

EDIW Researcher Toolkit Activities

- Each table, or sub-group, choose one activities below. Three are provided – two scenarios and one writing a draft EDI/accessibility statement activity
- Choose one question to discuss
- Are there any changes to your own practice you will make as a consequence of this discussion?
- Allocate someone to feedback to the room

Please use the following QR code or follow this [link](#) to give feedback on workshop and the Toolkit



Activity 1 - Scenario One

- What do you think about Dr Smith's opinions and behaviour?
- Is there anything he should/could do to improve his own understanding of his team members behaviours? and
- How can he improve the moral and engagement of his team member?
- Will you be changing anything or requesting change as a consequence of this activity?

Use the QR code below to the “My Team” box or follow this link to the [Toolkit \[LINK\]](#) especially the “Developing my team” and the “Responsibilities of the research team leader” to find out what Dr Smith could be doing.



Activity One - Scenario One

Dr Smith is an extraordinarily successful scientist at a conference in Indonesia. He is married with now 5 children ranging in age from 7-15. He is talking over drinks at the evening poster session to his long-time friend and collaborator. The two met when they were doing their PhD together over 20 years ago. They became friends when they started playing on the University rugby team and often get tickets to England rugby matches at home and abroad.

Dr Smith is talking to his friend John about some of the issues he is having with his research team. He considers himself a good supporter of career development. He has a group meeting every Friday morning at 8 am so as not to interfere with work. He runs them as if they were at a conference, questioning each speaker in detail to ensure they are prepared for viva examinations, fellowship interviews and conference presentations. He considers himself friendly as he always pays for the food and drinks

at the monthly social on Monday evenings at the local steak house. He expects everyone to attend the social to support team bonding. Unfortunately, something seems to be going wrong and he blames the younger generation who want everything on a plate.

Tim, one of his postdoctoral research associates, has not come to the conference even though Dr Smith secured the funding for him to attend. He rarely attends the Monday social and always leaves early claiming child-care responsibilities. Tim is married with young children. Dr Smith has never met Tim's partner Leslie and knows nothing about them but thinks they look after the children in the evening like his wife does. He thinks Tim just is not interested in being an academic scientist. Tim has told Dr Smith he is looking for another job.

Sade is a PhD student, originally from London. She got a 1st class undergraduate degree, was outstanding at interview and clearly has the aptitude to be a great scientist. However, although she has come to the conference she is no-where to be seen at the poster session and never attends the steak house social, Dr Smith doesn't think she has the networking skills to succeed and has told her this in a recent review. Since then, she rarely comes to him with questions and the relationship seems to be breaking down. He is worried she will leave which would mean yet another a black point against him and another lost PhD studentship.

Julia is also a postdoctoral research associate. She almost always fails to attend the socials and the Friday morning group meeting. They secured funding for her to attend the conference and for child-care during the conference, but she is not at the poster session. He has stressed the importance of the group meetings and social for her career ambitions but she just cries. He does not think she has the stamina for an academic role.

Jack is another PhD student. He is fantastic and Dr Smith thinks he will go far and has put him forward for a scholarship to spend 6-months in Australia. Jim always comes to the socials and has a fun time, often drinking more than Dr Smith! He is a joker and tells some great jokes but some of the rest of the team are woke and don't find him very funny. Jack is also a rugby player and a fan. He often arrives late in the morning a little hung over, but it is not affecting his work. Dr Smith points him out to his friend, Jack, glass in hand, is at the poster session and really getting on great with the other students at the conference.

Can you use the toolkit help Dr Smith improve the culture of his research group?

Navigate to the toolkit and follow the "Why is EDIW In research important?" link. Is there anything here that you could use to encourage Dr Smith to review how he is leading his group?

Click on the "My team" box and follow the links to "Responsibilities of the research team leader" and "Developing my team". How would you advise Dr Smith?

Could the checklists help Dr Smith reflect on his practices and understand his team? What might Dr Smith have to do? Is doing nothing an option?

Activity 2 - Scenario Two – Inclusive Research Design

- Address some of the questions on the scenario
- Can you think of a similar research design scenario in your own area
- What are the barriers to researchers adopting inclusive research design
- What there areas of your research could you change to make them more inclusive or increase diversity of representation or impact?

Use the QR code below to get to the “Research Design” box or use this link to the [Toolkit](#), to think about different EDI aspects of research design and how you might overcome barriers.



Activity Two - Scenario Two

Prof Jones is a highly regarded clinical academic specialising in urological oncology. In addition to her clinical work, treating patients with prostate, kidney, and bladder cancer, she runs a successful university-based research lab studying how these diseases develop.

Jamal is an ambitious Masters student who was delighted to be selected for a 9-month research project in Prof Jones’s lab. Prof Jones was very amiable and made a lot of time for Jamal, given her competing clinical, academic, and teaching roles.

The first part of Jamal’s project is to write a research proposal. This involves reviewing the literature, developing a hypothesis, and then outlining the aims and what experimental approaches will be used.

The project is based on prostate cancer, and they wanted to look for molecules that may predict how aggressive the disease may become. The general idea was to start by using cell culture systems (isolated prostate cancer cells grown in a lab) and to eventually look at clinical samples from patients.

Jamal enjoyed writing the research proposal and thought he was developing a good understanding of the field and the research that he would be undertaking. However, as well as an ethics statement, the module handbook said that students need to include an equality, diversity & inclusion (EDI) statement. Jamal had not come across one of these before, so he asked Prof Jones he should write.

Prof Jones said “Oh don’t worry about that! It’s just a box ticking exercise. Just find a generic EDI statement online and paraphrase that. Maybe mention something about our department having an Athena Swan award”. Jamal did what she suggested. However, when Jamal got the marks back for his project proposal, he was devastated because, while Prof Jones had marked it as a distinction with 72%, the second assessor had marked it as 57% citing the “complete lack of consideration of how equality and diversity will be considered in the research”.

Despite this setback, Jamal embarked upon his research project. He also took onboard the second markers advice and started thinking about which issues related to equality and diversity might be relevant to his work. While reading various studies, Jamal became aware that there was an increased chance of black men developing and dying from prostate cancer when compared to white men and other ethnicities. He also found that there was evidence linking the prostate cancer gene to an increased risk of breast and ovarian cancer in women.

Concerned by this, Jamal looked at the backgrounds of all of the prostate cancer cell lines (cultured cells), that he is using and was surprised to find that they all came from white men. He raised this issue with Prof Jones, but she just said “Oh, don’t worry about that! We’re all 99.9% genetically identical. A cell line is a cell line.” Prof Jones also thought his questions around the cell lines all being from men were ridiculous, because prostate cancer only effects men, so it’s not like you need to consider gender

Use the toolkit to address the following:

Navigate to the “Research design” page. Can the toolkit help Jamal and Professor Jones understand what is required by the funding bodies with respect to EDI?

Is an EDI statement of the kind suggested by Prof Jones sufficient?

Does Jamal need to use male and female cell lines from black and white patients in his research?

Excluding aspects regarding the team and culture what other EDI aspects might need to be addressed?

Activity 3 – Drafting EDI and accessibility statements

- Discuss the checklist for embedding EDI and accessibility in research
- Write some bullet points that you could include in your own EDI statement
- Are there any actions you might take to ensure you have embedded EDI in your proposal
- Has this activity helped you think about your own practice?

Activity Three – Drafting EDI & Accessibility Statements

Prompts and Mock EDI/Accessibility Statements

EDI and accessibility statements are increasingly being requested by funders. Often they are left to the last minute which means it is difficult to demonstrate EDI and accessibility are embedded. Also, embedding EDI and accessibility can cost more money and funds may need to be requested and justified. More time may be required, or an extra person to record, monitor and evaluate EDI and accessibility. The statements should highlight how you have embedded EDI and accessibility into all areas of your research practice from networking and forming collaborations; research design, hypotheses and impact; how you have developed your understanding and awareness as a leader; how you and your group/department foster an inclusive culture and ensure an accessible research environment; recruitment and development of staff and students in the research group; outreach, public engagement and Patient Public Involvement; publications and conferences.

Considerations and Links to the Researcher Toolkit Section

Area of Practice	Considerations	Inclusivity	Accessibility
Personal development and awareness	See Checklist on section Leading by example providing suggestions for training and awareness. Include this in your statement.	Understand how to be ally, to prevent creating barriers and how to overcome other barriers for people with differences	Understand your own biases. Research how barriers can be overcome by improving accessibility. Conduct regular accessibility audits across your areas of practice. Be an advocate for disabled staff and students.
Leading by example	Use the toolkit checklist to reflect on your own behaviours.	Are you an ally? Do you understand barriers faced by others?	Have you considered accessibility? Do you know how to complete an accessibility audit of all spaces, facilities, equipment and environments e.g. conferences, used by your group members? Do you need to request additional funds to ensure accessibility?
Leadership Responsibilities	Have you reflected on your responsibilities of a team leader with respect to creating an inclusive culture, being ally, raising your own awareness, responding to allegations of	Do you take action to foster inclusivity in your group, your Circles of Influence	Do you understand impacts of visible and non-visible disabilities and how barriers can be overcome.

	bullying and harassment, leading by example.		
<u>Staff Recruitment</u>	Understand the <u>11 types of unconscious bias</u> and what you can do to ensure they are not impacting your decisions. Look at language, imagery, and information included in recruiting materials to emphasise inclusiveness and welcoming culture.	Consider using positive action. Ensure you have diverse recruitment panels, trained in EDI. Consider issues such as maternity/paternity/parental leave, illness and other issues that may impact CVs. Inclusive place and timing of interviews.	
<u>Student Recruitment</u> – PhD, Masters and summer studentships	In addition to understand the types of <u>unconscious bias</u> . Look at your recruitment processes and language, highlight inclusive cultures and facilities e.g., quiet rooms, flexible working. Interviews (timing, place, facilities, questions) and diversity of the panel. How are you measuring diversity? What would be a diverse short-list. Summer students will require payment at minimum wage to ensure a diverse application cohort, ensure this is in the advert. Many students will need flexible working. Consider how you can support students attending conferences, placements and include in this information in the advert.	Consider using positive action and contextual data (do not just pick highest degree and school grades, be careful about giving added benefit to students who have studied abroad or undertaken summer studentships) e.g., widening participation students and students from different demographic, socio-economic and cultural backgrounds and cultures often appear less confident and may not get the highest grades due to other responsibilities compared to non-WP students.	Ensure accessible interview facilities, look at timing and travel needs if in person. What questions and how will they be asked, e.g., neurodivergent students may need clear questions in advance, may not have eye contact or may not appear to be “enthusiastic”.

Supporting staff and student development	How do you ensure all your team are being supported to achieve their career ambitions.	Do you ensure you offer opportunities to everyone without making subjective judgments about their desire, willingness, ability to engage or finding methods to support engagement e.g. caring responsibilities impacting time availability.	Do you ensure any development events, networking, conference presentations and courses are accessible?
Research group culture	See the suggestions for creating an inclusive culture section in the toolkit .	Ensure allyship and inclusive language and behaviours are the norm. Bullying and harassment is not acceptable and will be acted upon. Expect engagement with EDI training of all.	Regularly conduct accessibility audits to ensure group members are not inadvertently excluded.
Department facilities and culture	Is there an EDI Committee and Action Plan. Have there been sign ups to the Race and Gender Equality, Mental Wellbeing and LGBTQ+ Charters	Is there inclusive imagery; are their policies on inclusive meetings, ensure diverse recruitment to committees; is diversity and inclusivity a priority?	How do you report issues with accessibility? Does your procurement process ask about accessibility e.g., accessible software for a new piece of equipment. Is there an accessible campus or equivalent committee?
Networking and collaborations	How/where/when do you network? Does this exclude some cohorts e.g. those with caring responsibilities, disabilities, different faiths	Diversify how you find potential collaborators	Ensure networking events (online and in person) are accessible to ensure anyone with a disability is able to participate fully and feel included
Placement and collaborator facilities and culture	Don't assume your collaborators have accessible and inclusive facilities. Ask questions.	How inclusive is your collaborators group and culture? Where are they located e.g., some countries are not welcoming to people from LGBTQ+ communities, or have reputations of violence against women, disabled individuals or people of colour. How will you support members of	Are their research, office, seminar rooms and travel facilities accessible?

		your group if they need to visit? What time do they have group meetings? Do they expect everyone to attend social activities outside of working hours and/or in places that serve alcohol, or have loud music.	
Hypothesis	What information have you used to formulate your hypothesis, does include work from across the globe? Have you considered the thoughts and opinions of diverse groups and researchers.	You hypothesis may be changed by increasing the diversity of your network and collaborators. Also, consider reading articles and other of information from globally diverse sources i.e. not just UK, US, Australia, Europe etc.. How diverse/biased are the research findings you are basing your hypothesis upon e.g. human subjects, cell culture, omics data.	For research involving humans, does the literature use human subjects with accessibility needs e.g., if they used an app was it accessible, were people with sensory needs excluded, was the testing equipment only suitable for able bodied participants?
Research Design	You may need to request extra funding for a more inclusive research design and to fund and consider how you will monitor inclusivity.	Have you considered the inclusiveness of your research design . If you cannot meet inclusivity expectations e.g., genders of animal models, diverse cell cultures or tissue samples, diverse participants (age, culture, sexuality, gender, caring responsibilities, socio-economic background) explain why not and how in future this could be improved.	Accessibility is especially important when humans are involved e.g., patients, carers, public, human subjects, community engagement, pet/animal owners. The physical and online environments need to be accessible and inclusive.
Impact	By increasing the diversity, inclusivity and accessibility of your research design you will widen and increase the potential impact of your results.	How are you ensuring as the needs of as wide a diversity of beneficiaries as possible are being met by your research? Do you need to ask more funding to ensure this happens e.g., costs to monitor diversity and inclusivity.	How are you ensuring your impacts are accessible e.g., if the outputs are online resources how are you ensuring they meet online accessibility expectations.

<p>Outreach, Public Engagement and PPI</p>	<p>See the PPI and diversify outreach sections of the toolkit and associated links for ideas on how to engage, meet the needs, of diverse communities and evaluate impact.</p>	<p>Use inclusive imagery and language. Diverse representation in people delivering the event. Diverse cases, examples, activities. Ensure, timing, locations, catering, toilets and other facilities e.g., gender neutral toilets, breast feeding and quiet rooms, and venues are inclusive including travel to the venue. Consider using name labels that state pronouns (if required).</p>	<p>Ensure materials, venues and timing are accessible. Look at using inclusive name labels e.g., to indicate whether a person wishes to be approached for conversation, whether photographs.</p>
<p>Publications & Conferences</p>	<p>Read the PPI section of the toolkit and follow the links to find suggestions on how to engage people from diverse and underrepresented communities in your research. Undertake training on developing inclusive PPI. Be clear on what diverse means and how it will be measured and monitored.</p>		

Mock EDI/Accessibility Statement

I am a Professor in XXX and am deeply committed to advancing equity, diversity, and inclusion (EDI) within my work and research environment. As part of this commitment, I actively participate in EDI training and initiatives, most recently attending a Male Allyship workshop and completing training on Equality Impact Assessments. I serve as a member of our Departmental EDI Committee, where I am responsible for implementing and monitoring our inclusive PhD studentship action plan. In this role, I strive to lead by example in fostering a work environment that is welcoming, accessible, and fair for everyone.

To ensure accessibility for all team members, I prioritize flexible scheduling for meetings and seminars to accommodate staff and students with caregiving responsibilities. I cultivate an open and supportive environment where all concerns, no matter how minor they may seem, are taken seriously and addressed promptly. I believe in transparent communication, and I always report back to individuals raising concerns, reinforcing a culture where group members feel safe to speak up. This proactive approach underscores my commitment to an inclusive atmosphere where inappropriate behaviour or attitudes are not tolerated.

Understanding the diverse needs of my team is central to my leadership. I make it a priority to assess individual training and development requirements, ensuring everyone feels supported in achieving their ambitions. I am equally committed to recognizing and valuing all contributions to our research, with every team member acknowledged in publications and conference presentations. We are proud supporters of the Researcher Development Concordat and the Technicians Commitment, reinforcing our dedication to the growth and recognition of every researcher and technician.

In our academic and research environment, I strive for diversity and inclusion in all areas, including seminar representation. We invite speakers from diverse backgrounds and encourage them to share pronouns (if they are comfortable) to foster an inclusive environment. We also ask presenters if they would like to provide PowerPoints in advance to accommodate those using accessibility software, and all seminars are subtitled. Recently, I was recommended for a staff award in recognition of my contributions to fostering inclusivity in our department. I also leverage my international reputation to promote accessibility and inclusivity principles at conferences organized by collaborators and learned societies, such as advocating against hosting events in locations where human rights for women and LGBTQ+ individuals are restricted.

In our current research proposal, we plan to work with cell culture and human tissue samples. Although a single cell line derived from a male of European descent currently exists in this field, we are collaborating with researchers in Africa and Asia to develop more representative cell lines. This will ensure our work reflects the genetic diversity necessary for meaningful impact. Additionally, our diverse collaboration base allows us to source tissue samples from various populations, taking into account differences in age, gender, ethnicity, and socioeconomic backgrounds. This approach may increase sample size requirements, but it is essential for generating comprehensive and inclusive research outcomes. Through this lens, we also aim to examine socioeconomic factors, as we already suspect poverty significantly impacts patient outcomes—an area historically overlooked in biomedical studies.

We are also establishing a new Patient and Public Involvement (PPI) group, with an emphasis on reaching traditionally underserved communities. To increase inclusivity, we are proactively addressing accessibility by ensuring our facilities accommodate all participants and providing resources such as British Sign Language (BSL) interpreters. We are committed to monitoring and evaluating our outreach efforts to ensure this group reflects the full demographic diversity of patients affected by this disease.

Thank you for considering our commitment to advancing EDI in every facet of our research and public engagement efforts.