

# EQUITY, DIVERSITY AND INCLUSION: AWARENESS-RAISING AND TRAINING FOR TEAM MEMBERS

## DID YOU KNOW?

Below are examples from the research that demonstrate the impacts of awareness-raising (or lack thereof) on equity, diversity and inclusion (EDI). This section also includes observations, facts and concepts related to EDI.

### Impacts of the presence or absence of awareness-raising or training

- An absence of knowledge about equity, diversity and inclusion (EDI) among human resources professionals is considered to be a barrier to the achievement of established EDI goals;<sup>1</sup>
- The ability of minority group members to integrate, develop and thrive in the workplace is believed to depend on the critical factor of managing diversity, equity and inclusion;<sup>1</sup>
- Training activities are reported to often take place at the time when a team is created, and address the need to acquire knowledge and skills that should subsequently contribute to greater team effectiveness;<sup>2,3</sup>

- “Education and reflection – individually, communally, and institutionally - are [believed to be] critical steps to making workplaces and community environments inclusive to all people regardless of the group they identify with”<sup>4</sup> (see the [Microaggression White Paper](#) for more information);
- Mentoring is considered to be an opportunity to discuss the many challenges of EDI and to share related best practices.<sup>5</sup>

### Impacts of EDI on a work team

- The terms “diversity” and “inclusion” often seem to be used together. However, they do not mean the same thing. Indeed, it is possible to have a diverse team but that partly or completely lacks inclusiveness;<sup>6</sup>
- It is believed that everyone has unconscious biases, which affect relationships with others. Often, this seems to happen when one generalizes the behaviour of a few group members to the entire group<sup>7</sup> (see the [Unconscious Bias White Paper](#) for more information);

- Members of designated groups (DG) and marginalized groups (MG) appear to face recurring challenges and barriers.<sup>8</sup> However, these challenges may not always be easy for non-concerned individuals to recognize<sup>CWSE</sup> (see the [pamphlet on challenges faced by DG and MG](#) for more information);
- Intersectionality, which refers to the intersection between designated groups (e.g., an Indigenous woman), has been found to generally create more challenges for people who are subject to multiple forms of discrimination at the same time<sup>9</sup> (see the [Intersectionality White Paper](#) for more information).

## RECOMMENDATIONS

The following examples of practices associated with EDI awareness-raising and training for team members are provided for inspiration.

- Take EDI training as a team leader and encourage team members to do the same;<sup>CWSE</sup>
- Distribute information about the potential benefits of diversity to team members and provide them with training to make sure they understand the importance of EDI<sup>4,10</sup> (see the [documentation available online](#) for more information);
- Raise team members' awareness and get them thinking about microaggressions ("subtle, mundane exchanges that communicate hostile, derogatory, or negative messages to individuals based on group membership") so that they can define them, recognize them, deconstruct their hidden meaning, recognize their impact, and deconstruct them<sup>4</sup> (see the [Microaggression White Paper](#) for more information);
- Provide team members with training on inclusive writing<sup>CWSE</sup> or use equitable writing techniques to properly represent each individual, regardless of the gender they identify with<sup>11</sup> (see the [guide available online](#) [French only] for more information);
- Make the team aware of unconscious biases so that team members can accept their presence in themselves, regularly challenge their own beliefs and convictions, and be open to feedback on this subject;<sup>7</sup>
- Provide the team with training on sex- and gender-based analysis (SGBA) (or SGBA+ and GBA+) and learn more about its applications<sup>CWSE</sup> to promote more rigorous science by taking greater consideration of sex (biologically based) and gender (socio-culturally based; e.g., determinants of health)<sup>12</sup> (see the [SGBA+ and GBA+ pamphlet](#) for more information);
- Make EDI tools available to team members;<sup>CWSE</sup>
- Provide team members with training on mentoring in a context of EDI.<sup>7</sup>



# RESOURCES

Introductory course on GBA+, gender-based analysis +.

<https://women-gender-equality.canada.ca/en/gender-based-analysis-plus/take-course.html>

Documentation on the potential benefits and challenges of diversity in higher education and research.

<http://cfsq.espaceweb.usherbrooke.ca/edi-in-higher-education-and-research/>

Pamphlets on EDI in research [French only].

<http://cfsq.espaceweb.usherbrooke.ca/resources-for-implementing-edi-in-research/>

Inclusive writing guide for the sciences [French only].

[https://www.usherbrooke.ca/sciences/fileadmin/sites/sciences/documents/Faculte/EDI/FacSciences\\_guide\\_de\\_redaction\\_inclusif\\_web.pdf](https://www.usherbrooke.ca/sciences/fileadmin/sites/sciences/documents/Faculte/EDI/FacSciences_guide_de_redaction_inclusif_web.pdf)

Toolkits on EDI challenges in the workplace.

<https://ccdi.ca/toolkits/>

Webinar on mentoring in a context of EDI.

<https://rqedi.com/en/workshops/>

# REFERENCES

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<sup>CWSE</sup> Chair for Women in Science and Engineering in Quebec



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

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



## ABOUT UNIVERSITÉ DE SHERBROOKE

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

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