

EDI IN AN NSERC DISCOVERY GRANT APPLICATION

FREQUENTLY ASKED QUESTIONS

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This FAQ was produced to support individuals writing NSERC Discovery Grant applications. More specifically, it addresses the consideration and integration of equity, diversity and inclusion (EDI) therein.

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GENERAL QUESTIONS

¹ The terms GBA+ and SGBA+ can be considered synonymous. Sex and gender-based analysis (SGBA) is used in the health field to highlight the importance of sex as a biological variable.

² The terms GBA+ and SGBA+ are used in Canada, whereas the expression *analyse différenciée selon le sexe + (ADS+)* is used in Quebec.

Q1. Can we have examples of “good EDI paragraphs”?

NO. Examples of good paragraphs can have a positive or a negative impact. They can certainly help shed light on the expectations of the granting agency. However, they can also focus ideas along the directions outlined in the examples. This would run counter to what granting agencies are looking for, i.e., approaches or action plans custom-developed for each team and research program based on their specific challenges.

Q2. Can we have guidelines for integrating EDI into a Discovery Grant application?

YES. Here are a few tips for each of the sections found in NSERC Discovery Grant applications.

“Research proposal” section:

1. Assess whether considering or not considering the diversity of populations in one’s research could have an impact on results or outcomes. To do so, carry out a gender-based analysis plus (GBA+):^{1,2}
 - If the GBA+ reveals that it is not necessary to consider the diversity of the population in the project, explain this. It should be noted that the fact that there are no studies that have examined this issue is not a sufficient reason to justify not considering the diversity of the population.
 - If the GBA+ reveals that the diversity of the population must be considered in the project, move on to point 2.
2. Reflect on adapting the methodology for:
 - recruiting participants;
 - choosing cell types (and the sex of the cells used);
 - conducting the research;
 - analyzing the results;
 - disseminating the results;
 - demonstrating or disproving the impact of sex and/or gender on the problem under study.
3. Write down the reasons behind the ways diversity was considered.
4. Describe how the research plan will take diversity into consideration.

“Training philosophy for Highly Qualified Personnel” section:

1. Describe challenges or barriers specific to one’s team, research program or institution when it comes to recruiting a diverse team **and establishing equitable processes and an inclusive environment;**
2. Describe the action plan for overcoming these challenges and barriers;
3. Include concrete examples of actions that will be put in place for specific challenges encountered.

“Past contributions to the training of highly qualified personnel” section:

1. Identify and explain EDI achievements, for example:
 - Actions taken to obtain a diverse team, if applicable (e.g., non-gendered language in a posting text);
 - Equitable processes developed (e.g., evaluation of applications, distribution of responsibilities);
 - Actions implemented to promote the inclusion of team members (e.g., creating a psychologically safe environment).
2. Include specific examples.

“Researcher excellence” section

1. Promotion of EDI in research:
 - Describe one's contributions to promoting EDI in research;
 - Give specific examples of contributions.
2. To take into account career interruptions (parental leave, sick leave, informal caregiving, etc.):
 - Clearly describe the gap (type of interruption, exact period, complete or partial interruption) without giving personal details;
 - Quantify the delay caused for research;
 - Do not hesitate to contact NSERC for advice.

FOR INFORMATION ON SEX AND GENDER AND HOW TO INTEGRATE THEM INTO RESEARCH:

- > *How to integrate sex and gender into research.* Canadian Institutes of Health Research:
<https://cihr-irsc.gc.ca/e/50836.html>
- > Government of Canada's *GBA+ Research Guide*:
<https://women-gender-equality.canada.ca/en/gender-based-analysis-plus/resources/research-guide.html>
- > The pamphlet *Considérer la diversité de la population dans sa recherche : introduction à l'ACS+ et l'ADS+* (French only):
<http://cfsg.espaceweb.usherbrooke.ca/outils-pour-ledi-en-recherche/>
- > The website *Gendered Innovations, Methods of Sex and Gender Analysis* page:
<http://genderedinnovations.stanford.edu/methods-sex-and-gender-analysis.html>

Q3. My research topic has no connection to EDI. Why do I need to address EDI in my Discovery Grant application?

The answer to this question has two parts, according to the sections found in NSERC Discovery Grant applications.

1. **“Research proposal” section:** If the gender-based analysis+ (GBA+) does not suggest the need to consider diversity in a research program, simply explain this.
2. **“Training philosophy for highly qualified personnel” section:** The integration of inclusive and equitable practices in team management and the training of highly qualified personnel, as well as diversity in research teams’ composition, are priorities for NSERC. There are a variety of reasons why these actions are essential, such as expanding the talent pool, diversifying models, and broadening perspectives and concerns.

Q4. Should I use a writing style that includes both feminine and masculine forms?

Following are a few points to take into account in pondering the use of **masculine/feminine pronouns**, **gender-neutral wording** and **inclusive language**:

1. To avoid overburdening a text with pronouns, switch to the plural when possible, recast the sentence (for example, in the passive voice), or use “they” and “their.”
2. The use of gender-neutral or inclusive writing is, in itself, an EDI practice. It therefore demonstrates an effort along these lines.
3. Gender-neutral language includes the use of non-gender-specific words (such as “chair” rather than “chairman.”
4. Inclusive language entails the use of non-exclusive terms (such as “persons experiencing homelessness,” rather than “the homeless”). Other exclusive terms to watch out for may be related to age, class, disability, gender and sexual orientation, positions of power, race and ethnicity, religion, or size.

Q5. How can performance and excellence be reconciled with EDI?

Research has identified several potential benefits of diversity (e.g., less groupthink, higher innovation and performance, diversity of concerns).

It is also recognized that having more equitable processes and more inclusive environments helps to reduce the challenges faced by members of research teams, especially those belonging to one or more designated groups (e.g., harassment, hostile environments, communication difficulties, unconscious and implicit biases, presumption of linearity in research careers).

According to Canada's three research granting agencies:

The Canadian Institutes of Health Research, the Natural Sciences and Engineering Research Council, and the Social Sciences and Humanities Research Council are committed to excellence in research and research training. Achieving a more equitable, diverse and inclusive Canadian research enterprise is essential to creating the excellent, innovative and impactful research necessary to advance knowledge and understanding, and to respond to local, national and global challenges.

(NSERC, n. d.-a, Tri-Agency Statement on Equity, Diversity and Inclusion [EDI])

From this point of view, EDI is not incompatible with excellence, but conducive to it. However, changes in culture and practices must be implemented to this end. Among other things, NSERC has adapted its evaluation criteria for Discovery Grants (e.g., Excellence of the researcher - recognition of contributions to the promotion of equity, diversity and inclusion in research activities; - recognition of career interruptions). It also offers scholarship supplements for parental leave. In addition, among other things, NSERC aims for researchers to be proactive, to go beyond the usual recruitment networks, and to make their research environments more inclusive.

NSERC views EDI as a means of furthering collective excellence.



QUESTIONS REGARDING THE TRAINING OF HIGHLY QUALIFIED PERSONNEL (HQP)

Q6. What is a diverse team?

A team can be diverse in terms of identity and discipline.

1. **Identity diversity** refers to the individual characteristics of team members: sex, gender, culture, origin, language, age, socio-economic background, etc.
2. **Disciplinary diversity** refers to the training and expertise of team members: mechanical engineering, psychology, marketing, photonics, technology instruction, etc.

The federal and provincial granting agencies often refer to the **designated groups** in connection with diversity. These are groups of marginalized or under-represented people who face persistent barriers to employment. In Canada, the designated groups according to the *Employment Equity Act* are women, Indigenous peoples, persons with disabilities and visible minorities. Quebec also recognizes ethnic minorities, i.e., people, other than Indigenous persons and members of a visible minority, whose mother tongue is neither French nor English.

However, it must be remembered that diversity does not refer only to the designated groups.

³ Tokenism refers to “the principle or practice of granting minimum concessions, esp. to minority or under-represented groups, as a token gesture to appease public pressure, comply with legal requirements, etc.” (Oxford Canadian Dictionary [2nd edition], 2006). In French, tokenism is referred to as *instrumentalisation*. In the context of EDI, the use of demographic data could result in individuals feeling that they are being included on a team merely to fill a quota.

Q7. Should I list the groups represented on my team?

NO. For reasons of confidentiality and to avoid tokenizing³ research team members (or making them feel tokenized), it is preferable not to specify any demographics. Instead, it is recommended to describe: 1) the challenges or barriers to recruiting a diverse team and to establishing equitable processes and an inclusive environment; and 2) the action plan adapted to the research team in order to overcome these challenges and obstacles. Note that review committees do not judge the composition of the team, but rather the processes put in place to support diversity.

NOTE:

- > For the same reasons, it is not recommended to use a self-identification questionnaire for one's research team.
- > The signing of Appendix D of Form 100: *Consent to Provide Limited Personal Information About Highly Qualified Personnel (HQP) to NSERC* does not allow for disclosing the signatory's demographic data. By signing this document, the signatory only authorizes the disclosure of the person's name, type of HQP training, training status (in progress or completed), period of supervision or co-supervision, title of research project or thesis, title of position, and name of employer.

Q8. Should I set targets for myself?

The answer to this question has two parts:

YES. Generally speaking, for an organization, using the trio of objectives-targets-indicators is a good practice for implementing and assessing a change (Langelier & Brodeur, 2020). This trio can be adapted according to the number of people on the research team. For a larger team (e.g., 20 or more members), targets associated with an increase in the sense of inclusion would be entirely appropriate. For a smaller team (e.g., 5 members), targets related to creating activities conducive to inclusion would be better suited.

However, for reasons of confidentiality and to avoid tokenizing research team members, the use of diversity targets (e.g., X% women) is to be avoided.

Q9. An individual selected on a research team and belonging to a designated group may feel that they were chosen for their identity rather than their skills. The host community may also feel this way. What can be done to avoid this situation?

The answer to this question has three parts:

1. **An equitable and transparent selection process:** Make sure that systemic barriers to diversity have been identified and removed, and that the process applied is disclosed and known.
2. **Threshold of competence:** Establish a threshold of competence at which an individual is deemed capable of succeeding in the position to be filled. Make the final selection from among the pool of people who meet this threshold in order to complete the team.
3. **EDI training:** Make sure that members of the research community as well as applicants are made aware of unconscious biases and other systemic barriers to the hiring and advancement of persons belonging to a designated group.

Q10. My team is already diverse; what more can I do?

The answer to this question has three parts:

1. **Beyond diversity:** The fact that a team is diverse does not mean that its members are necessarily unaffected by unconscious biases, exclusion, inequity, etc. This is why team diversity is only one component of EDI in training and research. Each action plan should therefore also address the inclusion of team members and equity in team management processes.
2. **Random chance or not:** The people reviewing a grant application are not in a position to know whether the current situation within a team is a result of random chance or of actions that were carried out. So, even if a team is currently diverse, it is important to describe the action plan in effect for maintaining a diverse team over the years.
3. **Beyond the research team:** It is also possible to get involved outside the research team with other targeted audiences in order to promote one's community or area of research (e.g., outreach efforts) and generally attract a greater diversity of people and profiles.

Q11. In implementing an approach or action plan for recruiting a diverse research team, do I have an obligation of result?

NO. NSERC does not require the goal of achieving a diverse team. Instead, it asks the applicant to demonstrate how EDI will be considered in their training philosophy. It is therefore recommended to describe inclusive and equitable recruitment and supervisory practices that have been established. This is an obligation of means.

Q12. In my research area, certain groups are under-represented (e.g., women make up 15% of the student community). I struggle to see how my team could have the same representation as the Canadian population (e.g., 50% women). Should I be concerned?

NO. The answer to this question has two parts:

1. **Beyond gender:** Diversity goes beyond gender: Having a diverse team does not require that the team be representative of the population, but rather having team members with a diversity of concerns, perspectives and approaches that stem from their identity characteristics (gender, origin, age, parenthood status, immigration, etc.) and their disciplinary training and experience.
2. **Beyond diversity:** Integrating EDI into the training of highly qualified personnel can take on different forms, for example:
 - Adapting the recruitment process to promote diversity within one's team;
 - Implementing equitable team management processes;
 - Identifying the challenges faced by team members and proposing initiatives to overcome them;
 - Creating an inclusive environment;
 - Developing a workshop on GBA+;
 - Integrating EDI into a course.

Q13. In my approach or action plan, must I take each of the four designated groups into consideration (women, visible minorities, Indigenous peoples, persons with disabilities)?

Not necessarily. The answer to this question has two parts:

1. **Highlight key groups and actions:** The space allotted to describe EDI practices in the training of highly qualified personnel (HQP) is limited. In addition, space must be reserved for describing the challenges and barriers specific to one's team, field of research or institution. It is acceptable to focus on certain designated groups based on the challenges and barriers identified (without describing demographics).
2. **Beyond the four designated groups:** According to NSERC (n.d.-b):

Diversity refers to the conditions, expressions and experiences of different groups defined by age, education, sexual orientation, parental status/responsibility, immigration status, Indigenous status, religion, disability status, language, race, place of origin, ethnicity, culture, socio-economic status and other attributes. (p. 3)

Thus, NSERC does not require that all designated groups under the *Canadian Employment Equity Act* be considered within the same grant application.

Q14. I am doing “field” work. Must I take people with reduced mobility into consideration?

Not necessarily. The answer to this question has two parts:

1. **Reflect:** A reflection should certainly be carried out on this topic, for example: Is it possible to assign data analysis work to this person; is there equipment in place and available to give this person access to the field?
2. **Highlight key groups and actions:** The space allotted to describe EDI practices in the training of highly qualified personnel (HQP) is limited. In addition, space must be reserved for describing the challenges and barriers specific to one’s team, research area and institution. Hence, it is acceptable to focus on certain groups based on the challenges and barriers identified (without describing demographic data).

Q15. Does gender diversity concern women only?

NO. The explanation to this question has two parts:

1. **Under-representation:** Often, when people refer to gender diversity, it calls to mind women who are under-represented in traditionally male environments such as science and engineering. However, in other settings such as education and nursing, men are in the minority. And in all these settings, people with a non-binary identity or a transgender identity are always in the minority and frequently experience discrimination.
2. **The challenges:** Under Canadian and Quebec employment equality legislation, women are recognized as a designated group. This is a group that collectively faces employment challenges. Women often advance at a slower pace and reach lower levels than men. They face more challenges, including unintentional prejudice, even in more female settings.

Q16. It is recommended to describe challenges or barriers to recruiting a diverse team and to establishing equitable processes and an inclusive environment. How can I take stock of my research team or research area?

The answer to this question has two parts:

1. **Challenges of inclusion and equity:** Depending on the size of the team, holding discussion meetings or conducting a survey are appropriate ways to identify the challenges faced by the various members.
2. **Diversity challenges:** The main under-represented groups in a given research area can be identified by examining general population and university enrolment statistics.

FOR INFORMATION ON STATISTICS:

> Statistics from **NSERC**:

- *2020 Competition Statistics – Discovery Grants, Research Tools and Instruments and Subatomic Physics Programs:*
https://www.nserc-crsng.gc.ca/professors-professeurs/discoverygrants-subventionsdecouverte/index_eng.asp
- *Competition year 2019 statistics: Postgraduate Scholarships, Alexander Graham Bell Canada Graduate Scholarships, Postdoctoral Fellowships Program and Undergraduate Student Research Awards:*
https://www.nserc-crsng.gc.ca/_doc/Students-Etudiants/2019StatsScholarships_e.pdf
- *Women in Science and Engineering in Canada (2017):*
https://www.nserc-crsng.gc.ca/_doc/Reports-Rapports/WISE2017_e.pdf

> Statistics from **FRQ-NT**:

- *Rapport annuel de gestion 2018-2019:*
https://frq.gouv.qc.ca/app/uploads/2021/04/rapport-aneuel_frqnt_2018-2019.pdf (French only)
- *Femmes en recherche au Québec : où en sommes-nous?*
<https://www.acfas.ca/publications/magazine/2019/02/femmes-recherche-au-quebec> (French only)

> Other statistics for **women in science and engineering**:

- *Inscriptions des femmes en sciences et en génie au collégial et à l'université au Québec:*
<http://cfsg.espaceweb.usherbrooke.ca/rapport-statistique/> (French only)
- *Analyse de la distribution des genres dans les domaines des STIM au Canada:*
<http://cfsg.espaceweb.usherbrooke.ca/rapport-statistique/> (French only)

> For **data specific to an institution**, data may have already been prepared for the research community. If not:

- Consult the Registrar's Office (statistics on the student community);
- Consult Human Resources (statistics on employees).

FOR INFORMATION ON CHALLENGES AND WAYS TO IDENTIFY THEM:

- > *Guide pour repérer les défis reliés à l'équité, la diversité et l'inclusion vécus par les membres d'une équipe de recherche:* <http://cfsg.espaceweb.usherbrooke.ca/outils-pour-ledi-en-recherche/> (French only)
- > The pamphlet *Les défis rencontrés par les groupes désignés et les groupes marginalisés:*
<http://cfsg.espaceweb.usherbrooke.ca/outils-pour-ledi-en-recherche/> (French only)

For other relevant resources, see the end of this document.

Q17. In my text, if I explain a few concrete EDI-related activities that I do, is that enough?

NO. Including examples of concrete activities is a good practice, but insufficient in itself. Although it is easier to see the researcher's commitment to EDI with examples, it is most important to link them with concrete challenges encountered in the recruitment and training of highly qualified research personnel.

Q18. I have the impression that all the texts will look the same. So why not accept generic texts?

It is true that some EDI practices come to mind more readily than others. However, since applicants are asked to identify challenges and barriers specific to their program, research area or institution, this will result in personalizing the texts. This is in fact what the granting agencies want researchers to do—to think about different ways of doing things and to explain an approach or game plan adapted to their reality.

Q19. Integrating EDI into the training of HQP leads to a subjective assessment, as there is no quantitative data other than demographics. How will EDI be evaluated?

In Discovery Grants, "Assessment of the HQP training plan will focus on two components: the research training plan and the training philosophy" (NSERC, 2019a, p. 3). EDI can now be found in the training philosophy. However, the training philosophy has always been qualitative rather than quantitative.

Depending on the merit indicators for the training of highly qualified personnel, exceptional level includes:

1. A clear description of "Challenges related to equity, diversity and inclusion specific to the institution and field of research" (NSERC, 2020b, p. 4);
2. A clear definition of "Specific actions to support the recruitment of a diverse group of HQP and an inclusive research training environment" (NSERC, 2020b, p. 4).

Moreover, it should be reiterated that demographic data is not appropriate in a Discovery Grant application.

Q20. What are the most common pitfalls that weaken an EDI section at first glance for the reviewer?

The following table presents and explains the main pitfalls.

PITFALLS	EXPLANATIONS
<ul style="list-style-type: none"> • Basic description of the team's demographics 	<ul style="list-style-type: none"> • This data is inappropriate in a Discovery Grant application • A team's diversity can be the result of chance • It is important to also consider inclusion and equity
<ul style="list-style-type: none"> • Presenting one's personal situation as the only guarantee of considering EDI in the training philosophy 	<ul style="list-style-type: none"> • Being a member of a group experiencing difficulty does not guarantee the implementation of actions that integrate EDI practices
<ul style="list-style-type: none"> • Merely presenting the EDI policies or resources available at one's institution 	<ul style="list-style-type: none"> • This may be interpreted as a lack of consideration of the EDI challenges existing in the context of the research team or research program
<ul style="list-style-type: none"> • Shifting all responsibility for EDI to a member of the team, such as a research professional from a designated group (or not) 	<ul style="list-style-type: none"> • This can be seen as a lack of involvement or willingness on the part of the researcher <p>Note: On a very large team, such as at a centre, people may be hired as equity officers. In this context, they will address a large portion of EDI. In such a situation, the researcher must demonstrate their commitment.</p>

QUESTIONS ABOUT THE RESEARCH PROPOSAL

Q21. What's the difference between sex and gender?

According to CIHR (2019):

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.

Gender refers to the socially constructed roles, behaviours, expressions and identities of girls, women, boys, men, and gender diverse people. It influences how people perceive themselves and each other, how they act and interact, and the distribution of power and resources in society. Gender identity is not confined to a binary (girl/woman, boy/man) nor is it static; it exists along a continuum and can change over time. There is considerable diversity in how individuals and groups understand, experience and express gender through the roles they take on, the expectations placed on them, relations with others and the complex ways that gender is institutionalized in society. (See Definitions section.)

Q22. Addressing EDI in the proposal takes up space at the expense of scientific arguments. Why is it relevant?

In keeping with NSERC's vision of excellence, the EDI criteria are as important as the science criteria and will therefore be taken into account in the peer review process. Excellence in science is attained through EDI.

For example, the diversity of the population can have an impact on research and innovation results and, in some cases, should be considered at all stages of a research project or program.

TO DETERMINE IF A RESEARCH STUDY SHOULD CONSIDER DIVERSITY, ONE CAN SIMPLY CONDUCT A GENDER-BASED ANALYSIS PLUS.

- > *How to integrate sex and gender into research.* Canadian Institutes of Health Research:
<https://cihr-irsc.gc.ca/e/50836.html>
- > Government of Canada's *GBA+ research guide*:
<https://women-gender-equality.canada.ca/en/gender-based-analysis-plus/resources/research-guide.html>
- > The pamphlet *Considérer la diversité de la population dans sa recherche : introduction à l'ACS+ et l'ADS+*:
<http://cfsg.espaceweb.usherbrooke.ca/outils-pour-ledi-en-recherche/> (French only)
- > The website *Gendered Innovations, Methods of Sex and Gender Analysis* page:
<http://genderedinnovations.stanford.edu/methods-sex-and-gender-analysis.html>

Q23. Are there any pitfalls to avoid in relation to the research proposal?

YES.

1. Assuming that just because the diversity of populations does not have an impact on one's research results, it is unnecessary to consider EDI within one's research team.
2. Assuming that it is irrelevant to consider the diversity of populations since the project is not in the health field.

The following website sets forth case studies involving a consideration of sex and gender in different fields, along with ways to consider these variables in research.

> *Gendered Innovations in Sciences, Health & Medicine, Engineering and Environment:*

<https://genderedinnovations.stanford.edu/>



BUDGETARY QUESTIONS

Q24. There are financial costs associated with considering EDI in my research program (e.g., travel for persons with reduced mobility, or larger sample or number of prototypes). Will funding be adjusted accordingly?

Currently, the Discovery Grant Program does not include a supplement for considering diversity.

Q25. Does NSERC provide financial support for parental leave for highly qualified personnel?

YES.

"Students and fellows who are paid out of an NSERC grant, and those receiving awards directly from NSERC, are eligible to receive up to twelve months of paid parental leave." (NSERC, 2019b, Students and fellows section).



QUESTIONS ABOUT THE APPLICATION REVIEW PROCESS

Q26. Is EDI really assessed in grant applications?

YES. In the Discovery Grant Program, EDI has an impact on the outcome of the evaluation.

Q27. What EDI training do review committee members undergo?

1. The organization requires all members “to complete the Bias in Peer Review online learning module” (NSERC, 2020b, p. 30);
2. Members should review the merit indicators contained in the Discovery Grants peer review manual;
3. Pre-application review meetings allow members to ask questions about EDI assessment;
4. Examples of texts of varying quality are provided for members to familiarize themselves with;
5. Members can consult various relevant documents such as:
 - *Guide for Applicants: Considering equity, diversity and inclusion in your application*;
 - NSERC’s *Framework on Equity, Diversity and Inclusion* and resources such as the document *Strengthening Canada’s Research Capacity: The Gender Dimension*.

Q28. External scientists are not necessarily trained in EDI. How is their evaluation taken into consideration?

According to our sources, for the 2020 competition, external scientists generally provided very little feedback on the quality of EDI consideration in grant applications. Most often, they simply pointed out whether or not the applicant addressed this point.

Following is an excerpt from a message sent to the NSERC evaluation group:

You may find inconsistencies between reviews by external reviewers and EG [Evaluation Group] comments or ratings. Remember that the reviews by external reviewers are only one of the elements that the EG considers in its assessment. The external reviewers do not have the same overall vision as EG members, who participate in a range of benchmarking activities to prepare for the review process and who review an average of 40 applications per competition.

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

The mission of the Chair for Women in Science and Engineering (CWSE) in Quebec is to increase the representation of women and maintain their participation in the field of science and engineering (SE). The Chair's first action area is to work with girls and the people close to them to present and demystify the opportunities that SE has to offer. The Chair also works with students and professionals to better equip them to overcome the obstacles that continue to affect their careers. Moreover, the Chair works with several communities to rally efforts around the recruitment, retention and advancement of women in SE. The Chair's second action area is to conduct research to understand and raise awareness of this issue. In this way, it helps propose potential solutions to the various authorities involved, with a view to driving change.



ABOUT UNIVERSITÉ DE SHERBROOKE

In its 2018–2022 strategic plan, Université de Sherbrooke committed to becoming an exemplary environment with respect to equity, diversity and inclusion (EDI). This commitment has resulted in the adoption of a related action plan, which is under the direct responsibility of the rector. Implementation of this plan is supported by the Executive Committee, the EDI Strategic Committee and all its working committees, and by several influential members of our community. The university is proud to be able to count on the leadership of the Chair for Women in Science and Engineering, which is contributing to this objective by developing a series of EDI-related training and tools, thereby strengthening our academic community.

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