



Concurrent Presentations

Theme:
Other

10 lessons I wish I learned 10 years ago: My path to leadership as an introvert

Presenter

Isobel DeMont, Dalhousie University

It is widely accepted that leadership positions are more frequently held by extroverts versus introverts. A quick online search for 'qualities of successful leaders', will mention traits like innovative, active listener, compassionate, confident, strong communicator, fair, motivated... the list goes on. However, these main leadership traits are not unique to extroverts. Extroverts may simply be more at ease openly displaying these qualities, resulting in a more visible profile and greater development opportunities. How then, does an introvert build and display their leadership skills? That's a question my 17-year-old introverted self would have liked an answer to. Ultimately, and despite my introversion, I did achieve a label of 'leader' in my field, but the path to leadership was bumpy and winding. This presentation is a retrospective look at my journey to leadership. From my aversion to the saying 'fake it to till you make it', to why it's sometimes okay to set the bar low, I'll present 10 lessons I wish I learned 10 years ago as a shy, introverted teenager setting off to begin my career in research and engineering.

A look at the Co-op Training Experience of Women Students in Science and Engineering

Presenters

Jade Brodeur, NSERC Chair for Women in Sciences and Engineering (Quebec Region)

Eve Langelier, NSERC Chair for Women in Sciences and Engineering (Quebec Region)

Joëlle Pelletier-Nolet, NSERC Chair for Women in Sciences and Engineering (Quebec Region)

Vincent Belletête, École de gestion

Nolwenn Crozet, Faculté des lettres et sciences humaines

In Canada, women represent nearly half of the labour force, but are underrepresented in the science and engineering fields (SE). Why? For many reasons: Studies suggest a powerful effect of gender and social stereotypes, sociocultural context, low exposure to women scientific role models as well as women's and men's representations of science and engineering and the associated careers. And what about co-op placements? How do they impact the career path of women in SE? In different aspects, co-op placements, which are offered in several universities, have a positive impact on students, women and men. However, few researches have explored the experience of women students in co-op placements settings where they are underrepresented relatively to men. This is why the team of the Chair for Women in Science and Engineering in Quebec (CWSE) conducted a study, from 2018 to 2021, to understand the perception of the women students of their co-op experience. To do this, semi-structured individual interviews were conducted with 36 women students in SE (14 students in sciences and 22

students in engineering). What are the study results? For example, more than a quarter of the total women students interviewed (sciences and engineering) mentioned the development of new skills (31%) and the creation of a network of contacts (25%) as the main benefits of the co-op placements. Conversely, the main challenges identified by the women students interviewed were supervisors' interactions (53%) and technicians' or other workers' interactions (25%). In the proposed activity, we will present the full study results.

Digital Science Communication: Background, Barriers and Battleplan

Presenter

Helen Yip, WISEST

WISEST (Women in Scholarship, Engineering, Science and Technology), exists to advance diversity while empowering women in STEM fields. WISEST achieves this vision by promoting the participation of underrepresented groups which includes young women, gender-diverse folks, 2SLGBTQIA+, rural, Black, Indigenous and students of colour. An emerging issue is the lack of diversity in Digital Science Communication (DSC). In this session, we will provide background as to why this is an emerging barrier, tackle some of the challenges faced when embracing this way of communicating and give strategies to improve your own digital science presence such as how to start putting together a personal brand. This session aims to engage young professionals who are just beginning their journey in the STEM fields through to seasoned professionals who are looking to find new and innovative ways to increase visible diversity in STEM through social media. This presentation will be delivered as an interactive workshop where participants will get to work with each other on the personal branding exercises.

Equity, Diversity and Inclusion in SETT

Presenters

Eve Langelier, NSERC Chair for Women in Sciences and Engineering (Quebec Region)

Joëlle Pelletier-Nolet, NSERC Chair for Women in Sciences and Engineering (Quebec Region)

Jade Brodeur, NSERC Chair for Women in Sciences and Engineering (Quebec Region)

Nolwenn Crozet, Faculté des lettres et sciences humaines

Vincent Belletête, École de gestion

Equity, diversity and inclusion (EDI) is a hot topic. However, the attention of organizations is often mainly, even only, focused on diversity targets to be achieved. Predominantly male workplaces such as SETT would benefit from a culture change to improve inclusion of people from underrepresented and minority groups. Also, retention and progression are part of the equation. In the proposed session, participants will deepen their reflection about questions such as: Is recruiting diverse enough? What are the challenges faced by underrepresented and minority groups? How to build an ecosystem that considers equity, diversity and inclusion (EDI)? What can I, as an individual, do? To do so, key EDI concepts will be presented. Thereafter, participants will team up to work on case studies figuring women in SETT. The presenters will support and guide them through the activities and will provide them with EDI resources (white papers about recruitment, unconscious bias, managing a diverse team, challenges facing designated or marginalized groups, GBA+, and more). Time will be given for discussion and co-creation of solutions.

Experimental and Longitudinal Examinations of Outperformance-Related Discomfort among Women Studying STEM

Presenters

Erika Koch, St. Francis Xavier University

Tamara Franz-Odenaal, Mount Saint Vincent University and NSERC Chair of Women in Science and Engineering (Atlantic)

Abby Davis-Janes, St. Francis Xavier University

Why do women remain underrepresented in some STEM (Science, Technology, Engineering, and Math) fields? Recent research in social psychology has explored the effects of contextual variables such as belongingness cues. Outperformance-related discomfort may be yet another factor explaining women's underrepresentation in STEM. We conducted two studies to explore this topic. In Study 1, university students (N = 256) were randomly assigned to respond to vignettes in which they imagined outperforming classmates in STEM or Arts/Humanities courses. Results revealed that women—more than men—perceived the outperformed person(s) as upset and were concerned about the outperformance, regardless of domain (STEM vs. Arts/Humanities). Study 2 recruited female and non-binary STEM students in their first year of university. At Time 1 (Fall 2021), students (N = ~200) completed a measure of the tendency to experience outperformance-related discomfort and several STEM outcome variables: belongingness in, interest in, intention to persist in, and identification with STEM. In Winter 2022, these students will be invited to complete the STEM outcome measures a second time. We hypothesize that the tendency to experience outperformance-related concerns at Time 1 will negatively predict STEM outcomes at Time 2. In other words, female and non-binary students who tend to experience outperformance-related discomfort may be especially likely to lose a sense of connection to STEM as their first year in university progresses. Ultimately, results of this research may highlight the importance of fostering a sense of identity and belongingness among female and non-binary students studying STEM.

Leapfrogging to Online: Sharing Lessons learned and Effective Practices moving the WinSETT in person Leadership Program to the Virtual World.

Presenter

Susan Hollett, WinSETT Centre

In 2020-21, WinSETT launched 14 Leadership Program for Women in SETT Skill Builders with virtual delivery. We learned a lot along the way. We leaned on experts to teach us and built our in-house capacity to design and delivery engaging online learning experiences. All our online Skill Builders are as close to in person as possible in that they are live, interactive, action focused, evidence based, and self-reflective. This session will share our lessons learned and practices we found particularly helpful and effective. Participants will be asked to share their own lessons learned, their promising and effective practices as well as discussing “what’s next in our virtual training”?