



International Society for Applied Ethology

Equality, Diversity, Inclusivity and Accessibility Guide

Striving for equity, diversity, inclusion, and accessibility for all.

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Contents	Page
Executive summary.....	2
Background.....	3
Introduction.....	3
Equity.....	5
Diversity.....	6
Inclusion.....	7
Accessibility.....	7
Alignment with the UN Sustainable Goals.....	8
Glossary of terms.....	8
References	10
Further reading.....	11
Appendix 1.....	11

Executive Summary

The membership of the International Society for Applied Ethology (ISAE) is united by mutual and professional interests in ethology, however each member is a unique individual and it is recognised that different individuals might experience differing barriers to engaging with the Society. The importance of equity and diversity therefore underpins the success of creating an inclusive community within the Society.

The ISAE Council is committed to fostering an inclusive community that provides equitable opportunities for all its members. The first steps taken to ensure this have included the creation of a committee, composed of ISAE members from diverse backgrounds with a passion for equity, diversity and inclusion (EDI). The title of the committee was extended to include consideration of accessibility, resulting in the EDIA Committee.

The ISAE Council prioritized the work of the EDIA Committee within its first year to develop a guide for members focusing on equity, diversity, inclusivity and accessibility (EDIA). The resulting EDIA Guide aims to offer members reassurance about the societal commitment to EDIA and information about key terms and concepts contextualized to activity within the Society. The EDIA Committee recognise that some of the concepts presented here may be new to many, thus a glossary and additional reading list has been included.

To facilitate this work, the EDIA Committee launched a members survey to create a profile of ISAE membership. The findings of the survey will be used to determine the needs of its members, offer a platform for feedback and to foster a sense of inclusivity and facilitate accessibility. The survey will be repeated every five years.

Background

Applied animal behaviour research is fundamental to developing our understanding of animals, and is conducted and studied by a global audience. The International Society for Applied Ethology (ISAE) provides a forum for the presentation and discussion of advances in applied animal behaviour science and education, and inspires further innovations through the annual international scientific congress and regional meetings. Applied Animal Behaviour Science is the official journal of the ISAE.

Historically, the Society has been cognisant of the needs of its membership as stated in the procedural guidelines, "The Society recognises the importance of supporting and promoting diversity in its membership and the wider community, in gender, age, ethnicity, geographical representation and other factors." It was felt that this commitment should be applied in the nomination and selection of officers, representatives, lecturers, and recipients of funds, awards, and honours.

In order to oversee this aspect of the procedural guidelines, an ISAE Taskforce was charged in December 2020 with planning for the formation of an ISAE Equity, Diversity, and Inclusion Committee. The new committee was installed at the summer 2021 Congress of the ISAE. The committee name was changed to include "Accessibility" following the first AGM in 2021 to better reflect its full remit. The main tasks of the EDIA Committee can be found in appendix 1.

Introduction

The ISAE is committed to inclusion as part of its culture and to providing accessibility to the research produced by its members and the resources/support available to them. The ISAE recognises diversity amongst its membership and wishes to promote opportunities for all. The ISAE EDIA Committee will work to recognise the Society's commitment to a community of inclusiveness and ensure that the needs of a diverse population of members are duly considered both to retain memberships and to attract a broad base of new members

Acknowledging that diversity involves people from a range of different social, economic and ethnic backgrounds, and that these characteristics often result in **intersection**, the committee seeks to ensure the voices and needs of many are considered by the Society. This is in relation to the main activities the society undertakes, namely; the promotion of research at conferences and meetings; financial support that supports research and dissemination; Council decisions; and communication with its membership.

To ensure an evidence-based approach, the committee aims to determine the composition and needs of the ISAE membership through regular administration of a membership survey, the results of which will be shared widely within the society. The aim is to repeat this survey every five years to provide a platform for input from the membership and enable recognition of representation (or lack of) within the society. This guidance document will be updated following each administration of the survey.

Results from the initial survey (figure 1) indicate that:

- The greatest proportion of respondents were born between 1970 and 1989
- 30% of respondents report that they have been a member of the ISAE for six to ten years
- The majority of respondents were female
- The majority of respondents did not disclose a physical or mental disability
- The majority of respondents were based in academia, with the most common career stage being mid-senior level and professor or executive level.
- Nearly half of respondents (42%) had dependents (at January 2023 from 78 responses).

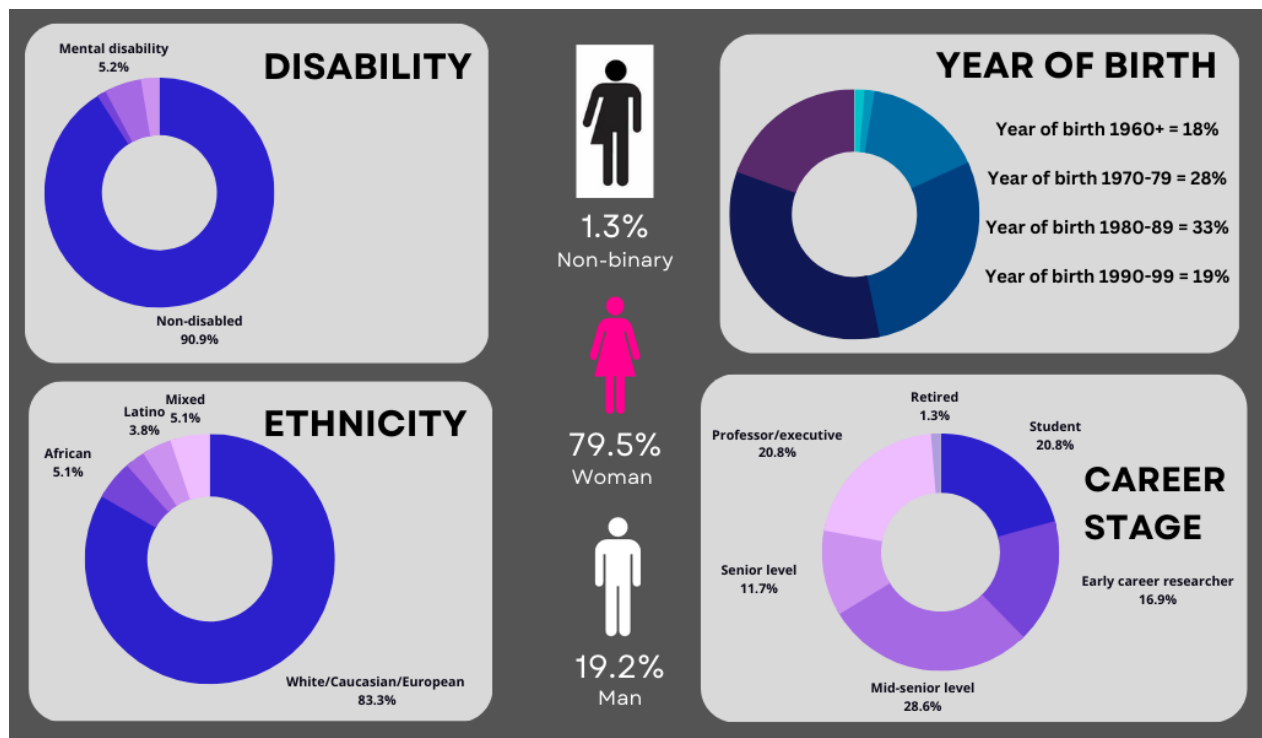


Figure 1. An overview of demographics of the respondents from the members survey 2022.

The Society recognises that individuals with different characteristics have different privileges, or rights/advantages/immunities granted or available only to a particular person or group. The Society encourages its membership to recognise their own privileges in order to support the development of an inclusive culture. Figure 2 is a useful reference point against which members can check their privileges and determine how best they can use it as an ally for less privileged groups.

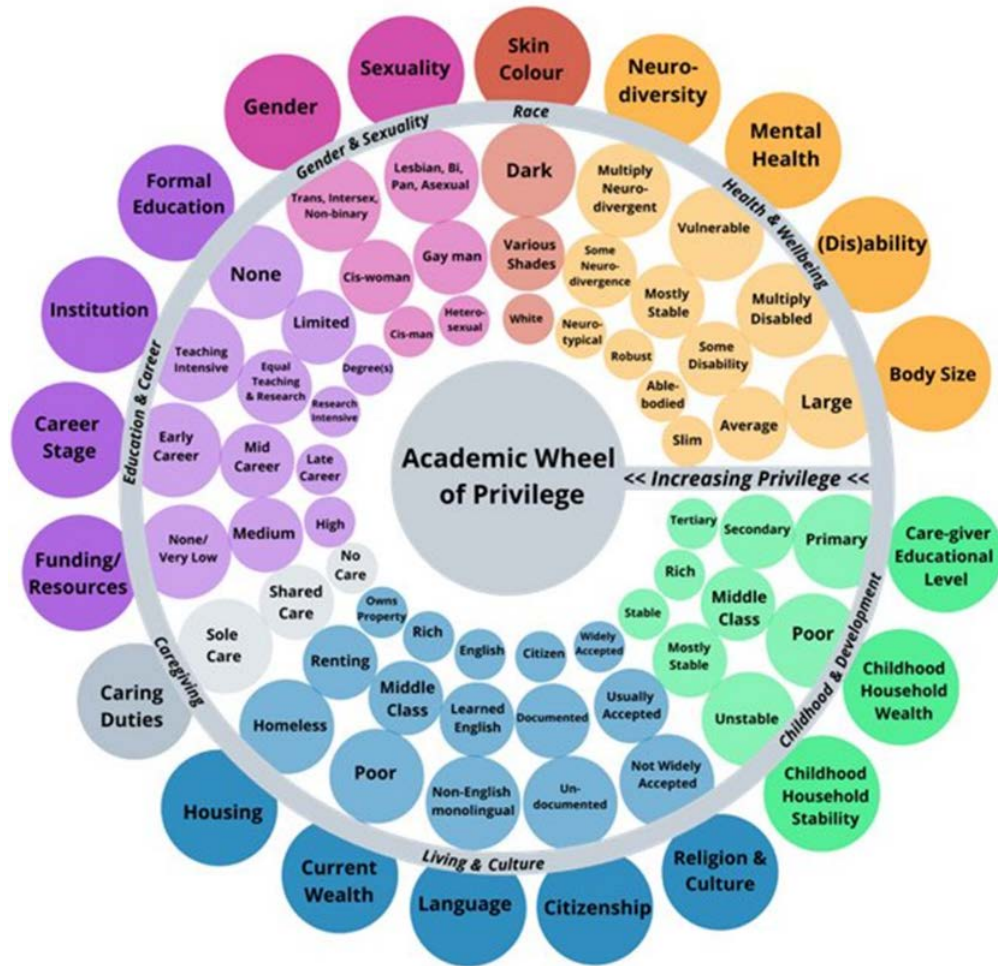


Figure 2. Bridging Neurodiversity and Open Scholarship: How Shared Values Can Guide Best Practices for Research Integrity, Social Justice, and Principled Education (Elsherif et al., 2022).

The following document was thus produced to enable the Society and its members to recognise minoritized groups and engage in intentional inclusion during professional interactions. The guidelines were produced for use by members, researchers, conference organizers, scientific reviewers, and affiliated stakeholders.

Equity

Equity is an ethical concept that describes **social justice** or fairness (Creary, 2021). Understanding how to treat others fairly requires an appreciation of the barriers or challenges that individuals experience within all aspects of daily life. Equity is different to equality, because fair is not the same as equal (figure 3). Whilst equality seeks to provide the same resource for everyone, being equitable requires **positive action** to ensure that additional resources/ different ways of accessing the resources are available to those who need it.

For example, ISAE recognises that financial barriers can prevent access to membership, research and associated resources, and seeks to address this through provision of financial support including the Congress Attendance Fund and various membership options, such as sponsorship and reduced rates for students, unemployed and retired people. In addition, where language can be a barrier, the ISAE provides a service to help members with the preparation of manuscripts for publication in Applied Animal Behaviour Science.

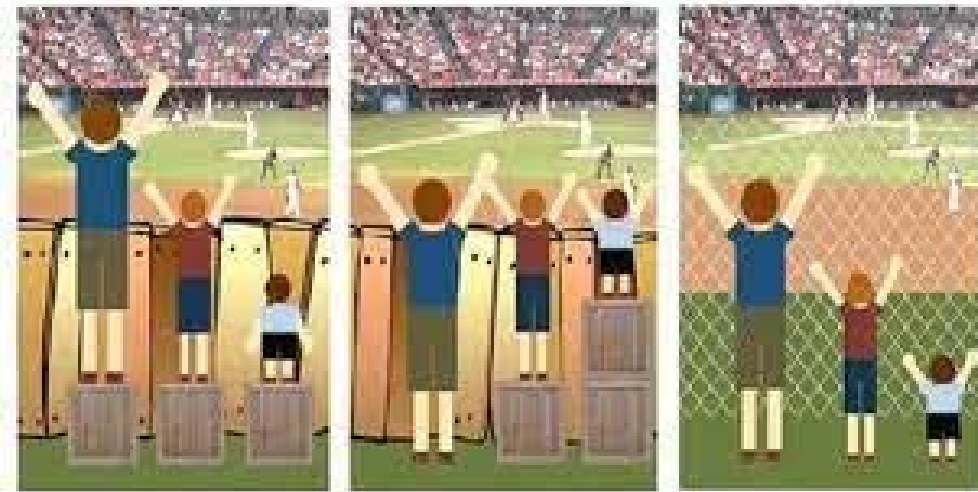


Figure 3. The picture on the left visualizes **equality** = everyone has been provided with a box to see over the barrier however this is not sufficient for some. The picture in the middle visualizes **equity** = boxes have been provided based on need enabling everyone to see over the fence. This is also an example of positive action, giving more to those who need it to create fairness. The picture on the right visualizes **inclusion**, which involves looking at how to change the environment and remove all barriers. (Figure credit: Valbrun, 2017)

Diversity

Scientific progress requires the greatest diversity of people and ideas across research and diversity is defined as any significant difference that distinguishes one individual from another (Kreitz, 2008). The ISAE aims to promote and maintain a culture that promotes/ encourages/ respects/ welcomes the ideas and feelings of a diverse population. Diversity may include, but is not limited to, gender, gender identity, ethnicity, sexual orientation, religion, age, cultural and socioeconomic background, national origin, and disability. Future priorities for the Society will involve championing diversity on all levels and cultivating an environment in which the Society and its members can be open-minded, understanding, and accepting. To celebrate and showcase diversity through fair representation, and to ensure decisions taken by Council impact fairly upon members in different ways, the EDIA Committee aims to offer a diverse and representative consultative board to ensure that diverse viewpoints are considered and to ensure disadvantage is avoided.

Inclusion

Inclusion incorporates a sense of belonging and mattering. As a professional society, the ISAE is committed to providing an atmosphere that encourages the free expression and exchange of scientific ideas. In pursuit of this, the ISAE is dedicated to the philosophy of equality of opportunity and treatment for all members, regardless of demographics and background, and the EDIA committee aims to uphold this. The ISAE Anti-Harassment policy aims to make all participants in the society's activities aware of behaviours that are regarded as unacceptable, with the intention that people can enjoy an environment free from all forms of discrimination, harassment, and retaliation: [Anti-Harassment Policy for the International Society for Applied Ethology \(ISAE\)](#)

Recognising Articles 9 and 10 of the Human Rights Act, please be cognisant that the freedom of expression (including freedom of speech) comes with a duty to behave responsibly and to respect other people's rights: <https://www.equalityhumanrights.com/en/human-rights/human-rights-act>

Accessibility

The United Nations define accessibility as “providing flexibility to accommodate each user’s needs and preferences” (Valdes 2004). Accessibility primarily refers to products, devices, services, systems, and environments that are designed for people with disabilities (including visual, auditory, physical, speech, cognitive, language, learning, and neurological disabilities ([Web Content Accessibility Guidelines \(WCAG\) 2.0](#); Henry et al. 2014). However, this concept can be applied to anyone regardless of (dis)abilities, situations, or contexts. In fact, ensuring accessibility will result in giving equal access to everyone which benefits the whole society. The EDIA Committee exists to help ensure that accessibility is considered with regards to conferences/regional meetings, the website, publications, and job/internship opportunities for members.



Alignment with the UN Sustainable Goals

[THE 17 GOALS | Sustainable Development \(un.org\)](#)

By aligning with the guidance, Society members also aligns themselves with five of the UNs Sustainable Development Goals (SDGs), which act as a blueprint for peace and prosperity for people and the planet, now and into the future. The 17 SDGs were adopted by all United Nations member states in 2015 following an urgent call for action by all countries - developed and developing - in a global partnership. This five SDGs that this guidance document specifically aligns with include:

- Goal 4 = Quality Education; promoting lifelong learning opportunities for all.
- Goal 5 = Gender Equality; achieving gender equality and empower all women and girls.
- Goal 10 = Reduced Inequalities; reduce inequality within and among countries.
- Goal 11 = Sustainable cities and communities.
- Goal 16 = Peace, justice and strong institutions; building effective accountable and inclusive institutions at all levels.

Glossary of terms

Ableism: Discrimination against persons with mental and/or physical disabilities; social structures that favour able-bodied individuals.

Ageism: Discrimination against individuals because of their age.

Ally: A person who acts against oppression out of a belief that eliminating oppression will benefit members of targeted groups. They acknowledge disadvantage and take supportive action on behalf of the affected group. They commit to reducing their own complicity or collusion within oppressive systems and invest in strengthening their own knowledge and awareness of oppression.

Anti-Racism: Making a conscious effort and taking deliberate actions which are intended to provide equal opportunities for all people on both an individual and a systemic level.

Bisexuality: Sexually or romantically attracted to both men and women, or to more than one sex or gender.

Cisgender: A gender identity where an individual's perception of their gender aligns with the sex they were assigned at birth.

Code-Switching: Broadly speaking, this is a strategy that enables navigation through interracial interactions involving the adjustment of the style of speech, appearance, behaviour, and expression so as to optimize the comfort of others in exchange for fair treatment, quality service, and employment opportunities.

Cultural competence: Refers to the knowledge and understanding of an individual or an organization of difference cultures and perspectives.

Disability: A physical or mental condition that limits a person's movements, senses, or activities.

Discrimination: The unjust or prejudicial treatment of different categories of people.

Emotional tax: The combination of being on-guard to protect against bias and feeling different from peers at work because of gender, race and/or ethnicity and the associated affects on health, well-being and ability to thrive.

Feminism: Theory and practice that advocates for educational and accoupanational equity between men and women.

Gaslighting: A form of psychological manipulation on which a person or a group covertly sows seeds of doubt in a targeted individual or group, making them question their own memory, perception or judgement.

Gender identity: A personal conception of one's own gender.

Freedom of speech: To hold your own opinions and to express them freely without government interference.

Harassment: Behaviour which is intended to trouble or annoy someone, for example, repeated attacks on them or attempts to cause them problems.

Implicit bias: The negative associations that people unknowingly hold, often expressed automatically and without conscious awareness.

Imposter Syndrome: The persistent inability of an individual to believe that their success is deserved or has been legitimately achieved as a result of their own efforts or skills.

Intersectionality: An analytical framework for understanding how aspects of a person's social and political identities combine to create different modes of discrimination and privilege. The term was conceptualized and coined by Kimberlé Williams Crenshaw in a paper in 1989.

LGBTQ(QIA): An acronym for "Lesbian, Gay, Bisexual, Transgender, Queer (Questioning, Intersex, Allies)

Micro-Aggressions: The everyday slights or indirect/subtle/unintentional discrimination against members of a minority group ([Good workplaces resources: microaggression posters](#))

Minority Tax: The burden of time and resources placed on minority persons to represent and advocate for their communities.

Neurodiversity: Refers to variations in the human brain and cognition, for instance, in sociability, learning, attention, mood and other mental functions.

Non-binary: An adjective describing a person who does not identify as a man or a woman.

Pansexuality: A term reflective of those who feel they are sexually and emotionally capable of falling in love with all genders.

Positive Action: Where inequalities exist there are opportunities to take direct action to overcome or minimise disadvantage.

Positive Discrimination: Only occurs where an under-represented group is treated preferentially.

Privilege: A right, advantage, or immunity granted or available only to a particular person or group.

Queer: A term used to refer to people or culture of the lesbian, gay, bisexual, transgender community. Once a derogatory term, it has been reclaimed by the LGBTQ+ community.

Racism: Policies or practices based on the belief that a particular race is superior to all others.

Rankism: The exploitation or humiliation of those with less power or lower status.

Retaliation: To hurt someone or do something harmful to someone because that person has done or said something harmful to you.

Safe space: A space in which an individual or group may remain free of blame, ridicule or persecution, and are in not fear of coming to harm.

Social justice: The concept of fairness in relations between individuals in society and equal access to wealth, opportunities, and social privileges.

Transgender: An individual whose gender identity differs from the societal expectations of their physical sex. It does not imply any form of sexual orientation.

Tokenism: Is the practice of making only a perfunctory or symbolic effort to do a particular thing. Due to its negative connotations, it can also act as a barrier to enabling voices of an under-represented group be heard.

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Valdes, L. (2004) "Accessibility on the Internet", report to the United Nations (16 June 1998, updated 31 March 2004) available [online] at: <http://www.un.org/esa/socdev/enable/disacc00.htm>

Valbrun, V. (2017) Equity vs. Equality: Eliminating Opportunity Gaps in Education. <http://www.theinclusionsolution.me/equity-vs-equality-eliminating-opportunity-gaps-education/>

Williams Crenshaw, K. <https://chicagounbound.uchicago.edu/cgi/viewcontent.cgi?article=1052&context=ucf>

AAVMC (2021) Diversity, Equity and Inclusion Glossary. https://www.aavmc.org/wp-content/uploads/2021/08/Monograph-DEI-Glossary_01.pdf

[The Human Rights Act](#)

[Web Content Accessibility Guidelines \(WCAG\) 2.0](#)

[Diversity and Inclusion Group Strategy - Professionals](#)

[Diversity and inclusion | Wellcome](#)

[Anti-Harassment Policy for the International Society for Applied Ethology \(ISAE\)](#)

Further reading

- Eddo-Lodge, R. (2018) Why I'm no longer talking to white people about race. Bloomsbury Publishing: London, UK
- A set of principles and practical suggestions for equitable fieldwork in biology,
- The Diversity & Inclusion at Conferences and Events charter <https://www.getdice.co.uk/>
- COPE more inclusive and diverse scholarly publishing community <https://publicationethics.org/>
<https://twitter.com/COPE>
- Guild HE [Anti-Racism Programme - Lunchtime Learning \(google.com\)](#)
- [The Evolution of an Accidental Meme | by Craig Froehle | Medium](#)

Appendix 1.

The main tasks of the EDIA Committee are:

1. Developing, publishing, and regularly (i.e., annually or more frequently) reviewing EDIA Guidelines for the ISAE.
2. Advising ISAE Council on all matters related to equity, diversity (gender, age, race, ethnicity, geographical representation, and research experience), inclusion and accessibility in nomination or selection of:
 - a. Council officer
 - b. ISAE experts
 - c. Members of ISAE's ad hoc and standing committees
 - d. Plenary speakers at ISAE Regional Meetings and at the ISAE International Congress
 - e. Recipients of ISAE funds, awards and honours

3. Advising ISAE Council on ways to promote diversity and support equity, inclusiveness, and accessibility within society, through (but not limited to):

- a. Promoting and supporting ethnically diverse membership
- b. Addressing EDIA inequality within the ISAE (knowledge of membership composition), prevention of conscious and subconscious bias, harassment and bullying (linking to the anti-harassment policy)
- c. Supporting early-career members to establish themselves in the field of applied ethology and within the ISAE (link to activities for ISAE student representatives)
- d. Working with the ISAE Development Officers to further promote diversity within the ISAE and to help regions in their development
- e. Ensuring that regional and international conferences are geographically accessible to our members, that locations where meetings happen cater for all (e.g. parents with children, disabilities) and making congress presentations widely accessible to those who cannot attend (hybrid events, web recordings, webinars)

4. Advising the Development Officer and the Assistant Development Officer in developing activities that support the opportunities of ISAE members in middle and low income countries, through:

- f. Establishing research fund/grants for researchers in middle and low income countries to conduct research in their home countries and/or travel to present their results at the ISAE meeting
- g. Establishing an ISAE Support Scheme where a recognised member in a developed country can serve as a link for a member from a middle or low income country between ISAE and the institution where the person works
- h. Allowing early-career researchers from middle or low income countries to choose an ISAE mentor (already recognised as an ISAE member) for advice and collaboration
- i. Internship/training/sabbatical opportunities: The ISAE should provide opportunities for early-career researchers and researchers from middle or low income countries to go for internships, training, and sabbatical leave in high income countries (and vice versa)
- j. Identifying additional gaps and support needed for middle or low income countries that ISAE can provide, e.g. ethical committee to assess and approve experiments where no such infrastructure is available for certain members
- k. Applying for free or subsidized registration for members from middle or low income countries

5. As necessary, report annually to the ISAE Council and ISAE members on relevant events and developments in the areas of equity, diversity, inclusivity, and accessibility that have occurred. The report must respect the anonymity of authors and treat issues with suitable sensitivity.

6. Bring to the attention of ISAE members relevant literature and information related to equity, diversity, and inclusiveness.

