Equity, Diversity, and Inclusivity in Science, Technology, Engineering, and Mathematics

Forging Paths to Enhanced Innovation
Roundtable Summary Report

Roundtable Meeting
May 29, 2017, Toronto

Hosted by:
Dr. Imogen R. Coe, Dean, Faculty of Science
Ryerson University

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Canadian Science Policy Centre
Ryerson University is leading the dialogue around the need for transparency around Equity, Diversity, and Inclusivity (EDI) in Science, Technology, Engineering, and Mathematics (STEM). In Spring 2017, the Faculty of Science (FOS) and the Canadian Science Policy Centre (CSPC) hosted a roundtable meeting. Forty-four stakeholders from various sectors were brought together to share perspectives and expertise, identify gaps, and propose solutions for implementing EDI in STEM to advance innovation in Ontario. This report summarizes twelve key findings that focus on the need to embrace EDI in both educational and professional pathways. These findings are:

1. Changing perceptions and challenging stereotypes within STEM-based professions
2. Pursuing evidence-based and data-driven programming to enhance EDI in STEM in each sector and organization
3. Building EDI into the culture of academic and professional environments by increasing awareness and training
4. Building EDI into STEM-programming across sectors and organizations
5. Within organizations, build intentionality for EDI into hiring practices and at every other stage of the STEM talent pipeline
6. Building EDI into the work environment by creating, embracing, and supporting inclusivity
7. Asking and listening... and then listening some more
8. What gets rewarded gets repeated; what gets measured gets done
9. Being prepared to manage conflict as a consequence of increasing diversity within organizations
10. Enough talking, more action
11. Holding organizations accountable for EDI in STEM
12. Working together towards common goals

Based on these findings, we present four next steps for bringing together different sectors and facilitating the development of strategies that embrace EDI in STEM:

1. **Identify best practices for embracing EDI in STEM within institutions and organizations:** Transition from understanding to implementation of the most effective EDI strategies in STEM programs
2. **Identify responsibilities in affecting real change:** Coordinating efforts between education and the workforce may help reduce duplication of programming and initiatives, and promote shared long-term practices
3. **Examine issues of accountability and consequences:** Identifying mechanisms and approaches that hold organizations and institutions accountable. Exert consequences for failure to act and incentivize EDI in STEM
4. **Rethink STEM:** Rethink and reconsider what is valued in STEM with respect to including Indigenous knowledge, feminist perspectives and critical race perspectives, etc.

Fully embracing EDI in STEM and leveraging diversity to drive innovation is a positive step and an urgent economic imperative. Failing to include EDI in STEM will likely have negative consequences on national productivity, economic growth, long-term prosperity, and global competitiveness.

Visit Dr. Imogen R. Coe’s website on Equity, Diversity, and Inclusivity in STEM: www.ryerson.ca/edistem
Preface

This report presents the outcomes of the roundtable meeting “Equity, Diversity, and Inclusivity (EDI) in Science, Technology, Engineering, and Mathematics (STEM): Forging Paths to Enhanced Innovation” which was hosted on May 29th, 2017 at the MaRS Discovery District, by the Faculty of Science (FOS), Ryerson University, and the Canadian Science Policy Centre (CSPC). This meeting brought together forty four stakeholders from various sectors to share perspectives and expertise, identify gaps, and propose solutions for implementing EDI in STEM to enhance innovation in Ontario.

The need to fully embrace EDI in STEM educational and professional pathways has been recognized as a pressing issue globally by organizations such as the Organisation for Economic Co-operation and Development (OECD), Global Research Council (GRC) and G20. Failure to do so will likely have negative consequences on national productivity, economic growth, long-term prosperity, and global competitiveness. Consequently, fully embracing EDI in STEM and leveraging diversity to drive innovation is not only a good idea but an urgent economic imperative. In this context, it is crucial for diverse communities to address and inform policy and decision-making approaches that are based on current, complete, and accessible data. The challenge for organizations and institutions is to find effective approaches and intentional actions towards EDI specifically for those in traditionally underrepresented groups, defined by the Employment Equity Act as i) women, ii) people with disabilities, iii) Aboriginal people, and iv) visible minorities/racialized people. In addition, there is a need for intentionality around the inclusivity of members of the LGBTQ+ community, and to look at intersectionality, and representation of people of colour in STEM, particularly in fields such as “tech”. Supporting a broader, deeper, and richer supply of STEM-skilled individuals in Canada is important for leveraging diversity opportunities and driving innovation.

Ryerson University is leading the dialogue around the need to be transparent and to address EDI, particularly in STEM fields. Dr. Imogen R. Coe, Dean of Faculty of Science at Ryerson University, is a national leader in this area and has highlighted the significant need for more coordinated strategies around embracing EDI in STEM across various sectors in Canada, including industry, business, academia, education, and government. Strategies must be evidence-informed and data-driven.

Dr. Imogen R. Coe and Dr. Mehrdad Hariri envision this roundtable meeting to be the first of a series of ongoing initiatives including workshops, roundtables and policy papers that will bring together sectors and facilitate the development of a coordinated strategy to embrace EDI in STEM to effectively drive innovation. Dr. Imogen R. Coe and Dr. Mehrdad Hariri thank the participants for their open and transparent dialogue as well as their willingness to commit their time and effort to effective discussions. They also thank the team from the Faculty of Science at Ryerson University who helped host the roundtable meeting and put this report together.

Workshops for women in STEM and science camps for girls, will not change participation rates of women and under-represented groups in STEM unless the culture and workplace also increase accessibility by removing systemic barriers and bringing in accountability and consequences.

- Dr. Imogen R. Coe, Dean, Faculty of Science, Ryerson University
The “EDI in STEM: Forging Paths to Enhanced Innovation” roundtable meeting was designed to facilitate a focused problem-solving session by the invited participants, aimed at generating recommendations for EDI in STEM in Ontario.

An overview of the roundtable participants as well as the discussion questions are highlighted in Appendix 2.

The meeting was a series of four, one-hour sessions, where input was collected from the participants. Each of the sessions followed the format below:

**05 MIN**
**Primer presentation**
A short presentation was given to provide context for each session.

**20 MIN**
**Individual Table Discussion**
A group of 6 - 9 participants were designated to a group for the duration of the meeting. The discussion was led by a table facilitator who collected input from the participants through written note-taking.

**35 MIN**
**Whole Room Discussion**
A discussion amongst all meeting participants

An overview of the roundtable participants as well as the discussion questions are highlighted in Appendix 2.

The roundtable room-level discussions were audio-recorded, transcribed, and analysed. Eighty key messages were extracted from the complete transcripts, collated, and summarized into twelve key findings as outlined below:

1. **Change perceptions and challenge stereotypes within and beyond your organization**

   Participants generally agreed that there is a need to challenge stereotypes around what STEM-based professionals look like and where they come from. There is also a need to shift perceptions about the value of what EDI in STEM contributes to an organization. Changes in attitudes are needed, particularly among leaders in organizations (if they are not EDI aware) and should be coordinated with leader-driven actions that support increased engagement with underrepresented groups. One company participant noted that change starts with the culture at the C-suite level of organizations. However, it was also observed that there is some generational resistance to EDI initiatives. Visible leadership in EDI policy and programming by C-suite level executives, particularly male executives, should be acknowledged as being a significant part of a senior leader’s portfolio. For example, Frank Vettese, the Managing Partner and Chief Executive for Deloitte Canada, is also the company’s Chief Inclusion Officer. EDI issues should not be delegated to a senior (often female) executive in HR. Participants broadly agreed that an EDI-infused culture can, in addition to clear leadership, be fostered through required (possibly mandatory) organizational training which can help to shift perceptions, raise awareness of bias, and create a more inclusive culture. All approaches must be intentional and proactive. An academic sector participant indicated that all employees are required to participate in the Accessibility for Ontarians with Disabilities Act (AODA) training, which builds awareness in the early days of employment and sets cultural expectations from the start. Similar approaches might be considered to build awareness around the importance of EDI within an organization. Overall, Industry association participants indicated that large companies can develop and manage such EDI-based hiring policies themselves. Industry associations can also influence broader cultures and become enablers for small and medium organizations to implement policies or programming that explicitly raises awareness around implicit biases and promote the EDI culture. Industry, business associations, and consortia can thus be enablers of change.

2. **Programming to enhance EDI in STEM must be evidenced-based and data driven for your sector/organization**

   All sectors’ participants agreed that evidence is needed to meaningfully pursue EDI in STEM fields. However, the consensus was that holistic, extensive and meaningful data are not available or are too difficult to obtain, limiting the ability to make data-driven decisions. A not-for-profit sector participant noted that clear, evidence-based value propositions are needed to address questions such as, “do diverse companies outperform non-diverse companies?” “Is there research and evidence in support?” “Is there evidence...
Students need to be given the opportunity to explore science creatively, without fear of failure, and with some autonomy.

- Adapted from Science GRRL, p.52
Build intentionality for EDI into hiring, at point of entry and every other stage of the STEM talent pipeline, in your organization

There was consensus across the sectors that EDI awareness and intentionality are essential in the hiring process. Different approaches were described. As a government sector participant indicated, the hiring committee should consist of individuals from diverse backgrounds. An academic sector participant from the not-for-profit sector noted that implicit biases must be addressed and eliminated, especially during an organization’s hiring process. They noted that diverse candidates may not even pass the initial screening for mid-level management because “next level” processes (promotions, secondments, advancement, career development) have not taken EDI into account. Asking all interviewees to fill out the same instruments, and how they have demonstrated a true commitment to EDI can help in selecting candidates who will promote and support a culture of EDI, even if that individual is not from an underrepresented group. One academic example described a situation where an all-male interview panel had received EDI training in advance of interviews. The panel had a heightened collective awareness of EDI and decided that their first interview question to all candidates would be about EDI. The response to this question was considered among the most important in the interview process and allowed them to select individuals who would help build and promote the desired culture. Another participant from academia shared a practical approach for hiring CRCs in academic institutions where committees are expected to be “gender blind and colour blind” when evaluating candidates, which can result in a lack of awareness about EDI issues.

Further along the talent pipeline, succession planning should be EDI-intentional. For example, a company participant shared that EDI at the management or executive levels is not achieved even in organizations that have incorporated EDI at the lower levels. A common approach to increasing EDI at higher levels of organizations is through mentorship programs. However, one industry association participant stated that the traditional mentorship model of a mentor and protégé is no longer used. Their focus is now providing young professionals with an opportunity to build their network, for instance by using Ten Thousand Coffees which enables one-on-one engagement opportunities - either a phone conversation, a skype call or a meeting over coffee. This allows young professionals to create a broad pool of more experienced and established professionals and build connectivity in the network. Incorporating networking into the mentorship program appears to have more value than traditional mentorship models. A company participant noted that “women leaders force conversations around diversity, which may not happen without the voices of women at the highest level,” hence the need for intentionality around EDI in a leadership pipeline program. Industry associations participants also noted that EDI-based leadership development is important in developing role models and champions in all sectors, allowing youth from equity-seeking groups to see themselves in those roles in the future. Finally, company participants pointed out the importance of embracing generational diversity where younger people in the organization could enable solutions to problems that have not been addressed by older employees. The academic sector participants noted that reaching critical mass of equity-seeking groups enables future progress of EDI opportunities in STEM.

Global Research Council participants should advance equal opportunity in research, and develop mechanisms that encourage people from all backgrounds to pursue scholarly and scientific careers, contributing to research excellence.

- Action statement from Global Research Council in 2014, comprised of the heads of science and engineering funding agencies from around the world

Build EDI into the work environment in your organization

Company participants highlighted the importance of creating inclusive work environments embracing all cultures, abilities, and backgrounds. There was consensus that all organizations should create employee-friendly work environments, providing its employees with flexible work schedules, and extended leave when needed. For example, a company participant described a program that allowed employees to bring their children to work so that the children can gain an understanding of what their parents do and the broader work of the company. Company participants also pointed out the importance of recognizing multicultural employees in events and celebrations. The design of physical space to support EDI is also important. A company participant asked “how does one design the physical environment to support the inclusion of diverse populations encompassing women, marginalized people, disabled people, etc.” One participant noted that building and programming design to network with a broad pool of more experienced and established professionals and build connectivity in the network. Incorporating networking into the mentorship program appears to have more value than traditional mentorship models. A company participant noted that “women leaders force conversations around diversity, which may not happen without the voices of women at the highest level,” hence the need for intentionality around EDI in a leadership pipeline program. Industry associations participants also noted that EDI-based leadership development is important in developing role models and champions in all sectors, allowing youth from equity-seeking groups to see themselves in those roles in the future. Finally, company participants pointed out the importance of embracing generational diversity where younger people in the organization could enable solutions to problems that have not been addressed by older employees. The academic sector participants noted that reaching critical mass of equity-seeking groups enables future progress of EDI opportunities in STEM.

Ask and listen...and then listen some more

Several participants spoke about the importance of seeking input from equity seeking groups in developing inclusive EDI programs and policies. A participant from a not-for-profit organization explained that the term diversity encompasses all possible ethnicities. However, diversity needs to be considered in terms of intersectionalities. Within racialized groups in STEM—for example, the South Asian population, the Black population, and the Indigenous population—have very different experiences regarding inclusion in (or more likely exclusion from) STEM-related pathways and professions. Grouping together distinct communities under a single umbrella of “diversity” will fail to achieve the goal of developing inclusive programming and will not result in full representation of individuals from these communities in STEM-related professions. Engaging specific marginalized groups in an intentional and culturally aware manner, while designing programming to enhance EDI in STEM-related pathways (whether educational or in the workplace), is critically important and requires engagement with those communities. There was a general agreement among the participants on the importance of this approach. In addition, a participant from the corporate sector noted that safe communication channels need to be in place within the organization so these voices outside this room who stands to benefit. Until the voices of those who are impacted are… heard, efforts are isolated and the accountability set may not have [the intended] benefits.” It is important to ask and listen to responses, and then keep listening.
In addition to improving data collection (key finding #2), there was consensus among participants that the current sets of metrics used to evaluate “excellence” or “performance” in academia, or the workplace, may need to be revised and reconsidered through an EDI lens. Addressing this issue is particularly important if people are to harness diversity in STEM as a driver of innovation, since opportunities for novel approaches, meritorious ideas, and unique perspectives are likely to be missed because people pay attention to excellence, which traditionally, is narrowly defined. This was emphasized by participants from the innovation sector who noted that leveraging the diversity opportunity in STEM will require changes in organizational culture, mindset and long-held perceptions of what constitutes “excellence”. Furthermore, many sectors recognize the challenge of addressing the pervasive (but inaccurate) idea that embracing diversity comprises excellence. This may be a particular challenge in academia where standard metrics for excellence (number of papers, number of citations, number of grants, etc.) are well established and resistant to change. Participants from the government highlighted that funding bodies can lead by considering innovative approaches to defining measurements of excellence in STEM, framed within an EDI context. Academic participants also agreed. A corporate participant added that moving beyond individuals, team formation and performance evaluation can benefit from an EDI lens. Furthermore, participants from academia highlighted that there is a need to develop performance measures in organizations to recognize and reward employees who practice and promote EDI in a clear, transparent and well-articulated manner on the principle that rewarding appropriate behaviour will incentivize others. Not-for-profit organizations indicated that all sectors should celebrate accomplishments and differences in EDI environments. A company participant indicated that they provide awards to women. The government group highlighted the role of EDI champions in each organization to reach under-represented groups. A consensus was that there should be champions in each organization who promote diversity and inclusivity and these individuals can be critical in encouraging equity-seeking groups to consider pursuing and staying in STEM-based professions and career pathways.

One participant highlighted that, while the benefits of diversity in driving innovation and out of the box problem solving are clearly established, organizations often overlook the potential consequence of emerging conflicts as diversity/integration increases within an organization. This is a valid concern for all sectors and is often overlooked in terms of promoting enhanced EDI. Managing conflict as a consequence of increased diversity requires increased awareness and proactive management. Each sector must see that it has receptive capacity and the skill sets to manage diversity and conflict appropriately.

Unless people see themselves represented, roles where they can believe, diversity does not mean anything.

- Not-for-profit sector participant
A mechanism for public reporting of EDI in STEM-related activities, plans, and status, need to be established and implemented for all sectors. Not-for-profit organizations highlighted that publicly reporting implications of non-compliances of EDI by organizations may make them more accountable. Industry associations indicated that having businesses publicize their diversity status and provide justification for non-compliances may help the government move EDI initiatives forward. They added that the role of government needs to be clear. For example, this could be a legislated requirement that all types of businesses report diversity measures in their annual reports and to the government, rather than implementing quotas. Fines could be imposed on businesses that do not comply. Businesses and industries should be compelled to prioritize their diversity status and justify their actions to the public. A participant indicated that social media would take care of the rest in holding organizations accountable. Another participant asked whether non-compliance would hold such significant impact. One question raised was whether recognitions, which are currently in place such as the “Best Diversity Employer”, influence people’s decisions in wanting to work for a specific organization. Company participants stated that all sectors should create an environment where organizations can afford to meet EDI goals by raising awareness through individual experiences that highlight unmet EDI goals. Public reporting would also enable the development of benchmarks and could enable differentiation of companies based on their EDI efforts. Participants from the innovation sector also agreed that there is a need to hold organizations accountable for non-compliance or, failure to fully embrace EDI. For example, the federal government’s requirement for the inclusion of detailed equity plans for funding programs, such as the Canada Excellence Research Chair, holds universities accountable by withholding funding, if non-compliant. Even companies with buying power like the Fortune 500 could include EDI evaluations in their procurement/funding policy to hold their supply chain accountable. Industry associations highlighted that government is the largest purchaser of services in this province and could thus leverage its purchasing power to hold organizations accountable i.e. through procurements, grants, and licensing. However, it was pointed out that the approach to hold organizations accountable for EDI needs to be developed and well justified and speaks to the previous point of public reporting to be able to make fair comparisons between organizations bidding for the same tender.
There was an enthusiastic consensus on the need to improve sector cooperation and coordination around EDI in STEM programming and initiatives. Many organizations and sectors have common goals and thus seek complementarities in approaches. Most participants agreed that the sharing of best practices is very useful and that collaboration and multidisciplinary approaches are all necessary to achieve common goals. All sector groups also agreed that continued and intentional collaboration will be essential in advancing EDI in STEM to harness diversity. Sharing of information and best practices (through mechanisms such as this workshop) will help all sectors and organizations to avoid “reinventing the wheel”. Moreover, this may work (i.e. the “comply or explain” for women on boards initiative). Identifying mechanisms and approaches that hold organizations and institutions accountable exert consequences for failure to act and incentivize EDI in STEM will be helpful across the board.

Participants’ feedback following this meeting confirmed that the format of this roundtable was particularly useful in bringing together different sectors who are facing similar challenges and seeking common goals. For many, this was the first time they had interacted with members of other sectors with the willingness to engage openly and constructively. Several participants expressed a desire to engage more extensively with colleagues from other sectors. In conclusion, the feedback received clearly indicated that there is a need for more dialogue across sectors to share approaches and mutually supportive strategies that will harness diversity opportunities and drive innovation across the board.

To this end, the team proposes a consequent roundtable meeting which will focus on the approaches below:

**Evidence-based approaches for institutional and organizational change to embrace EDI in STEM:**

There is a need to transition into understanding and implementing the most effective programs that embrace EDI in STEM. Participants from various sectors acknowledged an urgent need to understand best practices in other places and to look at ways to effectively change their own organizations. Presenting best practices from other jurisdictions such as the US, UK and Australia - across sectors - would be useful for many.

**Accountability and consequences:**

Issues of accountability and consequences need further investigation since current expectations that organizations will self-monitor appear to be failing (i.e. the “comply or explain” for women on boards initiative). Identifying mechanisms and approaches that hold organizations and institutions accountable exert consequences for failure to act and incentivize EDI in STEM will be helpful across the board.

**Rethink STEM:**

Consider more discussion around what “STEM” is and reconsider what is valued and what is not, particularly with regard to incorporating Indigenous ways of knowing, feminist perspectives, critical race perspectives, etc. into what is broadly understood and valued as scientific knowledge.

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Societies thrive in a sustainable way when inclusion and innovation help expand the opportunity.

- Adapted from a corporate promotional program
Appendix 1

Roundtable Meeting Participants from Various Sectors:

### Innovation Supporter

- **Claudia Krywiak**
  - Vice President, Corporate Planning, Development & Strategic Initiatives, Ontario Centres of Excellence

- **Danika Goosney**
  - Executive Director, Tri-agency Institutional Programs Secretariat

- **Isabelle Gingras**
  - Vice President of Human Resources, National Research Council

- **Mehrdad Hariri**
  - Chief Executive Officer, Canadian Science Policy Centre

- **Pamela Kanelis**
  - Director, Research & Global Academy Canadian Institute for Advanced Research

- **Ridha Ben-Mrad**
  - Associate Academic Director, Mitacs

- **Serge Villemure**
  - Director, Scholarships, Fellowships & Chairs for Women in Science and Engineering, Natural Sciences & Engineering Research Council

- **Usha Srinivasan**
  - Vice President, Venture Programs, MaRS Discovery District

### Academia

- **Allison Sekuler**
  - Professor of Psychology, Neuroscience & Behaviour, McMaster University

- **Dawn Bazely**
  - Professor, Institute for Research and Innovation in Sustainability, York University

- **Denise O’Neil Green**
  - Vice President, Equity and Community Inclusion, Ryerson University

- **Grace-Edward Galabuzi**
  - Associate Professor, Dept of Politics and Public Administration, Ryerson University

- **Imogen R. Coe**
  - Dean, Faculty of Science, Ryerson University

- **Jennifer Grass**
  - Assistant Vice President, University Relations, Ryerson University

- **Marisa Sterling**
  - Assistant Dean, Inclusivity & Diversity, York University

- **Steven Liss**
  - Vice President, Research & Innovation, Ryerson University

- **Vivek Goel**
  - Vice President, Research & Innovation, University of Toronto

### Industry Organization

- **Brian Lewis**
  - President & CEO, MEDEC

- **Jason Field**
  - President & CEO, Life Sciences Ontario

- **Julie Brykski**
  - Director, Talent Initiatives, Toronto Financial Services Alliance

- **Mark Patterson**
  - Executive Director, Magnet

- **Sandro Perruzza**
  - Chief Executive Officer, Ontario Society of Professional Engineers

### Not-for-Profit Organization

- **Eugenia Duodu**
  - Chief Executive Officer, Visions of Science Network for Learning

- **Francis Jeffers**
  - Founder & Executive Director, Canadian Multicultural Inventors Museum

- **Mahadeo Sukhai**
  - Director of Research, National Educational Association of Disabled Students

- **Michael Bach**
  - Founder & Chief Executive Officer, Canadian Centre for Diversity & Inclusion

- **Ruby Latif**
  - Research Associate, Diversity Institute

- **Sajedeh Zahraei**
  - Senior Manager, Professional Development and Training, Ontario Council of Agencies Serving Immigrants

- **Tasha Smith**
  - Student Success Teacher, Aboriginal Education Centre, Toronto District School Board

- **Vandana Jungeja**
  - Senior Director, Catalyst, Canada

### Government

- **Akosua Alagaratnam**
  - Policy Advisor, Ministry of Children & Youth Services

- **Andi Argast**
  - Policy Advisor, Ministry of Research, Innovation and Science

- **Brian Timney**
  - Executive Director, Ontario Universities Council on Quality Assurance

- **David Bartucci**
  - Manager, Highly Skilled Workforce Division, Ministry of Advanced Education and Skills Development

- **Jennifer Targonsky**
  - Senior HR Consultant, Diversity & Next Generation Programs, City of Toronto

- **Jessica Norup**
  - Director of Natural Sciences & Engineering Research Council Liaison, Innovation, Science & Economic Development Canada

### Company

- **Alix Edmiston**
  - Digital PR Consultant, Red Hat Canada

- **Jacqueline Silvera**
  - Senior Manager, Diversity and Mediation Services, University Health Network

- **Kelly Smyth**
  - Director for Talent, Learning & Development, Cisco Canada

- **Luc Villeneuve**
  - General Manager, Red Hat Canada

- **Nita Arora**
  - Regional Head, Country Clinical Operations, Roche, North America

- **Ronnie Persad**
  - Manager of Application and Solution Architecture in the Information Technology Services Department, Toronto Transit Commission

- **Safdar Abidi**
  - Principal, Higher Education, Perkins+Will
Appendix 2

1a: Assume that diversity is an opportunity for driving innovation, how does diversity in STEM add value to your organization?

1b: Is/has the diversity value been significant enough for your organization to implement policies/approaches to capture the diversity value proposition and what is an example of it?

2a: What does it mean for your organization, when you imagine capturing the diversity opportunity in STEM?

2b: What do you see as enabling factors in your organization(s) to pursue the diversity goal?

2c: What do you see as limiting factors or barriers in your organization(s) to pursue the diversity goal?

3a: What do you think of the approaches shared? Do you see them as feasible to implement in Ontario? Would your organization participate/support such initiatives?

3b: What are one or two initiatives your organization has undertaken or would think are good initiatives to pursue to capture the diversity opportunity in STEM that are useful to share with others?

4a: How to hold organizations accountable for implementing diversity initiatives in their organizations?

4b: What mechanisms should be implemented to make the organizations accountable to implement diversity initiatives?

4c: What are the consequences if goals are not met?

References shared during the roundtable session


5. Defining a New Culture: Creative Examination of Essential Requirements in Academic Disciplines and Graduate Programs (Discussion paper essential requirements, co-authored by Mahadeo Sukhai), 2014, http://caigs.ca/documents/publications/3rdparty/Discussion - goo.gl/KWhY4


Best practices from other countries


Relevant reports


