**Using Evidence to Advance EDI: Inventory of existing knowledge**

Inventory Exercise

Start by considering the many sources of information your committee already has access to. Remember that this can include both formal and informal sources of information. Use the chart below to capture your existing knowledge about EDI in your unit.

**Tips:**

* Keep in mind that the more diverse your committee is, the more sources of informal information you are likely to have access to.
* You can limit the scope of this inventory if you already have a sense of where you want to focus your initiatives (e.g. you could limit the scope to focus on students only if you plan to focus your initiatives on student EDI issues).
* If you have access to a formal data source (such as survey results or employment equity data), you can also use the chart by starting with the “evidence source” column and then extrapolating the “information points” from there.
* Be aware of how stereotypes may be surfaced by this exercise—documenting “how you know” something can be useful to mitigate this.
* In your initial brainstorming session, try not to spend too long thinking about any one row in the chart. You do not need to identify all the *causes* of the information points you are listing.

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| **Information point**  What you think you know | **Evidence source**  How you know | **Information type** | **Equity Group** (if applicable) |
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Making sense of the inventory

| Insights Table  What insights and learnings did you gain from this process that you will use to inform your EDI efforts going forward? | |
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| Insight | How you will use the insight |
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