**Equality, Diversity & Inclusion in IAA Projects**

Consideration of Equality, Diversity and Inclusion (EDI) is an expected component of UKRI IAA awards. This guidance is intended to support both project planning and longer-term impact work, and offers some general pointers as well as suggested considerations and practical ideas for approaches you might try. Relevant EDI considerations will vary from project to project, but may include care duties, career stage, cultural differences, disability, gender, pregnancy, parental care, neurodivergence, linguistic diversity, race, religious practices, and sexual orientation.

General advice:

* If the project presents challenges related to EDI, address these in your proposal and 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.
* 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.

**Project Activities and Impact**

|  |  |
| --- | --- |
| Questions to Consider | Potential Approaches |
| * What communities do you plan to engage with/will benefit through your project? * What specific cultural contexts and sensitivities exist for the communities being engaged in relation to the 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 on different groups? | * 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 |
| * 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? * 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? | * Embed EDI considerations in the search and selection of partners and collaborators. * Undertake training in EDI considerations relevant to the project * 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 |
| * 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 with the same or with diverse characteristics? * Are there any power dynamics within the team that need to be considered? | •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:   * 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/>

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.