

# CANADIAN SCHOOL **Counsellor** MAGAZINE

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**Crossing  
Borders** MAGAZINE

## **STEM:** diversity and inclusion for the future



### **The Gender Gap:** the story women around the world are tired of telling



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## School counsellors from across the country to gather at Cannexus conference in January 2022

Connecting students' passions and talents to changing workforce needs in the wake of the pandemic is a priority for Canada's school counsellors. And after a turbulent 18 months of learning so is ensuring the mental health of young people throughout the K-12 system. These issues will be front and centre at Cannexus, Canada's Career Development Conference.

Cannexus will be a hybrid conference in 2022, taking place both virtually and in-person in Ottawa, Ontario from Jan. 24-26. At the previous Cannexus conference more than 2,300 career development professionals came together virtually, including guidance counsellors, teachers and administrators.

The 2022 conference will feature 150 sessions from education innovators nationally as well as from California and England. Sessions will address:

- DEI in the design of career education
- Unique experiential learning for youth
- Career development in remote and rural areas
- Activities to foster career exploration
- Helping parents to help their children
- Role of school leadership in creating a career development culture
- Linking career development and mental health
- Engaging with employers and community partners
- How to incorporate career development in the classroom

The conference is presented by CERIC, a charitable organization advancing career development research and education in Canada. The cost is \$330 for the virtual conference or \$500 for the in-person if you register by the Nov. 5 Early Bird deadline. Members of supporting organizations, which include the Ontario School Counsellors' Association, the Saskatchewan Career and Work Education Association and the Career Education Society of BC, as well as groups of 5 or more receive a 25% discount.

Learn more at [cannexus.ceric.ca](http://cannexus.ceric.ca).



Canadian School Counsellor magazine is proud to announce the following recipients of the **Trevor H. Shirliff Difference-Maker Scholarship** for the Fall 2021 awards:

### 1. MICHAELA SEGRETO

Ladysmith Secondary School,  
Ladysmith, BC

### 2. KATYA KUBYSHKIN

Pinetree Secondary School,  
Coquitlam, BC

### 3. KALEAH SAWATZKY

Austin Christian Academy,  
Austin, MB

### 4. DANAYSIA ASH

Sir John A. Macdonald High School,  
Upper Tantallon, NS

### 5. GABRIELLE VADNAIS

Vegreville Composite High School,  
Vegreville, AB

### 6. BROOKE LEBERSBACK

Greenall High School,  
Balgonie, SK

### Congratulations to all!

A great big thanks goes out to all counsellors for recognizing the effort that earn the nominations.

Remember, if you have a student that exemplifies what it means to be a difference-maker, please consider nominating them for our next awards in the winter of 2021.



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# A Call to Serve: a love letter to my guidance counsellor peers across the country

By: Anna Macri



**Dear Fellow Guidance Counsellors,** after living through the pandemic experience as a profession, I felt deeply that I wanted to begin the school year and convey in this Counsellor’s Corner a proclamation of my admiration for my fellow counsellors from coast to coast to coast. I feel so proud and fortunate to be a guidance counsellor and to work among such admirable company. I feel blessed and grateful.

What more noble a calling than that of service: giving back to our community, preparing our youth to fulfill their destiny; helping students realize their full potential. That is what we do daily in the Guidance Department, along with the help and support of our fellow teachers, parent community and administration. It is in the guidance office, where students tell us their dreams and we help carve a path forward. It is also in the guidance office where we hear from those students in despair—worn down emotionally, mentally, physically—where we offer and find them support to help them navigate through those trying times. We laugh with our students, cry with our students, teach our students and, ultimately, guide them, to the best of our ability.

The pandemic has presented guidance counsellors with many challenges. We have met those challenges and turned them into “opportunities”, at times, with enthusiasm and at other times with trepidation. We have learned to pivot with the best of them. We have embarked on an educational and pedagogical journey, learning multiple virtual platforms to the benefit of our students. In-person appointments became Zoom meetings; post-secondary fairs happened virtually; Grade 8 to 9 transition meetings were conducted via Google Meets; graduation ceremonies were planned and executed in the most creative of ways—all the while adhering to strict COVID-19 guidelines and protocols.



"We make a **positive, enriching imprint** on the lives of students we **teach, coach, and guide.**"

Guidance counsellors are many things to many people. At times, we are guiders to students and at other times, we are shoulders to cry on for students; for parents; for staff; at times, for our administration. We are the safe, caring adult in the lives of those we meet. We are experts in career and pathway planning, setting the way and paving the road to our student's futures. We are witnesses to dreams achieved and those unattained. And throughout COVID-19, many of us became tech support to staff, students and the community, in their efforts to navigate remote learning.

Through pandemic learning, we continued to reach out to students who were struggling both academically and with their mental health. We learned new programs and adapted our methods of counselling. We continued to help students get to graduation, apply to apprenticeship, college and university programs; we advised and registered students for night and summer school; wrote numerous reference letters for scholarships and other opportunities; attended case conferences, parent-teacher interviews, worked on scheduling the school all while taking care of our own families, children, and parents.

So, as we begin a school new year, let's remember that we will be presented with challenges as usual (we are "challenge" experts now), that we are guiders, dreamers, comforters. We are Counsellors. And with that knowledge, we know that we have an important job to do. We've got this. You've got this! This year let's do what we do best: serve our students. In guidance, we work together in a daily, ongoing effort to make student's lives better. We do this because that's what teaching is all about: to make a positive, enriching imprint on the lives of students we teach, coach, and guide.

We wear many hats, but they all sit upon one head and, as we flip from hat to hat, we are ever mindful of those who serve. As a guidance counsellor, I love the work. I love working hard alongside a team of people who I admire. Our work is difficult and challenging but it is work worth doing. And, working with our outstanding guidance peers both within our departments, school boards, and across the country is the cherry on top. I am personally very thankful to work with all of you and to share our title of guidance counsellor. I feel incredibly fortunate to work in such a professional with such inspirational colleagues, not only at my school, here in Mississauga, Ontario, but within my school board, province and across the country.

I wish all my colleagues in Guidance and Career Education a wonderful year!

Now, with the beginning of another school year, undoubtedly marked with obstacles, potentially new virtual platforms to learn, and navigating a return that may or may not include various COVID-19 protocols....let us turn those challenges into new growth "opportunities" and let's get to work!

With heartfelt admiration,  
Your colleague and peer,  
Anna Macri



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# Meet the Recruiter

## Sally Fairburn



Photos Courtesy: Sally Fairburn

**Hi there!** I'm **Sally Fairburn**, International Recruitment Officer at the University of South Wales in the UK.

**I have a long-standing history with the University; my career started in 2006 as an Admissions Assistant and shortly after joining, I was promoted to Admissions Officer. In 2012, I joined the International Office as an International Executive.**

I have had the pleasure of managing many different regions from the Middle East, South East Asia and covering some recruitment trips to Nigeria and Ghana but now my responsibilities lie in managing student recruitment in The Americas, Norway, Europe and Sri Lanka. I consider myself extremely lucky to have had the chance to visit some truly amazing countries such as Myanmar, The Philippines, Vietnam, Kuwait, Oman and the UAE to name just a few!

I didn't take the traditional route of applying to study at University when leaving college at the age of 18; instead I secured a role at HSBC Bank and this is where I stayed for 3 years until I moved from my home county of Somerset in England to Cardiff in Wales. I cannot express enough how friendly Welsh people are, they really do welcome you with open arms and make you feel part of the family! I was literally welcomed to the family as it is in Wales 12 years ago when I met my husband. We have now been married for four years and have a 2 1/2 year old daughter. During the first few years of my employment at the University of South Wales, I was lucky enough to be given the opportunity to study for my BA (Hons) Business Management degree on a part time basis whilst I was working full time. It wasn't easy at times, but it was worth it in the end and I graduated in 2010 with a First Class Honours degree.

"I consider myself **extremely lucky** to have had the chance to visit some **truly amazing countries** such as Myanmar, The Philippines, Vietnam, Kuwait, Oman and the UAE to name just a few!"



When I started working at the University, I didn't even know the role of an International Recruitment Officer existed let alone what one does. But having worked closely with the International Office, my eyes were quickly opened. I loved the opportunity to meet students from all over the world to help them in their decision making but I also had the chance to visit countries that I would never have imagined visiting in my lifetime. I love learning about different cultures and meeting other UK university International Recruitment Officers whilst on the road and through this I have made some great friends.

My role gives me so much job satisfaction; to meet international students with their families in their home countries and then see them on campus flourishing and meeting so many new friends from all around the world really does make me feel like the proud mum! Where possible, I try and meet my students for coffee and cake in the Starbucks on campus just to have a general catch up and make sure that they are settling in fine. It was tough at the beginning leaving home for sometimes 3 weeks at a time and missing out on events with friends and family but it gets easier and the time on the road tends to go by quickly as my itineraries tend to be full to the brim! I haven't travelled on a work trip overseas since January 2020 due to COVID and it is amazing how quickly everyone in the industry has adapted to this new way of working. It has worked out well for me as I have been able to spend more time with my daughter. My husband and daughter joined me on recruitment trips to Norway, Greece and Cyprus just before the pandemic hit and this was a great way to incorporate work and a family holiday.

As you can probably imagine, with a toddler running around plus working a full-time job, I don't have much time to myself but when I do, I try to catch up with friends over dinner and a few drinks, take time out to read a book or book in a few music concerts to look forward (prior to Covid!). I've had the pleasure of recently seeing P!NK, Coldplay, Adele and Gregory Porter. I also enjoy hiking and we have some spectacular mountains in our local area to explore and enjoy; I've actually taken two different groups of students (from Thailand and Vietnam) with me on hikes in the recent years and they were blown away by the scenery. We are very lucky in the fact that we live close to a beach, so we like to visit when possible; the weather is a little unpredictable here in south Wales so as well as sitting and building sandcastles sometimes it's a case of wrapping up warm with the waterproof gear on and blowing away the cobwebs with a walk along the beach.

Covid has given us many challenges but also allowed us to reconsider the way in which we work, and I am grateful for that. My role has always required me to be flexible with my working hours, especially when I am on the road, but COVID has allowed me to spend more time with my family. Hybrid working suits me and allows me to work effectively whilst being there for my family and I am glad that this way of working will continue post-Covid. 🍀csc

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# STEM: diversity, and the future

## Les **STEM**: la l'inclusion et

**It was a scientific miracle.** Less than a year after COVID-19 grew into a pandemic, scientists the world over teamed up to create viable vaccines to protect humanity. A process that normally takes ten years was reduced to mere months as Canada and the world came to grips with the threat posed by the pandemic.

As vaccine distribution gained momentum in the early summer of 2021, COVID-19 infections dramatically declined, leaving many to wonder if a new normal was on the horizon. Canadians were so impressed with the efforts of the scientific community that over 90% of respondents to a survey deemed science an essential part of society considering innovative strides made over the course of the pandemic. Overall, this historic effort highlighted the need for recruitment of the best candidates to STEM (science, technology, engineering and math) professions.

### **An uptick in STEM applications**

Recruiters at colleges and universities have noted an uptick in applications in programs related to STEM—no doubt inspired by the efforts of the scientific and public health communities during the pandemic. Plus, the data is clear: STEM graduates make an average of \$15,000 more than their non-STEM counterparts. And, while there is no glaring shortage in most STEM fields currently, that prospect is about to change with the growing need for STEM workers and projected retirements. Therefore many Canadian organizations are making an effort to recruit candidates and build a diverse and inclusive workforce that is ready to meet the needs of the future.

# inclusion

# diversité, l'avenir

By/Par: Sean Dolan

**C'est un miracle de la science.** Moins d'un an après l'annonce de la pandémie de COVID-19, les efforts communs de scientifiques des quatre coins du monde ont permis la mise au point de vaccins capables de protéger l'humanité. Un processus qui s'étend généralement sur 10 ans a été condensé en quelques mois seulement alors que le Canada et le monde affrontaient la pandémie.

L'accélération de la vaccination au début de l'été 2021 a fait chuter le nombre d'infections et laissé poindre l'espoir d'une nouvelle normalité. Les efforts des scientifiques ont beaucoup impressionné la population canadienne, à tel point que plus de 90 % des participants et participantes à un sondage ont dit voir la science comme un aspect essentiel de la société vu les percées réalisées pendant la pandémie. Dans l'ensemble, cet effort historique a mis en valeur l'importance de recruter les meilleurs candidats et candidates pour des carrières en STIM (sciences, technologie, ingénierie et mathématiques).

## Légère hausse des demandes d'admission en STIM

Le personnel de recrutement des collèges et universités a noté une légère hausse des demandes d'admission en STIM, sans doute inspirée par les efforts des scientifiques et des communautés de santé publique durant la pandémie. De plus, les données sont claires : par rapport aux autres domaines, un diplôme en STIM est associé à 15 000 \$ de plus en salaire en moyenne. De plus, bien qu'il n'y ait pas, en ce moment, de grandes pénuries de main-d'œuvre dans la plupart des branches des STIM, la situation est appelée à changer compte tenu de l'augmentation des besoins et des départs à la retraite. C'est pourquoi de nombreuses organisations canadiennes sont en recrutement et travaillent à bâtir une main-d'œuvre hétérogène et inclusive pour répondre aux besoins de l'avenir.

# "STEM graduates make an average of \$15,000 more than their non-STEM counterparts."

## A STEM problem

STEM positions in Canada—especially in the area of leadership—continue to be held predominantly by individuals who are male and White. Statistics Canada breaks down the composition of the workforce as follows:

- ✓ 75% of the workforce are men with 25% women—despite that fact that women make up 50% of the population.
- ✓ 66% of the workforce is Canadian born; 34% are immigrants to Canada.
- ✓ 75% of the workforce are not a visible minority; 25% come from a visible minority.
- ✓ Indigenous people make up only 1% of the STEM workforce.

These numbers in and of themselves only tell part of the story. At face value they represent a societal equation that does not identify why the STEM workforce lacks diversity, particularly in the areas of academia and leadership.

## Le problème des STIM

Au Canada, les emplois en STIM, surtout les postes de direction, sont encore surtout occupés majoritairement par des hommes blancs. Selon Statistique Canada :

- ✓ Les hommes représentent 75 % de la population active et les femmes, 25 %, même si elles forment 50 % de la population.
- ✓ Les personnes nées au Canada représentent 66 % de la population active, contre 34 % d'immigrants et immigrantes.
- ✓ La population active est composée à 75 % de personnes qui ne sont PAS issues de minorités visibles et de 25 % de personnes issues de minorités visibles.
- ✓ Les peuples autochtones représentent seulement 1 % des travailleurs et travailleuses dans le domaine des STIM.

Or, ces chiffres ne révèlent qu'une partie de l'histoire. En soi, ils représentent une équation sociétale qui n'explique pas pourquoi il y a si peu de diversité dans les STIM, surtout en enseignement et dans les postes de direction. Les universités et collèges



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# « Par rapport aux autres domaines, un diplôme en STEM est associé à 15 000 \$ de plus en salaire en moyenne »

While Canadian universities and colleges have done an admirable job enrolling students of varying backgrounds into their programs, when it comes to advancement beyond the degree or diploma level, the inclusion of different genders and races plummets. Many believe that, if people do not belong to the dominant group (male, White) the opportunity to get a job—let alone reach the higher levels of management in a STEM occupation—is not in the cards, causing many candidates to bow out early.

## The need for diversity and inclusion

Unfortunately, a lot of the evidence of obstacles to diversity and inclusion are anecdotal. However, the conclusions are clear: female, BIPOC and LGBTQ+ students halt their studies early because they lack mentorship, encouragement, and role models that they can relate to. This leads to the same dynamic that has dominated STEM fields for years: a largely male and White cohort deciding which research projects will proceed.

canadiens déploient des efforts admirables pour recruter des étudiants et étudiantes d'horizons divers dans leurs programmes, mais l'inclusion des autres genres et origines ethniques chute drastiquement après l'obtention du grade/diplôme. Beaucoup estiment que les personnes qui n'appartiennent pas au groupe dominant (hommes blancs) n'ont pas accès aux emplois, et encore moins aux postes de haute direction dans le domaine, ce qui amène de nombreuses personnes à en sortir prématurément.

## Un besoin de diversité et d'inclusion

Malheureusement, une bonne partie des preuves relatives aux obstacles à la diversité et à l'inclusion sont anecdotiques. On sait toutefois que les femmes et les personnes autochtones, noires, de couleur ou appartenant à la communauté LGBTQ+ interrompent leurs études faute de mentorat, d'encouragements et de modèles à qui s'identifier. Ceci mène à la même dynamique qui domine le domaine des STEM depuis des années : une cohorte majoritairement mâle et blanche décide quels projets de recherche iront de l'avant.

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## The move to inclusion

Some Canadians are pushing back and initiating a new era that demands more diversity and inclusion in STEM. Take this story as an example:

### Professor Maydianne Andrade and the Canadian Black Scientists Network

It was a pivotal moment for Professor Maydianne Andrade of the University of Toronto. After attending the university's first student-run Black graduation celebration, a neuroscience major approached her in tears. She thanked the professor for her faithful representation of the Black community in what the student describes as an environment severely lacking in cultural diversity. According to Andrade, the student's recounting of her experience was transformative, "She said she always felt like she stood out, like she was 'other'—like she didn't belong there. She told me she wanted to talk to me for four years." Professor Andrade, who shied away from the idea of being a role model, surrendered to a steadily building realization of the leadership role she could play in the lives of emerging Black academics. "You kind of have to accept that representation is important when you hear something like that," she said when reflecting on the student's story. The encounter helped inspire Andrade, a professor of evolutionary biology, to find the Canadian Black Scientists Network ([www.blackscientists.ca](http://www.blackscientists.ca)), an organization that helps Black Canadians recognize their rightful place in the scientific community.

## Vers l'inclusion

Or, certains Canadiens et Canadiennes travaillent à changer les choses et à amorcer une nouvelle ère en STIM sous le signe de la diversité et de l'inclusion. En voici un bon exemple.

### La professeure Maydianne Andrade et le Réseau canadien des scientifiques noirs

La professeure Maydianne Andrade, de l'Université de Toronto, a vécu un moment marquant après la première cérémonie de collation des grades pour les personnes noires organisée par des étudiants et étudiantes de l'Université de Toronto. Une diplômée en neuroscience est venue la voir, les larmes aux yeux. L'étudiante l'a remerciée de fidèlement représenter la communauté noire dans un environnement qu'elle a décrit comme étant très faible en diversité culturelle. Cette rencontre a beaucoup marqué la professeure. « L'étudiante m'a dit qu'elle avait toujours l'impression de détonner, d'être une intruse, comme si elle n'avait pas sa place, et que ça faisait quatre ans qu'elle voulait me parler », dit-elle. La professeure Andrade, qui ne se voyait pas comme un modèle, a graduellement pris conscience du rôle de leadership qu'elle pouvait jouer dans la vie de jeunes scientifiques noirs. « Quand on entend ça, il faut se rendre à l'évidence : la représentation est importante », conclut-elle. Cette rencontre a décidé cette spécialiste de la biologie évolutive à fonder le Réseau canadien des scientifiques noirs ([www.blackscientists.ca](http://www.blackscientists.ca)). L'organisme aide les personnes noires au Canada à reconnaître la place qui leur revient dans la communauté scientifique.

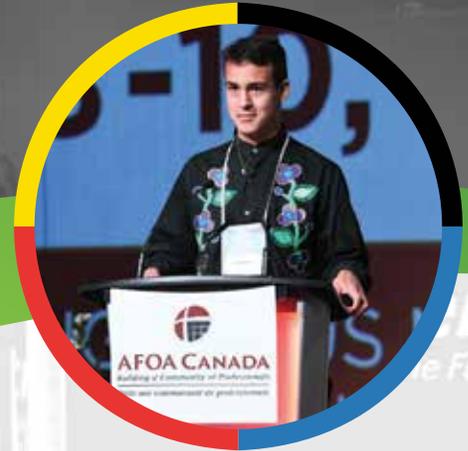
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- DAVID BUZZA, MISSION, BC

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Youth Exchanges Canada is a national exchange program that pairs groups of youth together from across Canada. Groups take turns travelling and hosting each other in their communities.

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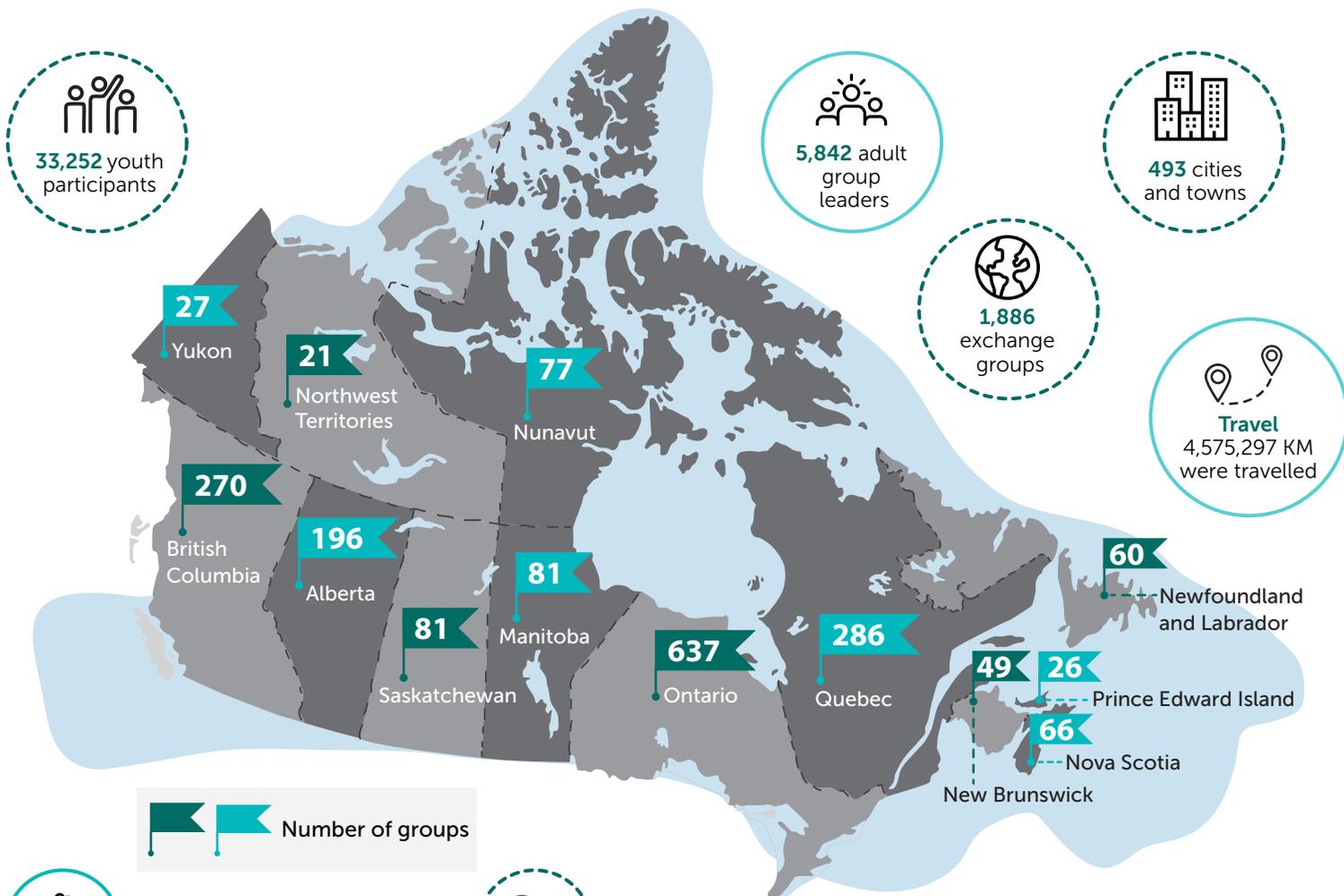
...become actively involved in their own community



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[yec.ymcagta.org](http://yec.ymcagta.org)



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"...collaboration among people of differing backgrounds leads to creative and innovative ideas."

« ...collaboration entre des personnes d'horizons divers mène à des idées originales et innovantes. »

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Professor Andrade is not alone in the collective effort to respond to the call for diversity and inclusion in STEM. The multinational corporation 3M recently released its annual State of Science Index. They found that most survey respondents—including a cross section of Canadians—believe diversity in STEM leads to innovation. In fact, half of those surveyed believe that a diverse STEM workforce opens doors for global trade, and collaboration among people of differing backgrounds leads to creative and innovative ideas. 68% of Canadians also acknowledged

La professeure Andrade n'est pas la seule à contribuer aux efforts collectifs pour répondre à l'appel à la diversité et à l'inclusion en STIM. La multinationale 3M a récemment publié son Indice annuel de l'État de la science. La majorité des personnes qui ont participé au sondage, réalisé aussi au Canada, croient que la diversité dans les STIM mène à l'innovation. En fait, la moitié est d'avis que la diversité dans la main-d'œuvre en STIM ouvre les portes du commerce international et que la collaboration entre des personnes d'horizons divers mène à des idées originales et innovantes. Soixante-huit pour cent des Canadiens

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that underrepresented minority groups often don't receive enough access to STEM education. As a result, 3M called for change in the areas of STEM education and hiring. Here is what they proposed:

- ✓ **Change the way STEM is taught** and accessed in Canada by diversifying material to include more than just a Euro-centric perspective.
- ✓ **Move from role models to champions.** A role model shows someone how something is done. A champion provides them the opportunity and means to get the job done.
- ✓ Share the responsibility to **match words and actions** by making sure people are held accountable for the changes that need to take place.

Advocates for diversity and inclusion in the STEM field tend to point out the obvious need for change—change that often feels like it is occurring at a glacial pace. Doug Dokis, the director of Actua's National Indigenous Youth in STEM program says, "We need to recognize different frames of reference for creating teaching materials and design a system that supports and resonates with diverse world views. For decades, STEM education has focused on western philosophies and perspectives. It's time to rethink how we teach STEM to support all ways of thinking." Product Development Engineer and founder of EngiQueers Vanessa

et Canadiennes ont aussi reconnu que les groupes minoritaires sous-représentés n'ont souvent pas un accès égal à la formation en STIM. Par conséquent, 3M recommande certains changements dans les pratiques de formation et d'embauche en STIM :

- ✓ **Changer la façon dont les STIM sont enseignées et accessibles au Canada** en créant du matériel pédagogique qui va au-delà de la perspective eurocentrique.
- ✓ **Passer de modèles à champions.** Un modèle montre l'exemple. Un champion fournit les occasions et les moyens de réussir.
- ✓ Partager la responsabilité de **faire corroborer les mots par les actions** en veillant au respect des engagements envers le changement.

Les personnes qui militent pour la diversité et l'inclusion en STIM tendent à souligner le besoin évident de changer les choses, changements qui semblent souvent trop lents à survenir. « Nous devons reconnaître différents cadres de référence dans la création de matériel pédagogique et concevoir un système qui appuie et rejoint diverses visions du monde », a déclaré Doug Dokis, directeur du programme national Les jeunes autochtones en STIM d'Actua. « Depuis des décennies, la formation en STIM met l'accent sur les philosophies et les perspectives occidentales. Il est temps de repenser l'enseignement des STIM pour tenir compte de toutes les façons de penser. » Vanessa Raponi, fondatrice d'EngiQueers et



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“People at a young age need to be able to **see themselves reflected in the science community** and have the champions in their life who **support those goals.**”

« Il est important que les jeunes puissent se **reconnaître dans la communauté scientifique** et avoir des champions dans leur vie qui **soutiennent leurs objectifs.** »

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Raponi echoes Dokis's sentiments, adding, “People at a young age need to be able to see themselves reflected in the science community and have the champions in their life who support those goals. To do this we need to lead youth to show them the path to a career in STEM, that it is possible, that there are opportunities for people just like them and that there are supportive programs, educators and champions along the way who will help lift them to an endless array of possibilities.”

ingénieure en développement de produits, est bien d'accord : « Il est important que les jeunes puissent se reconnaître dans la communauté scientifique et avoir des champions dans leur vie qui soutiennent leurs objectifs. Pour ce faire, nous devons guider les jeunes sur le chemin d'une carrière en STIM et leur montrer que c'est possible, qu'il y a des occasions pour les gens comme eux et qu'il existe des programmes de soutien, des éducateurs et des champions en cours de route qui les aideront à trouver un éventail infini de possibilités. »



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## School counsellors and STEM

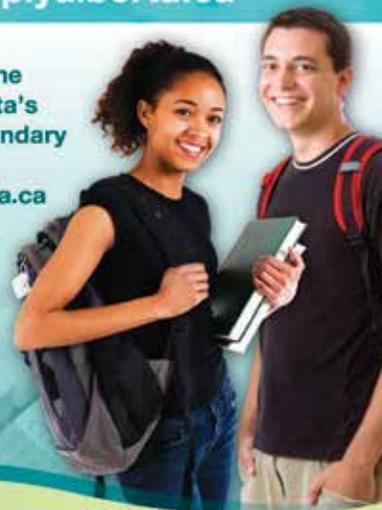
School counsellors will play a critical role in leveling the playing field in STEM going forward. Here are a few things counsellors can do to make sure students of diverse backgrounds are included in STEM programming:

- ✓ **Check your unconscious bias.** When meeting with students, take note of what is going through your mind. A few key questions: Are you steering female students away from STEM? Are you discouraging BIPOC students from studying STEM? Are you encouraging LGBTQ+ students to avoid STEM? Remember, we are talking about unconscious bias. The next time you have a female, BIPOC or LGBTQ+ student sitting in your office simply check to see what is running through your mind to make sure you are not being influenced by some buried idea of who should be involved in STEM.
- ✓ **Recognize the different paths to STEM.** Guidance counselling post-secondary advice is often too driven by grades. There are many routes to STEM professions. See if a gap year opportunity, volunteer work, or college or university program that, while not providing a direct path to STEM, allows the student to grow and learn and, more importantly, keep their STEM dreams alive.

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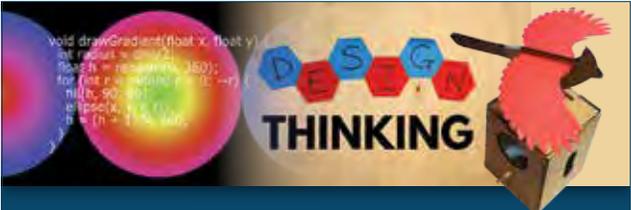


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## Les conseillers et conseillères d'orientation et les STIM

Les conseillers et conseillères d'orientation ont un rôle critique à jouer dans l'égalité d'accès aux STIM. Voici quelques points à garder à l'esprit pour assurer l'inclusion des personnes d'horizons divers dans les programmes en STIM :

- ✓ **Réfléchissez à vos biais inconscients.** Lors de vos rencontres avec vos élèves, prenez conscience de vos pensées. De bonnes questions à vous poser : êtes-vous en train d'écartier une femme des STIM? De décourager une personne autochtone, noire ou de couleur de se diriger en STIM? D'encourager des membres de la communauté LGBTQ+ à éviter les STIM? N'oubliez pas qu'il s'agit ici de biais inconscients. À votre prochaine consultation, prenez simplement conscience de vos pensées pour vérifier que votre idée d'un bon profil pour une carrière en STIM n'est pas basée sur des préjugés inconscients.
- ✓ **Sachez que plusieurs chemins mènent aux STIM.** Les conseils d'orientation relatifs à l'enseignement postsecondaire sont encore trop souvent guidés par les notes. Or, de nombreux chemins peuvent mener à une carrière en STIM. Demandez-vous s'il existerait un projet d'année sabbatique, du bénévolat ou un programme postsecondaire qui, sans représenter une voie directe vers les STIM, permettrait à l'élève de s'épanouir, d'apprendre et, surtout, de ne pas abandonner son rêve de STIM.



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✓ **Look for resources.** Diversity and inclusion in STEM are a priority for many Canadian colleges, universities, and employers. There are plenty of resources that educate students on the need for diverse views in STEM (check out *STEM Fellowship* for example: <https://stemfellowship.org/>). There are also quite a few programs offered by various organizations that encourage students of varying backgrounds to pursue STEM (Check out the University of Alberta's STEM list of programs at: <https://www.ualberta.ca/services/wisest/high-school-students/stem-programs-for-high-schools.html>). Make the search for these programs a part of your counselling appointments.

The need for diversity and inclusion in society has become a priority in Canada. The news cycle is keeping this topic front and centre, and, with the appropriate focus and corresponding action, the situation will change so that Canadians of all genders, groups, and races will be able to participate in career paths long dominated by certain groups. In Canada, our diversity is our strength. Hopefully, we are in the process of allowing this diversity to evolve and become absorbed in all aspects of our society. ♣csc

✓ **Cherchez des ressources.** La diversité et l'inclusion en STIM sont une priorité pour de nombreux collèges, universités et employeurs du Canada. Il existe d'abondantes ressources pour sensibiliser les élèves au besoin de diversité dans les STIM (voir *STEM Fellowship*, par exemple : <https://stemfellowship.org/>). Bon nombre d'organisations offrent aussi des programmes pour encourager les élèves de divers horizons à poursuivre une carrière en STIM (voir par exemple la liste des programmes de STIM de l'Université de l'Alberta au : <https://www.ualberta.ca/services/wisest/high-school-students/stem-programs-for-high-schools.html>). Intégrez la recherche de tels programmes à vos rendez-vous d'orientation.

La diversité et l'inclusion en société sont aujourd'hui une priorité au Canada. Le cycle des nouvelles tient ce sujet au sommet des préoccupations. En y mettant un peu d'efforts, on pourra faire en sorte que les Canadiens et Canadiennes de tous les genres, groupes et races aient accès à des carrières depuis longtemps dominées par certains groupes. La diversité est une de nos forces comme pays. Espérons que la situation est en train d'évoluer pour que la diversité imprègne tous les aspects de notre société. ♣csc



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## Key findings from 2021 3M State of Science Index:

- 87% of Canadians agree it's important to increase diversity and inclusion in STEM jobs.
- 50% believe more diversity equals greater global collaboration followed closely by 47% feel diversity and inclusion will result in more innovative ideas.
- Most Canadians (89%) believe that science gives hope for the future and 85% are hopeful that 2021 will be a better year than 2020 because of science.
- Students would be more inspired to pursue STEM if they had a better understanding of the different career opportunities in science.
- 93% of Canadians recognize scientists as being critical to our future well-being considering the pandemic.
- 44% of Canadians feel more inspired to pursue a STEM career due to the pandemic.
- Nearly two-thirds (63%) of Canadians report that the COVID-19 pandemic has made them more environmentally conscious.
- Equally, across all generations, 90% of Canadians believe people should follow the science to help make the world more sustainable.

## Principales conclusions de l'Indice de l'État de la science 2021 de 3M :

- Quatre-vingt-sept pour cent des Canadiens et Canadiennes jugent important d'accroître la diversité et l'inclusion dans les STIM.
- Cinquante pour cent sont d'avis qu'une plus grande diversité est la clé d'une plus grande collaboration à l'échelle mondiale, et 47 % jugent que la diversité et l'inclusion mèneront à des idées plus innovantes.
- La plupart des Canadiens et Canadiennes (89 %) croient que la science donne de l'espoir pour l'avenir, et 85 % espèrent que 2021 sera une meilleure année que 2020 grâce à la science.
- Les étudiants et étudiantes auraient plus tendance à choisir les STIM s'ils comprenaient mieux les différentes possibilités de carrière en science.
- À la lumière de la pandémie, 93 % des Canadiens et Canadiennes jugent que les scientifiques sont essentiels à notre bien-être futur.
- La pandémie a rehaussé l'intérêt de quarante-quatre pour cent des Canadiens et Canadiennes pour les carrières en STIM.
- Près des deux tiers (63 %) des Canadiens et Canadiennes indiquent que la pandémie de COVID-19 les a rendus plus soucieux de l'environnement.
- Quatre-vingt-dix pour cent des Canadiens et Canadiennes de toutes les générations croient qu'il faut écouter la science pour créer un monde plus durable.

Source: 3M Canada, <https://sciencecentre.3mcanada.ca/3m-state-of-science-index>.

Source : 3M Canada, <https://centrescience.3mcanada.ca/3m-state-of-science-index>

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The ACIA and FCIA designations are recognized globally and enable actuaries to work in Canada, and around the world on programs that help improve the lives of others. “The actuarial career is great for anyone who enjoys analytical problem solving and developing creative business solutions,” says Chris Fievoli, FCIA and the CIA’s Staff Actuary. “It is a top profession, and for good reason: it provides a variety of interesting work, great job security, and competitive compensation.”

## What it takes to do the job

As risk management experts and problem solvers, it isn’t just a gift for math that makes an actuary. The actuarial profession has room for lots of diverse talents and backgrounds. Christine Bisson-Roberge, ACIA, elaborates: “Don’t get me wrong, I like math. But most of all, I’m a curious person who needs to keep on learning. I wanted to find a career that would challenge me intellectually and felt this was it – and boy, was I right.”



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Les actuaire ont recours aux mathématiques, à la statistique, à l'analyse des données et aux compétences en gestion des affaires pour contribuer à assurer la sécurité financière de la population canadienne. Elles et ils conçoivent des solutions afin de gérer les risques qui ne peuvent pas être assumés par les particuliers.

Depuis toujours, les actuaire travaillent dans des domaines comme l'assurance de personnes, les assurances multirisques, les régimes de retraite, ainsi que les finances et les placements. Leurs activités se sont désormais élargies à des secteurs tels que l'intelligence artificielle, les mégadonnées, les soins de santé et les changements climatiques. Les actuaire qualifié(e)s au Canada détiennent le prestigieux titre de Fellow de l'Institut canadien des actuaire (FICA) ou d'Associé(e) de l'ICA (ACIA).

Ces deux titres sont reconnus à l'échelle internationale et permettent aux actuaire de travailler au Canada et partout dans le monde dans le cadre de programmes qui contribuent à améliorer la vie des gens. « La carrière actuarielle est formidable pour quiconque aime résoudre des problèmes analytiques et concevoir des solutions d'affaires créatives », dit Chris Fievoli, FICA et actuaire membre du personnel à l'ICA. « Notre profession figure parmi les meilleures, et pour cause : elle offre du travail intéressant et varié, une grande sécurité d'emploi et une rémunération concurrentielle. »

## Les qualités nécessaires

Les actuaire sont des spécialistes des risques et des résolveurs de problèmes et ne se définissent pas uniquement par leur talent en mathématiques. La profession actuarielle accueille des personnes possédant divers bagages et diverses compétences. Christine Bisson-Roberge, AICA, explique : « C'est sûr et certain que j'aime les maths, mais surtout, je suis



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While actuarial science does require a certain level of skill in mathematics, Narissa Dedhar, ACIA, concurs, affirming that to succeed as an actuary, you must be willing to learn fast and on your feet.

For self-proclaimed numbers geek Damien Lapointe Nguyen, FCIA, the realization that being an actuary required more than just a penchant for numbers came quickly. "The more I progressed, the more I recognized that

being an actuary is not only about good analytical skills, but problem-solving and teamwork," says Nguyen.

Knowing how to communicate effectively is also key. "As someone who has struggled with social anxiety, this one was difficult to learn," says Dedhar, "but the more I work at it, the better the results I see."

Once a "nice to have" attribute, knowing how to communicate for

curieuse et j'ai besoin d'apprendre de nouvelles choses régulièrement. Je voulais trouver une carrière qui me stimulerait intellectuellement. J'ai eu l'impression que l'actuariat offrait ça, et je ne me suis vraiment pas trompée. »

L'actuariat exige bien sûr un certain degré de compétence en mathématiques. Mais Narissa Dedhar, AICA, est d'accord, et affirme que pour réussir en tant qu'actuaire, il faut être prêt à apprendre rapidement et sur le tas.

Damien Lapointe Nguyen, FICA, qui s'autoproclame geek des chiffres, a mis peu de temps à se rendre compte que pour être actuaire, il faut plus qu'aimer jouer avec les chiffres. « Au fil du temps, j'ai constaté que, pour être actuaire, il ne suffit pas d'avoir un bon esprit d'analyse, il faut aussi savoir résoudre des problèmes et travailler en équipe », soutient-il.

La capacité de communiquer avec efficacité est aussi très importante. « Pour quelqu'un comme moi, qui souffre d'anxiété sociale, les compétences en communication ont été plus difficiles à acquérir », confie Narissa Dedhar, « mais plus j'y travaille, meilleure je suis! »

La capacité de bien communiquer, qui a déjà été une qualité « souhaitable » pour favoriser la réussite au travail, est aujourd'hui l'une des compétences les plus recherchées. Alors que les secteurs d'activité se chevauchent et que les actuaires doivent traiter avec des professionnels de divers horizons, il est essentiel de posséder de solides compétences en communication.

Les actuaires sont aussi tenus de respecter de rigoureuses règles de déontologie, lesquelles requièrent bien souvent qu'ils fassent preuve de compétence, d'intégrité, d'objectivité et d'un engagement à travailler au service du public. Ces éléments sont fondamentaux et nécessaires à l'application d'un jugement actuariel judicieux, quel que soit le domaine de pratique, le type d'emploi ou le type d'employeur.

« Le professionnalisme et l'intérêt public sont de vastes concepts qu'il peut être

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**"Actuaries must keep up with the fast-changing world and be aware of what awaits the future."**

**« Les actuaires doivent s'adapter à un monde en constante évolution et être conscients de ce que l'avenir leur réserve. »**

workplace success is now one of today's top skills. As industries collide and actuaries are required to engage with professionals from different walks of life, having strong communication skills is a prerequisite.

Actuaries are also expected to embrace a high standard of professional conduct, often requiring a combination of competency, integrity, objectivity, and a commitment to serving the public. These traits are fundamental and necessary elements to support the application of sound actuarial judgment, regardless of practice area, type of employment, or type of employer.

"Professionalism and public interest are broad concepts, and it can take time to fully grasp them," explains

Fievoli. "For me, observing the importance of professionalism is a valuable reminder that the work of the actuarial profession fills a key social need. As actuaries, it's something we need to always keep in mind."

### **How do I become an actuary?**

To become an actuary, you need to do the math. Literally. The typical path to becoming an actuary starts with choosing math in high school and getting your algebra and calculus credits. The CIA is rolling out programs to introduce the profession to youth across Canada to ensure all students can see themselves as an actuary, no matter their background.

The next step is earning your degree. Many universities offer degrees in actuarial science, but undergraduate degrees in math, statistics, business,

long de saisir entièrement », ajoute Chris Fievoli. « Cette observation représente pour moi un rappel utile du fait que le travail accompli par la profession actuarielle répond à un besoin social important. Voilà quelque chose que nous devrions toujours avoir à l'esprit en tant qu'actuaires. »

### **Comment devenir actuaire?**

Pour devenir actuaire, il faut faire le calcul. Au sens littéral. Pour devenir actuaire, on choisit habituellement les mathématiques au secondaire et on doit obtenir les crédits des cours d'algèbre et de calcul avancé. L'ICA déploie des programmes visant à présenter la profession aux jeunes de partout au Canada afin que les étudiantes et les étudiants puissent toutes et tous envisager de devenir actuaires, quel que soit leur bagage.

La prochaine étape est d'obtenir son diplôme. Plusieurs universités offrent le programme d'actuariat, mais les diplômes de premier cycle en mathématique, statistique, administration des affaires, finance ou économie sont tous d'excellentes bases pour la carrière d'actuaire. Les programmes d'enseignement coopératif et de stage offerts par certaines universités donnent l'occasion d'acquérir de l'expérience de travail.

La dernière étape est d'obtenir la qualification d'actuaire en passant une suite d'examens d'actuariat et en répondant à d'autres exigences. Au Canada, la profession actuarielle est régie par l'Institut canadien des actuaires.

Comme toute chose, cependant, le parcours pour devenir actuaire nécessite beaucoup de travail et de détermination.

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and finance, or economics are all excellent preparation for an actuarial career. Schools that offer co-op programs and internship opportunities can help you gain work experience.

Your last step is getting qualified as an actuary through a series of actuarial exams and other requirements. In Canada, the actuarial profession is governed by the Canadian Institute of Actuaries.

But like anything, the journey towards becoming an actuary takes hard work and commitment.

On this point, Dedhar expands: "I struggled a few times while becoming an actuary, most notably a few different exam failures, and I started to question whether it was the right path for me." Today, as an ACIA she assures it was not only the right decision but also the best one. "Where I am now, I can say that this was the path for me, and while there were obstacles, it was worth it. Those failures were a learning experience and part of the journey that led me to a career that I love."

The challenges of an actuarial career can be multiple, and the problems to solve complex, but for actuaries like Nguyen, Dedhar, and Bisson-Roberge, it's also the most exciting aspect.

"For me, the best part of my job is never being bored because there's always something new coming my way," says Bisson-Roberge. "Actuaries must keep up with the fast-changing world and be aware of what awaits the future – what an honour to be part of a profession that bears such great responsibility!" 🍁 CSC

À ce sujet, Narissa Dedhar dit ceci : « J'ai dû vaincre des obstacles pour devenir actuaire, notamment quelques échecs à des examens, et je me suis alors demandé si j'avais fait le bon choix. » Aujourd'hui AICA, elle affirme que c'était non seulement la bonne décision, mais aussi la meilleure. « Je peux maintenant affirmer que c'était la bonne voie pour moi. Les obstacles que j'ai affrontés en ont valu la peine. Ces échecs m'ont permis d'apprendre et

font partie du parcours qui m'a amenée vers cette carrière que j'adore. »

La carrière en actuariat peut comporter plusieurs défis et les problèmes à résoudre sont souvent complexes, mais pour des actuaires comme Damien Lapointe Nguyen, Narissa Dedhar et Christine Bisson-Roberge, c'est ce qui la rend si intéressante.

« Ce qui me plaît le plus dans mon travail, c'est que je ne m'ennuie jamais – on me donne toujours de quoi m'occuper! », affirme Christine Bisson-Roberge. « Les actuaires doivent s'adapter à un monde en constante évolution et être conscients de ce que l'avenir leur réserve. C'est un honneur de faire partie d'une profession qui comporte une si grande responsabilité! » 🍁 CSC

**Chris Fievoli, FCIA**  
Staff actuary, Communications and Public Affairs  
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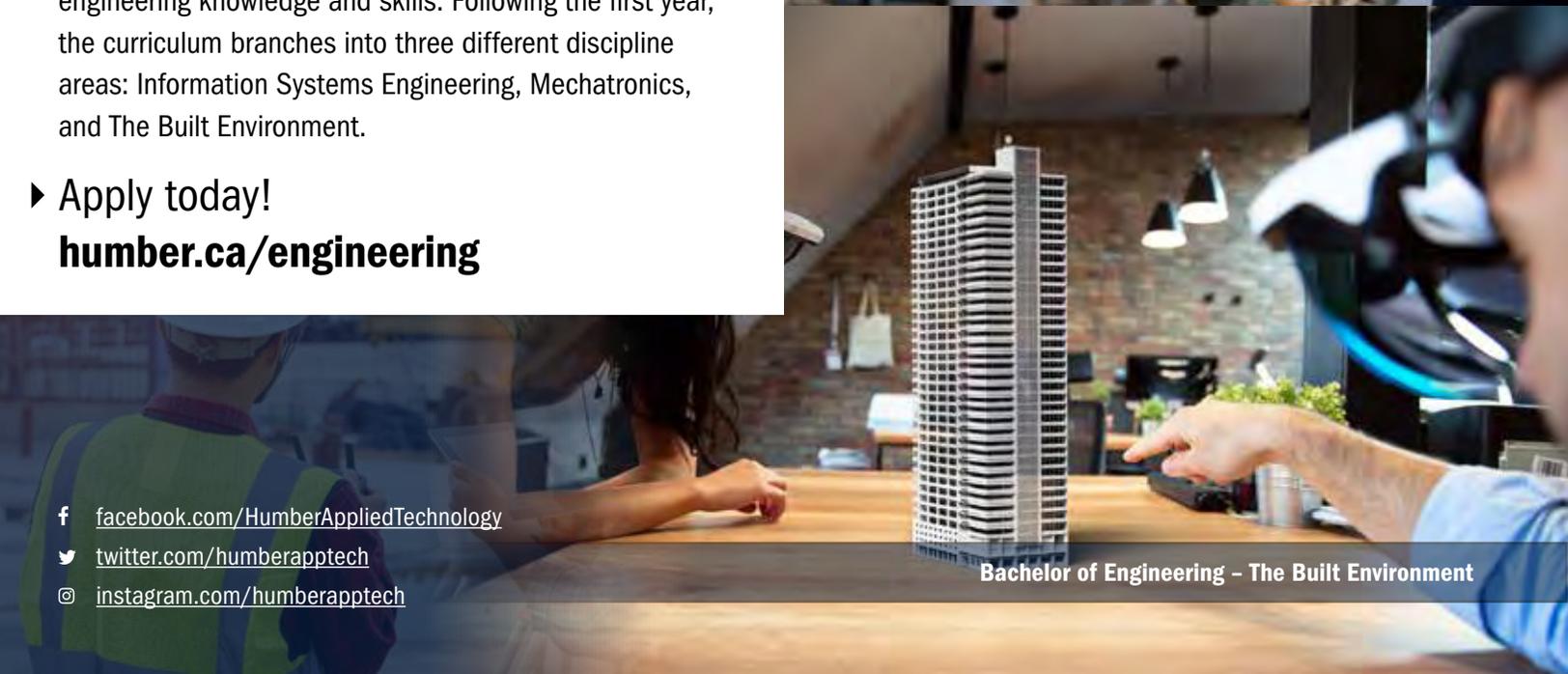
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Length: 8 terms + Mandatory 12-month co-op work placement

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- Mechatronics engineering (electric vehicles)
- Product designer
- Robotics engineering

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Specializations: **Sustainable Building** and **Built Environment Information Systems**

Length: 8 terms + Mandatory 12-month co-op work placement

In this program, students solve real industry and community problems and gain knowledge and skills in civil, architectural, structural, and environmental engineering. Students use digital design applications and data capture technologies such as 3D scanning and mapping to integrate new and sustainable elements of the built environment into existing buildings, communities and cities. Virtual and augmented reality complement a design thinking approach to solving real world problems.

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# Women and STEM

# Les femmes et les STIM

By/Par: Sean Dolan

## It's a story that women the world over are tired of telling:

The gender gap continues to favour men at the expense of women—and careers in STEM (science, engineering, technology, and math) are no exception to this unfortunate rule.

And, with the projected need for STEM workers moving into the future, it's time for Canada to encourage women and people of diverse backgrounds to enter the field.

## Two cautionary tales

Despite ongoing efforts to draw people's attention to the disparity between men in STEM versus women (men: 75%; women: 25%), headway to bridge the gap has been painfully slow. Perhaps these cautionary tales will help shed some light on why the gap exists:

## C'est un fait que les femmes du monde entier n'en peuvent plus d'entendre...

Encore aujourd'hui, l'écart entre les sexes penche en faveur des hommes, réalité désolante à laquelle n'échappent pas les carrières en STIM (science, ingénierie, technologie et mathématiques).

Or, compte tenu des futurs besoins en main-d'œuvre en STIM, il est temps pour le Canada d'encourager les femmes et les personnes d'horizons divers à investir le domaine.

## Deux exemples éloquentes

En dépit des efforts déployés en ce moment pour attirer l'attention sur l'écart entre les hommes et les femmes en STIM (75 % d'hommes et 25 % de femmes), les progrès pour corriger la situation sont désespérément lents. Voici deux exemples éloquentes qui illustrent pourquoi cet écart existe.

Women make up **less than one quarter** of all people employed in the **STEM** industries.

Les femmes représentent **moins du quart** de l'effectif du secteur des **STIM**.

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### The Farah Alibay Story

After young Farah Alibay watched the movie *Apollo 13*, she knew she wanted to work for NASA someday. She was just eight years old when she made up her mind. The daughter of immigrant parents who settled in a small town in Quebec, Alibay had her work cut out for her. Despite an excellent work ethic and exceptional grades, her guidance counsellor encouraged her to pursue a path other than engineering because the profession was male dominated and, according to the counsellor, Alibay would get lost in the shuffle.

Farah Alibay ignored this advice and doubled down on her NASA bet, eventually working her way into the space program, and landing a job with NASA's Jet Propulsion Lab in California. In 2021, Alibay was on a team of systems engineers who operated the Perseverance Rover after the Mars 2020 mission landed on the red planet. While Alibay is to be lauded for her success, one must wonder, what would have happened had she taken the advice to give up on her dreams while she was in high school?

### L'histoire de Farah Alibay

Après avoir écouté le film *Apollo 13*, la jeune Farah Alibay a su qu'elle voulait travailler à la NASA un jour. Elle n'avait que huit ans. Fille d'immigrants établis dans une petite ville du Québec, elle n'aurait pas la tâche facile. Même si la jeune Farah avait une excellente éthique de travail et des notes exceptionnelles, sa conseillère d'orientation lui a déconseillé le génie, arguant que la profession était dominée par les hommes et qu'elle n'arriverait pas à faire sa place.

Faisant fi de ces conseils, Farah Alibay a redoublé d'efforts pour réaliser son rêve de travailler à la NASA. Elle a fini par entrer dans le programme spatial et décrocher un poste au Jet Propulsion Lab de la NASA en Californie. En 2021, elle a fait partie de l'équipe de génie des systèmes qui a piloté le rover Perseverance après l'atterrissage réussi de la mission Mars 2020 sur la planète rouge. Bien que Farah Alibay soit un modèle de réussite, on peut tout de même se demander ce qui serait arrivé si elle avait abandonné son rêve au secondaire comme on le lui avait conseillé...

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### A study from Yale

In 2012, Yale University conducted a study examining gender bias in university hiring practices. They created a situation where male and female science professors were asked to assess a job application for a lab manager job for recent graduate student candidates and make their recommendations. Half the professors were given an application with a male name on it and the other half were given an application with the name of a female. Other than the names, the applications were identical. Both the male and female professors consistently ranked the male candidate higher than the female candidate even though their qualifications were identical. They also showed a willingness to pay the male applicant more money and to step forward to mentor the male candidate.

### Bias working against women

Both stories reveal the role of institutional and societal bias in leading women away from STEM. In the case of Farah

### Une étude de Yale

En 2012, l'Université Yale a réalisé une étude sur les biais liés au genre dans les pratiques d'embauche des universités. L'équipe de recherche a demandé à des professeurs de sciences (hommes et femmes) d'évaluer une candidature de diplômé récent pour un poste de gestionnaire de laboratoire et de faire une recommandation. La moitié d'entre eux ont reçu une candidature portant un nom d'homme et l'autre moitié, une candidature identique, mais portant un nom de femme. Tant les hommes que les femmes ont systématiquement donné une note plus élevée au candidat plutôt qu'à la candidate, même à compétences identiques. Ils se sont aussi montrés prêts à payer l'homme davantage et à offrir de le mentorer.

### Les biais qui désavantagent les femmes

Ces deux exemples illustrent bien comment les biais institutionnels et sociétaux tiennent les femmes à l'écart des STEM. Dans le cas de Farah Alibay, la conseillère a presque privé une des ingénieures les plus accomplies du Canada

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**Less than 30% of the world's researchers are female.**

**À l'échelle mondiale, moins de 30 % des chercheurs sont des femmes.**

Alibay, the counsellor nearly pushed one of Canada's leading engineers away from a stellar career with NASA. Alibay, in an act of determination and will, rejected the advice and overcame the obstacles in her path to be part of the team that allowed the Perseverance Rover to tour Mars, providing valuable data to the scientific community back here on Earth. The Yale study not only speaks to the bias that exists in hiring practices, but it also suggests a reason why women do not apply for STEM positions—particularly in leadership. Why apply for certain jobs when you know the system is stacked against you? How do you control the unconscious bias of those doing the hiring? How do you overcome your own unconscious bias that, ingrained from a young age, tells you that women are not suited for STEM?

d'une carrière exemplaire à la NASA. N'écouter que sa détermination, Farah Alibay a rejeté ces conseils et a surmonté les obstacles sur son chemin pour faire partie de l'équipe qui a permis au rover Perseverance d'explorer la planète Mars et de recueillir de précieuses données pour la communauté scientifique sur Terre. L'étude de Yale révèle non seulement les biais dans les pratiques d'embauche, mais explique peut-être aussi pourquoi les femmes ne postulent pas des postes en STIM, et en particulier des postes de direction. Pourquoi postuler quand on se sait désavantagée par le système? Comment faire échec aux biais inconscients des employeurs? Comment surmonter nos propres biais inconscients qui, intégrés à un jeune âge, nous disent que les femmes et les STIM sont incompatibles?



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## The times are changing

The good news is that change is on the horizon. In an address to the Gender Summit in Montreal, Dr. Mona Nemer, Canada's Chief Science Advisor, spoke of the hurdles she has dealt with in her career, both as a woman and an immigrant from Lebanon, and put forward a three-point plan for change. According to Dr. Nemer, if Canada hopes to address the STEM gap for women, these steps should be taken:

- ✓ **We need to change the way we think.** Decisions on who gets into STEM programs cannot follow the same metrics we used when the male-dominated model was built generations ago. For example, some STEM candidates might not be able to get into certain programs because their CV lacks volunteer and leadership experience—often missing because the applicant has had to work to earn money to fund their education. A change that acknowledges the diverse backgrounds of applicants—both culturally and economically—would help women and racialized people enter the STEM field.\*
- ✓ **Change needs to be intentional.** Dr. Nemer says, “Increasing the number and impact of women and other members of underrepresented groups in STEM requires concerted efforts of our entire society—including governments, scientific organizations, research granting agencies and educational institutions.” In other words, intentional systemic change needs to be initiated across the board.

## Les temps changent

La bonne nouvelle, c'est qu'il y a des changements à l'horizon. Dans son discours au Sommet sur le genre à Montréal, la Dre Mona Nemer, conseillère scientifique en chef du Canada, a parlé des obstacles qu'elle a dû surmonter durant sa carrière en tant que femme et immigrante libanaise, et a proposé un plan en trois points pour changer la situation. Selon la Dre Nemer, si le Canada souhaite combler l'écart hommes-femmes en STIM, il doit prendre les moyens suivants :

- ✓ **Il faut changer nos façons de penser.** Le processus d'admission aux programmes de STIM ne peut reposer sur les mêmes critères qui ont jadis présidé à la création du modèle dominé par les hommes. Par exemple, certaines personnes se voient refuser l'admission faute d'expérience de bénévolat ou de leadership dans leur CV, souvent parce qu'elles ont dû travailler pour financer leurs études. En faisant des changements qui tiendraient compte de la diversité des situations culturelles et économiques, on pourrait aider les femmes et les personnes racisées à intégrer le domaine des STIM.\*
- ✓ **Le changement doit être intentionnel.** « Augmenter le nombre et l'influence des femmes et des autres membres des groupes sous-représentés dans les [STIM] exige des efforts concertés de l'ensemble de la société — gouvernements, organismes scientifiques, organismes subventionnaires de recherche et établissements d'enseignement », indique la Dre Nemer. Autrement dit, les changements doivent être intentionnels, systémiques et systématiques.

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Women make up **42%** of the **total number of science professionals.**

Les femmes représentent **42 %** du nombre total de scientifiques.



✓ **Mentorship and role models matter.** There is no shortage of evidence that demonstrates that, when women and girls have role models and mentorship from fellow women, STEM inclusion rates go up dramatically. Therefore, the engineering sector is promoting the goal of 30 by 30, with women representing 30% of engineers in Canada by 2030. Experts believe having 30% of women engineers will represent a tipping point that will cause the numbers to surge upward once the goal is achieved.

✓ **Le mentorat et les modèles sont importants.** Il a été amplement démontré que lorsque les femmes et les filles peuvent s'inspirer d'autres femmes comme modèles et mentores, le taux d'inclusion dans les STIM augmente considérablement. C'est pourquoi le milieu du génie a adopté l'initiative 30 en 30, qui a pour objectif de porter à 30 % le taux d'ingénieures d'ici 2030. Selon les experts, une fois ce seuil critique atteint, le nombre de femmes en génie grimpera en flèche.

\*In her address to the Gender Summit, Dr. Nemer makes the following point regarding a changing mindset when it comes to addressing the view of women in society: "What we project matters. And we must make sure that our policies, procedures and approaches support the development and promotion of role models in all areas of STEM. By the way—lumping maternity and family leave with sick leave in our policies may not be ideal: After all, maternity is not a disease."

\*Dans son discours au Sommet sur le genre, la Dre Nemer a donné l'exemple suivant pour illustrer le changement de mentalité nécessaire pour tenir compte du point de vue des femmes dans la société : « L'image que nous projetons est importante. Et c'est pourquoi nous devons nous assurer que nos politiques, nos procédures et nos approches favorisent le développement et la promotion de modèles de rôle dans tous les domaines des STIM. À cet égard, je pense que regrouper les congés de maternité et les congés familiaux aux congés de maladie dans nos politiques n'est pas un choix idéal : après tout, la maternité n'est pas une maladie! »

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## Studies have found that women in STEM:

- Publish less for their research
- Do not progress as far as men in their careers

## Des études montrent que les femmes en STIM :

- Publient moins
- Ne se rendent pas aussi loin que les hommes dans leur carrière

Meanwhile the American Association of University Women (aaup.org) believes this five-step plan could get the job done:

- 1. Instill a mindset of confidence.** Parents, teachers and guidance counsellors are encouraged to dispense with the myth that female students are not suited for STEM. There is simply no data to support this. Instead, stakeholders need to actively promote and encourage female students to pursue STEM.
- 2. Prioritize STEM for female students from pre-school through high school.** A plan needs to be set in place for female students from when they are very young to when they graduate from high school. These students need to be specifically targeted to pursue STEM studies with programming that helps them reach their potential.
- 3. Encourage women to study STEM in post-secondary.** In Canada, 34% of STEM students are women even though women make up 50% of the population. This number will improve if female students are afforded more encouragement and opportunities to pursue STEM.
- 4. Focus on retaining women in STEM studies.** While 34% of women make up enrolment in STEM programs, less than 25% pursue a STEM career. Colleges and universities should examine whether their programs are contributing to this drop or if they can find ways to encourage women to stay in STEM.

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L'American Association of University Women (aaup.org), quant à elle, propose ce plan en cinq étapes :

- 1. Donner confiance.** Les parents, les enseignants et les conseillers d'orientation sont encouragés à dissiper le mythe que les femmes ne sont pas faites pour les STIM. Il n'existe en effet aucune donnée en ce sens. Il faut plutôt activement promouvoir et encourager les étudiantes à poursuivre une carrière en STIM.
- 2. Prioriser les STIM chez les filles, de la maternelle au secondaire.** Il faut mettre un plan en place pour intéresser les filles aux STIM dès leur tout jeune âge jusqu'à la fin du secondaire. Il faut cibler spécifiquement ces élèves pour des études en STIM grâce à des programmes qui les aideront à réaliser leur potentiel.
- 3. Encourager les femmes à faire des études postsecondaires en STIM.** Au Canada, les femmes représentent 34 % des étudiants en STIM, même si elles forment 50 % de la population. Ce chiffre augmentera si les femmes sont davantage encouragées à choisir les STIM et ont plus d'occasions de le faire.
- 4. Favoriser la persévérance des femmes en STIM.** Bien que les programmes de STIM comptent 34 % de femmes, moins de 25 % font carrière dans ce domaine. Les collèges et universités devraient se demander si leurs programmes contribuent à ce décrochage et trouver des façons d'encourager les femmes à rester en STIM.

# International day of women and girls in science: **February 11th.**

# Journée internationale des femmes et des filles de science : **February 11th.**



**5. Urge STEM companies to recruit, hire and promote women.** This is a big one: a primary reason for women ending their pursuit of a STEM career is the lack of female role models in the field, and the view that their careers will be limited because of their gender.

**5. Presser les entreprises de STIM de recruter, embaucher et promouvoir des femmes.** Il s'agit là d'un point important : la première raison, pour les femmes, de ne pas poursuivre une carrière en STIM est le manque de modèles féminins dans le domaine et l'idée que leur genre limite leurs perspectives de carrière.

## How can high school counsellors help?

With public discourse ramping up when it comes to women in STEM, different organizations are making sure the plans promoted by people like Dr. Mona Nemer and organizations like the American Association of University

## Que peuvent faire les conseillers et conseillères d'orientation au secondaire?

Alors que le discours public sur les femmes en STIM prend de l'ampleur, différentes organisations travaillent à concrétiser les plans mis en avant par des personnes comme la Dre Mona

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### 2 DEMAND

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### 3 SATISFACTION

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Plumber (306A)	✓	✓		
Carpenter (403A)	✓	✓	✓	
Electrician (309A)	✓	✓	✓	
Iron Worker (420A)	✓	✓	✓	
Millwright (433A)	✓	✓	✓	
Steamfitter (307A)	✓	✓	✓	
I&C Technician (447A)	✓	✓	✓	✓

\* Ex. Chemistry, Biology, Electrical Shop, Manufacturing or Transportation Technology

1. Source: CAF-FCA, Apprentice Demand in the Top Ten Red Seal Trades: A 2019 National Labour Market Information Report. (Ottawa: CAF-FCA, 2019)

2. Source: Statistics Canada (RAIS), 2018; Prism Economics and Analysis CANTRAQ System

3. Source: Retaining Employees in the Skilled Trades, March 2019



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- ➔ Flexibility to pursue your Journeyperson Certificate

## LEARN MORE ABOUT THIS APPRENTICESHIP PATHWAY



[nait.ca/tradesdiplomas](https://nait.ca/tradesdiplomas)



Women make up **only 15%** of the **total management roles** in science, engineering and technology.

Les femmes n'occupent que **15 %** des **postes de direction** dans le domaine des sciences, de l'ingénierie et de la technologie.

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Women are put into action. For example, the Society of Canadian Women in Science and Technology<sup>1</sup> and Innovating Canada.<sup>2</sup>

Nemer et des organismes comme l'American Association of University Women. Par exemple, la Society of Canadian Women in Science and Technology<sup>1</sup> et Innovating Canada<sup>2</sup>.

have been passionately advocating for women in STEM. The government of Canada is also actively promoting the role of women in STEM (see Canadian STEM Femmes<sup>3</sup>). Meanwhile various colleges and universities have been promoting programs to get female students involved in

militer passionnément en faveur des femmes en STIM. Le gouvernement du Canada fait aussi la promotion du rôle des femmes en STIM (voir « Les Canadiennes dans le domaine des STIM<sup>3</sup> ») Entre-temps, divers collèges et universités font la promotion de programmes pour attirer les femmes en STIM,

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TRANSFORM THEIR **WORLD**



STEM. Standouts include *STEM for Girls* at the University of Waterloo<sup>4</sup> and *Women in Science and Engineering* at the University of Calgary.<sup>5</sup> Guidance counsellors who simply query *women in STEM Canada* in a search engine will be able to access a plethora of programs that direct their students to programs of study and a career in STEM.

It appears that the change that has been so long coming is gradually taking shape. As Canadian society moves from a call to inclusion and diversity to action on that front, the workforce will change shape and reflect who we are as a collective. Women will no doubt be at the forefront of this change. ♣csc

**References:**

- 1 <https://scwist.ca/>
- 2 <https://www.innovatingcanada.ca/campaigns/women-in-stem-2020/#>
- 3 [https://www.ic.gc.ca/eic/site/063.nsf/eng/h\\_97413.html](https://www.ic.gc.ca/eic/site/063.nsf/eng/h_97413.html)
- 4 <https://uwaterloo.ca/stem-opportunities-girls/>
- 5 <https://www.uofcwise.com/>

comme *STEM for Girls* de l'Université de Waterloo<sup>4</sup> et *Women in Science and Engineering* de l'Université de Calgary<sup>5</sup>. Les conseillers et conseillères d'orientation n'ont qu'à entrer les mots-clés « femmes STIM Canada » dans un moteur de recherche pour accéder à une foule de programmes visant à orienter leurs étudiantes vers des études et des carrières en STIM.

Il semble que les changements attendus depuis longtemps s'amorcent tranquillement. Alors que la société canadienne entreprend de répondre concrètement à l'appel en faveur de la diversité et de l'inclusion, le visage de la main-d'œuvre changera pour mieux refléter qui nous sommes collectivement. Les femmes seront sans aucun doute au premier plan de ce changement. ♣csc

**Références :**

- 1 <https://scwist.ca/>
- 2 <https://www.innovatingcanada.ca/campaigns/women-in-stem-2020/#>
- 3 [https://www.ic.gc.ca/eic/site/063.nsf/fra/h\\_97413.html](https://www.ic.gc.ca/eic/site/063.nsf/fra/h_97413.html)
- 4 <https://uwaterloo.ca/stem-opportunities-girls/>
- 5 <https://www.uofcwise.com/>

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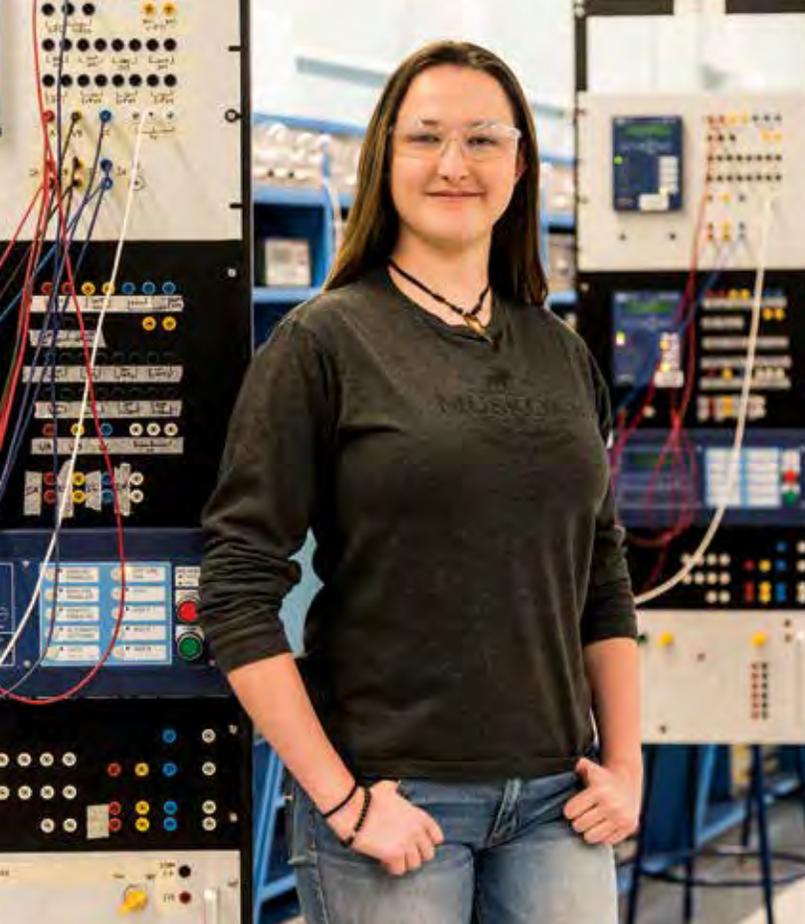
# Comment les jeunes peuvent-ils changer le monde? Fais le calcul.

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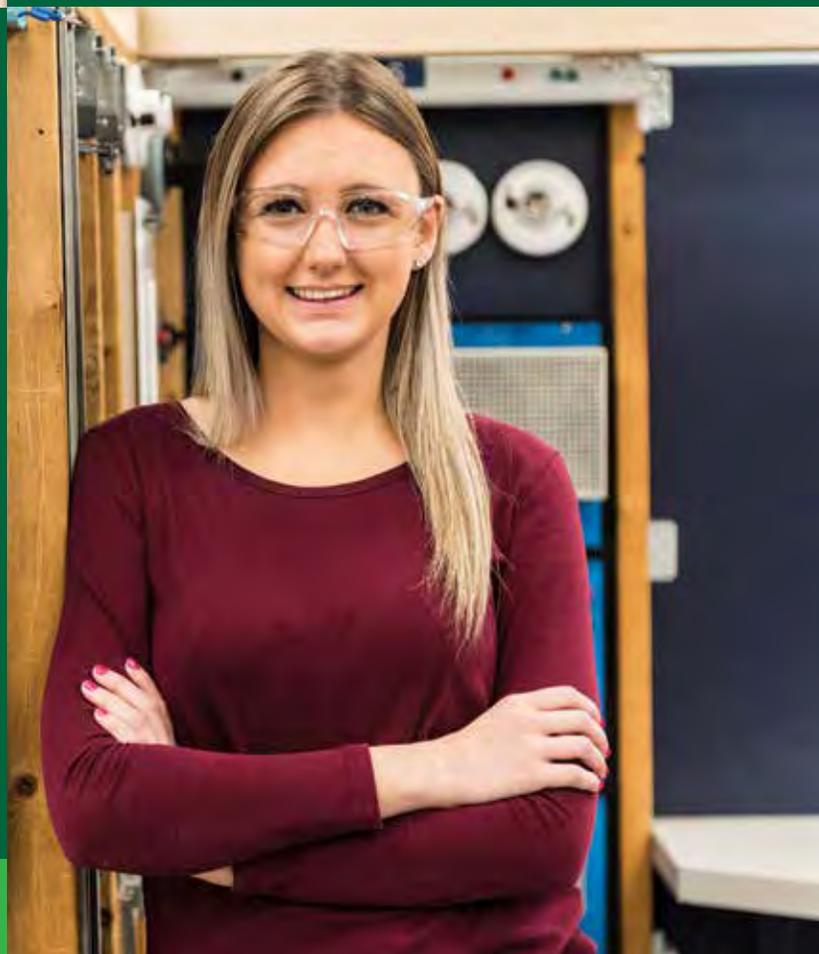




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# We Saved You a Seat – Programs for Diversity

**We Saved You a Seat** is a three-year pilot project at Algonquin College to establish a diverse learning environment where all our learners can succeed. We want to:

- Actively recruit women in Science, Technology, Engineering, Math (STEM) programs
- Create programs where women can develop their talents
- Attract more women to non-traditional careers

## Our Goals

To increase the number of women in the technology industry, we will:

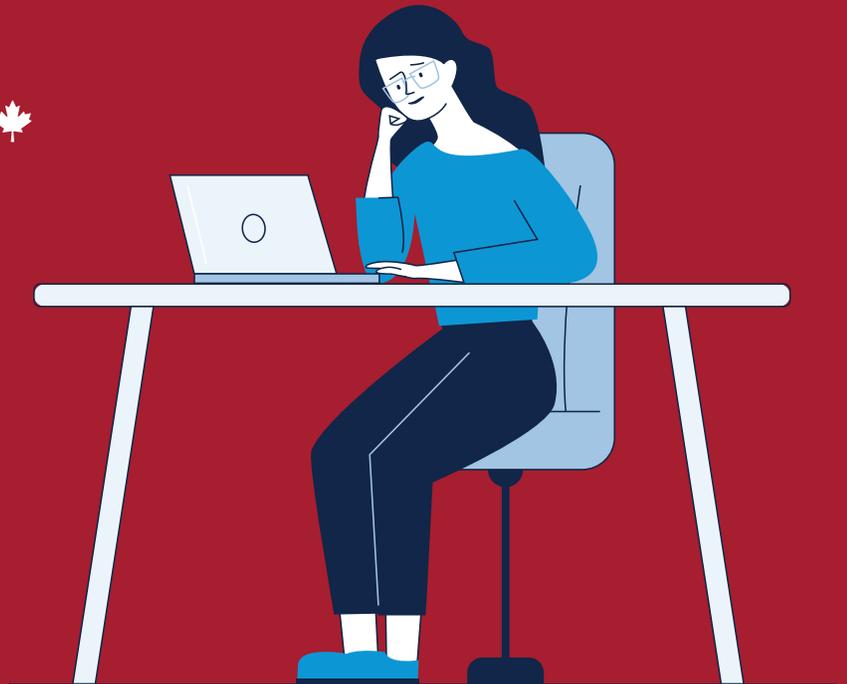
- Reserve up to 30% of classroom seats for qualified women
- Raise awareness of the career opportunities available for women with an education in technology
- Provide the necessary program support, including mentoring and financial incentives

## Career Goals

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# Where English Language Testing fits into your international students' Post-Secondary Application Process

By: Neil Gray

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**Welcome back! A new school year is just beginning, and you have just been assigned to help counsel some international students this year. As you get to know your students and find out if they have aspirations of continuing their education in a Canadian post-secondary institution, you might be wondering what the best way is to help chart their path to success.**

As you think through your plans you take note that your international students who plan to study at a college or university in Canada and have not completed at least three years of their previous schooling in English, may require an English language test to prove proficiency as part of their application package. A language test score may even be required by some schools if your student did not study for four or more years at a school that teaches in English. **Colleges and universities set their own admission and language requirements, so it is vital for your students to check with each potential school that they plan to apply to and understand all their admission criteria and deadlines.** It's also important to consider application deadlines, as most colleges and universities will require proof of English proficiency early into the new year.



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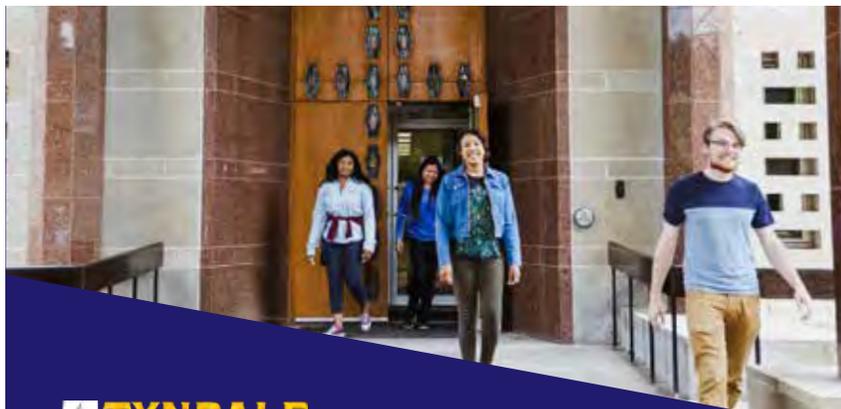
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### An Overview of Academic English language proficiency tests

An Academic English Language proficiency test is the type of language test typically required by

colleges and universities, and tests a students' ability to use and understand academic language, that is, the language used in school situations — the reading, writing, listening, and speaking skills students use when they study academic subjects, like



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### Timeline of post-secondary application:



#### August

School starts, as should the language test preparation period for proficiency testing



#### October

Test taking begins, as early admission for post-secondary applications opens

STEM or social sciences. A student who has academic language skills can understand academic material that is read and heard in English and can write and speak about this material in an academic style. These academic language skills are different than the ones students use to communicate with their friends, so your students are unlikely to develop these skills in an academic context unless students practice using English with their teachers and their classmates in school situations.

English language proficiency tests are required as Canadian post-secondary institutions believe these tests help provide a snapshot of a student's ability to achieve success in mastering course content by applying their language skills to what they know in real-world contexts. These English proficiency tests are not linked to any specific course or learning objectives, but rather they compare students' English abilities to a fixed set of criteria or descriptors. In other words, English language proficiency tests measure how well students can use English to communicate in real-life academic situations.

When students get proficiency test results, they typically receive a number (or letter) score that places their language ability at a point on a scale that has full or high language proficiency at the top, and little or no language proficiency at the bottom. A short description of a student's ability as to what they can do in the given score



### February

The test taking period begins to slow, as most application deadlines are approaching



### April

The post-secondary application period slows, as applications for fall acceptance have been submitted

range usually accompanies the score. For an example of a language proficiency test score report, visit our website: [cael.ca/take-cael/test-results-scoring](http://cael.ca/take-cael/test-results-scoring).

To summarize, academic English language proficiency tests:

- ✓ measure a student's ability to read, write, listen, and speak in English;
- ✓ assess whether a student has acquired the ability to use English in typical classroom situations; and
- ✓ evaluate a student's ability to use English according to an ability scale that is related to actual language use in academic contexts.

Colleges and universities then use the academic English language proficiency test score along with the other components of the student's application package to make admissions decisions.

### Preparation for Language Tests

We mentioned earlier that it's important for international students to plan for English proficiency testing as early as possible as admission deadlines are typically early in the new year. Between adjusting to a new school year, school activities, extra-curricular activities, mid-terms, it's possible that preparing and taking their English proficiency test often falls to the bottom of a student's to-do list. How can you help make sure your students are prepared in time, to submit their complete application by the school's admission deadline?

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**Neil Gray** is the Content Specialist working in the Marketing and Instructional Products & Programs team for the CAEL Test.

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# Crossing Borders

MAGAZINE

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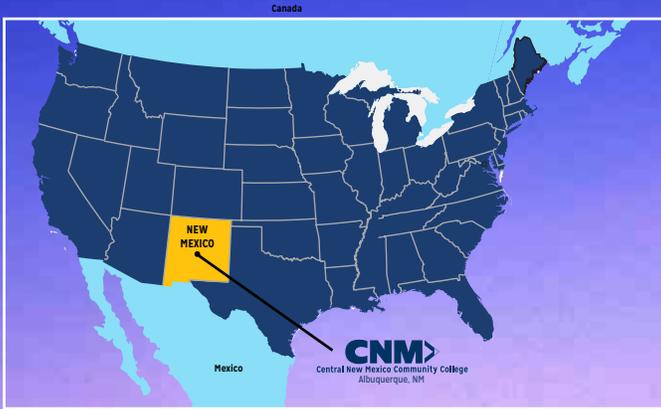
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Bridget Gustafson,  
Dakota College at Bottineau

**80 Admission's Advice**

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# Meet the Recruiter:

**Bridget Gustafson**, Dakota College at Bottineau  
*Admissions Counsellor/Recruiter & Director of Student Life Canada*

Photos courtesy of: Bridget Gustafson



**I was fortunate to grow up between Canada and the United States since I was a little girl.** I went to high school in Killarney, MB and after graduation I attended Brandon University. I moved permanently to the US, where my parents live, in 2005. I earned a Bachelor of Arts with a major in English from BU, and subsequently double majored in Sociology from Minot State University, with a minor in Criminal Justice.

During my last year at BU, I had a memorable experience. I was in the library with a group, working on a project for Modern Sociological Theory. After we finished that day, we sat around and were visiting about a wide range of subjects. Many topics were considered controversial. We shared personal experiences, facts and information. We had an open

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and honest debate, free of negativity; true discourse. Over the course of our group conversation, other students in the library would overhear and ask if they could join us. By the end of the night our table was full, and we had the most enjoyable evening discussion. I realized then that 'this is what it's all about'. That was the ultimate University experience. I realized that was why I was there. I was there to learn, to expand my education, not just through courses but through open discourse with my peers and instructors. I was there to broaden my knowledge, to ask questions, to offer challenges, and to always be open to learning more. When I accepted a position at Dakota College at Bottineau this memory came to mind. I hope I can help students make memories like I had. I enjoyed my education and enjoy watching our students achieve success.



I love to travel. Over the past few years I have been lucky enough to travel to countries in Europe and Central America and immerse myself in their culture. I live on a ranch where my family raises performance horses and I have a cow dog that I spend all my free time with. In the fall I leave work early to go hunting, and in the summer months I sneak out to spend time on the lake with family.

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At Dakota College I hold several roles. A portion of my time is spent recruiting new students and helping them with admissions. I am also the Director of Student Life. I help plan activities and events on campus and aim to promote a positive and inclusive environment for all of our students. I want our students to have a great higher ed experience every step of the way; from recruitment to graduation! At DCB we are a small-town college with friendly faculty and staff who are invested in the success of our students. We have students from all over the world attend our institution, creating a truly fun and diverse atmosphere. **CB**



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*"Being a Canadian, making the transition to Eugene was easy. It felt like home. The beautiful landscape around campus, coupled with the unparalleled Duck culture and spirit, has created a college experience that is second to none. Coming to the UO has taught me that going to college is more than just getting a degree—it is a transformative time of my life."*

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# The Extracurriculars U.S. Admissions Officers Look For

By: Jenika Heim, EducationUSA Canada Senior Adviser

## *Excerpt of a real conversation:*

**Student [looking me in the eye, concerned tone]:** What extracurriculars should I join to stand out in the U.S. admissions process?

**Me [stone cold serious]:** You must join the dance team.

**Student:** \*blinks\*

Unsurprisingly, I get this question all time, and I'm sure that you can relate. Many students just want to be told what to do, given an equation that will ultimately equal success. However, in the holistic U.S. admissions process, there is no one right answer. While that can be frustrating for some, it is also part of the beauty. There is no one right answer, so holistic admissions allow students to unabashedly be themselves. The more so, the better!

## So, what the heck is this article about then?

While there are no specific activities that U.S. admissions officers require students to take or privilege in the process, there are certain qualities they are looking for. The students that I have worked with who have had success in the selective admissions process typically display one or more of the following five qualities. Please note, that it is rare for students to have all five of these qualities. As we advise students, we encourage them to focus on the qualities most pertinent to them.



## The Five Qualities Admissions Officers Look For

### 1. Achievement

Universities that are selective like selecting students who have been selected for things before, whether that be prizes, awards, scholarships, internships, honors, etc. Achievements are quantifiable, so they are easy to include in Activities or Honors lists. Students don't need to have achievements in everything they do, but if they dedicate a lot of their time to one Activity, they should think of ways to demonstrate achievement. For example, a student into Math, Science, or Robotics can test their might in a competition. A student who is a writer can enter their works to be published in a journal, newspaper, or blog. A student into community service can compete for a grant. Because achievements have titles or quantities, they pop on an application.

### 2. Leadership

Leadership does not just mean running for student government. Stepping into a leadership role means taking on responsibility in any activity and hopefully leading a team to success. Leadership can be formalized like being the President of a club or Captain of an athletic team. Additionally, students can display leadership in less formal settings by being a peer mentor or taking on a project in their community. Grade 11 and 12 students should be thinking of more ways to step up and lead in the activities that they enjoy.

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As a guidance counsellor, you can support this with students who want to start a club. If your school doesn't have a history of having many clubs, work with another counsellor in your district to learn about how to launch popular clubs like DECA (Business), HOSA (Health Sciences), Model UN, or debate. Of course, it is key to have at least a small group of keen students and a faculty mentor who would like to help get the club off the ground.

These kinds of clubs are not only ripe for leadership experience and achievements, but they also provide opportunity for career guidance.

### 3. Community Service

U.S admissions officers appreciate when students give back to their community, whether that is the student's school, city, or other community organization. Oftentimes

students think of "volunteer hours" and immediately think the more hours, the better. But simple quantity is not as important as quality. A student could spend 100 hours as a volunteer for a music festival checking wristbands and getting to see Drake for free, but that is not the same as providing service to your community. Whatever students are good at can be used for community service. Musicians can play free concerts at the senior residence. Athletes can volunteer as coaches for younger kids. Scientists can create ways to share the excitement of STEM with others. The best advice for students is to ask them, "What are you good at that you can share with others for free?" That is community service.

If your school has mandated community service hours for graduation, you can provide more guidance on how the student can brainstorm and begin a project of their own. Allowing students to use their talents to meet their hours will lead to overall betterment of your community, and for more engagement with the assignment.

### 4. Maturity

Demonstrating maturity is much less defined than an achievement, leadership role, or community service. This is a quality that can jump out in a student's application in many different ways. For example, a student who has a full-time job, takes care of a younger sibling, and still maintains stellar grades is taking on a lot more familial responsibility than other people in the same age group. Although that student may not have a lot of extracurricular achievements or formalized leadership roles, they are showing the maturity it takes to handle many of life's stressors and still excel.

As you review your student's application, keep an eye out for the kind of formal and informal activities where they are demonstrating maturity and make sure they highlight this quality in their activities list or essay writing. This is a "show, not tell" kind of quality where students need to demonstrate maturity

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through their examples. For example, a student who has become a community spokesperson on an issue and has been featured on the news, a student who has a paid job position more typical of a person in their twenties (like a financial adviser or research assistant), or a student who brought important issues to the forefront in your school such as Black Lives Matter or anti-bullying.

## 5. Grit

Out of all the qualities, this one cannot really be pursued, but rather shared. Grit is something that is earned through perseverance, typically through difficult circumstances. If your student hasn't had to endure truly challenging obstacles in their life, then grit is a word that may not describe them, and they should therefore focus on the other four traits. However, if your student has endured hardship, they should not be afraid to share their story in their application. Showing admissions officers where at student comes from and what they have overcome is part of their unique story.

Sometimes students are afraid of sharing difficult circumstances and coming across as a "pity-party." If this is the case, encourage them to reframe their story with Grit as their lens. Ask the student, "How did you preserve and gain your Grit?" Truly leaning into these moments and being vulnerable usually makes for the most unforgettable personal statements.

So, there you have it! As your students pursue the things they love, from Model UN to fly fishing, Relay for Life to marching band, they can think about how they can take that thing to the next level. Is it fundraising for a cause they care about? Teaching others? Starting a Youth Council? Launching a YouTube channel? The options truly are limitless!

And a quick note related to COVID... I know that this pandemic has made involvement more difficult, especially if the activities your students are most passionate about have been completely cancelled, such as athletics. You can still find ways to help

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them pivot their involvement. I've met students who, during the pandemic, have started a business, volunteered for the relief effort, worked on research projects, taken online university seminars, refined a hobby, learned to

code, shared what they love in a blog, and more. Students are also hungry to keep their clubs going, so if we do end up in any at-home schooling in the future, consider ways to help them keep these activities going. **CB**



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# ADMISSION'S Advice

## Hello! Bonjour!

**My name is Amanda Chiarot and I'm a senior associate director of admissions at Binghamton University State University New York. Binghamton (SUNY) is a public university located on the border of Pennsylvania and New York. It's a 5-hour drive from Toronto and Montreal and 3 hours due South of Kingston.**

I've had the pleasure to speak with various high school counsellors in Canada and thought it would be helpful to provide an overview of what Canadian counsellors may want to keep in mind about opportunities at universities in the United States. I've taken some of the questions I've been asked (and some that I wish I was asked) in the past and provided the answers. The key message that I hope you take away from this is that admissions counsellors in the United States are a phone call or email away and we're happy to answer any sort of question you have about the application process or study opportunities.

## What makes the United States a good option for some students?

There are some great reasons to study in the United States that make it worthwhile to expand the college search below the southern border:

**Research Investment** – The United States puts a priority in research and development and that starts in our educational system. Looking at the number of researchers per capita and overall expenditures, the United States is unparalleled in its research activity and investment (OECD.org). Universities across the country have research programs at the undergraduate level that are meant to prepare students whether they intend to seek a research profession or not. Research and innovation are skills that are also highly valued by American companies. Students that are able to use research methods, analysis, project management, inventory and other skills used in the laboratory or research environment, have marketable skills for internships and permanent placements in most workplaces.

**Overall Value and Investment** – Investment in a university degree is substantial and a large part of the value in that degree can be realized by keeping the costs at a minimum and receiving the necessary support to achieve success. Two great indicators of value are first-year retention rates and average time to degree. Many schools in both the U.S. and Canada track their first-year student retention rates as well as 4-year, 6-year, or 8-year graduation rates. Many of the top 100 U.S. News and World Report schools have excellent retention and graduation rates. For instance, Binghamton University has a first-year retention rate of 92% (national average is 62% US, 69% Canada) due to our high investment in student success through mentoring, tutoring,



a writing center and peer advising. We also are very proud of our four-year graduation rate of 73% (national average is 36% U.S. 35.8% Canada). Based on the average costs of Canadian and U.S. tuitions plus scholarships that would be available to students seeking U.S. degrees, Canadians can find significant cost savings and value in a university that is ready to invest in their success whether the institution is in Canada or the United States.

**Athletics** – College athletics in the United States has a huge draw for any aspiring athlete. Although Division 1 athletics tends to be the most exclusive experience in college athletics, many other universities offer scholarships for athletes competing in other divisions. Speaking from my experience at Binghamton University (Division 1), students interested in pursuing athletics need to make sure they're cognizant of the eligibility process to compete as well as the college admissions process; it's therefore important to work with both the athletics department as well as admissions.

**International Relationships and Business** – The United States and Canada have a unique and unparalleled relationship. Each country brings its strengths to the table to address social, economic and environmental issues crucial to the success of our continent as well as the world. Industry in both countries benefit from the symbiotic trade relationship. Students aspiring to make a substantial impact in politics or business will benefit from creating connections and networks within the United States. Obtaining a degree from an institution on the other side of the border is a great way to create in-roads toward either political or business cooperation.

## How do United States universities evaluate applications from Canadian high schools?

The main thing to remember is that each university is a little different. While there isn't one standard review method, we do all review applicants in a highly contextualized manner. If you've talked to U.S. institutions in the past, you've probably heard the H-word thrown around a lot and get a bit confused as to what that means. I've decided not to use that word here. Barring our overused vocabulary word, I do have a few tips that I think may be helpful for counsellors looking to understand how American universities assess applications:

**Acceptable Curricula** – In general, the public school, academic CÉGEP and IB curricula meet the academic requirements for university admission. If the student has taken a different path than what's listed above, check the curricular requirements on the university website or contact admissions directly.

**Grade Conversion** – One of the most important responsibilities of the high school counsellor is to provide the official transcripts to the university. Each university has its own way of converting international grades in order to evaluate the academic accomplishment of the student. Ambitious counsellors or applicants could estimate the grade conversion using the American Association of Collegiate Registrars and Admissions Officers (AACRAO) and World Education Services (WES) which are two of the most popular conversion resources used by universities in the United States. If there is a concern about the competitiveness

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of your student, feel free to connect with a counsellor to better understand the academic profile as it relates to your school's grading scale.

**Recommendations** – Many counsellors I talk to have also expressed anxiety about writing recommendations. A rated review of the student through the application or a one-page letter does help us to better understand the ability of an applicant. However, many of the best recommendations I've seen include input from teachers of key courses within the student's interests. For example, if the student is interested in engineering, it's

nice to hear that the math teacher says the student is very engaging in class and tends to put in the extra work. This is also the place where counsellors can provide context of the learning environment and reflect concepts that can't be seen in the grades alone.

**Activities** – It's important for an applicant to demonstrate they're active both inside the classroom and out. It's nice to see when a student has taken the time to develop a talent that they will be able to share on our campus. We look not only for academic competence but students who will actively participate

in the classroom and community. Encourage your students to record activities that will demonstrate their commitment to personal development.

What is the question U.S. university admissions counsellors wish they were asked by Canadian high school counsellors?

Anything! We completely understand how difficult it can be to try to navigate an unfamiliar system. Admissions counsellors enjoy having the opportunity to talk about students and help counsellors seeking guidance on issues like application process, Common Application questions, recommendation requirements and college essay tips. We look to set up workshops for application completion, parent and student briefings, small topic-specific seminars or 1:1 appointments with students who may need to talk through their options.

Bottom line, it is our hope to provide answers about our admissions requirements and processes, but we are also hoping to build relationships with our colleagues in high schools around the globe.

As you begin another school year, I wish you well and thank you for your support of students aspiring to further study. Please stay safe and healthy and remember: Your U.S. counterparts are here to help you with your admissions questions. **CB**

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## General Information

<b>School Type:</b>	Public
<b>Total Enrollment:</b>	1,450
<b>Academic Calendar:</b>	Semester
<b>Setting:</b>	Rural

## Academic Life

<b>Average Class size:</b>	25
<b>Student / Faculty Ratio:</b>	12:1
<b>Graduation Rate:</b>	36%
<b>Summary – Student Life:</b>	1,450 M 592 F 858

## Application Process: Summary

Apply at [www.dickinsonstate.edu/apply](http://www.dickinsonstate.edu/apply). Use application fee waiver code: DSU22 to save yourself \$35. Submit official high school and/or college transcripts through an electronic transcript service, or by mailing them to 291 Campus Drive, Dickinson, ND 58601. Submission of ACT/SAT test scores is optional, but scores are used for scholarship and placement purposes when submitted. Application deadline for Fall is August 1st, deadline for Spring semester is December 15th.

## Average Annual Cost & Financial Aid For Canadian Students

**Availability of Aid:** Scholarship information can be found at: <https://www.dickinsonstate.edu/admissions/tuition-and-cost-to-attend/financial-aid/scholarships/>

**Tuition / Fees:** Manitoba & Saskatchewan: approximately \$3,735 (per semester), Other Provinces: approximately \$4,785 (per semester)

**Books & Fees:** Approximately \$1,000 (per semester)

**Room / Board:** Approximately \$3,743 (per semester)

## Additional Information

At Dickinson State you will feel like part of a family. Faculty and staff will go out of their way to help you succeed. Students also have access to many support services, including tutoring, career, and disability.

Students can get involved by participating in collegiate athletics, joining one of our many clubs or organizations, or by being a part of band, theatre, or choir.

Dickinson State University has over 70 programs to choose from, including Master's, Bachelor's, Associates, and Certificate programs.

No matter what your interests are, you will find you place and feel at home at DSU.



**Dickinson State University**

[www.dickinsonstate.edu](http://www.dickinsonstate.edu)





Photo courtesy of Lake Region State College

## About Us

We change lives. At Lake Region State College this is more than a motto. Our faculty and staff provide a comfortable learning atmosphere with class sizes that allow one-on-one interaction. Courses and degrees are offered in person, online, and in hybrid formats. Besides the main campus in Devils Lake, full-degree programs are also available at the Grand Forks Air Force Base Education Center and online. Nursing education is delivered in Grand Forks and Mayville. Peace Officer Training is offered each spring in Minot and each summer in Grand Forks. Canadian students can attend LRSC at the same rate as U.S. students. Students choose their path at LRSC. One can start the first two years of any bachelor's degree or jump into one of our career ready certificate or degree programs. Best of all, students matter most at Lake Region State College. You will discover that at LRSC, faculty and staff are here to help you down the path of success in college and in life.

### General Information

**School Type:** Public  
**Total Enrollment:** 1,771  
**Academic Calendar:** Semester  
**Setting:** Rural

### Academic Life

**Average Class size:** 13  
**Student / Faculty Ratio:** 14:1  
**Graduation Rate:** 47%  
**Summary – Student Life:** 1,771 M 42% F 58%

## Application Process: Summary

Lake Region State College is an open admissions campus meaning everyone has the opportunity to enroll. Scores for ACT/SAT or Accuplacer assists advisors in placing students in the proper sections of English and Math courses. A one-time application fee of \$35 is charged to students who apply to LRSC. Early deadline for scholarship consideration is March 1st. All forms for admissions and scholarships can be found at LRSC.edu.

## Average Annual Cost & Financial Aid For Canadian Students

**Availability of Aid:** Academic and Athletic scholarships

**Tuition / Fees:** \$5,000      **Books & Fees:** \$1,000      **Room / Board:** \$6,400

## Additional Information

Finding the right fit for a student heading to college isn't always easy, and that is what makes colleges like LRSC wonderful. Lake Region State College is the perfect size for students who want smaller classes and one-on-one learning. Canadian students pay the rate of North Dakota students; saving money while thriving in the smaller class environment. As students discover what their path will be there also are numerous options to become involved in extra-curricular and co-curricular activities that can open doors to leadership opportunities and scholarship offers. Student athletes compete in the MonDak Conference. Royals' Athletics offers men's and women's basketball, baseball, softball, volleyball, and clay target.



Lake Region State College



[www.LRSC.edu](http://www.LRSC.edu)