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	events inclusive by design (e.g., held somewhere accessible; consider those who feel uncomfortable in locations serving alcohol)? • Does the work environment of the team provide a safe, supportive and respectful workspace for all team members?	fostering excellent research. • Be aware of and promote various stakeholder organizations and community groups that support underrepresented faculty (e.g., faculty groups that represent interests of underrepresented groups; graduate student clubs; interest groups; etc.). • Recognize team members' efforts to advance equity and diversity by nominating them for diversity awards. • Participate in/organize public lectures by members of underrepresented groups and on topics of concern to these groups (e.g., Women in Science lectures, Indigenous approaches to research). Plan to have some of the team's research outputs presented through these forums. • Create a safe space for people who are not always seen and heard to feel comfortable participating in conversations (e.g., put together team meetings with interactive seminars on EDI topics and hold these during lunch times to ensure greater participation, and have regular team meetings to monitor the team's environment and help identify emerging EDI concerns). • Identify easily accessible and appropriate resources for team members, such as onsite child care with nursing rooms; accommodations offices within the institution; multi-faith prayer and meditation rooms; accommodations for students, faculty and staff fasting during Ramadan; flexibility for taking leave for religious obligations, rituals, celebrations and ceremonies; and support services for team members (such as immigration consultants, disability management specialists, faculty relations advisers, etc.).

Considering equity, diversity and inclusion perspectives in research design: Feasibility criterion

Feasibility criterion–Design of the research project

Gender-based analysis plus [3]

GBA+ will be assessed under the Feasibility criterion of the NFRF program. GBA+ is the process by which we ensure sound EDI principles are applied to research design, methods, analysis and interpretation, and/or dissemination of research findings. In the context of research, GBA+ is an analytical process used to systematically examine how differences in identity factors, such as sex, gender, race, ethnicity, religion, age and mental or physical disability, affect the outcomes of research and the impacts of research findings. The purpose is to promote rigorous research that considers identity factors, so the results are impactful and relevant to the diversity of the Canadian population. Applicants must provide a strong rationale if they believe that no aspect of the proposed research's design, methods, analysis and interpretation, and/or dissemination of findings should take GBA+ into consideration.

Applicants are strongly encouraged to take the Status of Women Canada online GBA+ module, as well as the tri-agency bias in peer review module to better understand these concepts.

Examples of questions to consider:

Why should I consider identity factors in my research design?

A vast number of studies show that consideration of GBA+ in a research project's design has the potential to make research more ethically sound, more rigorous and more useful. [4] Extrapolation of research findings that are based on a limited, nondiverse sample when compared to the overall population can lead to inaccuracies and have serious implications for how the research is interpreted and used.

How do I know if sex, gender and/or diversity considerations are relevant factors in my research?

There is an increasing number of cited research examples that would have or have benefited from considering identity factors in the research design and process. A good source for such examples is the Canadian Institutes of Health Research (CIHR) "Impacts of integrating sex and gender in research" and the Stanford University Gendered Innovations project. These materials provide practical examples and methods for sex and gender considerations, in addition to other factors or variables that should be considered, such as biological, sociocultural or psychological aspects of users, communities, customers, experimental subjects or cells. Research [5] has demonstrated how not taking into consideration certain identity factors, such as race or age, can lead to failed research projects.

How do I demonstrate that I have taken identity factors into consideration in my application?

Some questions to consider:

- Are sex (biological) considerations taken into account in the research design, methods, analysis and interpretation, and/or dissemination of research findings? (Y/N)
- Are gender (sociocultural) considerations taken into account in the research design, methods, analysis and interpretation, and/or dissemination of research findings? (Y/N)
- Are race and ethnicity considerations taken into account in the research design, methods, analysis and interpretation, and/or dissemination of research findings? (Y/N)
- If the research is using population/sample data, can that data be disaggregated by identity factors to determine differences between groups? (Y/N)
- Is there diversity in the work consulted and referenced in supporting/secondary research? (Y/N)
- Are other identity factors taken into account in the research design, methods, analysis and interpretation, and/or dissemination of research findings? (Y/N)
- Does the research engage or involve Indigenous Peoples using best practices and established guidelines? (Y/N)
  For best practices, see Resources below.
- If you answer "Yes" to any of these questions: Describe how identity factors will be considered in your research proposal.
- If you answer "No" for one or more questions: Explain why identity factors are not applicable in your research proposal.

Resources

- CIHR, Institute of Gender and Health, Featured Research
- CIHR, How to integrate sex and gender into research
- CIHR, Sex, Gender and Health Research
- Department of Women and Gender Equality, What is Gender-Based Analysis Plus?
- Status of Women Canada, GBA+ module
- NSERC, Guide for Applicants: Considering equity, diversity and inclusion in your application
- Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans
- SSHRC, definition of Indigenous Research
- SSHRC, Indigenous Research Statement of Principles

Indigenous research

Indigenous research is assessed under the Feasibility criterion. Indigenous research is research in any field or discipline that is conducted by, grounded in or engaged with First Nations, Inuit, Métis or other Indigenous nations, communities, societies or individuals, and their wisdom, cultures, experiences or knowledge systems, as expressed in their dynamic forms, past and present. Research by and with Indigenous Peoples and communities emphasizes and values their existing strengths, assets and knowledge systems. All research involving Indigenous Peoples must be undertaken in accordance with the second edition of the *Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans*, and, in particular, Chapter 9: Research Involving the First Nations, Inuit and Métis Peoples of Canada. It is fundamental that protocols and Indigenous traditions are respected when conducting research by and with Indigenous Peoples and communities.

Resources

- SSHRC, Indigenous Research
- CIHR, Guidelines for Health Research Involving Aboriginal Peoples
- Chapter 9: Research Involving the First Nations, Inuit and Métis Peoples of Canada
- Final Report of the Truth and Reconciliation Commission of Canada (PDF document, 0.3 Mb)
- National Centre for Truth and Reconciliation
- Universities Canada principles on Indigenous education
- Colleges and Institutes Canada, Indigenous Education Protocol for Colleges and Institutes
- Federation for the Humanities and Social Sciences, Reconciliation
- Assembly of First Nations (n.d.)
- First Nations Information Governance Centre, First Nations principles of OCAP.

Appendix A – Definitions

Gender refers to the socially constructed roles, behaviours, expressions and identities of girls, women, boys, men and people with diverse gender identities. It influences how people perceive themselves and each other, how they act and interact, and the distribution of power and resources in society. Gender is often conceptualized as a binary (girl/woman and boy/man), but there is considerable diversity in how individuals and groups understand, experience and express it, including nongendered, nonbinary and transgendered.

Gender-based analysis plus (GBA+) is an analytical process used to assess the potential impacts of policies, programs, services and other initiatives (such as research design) on diverse groups of women, men and people with diverse gender identities, taking into account multiple identity factors. The "plus" in the name highlights that GBA+ goes beyond gender and includes the examination of a range of intersecting identity factors (such as age, education, sexual orientation, parental status/responsibility, immigration status, Indigenous status, religion, disability, language, race, place of origin, ethnicity, culture and socio-economic status).

Intersectionality is a theoretical framework that was developed by professor Kimberlé Crenshaw in 1989 in a paper for the University of Chicago Legal Forum entitled "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics" to explain how African-American women face overlapping disadvantages and discrimination related to sexism and racism. This approach or lens is a best practice and assists researchers to better understand and address the multiple barriers and disadvantages that individuals with intersecting social identities, such as race, gender, sexuality and class, face. Using an intersectional approach to develop policies and research projects helps better identify and address systemic barriers.

Microaggression refers to brief and common verbal, behavioural or institutional actions that play into stereotypes or discrimination against a group of people, often from underrepresented groups. First coined by Dr. Chester M. Pierce in his 1970s research with Black Americans, research on microaggressions has since expanded to examine the experiences of Indigenous Peoples, people with disabilities, women, LGBTQ2+ people, and a number of racial, ethnic and religious groups. Taken in isolation, one instance of microaggression can seem like a minor event; however, members of underrepresented groups often experience the same microaggression repeatedly over time, producing adverse emotional, social, psychological and health impacts, which can also affect their level of productivity and sense of inclusion at work. Examples of microaggression include implying a member of an underrepresented group is an "equity hire"; asking where someone is "really from"; downplaying the effects of race, gender, ability, etc. on lived experiences; implying that someone's reaction is due to sensitivity, not the nature of the situation they are in; etc.

Sex refers to a set of biological attributes in humans and animals. It is primarily associated with physical and physiological features including chromosomes, gene expression, hormone levels and function, and reproductive/sexual anatomy. Sex is usually categorized as female or male, but there is variation in the biological attributes that comprise sex and how those attributes are expressed.

Tokenism can be defined as "the practice of doing something (such as hiring a person who belongs to a minority group) only to prevent criticism and give the appearance people are being treated fairly."

Unconscious bias is an implicit attitude, stereotype, motivation or assumption that can occur without one's knowledge, control or intention. Unconscious bias is a result of one's life experiences and affects all types of people. Everyone carries implicit or unconscious biases. Examples of unconscious bias include gender bias, cultural bias, race/ethnicity bias, age bias, language bias and institutional bias. Decisions made based on unconscious bias can compound over time, to significantly impact the lives and opportunities of others affected by the decisions one makes. The following steps can mitigate against bias:

- Stereotype replacement—think about a stereotype that you hold and consciously replace it with accurate information.
- Positive counterstereotype imaging—picture someone who counters a traditionally stereotyped role.
- Perspective taking—take the perspective of someone in a stereotyped group.
- Individuation—gather specific information about an applicant to prevent group stereotypes from leading to potentially inaccurate assumptions.

Find further strategies in this Unconscious bias training module.

1. Beaudry, C., Larivière, V. (2016). Which gender gap? Factors affecting researchers' scientific impact in science and medicine. Research Policy, 1-28.
2. See Appendix A–Definitions
3. Health fields often use the term SGBA+, to emphasize the importance of sex as a biological variable. The term GBA+ is broader and is used here to encompass all considerations of identity factors in research design.
4. Impacts of integrating sex and gender in research.
5. As examples, Criado-Perez, C. (2019) Invisible Women: Data Bias in a World Designed for Men. Abrams Press (review here).
   Taulli, T. (Aug 2019) "How Bias Distorts AI (Artificial Intelligence)," Forbes.

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