Further Readings

Acknowledging Different Ways of Knowing / Knowledge Creation: Effective research requires interprofessional collaboration and communication between academics, partners, and stakeholders. But how do you manage different ways of knowing within a research project to align with stakeholders' core beliefs and values, while also creating and transferring knowledge? Studies show that prejudice, lack of trust and respect, and different views/ways of knowing can impede the cultivation and maintenance of collegial relationships for effective collaboration and thereby affect knowledge transfer (Strange 2010; Wong et al. 2016). When research outcomes can incorporate and translate the co-production of knowledge, the information can empower stakeholders and raise the voices of those who were typically left on the margins (Rasool 2017).

Advertising Positions: Did you know that job advertisements using masculine language are less appealing to potential women and other underrepresented candidates? Evidence illustrates that women, among others, are less likely to believe they belong in a particular workplace or position when a job advertisement uses masculine terms (him/he) or coded words (i.e., "competitive" or "dominate"), which affect perceptions of job appeal, gender diversity, and anticipated "belongingness" in a position (Gaucher et al. 2011). Overall, job descriptions using masculine language subtly adhere to gender stereotypes and thereby contribute to maintaining unconscious bias and the status quo in maledominated fields. Gender bias in job descriptions can limit an applicant pool, and thereby restrict talent and diversity in the workplace.

Communication Styles: In her book, [Quiet: The Power of Introverts in a World that Can't Stop Talking](#), Susan Cain outlines what she refers to as the "extrovert ideal" in Western societies, the belief that the "ideal" self is a gregarious extrovert who enjoys the spotlight. She argues that more introverted individuals can be sometimes be pathologized (e.g., viewed as 'antisocial') and that many workplace practices that emphasize group work and brainstorming may undervalue and underutilize more introverted team members. It is also important to recognize that expectations for verbal and non-verbal communication also sometimes differ between cultural groups and by gender (e.g., direct vs. indirect communication styles; approaches to conflict; degree of eye-contact, etc.).

Evaluating Resumes: Unconscious bias is an implicit, unintentional attitude or assumption that affects the way people think and act. Unconscious bias can have a profound impact on the success of potential job candidates. For example, a 2018 study found that Asian-named applicants were 20-40% less likely to receive a callback (Banerjee et al. 2018.). Similarly, a 2016 study found that candidates who "whiten" their resumes by removing or downplaying 'racial cues' were significantly more likely to receive a callback (Kang et al. 2016).

Research infrastructure and equipment: [In a recent article for the Guardian](#), Caroline Perez (author of the book: [Invisible Women: Exposing Data Bias in a World Designed for Men](#)) outlines how an assumption of a "standard male" body form in industrial design has negatively

impacted women's health. For example, cars tend to be designed around the assumption of a male driver (who are, on average, taller and weigh more than women) and a 'female' crash test dummy built was only developed in 2011. When a woman is involved in a car crash, she is 47% more likely to be seriously injured than a man and 17% more likely to die. Similarly, most personal protective equipment is designed based on a "typical male" shape, meaning that it may not fit many women (or minority men).

Retention & Accommodations: Many factors can influence a student's performance and ability to continue in a research training program including (but not limited to) their physical health, their mental health, their socioeconomic status, and gendered expectations (e.g., childcare responsibilities; elder care responsibilities). Students are not required to disclose such information to their supervisors, though they may choose to do so. If an accommodation is needed, it is important that the supervisor not make assumptions about what the student can or cannot accomplish. Rather, the student and the supervisor should have an open discussion that discuss a range of possible of approaches and reasonable solutions that will still uphold essential academic requirements and standards. For more information, please see [the educator rights & responsibilities page](#) at Accessibility Services.