

Equality, Diversity & Inclusion in IAA Projects

Consideration of Equality, Diversity and Inclusion (EDI) is an expected component of UKRI IAA awards. But that doesn't mean your project has to make good all the world's inequalities. You are asked to consider how your project – its design, activities, ways of working, outputs, engagement – can do so inclusively.

This guidance supports both project planning and longer-term impact work. It offers general pointers, suggested considerations and practical ideas for approaches you might try. What to think about regarding EDI will vary from project to project, but could include caring responsibilities for children or adults, career stage, cultural differences, disability, class, gender, pregnancy, neurodivergence, linguistic diversity, race, religious practices, and sexual orientation.

General advice:

- Be specific – rather than referring to institutional EDI policies and processes, indicate how these have been or will be useful in shaping or delivering your project and its impact.
- Ensure that you have budgeted appropriately for any practical EDI measures in your project.
- If the project presents challenges related to EDI, address these in your proposal, along with potential mitigation strategies. IAA reviewers and managers understand that not all will be surmountable but look favourably on conscious awareness of these issues and attempts to overcome them.

Project Activities and Impact

Questions to Consider	Potential Approaches
<ul style="list-style-type: none">• What communities will you engage with/will benefit through your project?• What cultural contexts and sensitivities might shape how these communities engage with your project?• What are the potential implications of your project and the underpinning research for people with different characteristics?• How could you ensure equal participation and access from across the communities and individuals you plan to engage with?• What impact could your project have on different groups – including underrepresented or marginalised communities?• How might you find out what differential impact the work actually has (had) on different groups?	<ul style="list-style-type: none">• Consider accessibility in project activities; that might include physical accessibility, but also the timing of events within a week (thinking about people who work part time) or a season (cultural & religious events/festivals).• Consider if the activities you have planned will engage with a diverse group of audiences.• Acquire/invite knowledge of local contexts and communities you're engaging with.• Draw on knowledge of advocacy or other relevant organisations as appropriate.• Consider where specific expertise for engaging vulnerable communities might be needed (e.g. trauma-informed).• Tailor your evaluation approach to capture impact on people with different characteristics (Impact colleagues can advise).

Partners and Collaborators

Questions to Consider	Potential Approaches
<ul style="list-style-type: none">• How are partners invited to engage and collaborate with this project?• Are there gender/sexuality/racial/ socioeconomic dynamics at play that may affect engagement with specific partners or collaborators, or outcomes for them?	<ul style="list-style-type: none">• Design your search and selection of partners and collaborators to be as inclusive as possible. Reach out beyond the 'usual suspects', into new networks.• Undertake training in EDI considerations relevant to the project.

- What specific cultural contexts and relevancies exist for the team and the collaborating partners?
- How could you ensure equitable collaboration from different partners?
- Are there any specific accessibility needs for your partners or collaborators?
- Train project staff, if appropriate, to be aware and sensitive to gender/sexuality/racial/ socioeconomic/cultural dynamics.
- Take into account unequal dynamics (e.g. cultural capital, linguistic diversity) in your facilitation of engagement events.
- Consider working with a partner who has directly relevant expertise and experience.

The Team

Questions to Consider	Potential Approaches
<ul style="list-style-type: none"> • How will you ensure everyone can contribute their perspectives and have those perspectives incorporated into decision-making? • How were team members and co-applicants recruited and has this recruitment procedure affected the team's (potential) diversity? • Are leadership roles or other "prestigious" positions filled by individuals who all bring the same perspective or lived experience? • Are there any power dynamics within the team that need to be considered? 	<ul style="list-style-type: none"> • Expand the team membership; this might include involving others to provide valuable experience or a development step for that individual • Adopt inclusive recruitment practices and incorporate consideration of applicants' individual contexts • Explicitly embed mentoring and transition of key leadership roles over the course of the project • For larger teams, consider creating structures that promote inclusion, such as: <ul style="list-style-type: none"> ○ PI/Co-I positions for ECRs ○ Appoint an EDI Champion and include EDI as a standing item on meeting agendas

Additional Resources

Advice on exploring and integrating these dimensions of EDI is always available from your local IAA team: KE leads/associates, IAA managers, etc.

Modules are available on Moodle in addition to the mandatory training courses on EDI.

These include: unconscious bias in HE, ED&I in the workplace for managers, addressing age bias, gender equality at work.

See also:

University of Glasgow EDI pages:

<https://www.gla.ac.uk/myglasgow/equalitydiversity/>

University of Glasgow Inclusive Research Practice webpages:

<https://www.gla.ac.uk/research/strategy/ourpolicies/inclusiveresearchpractice/>

UKRI Guidance on Equality, Diversity, and Inclusion:

<https://www.ukri.org/what-we-do/supporting-healthy-research-and-innovation-culture/equality-diversity-and-inclusion/>

National Co-ordinating Centre for Public Engagement:

<https://www.publicengagement.ac.uk/starting-guide-edi-public-engagement-professionals>

UofG advice on evaluating public engagement events:

<https://www.gla.ac.uk/myglasgow/publicengagement/trainingandresources/evaluation/>

Please note that this IAA EDI guidance is a draft, and we welcome your feedback.