

Equity, Diversity, and Inclusion (EDI) Action Plan

A Tactical Urbanism Approach to Assessing the Value of Accessible Public Space

The research team for *A Tactical Urbanism Approach to Assessing the Value of Accessible Public Space* has developed this action plan to demonstrate our commitment to an equitable, diverse, and inclusive (EDI) environment for our researchers, advisors, and partners.¹

This action plan helps us achieve EDI practices for research environments. The content of this plan was developed through a discussion with project team members in June 2019, and subsequent literature review of best practices.²

ACTIONS: The following actions will be undertaken by our research team:

<p>1. Day-to-day Acts: Actions to ensure that all current and future team members are treated by one another with trust, fairness, and respect</p> <ul style="list-style-type: none"> • Active listening, where team members reflect back what has been heard to verify understanding and demonstrate listening ⁱ • Avoid slang or idioms – speak plainly and avoid acronyms that everyone may not understand ⁱⁱ • No exclusionary language (be careful in the words that you choose) ⁱⁱ and avoid using words and phrases that set people with disabilities apart from others ⁱⁱⁱ • Person-first terminology (i.e. persons with disabilities) ⁱⁱⁱ • Use images that include persons with disabilities as active participants in society ⁱⁱⁱ • Only reference a disability when directly relevant to the message or communication. If in doubt, ask how a person would like to be addressed ⁱⁱⁱ
<p>2. Anticipating and Addressing Conflict: Actions to facilitate equitable and effective communication between team members so all voices are heard</p> <ul style="list-style-type: none"> • Group members will complete an Emotional Intelligence Test to increase self-awareness and discuss results as a group (https://globalleadershipfoundation.com/geit/eitest.html) ^{iv} • Assess team members behaviour in conflict situations using the Thomas-Kilmann Conflict Model Instrument (https://takethetki.com/product/the-thomas-kilmann-instrument-tki/) ^{v vi vii} • Overcome self-centered fairness perceptions by finding a mediator who can help team members see one another’s point of view or offer their view of the “facts” ^{viii} • Undertake a Workplace Climate Survey to explore and chart team experience ^{ix}

¹ The New Frontiers in Research Fund, Exploration stream, is leading EDI in research by requiring all awarded research teams to meet the criteria below:

“The research project must meaningfully engage members of underrepresented groups within the research team through the engagement of students, postdoctoral fellows, faculty and partners. Underrepresented groups must include, but are not limited to, the four designated groups (women, Indigenous peoples, members of visible minorities, and persons with disabilities).” (Government of Canada, n.d.)

² As an intention of this plan (See 3.1 below) new members who join the team throughout the duration of this project will have an opportunity to provide their input to this plan.

ACTIONS continued:

3. Hiring and Recruiting: Actions to recruit team members using strategies and practices that lead to a more equitable, diverse, and inclusive hiring process
<ul style="list-style-type: none">• Each team member, including new team members, will read the EDI Action Plan and, should they wish, provide feedback and suggestions for changes that they feel are needed for a more effective EDI Action Plan for their needs. If changes need to be made to the action plan, a new draft will be sent out to all team members for approval
<ul style="list-style-type: none">• All team members will be asked to sign an agreement saying that they will uphold the EDI intentions and actions in the Action Plan
<ul style="list-style-type: none">• To recruit a diverse pool of participants, develop proactive partnerships with the community such as school systems, vocational rehabilitation agencies, and minority associations ^x
<ul style="list-style-type: none">• Recruit people who have complementary instead of similar values, knowledge, skills, abilities, and other characteristics ^x
4. Acknowledging Contributions: Actions to share and present the deliverables of this project to as wide an audience as possible, with all contributors to materials properly acknowledged
<ul style="list-style-type: none">• Design and develop a project website using inclusive accessibility principles and regularly publish content related to our research and EDI practices that is informative and educational for public viewers
<ul style="list-style-type: none">• Follow standards such as those set out in the latest version of the <i>Web Content Accessibility Guidelines (WCAG 2.1)</i>, <i>Access Ability: A Practical Handbook on Accessible Graphic Design (2010)</i>, and similar guidelines ^{xi iii}
<ul style="list-style-type: none">• Authorship criteria: (1) substantial contributions to the conception or design of the work; or the acquisition, analysis, or interpretation of data for the work; (2) drafting the work or revising it critically for important intellectual content; (3) final approval for the version to be published; (4) agreement to be accountable for all aspects of the work in ensuring that questions related to the accuracy or integrity of any part of the work are appropriately investigated and resolved ^{xii}
<ul style="list-style-type: none">• Acknowledgements: all other team members who are not authors will be acknowledged for their valuable contribution to the work ^{xii}
<ul style="list-style-type: none">• Regular discussions regarding publication, authorship, and acknowledgements will be held throughout the course of the project ^{xii}

ⁱ Hartwell, E. E., Cole, K., Donovan, S. K., Greene, R. L., Burrell Storms, S. L., & Williams, T. (2017). Breaking down silos: Teaching for equity, diversity, and inclusion across disciplines. *Humboldt Journal of Social Relations*, 1(39), 143-162.

ⁱⁱ Griffis, H. (2019). [Buffer](https://open.buffer.com/code-of-conduct/): Our code of conduct and why it is important for diversity and inclusion. <https://open.buffer.com/code-of-conduct/>

ⁱⁱⁱ Government of Newfoundland and Labrador. (n.d.). Accessible Communications Policy. Retrieved from https://www.cssd.gov.nl.ca/disabilities/pdf/Accessible_Communications_Policy.pdf.

^{iv} Jordan, P. J., & Troth, A. C. (2004). Managing emotions during team problem solving: Emotional intelligence and conflict resolution. *Human performance*, 17(2), 195-218.

^v Jordan, P. J., & Troth, A. C. (2002). Emotional intelligence and conflict resolution in nursing. *Contemporary Nurse*, 13(1), 94-100

^{vi} Shell, G. R. (2001). Bargaining styles and negotiation: The Thomas-Kilmann conflict mode instrument in negotiation training. *Negotiation Journal*, 17(2), 155-174

^{vii} Schaubhut, N. A. (2007). Thomas-Kilmann conflict mode instrument. *CPP Research Department*.

^{viii} Program on Negotiation: Harvard Law School. (2019). 5 Conflict Resolution Strategies. Retrieved from <https://www.pon.harvard.edu/daily/conflict-resolution/conflict-resolution-strategies/>

^{ix} City of Oshawa, (2017). Research Report: City of Oshawa Diversity and Inclusion Plan. Retrieved from <https://www.oshawa.ca/city-hall/resources/Research-Report--Diversity-and-Inclusion-Plan.pdf>

^x Roberge, M. É., Lewicki, R. J., Hietapelto, A., & Abdyldeeva, A. (2011). From theory to practice: Recommending supportive diversity practices. *Journal of Diversity Management--Second Quarter*, 6(2), 1-20.

^{xi} RGD Ontario, (2010). Access Ability A Practical Handbook on Accessible Graphic Design. Retrieved from https://www.rgd.ca/database/files/library/RGD_AccessAbility_Handbook.pdf

^{xii} The Office of the Vice-President for Research. (2018, January 24). Guidelines on Authorship in Scholarly or Scientific Publications. Retrieved from <https://www.brown.edu/research/Authorship>