

EQUITY, DIVERSITY AND INCLUSION
IN HIGHER EDUCATION AND RESEARCH:
WHAT THEY ARE AND WHY THEY ARE NEEDED

CURRENT SITUATION

EDI: A GROWING MOVEMENT

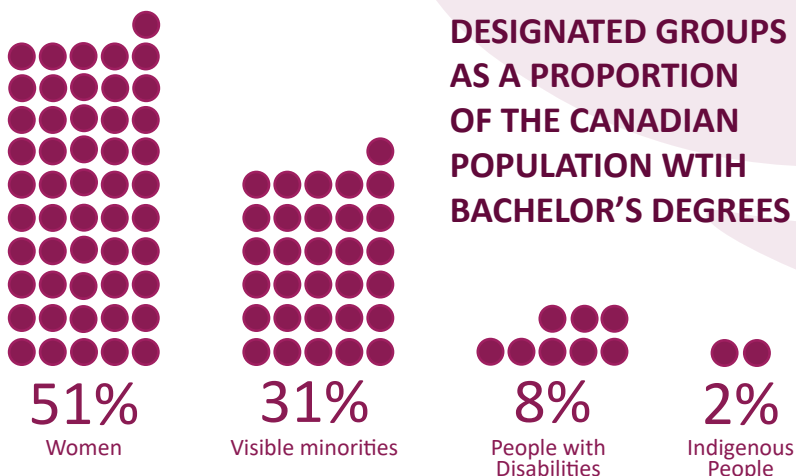
In Quebec and the rest of Canada, as in the United States and Europe, there is a growing, broad-based movement to promote equity, diversity and inclusion (EDI) at all levels of government as well as in education and research institutions and private businesses. Internationally, this movement is expressed, for example, in United Nations Sustainable Development Goal 5: Gender Equality. Closer to home, it is expressed in the Quebec government's 2017-2022 strategy for research and innovation and in its strategy for gender equality by 2021 (Quirion, 2019).

SOME NOTEWORTHY INITIATIVES

- **Government of Canada** : Gender-Based Analysis (GBA+)
- **Canada Research Chairs**: EDI Action Plan
- **NSERC** : Dimensions: Equity, Diversity and Inclusion Canada
- **United Kingdom**: Program Athena-SWAN
- **United States**: STEM Equity Achievement (SEA Change) workshop
- **Australia**: Science in Australia Gender Equity (SAGE) initiative

DESIGNATED GROUPS AS A PROPORTION OF THE POPULATION

- **Women** account for 51% of the population of Canada and 54% of the population of Quebec.
- **Members of visible minorities** account for a smaller proportion of the population in Quebec than in Canada as a whole (10% versus 21%).
- **People with disabilities** account for a smaller proportion of the population in Quebec than in Canada as a whole (10% versus 14%).
- **Indigenous people** account for a very small proportion of the population both in Quebec (2%) and in Canada as a whole (4%).

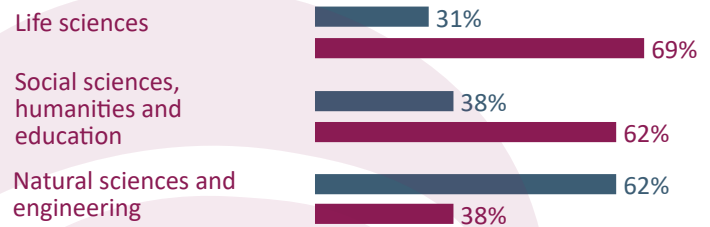


DESIGNATED GROUPS AS A PROPORTION OF THE CANADIAN POPULATION WITH BACHELOR'S DEGREES

REPRESENTATION OF WOMEN AT UNIVERSITIES IN CANADA

In the **life sciences** and in the **social sciences, humanities and education**, women are the majority among students but the minority among faculty. They become a smaller and smaller minority as academic rank increases, so they have less of a presence at the levels where decisions about teaching and research priorities are made. In the **natural sciences and engineering**, women are a minority from the bachelor's level onward, and once again, among faculty, women's representation declines as academic rank increases.

REPRESENTATION OF WOMEN AT THE BACHELOR'S LEVEL IN CANADA



REPRESENTATION OF WOMEN AMONG FULL PROFESSORS IN CANADA

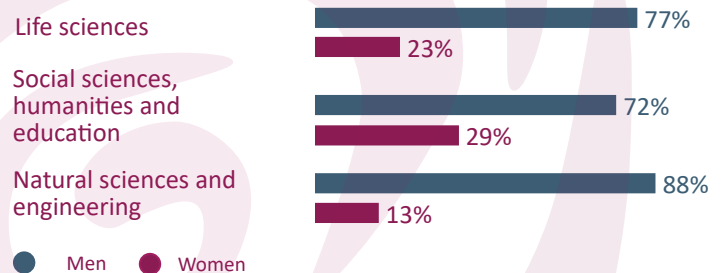


Figure adapted from Council of Canadian Academies, Expert Panel on Women in University Research. Strengthening Canada's Research Capacity: The Gender Dimension, 2013.

SELF-IDENTIFICATION

As of summer 2018, the Social Sciences and Humanities Research Council (SSHRC) and the Natural Sciences and Engineering Research Council (NSERC) ask all applicants for funding competitions (grants, scholarships, and fellowships) to self-identify with information on their age, gender, Indigenous identity, and status as a member of a visible minority group or person with a disability. This information will enable these funding agencies to examine whether or not the various groups are experiencing extra challenges in seeking research funding.



DID YOU KNOW?

About 65% of all people in Quebec belong to at least one designated group and may collectively face barriers to employment.

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ABOUT THE NSERC CHAIR FOR WOMEN IN SCIENCE AND ENGINEERING (QUEBEC)

The overall goal of the NSERC Chair for Women in Science and Engineering (Quebec) is to increase women's participation in science and engineering in Quebec. To achieve this goal, the Chair has divided its program into two components: an **activities** component and a **research** component.

The general objective of the **activities** component is to break down the often unconscious and unintentional barriers that girls and women face at various times in their lives and that limit their access to enjoyable careers in science and engineering.

The general objective of the **research** component is to analyze the current status of women in science and engineering in Quebec, and then evaluate potential solutions to help them to advance in these fields.

In the activities and research that it plans to carry out during its first term, the NSERC Chair for Women in Science and Engineering (Quebec) will pursue the following specific objectives:

1. **Demystify** science and engineering;
2. **Raise awareness** of the impact that careers in science and engineering have on society;
3. **Present women** currently working in science and engineering as role models, to counter stereotypes;
4. **Provide tools to support** women who have chosen careers in science and engineering, and sensitize the settings in which they work;
5. **Support** science and technology teachers in primary and secondary schools;
6. **Understand and report on the status** of women in science and engineering in Quebec;
7. **Develop strategies** for recruiting and retaining female science and engineering students and professors in Quebec.

ACKNOWLEDGEMENTS

The completion of this project was made possible by our partners: the Natural Sciences and Engineering Research Council of Canada (NSERC), the Fonds de recherche du Québec – Nature et technologie (FRQNT), the Secrétariat à la condition féminine and the Université de Sherbrooke.

With funding from

