

## Equality, Diversity and Inclusion (EDI) Consideration in Research Proposals - Checklist

This checklist is for consideration at the outset of developing a research grant application, and should always be used together with any call-specific guidance. If you need more information on any aspect of EDI, REIO have developed a comprehensive document with numerous links to useful resources which can be found on the Research Services website in the [Equality, Diversity and Inclusion Considerations page here](#).

### Before starting to develop the proposal

- Familiarise yourself with the latest EDI guidelines from the funder(s) you are considering applying to, as these have different approaches and requirements. As well as addressing existing inequalities, these can help broaden the reach and impact from your research.
  - **The Wellcome Trust** have created a library of resources to [address inequities in funding](#). The [Equitable Funding Practice Library](#) brings together ideas that can be used to solve common challenges in reducing and eliminating inequity in funded research programmes. This resource can be used as a funder, grantee, applicant, advocate, or anyone else working to make funding outcomes more equitable.
  - **National Institute for Health and Care Research (NIHR)** has its own [toolkit](#) developed to support researchers to better understand how to embed EDI in research design and to meet the NIHR's EDI requirements.
  - **UKRI (via EPSRC)** has published an EDI expectations guide to help the engineering and physical sciences community to identify and address EDI barriers in their own environment, taking into account differences such as location, discipline, role, and career stage. This can be found here: '[expectations for equality, diversity and inclusion](#)', with further information available [here](#). This is also included in Annex A.
  - **UKRI (via MRC)** has a [MRC embedding diversity in research design](#) policy for Medical Research Council (MRC) supported research that involves human participants and their samples or data. It extends to animals and studies that use animal tissues and cells. For animal studies and studies involving human or animal cells and tissues, MRC requires that sex is specified in the experimental design, and that both females and males are used by default. Single sex studies should only be used by exception and must be strongly justified.
- Review the UoR EDI data as a whole (link here: [Annual reports \(reading.ac.uk\)](#)) and, if available, the data for your division/school. What steps are being taken to address EDI and what more can be done? How can you help to achieve these objectives with this proposal?
- How can you help to address EDI within your wider subject area/field? I.e. early career support via academic societies, mentoring programmes, supporting peer reviewing for journals, etc
- Some funders have specific schemes to address underrepresentation – ask your Research Development Manager for more information, their [contact details can be found here](#).

### Developing the proposal

- How can you embed EDI within the project at all stages of it's life cycle, including:
  - concept
  - design
  - planning
  - data and evidence
  - engagement and participation
  - translation

- communications and dissemination
- implementation
- analysis of results
- widest possible benefits and impact
- Throughout the project lifecycle you may wish to explore in the context of your own work:
  - how inclusive is your work
  - who does it include or exclude, and how
  - what are the EDI considerations in your research
  - what presumptions or biases might be underpinning your research
  - how can the research be made more diverse or inclusive
- Consider both the team and the proposed work:
  - Is the composition of the team diverse?
  - Ensure recruitment will follow EDI guidelines and that all involved in have undertaken unconscious bias training
  - Involve team members in the design of the research
  - Are there opportunities for training and career development/support for ECR, career change or returning members of the team?
  - How can the proposed work be more inclusive? Consider working hours and pattern, travel requirements, access requirements, etc
  - Are there opportunities for EDI activities in the scope of the research? E.g. stakeholder engagement, public outreach events, etc?
- Review the current EDI requirements of the funder, i.e. if using human subjects ensure these are representative of the population as a whole – see MRC guidelines, with relevance to other disciplines (link here: <https://www.ukri.org/publications/mrc-embedding-diversity-in-research-design-policy/embedding-diversity-in-research-design/>)
- It needs to be clear how applications will enhance positive research culture, in line with UKRI's action plans for the [technician commitment](#) and [Researcher Concordat](#).

### Partners

- Do proposed partners have appropriate EDI policies and procedures in place?
- If overseas partners are involved are partnerships also equitable?

### Gender and gender equality

- Here is a link to guidance from UKRI on [incorporating gender equality into international development research and innovation](#)
- The UKRI Gender Equality Statement Guidance can be found [here](#).
- Have you understood that your concepts of gender norms, roles and values may vary across members of your project team, research and innovation participants and beneficiaries?
- Have you understood the different norms and values of gender depending on the context of your research and/or innovation?

### Equal opportunities and meaningful contributions

- Is there (or is there a plan to work towards) a gender balance in the project team at all levels? If not, why?
- Will there be equal opportunities for persons of different genders while recruiting the project team?

- Are all members of the project team involved in the design and delivery of the research and/or innovation in a way that is providing equality of opportunity for people of different genders and across intersecting axis of difference?

### **Research and innovation content**

- If the research and/or innovation involves humans or human physiology, has the relevance of gender to the research question and/or innovation topic been analysed?
- Have you considered the impact on the relations between people of different genders, and of the same gender? For example, changing roles and responsibilities in households, society, economy, politics, etc.?
- If the research and/or innovation involves human participants or human physiology, is there a gender balance? If not, why?
- Have you reviewed literature and other sources (such as expertise/networks within the local context) relating to gender differences in the research and/or innovation field?
- Have you considered how to disaggregate any data you collect by gender?

### **Dissemination and impact of your research**

- Have different outcomes, outputs and impacts of the research and/or innovation been identified based on gender and gender differences?
- Have you considered how you will disseminate your research and/or innovation in a way that is gender responsive? For example, the use of gender-impartial language.

### **Further External Guidance**

[Toolkits from Future Leaders Fellows Development Network](#): a broad collection of resources related to building inclusive teams, learning about the UK's research and innovation environments as well as developing leadership skills.

[The Equality, Diversity and Inclusion Project \(Academy of Social Science and the Economic and Social Research Council\)](#): a programme to encourage EDI awareness and actions for social scientists

[Useful resources for equity, diversity and inclusion \(National Co-ordinating Centre for Public Engagement \(NCCPE\)\)](#): a broad collection of EDI resources to support inclusion in all activities.

EPSRC's [Inclusion Matters](#) programme include the following resources:

- [outputs and outcomes of the EPSRC Inclusion Matters portfolio](#)
- [Northern Power Inclusion Matters: resources](#)

[Toolkit for integrating a gender-sensitive approach into research \(University of Warwick\)](#): toolkit and checklist to ensure gender sensitivity is embedded into your research project.

[Guide to inclusive events \(University of Oxford, PDF 3.4MB\)](#): a practical guide for event organisers, drawing on examples of best practice from across the university sector and beyond.

## Annex A: EPSRC Expectations for Equality, Diversity and Inclusion

<https://www.ukri.org/publications/epsrc-expectations-for-equality-diversity-and-inclusion/>



| Theme                                                                                                 | Expectation                                                                                                                                                                                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1: Develop an approach to embedding equality, diversity and inclusion (EDI) in the research lifecycle | 1.1 Everyone can contribute something regardless of seniority or experience.                                                                                                                                                                                                                                                      |
|                                                                                                       | 1.2 Embed EDI during the planning of all activities to remove as many barriers as possible.                                                                                                                                                                                                                                       |
|                                                                                                       | 1.3 Reflect on mistakes as learning opportunities which form a key part of continual development.                                                                                                                                                                                                                                 |
|                                                                                                       | 1.4 Develop an understanding of your local context (barriers, opportunities) by learning about the wider EDI environment.                                                                                                                                                                                                         |
| 2: Implement good practices in recruitment and/or selection processes to ensure diverse teams         | 2.1 Ensure all opportunities have been openly advertised through diverse channels with thought given to language, flexibility and reasoning for essential criteria.                                                                                                                                                               |
|                                                                                                       | 2.2 People involved in the research, including advisory boards, have been fairly recruited, following a process which incorporates current good practice. Consideration is given to positive action whilst avoiding overburdening individuals and creating a balance of expertise from different organisations and career stages. |
|                                                                                                       | 2.3 Where a grant is required to undertake a selection process, e.g. to award funding, whether for people or projects, an appropriate process has been followed to manage bias and safeguard the quality of decision-making.                                                                                                      |
| 3: Ensure diversity and inclusivity in all activities such as events, sandpits, networking            | 3.1 Publish a code of conduct for organised activities.                                                                                                                                                                                                                                                                           |
|                                                                                                       | 3.2 Activities are explicitly inclusive, accessible and diverse for speakers and attendees.                                                                                                                                                                                                                                       |
|                                                                                                       | 3.3 EPSRC grants are committed to removing barriers to participation in all activities that they deliver.                                                                                                                                                                                                                         |
| 4: Create an inclusive and accessible environment                                                     | 4.1 Establish an inclusive environment where all can thrive and all voices in the team are valued, regardless of personal circumstances.                                                                                                                                                                                          |
|                                                                                                       | 4.2 Provide regular communications (for example newsletters, e-mails, team meetings) with colleagues to underpin the approach to EDI.                                                                                                                                                                                             |
|                                                                                                       | 4.3 Ensure effective and robust processes for managing bullying and harassment are in place. This is supported by active allyship.                                                                                                                                                                                                |
| 5: Ensuring career progression and training for all members of the team                               | 5.1 People are supported in setting achievable career goals and provided continuing professional development opportunities.                                                                                                                                                                                                       |
|                                                                                                       | 5.2 Encourage mentoring and coaching opportunities, whether informal or formal.                                                                                                                                                                                                                                                   |
| 6: Inclusive research                                                                                 | 6.1 Diversity is included in research design, for example the user voice is included in the research and/or consideration is given to ensuring diversity in study participants.                                                                                                                                                   |
|                                                                                                       | 6.2 Research outputs are accessible and inclusive                                                                                                                                                                                                                                                                                 |

For questions related to the EDI expectations please contact: [inclusionmatters@epsrc.ukri.org](mailto:inclusionmatters@epsrc.ukri.org)

Source: <https://www.ukri.org/wp-content/uploads/2022/03/EPSRC-240322-EPSRC-EDI-ExpectationsTable-SummaryVersion.pdf>