recordings available later, slides available before and after, translation services, etc.) 	<p><u><i>AGU’s Meeting Code of Conduct</i></u></p>

4. Develop, improve, implement, and monitor fair, accessible, and inclusive hiring practices

Actions	Examples
Develop accessibility and accommodations processes for hiring.	<p><i>Standard language in job postings about accommodating people with diverse needs, how they will be accommodated by the employer (IAI) in accordance with relevant legislation. diverse needs include but are not limited to: short or long term disabilities, changing family circumstances, etc</i></p> <p><u><i>More Accessible & Inclusive Hiring</i></u></p> <p><u><i>Employer Assistance & Resource Network on Disability Inclusion</i></u></p>
Set up specific opportunities to define necessary accommodations for all staff as part of policies and procedures that are common to all recognizing that circumstances change over time.	<p><i>Some sort of form that can be accessed and submitted at least once per year to ask for changes in accommodation when life circumstances require it.</i></p>
Develop rubrics for assessing candidates and provide bias training for selection committees.	<p><i>Training of individuals involved in recruiting for EDI</i></p> <p><i>Target setting and data collection:</i></p> <p><i>Stating expectations from the program, providing clarification on program's literature, addressing gaps and unconscious bias.</i></p>
Ensure that the selection committee is diverse.	<p><i>Selection committees should reflect the diversity of the jurisdiction that relates to the entity making the selection</i></p> <p><i>- This should also include considerations of gender and other underrepresented communities (such as LGBTQIA+ and/or disabled scientists) as appropriate to the circumstances.</i></p>
Review and update the IAI staff handbook to include reasonable accommodation processes for staff and employers to jointly identify and mitigate barriers that hinder an employee's or candidate's full participation in the workplace.	<p><i>To improve the recruitment process:</i></p> <ul style="list-style-type: none"> <i>- Public consultations carried with institutions</i> <i>- Institutions develop, implement and report annually on their own EDI plan.</i> <i>- Training of individuals involved in recruiting for EDI</i> <i>• Target setting and data collection:</i> <i>- Participation, transparency in data collection, availability of open data, and development of tools to</i>

	<p><i>collect data from institutions justifying equity and diversity.</i></p> <ul style="list-style-type: none"> • <i>Stating expectations from the program, providing clarification on program's literature, addressing gaps and unconscious bias.</i> • <i>Details available on public accountability and review of EDI plan of institutions. (https://www.chairs-chaires.gc.ca/program-programme/equity-equite/results_of_formal_review-resultats_de_l_evaluation_officielle-eng.aspx)</i>
Identify how existing staff benefits can enhance and/or detract from an employee's ability to fully participate in the workplace.	<p><i>Create and store an organizational repository of job descriptions and reporting structures.</i></p> <p><i>Review benefits plans/options to ensure that benefits were designed inclusive of many types of employees/family units/life circumstances</i></p>
Clearly list job requirements and ensure that job requirements are accomplishable within a reasonable work week.	<p><i>Have incumbents assess yearly the listed job requirements and rank ability to address them in a work week.</i></p> <p><i>Define a fair set of criteria that sets out clear requirements/needs (timely vs. precision)</i></p>
Develop a culture recognizing the importance of work-life balance, where management is expected to lead by example.	<p><i>Ensure health breaks at work.</i></p> <p><i>Organize accessible social interaction for staff.</i></p>

5. Improve and monitor fair, equitable, and inclusive selection practices for awards & grants

Actions	Examples
Clarify grant requirements within call text and assessment metrics	<p><i>Develop rubrics that specify these metrics and train reviewers to appropriately review for them.</i></p> <p><i>Belmont Forum has funders spell out requirements in eligibility annex documents that they are then required to review and confirm eligibility prior to going into the review process.</i></p> <p><i>Set out specific criteria (in EDI or other important criteria that reviewers should be looking at) - never assume that reviewers know as much detail about your institutions as you do.</i></p>

Use inclusive language, when possible, in call text	<ul style="list-style-type: none"> • <i>Creation of Indigenous research programs, the introduction of guidelines for the merit review of Indigenous research, the extension of funding eligibility to Indigenous organizations; and ethical conduct for research with a chapter on research involving Indigenous people and traditional and local knowledges.</i> • <i>Hold a series of regional engagement events were organized in collaboration with Indigenous partners.</i> <p><i>Review of language used for appropriateness with intended audiences (maybe at engagement events described above)</i></p> <p><i>Include gender neutrality in call texts, when possible.</i></p>
Identify and partner with identity-based organizations to disseminate opportunities, when appropriate	<p>Conduct environmental scan of identity based organizations and approach for partnership opportunities.</p> <p>See/match with list of organizations in Obj 1</p>
Hold virtual “office hours” to assist those in putting together successful proposals	<p>(See Obj 2)</p> <p><i>Hold preparatory info sessions about the funding call (2 months prior to opening the call) and ensure broad reach of these events, and then share information about the office hours.</i></p> <p><i>May provide drop-in sessions at various days and times to allow applicants to ask questions. This could include glossary of terms, prefilled templates to show examples of data/information required, as well as level of detail requested, and guidance documents to show how to complete a proposal.</i></p> <p><i>Office hours will have to be mindful of language/have interpretation.</i></p>
Provide/support reviewer training to help ensure that EDI considerations are included and potential reviewers are made aware of	<p><i>Reviewer guidelines and criteria - i.e. applications may be written in non-primary language so reviewers should not (keep this in consideration and be careful to</i></p>

any particular criteria that should be taken into consideration when looking over applications	<i>not) penalize spelling, grammar; ensure that reviewers are looking at composition of project teams for any criteria we want considered (gender, age, geographic diversity...);</i>
Develop rubrics for assessment (ideally in collaboration with larger research community)	
Accept proposals and job applications in multiple languages.	<i>Applications accepted in the working languages of the IAI and, when appropriate and possible, French and Portuguese.</i>
All review committees should strive to be representative of the Americas, considering multiple axes of identity (e.g. gender, ethnicity, career stage).	<p><i>(See Obj 2)</i></p> <p><i>Be cognizant of time zones, various languages spoken, and accessibility to stable internet when setting meetings (virtual or in-person).</i></p> <p><i>Review committees could consider having diversity in members (e.g., age, gender, geographic location, education/professional background, etc.).</i></p> <p><i>Interpreters could be used for meetings and translation of documents could be completed as necessary. Plain language documents could be helpful to facilitate understanding and one aspect that could reduce barriers to participation.</i></p>

6. Increase the visibility of people and their expertise from equity-seeking groups in the global environmental change space

*Note: First, need to identify the equity-seeking groups whose visibility needs to be increased.

Actions	Examples
Communication efforts to highlight diverse members of the IAI community such as fellows, SAC/SPAC members, Focal Points, funded researchers, and their findings.	<p><i>Describe the profiles of the SAC/SPAC members, Fellows, Focal Points, and funded researchers in the IAI page.</i></p> <p><i>Communicate in social media relevant news related to new research and findings.</i></p>

Actively invite and support (\$) to participate as speakers/trainers in virtual and in-person events	<p><i>Host training events such as: incorporating EDI into research; best practices for EDI on research teams and organizations; cutting edge EDI topics</i></p> <p><i>Participate in science meetings and conferences with EDI topics.</i></p> <p><i>Select relevant participants of the region to speak about a topic of interest for the community either in person, in a webinar or at an international meeting.</i></p>
Nominate for awards, invited speaker roles, working groups, international committees, or other opportunities.	<p><i>Explore creation of IAI awards.</i></p> <p><i>Identify members of the community to represent IAI in international conferences and committees.</i></p> <p><i>Invite the equity-seeking groups</i></p>

7. Build the capacity of the IAI community to develop and implement EDI policies and practices in research, science funding, and related science-policy work

Actions	Examples
Develop Mentoring Programs for trainees, staff, ECR involved in funded research projects	<i>IAI library of resources on how, as a researcher/funded PI to engage meaningfully & respectfully with communities (best practices such as provision by the PI of capacity funding; co-development of research questions; knowledge mobilization activities with the community; etc.)</i>
Develop Training Programs	<p><i>Leadership in STeP</i></p> <p><i>EDI procedures (e.g., bias training) for grant reviewers, selection committees</i></p> <p><i>Training for researchers on EDI research methods/analysis</i></p> <p><i>Training for IAI focal points on best practices in</i></p>
Facilitate the exchange of knowledge and best practices among IAI Parties	<p>https://www.sshrc-crsh.gc.ca/about-au_sujet/governance-gouvernance/committees-comites/accessibility-accessibilite-eng.aspx</p> <p>Virtual or face-to-face meetings</p> <p>Convene panel sessions in regional and global forums (eg, SSUNGA, SRI, GRC, UNFCCC CoP, etc.)</p>

Identify funding sources (new and existing funds) for IAI Parties to meet and share knowledge/tools	
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8. Increasing knowledge / scientific production about the nexus of EDI and global environmental change (GEC) of IAI Parties

Actions	Examples
The Directorate should seek funding for research relevant to the nexus of EDI and GEC, Issue specific fundings calls relevant to EDI and GEC	<i>Add specific calls relevant to the nexus and priority for well established EDI methodology including intersectionality and Indigenous ways of knowing.</i> <i>Belmont Forum CRA on EDI and GEC</i>
IAI should hire Comms expert with EDI expertise	
Whenever possible encourage research that promotes the visibility/representation and increase the wellbeing of equity-seeking groups	<i>Require funded research demonstrate EDI in the substantive research plan</i> https://www.cerc.gc.ca/about-au_sujet/index-eng.aspx <i>Require mentoring plans when students/postdocs involved in proposed research</i> <i>Ask equity seeking groups what they want/need to increase their wellbeing</i> <i>See the actions under objective 1</i>
Research proposals should address EDI dimensions when appropriate. If no EDI dimensions are included, the proposal should justify why it is not needed/relevant.	https://www.sshrc-csh.gc.ca/funding-financement/programmes-programmes/indigenous_research-recherche_autochtone-eng.aspx <i>Ensure that there is EDI expertise on the research team if appropriate.</i> <i>Note the need to increase EDI expertise in IAI Parties.</i>
Create an Indigenous Peoples & Local Communities Advisory Committee to make recommendations to IAI Parties	<i>Establish an Indigenous Peoples and Local Communities Advisory Committee (IP&LC-AC) to make recommendations to the Conference of the Parties regarding the Scientific Agenda, IAI Strategic Plan, and the</i>

	<p><i>annual program of the Institute thereby strengthening the work of the Institute and facilitating the equitable participation and contributions of Indigenous Peoples and Local Communities.</i></p> <ul style="list-style-type: none"> • <i>Committee should include Indigenous youth</i> • <i>Invite youth delegates to the COPs, SAC/SPAC meetings</i> <p><i>Example: UN Permanent Forum on Indigenous Issues, CBD Working Group on Indigenous Issues (Art 8J)</i></p>
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