



Suggestions and needs of INRS students

Prepared by the FEINRS Executive Committee 2018-2019

Élissa Haddad

Melanie groh

Uriel Bruno Mota

Cheick Doumbia

Validated by the FEINRS Board of Directors 2018-2019

Matteo Basti, James Van Howe, Islem Bendjaballah, Guillaume Legare-Couture, Faouzia Bahloul, Isabelle Durocher, Zoé Butti, Oussama Ben Smida

Sent to INRS students on 01/05/2019

Table of Contents

Acknowledgements	4
1 General information	4
2 Objectives	5
3 Scoring criteria for each proposal	5
4 Results	5
4.1 Academic and scientific training.....	6
4.1.1 Establishment of a student monitoring committee composed of the program manager, a teacher from the student's field, among others.	6
4.1.2 Improvement of courses at INRS by giving more choice of courses internally. Students will be able to follow the courses by videoconference.....	7
4.1.3 Sharing of doctoral examination guides prepared by each of the programs.....	8
4.1.4 Find ways to value the work of students with confidential topics for their professional future	9
4.1.5 Verification of the level of health and safety in laboratories.....	10
4.1.6 English course offer	11
4.2 Socio-economic well-being.....	12
4.2.1 Authorization for students to work off-campus.....	12
4.2.2 Evaluation of research (scientific well-being), interpersonal relations (between students and with the teacher) and services available to students via a survey. Sending two forms: one for teachers and one for students at each session (anonymous) to find out the level of satisfaction and thus to deal with all forms of harassment (psychological, sexual,...) and abuse of power.....	13
4.2.3 Implementation of a funding system to encourage student participation in conferences. This funding will be provided by the Graduate and Postdoctoral Studies Department in the form of scholarships that students can apply for.....	14
4.2.4 Setting up a committee to monitor student progress in order to detect problems and deal with them fairly quickly. This program would support the Employee and Student Assistance Program	15
4.2.5 Representative of the SESP in each centre to support students in administrative procedures, studies and many other matters.....	16
4.2.6 Sharing of law and student responsibilities	17

4.2.7	Valuation of cultural diversity, (sexual) minority, tolerance, acceptance.....	18
4.2.8	Definition of clearer rules upon arrival of new students, especially regarding funding modalities as well as retention in the study program in the event of disputes with the research director;.....	20
4.2.9	Be more (students) involved in decision-making processes on issues that directly affect students (see for structures), such as having access to the minutes of faculty meetings on student issues and being invited to speak out, or discussing course offerings	20
4.2.10	Encourage networking between former and current students with a view to facilitating labour market placement.	21
4.2.11	Offer of an explanation session on the different insurances available to students. 22	
4.2.12	Better reception of students upon their arrival in their centre (welcome day, guide for new students, etc.....	24
4.3	Environment	25
4.3.1	Encouraging the adoption of sound environmental practices. Provide the means (human and financial resources) for all centres to adopt the same environmental practices; there are far too many differences between the centres at this time.	25
4.3.2	Implementation of systems for optimal use of electricity (e. g. switching off light outside of office hours in the centres; reviewing the air conditioning system,...).	25
4.3.3	Establishment of an institutional environment committee. The actions will be diverse (e. g. promotion of the consumption of organic products,...).	27
4.4	Other ideas	28

Acknowledgements

The Executive Committee and the Board of Directors would like to thank all INRS students for agreeing to take part in this exercise, which reveals our concerns and difficulties encountered during our research or professional apprenticeship. We also thank the INRS Graduate and Postdoctoral Studies Department for providing us with the students' e-mails.

1 General information

This document is part of FEINRS' mission, which is as follows:

- a. To defend and promote the rights and interests of members on matters of common interest, including:
 - Tuition fees, ancillary fees and other amounts intended for the INRS;
 - The management, administration and payment of INRS support grants as well as external grants;
 - Academic affairs (evaluation and modification of programs, additions and modifications to regulations);
 - Management of the insurance file (health and dental);
 - Compliance with INRS regulations by administration and faculty;
 - The health and safety conditions prevailing in INRS laboratories;
 - Any other needs included in this framework identified by members.
- b. Officially represent its members in any forum deemed relevant in order to promote their rights and interests.
- c. To promote, protect and develop the scientific interests of its members and INRS students in general.
- d. To connect students from local member associations in order to foster a sense of belonging to INRS and exchanges, both social and scientific.

2 Objectives

This document presents the students' opinions regarding their needs and suggestions to INRS. Its main objective is to improve the daily life of the entire INRS student community in a general and specific way to strengthen the well-being of each student.

3 Scoring criteria for each proposal

A scale of 0 to 5 was established to assess students' level of agreement and/or encouragement with the statements and initiatives listed below.

0: Disagree

5: Strongly agree

4 Results

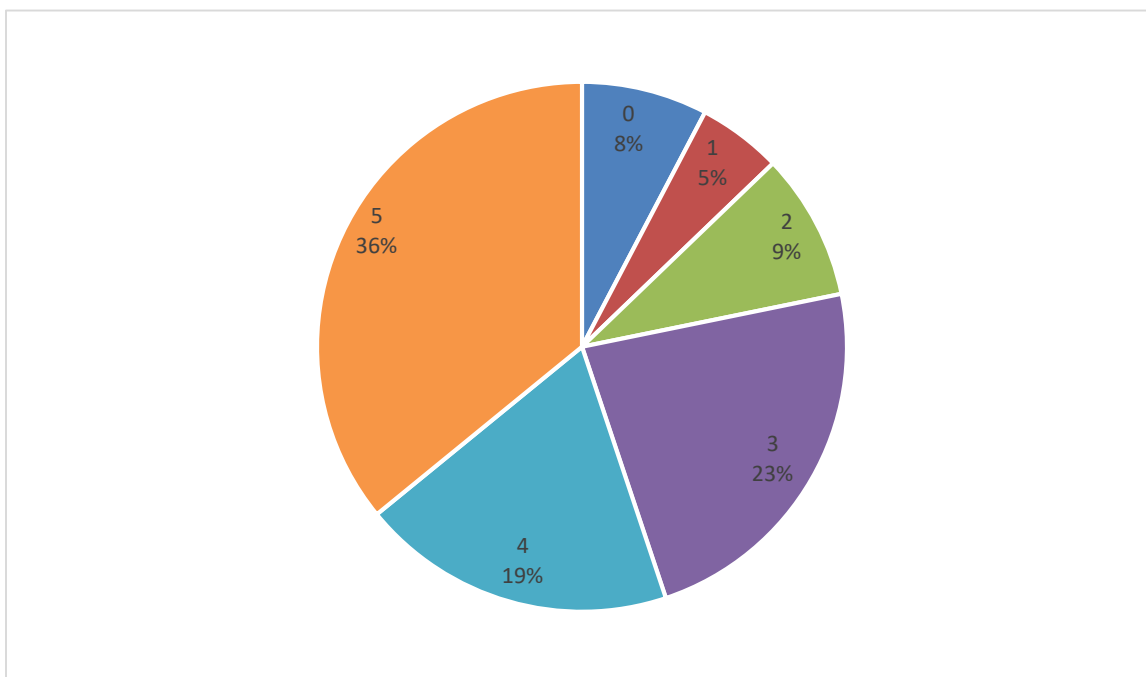
The official link of the survey conducted via a google form is as follows:

<https://docs.google.com/forms/d/1bdhMwzR8tZ0QoSqOqCB7QmBTS-G2KYxcR1Nbnhzl3nw/edit>

This survey, which recorded 88 responses (60 in French and 28 in English), includes four main sections, including suggestions from respondents. The results obtained for each of the proposals are presented in the form of a figure and a summary table. The figure shows the distribution of scores according to the number of respondents to the suggestion. We then have the various comments related to the suggestion.

4.1 Academic and scientific training

4.1.1 Establishment of a student monitoring committee composed of the program manager, a teacher from the student's field, among others.



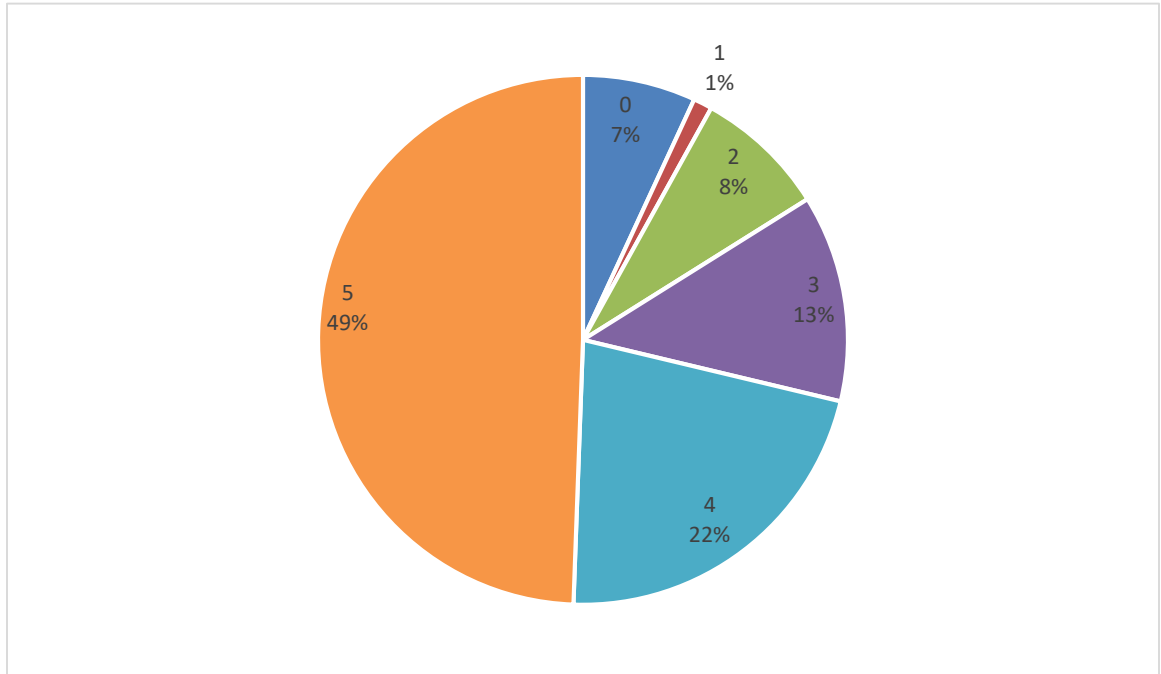
Scores	0	1	2	3	4	5	Total
Number of choices	6	4	7	18	15	28	78

Comments :

- It already exists in the form of a steering committee
- 5, The monitoring committee must be independent of the student's Research Director.
- It already exists (supervisory committee)
- 0, Only if the student has difficulties in advancing his or her project.

- 4, I don't think the program manager should be on the committee. It will be overloaded with all the students. In other universities, the doctoral committee is usually composed of the student's director and one or two other teachers in the student's field.

4.1.2 Improvement of courses at INRS by giving more choice of courses internally. Students will be able to follow the courses by videoconference.



Scores	0	1	2	3	4	5	Total
Number of choices	6	1	7	11	19	43	87

We have three double answers here, two times 3 and 4 and one time 4 and 5. So we have 84 respondents.

Comments :

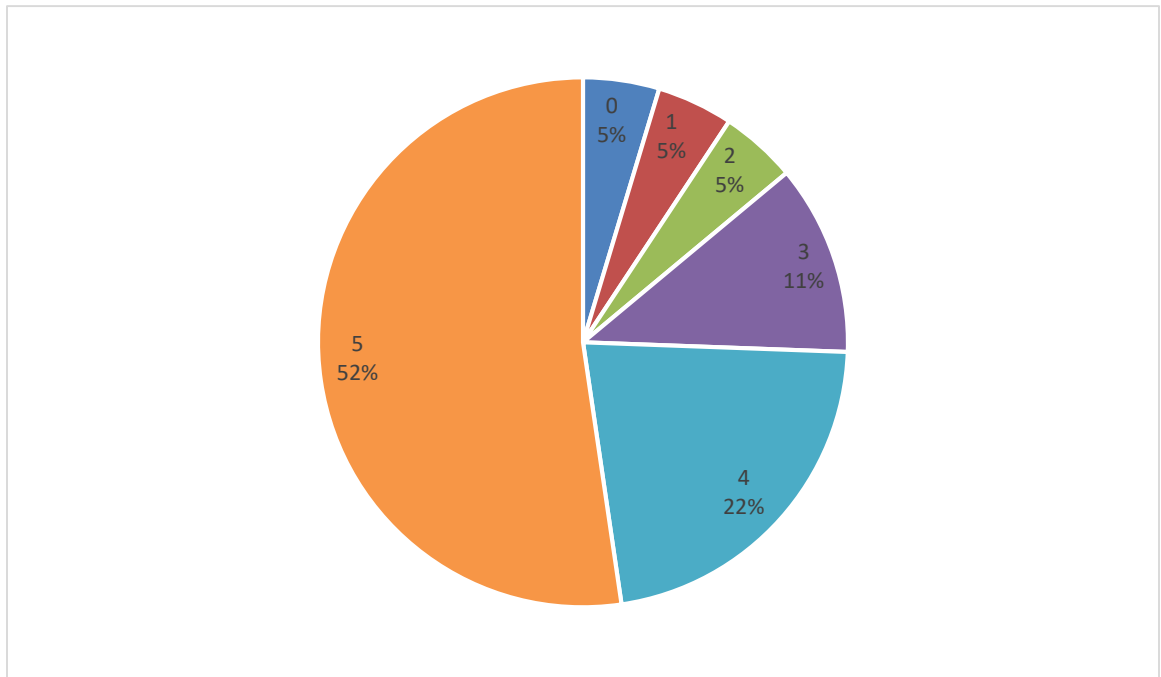
- 5, The monitoring committee must be independent of the student's Research Director.

- 5, Chemistry course, students in chemistry laboratories are put in difficulty in biology courses....

- 5, I would have needed courses offered at the IAF for my project, but I had to turn to a less adapted course at Laval University. I think it would be necessary to provide access to videoconferencing courses

- Already possible to take courses at Laval University, for example?

4.1.3 Sharing of doctoral examination guides prepared by each of the programs



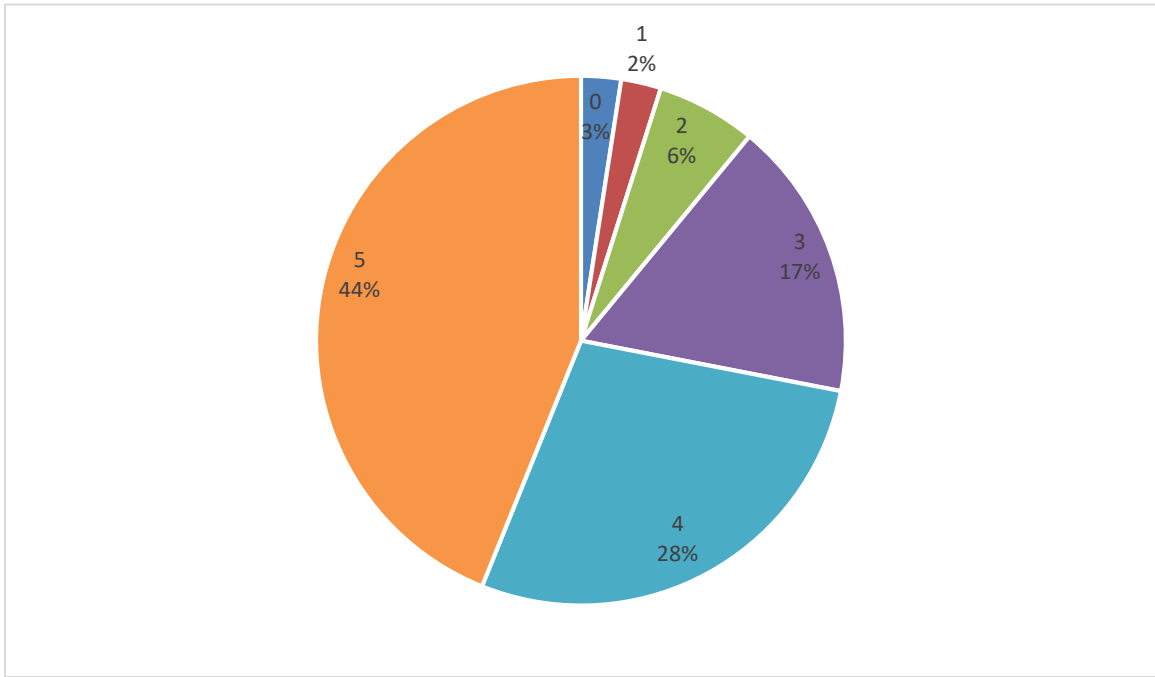
Scores	0	1	2	3	4	5	Total
Number of choices	4	4	4	10	19	45	86

We have here two double answers, twice 4 and 5. So we have 84 respondents.

Comments :

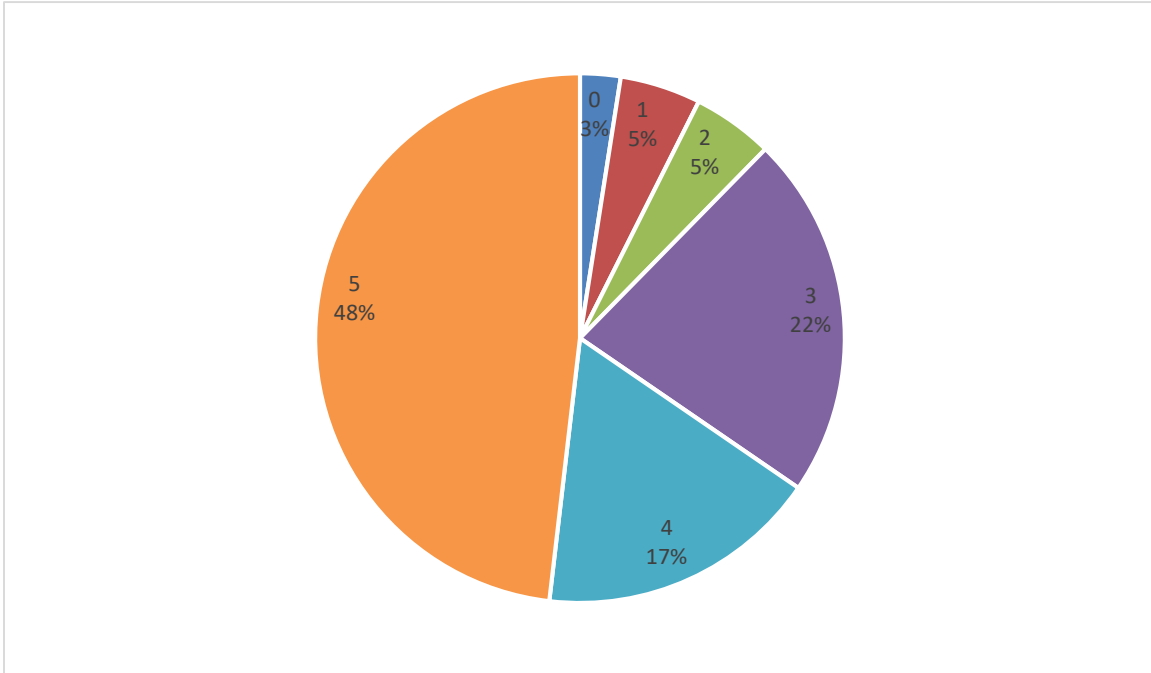
- Aren't they already available?

4.1.4 Find ways to value the work of students with confidential topics for their professional future



Scores	0	1	2	3	4	5	Total
Number of choices	2	2	5	14	23	36	82

4.1.5 Verification of the level of health and safety in laboratories.



Scores	0	1	2	3	4	5	Total
Number of choices	2	4	4	18	14	39	81

Comments :

- It already exists.

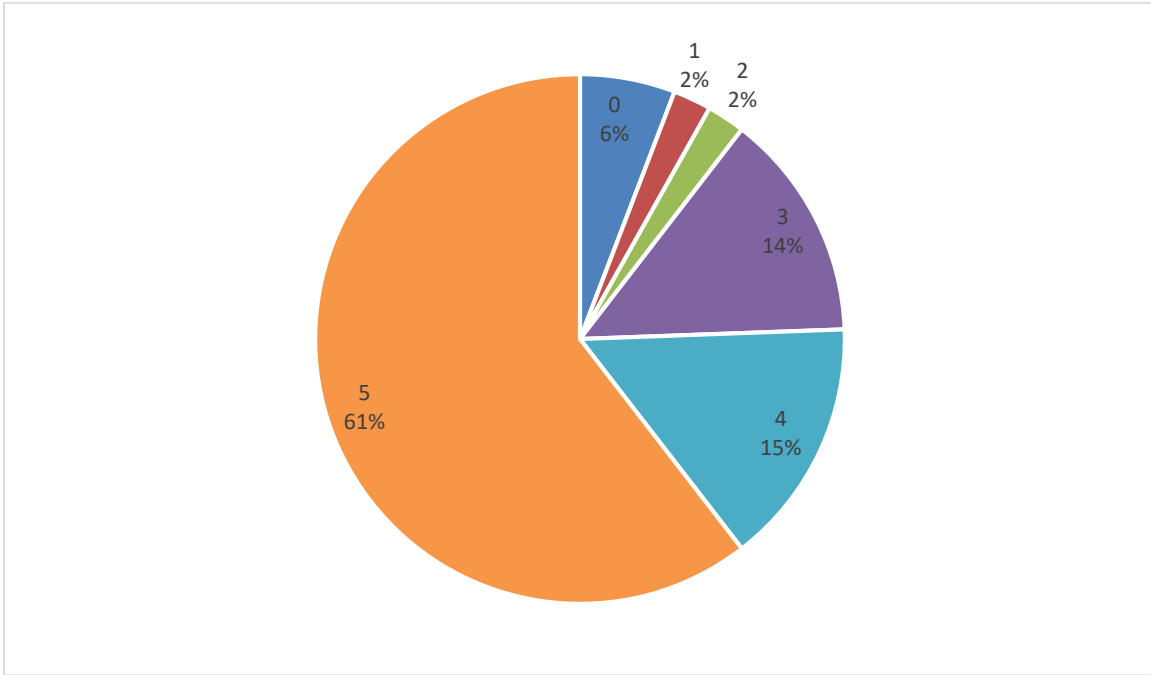
- It already exists.

- 5, Set up an inspection committee and punitive measures for repeat offenders.

- I don't know. I don't know.

- Aren't there any checks yet?

4.1.6 English course offer



Scores	0	1	2	3	4	5	Total
Number of choices	5	2	2	12	13	52	86

We have here two double answers, twice 0 and 5. So we have 84 respondents.

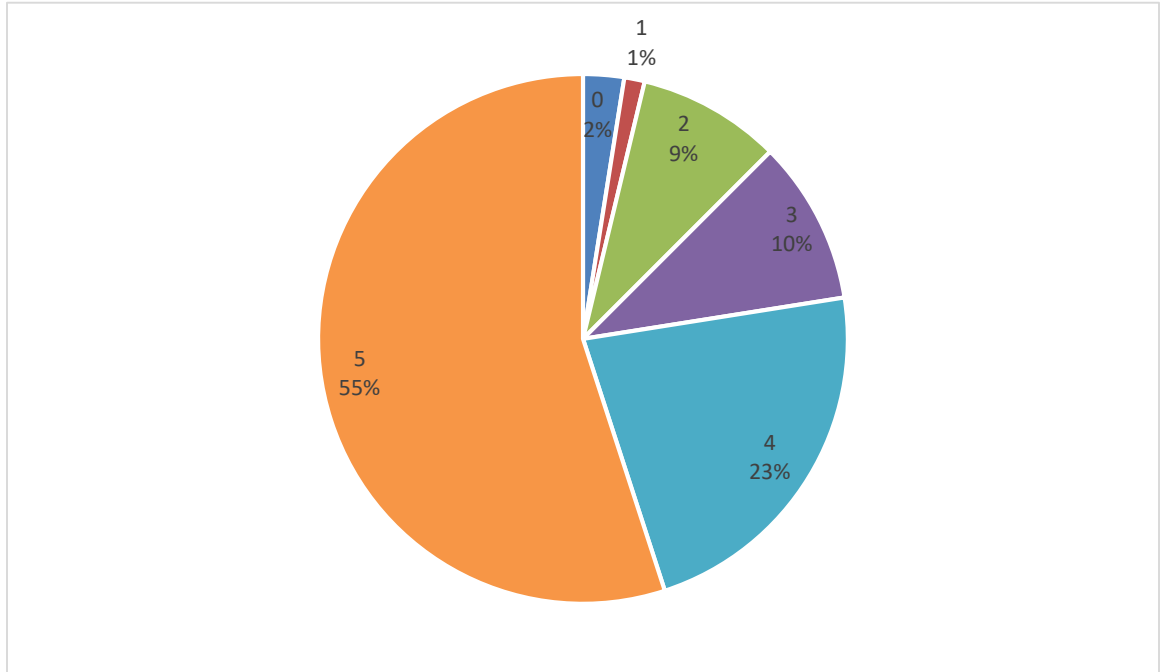
Comments :

- 5, It is mandatory to take courses in scientific English to facilitate the reading and writing of articles.
- 5, Very good idea.
- 3, Would be interesting especially if it allows to diversify the choice of courses.

- N/A I already speak English.

4.2 Socio-economic well-being

4.2.1 Authorization for students to work off-campus



Scores	0	1	2	3	4	5	Total
Number of choices	2	1	7	8	18	44	80

Comments :

- It already exists.

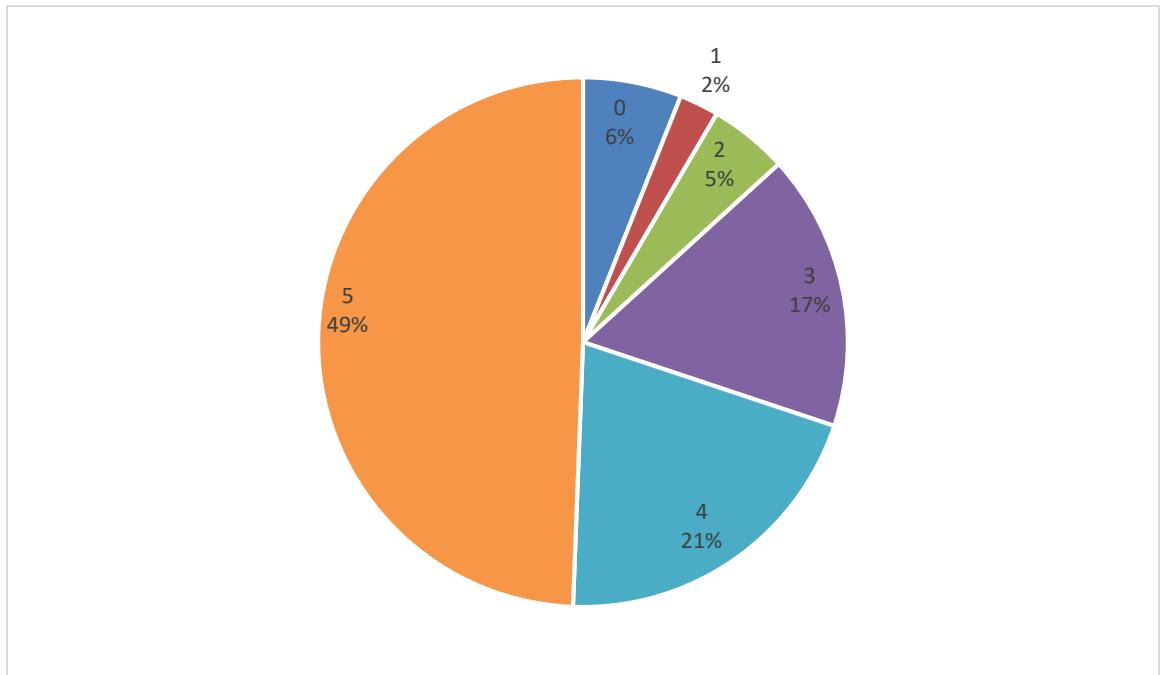
- If you are a foreigner, it is not the INRS that will authorize you, but the government, so there is nothing you can do about it.

- I don't know. I don't know.

- 2, Earlier increase the salaries of master's students. Or lower school fees.

- Isn't that already the case?

4.2.2 Evaluation of research (scientific well-being), interpersonal relations (between students and with the teacher) and services available to students via a survey. Sending two forms: one for teachers and one for students at each session (anonymous) to find out the level of satisfaction and thus to deal with all forms of harassment (psychological, sexual,...) and abuse of power.



Scores	0	1	2	3	4	5	Total
Number of choices	5	2	4	14	17	41	83

Comments :

- A good initiative but I don't think this form of survey is effective because students won't dare.

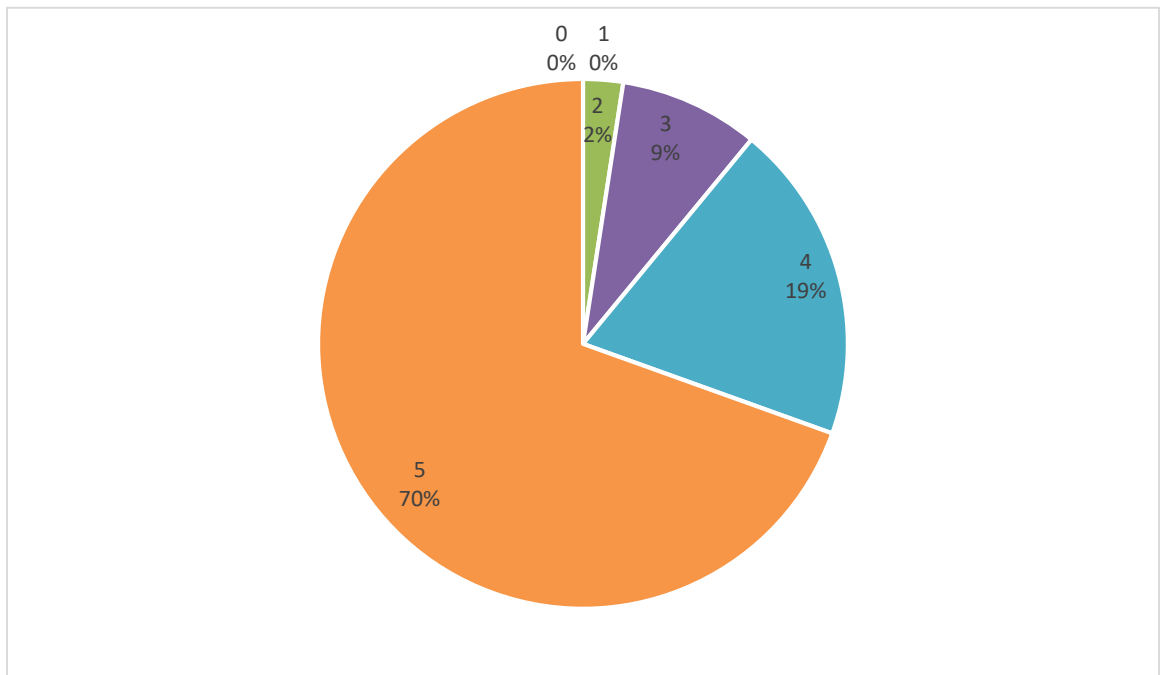
- 4, in some cases, it would be difficult to remain anonymous, would it not?

- 5, I insist on the evaluation of the teacher by the student.

- 5, Maybe just once a year would be enough.

0, the idea of sending forms is not good.

4.2.3 Implementation of a funding system to encourage student participation in conferences. This funding will be provided by the Graduate and Postdoctoral Studies Department in the form of scholarships that students can apply for.



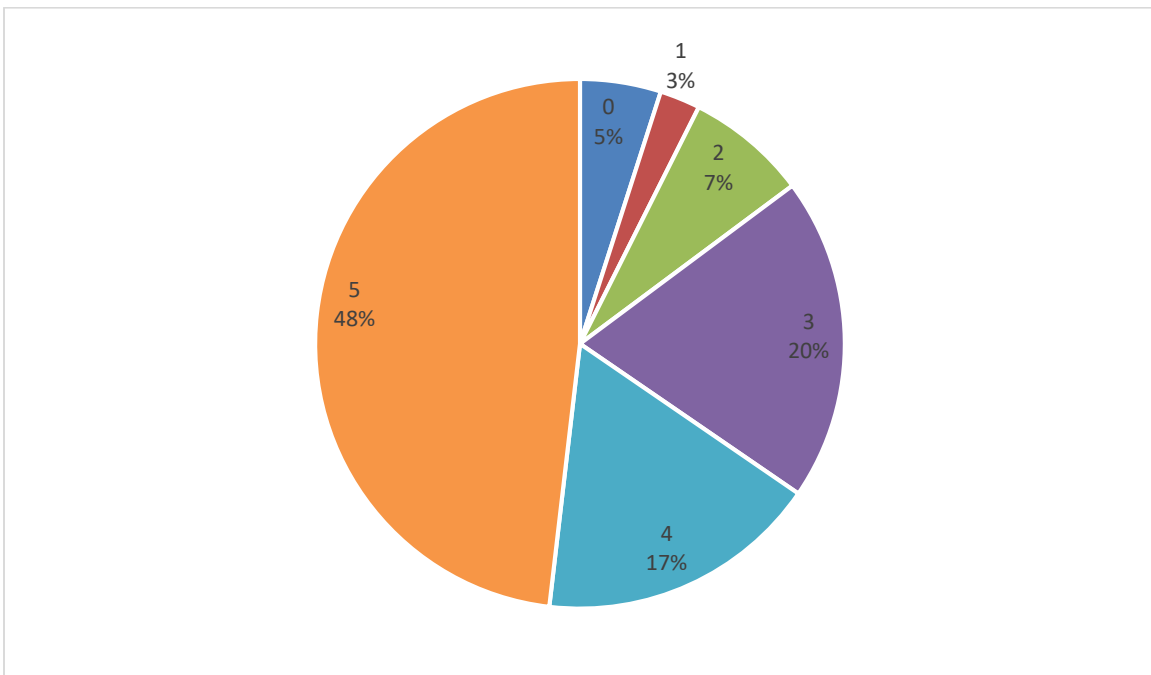
Scores	0	1	2	3	4	5	Total
Number of choices	0	0	2	7	16	57	82

We have two double answers here, two times 3 and 4. So we have 81 respondents.

Comments :

- 5, If the funding comes from a levy on scholarships, I don't think it's such a good idea.

4.2.4 Setting up a committee to monitor student progress in order to detect problems and deal with them fairly quickly. This program would support the Employee and Student Assistance Program

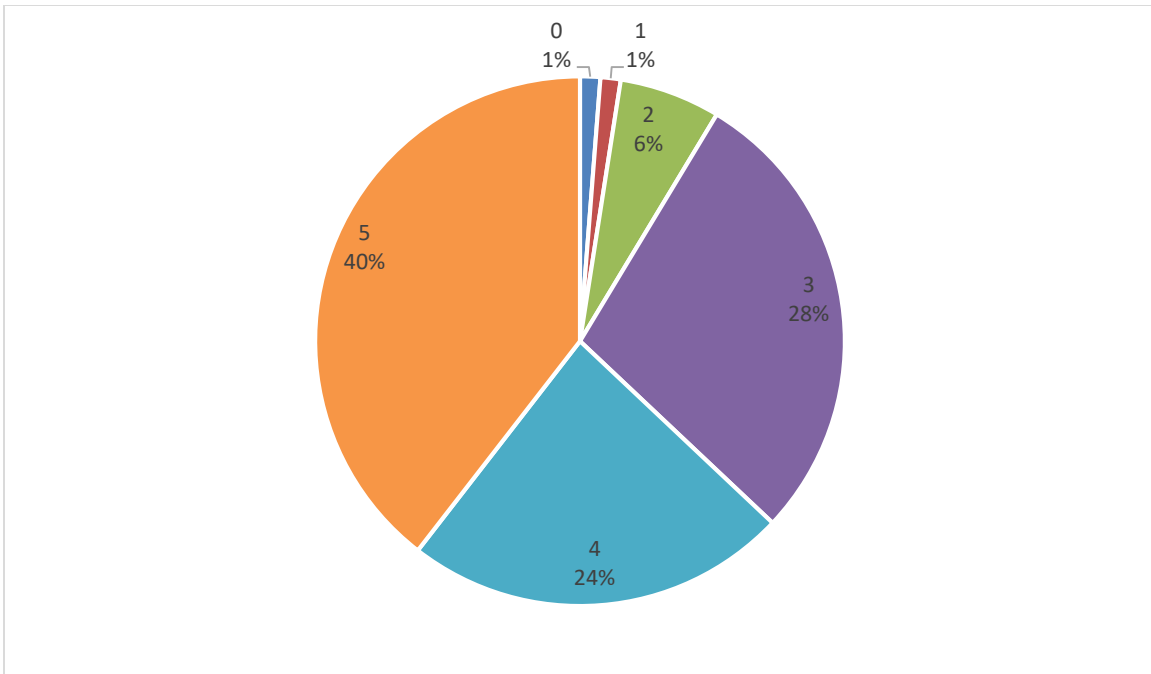


Scores	0	1	2	3	4	5	Total
Number of choices	4	2	6	16	14	39	81

Comments :

- Difference with the monitoring committee?
- It already exists (supervisory committee).
- 0, already exists in the form of an evaluation of research objectives.
- This committee should be included with the other monitoring committee mentioned above.
- 5, Check if it is another mission than the one proposed by the EEAP, otherwise there is no interest.

4.2.5 Representative of the SESP in each centre to support students in administrative procedures, studies and many other matters



Scores	0	1	2	3	4	5	Total
Number of choices	1	1	5	23	19	32	81

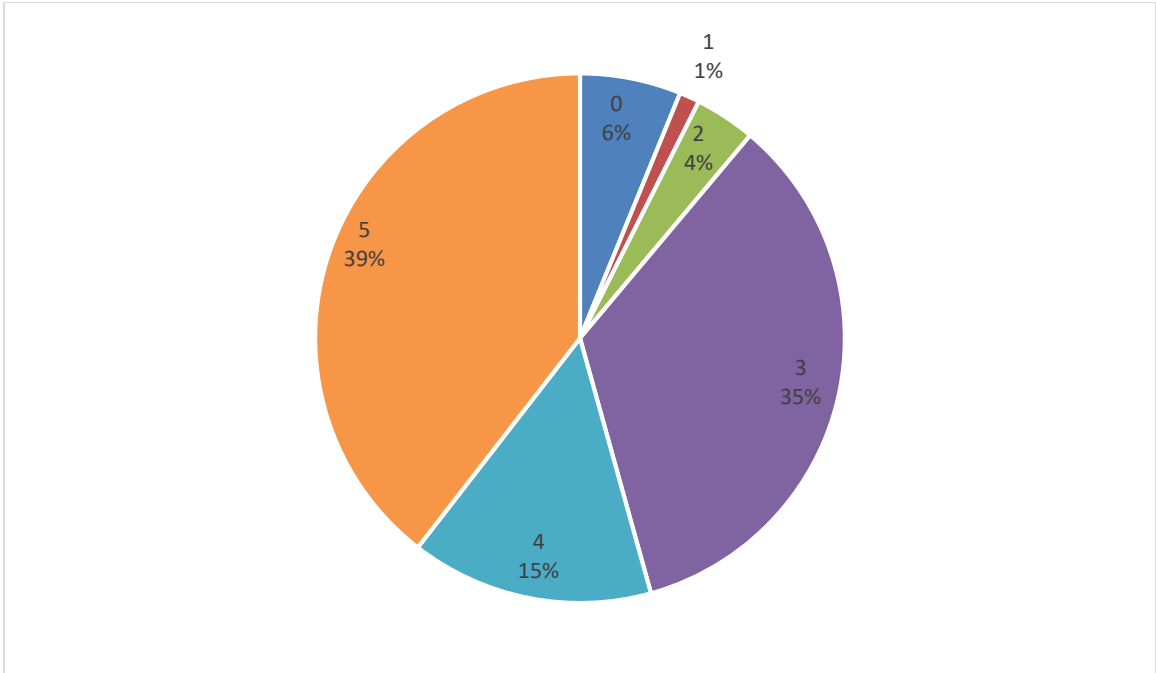
We have here two double answers, twice 4 and 5. So we have 79 respondents.

Comments :

- There's Anne Philippon here.

- Doesn't concern me.

4.2.6 Sharing of law and student responsibilities



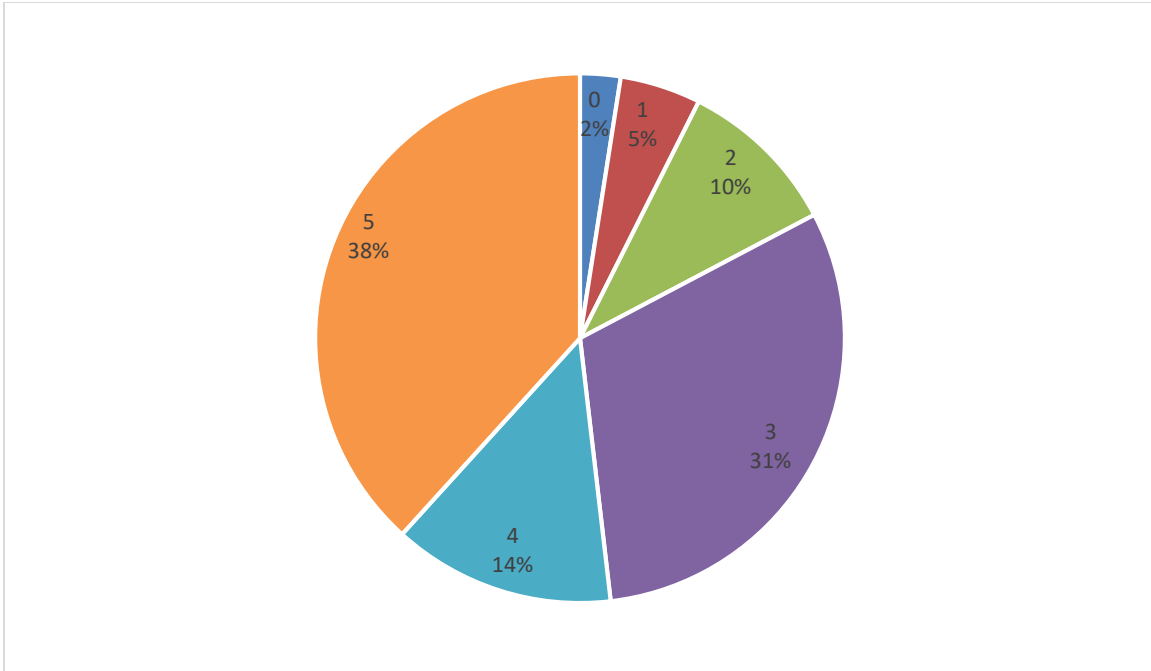
Scores	0	1	2	3	4	5	Total
Number of choices	5	1	3	28	12	32	81

Comments :

- I don't know, I don't know.

- I don't understand the suggestion.

4.2.7 Valuation of cultural diversity, (sexual) minority, tolerance, acceptance.



Scores	0	1	2	3	4	5	Total
Number of choices	2	4	8	25	11	31	81

We have two double answers here, two times 2 and 3. So we have 80 respondents.

Comments :

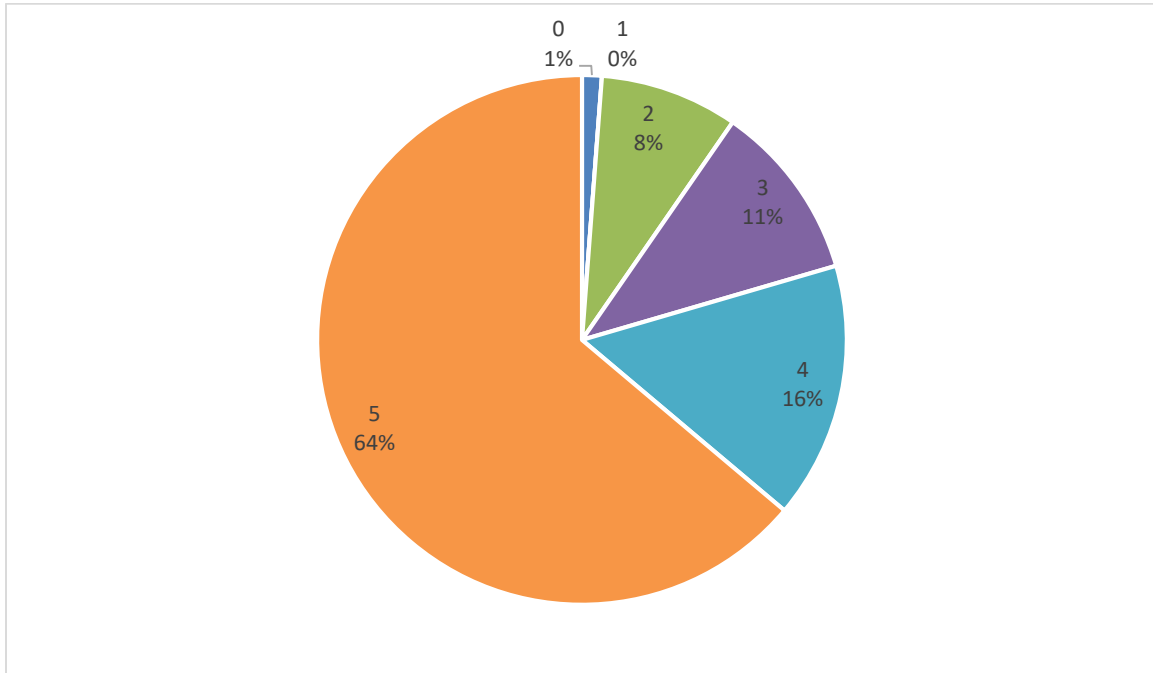
- It is already part of Canadian culture

- I don't know. I don't know.

- 3, I don't really understand this sentence... "Valorize" what and how? Awareness-raising actions?

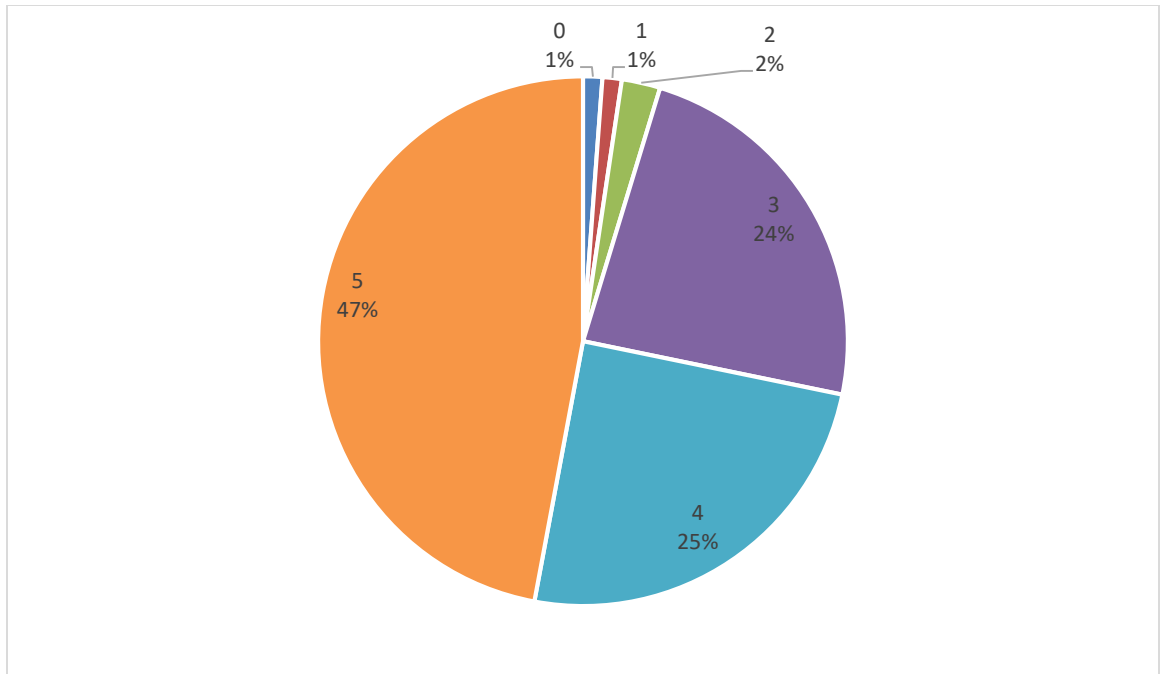
- That is not the role of the university in my opinion.

4.2.8 Definition of clearer rules upon arrival of new students, especially regarding funding modalities as well as retention in the study program in the event of disputes with the research director;



Scores	0	1	2	3	4	5	Total
Number of choices	1	0	7	9	13	53	83

4.2.9 Be more (students) involved in decision-making processes on issues that directly affect students (see for structures), such as having access to the minutes of faculty meetings on student issues and being invited to speak out, or discussing course offerings

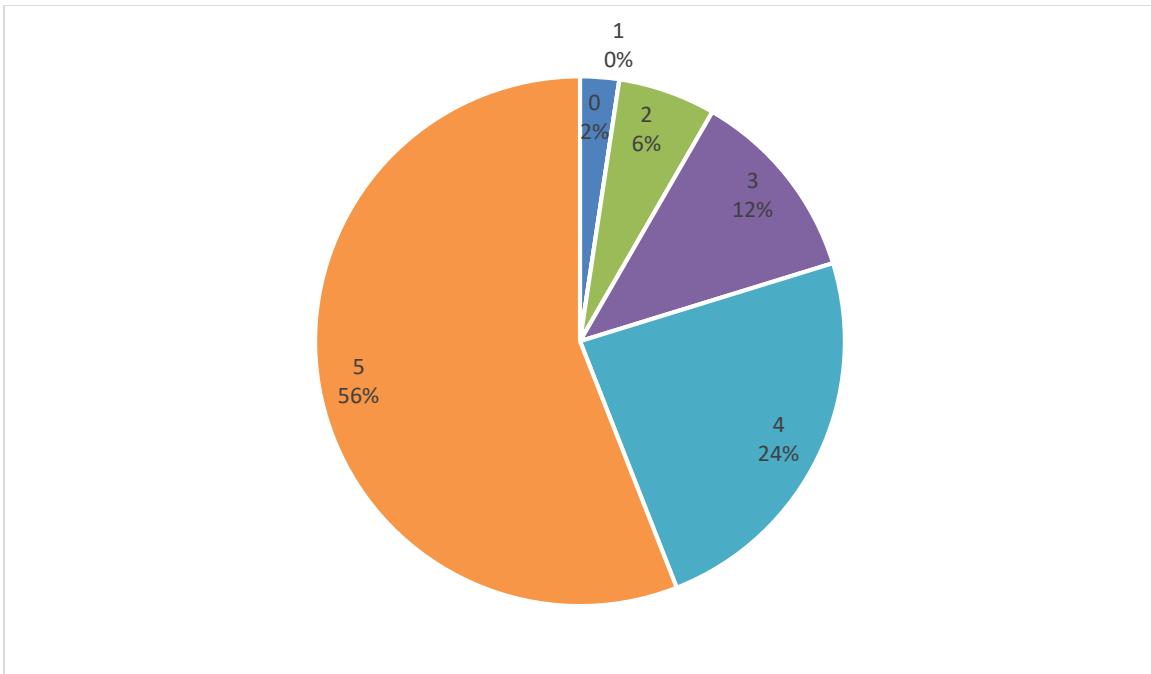


Scores	0	1	2	3	4	5	Total
Number of choices	1	1	2	20	21	40	85

Comments :

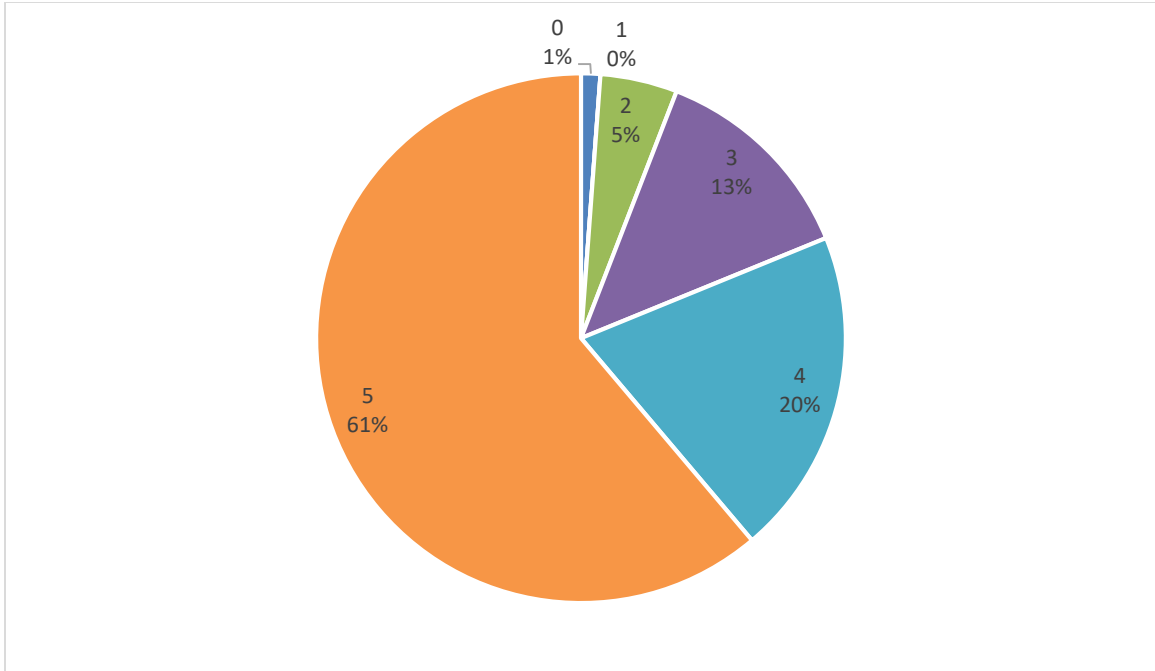
- 3, Are FEINRS and student associations not already present in decision-making councils?

4.2.10 Encourage networking between former and current students with a view to facilitating labour market placement.



Scores	0	1	2	3	4	5	Total
Number of choices	2	0	5	10	20	47	84

4.2.11 Offer of an explanation session on the different insurances available to students.



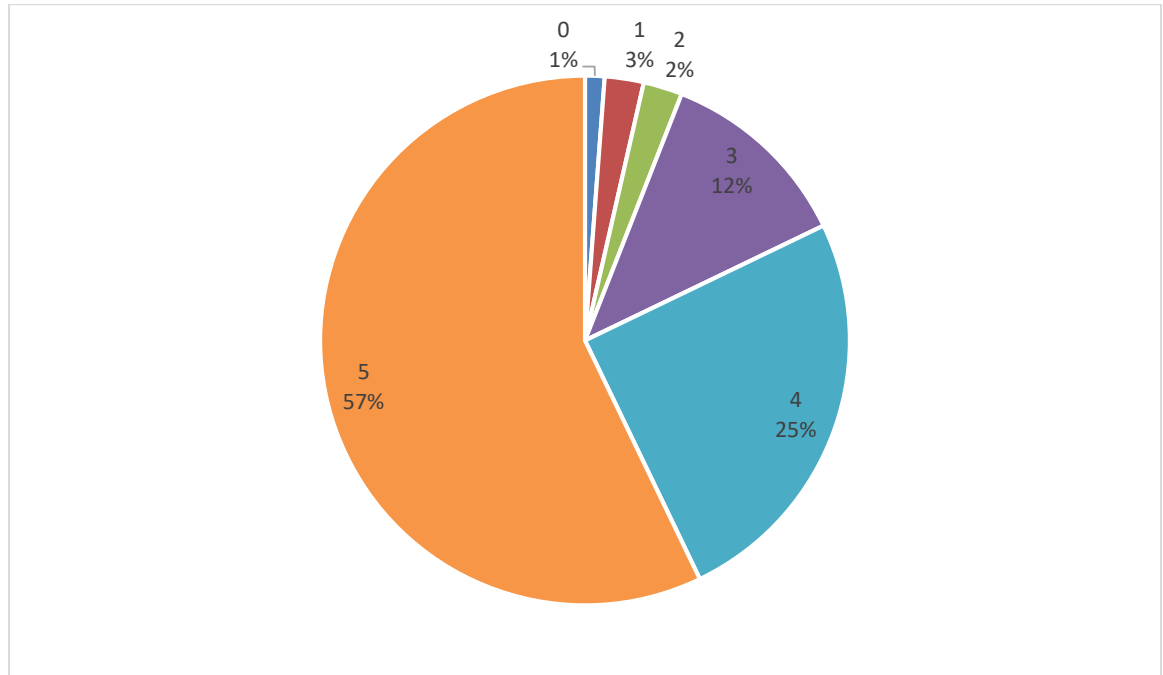
Scores	0	1	2	3	4	5	Total
Number of choices	1	0	4	11	17	52	85

We have here two double answers, twice 4 and 5. So we have 84 respondents.

Comments :

5, I had no explanation about ASEQ insurance, I was informed very late that I was covered by it. I didn't want to have insurance. (International students are not familiar with this genre.

4.2.12 Better reception of students upon their arrival in their centre (welcome day, guide for new students, etc.



Scores	0	1	2	3	4	5	Total
Number of choices	1	2	2	10	21	48	84

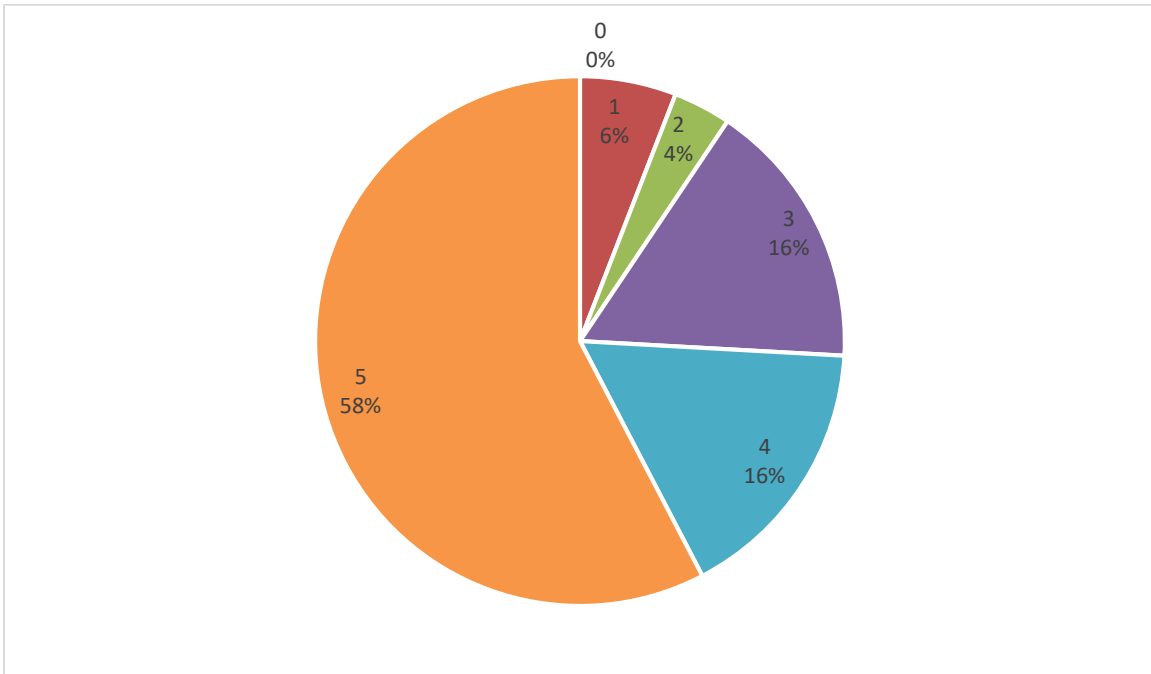
Comments :

- 5, There should at least be a full open house at each session. At the ETE centre, the only real day is in September. So two sessions later I learned some things that were useful for my doctorate.

5, Would be greatly appreciated. Maybe due to the fact that I started in the summer session, but I was pretty much left on my own to see how it works at INRS and the ETE centre.

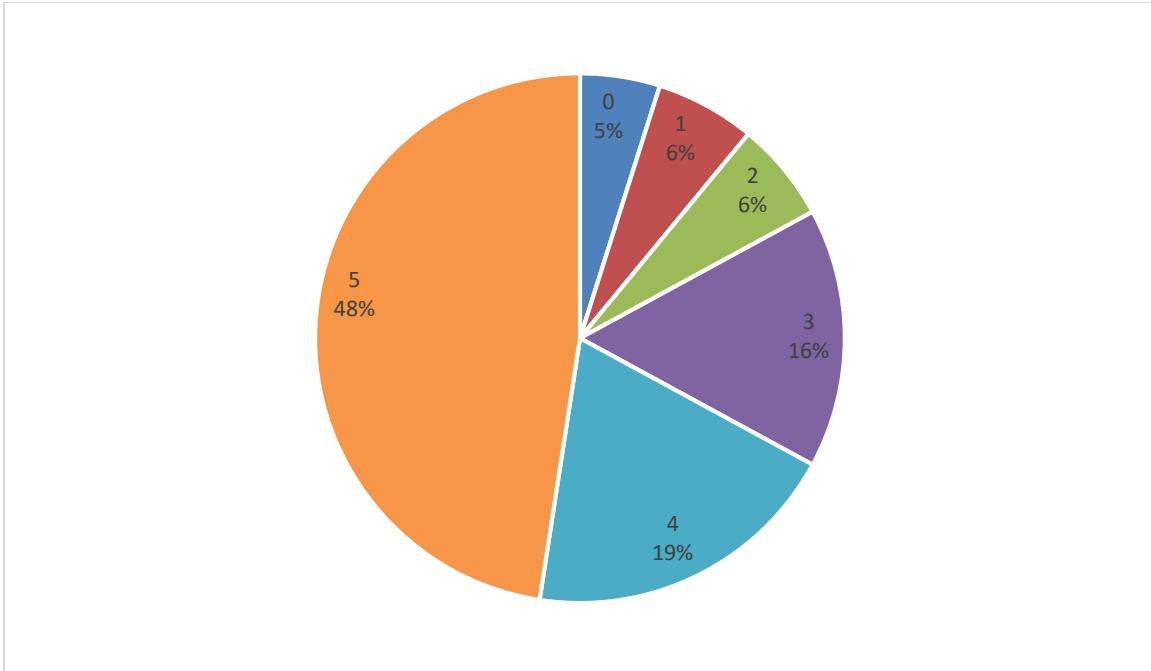
4.3 Environment

4.3.1 Encouraging the adoption of sound environmental practices. Provide the means (human and financial resources) for all centres to adopt the same environmental practices; there are far too many differences between the centres at this time.



Scores	0	1	2	3	4	5	Total
Number of choices	0	5	3	14	14	49	85

4.3.2 Implementation of systems for optimal use of electricity (e. g. switching off light outside of office hours in the centres; reviewing the air conditioning system,...).



Scores	0	1	2	3	4	5	Total
Number of choices	4	5	5	13	16	39	82

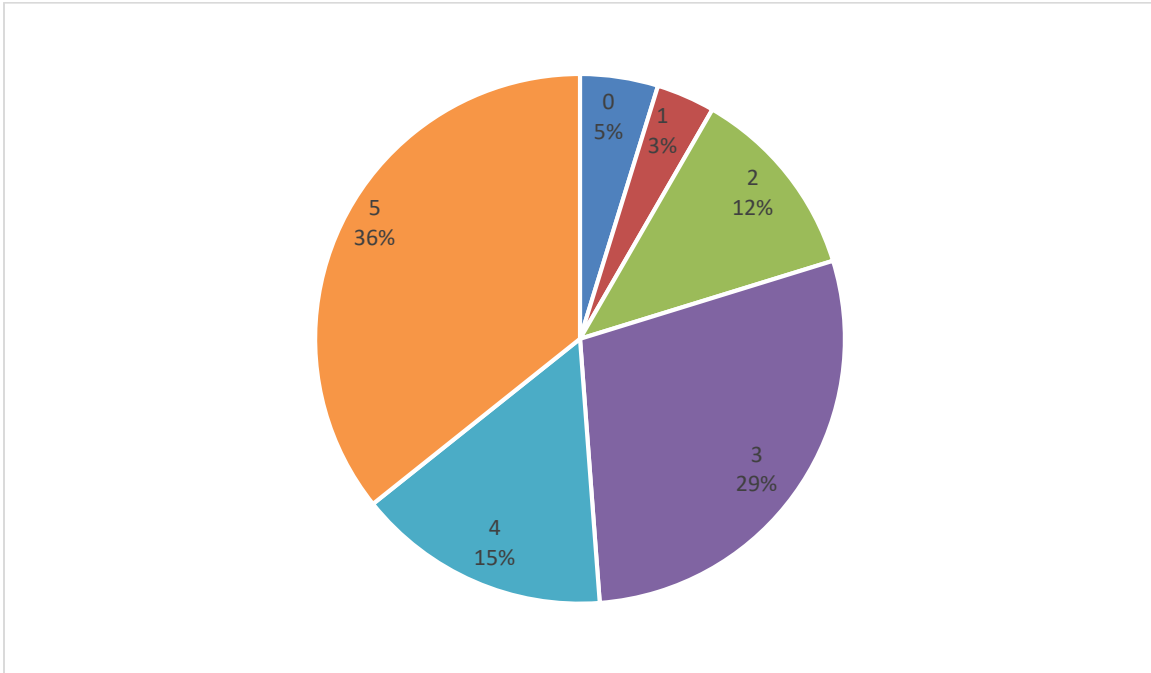
Comments :

- I don't know. I don't know.

- 5, Yes ! the lights are on 24 hours a day in some laboratories !

- It would be better if the lighting/air conditioning system were limited to specific units (offices), often at times when I am here on weekends and use all the lights in the building rather than only those closer to me.

4.3.3 Establishment of an institutional environment committee. The actions will be diverse (e. g. promotion of the consumption of organic products,...).



Scores	0	1	2	3	4	5	Total
Number of choices	4	3	10	24	13	30	84

- Already exists at IAF.

- It already exists.

- 5, As long as we do not advertise too much for companies or impose personal ideologies but it remains in the form of a discussion.

4.4 Other ideas

- Explain when new students arrive, and during the tax preparation month, that there are two systems for getting tax returns. There are many students who are not aware of the existence of surveys in the SOFE system.
- Put healthier options (e.g. fruit) in place of or next to the 3rd floor dispensers.
- For the health of the master's or doctoral student, I take a psychologist and a occupational physician.
- I find these suggestions very good and relevant, but I still have a small concern. I note that there is a lot of "committee creation" among the choices and, knowing the low social involvement rate of the INRS student community (or at least in Varennes), I am afraid that the committees will be composed of the same people, which could hinder the effectiveness of the committees because of the overload of work. I see some very good ideas, but I fear that the application of these ideas is more difficult than it seems because I have the impression that not all the centres are at the same level (I am thinking mainly of the environmental aspect, for example). In short, I find your ideas very relevant and I support you in your initiative, although I believe that the implementation of all these projects will have to be done in a very structured way.
- Negotiate an increase in financial support so that it is comparable to other institutions. As well as promoting University-Industry exchange for more career opportunities.
- I have a doubt about the relevance of this survey, most of the ideas suggested are already part of FEINRS' mission (improving student conditions at INRS), unless I need more clarification on FEINRS' role, which is not impossible.

- Do not separate master's students from their research labs. In my case, out of a dozen students, I am the only one with a master's degree with an office on the 2nd floor. All the others are in the doc or post-doc and share the same office on the 5th floor. Moreover, the offices on the 2nd floor are not great..... nobody in my room stays there, it's much too depressing. So the room is still empty. I know that the goal of separating students from masters was to socialize them, but it's quite difficult to socialize in empty offices. It increases the feeling of being isolated.
- A law that protects students (especially foreign students) against the exploitation of certain Prof who consider them rather as slaves with no rights. These students work in a very difficult environment and do not have the right to file a complaint because they believe that it will cost them exclusion from the original lab and that no other teacher could welcome them into his team. Perhaps guarantee these students to find another laboratory within the INRS.
- Make the INRS known.