Chemical & Physical Sciences
UNIVERSITY OF TORONTO
MISSISSAUGA

CPS EDI Climate Report

2023

Results from a survey of graduate students, postdoctoral fellows, staff, and faculty in the Department of Chemical and Physical Sciences

University of Toronto Mississauga

Contents

Message from the Department Chair

The Department of Chemical and Physical Sciences (CPS) is wonderfully diverse in terms of STEM disciplines – we embrace the fields of astronomy, chemistry, Earth science, and physics in our vibrant and interdisciplinary academic and research programs. However, our department, like STEM fields in general, suffers from a lack of other forms of diversity, and has struggled to create a welcoming, equitable, and inclusive environment for all. For example, in Canada, women make up only 12% of full professors in STEM fields (Canadian Association of University Teachers, 2018), consistent with low representation in CPS. Racialized and Indigenous faculty are similarly underrepresented in academia both in terms of numbers and 'power, prestige, and influence' (Henry et al., 2017).

CPS has undertaken a number of initiatives over the last few years to address areas of concern. We implement best practices in hiring faculty and postdoctoral fellows, and have developed a core values statement and land acknowledgement. We have sponsored events and training sessions, and graduate students have participated in discussion seminars around supporting equity, diversity, and inclusion. We support graduate students through funding initiatives, staffing, mentoring programs, and development of a template agreement for working in the laboratory and field. Finally, we are an inaugural partner in the UTM STEM Scholars program, which supports high-achieving Black undergraduate students on the path from high school to graduate school.

However, our efforts thus far have been driven by ideas raised informally within the department and from general resources, but without specific, quantitative guidance as to the demographics and concerns of our community members. We require data to ensure that we're targeting the right problems in the right way, and to track our progress over time. We therefore have undertaken the administration of this survey, along with a parallel survey of our undergraduate program students that also collected demographic data. We will repeat this survey annually, publishing the resulting report, good and bad, on our website, along with our plan for addressing any concerns that are raised. We will continue to work towards increasing diversity in the department and within our disciplines, and ensuring that all members of our community feel safe, included, and valued.

- *Lindsay Schoenbohm, Professor and Chair, Department of Chemical and Physical Sciences, February 27, 2024*

Summary of Results

- The EDI climate throughout the department of Chemical and Physical sciences is broadly positive, though areas of concern are evident.
- Responses to EDI statements on a Likert scale highlight that trust of the department and receiving equitable reward/recognition are areas of concern. Department members do feel a sense of respect and that they have access to opportunities.
- Nine respondents (14%) stated they had experienced discrimination, highlighting a range of sources, with religion, gender, sex, and position in the department selected by the most respondents. These incidents happened in all settings, but most frequently at social events with others from CPS.
- Six respondents (9%) outlined a feeling of exclusion based on their age, race, ethnicity, gender, sex, disability or position in the department, with disability and position highlighted as 'more frequent' sources. These incidents happened most often in classroom settings, but also in research laboratories and at department-sponsored events.
- Ten respondents (16%) said they had witnessed discrimination in the department. Age, race, ethnicity, nationality, religion, gender, sex, sexual orientation, and disability were all highlighted as frequent sources of discrimination of others. Only political opinions and research interests were not selected. These incidents happened in many settings, but most frequently in research laboratories.
- When asked about incidents of discrimination, and for general comments and suggestions for improvements, multiple participants highlighted:
  - The desire for more diverse faculty.
  - Witnessed or lived discrimination or exclusion, speaking to a need for greater awareness, sensitivity, respect, and empathy on specific issues including:
    - anti-Asian racism;
    - sexism and gender-based microaggressions;
    - homophobia, transphobia, and use of preferred pronouns;
    - Islamophobia;
    - disregard for Indigenous science; and
    - a power imbalance between graduate students and faculty that makes reporting such incidents problematic.
  - A desire for further departmental support of equity, diversity, and inclusion initiatives, including:

- greater opportunities for training, resources, or incentives, specifically around supporting 2SLGBTQ+ individuals, indigenous groups, and dealing with disruptive students;
- formation of discussion groups focused on EDI in pedagogy and research settings;
- expansion of UTM STEM Scholars program to Indigenous students;
- greater outreach, particularly aimed at students from underrepresented groups;
- programs for English Language Learners and international students;
- greater support for postdoctoral fellows;
- improved mental health support;
- appropriate compensation for individuals giving time to EDI-related events; and
- establishment of anonymous incident-reporting mechanisms.
  - Problems with department professionalism including:
    - communication with supervisors; and
    - a culture of gossip.
- A few individuals raised questions about the emphasis on equity, diversity, and inclusion in the departmental culture. They suggested that EDI initiatives are ideological, and that the department should promote a merit-based structure and cultivate a climate of free speech.

Acknowledgements

Land Acknowledgement

We wish to open with acknowledging that Canada resides on the traditional territories of the First Nation, Inuit and Métis peoples of Turtle Island. More specifically, we wish to acknowledge this land on which the University of Toronto operates. For thousands of years, it has been the traditional land of the Huron-Wendat, the Seneca, and the Mississaugas of the Credit. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are truly grateful to have the opportunity to work on this land.

In addition, we acknowledge the colonial roots of science. We will strive to connect with Indigenous communities that might be impacted by our research, or on whose traditional land we may wish to conduct research. We will also strive to approach research and teaching from different perspectives, acknowledging that there are multiple ways of knowing. We commit to acting on U of T's Answering the Call Wecheehetowin Final Report.

If you are interested in improving your understanding of which traditional territories you live or work upon we wish to direct you to Native Land Digital and their many online resources.

Personal Acknowledgement

This report would not have been possible without the engagement of 64 members of the Department of Chemical and Physical Science's graduate student, postdoctoral, staff and faculty communities. We thank those who provided their feelings and thoughts on their experiences within this department.

Data Availability

The data collected as part of this project are confidentially held by the department's chair Prof. Lindsay Schoenbohm. To protect the identities of respondents, the metadata of this survey (i.e., list of all responses) will not be shared.

Background and Objectives

The department of Chemical and Physical Sciences at the University of Toronto Mississauga aims to be a safe and inclusive space for people to learn and work. Following discussions within the department's Equity, Diversity and Inclusion (EDI) committee, the need for a department survey was agreed upon to assess the current EDI 'climate' and establish which areas required immediate intervention. We did not collect demographic data as part of this survey as the community is small enough that such data could be used to identify individual respondents.

This survey aims to establish how graduate students, postdoctoral fellows, staff, and faculty currently feel within the department. It is formed of three sections. The first incorporates the Diversity Engagement Survey (DES) from Person et al. (2015) which allows participants to respond to 18 statements about the department on a Likert scale. These responses can be used to establish trends in climatic 'behaviors' in the department including trust, respect, appreciation of individual attributes, sense of belonging, access to opportunity, equitable reward and recognition, common purpose, and cultural competence. The second section is adapted from the Academic Department Climate and Inclusion Survey from Princeton University and allows participants to highlight personal experience of discrimination, exclusion or witnessing discrimination of others. The final section allows respondents to provide any additional comments and suggest what the department should be doing to improve EDI in the future.

The objectives of this work are to:

1. Establish the current EDI climate for the department.
2. Highlight targets for discrimination and exclusion.
3. Allow members of the department to identify areas of concern and suggest future initiatives.
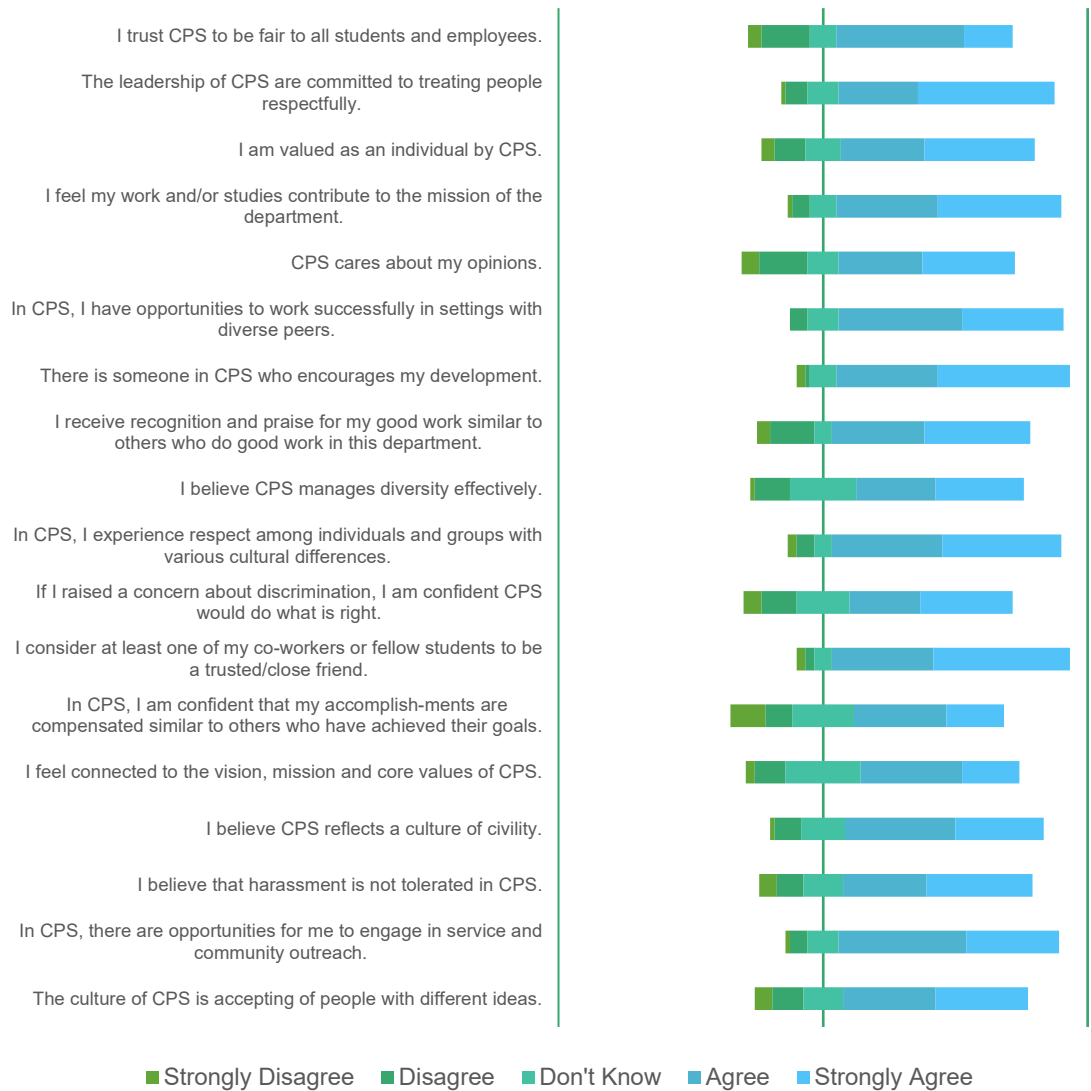
Methodology

Between March 31st and May 1st, 2023, we distributed the survey with emails through the department's internal listserv. The survey contained 23 questions, though an additional 9 questions could be asked depending on the participants' responses.

In total, 64 eligible respondents completed the survey. This sample is approximately 44% of the total graduate student, postdoctoral fellow, staff, and faculty population of the department (n=145).

Climate questions

In the section of this survey participants were asked to respond to 18 statements about the department (CPS). Participants could respond with either 'Strongly Agree', 'Agree', 'Don't Know', 'Disagree', and 'Strongly Disagree'. The questions were adapted from the Diversity Engagement Survey presented in Person et al. (2015).

Chart statements (top to bottom):

- I trust CPS to be fair to all students and employees.
- The leadership of CPS are committed to treating people respectfully.
- I am valued as an individual by CPS.
- I feel my work and/or studies contribute to the mission of the department.
- CPS cares about my opinions.
- In CPS, I have opportunities to work successfully in settings with diverse peers.
- There is someone in CPS who encourages my development.
- I receive recognition and praise for my good work similar to others who do good work in this department.
- I believe CPS manages diversity effectively.
- In CPS, I experience respect among individuals and groups with various cultural differences.
- If I raised a concern about discrimination, I am confident CPS would do what is right.
- I consider at least one of my co-workers or fellow students to be a trusted/close friend.
- In CPS, I am confident that my accomplish-ments are compensated similar to others who have achieved their goals.
- I feel connected to the vision, mission and core values of CPS.
- I believe CPS reflects a culture of civility.
- I believe that harassment is not tolerated in CPS.
- In CPS, there are opportunities for me to engage in service and community outreach.
- The culture of CPS is accepting of people with different ideas.

Legend: ■ Strongly Disagree ■ Disagree ■ Don't Know ■ Agree ■ Strongly Agree

Results show participants broadly agree with all 18 questions. 'Strongly Agree' had the highest number of responses for 11 questions, while agree was the second most frequent response with six. 'Strongly Agree' and 'Agree' shared the highest number of responses for one question. 'Don't know,' 'Strongly Disagree' and 'Disagree' were not the most selected response for any question.

Behaviors

The 18 statements can be correlated to range of behaviors that would exemplify an inclusive environment including trust, respect, appreciation of individual attributes, common purpose, sense of belonging, cultural competence, access to opportunity, and equitable reward and recognition. We calculate a mean score for each behavior by assigning a numeric value to the five possible responses to each statement (i.e., Strongly Agree = 2; Agree = 1; Don't Know = 0; Disagree = -1; Strongly Disagree = -2), then average responses to statements related to a single behavior. A score of >0 can indicate a positive climate for the given behavior and can illuminate areas of relatively greater or lesser success across the different behaviors, but the true value of these metrics is to compare them to responses from future climate surveys.
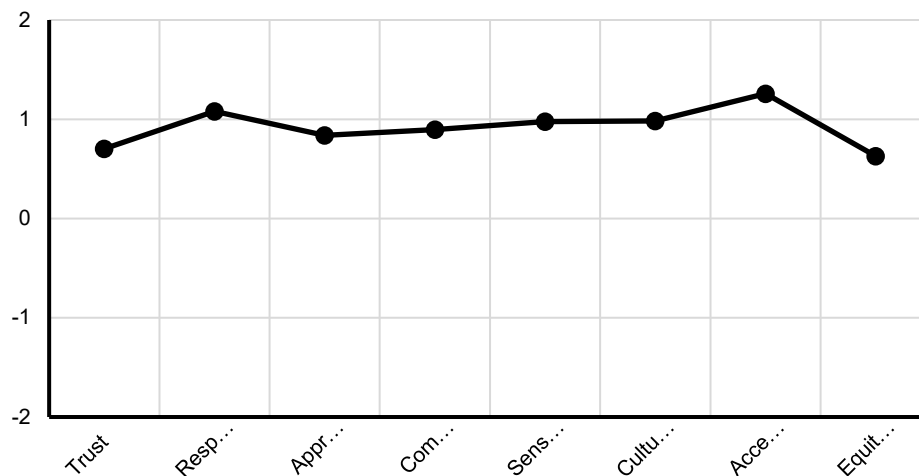
All behaviors produced scores of >0 implying there are no areas in need of immediate action. 'Respect' and 'Access to opportunity' were the two highest scoring behaviors suggesting participants feel respected within the department, and face limited barriers to opportunities. 'Trust' and 'Equitable reward and Recognition' produced the lowest score, highlighting that participants may not feel a great sense of trust toward department decisions and that biases may exist when feedback is provided, or work allocated.

Personal Experience

Introduction

The second section of the survey asked participants to answer three questions regarding their personal experience in CPS. The three questions were:

1. During the past 12 months have you experienced any unwelcome comments, jokes, offensive remarks, or images directed at you while in a departmental setting (e.g., class/laboratory/event) or from any department-affiliated individual (based on their race, ethnicity, nationality, sexuality, ability, religion, age, views, scholarly interests, or another aspect of their identity)?
2. During the past 12 months have you experienced any unwelcome comments, jokes, offensive remarks, or images directed at you while in a departmental setting (e.g., class/laboratory/event) or from any department-affiliated individual (based on their race, ethnicity, nationality, sexuality, ability, religion, age, views, scholarly interests, or another aspect of their identity)?
3. During the past 12 months, have you heard or observed exclusionary behavior, unwelcome comments, jokes, offensive remarks, or images directed at another person or people while in a departmental setting (e.g., class/laboratory/event) or by a department-affiliated individual (based on their race, ethnicity, nationality, sexuality, ability, religion, age, views, scholarly interests, or another aspect of their identity)?

Each participant could answer either 'yes' or 'no' to each question. Answering 'yes' would lead to additional questions to provide further details, while 'no' would lead to the next question. The information in the following section is only derived from those participants that answered 'yes' to any of the three questions.
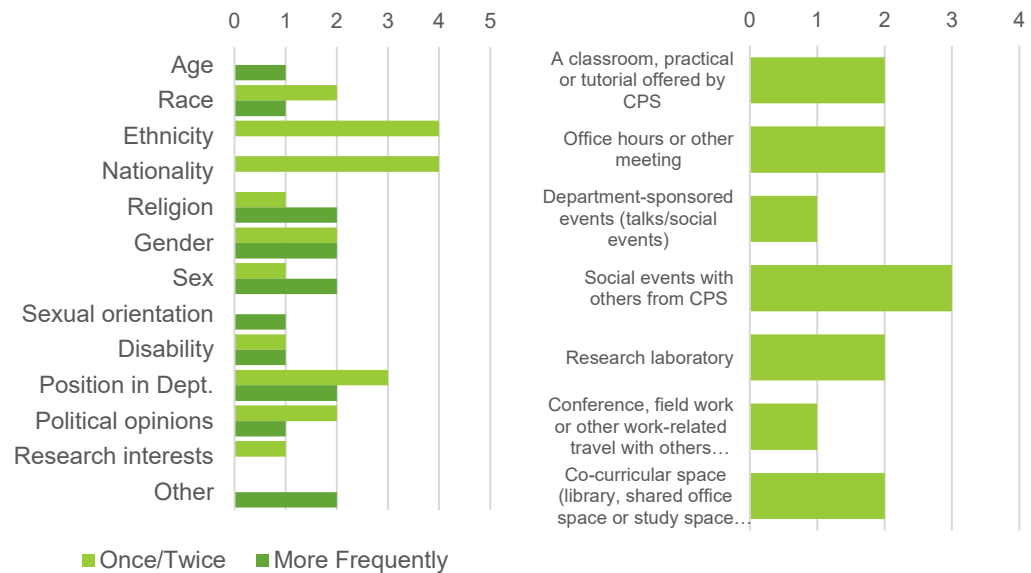
Personal Discrimination

Of the 64 eligible participants, nine (14%) responded 'yes' the first question. When asked what the target of discrimination was, one provided a single response, while seven provided multiple responses. Combining these responses shows that age, race, religion, gender, sex, sexual orientation, disability, position in the department, political opinions and gender and sex were selected multiple times as a more frequent source of discrimination. One participant highlighted communication issues with a supervisor, while another stated they did not now the source of discrimination. Race, ethnicity, nationality, religion, gender, sex, disability, position in the

department, political opinions and research interests were selected as the source of discrimination 'once/twice'.

Participants were additionally asked to highlight where events of discrimination occurred. The location with the highest number of selections was social events with others from CPS (n=3), while classrooms, practical or tutorials, office hours/other meetings, research labs and co-curricular spaces were also highlighted more than once (n=2). Department sponsored events and conferences/field work were both selected once.

Finally, participants were asked, if possible, to expand further on their experiences with specific details. Only three participants provided additional commentary. One participant highlighted that these instances usually happened in one-to-one meetings with a supervisor. Another participant provided details that would identify them. The final respondent did not provide a response in line with the question.

Once/Twice   More Frequently

Personal Exclusion

Of the 64 eligible participants, six (9%) responded 'yes' to the second question. When asked what the target of discrimination was, two provided a single response, while two provided multiple responses. Participant's position with the department and disability were both selected as frequent sources of exclusion, while age, race, ethnicity, nationality, gender and sex were selected as the source of discrimination 'once/twice'.

Participants were additionally asked to highlight where events of discrimination occurred. The location with the highest number of selections was a classroom, practical or tutorial space (n=2), while departmental sponsored events and research laboratories were also selected (n=1 each).

■ Once/Twice   ■ More Frequently
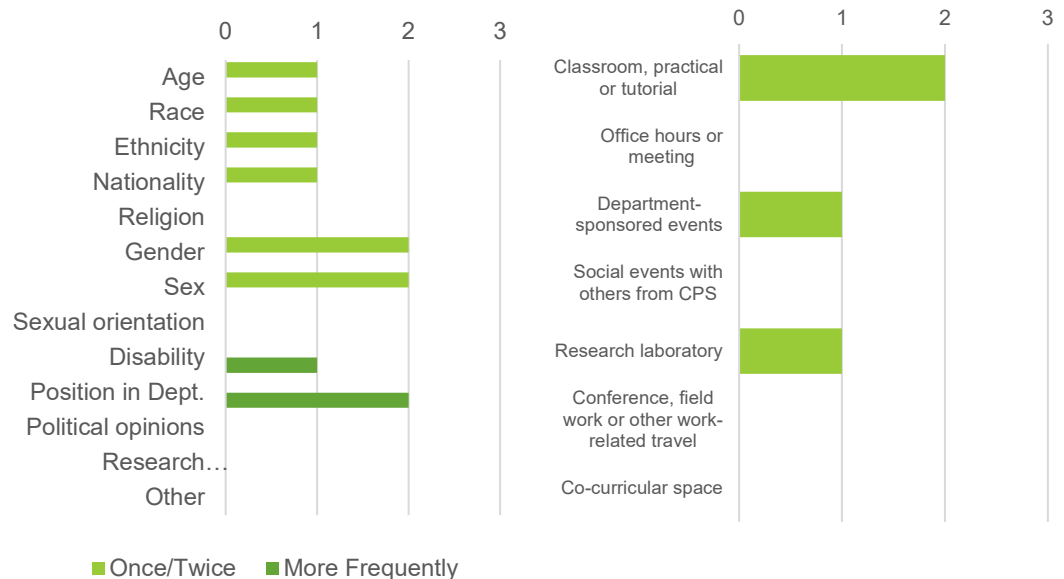
Witnessed Discrimination

Of the 64 participants, 10 (16%) responded 'yes' to the third question. When asked what the target of discrimination was, two provided a single response, while six provided multiple responses. Combining these responses shows that age, race, ethnicity, nationality, religion, gender, sex, sexual orientation, and disability were selected as more frequent sources of discrimination, and along with position in the department were also selected as the source of discrimination 'once/twice'. The targets of discrimination not selected were political opinions and research interests.

Participants were additionally asked to highlight where they witnessed these events. The location with the highest number of selects was research laboratories (n=5), while social events with others from CPS was also selected three times. Department sponsored events, office hours/other meetings and classrooms/practical's/tutorials, and co-curricular spaces were all selected twice.

Finally, participants were asked, if possible, to expand further on their experiences with specific details. Only five participants provided additional information related to witnessing discrimination

or exclusion. One participant highlights that individuals in the department make "comments" about students from different ethnic groups, while micro-aggressions regarding gender and comments about women are felt to be sexist in nature. Another participant recalled faculty making sexist remarks toward Muslim students and a general distaste toward incorporating EDI principals into teaching environments and search committees. Another respondent provided a list of instances/issues including a disregard for the importance of personal pronouns (especially non-binary pronouns), homophobic and transphobic remarks, disregard for the importance of indigenous science, joking about terrorism, and a disregard for EDI principals and ideas. A fourth respondent recounted overhearing individuals yelling at co-workers while in an adjacent lab space. A final participant highlighted that undergraduate students find it difficult to obtain basic laboratory equipment for research projects.
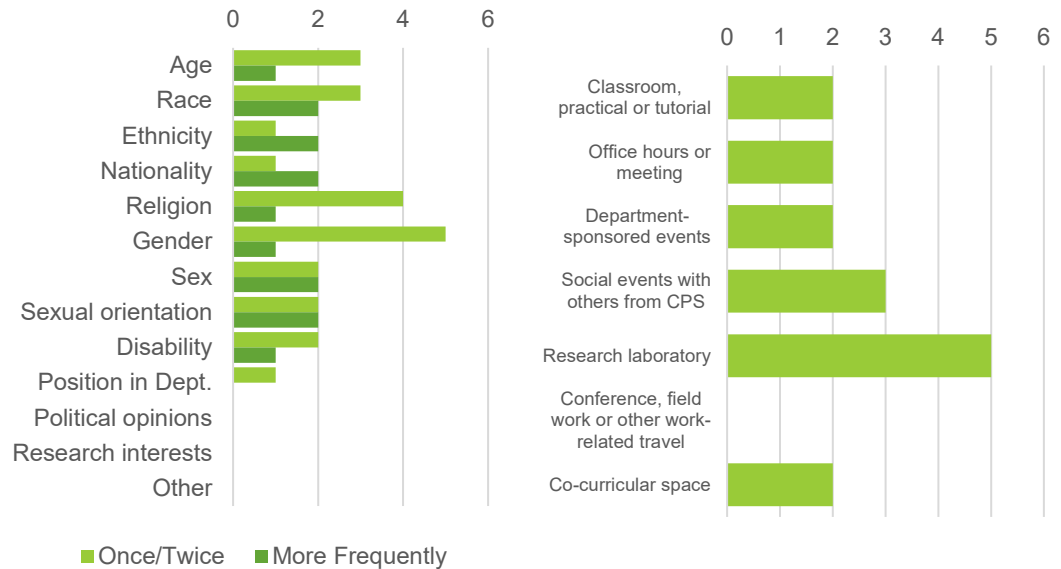
Specific Comments

Participants were asked if there were any further comments/suggestions they wished to make. Of the 64 eligible participants, 12 provided comments though only nine provided comments addressing specific EDI issues/concerns. These nine comments have been grouped into seven categories as highlighted below.

Further EDI action

One participant suggested that indigenous students should be included in "scholarship[s] for black students", while another hoped for "an inclusive environment where everyone [gets an] equal opportunity to express and improve their skills."

Improvements to learning environment

One participant suggested improved resources to "embrace…online or live science/learning workshops with underprivileged kids and minorities, particularly in summer months." Another respondent felt attention should be given to English Language Learners, where a linguistic barrier can "[create] a feeling of alienation and limited participation in events or environments, specifically organized for the aim of bringing the community closer."

Concerns over power imbalance

One participant highlighted a fear of a major power imbalance between students and faculty, and suggested that students may not come forward about any concerns they have as they don't believe that the University leadership as a whole (i.e., regardless of department) cares about their well-being.

Concerns over departmental gossip

One participant felt a "culture of gossip" was present in the department. They perceived the existence of a "gray area between professionally commenting on how staff members could be more efficient and what strategically was going to be done to solve this vs complaining", leading to comments "[trickling] down to the students…where rumors or gossip spread". Additional comments focused on "students (both undergraduate and graduate) [getting] 'information' from social media or peer-to-peer gossip that is harmful."

Criticism of religious tolerance

One participant highlighted that "religion is so ingrained in our everyday life that we don't even know where we would start to disentangle religion from education." and that "'religious beliefs'

[are] more important than secular values. And because religious values are equated with cultural values, to distrust or reject core tenets of religious doctrine has now been appropriated as racism."

Criticism of the concept of EDI

A single participant stated they found "the EDI movement deeply illiberal, irrational and constitutes and ideological based on no evidence."

Praise of departmental climate

One participant stated that the department seemed to be "doing a good job.", while another stated that they felt "very welcomed and supported at CPS."

Suggested Improvements

The final question of the survey asked participants to provide suggestions to improve EDI across CPS. Of the 64 eligible participants, 20 provided responses, though only 18 provided responses regarding EDI specific issues. These comments have been grouped into six categories as highlighted below.

Further EDI action

Numerous respondents raised a need for greater training, resources or incentives to help improve the EDI climate with one participant stating "many people think being in [a] STEM field excuses them from understanding or hearing about this." One suggested action was "Mandatory sensitivity training for faculty/staff/grad students when it comes to LGTBQ2S+ issues as well as more subtle indications of support for students and staff who identify as LGTBQ2S+ is needed." Another suggested "Engaging with indigenous communities and incorporating anticolonial perspectives into the curriculum", while another suggested "a reading/discussion group for EDI in pedagogy/research settings to learn more about best practices and discuss any issues that arise". One participant suggested "[p]ay[ing] students and employees a proper wage (not gift cards) for all work-related activities, especially outside of work hours." Two participants expressed a desire for more training with an "awareness program for the staff members highlighting the importance of equity and diversity and inclusion in work environment" suggested by one, and simply "Training for Staff" stated by another. Two participants suggested better options for reporting incidents, including installing an "incident dropbox on each floor." A final respondent suggested the department should be "conducting interviews not surveys."

Support for specific groups

One participant highlighted supports for postdoctoral fellows, suggesting representation in the faculty to allow "championing postdoctoral needs at department meetings." Another participant highlighted lack of support for instructors and teaching assistant in dealing with disruptive students, feeling that "Currently the professors, technicians, and TAs, who are generally untrained in dealing with these issues, have to muddle through as best we can, and the Accessibility office doesn't have any such support to provide." Other responses suggested "Developing…programs for international students, who don't have their home country…community here." A final response suggested a need to "take into account ideas and opinions presented by all members of the Department".

Faculty diversity

One participant noted "very little diversity in the department in faculty/staff and grad students beyond East and East Asian students." They suggested that "bringing in Indigenous and Black faculty/staff and students into the department should be prioritized along with other equity-seeking/marginalised groups." Another stated the department should "Make more of an effort to attract black and indigenous faculty and staff", while another simply stated: "Hire more diverse faculty". A final participant suggested "[n]ew leadership" should be hired.

Improved mental health support

One participant highlighted "mental health issues and differences tend not to be taken seriously primarily due to a lack of awareness and stigma" and suggested "[m]aking a seminar/educational events mandatory would help as usually the people who are the problem tend not to be involved in such events or take the time to educate themselves." Another respondent stated that "[m]ental Health support is extremely lacking" and that "there are strong biases when someone has a mental illness".

Culture of inclusivity of speech

One participant suggested the "need to evolve civility but recognize that there will be instances where someone may be offended by another's opinions or comments", while another stated that "The department should limit itself to making determinations based solely on merit and cultivate a climate of free speech."

Next Steps

We want to thank participants for their insightful and honest responses. This survey highlights a number of areas of particular concern for the Department, and we are grateful to participants for the broad range of excellent suggestions they offered on where improvements can be made. In order to focus our response, we held two community meetings – one with faculty in October 2023 and one with other members of the department in January 2024 – to collect feedback and discuss next steps. The Departmental EDI committee then used the results of the survey and feedback from these meetings to formulate a plan of action. As we continue to facilitate these surveys, this plan will be revised.

Theme 1: Community

Undergraduate students report feeling a lower sense of belonging in the department, with non-binary respondents less satisfied with the department climate compared to men and women and Muslim respondents less satisfied than Christian participants. We plan to:

- Host additional community-building events for undergraduate students but with strong faculty participation, including student town halls organized by disciplinary Faculty Advisors and undergraduate social events (e.g., Winter Warmer) organized by the CPS Outreach Committee.
- Build undergraduate community and connections with alumni through linked Quercus and LinkedIn pages, organized by the CPS Outreach Committee.
- Support undergraduate clubs associated with CPS by assigning Faculty Liaisons to increase faculty engagement and investigate ways in which the Department may provide needed logistical or financial resources.
- Create opportunities for students to connect in lectures, labs, and tutorials through discussion, group work, and group learning activities.
- Explore and address differences in response by demographic groups within our community with support from the Equity, Diversity & Inclusion Office and Student Affairs & Services.

Theme 2: Addressing Incidents of Harassment

There were reports of discrimination and exclusion in the survey. Amongst undergraduate respondents these incidents occurred primarily in lecture, laboratory, or tutorial sessions. Non-undergraduate respondents reported incidents primarily occurring at departmental and social

events or in research laboratories. Respondents also identified a power imbalance between graduate students and faculty that makes reporting incidents problematic.

- Continue the Departmental Topical Training series, offering additional sessions throughout the year with a focus on education, practical training, and discussion.
- Complete and implement "cultural safety modules" centered around equity, diversity, and inclusion that must be completed as part of general safety training before gaining access to CPS laboratory spaces. This work is being undertaken by the CPS EDI Committee.
- Make it easier and safer to report incidents of harassment by developing a simplified document that outlines how incidents can be reported, sharing it on the EDI tab of the CPS website and in orientation materials.
- Promote the CPS Laboratory and Field Agreement template by sharing it annually with community members, particularly entering graduate students, to provide PIs and lab members a framework for discussion and articulation of mutual responsibilities.

Theme 3: Faculty Diversity

Many respondents highlighted the lack of diverse faculty as an area of concern. CPS considers this both a pipeline and a process problem.

- Contribute to increasing the number of Black applicants for faculty positions in general through continued support of the UTM STEM Scholars Program.
- Provide greater career and professional development support for graduate students and postdoctoral fellows in the Department, including mentoring, support of student clubs, development of handbooks, and website resources.
- Address the critical postdoctoral fellowship phase of a faculty career track by offering financial support for faculty who implement best practices in PDF recruitment.
- Continue to employ best practices around advertising and attracting diverse candidates and bringing awareness of unconscious bias to the search process. Explore opportunities for hiring diverse faculty through University Programs.

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Appendix: survey

Introduction and Consent

Thank you for your interest in this climate survey!

The purpose of this survey is to better understand how well the Department of Chemical & Physical Sciences (CPS) is doing to create an inclusive environment for our diverse community, and what improvements can be made to make sure everyone in our department feel safe, supported, and valued.

For example, we will use the data collected in this survey to inform decisions and programming regarding our EDI (Equity, Diversity and Inclusion) strategy, highlight areas of concern, and provide support to at-risk communities.

To achieve our EDI goals, we have designed this survey to collect to capture your thoughts about our department's current EDI climate and activities.

Your participation in this survey is entirely voluntary and you can withdraw your consent to participate at any time and for any reason without penalty. You also have the right to have all of your questions answered before deciding whether to take part.

The survey includes 32 questions and will take at least 5 minutes, depending on your responses. There is only one mandatory question, which is used to establish your eligibility. All other questions are optional, and we have designed the survey to be as non-intrusive as possible.

If you wish to continue to the survey, please provide consent for your responses to be collected by clicking the box below. If you change your mind and no longer want to participate after starting the survey, simply shut the browser tab or window and your responses will not be recorded.

There is no penalty if you choose not to participate, now or during the survey. The most important risk involved in a study like this is the unintended disclosure of your data. The survey will follow all privacy and confidentiality laws to minimize this risk and all information collected will remain confidential. Only the CPS Chair and survey creator will have access to the full dataset. Only numerical data will be published. Results will only be shared in aggregate, with all identifying details and information removed. As no contact information will be collected, we will not be able to follow up on any specific concerns or allegations that come forward, but we would encourage

you to contact the CPS Chair at cpschair.utm@utoronto.ca or the survey's creator at scott.jess@utoronto.ca for assistance.

You may contact scott.jess@utoronto.ca with any questions or concerns about the survey or your participation.

Consent declaration

    □ I agree to take part in this survey

Eligibility question

Are you a graduate student, postdoctoral fellow, staff or faculty member working, studying or taking classes in the Department of Chemical and Physical Sciences (CPS) at the University of Toronto Mississauga?

- Yes
- No

Climate

This section lists 18 statements, for each please indicate whether you strongly agree, agree, are unsure, disagree, strongly disagree. This is adapted from the Diversity Engagement Survey presented in Person et al. (2015).

I trust CPS to be fair to all employees and students.

Strongly Agree Agree   Neither   Disagree   Strongly Disagree

The leadership of CPS is committed to treating people respectfully.

Strongly Agree Agree   Neither   Disagree   Strongly Disagree

I am valued as an individual by CPS.

Strongly Agree Agree   Neither   Disagree   Strongly Disagree

I feel that my work and/or studies contribute to the mission of the department.

Strongly Agree Agree   Neither   Disagree   Strongly Disagree

CPS cares about my opinions.

Strongly Agree Agree   Neither   Disagree   Strongly Disagree

In CPS, I have opportunities to work successfully in settings with diverse colleagues.

Strongly Agree Agree   Neither   Disagree   Strongly Disagree

There is someone in CPS who encourages my development.

Strongly Agree Agree   Neither   Disagree   Strongly Disagree

I receive recognition and praise for my good work similar to others who do good work in this department.

Strongly Agree Agree   Neither   Disagree   Strongly Disagree

I believe CPS manages diversity effectively.

Strongly Agree Agree   Neither   Disagree   Strongly Disagree

In CPS, I experience respect among individuals and groups with various cultural differences.

Strongly Agree Agree   Neither   Disagree   Strongly Disagree

If I raised a concern about discrimination, I am confident CPS would do what is right.

Strongly Agree Agree   Neither   Disagree   Strongly Disagree

I consider at least one of my co-workers or fellow students to be a trusted/close friend.

Strongly Agree Agree   Neither   Disagree   Strongly Disagree

In CPS, I am confident that my accomplishments are compensated similar to others who have achieved their goals.

Strongly Agree Agree   Neither   Disagree   Strongly Disagree

I feel connected to the vision, mission and values of CPS.

Strongly Agree Agree   Neither   Disagree   Strongly Disagree

I believe that CPS reflects a culture of civility.

Strongly Agree Agree   Neither   Disagree   Strongly Disagree

I believe that harassment is not tolerated in CPS.

Strongly Agree Agree   Neither   Disagree   Strongly Disagree

In CPS, there are opportunities for me to engage in service and community outreach.

Strongly Agree Agree   Neither   Disagree   Strongly Disagree

The culture of CPS is accepting of people with different ideas.

Strongly Agree Agree   Neither   Disagree   Strongly Disagree

Personal experience

This section aims to collect information regarding any discriminatory behaviour you have experienced or witnessed. It is adapted from the Academic Department Climate and Inclusion Survey from Princeton University.

1. During the past 12 months have you experienced any unwelcome comments, jokes, offensive remarks, or images directed at you while in a departmental setting (e.g., class/laboratory/meeting/event) or from any department-affiliated individual (based on their race, ethnicity, nationality, sexuality, ability, religion, age, views, scholarly interests, or another aspect of their identity)?

Yes

No

During the past 12 months, how frequently have you experienced any unwelcome comments, jokes, offensive remarks, or images directed at you based on:

Your age:	*Never*	*Once/Twice*	*More Frequently*
Your race:	*Never*	*Once/Twice*	*More Frequently*
Your ethnicity:	*Never*	*Once/Twice*	*More Frequently*
Your nationality:	*Never*	*Once/Twice*	*More Frequently*
Your religion:	*Never*	*Once/Twice*	*More Frequently*
Your gender:	*Never*	*Once/Twice*	*More Frequently*
Your sex:	*Never*	*Once/Twice*	*More Frequently*
Your sexual orientation:	*Never*	*Once/Twice*	*More Frequently*
Your disability:	*Never*	*Once/Twice*	*More Frequently*
Your position in department:	*Never*	*Once/Twice*	*More Frequently*
Your political opinions:	*Never*	*Once/Twice*	*More Frequently*
Your research interests:	*Never*	*Once/Twice*	*More Frequently*
Other, please write in	*Never*	*Once/Twice*	*More Frequently*

In which setting(s) has this occurred?

- A classroom, practical or tutorial offered by CPS.
- Office hours or meeting.
- Department-sponsored events (talks/social events).
- Social events with others from CPS.
- Research laboratory
- Conference, field work or other work-related travel with others from CPS.
- Co-curricular space (library, shared office space or study space operated by CPS)
- Other, please specify:

If possible, please elaborate on any specific instances where this has occurred.

[write in box]

2. During the past 12 months, have you been excluded from full participation or marginalized while in a departmental setting (e.g., class/laboratory/meeting/event) or by a department-affiliated individual due to your race, ethnicity, nationality, sexuality, ability, religion, age, views, scholarly interests, or another aspect of your identity?

Yes

No

During the past 12 months, how frequently have you felt excluded from full participation or marginalized due to:

Your age:	*Never*	*Once/Twice*	*More Frequently*
Your race:	Never	Once/Twice	More Frequently
Your ethnicity:	Never	Once/Twice	More Frequently
Your nationality:	Never	Once/Twice	More Frequently
Your religion:	Never	Once/Twice	More Frequently
Your gender:	Never	Once/Twice	More Frequently
Your sex:	Never	Once/Twice	More Frequently
Your sexual orientation:	Never	Once/Twice	More Frequently
Your disability:	Never	Once/Twice	More Frequently
Your position in department:	Never	Once/Twice	More Frequently
Your political opinions:	Never	Once/Twice	More Frequently
Your research interests:	Never	Once/Twice	More Frequently
Other, please write in	Never	Once/Twice	More Frequently

In which setting(s) has this occurred?

- A classroom, practical or tutorial offered by CPS.

- Office hours.
- Department-sponsored events (talks/social events).
- Social events with others from CPS.
- Research laboratory
- Conference, field work or other work-related travel with others from CPS.
- Co-curricular space (library, shared office space or study space operated by CPS)
- Other, please specify:

If possible, please elaborate on any specific instances where this has occurred.

[write in box]

3. During the past 12 months, have you heard or observed exclusionary behavior, unwelcome comments, jokes, offensive remarks, or images directed at another person or people while in a departmental setting (e.g., class/laboratory/meeting/event) or by a department-affiliated individual (based on their race, ethnicity, nationality, sexuality, ability, religion, age, views, scholarly interests, or another aspect of their identity)?

Yes

No

During the past 12 months, how frequently have you heard or observed such behaviour directed at:

A person's age:	*Never*	*Once/Twice*	*More Frequently*
A person's race:	*Never*	*Once/Twice*	*More Frequently*
A person's ethnicity:	*Never*	*Once/Twice*	*More Frequently*
A person's nationality:	*Never*	*Once/Twice*	*More Frequently*
A person's religion:	*Never*	*Once/Twice*	*More Frequently*
A person's gender:	*Never*	*Once/Twice*	*More Frequently*
A person's sex:	*Never*	*Once/Twice*	*More Frequently*
A person's sexual orientation:	*Never*	*Once/Twice*	*More Frequently*
A person's disability:	*Never*	*Once/Twice*	*More Frequently*
A person's position in department:	*Never*	*Once/Twice*	*More Frequently*
A person's political opinions:	*Never*	*Once/Twice*	*More Frequently*
A person's research interests:	*Never*	*Once/Twice*	*More Frequently*
Other, please write in	*Never*	*Once/Twice*	*More Frequently*

In which setting(s) has this occurred?

- A classroom, practical or tutorial offered by CPS.
- Office hours.
- Department-sponsored events (talks/social events).
- Social events with others from CPS.
- Research laboratory
- Conference, field work or other work-related travel with others from CPS.
- Co-curricular space (library, shared office space or study space operated by CPS)
- Other, please specify:

If possible, please elaborate on any specific instances where this has occurred.

[write in box]

Final questions

Are there any specific opinions, comments or instances you wish to raise regarding Equity, Diversity and Inclusion within the Department of Chemical and Physical Sciences at the University of Toronto Mississauga.

[Write in box]

In your opinion, what should the Department of Chemical and Physical Sciences be doing to create a more diverse and inclusive environment?

[Write in box]

If you would be interested in participating further in departmental focus groups to help improve departmental equity, diversity and inclusion, please simply email cps.utm@utoronto.ca to let us know.