



Resource Guide for GCRC Applicants: Addressing EDI Requirements

Background:

Inclusive Excellence is a cross-cutting priority in UBC's new strategic plan, *Shaping the Next Century* (2018-2028). UBC believes that sustained excellence in research, education and engagement depends on the integration of diverse perspectives and approaches and the inclusion of those who have been historically, persistently, or systemically marginalized. UBC recently reaffirmed its commitment to embedding equity, diversity, and inclusion (EDI) in research by endorsing the Government of Canada's [Dimensions charter](#). In August 2019, UBC was selected as one of 17 institutions to participate in the Dimensions pilot program.

To advance UBC's commitment to EDI, the Office of the Vice-President Research and Innovation (VPRI) is incorporating EDI considerations into all aspects of its internal research funding competitions including application requirements, evaluation criteria, composition of review panels, and end-of-grant reporting.

2019 GCRC Competition:

Applicants to the **2019 Grants for Catalyzing Research Clusters (GCRC) competition** are required to *"describe the cluster's commitment to equity, diversity, inclusion as it applies to cluster membership, proposed activities and research themes."* EDI is a fundamental component of the GCRC application and applicants should embed EDI considerations *throughout* their proposals. Proposals will be evaluated on how well they address and incorporate EDI considerations.

Below are suggestions to help clusters begin addressing EDI within their GCRC applications:

Cluster Leadership and Team Composition:

Clusters should reflect upon the composition of their teams with respect to the representation of individuals with diverse identities. While clusters should pay particular attention to the representation of members from the four federally designated employment equity groups (women, Indigenous Peoples, visible minorities/racialized groups, and persons with disabilities), they are encouraged to think broadly about diversity to incorporate a range of self-identities, for instance, people of different ages, career stages, gender identities, sexual orientations, ethno-cultural backgrounds, and countries of origins. Applicants should consider their process for identifying, recruiting and selecting team members and where diversity is lacking, describe strategies for ensuring greater diversity such as targeted outreach or recruitment plans.

In addressing team composition, clusters are cautioned to avoid "tokenistic inclusion" by carefully examining how EDI is being incorporated into their plans for cluster leadership and organization to ensure that diverse team members have access to leadership opportunities and resources, and are able to fully participate in and contribute to the direction of cluster activities. In doing so, clusters are encouraged to reflect upon the existence of any barriers or obstacles that may prevent or inhibit the meaningful engagement of team members and describe appropriate mechanisms to address them. Similarly, in recruiting team members, clusters should consider the disproportionate unseen service burden placed on faculty from underrepresented groups.



Cluster Activities:

Advancing EDI is a shared responsibility. Clusters should consider strategies for developing their team's diversity competencies and inclusion skills to help ensure that EDI is guiding and being incorporated into their activities. To help build EDI capacity, clusters are encouraged to begin by reviewing and exploring EDI focused resources, training, and events available at UBC through faculties/departments and units such as the Equity & Inclusion Office, the Indigenous Research Support Initiative, the Learning Exchange, and the Community Engagement Office. Clusters are also encouraged to look beyond UBC to explore the wealth of online resources developed by Canadian universities and funding agencies such as:

- [CRC Equity, Diversity, and Inclusion: Best Practices for Recruitment, Hiring and Retention](#)
- [WWEST Gender Diversity 101 White Papers](#)
- [Gender Summit Report: Toward a New Normal](#)
- [SFU Library EDI Resource Guide](#)
- [Unconscious Bias – Additional Resources \(Status of Women Canada\)](#)

EDI considerations should inform the design of the proposed cluster activities (e.g. cluster building, knowledge exchange events, training/mentorship) to ensure that team members/collaborators/partners have equal opportunities and access to resources and feel they belong, are supported and integrated into the team. Strategies for ensuring inclusion and equitable treatment will vary depending on the nature of the proposed activities. Below are provided as examples:

- Targeted leadership or professional development opportunities for graduate students or early career researchers from underrepresented groups;
- Following best practices in [inclusive and accessible event planning](#) and avoid scheduling cluster activities and knowledge exchange events on [days of significance and religious holidays](#);
- Address scheduling barriers by eliminating team meetings/events before 9 am and after 4 pm to allow for the full participation of team members with childcare/family responsibilities;
- Open events with a [land acknowledgment](#) which recognizes that our cluster activities are taking place on the territory of the Indigenous people who call the land home or called the land home before the arrival of settlers

Depending on their proposed activities, clusters may also find it useful to consult with Associate Deans of Equity, the Senior Advisor to the Provost on Racialized Faculty, the Senior Advisor to the Provost on Women Faculty, and/or the Senior Advisor to the President on Indigenous Affairs.

Research Themes:

A growing body of literature demonstrates that considering diversity has the potential to make research more innovative, rigorous, ethically sound and societally relevant. It is therefore recommended that clusters consider whether and how EDI considerations are relevant to their research. In doing so, clusters may find it helpful to review the following online resources:

- Gender-based analysis plus (GBA+)
 - [What is GBA+](#) (Status of Women Canada)
 - [Introduction to GBA+ Online Course](#) (Status of Women Canada)
- Sex and gender-based analysis plus (SGBA+)
 - [Gender Innovations in Science, Health & medicine, Engineering and Environment](#) (Stanford University)



- [How to integrate sex and gender into research](#) (CIHR)
- Intersectionality
 - [Intersectionality-informed Qualitative Research: A Primer](#) (The Institute for Intersectionality Research & Policy, SFU)
 - [Intersectionality-informed Quantitative Research: A Primer](#) (The Institute for Intersectionality Research & Policy, SFU)
- Indigenous Research
 - [TCPS 2 \(2018\) – Chapter 9: Research Involving the First Nations, Inuit and Métis Peoples of Canada](#)
 - [CIHR Guidelines for Health Research Involving Aboriginal People](#)
 - [United Nations Declaration on the Rights of Indigenous People](#)