

# **EDI in Action: Best Practices and Future Directions**

*A Science & Policy Exchange Workshop*



**REPORT**

*Science & Policy Exchange* (SPE) is a student-led non-profit organization that aims to assemble students and leaders in government, industry, research, and the community for an exchange of ideas on science and policy issues. To learn more, visit: <http://www.sp-exchange.ca>.

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## Acknowledgements

Science & Policy Exchange (SPE) is based in Tiohtiá:ke/Montreal, the traditional and unceded territory of the Kanien'kehá:ka (Mohawk) - a place which has long served as a site of meeting and exchange amongst many First Nations including the Kanien'kehá:ka of the Haudenosaunee Confederacy (also referred to as the Iroquois or Six Nations Confederacy), Huron/Wendat, Abenaki, and Anishinaabeg. We further acknowledge the deep ties between colonialism and modern western science and research. At SPE, we strive to support Indigenous students and researchers by actively reaching out to and working with the Indigenous STEMM community to collaboratively advocate for their inclusion in evidence-informed decision-making.

In addition, we would like to thank our sponsors, the Natural Sciences and Engineering Research Council of Canada, Simon Fraser University, l'Université Laval, les Fonds de Recherche du Québec, McGill University, the University of Ottawa, and Wilfrid Laurier University for their support of this event.

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Video recordings of the two workshops can be found on the [Science & Policy Exchange YouTube channel](#), accessible with the QR code to the right.



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# Introduction

The past few years have been a time of heightened attention for equity, diversity, and inclusion (EDI) in academic institutions and in the larger community. This has resulted in a greater awareness of the barriers and challenges faced by under-represented groups in academia. In order to harness this heightened awareness to truly make academic institutions more diverse, inclusive, and equitable, it is necessary to create and enact action plans that create meaningful and concrete change in policy.

With this goal of moving from EDI talk to EDI action, Science & Policy Exchange collaborated with the Dimensions team of the Natural Sciences & Engineering Research Council of Canada (NSERC) to organize a comprehensive EDI workshop - *EDI in Action: Best Practices & Future Directions* – offered in both English (September 11, 2021) and French (September 27, 2021), averaging over 50 participant per day. This workshop featured a keynote presentation and workshop delivered by Dimensions and panel discussions amongst EDI practitioners and student leaders of EDI initiatives.

This report presents a set of recommendations categorized by stakeholders. Panelists' biographies are found in the appendix.

## About Dimensions

*Dimensions: equity, diversity and inclusion Canada* (Dimensions) is a Tri-Council EDI program supported by NSERC, the Canadian Institutes of Health Research (CIHR), and the Social Sciences and Humanities Research Council of Canada (SSHRC). Dimensions aims to promote diversity, equity, and inclusion in Canadian post-secondary institutions in order to foster research excellence, innovation, and creativity.

The Dimensions program has a broad scope, addressing the obstacles faced by various under-represented groups in academia, including but not limited to women, Indigenous Peoples, persons with disabilities, members of visible minority/racialized groups, and members of LGBTQ2+ communities. Dimensions targets all academic disciplines and all post-secondary institutions, including colleges, CÉGEPS, polytechnics, and universities.

The Dimensions program consists of two key components. The first component is the [Dimensions charter of principles](#). Canadian post-secondary institutions and other research-oriented organizations are encouraged to endorse the Dimensions charter and commit to adopting its principles. You can access [the full list of endorsing institutions](#) to see if your institution has supported the charter! The second component of the Dimensions program is the [Dimensions pilot program](#), which serves to provide public recognition for post-secondary institutions for their efforts in promoting EDI principles in their environments. Post-secondary institutions participating in the pilot cohort have received access to resources and tools and support from EDI experts and have also participated in the co-development of the design and delivery of the Dimensions program.

# Recommendations for institutions and university administrators

## Recommendations from both panels

- **Incorporate alternative pedagogies:** Recognize and adapt to Indigenous ways of knowing, interconnectedness, sharing, and humility in order to develop a more equitable and inclusive environment.
- **Incorporate EDI and Truth and Reconciliation across all avenues:** EDI needs to be incorporated into all aspects of daily operations within the academic environment and considered for everything (e.g., event management, lab and research environments, personal protective equipment accessibility, consultations in community) in order to truly impact the lived experiences of the targeted groups.
- **Get leadership involved:** Provide direct lines of communication regarding EDI between leadership and EDI committees and groups so that leaders can be held accountable. Leaders who want to change for the better and make academic culture more inclusive and equitable are needed.
- **Provide EDI training:** Inclusive training such as bias training, gendered language training, and psychological training should be provided by institutions in order to support the needs of the under-represented groups.

## Recommendations from the student panel

- **Develop and implement EDI Actions plans:** EDI initiatives, plans, and policies can increase institutions' accountability.
- **Focus on retention, not just recruitment:** Institutions need to do more to understand attrition and take action to create safe and supportive learning and workplace environments for current faculty and students.
- **Take an equity and people-first approach:** Institutionalization of EDI work can create a dissociation between the people in power and the victims of systemic biases. To avoid this, people and equity-oriented actions should be prioritized. For example, diversity recruitment initiatives should be supplemented with additional support systems which ensure everyone has an equal playing field.
- **Recognize intersectionality:** Historically disadvantaged groups and individuals within those groups do not experience biases the same. Avoid blanket statements and solutions.
- **Collect and analyze data:** Institutions must invest in data collection and analysis initiatives to inform better policies.
- **Dismantle power dynamics:** Institutions must dismantle institutional structures that are susceptible to conflicts of interests pertaining to power dynamics. For example, investigations and discrimination or harassment complaints must be reviewed independently from governing bodies.
- **Increase awareness and accessibility of EDI resources:** Institutions should offer more resources to orient and support individuals who are suffering from discrimination.

- **Employ EDI specialists:** Institutions should employ expert EDI consultants to operationalize their EDI action plan rather than being dependent on students or the professorial staff.
- **Provide EDI training to support staff:** For example, psychological support should be offered by individuals who can relate to the experiences of those faced with discrimination
- **Include students in decision-making processes:** Institutions should welcome students in all EDI-related decision-making processes. They should further create and welcome new statutory committees when possible.

## Recommendations from the practitioner panel

- **Address diversity deficit:** Increase diversity in decision-making roles in universities as well as in public and business sectors.
- **Build awareness through training:** Supporting under-represented groups through coaching and developing new skills and knowledge for academic members.
- **Focus on inclusive criteria of excellence:** Redefine excellence by recognizing contributions beyond traditional performance metrics (e.g. administrative tasks, teaching, social engagement, etc.) to be inclusive and mindful of the differences in everyone's realities.

## Recommendations for students

### Recommendations from both panels

- **Get involved:** Take on governance positions in student societies and EDI committees (if available).
  - **Find your community:** Seek out and join forces with like-minded individuals, for example, through Twitter, EDI committees, student groups, and external organizations. Communities can support individuals in their EDI work.
  - **Don't be afraid to get involved outside of academia:** EDI is not limited to academic institutions. In some cases, external institutions can have a greater capacity to take action towards equity (e.g., Indigenous-run organizations).
  - **Avoid performative allyship:** Allyship requires reflection and work.
  - **Accept discomfort:** Accept and be open to the discomfort that can come from having tough conversations about systemic biases and inequality in society.
  - **Recognize and acknowledge your privilege:** Recognize how your privilege can make you complicit in the systems that perpetuate biases.
  - **Do the work:** Educate yourself about equity and justice with the wealth of research and resources that are already available. Do not place the burden of your EDI education on racialized or underrepresented people.
- **Ensure diversity of groups:** Seek out the different perspectives and realities of the student community in order to have accurate student representation in your advocacy. Create partnerships with other student groups to increase impact. Reach out to other student and community organizations to facilitate pathways for others into advisory and representative roles.

- **Collaborate with your university:** Expose your concrete ideas to people in decision-making positions in order to establish common ground and seek the necessary resources to take action. Furthermore, many institutions offer financial assistance for student-led EDI activities. Professional societies related to your community's area of expertise may offer additional support.
  - **Be informed:** Understand the policies and procedures at your institutions to be better informed, to arm yourself with the relevant knowledge, and to avoid duplication.

## Recommendations from the student panel

- **Create impact in numbers:** Groups have a greater agency than individuals to hold institutions accountable and inform policies and practice.
- **Expect resistance:** Universities and individuals can be hesitant to change and reflect on how systemic structures perpetuate covert biases. Persistence is key to invoking change.
- **Share the burden:** Take breaks when necessary, and only take up a cause if you have the capacity.
- **Raise awareness and accessibility of EDI issues and resources:** Normalize discussions about EDI by sharing new developments and resources.
- **Be precise:** Action items and calls for change should be as precise as possible.
- **Create statutory committees:** Officially recognized statutory committees benefit from further institutional financial and decision-making support. This maximizes the impact of the committee's demands.

## Recommendations from the practitioner panel

- **Be vocal and speak up:** If a barrier or inequity is faced, foster a culture that encourages and supports members to expose it and confront it. When possible, voice your opinion and expose the different systemic barriers you encounter in order to combat the tendency of under-represented members to discontinue the pursuit of an academic career (i.e., the leaky pipeline).
- **Take media training:** Take media and public speaking training to articulate the change you want to see. Learn to write briefing notes to pass onto the right leaders. Make the message clear and have recommendations for next steps.
- **Establish a safe environment:** Open up safe spaces for dialogue so that students feel comfortable sharing their experiences and feel supported by their peers in their endeavors.

## Recommendations for stakeholder engagement

### Recommendations from both panels

- **Compensate consultation participants and EDI practitioners:** EDI work demands a lot of emotional labour from people from disadvantaged groups. Recognize, make accommodations, and compensate people for their labour.
- **Collaborate on Action Plans:** Do not speak on behalf of racialized or disadvantaged groups. EDI action plans must be co-developed with communities they intend to serve. Only community members can inform action plans and acceptable solutions based on their lived experiences. Build on the collaboration of different groups (students, faculty, administrators, granting agencies) and different levels of governance (institutional, provincial, federal) to establish a network of mutual support for innovation in EDI.
- **Be open-minded and willing to act:** All action should begin from a place of intention and open-mindedness. Be prepared to learn and take action rather than just consult.
- **Provide a platform for those without a voice:** All stakeholders should ensure that diverse voices are heard during consultations and decision-making processes. Ensure that decision-makers on evaluation committees and other governance positions are not a homogeneous group, but include and give voice to members of under-represented groups from different backgrounds.

## Recommendations from the student panel

- **Do the research:** Before reaching out to stakeholder groups, ensure you have thoroughly reviewed existing research and recommendations (e.g., the Truth and Reconciliation Commission Calls to Action) to avoid duplicate efforts.
- **Start early:** Students mimic behaviour that is taught. By starting EDI outreach young, a cultural shift can be created.
- **Strive for institutional change:** Actions should be aimed at creating institutional change that impacts individuals.
  - **Acknowledge systemic discrimination:** Actions should acknowledge the existence of systemic discrimination to avoid handling discrimination on a reactive, case-by-case basis.
- **Acknowledge EDI as a duty:** EDI discussions should be reframed as a societal duty rather than an afterthought.
- **Provide mandatory EDI training:** Students should undertake mandatory EDI training similar to sexual harassment training.

## Recommendations from the practitioner panel

- **Be aware of consultation fatigue:** The same individuals are often consulted.
- **Be fair and transparent in consultations:** Be open to critical feedback and follow up with continuous engagement and post-consultation reports.
- **Know your community and explore alternative means of consultations:** Rather than just emails and surveys, use focus groups, sharing circles, social media, and one-on-one interviews.
- **Promote a paradigm shift:** Embed EDI measures in research culture so that changes are sustained over time and become an effective driver of action that is targeted to societal needs and not seen as an imposition of the system.

- **Spread the effort across all fields:** Deconstruct the idea of equality in female-dominated programs and fields to recognize the barriers of all people in minority positions and build inclusive measures for all.
- **Make good use of the momentum:** Take advantage of the current momentum of the EDI movement to advance ideas for mentoring services, affinity groups, tutoring, research goals, and any other actions that would benefit the under-represented communities.

## Final Conclusion

Our EDI practitioner and student panelists generated a breadth of recommendations for enacting meaningful EDI change, including actions to be taken by institutions and students, and best practices for stakeholder engagement. Among these recommendations, a common thread emerged regarding the importance of collaborations among students, institutions, and other stakeholder groups in developing effective and appropriate EDI initiatives. These collaborations should: provide a platform for diverse groups; be built on a foundation of open-mindedness, transparency, and fairness; and recognize the emotional labour of those involved through appropriate accommodation and compensation. By building EDI initiatives together, guided by the principles of the recommendations outlined above, students, institutions, and other stakeholders can collaborate to make academic institutions a more equitable, diverse, and inclusive community for all.

# Appendix

## Dimensions Workshop

All effective EDI action plan should answer the following questions:

1. **What** are you going to do?
2. **Why** are you undertaking the action?
3. **When** will the action start and finish?
4. **Who** will ensure the action is achieved?
5. **How** will you know the action has been achieved?

Each item should be as specific as possible.

One can organize an action plan in the following sections.

Objective	Rationale	Planned actions	Timeframe	Person responsible	Success criteria

To assess the effectiveness of an action item, one should evaluate their corresponding: (1) input, (2) process, (3) output, (4) outcome, and (5) impact. Outputs are produced from the process, while outcomes are the results of the analysis of the raw output.

Slides of the presentation are available in [English](#) and [French](#).

## Panelists' Biographies

### Dimensions Panelists and Workshop Facilitators



Nathalie Podeszinski is the Project Manager for the implementation of Dimensions: equity, diversity and inclusion Canada at the Natural Sciences and Engineering Research Council of Canada. She was

the Project Manager of the Gender Summit 2017 North America. Previously, Ms. Podeszfinski worked for 13 years in federal politics in different ministerial offices. She has extensive experience in providing strategic advice to senior officials, the development of policies, and writing communications strategies. Ms. Podeszfinski also has experience in the development and implementation of numerous complex projects, such as the Quebec 400th Celebrations in 2008, many Francophonie Summits, and the place of French during the Vancouver Olympic Games in 2010. Ms. Podeszfinski has an MA in project management as well as a BA in business administration from the Université du Québec en Outaouais.

**Mx. Katie Saulnier** graduated from Mount Allison University in 2010 with a Bachelor of Arts in Philosophy and English, and from the McGill Faculty of Law in May 2014 with a Bachelor of Civil Law (B.C.L.) and a Bachelor of Laws (LL.B.). In June 2020, they completed an M.A. in Philosophy with a specialization in bioethics from McGill University, focusing on using a disability theory lens to examine the ways in which discourse around epigenetic research is changing conceptions of normative values assigned to bodies. They are a member of the Bar of the Law Society of Ontario. As a research assistant and academic associate at the Centre of Genomics and Policy, McGill University from 2014-2020, Katie was involved in research into the ethical, legal and social issues surrounding epigenetics, data privacy, and biobanking, as well as research on improving the quality of healthcare communication for intersex Canadians. Their other research interests include the ethical implications of depictions of reproduction and reproductive technologies in speculative fiction, issues with conceptions of autonomy in laws affecting women and Indigenous communities, and gender, queer theory, neurodiversity and disability theory as they relate to the fields of health and health research. They have recently begun a position as policy analyst with the Natural Sciences and Engineering Research Council's Policy and Interagency Affairs team working on equity, diversity and inclusion. Katie is neurodivergent and non-binary, and uses they/them pronouns.

## Practitioner Panelists

### English Panel



**Jocelyn Baker, MS, PMP**, recently completed a Masters in Sustainability Science at Brock University (as a returning student). She is a researcher at Brock University supporting the work of Liette Vasseur, the UNESCO Chair on Community Sustainability: From Local to Global and is a sessional instructor at Niagara College, School of the Environment. She has been working in natural resource management for the past 30 years. Early career focus was water quality improvement through the implementation of stewardship best management practices, evolving into Great Lakes remediation and restoration project management. She is a Project Management Professional and an environmental consultant. She is the Canadian Co-Chair of the Niagara River Binational Ramsar Designation Steering Committee, working with community partners to secure a Wetland of International Importance (Ramsar Site) designation for the Niagara River. Her UNESCO research builds on her work as a practitioner (including recent students) and looks at the implementation of EDI best practices in the laboratory and beyond including field work environments.

**Nancy Hansen, Ph.D.** is a Professor and Director of the Interdisciplinary Master's Program in Disability Studies at the University of Manitoba. Nancy obtained a PhD (Human Geography) from the University of Glasgow. and her research interests in disability studies are varied ranging including; disability in spaces of culture education, literacy social policy, employment healthcare MAiD, COVID-19, access and experiences of disabled and LGBTQ communities in post-conflict areas. She is co-editor of the Routledge History of Disability and Untold Stories: A Canadian Disability History Reader. In addition, Nancy has written numerous book chapters and contributed to various international academic journals.

In early 2019, **Karine Morin** joined NSERC as Director, Policy and Interagency Affairs where she is responsible for the implementation of the Equity, Diversity and Inclusion initiative. She recently returned to Ottawa after being an Executive Director at Alberta Innovates, overseeing a number of initiatives related to clinical research and ethics. Previously, she has served as Genome Canada's Director of the "GE3LS" program, overseeing activities related to the ethical, environmental, economic, legal and social

aspects of genomics research. Earlier, she was a Senior Ethics Policy Advisor at the Canadian Institutes of Health Research (CIHR). She also conducted research on ethical, legal and social issues related to genomics at the University of Ottawa's Institute of Science, Society and Policy. Karine is a graduate of McGill University School of Law; she also completed a Masters in Law at the University of Pennsylvania, and worked in the US for more than 10 years. She has broad expertise in science policy, has published widely in bioethics and law, and has taught as an adjunct at several universities in the US and Canada.

**Dr. Andrzej Tereszkowski** serves as Healthy Brains, Healthy Lives' Program Officer for EDI and Training, helping to ensure that HBHL employs EDI best practices and serves as a role model helping to facilitate change at the institutional level within McGill neuroscience. They have spent several years as a Learning and Development Professional and Equity Advisor working for Health, Higher Education, and Arts organizations. They hold a PhD from Western University in Music Composition, and from 2016–2019 served as Artistic Director of the Waterloo Region Contemporary Music Sessions, developing the program with a strong focus on under-represented voices in contemporary concert music.

**Jessica Vandenberghe, P.Eng., M.Sc.** is born of the Dene Thá First Nation and raised in a very inclusive German family in northern Alberta. She has had an exceptional career based on her two engineering degrees from the University of Alberta. She has worked in the oil sands, mining, regulatory, infrastructure, consulting industries and now academia. She is an Indigenous Professional Engineer, Industrial Professor, and the Assistant Dean, Engineering Community and Culture at the Faculty of Engineering at the University of Alberta. She also contributes to Truth and Reconciliation, acting as a bridge to Indigenous communities, talks to Calls to Action implementation, and works on TRC awareness through her consulting company Guiding Star Consulting. She is a mother of two and is passionate about equity, diversity and inclusion. She sits on many boards and Councils, walks in many governance worlds, and does her best to contribute to the development of well-rounded and ethically minded engineering students who will ultimately build strong and vibrant communities within Canada.

## French Panel



**Fanny Eugène** est conseillère stratégique en équité, diversité et inclusion pour les trois Fonds de recherche du Québec. Elle détient un baccalauréat en psychologie et une maîtrise en sciences biomédicales de l'Université de Montréal, ainsi qu'un Ph. D. en psychologie de Stanford University. Elle a enseigné à l'Université Concordia, puis travaillé comme professionnelle de recherche à l'Université Laval, avant de rejoindre l'équipe des Fonds de recherche du Québec. Au cours des dernières années, elle a fait partie du comité d'organisation du Gender Summit 11 d'Amérique du Nord, du Comité interministériel pour la mixité en emploi, ainsi que du comité directeur du projet SAGA-UNESCO au Québec.

**Emilie Macot** s'intéresse aux principes d'équité depuis une quinzaine d'années et se dédie au service-conseil à l'UQAM à titre de conseillère équité, diversité, inclusion. Elle possède plus de 10 années d'expérience comme gestionnaire de programmation, incluant l'accompagnement d'organisations et de gestionnaires. Elle s'est consacrée à plusieurs initiatives visant le développement, l'intégration ou l'autonomisation des jeunes. Elle est aussi engagée dans le travail relatif aux violences à caractère sexuel et siège présentement sur le comité institutionnel visant à prévenir et combattre ce type de violence à l'UQAM. Emilie possède un baccalauréat en anthropologie, une maîtrise en administration publique et a récemment complété une certification professionnelle en diversité et inclusion. Elle valorise l'apprentissage continu. Ainsi, cet été, elle a participé à l'école d'été Droits, citoyenneté et handicap: stratégies d'émancipation.

Au début de 2019, **Karine Morin** rejoint le CRSNG en tant que directrice des politiques et des affaires interorganismes, où elle est responsable de la mise en œuvre de l'initiative sur l'équité, la diversité et l'inclusion. Elle est récemment revenue à Ottawa après avoir été directrice exécutive chez Alberta Innovates, supervisant un certain nombre d'initiatives liées à la recherche clinique et à l'éthique. Auparavant, elle a été directrice du programme GE3LS de Génome Canada, supervisant les activités liées aux aspects éthiques, environnementaux, économiques, juridiques et sociaux de la recherche en génomique. Auparavant, elle était conseillère principale en politiques d'éthique aux Instituts de recherche en santé du Canada (IRSC). Elle a également mené des recherches sur les questions

éthiques, juridiques et sociales liées à la génomique à l’Institut des sciences, de la société et des politiques de l’Université d’Ottawa. Karine est diplômée de la faculté de droit de l’Université McGill. Elle a également complété une maîtrise en droit à l’Université de Pennsylvanie, et a travaillé aux États-Unis pendant plus de 10 ans.

**Bibiana Pulido** a toujours cru à l’importance de faire face aux injustices que peuvent vivre les personnes les plus marginalisées dans la société et d’assurer des milieux inclusifs pour toutes et tous. C’est dans cette optique qu’elle a cofondé le Réseau interuniversitaire québécois pour l’équité, diversité et inclusion (RIQEDI), un OBNL regroupant les universités québécoises ainsi que plusieurs parties prenantes du milieu universitaire qui ont le mandat ou le désir de promouvoir et d’intégrer les valeurs d’équité, de diversité et d’inclusion au sein de leurs institutions. Elle assume la direction générale de cet organisme. Bibiana est également directrice développement des partenariats et de la formation au sein de l’Institut EDI2. Depuis la dernière année, elle a contribué au développement de la maîtrise sur mesure en équité, diversité et inclusion du chantier d’avenir de l’Université Laval et elle en assumera également la coordination, tout en ayant l’opportunité d’y enseigner. Ayant un parcours multidisciplinaire en sciences politiques, en études latino-américaines, en gestion et en relations industrielles (spécialisation ressources humaines), elle a contribué comme chercheure et gestionnaire dans nombreuses recherches et a développé des expertises liées aux industries innovantes, créatives et académiques, au bien-être au travail, au développement des compétences, au transfert des connaissances (knowledge management), en gestion de l’équité, la diversité et l’inclusion, aux discriminations au sein des organisations et sur les biais inconscients. Bibiana est également candidate au doctorat en relations industrielles et travaille sur le développement des connaissances dans les clusters du jeu vidéo au Québec et en Suède. Elle est très dévouée à l’enseignement et à l’encadrement d’étudiant.e.s, à la recherche universitaire et à l’engagement communautaire.

Chef des relations avec les Premières Nations à l’UQAC depuis janvier 2020, **Francis Verreault-Paul** est originaire de Mashteuiatsh, une communauté Innu au Lac-St-Jean. Il y a d’ailleurs travaillé en tant que conseiller au développement et conseiller politique pour Pekuakamiulnuatsh Takuhikan avant de rejoindre l’équipe de l’UQAC et du Centre des Premières Nations Nikanite (CPNN). Francis détient un baccalauréat en sciences, majeure en psychologie à l’Université McGill et un MBA (master of business administration) à The University of Buckingham en Angleterre. Ayant un souci d’encourager et de promouvoir les études postsecondaires auprès des membres des Premières Nations, celui-ci joue un rôle important de proximité avec les communautés et organisations des Premières Nations afin de bien identifier leurs besoins en termes de formation, recherche et soutien aux étudiants et ce, en collaboration avec l’équipe du CPNN.

## Student Panelists

### English Panel



**Karine Coen-Sanchez** is a Ph.D. candidate in Sociology at the University of Ottawa. Her research examines systematic racism embedded in educational institutions and how this manifests in the experiences of racialized students and workers. She is particularly interested in deconstructing the concept of race and exploring how the term 'racialization' draws attention to how 'racial' identities are constructed and contested within relations of power. Her research interests emerged from her own experiences as a Black student where she observed a profound disconnect between the make-up of the student body and what was being taught in her graduate program's curriculum. Karine recently won the Federation for the Humanities and Social Sciences 2021 Congress Graduate Merit Award and has been featured by the Canadian Sociology Association on their website for her incredible research and community involvement.

**Taylor Morriseau** is an Indigenous scholar and PhD candidate at the Children's Hospital Research Institute of Manitoba. Her CIHR Vanier research examines early-onset type 2 diabetes among Indigenous youth in Manitoba. She is proud to represent her own community, Peguis First Nation in her commitment to broader scientific and societal challenges as an inaugural member on the Chief Science Advisor's Youth Council.

**Karen Tang (she/her)** completed her BA (Hons.) at the University of Calgary and is currently a PhD student in the Clinical Psychology program at Dalhousie University in Canada. Her research examines addictive disorders (e.g., video gaming, gambling), mental health, and the interplay of sociocultural factors (e.g., stigma, culture). Karen is also a vocal advocate for mental health and diversity (including those who are disabled) in higher education, including the #GReExit movement—as such, she is very honored to sit on the Science & Policy Exchange EDI Student Panel. When she is not busy being a graduate student, she enjoys painting, hiking, and Twitter-ing (@KarenTang\_).

**Carolyn Tinglin** is a PhD student at Simon Fraser University in the Educational Theory and Practice (eTAP): Curriculum and Pedagogy Stream. Carolyn's doctoral research examines how youth navigate their world of designated social categories. She studies how these categories interact and intersect, as well as how these interactions impact individuals, society, and the school system. She holds a Master's degree in Special Education as well as a Master's degree in Rehabilitation Science. Carolyn sits on the SFU EDI Advisory Council, is an SFU Community Education Impact Graduate Award recipient, and is working as a research assistant with CELS.

**Hannah Wakeling** is a 5th year physics Ph.D. student at the Belle II Collaboration. Since becoming a McGill graduate student, Hannah has been active in EDI groups including Women in Physics McGill, McGill Physics Equity, Diversity and Inclusion, and Belle II diversity and inclusion. Amongst other things, Hannah has taken educational EDI workshops out to schools, helped coordinate the Women in Physics Conference Canada 2019, presented Belle II's first ever public talk on their diversity and inclusion efforts, organized many EDI centred social events, and contributed towards the adoption of the new McGill Physics Values Statement.

### French Panel



**Fanta Ly** est étudiante en droit et membre du comité exécutif de l'association des étudiants noirs en droit de l'Université McGill. Elle est détentrice d'un baccalauréat en science politique de l'université d'Ottawa, un certificat en sciences humaines et relations internationales de Sciences Po Paris et une maîtrise de la London School of Economics and Political Science. Elle s'épanouit au sein de la vie associative ou elle limite en matière de discrimination au sein du système d'éducation. Elle est fondatrice de la plate-forme BlackAdemiaCanada et travaille présentement sur une campagne visant à un changement des politiques en matière de règlements de différends en matière de discrimination et de harcèlement en milieu universitaire.

Né au Cameroun, **Laurent Francis Ngomou** est titulaire d'un Master degree Social Work as Human Rights Profession obtenu en 2016 à l'Université Alice Salomon, à Berlin. Il est expert sur la question

des Politiques de régulation du droit d'asile au sein de l'Union Européenne. Il est aussi titulaire d'un Master 1 en Sciences Politiques, spécialité Francophonie et mondialisation obtenu en 2012 à l'institut des relations internationales du Cameroun. Il est fondateur du mouvement Black Pride à Berlin, un mouvement qui a pour but d'améliorer la situation des Noirs (People of Color) dans la communauté LGBT de Berlin. Laurent Francis NGOUMOU poursuit actuellement un doctorat en Travail social à l'Université Laval. Depuis 2018-2021 il est président de l'association pour la diversité sexuelle et de genre de l'université Laval (ADSGUL).

**Annie Montpetit** est doctorante en sciences sociales appliquées à l'Université du Québec en Outaouais. Sa thèse porte sur la capacité d'adaptation aux changements climatiques des communautés canadiennes dépendantes de la forêt. Elle est également membre du Comité intersectoriel étudiant (CIE) des Fonds de recherche du Québec depuis 2017. À ce titre, elle a activement collaboré aux travaux d'un dossier portant sur l'excellence en recherche à la lumière des enjeux associés à l'équité, la diversité et l'inclusion.

**Samuel Vaillancourt** est président de la Fédération étudiante collégiale du Québec (FECQ), un organisme à but non lucratif regroupant 27 associations étudiantes collégiales réparties aux quatre coins du Québec, pour un total de 78 000 étudiants et étudiantes. Il est détenteur d'un DEC en Techniques juridiques après avoir complété son parcours au Collège Ahuntsic, situé à Montréal. Des suites de ses engagements auprès de la FECQ, il compte débuter ses études universitaires en droit ou en affaires publiques. Étant une personne ouvertement et fièrement membre de la communauté LGBTQIA2+, les enjeux d'équité, de diversité et d'inclusion sont toujours pris en compte dans le cadre de ses engagements et de son travail. Il est un grand amateur de toute question juridique et d'improvisation.

Diplômé en physique de l'Université de Montréal, **Samuel Poitras** est président de l'Union étudiante du Québec (UEQ). L'UEQ a pour mission de défendre les droits et les intérêts de la communauté étudiante auprès du gouvernement du Québec. En collaboration avec divers groupes universitaires spécialisés en EDI, l'UEQ a pu mettre de l'avant les besoins des étudiants issus de la diversité. L'UEQ travaille avec le ministère de l'Enseignement supérieur pour améliorer l'accessibilité aux études, et se dote de recherches sur les initiatives prometteuses pour les communautés BIPOC et LGBTQ+.

## About the SPE Team

We appreciate the contribution of all the volunteers at *Science and Policy Exchange* who kindly spent time and effort to make this workshop possible. In alphabetical order:

**Anderson, Emma - M.Sc.** candidate in Bioresource Engineering at McGill University, Public Forum Coordinator at SPE, interested in promoting evidence-informed policy making for sustainability [[LinkedIn](#)].

**Bellucci, Michael** - B.Sc. candidate in Biochemistry at McGill University, volunteer at SPE, interested in cancer biology, biotechnology, and the role of science and evidence-based policy in Canada's political landscape [[LinkedIn](#)]

**Cheuk, Arnaud** - Ph.D in Biochemistry, VP marketing at SPE interested in genomics and science policy [[LinkedIn](#)]

**Das, Meghomita** - Ph.D. candidate in Earth and Planetary Sciences at McGill University, volunteer at SPE, interested in understanding earthquake processes and integrating more evidence-based decision-making into public policy and creating a more equitable and inclusive research ecosystem [[LinkedIn](#)]

**Easson, Kaitlyn** - Ph.D. candidate in Neuroscience at McGill University, VP Member Relations at SPE, interested in neuroimaging, neurodevelopment, and bridging the gap between science and policy with evidence-informed decision-making. [[LinkedIn](#)]

**Gouronnec, Alizée** - M.Sc. in Molecular Biology, volunteer at SPE, interested in connected health policy, mental health in the workplace and research institutes and bridging the gap between academia and industry. [[LinkedIn](#)]

**Joseph, Teresa** - Ph.D. in Neuroscience, McGill University. Interested in facilitating scientific engagement, policy driven decision making and innovation in the healthcare sector.  
[[LinkedIn](#)]

**Landry, Catherine** - M.Sc. in psychology at the University of Montreal, volunteer at SPE, and advocate for an inclusive and open science. [[LinkedIn](#)]

**MacKeigan, Paul** - Ph.D. in Biology, volunteer at SPE, interested in science diplomacy, community engagement and water security.

**Olajide, Atinuke** - PhD. in Food Science, Research intern at the Council of Canadian Academies. Interested in bridging a gap between science and policy especially in the food space (quality, safety & security). [[LinkedIn](#)]

**Soo, Sonja** - Ph.D. candidate in Neuroscience at McGill University, volunteer at SPE, interested in public health policies and science communication. [[LinkedIn](#)]

**Trinh, Anh-Khoi** - Ph.D. candidate in physics at McGill University, SPE Internal Director in 2021-2022, Co-President in 2020-2021 and advocate for more equitable and inclusive policies aimed at strengthening the Canadian research ecosystem. [[LinkedIn](#)]