CFSG
Chaire pour les femmes
en sciences et en génie

UNIVERSITÉ DE
SHERBROOKE

# GUIDE TO IDENTIFYING EQUITY, DIVERSITY AND INCLUSION-RELATED CHALLENGES EXPERIENCED BY MEMBERS OF A RESEARCH TEAM

# GRAPHICAL SUMMARY

Identifying challenges experienced by the members of a research team

START

**Group size**

SMALL GROUP

LARGE GROUP

**Approaches**

ONE-ON-ONE MEETINGS

GROUP MEETINGS

SURVEY

**Types of questions**

OPEN-ENDED QUESTIONS

CLOSED-ENDED QUESTIONS

**Topics addressed**

- Welcome and integration
- Psychological work and study climate
- Supervision and advancement
- Values in work and study environments
- Finances
- Schedule
- Physical work and study environment
- Policies and measures

END
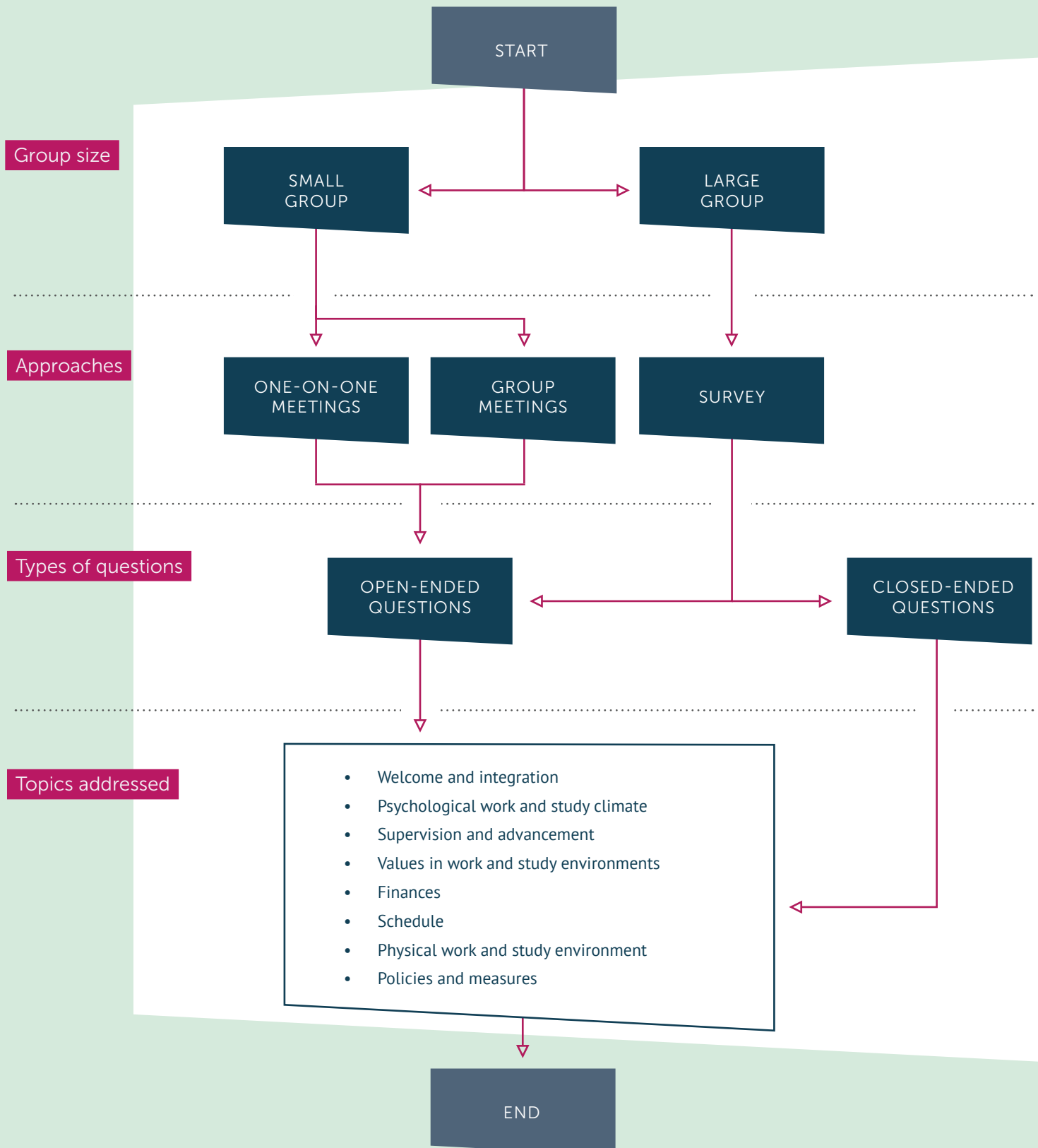
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# 1. PRESENTATION OF THE GUIDE

In 2018–2019, considering their many potential benefits (Langelier & Brodeur, 2020), equity, diversity and inclusion (EDI) were incorporated into the evaluation of research grant applications and the allocation of research chairs within various organizations. Following are some examples.

**Canada Research Chairs Program (CRCP)**

The CRCP assesses EDI during Research Chair allocations and upon the submission of action plans, institutional EDI reports and, soon, individual chairholder reports.

**Natural Sciences and Engineering Research Council of Canada (NSERC) and Fonds de recherche du Québec - Nature et technologies (FRQNT)**

NSERC and FRQNT now assess the specific measures applied by applicants to foster EDI in their research and training environment (NSERC, 2019; FRQNT, 2019). For example, in assessing applications for NSERC (2019) Discovery Grants, EDI is considered in the evaluation of "researcher excellence," "contributions to the training of highly qualified personnel (HQP)" and "merits of the proposed research."

Irrespective of the organization, evaluation committees have found that there is a need to improve the mastery of EDI concepts and the fulfillment of the requirements described in grant applications. To this end, many applicants wish to have the necessary tools to take EDI into account in their teams and research, and to address it appropriately in their grant applications.

This document provides you with an overview of EDI challenges faced by the members of your team. Specifically, it will help you pinpoint areas for improvement and develop a tangible action plan to include in your grant applications. The document is divided into four main sections:

- An "Approaches to consider" section to help you determine the most suitable approach for surveying your team, according to its size;

- A "Questions" section outlining the types of questions and topics that can be addressed to identify EDI challenges experienced by your team members;

- A "Proposed data-collection methodology" section with interview templates and survey planning that you can adapt to your needs;

- An "Appendix" section including a sample questionnaire that you can use and adapt according to the approach you choose.

If you would like to go a step further and reflect on the portrait of EDI practices in your institution and community, please refer to the document *Portrait de mon milieu : Équité, diversité et inclusion* (Brodeur & Langelier, 2020).

# 2. APPROACHES TO CONSIDER

Below we propose different approaches to consider depending on your team's size:

- Approaches for small groups: individual or group meetings
- Approach for large groups: survey

Each approach has its pros and cons. It is up to you to determine which one best suits your situation. Regardless of the approach you use, we recommend that you draw up a list of the challenges raised by your team and set up a group meeting, on a voluntary basis, to reflect together on ways to resolve them. This will have several advantages, including broadening the scope of solutions, establishing personalized measures and facilitating change, since your team members will have been involved in charting the course.

## 2.1 Approaches for small groups

In the case of a small team, information can be sought from team members more directly and in greater detail. You can opt for individual or group meetings. Note that having a small team does not prevent you from opting for a survey (see section 2.2) if you find this approach more appropriate. This can be a good way to proceed anonymously and confidentially.

### 2.1.1 Individual meetings

A smaller team size allows for organizing individual interviews in which previously determined questions can be asked about study or work-related experiences related to EDI. This type of meeting requires prior reflection on the hierarchical relationship between the two parties (e.g., faculty and student population). Would you and each member of your team feel comfortable discussing during such a meeting? Will your student feel secure enough to speak freely and not to allow their answers to be affected by the other person's position of authority? When reflecting on this, it is important to take cultural differences into account, as they can influence the thoughts and behaviours of the people you are meeting with. For example, people from other cultures may find it inappropriate to discuss their personal problems with their supervisory team. When in doubt, you can always ask an outside person to conduct the meeting with your team members. In this event, it would be ideal to consider an anonymous compilation of results.

**Pros:**

- Yield more detailed and personalized information (e.g., explanations regarding a specific answer or point of view);

- Promote positive contact with others, when run properly;

- Promote the self-expression of the respondent (which can be limited in the group approach).

**Cons:**

- Require a greater time investment than group meetings;

- Raise the likelihood of influences from unconscious biases (e.g., compliance bias) compared to a survey;

- Can hinder the respondent's self-expression depending on their relationship with the person asking the questions (hierarchical relationships can affect their level of candour).

[1] Compliance bias: "The tendency to sometimes abandon our own reasoning in favour of the opinion of the majority" (Bohler, 2013, first paragraph, translated freely).

### 2.1.2 Group meetings

A smaller team size also opens up the possibility of organizing a single group meeting to discuss EDI using predetermined questions. We suggest that you consider your team's characteristics (e.g., cohesion and cultural differences) to make sure each member will be able to and comfortable with expressing themselves freely and to limit various biases, such as compliance bias.[1]

**Pros:**

- Less time-intensive;

- Quickly provide an overall portrait of the team;

- Promote interaction among members and allow for more in-depth reflection (e.g., piggybacking on what someone else said).

**Cons:**

- Can limit some members' self-expression if speaking turns are not established;

- Increase the likelihood of influences from unconscious biases (e.g., compliance bias) compared to a survey;

- Can create disagreements between members depending on the discussion.

## 2.2 Approach for large groups

A larger team size is less conducive to the methods listed above, even if it is possible to conduct several group meetings. Instead, opt for giving your team members a survey.

**Pros:**

- Easy to carry out;

- Quickly elicits quantitative information (e.g., number of people struggling with the language of the group);

- Minimizes the impact of unconscious biases.

**Cons:**

- Does not allow for adjusting questions on the fly (e.g., piggybacking on an answer, reformulating a question for greater clarity);

- Does not allow for obtaining in-depth information as in individual or small group meetings, especially in the case of closed-ended questions;

- Can generate a large amount of qualitative data (answers to open-ended questions) to analyze, making it time-consuming.

# 3. QUESTIONS

## 3.1 Types of questions

Individual or group interviews use open-ended (free response) questions. Surveys, too, make use of open-ended questions, as well as closed-ended (multiple choice) questions.

### 3.1.1 Closed-ended questions

Closed-ended questions can focus more on the perceived presence or absence of various EDI-related challenges (e.g., microaggressions[2]). An even Likert scale (1: Strongly disagree, 2: Somewhat disagree, 3: Somewhat agree, 4: Strongly agree) is suggested in order to reduce the bias of regression to the mean (avoiding too many neutral answers).

[2] Microaggressions: "subtle, mundane exchanges that communicate hostile, derogatory, or negative messages to individuals based on group membership" (Parker et al., 2019, microaggression fact sheet).

[3] Social desirability bias: "The conscious or unconscious psychological process by which an individual attempts to control their image in order to present themselves to others in a favourable light" (Hached, 2014, first paragraph, translated freely).

**Pros:**

- Require little time to answer and analyze;

- Are easy to use for respondents;

- Help obtain essential information (high response rate);

- Minimize the impact of unconscious biases, although some (e.g., the social desirability bias[3]) remain present.

**Cons:**

- Do not yield detailed information;

- Require high-quality questions in order to ensure understanding, as there is no room for nuance;

- Can lead to a lack of interest and affect the final answers if the questionnaire is too long.

### 3.1.2 Open-ended questions

Open-ended questions may focus on the individual's experience with EDI challenges. They allow for collecting more information and promote the understanding of the person in charge of the team. Specific questions (e.g., that indicate certain elements expected in the answer) can be used to avoid collecting too wide a variety of answers.

**Pros:**

- Yield detailed, personalized qualitative information;

- Allow the respondent to feel valued since their opinion is being sought out;

- Avoid the influence of unconscious biases.

**Cons:**

- Require more time for response and analysis compared to closed-ended questions;

- Sometimes provide little or no information (lower response rate, certain poorly detailed answers);

- Can generate disparities in respondents' answer development owing to a lack of understanding, if individual differences in language proficiency are not considered.

- It is consequently important to word the questions clearly and simply, and to explain any words that might cause problems with understanding.

## 3.2 Categories of questions

Information collected from specialists in various groups has brought to light some of the research challenges experienced by people from designated and marginalized groups. These challenges are summarized in the fact sheet produced for this purpose (Crozet et al., 2021). Identifying these challenges helps establish certain categories of questions that are especially important to ask when striving to understand a team's experience with EDI (Table 1).

### Table 1: Categories of questions

| | |
|---|---|
| **A.** Welcome and integration | Examples of challenges experienced: Absence of a welcome that would promote inclusion, presence of prejudices or stereotypes rejecting the person, language difficulties, feelings of exclusion, lack of collaboration. |
| **B.** Psychological work and study climate | Examples of challenges experienced: Communication challenges, harassment, conflict, fear of expressing oneself freely, tense relationships between colleagues, a sense that one is not being listened to. |
| **C.** Supervision and advancement | Examples of challenges experienced: Difficulties communicating with the supervisor, inequitable distribution of tasks among team members, conscious or unconscious biases. |
| **D.** Values in work and study environments | Examples of challenges experienced: Conflicts between members arising from differing values, harassment, tense relationships. |
| **E.** Finances | Examples of challenges experienced: Individual difficulties related to team members' academic status or personal circumstances (e.g., international students, student parents). |
| **F.** Schedule | Examples of challenges experienced: Individual difficulties related to team members' academic status or personal circumstances (e.g., international students, student parents). |
| **G.** Physical work and study environment | Examples of challenges experienced: Unwelcoming environment, or one that fails to meet special needs (e.g., for a person with a disability). |
| **H.** H. Policies and measures | Examples of challenges experienced: A team member being unable to identify the means at their disposal, lack of knowledge of the measures implemented, fear of reprisals from peers. |
| **I.** Other | Broader questions about challenges, possible improvements and the impact of COVID-19. |

## 3.3 Goals of the questions

The questions you ask will mainly target the following three goals:

- To check whether team members are facing challenges in each question category;
- To draw up a list of the challenges that emerged in the team;
- If necessary, to reflect on possible solutions (individually or as a team).

If you wish, you can add questions to determine your team members' level of knowledge or training related to equity, diversity and inclusion.

# 4. PROPOSED DATA-COLLECTION METHODOLOGY

## 4.1 Individual meeting template

### 4.1.1 The meeting

For each team member, start out by determining whether it's best for you or an outside person to conduct the meeting. Begin the meeting by explaining that you would like to identify the challenges experienced by team members, in order to put solutions in place. The meeting is confidential, and the issues raised therein will not be attributed to the person when you create the final summary of the interview. The respondent is free to decline to discuss any topic. By virtue of your presence and role, you agree to listen to the person attentively, openly, and without judgment. Make a fact sheet on university resources available to the respondent, and suggest that they use these resources if they feel the need. Feel free to address any other information you feel is relevant, given that you know your team members best.

Conclude the meeting by thanking the respondent for their participation and reiterating your wish to make improvements.

### 4.1.2 Questions

For the one-on-one meeting, you can use the sample survey questions (see Appendix) or refer to them for inspiration. The open-ended questions can be used as is. However, the closed-ended questions (Likert answer choices) must be changed to open-ended questions. Indeed, since the respondent will be in front of you, it will be easier for them to elaborate verbally than in writing in the questionnaire. In this context, it is desirable to elicit more elaborate answers for each of the questions you ask. Closed-ended questions can be modified as follows:

**IN THE SURVEY:**

I feel excluded from or poorly integrated into the team.

☐ Strongly disagree          ☐ Somewhat disagree          ☐ Somewhat agree          ☐ Strongly agree

**IN THE ONE-ON-ONE MEETING:**

Do you sometimes feel excluded or poorly integrated into the team? Can you explain why?

What challenges do you face in terms of your inclusion in the team?

## 4.2 Group meeting template

### 4.2.1 The meeting

To obtain answers from all members of your team, you must make sure that everyone present has an opportunity to express themselves on each of the topics addressed. You can start by letting them express themselves freely. Then, you can encourage anyone who has not yet spoken up to do so.

Observe your team carefully during the meeting; the dynamics can teach you a great deal about each member's way of acting in general. Mentally note what stands out to you the most and write it down in your final "report" after the meeting. If you want to take notes about the challenges that emerge during the discussion, you may ask an outside person (who should not participate in the discussion) to take them for you, so you can focus on actively listening to and observing your team.

Start the meeting by inviting everyone to make themselves comfortable. Explain that this is an informal meeting aiming to take stock of the team's situation in the area of equity, diversity and inclusion (EDI). Mention that you have a few general questions to ask for which you'd like to get the opinions of everyone present, through a group discussion. Disagreements may arise, but each person is free to express their opinion, as long as it is respectful (zero tolerance for inappropriate behaviour or comments). Everyone in the group is asked to keep the information communicated during the discussion confidential, in order to encourage all team members to express themselves. Mention that any participant may ask to address certain topics privately or to complete the survey in the event that certain colleagues' presence might make group discussion more difficult. Add that your intent is to identify solutions to the challenges encountered. Make a fact sheet on university resources available to all members, and suggest that they use these resources if they feel the need. Feel free to address any other information you feel is relevant, given that you know your team members best.

Conclude the meeting by thanking each person for their participation and reiterating your wish to make improvements.

### 4.2.2 Questions

This section is intended to provide helpful information on the five proposed questions (Table 2). Questions 1 to 3 are the main questions, to which most of the meeting time should be devoted. Of these, Question 2 is the longest and most important. Questions 4 and 5 are used to wrap up the meeting; nevertheless, make sure to keep enough time to address them properly.

Table 2: Group-meeting questions

| | |
|---|---|
| **Question 1 :**<br>What benefits do you see in working or studying within this team? | **Remarks:**<br>A question about your team members' positive experience is a good way to break the ice and find out what is working and is satisfactory to your team. |
| **Question 2 :**<br>What challenges do you personally face in terms of:<br><br>a. Your welcome and integration into the team;<br>b. The psychological climate in your work and study environment;<br>c. Supervision and advancement;<br>d. The values in your work and study environment;<br>e. How work and study time are organized;<br>f. Your physical work and study environment;<br>g. Policies and measures;<br>h. The COVID-19 pandemic. | **Remarks:**<br>Once the ice is broken, you can get to the heart of the matter. For this question, don't hesitate to refer to the table of question categories if the members of your team would like more details on a topic or if you wish to stimulate the conversation. Also, note that Question 2 does not cover the topic of personal finance. In our view, this issue is more delicate to address as a group; we therefore suggest doing so individually. |
| **Question 3 :**<br>In your opinion, what improvements could be made regarding equity, diversity and inclusion (EDI) in the team/job/internship? | **Remarks:**<br>Ending the main discussion with a question about possible improvements will allow your team members to end the meeting on a positive note, especially if the previous topics were sensitive for some people. Another option would be to address areas for improvement as challenges are identified (i.e., during each sub-point of Question 2). |
| **Question 4 :**<br>Are there any other points you'd like to add to this discussion? | **Remarks:**<br>Asking those present if they have other information they would like to share may allow you to touch on some important aspects that were not necessarily included in the previous questions. |
| **Question 5 :**<br>Did you enjoy the discussion? If you had to do it over again, what would you change? | **Remarks:**<br>Taking some time to learn about how your team members feel about the discussion will help you improve future discussions. |

## 4.3 Planning a survey

### 4.3.1 Preparation

Choose between a paper or electronic survey. A paper survey can easily be completed in person during a meeting, for example, which increases response rates. However, an electronic survey has the advantage of automatically compiling the results. Often, a spreadsheet of the data can be generated to facilitate analysis.

To collect as much information as possible, make sure that each team member's answers are anonymous. To this end, allow a specific amount of time to complete the survey so that copies or answers will be handed in or sent at the same time. This avoids the possibility of connecting the participants to their answers.

Inform all participants that the goal of this initiative is to identify existing challenges in order to bring about appropriate changes. Remain available for your team members, as some people may have questions or wish to discuss a topic with you in greater depth. Make a fact sheet on university resources available to all the members, and suggest that they use these resources if they feel the need.

### 4.3.2 Questions

The survey may contain closed-ended or open-ended questions. This being said, we recommend a mix of both in order to collect detailed, accurate information.

A sample questionnaire can be found in Appendix 1 of this document. You are free to modify it to suit your needs.

If you wish to modify the electronic version of the questionnaire, be sure to include the following information at the beginning of each section:

- **For a closed-ended question:**
  For the next question, check the box that best reflects your situation.

- **For an open-ended question:**
  For the next question, answer to the best of your knowledge.

### 4.3.3 Basic concepts

If you choose a survey that will not be completed in your presence, you will need to ensure that everyone understands the concepts covered (e.g., equity, diversity, inclusion, microaggressions). You have two options: you can either ask your team members to complete brief introductory training (e.g., Capsule 1: Core concepts: http://cfsg.espaceweb.usherbrooke.ca/formation-en-equite-diversite-et-inclusion/) or you can define the concepts directly in the questionnaire.

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# QUESTIONNAIRE FOR SURVEY OR ONE-ON-ONE MEETING[4]

[4] For a one-on-one meeting, closed-ended questions should be transformed into open-ended questions as explained in section 4.1.2.

[5] Optional questions about your team members' basic knowledge of EDI that can be added at the beginning of the questionnaire if needed..

## Part 1 - Knowledge of equity, diversity and inclusion[5]

*Answer to the best of your knowledge.*

**1. Describe what the diversity of a research team means, in your own words.**

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**2. Describe what equity means, in your own words.**

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**3. Describe what inclusion means, in your own words.**

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**4. Describe what an unconscious bias or unwitting (involuntary) prejudice means, in your own words.**

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**5. Describe what a microaggression means, in your own words.**

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**6. Have you done any training on equity, diversity and inclusion?**

☐ Yes ☐ No ☐ Don't know

If so, list the training you've completed.

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Once Part 1 is finished, you can complete this interactive capsule to learn more about equity, diversity and inclusion if needed. It will take you about 10 minutes.

**Capsule 1: Core concepts (French only)**

http://cfsg.espaceweb.usherbrooke.ca/formation-en-equite-diversite-et-inclusion/

[6] Generally speaking, **equity** refers to a feeling or perception of justice with respect to a given situation. In the context of EDI, equity refers to an approach of correcting historical disadvantages between groups.

**Diversity** refers to a group of individuals who possess different characteristics by virtue of their identity, geographical, cultural or religious background, age, sex, gender, sexual orientation, discipline, etc.

**Inclusion** refers to creating an environment that is respectful of diversity, fully integrates all members of the community, supports them, and provides them with measures to promote their well-being and fulfilment.

Part 2 – Identifying challenges experienced by the members of a research team

*For the multiple-choice questions, check the box that best reflects your situation. For the open-ended questions, answer to the best of your knowledge.*

*Your answers to questions related to your personal experience may go beyond the scope of equity, diversity and inclusion (EDI).[6]*

A. Welcome and integration
Your personal experience

**A1. I feel excluded from or poorly integrated into the team.**

☐ Strongly disagree ☐ Somewhat disagree ☐ Somewhat agree ☐ Strongly agree

If you agree, explain why and give examples.

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**A2. I feel equipped to adequately welcome diversity within the team.**

☐ Strongly disagree ☐ Somewhat disagree ☐ Somewhat agree ☐ Strongly agree

Explain why and give examples.

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**A3. I am experiencing language-related difficulties.**

☐ Strongly disagree ☐ Somewhat disagree ☐ Somewhat agree ☐ Strongly agree

If you agree, explain in which difficult situations.

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## Your perceptions regarding the team

**A4. I believe that some team members belonging to designated or marginalized groups are experiencing integration difficulties.**

☐ Strongly disagree ☐ Somewhat disagree ☐ Somewhat agree ☐ Strongly agree

If you agree, explain why and give examples.

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**A5. I think the team members are equipped to accommodate diversity adequately.**

☐ Strongly disagree ☐ Somewhat disagree ☐ Somewhat agree ☐ Strongly agree

If you disagree, explain why and give examples.

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**A6. I think the team members are inclined to work together within the group.**

☐ Strongly disagree ☐ Somewhat disagree ☐ Somewhat agree ☐ Strongly agree

If you disagree, explain why and give examples.

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[7] Minority stress: Chronic stress experienced by minorities as a result of social stigmas (Geoffroy & Chamberland, 2015).

[8] Microaggressions: "[S]ubtle, mundane exchanges that communicate hostile, derogatory, or negative messages to individuals based on group membership" (Parker et al., 2019, microaggression fact sheet).

## B. B.    Psychological work and study climate

### Your personal experience

**B1. B1. I am experiencing minority stress.[7]**

☐ Strongly disagree    ☐ Somewhat disagree    ☐ Somewhat agree    ☐ Strongly agree

**B2. I sometimes feel uncomfortable participating in team discussions and sharing my ideas, or don't feel listened to.**

☐ Never    ☐ Sometimes    ☐ Often    ☐ Always

If so, explain your answer with one or more examples.

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**B3. I experience psychological aggression (e.g., discrimination, intimidation, harassment, microaggressions[8]).**

☐ Never    ☐ Sometimes    ☐ Often    ☐ Always

If so, explain your answer with one or more examples.

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### Your perceptions regarding the team

**B4. I think some members of my team are experiencing psychological aggression (e.g., discrimination, intimidation, harassment, microaggressions).**

☐ Strongly disagree    ☐ Somewhat disagree    ☐ Somewhat agree    ☐ Strongly agree

If you agree, explain your answer with one or more examples.

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[9] Role model: "A person whose behavior, example, or success is or can be emulated by others, especially by younger people." (Dictionary.com, n.d., definition)

**B5. I think some members of my team think disparagingly (e.g., prejudice, stereotyping or false beliefs) about various designated or marginalized groups.**

☐ Strongly disagree  ☐ Somewhat disagree  ☐ Somewhat agree  ☐ Strongly agree

If you agree, explain your answer with one or more examples.

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**B6. I sense tension between members of my team.**

☐ Never  ☐ Sometimes  ☐ Often  ☐ Always

If so, explain your answer with one or more examples.

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## Work or study context

**B7. I think minority or marginalized groups have too few role models[9] in my work/study environment.**

☐ Strongly disagree  ☐ Somewhat disagree  ☐ Somewhat agree  ☐ Strongly agree

If you agree, explain your answer with one or more examples.

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## C. Supervision and advancement

[10] Unconsicous bias: "[a]n implicit attitude, stereotype, motivation or assumption that can occur without one's knowledge, control or intention," (Canada Research Chairs, 2019).

[11] Inequity: "An instance of injustice or unfairness" (Merriam-Webster online, n.d., definition).

### Your personal experience

**C1. I would like to do a mentorship, but I find it difficult to find a mentor.**

☐ Strongly disagree ☐ Somewhat disagree ☐ Somewhat agree ☐ Strongly agree

If you agree, explain your answer.

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**C2. I have the impression that my advancement is slowed down or limited by unconscious or implicit biases.[10]**

☐ Strongly disagree ☐ Somewhat disagree ☐ Somewhat agree ☐ Strongly agree

If you agree, explain your answer with one or more examples.

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### Your perceptions regarding the team

**C3. I have the impression that the advancement of members of my team belonging to designated or marginalized groups is slowed down or limited by unconscious or implicit biases.**

☐ Strongly disagree ☐ Somewhat disagree ☐ Somewhat agree ☐ Strongly agree

If you agree, explain your answer with one or more examples.

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**C4. I sense inequities[11] in the distribution of roles and tasks within the team.**

☐ Strongly disagree ☐ Somewhat disagree ☐ Somewhat agree ☐ Strongly agree

If you agree, explain your answer with one or more examples.

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C5. I believe that the team members belonging to designated or marginalized groups are not treated properly by supervisors.

☐ Strongly disagree    ☐ Somewhat disagree    ☐ Somewhat agree    ☐ Strongly agree

If you agree, explain your answer with one or more examples.

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## D. Values in work and study environments

### Your personal experience

**D1. I sense differences between my values and those of my team members or supervisors, and these differences lead to conflict.**

☐ Never    ☐ Sometimes    ☐ Often    ☐ Always

If so, explain your answer with one or more examples.

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## E. Finances

### Your personal experience

**E1. I am experiencing financial difficulties related to my academic status or personal situation (e.g., international student, student parent).**

☐ Strongly disagree    ☐ Somewhat disagree    ☐ Somewhat agree    ☐ Strongly agree

## F. Schedule

Your personal experience

**F1. I am struggling to balance school/work and personal/family life.**

☐ Strongly disagree    ☐ Somewhat disagree    ☐ Somewhat agree    ☐ Strongly agree

If you agree, explain your answer with one or more examples.

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**F2. I think my work or study schedule is appropriate for my needs (e.g., need for flexibility for a parent).**

☐ Strongly disagree    ☐ Somewhat disagree    ☐ Somewhat agree    ☐ Strongly agree

If you disagree, explain your answer with one or more examples.

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## G. Physical work and study environment

Your personal experience

**G1. I feel good in my physical study or work environment.**

☐ Strongly disagree    ☐ Somewhat disagree    ☐ Somewhat agree    ☐ Strongly agree

If you disagree, explain your answer with one or more examples.

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**G2. My physical work or study environment is adapted to my needs.**

☐ Strongly disagree    ☐ Somewhat disagree    ☐ Somewhat agree    ☐ Strongly agree

If you disagree, explain your answer with one or more examples.

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## H. Policies and measures

**Your personal experience**

**H1. I have difficulty identifying the community or institutional resources I need to meet the challenges I face.**

☐ Strongly disagree ☐ Somewhat disagree ☐ Somewhat agree ☐ Strongly agree

If you agree, explain your answer with one or more examples.

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**H2. There are policies and measures in place related to equity, diversity and inclusion (e.g., against harassment) within my team.**

☐ Yes ☐ No ☐ i don't know

If so, name the ones you are aware of..

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**H3. I know how to access policies and measures related to equity, diversity and inclusion (e.g., against harassment) in effect at my institution.**

☐ Strongly disagree ☐ Somewhat disagree ☐ Somewhat agree ☐ Strongly agree

## OTHER

**I.  In general, what challenges do you face in your job or studies? Explain your answer with examples.**

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**II.  What EDI-related improvements do you think should be made within your team?**

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**III.  Are you facing new challenges because of the exceptional situation currently created by the pandemic? Explain your answer with examples.**

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## 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.

## ACKNOWLEDGMENTS

## FINANCIAL PARTNERS OF THE NSERC CHAIR FOR WOMEN IN SCIENCE AND ENGINEERING IN QUEBEC