



Memorandum

Deputy Provost (Student Life and Learning)

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TO: Senate

FROM: Professor Morton J. Mendelson, Deputy Provost (Student Life & Learning)

SUBJECT: Annual Report of Student Life and Learning

DATE: February 16, 2011

DOCUMENT #: D10-40

ACTION REQUIRED: INFORMATION APPROVAL/DECISION

ISSUE: 2011 Annual Report on Student Life and Learning (SLL): McGill Student Diversity Survey

BACKGROUND & RATIONALE: The Annual Report on Student Life on Learning (SLL) is meant to provide Senate with a broad update on progress in this important area; in addition, it presents an opportunity for Senate to focus on an issue regarding students of particular interest and or concern to the academic community.

General progress. Appendix A provides a brief progress report, which highlights important accomplishments in the areas of SLL. The report includes initiatives over the last year or so. The summary of progress related to Advising and Mentoring is an update on issues raised in the 2010 Annual Report on SLL.

Issue of concern. Appendix B provides a summary of some of the early results from the McGill Student Diversity Survey.

In 2007, the Principal's Taskforce on Student life and Learning asked the following:

How can we foster sensitivity to cultural and personal differences in the delivery of academic and other administrative supports to our students?

To advance this goal, we need to know about the range of students who study at McGill, but it is difficult to describe the diversity of our student body, because we obtain only limited demographic information when students apply and register. Therefore, we conducted the Student Demographic Survey (Diversity Survey) in Fall 2009; and we now have a richer description of our student population.

The quantitative data obtained from the survey complement the qualitative information obtained by the Principal's Taskforce on Diversity, Excellence and Community Engagement, which was struck in 2009 and which has made recommendations that are meant, in part, to enhance diversity and broaden access to McGill.

Going forward, to enhance access and support for qualified students with low socio-economic background. In addition, McGill should strive to ensure a welcoming environment, and provide better integrate McGill students in Montreal and Quebec and Canada.

Going forward, our goal must be to enhance access and support for qualified students and to make McGill a welcoming environment where all students can feel included in the community.

**MOTION OR
RESOLUTION
FOR APPROVAL:**

N/A

**PRIOR
CONSULTATION:**

Senior Administration

NEXT STEPS:

N/A

APPENDICES:

Appendix A: 2011 Progress Report on Student Life and Learning

Appendix B: McGill University Student Diversity Survey: Preliminary Report

STUDENT LIFE AND LEARNING PROGRESS REPORT

FEBRUARY 2011

This progress report highlights initiatives recently completed or underway in areas of Student Life and Learning at McGill University.

Office of the Dean of Students

a. Advising and Mentoring¹

The Academic Advisers' Forum Steering Group and the Subcommittee on Undergraduate Student Advising (SUSA) are providing opportunities for regular discussion and feedback among academic advisers, and in the case of SUSA, students and student services personnel as well.

An Academic Advisers' stream is now being offered within the existing HR Leadership Development Program. The first cohort started the program in late 2010.

Several Faculties are participating in a pilot program to help academic advisers identify students at risk earlier in their programs, so that proactive steps can be taken to assist them.

An e-Calendar Adviser Working Group was struck to explore ways to help academic advisers and students use the e-Calendar most effectively for advising purposes.

The Staff-Student Mentoring Program, which was conceived by dedicated and engaged students and other members of the McGill community, has just been launched; it is meant to facilitate informal out-of-classroom conversations between staff and students with the ultimate goal of enriching the University experience for all (see www.mcgill.ca/mentoring for more information).

b. Other Initiatives

In collaboration with the Centre for Continuing Education and First People's House, the Aboriginal Affairs Work Group designed a writing course and University orientation for incoming, in-course or potential students from First Nations, Inuit and Métis communities, to be offered as a pilot in summer 2011.

Athletics and Recreation

Reorganization and revitalization of the Intercollegiate Sports Program: The intercollegiate sports program has been reorganized to better serve the broad student population through the creation of a position of competitive clubs coordinator and the separation of varsity teams from competitive clubs. The reorganization will enable us to continue to develop and better serve our teams and clubs.

On-Line Registration and Recreation Management System: In the past year, we have successfully rolled out our on-line registration system, enabling students to register on-line at their convenience for

¹ This section constitutes an update on the 2010 Report on Student Life and Learning presented to Senate in February 2010.

all of our programs and to obtain updates and statistics on our intramural leagues and participation. Over 6,000 students availed themselves of this service in 2009-10. Recently, we added a module for booking Sports Medicine appointments and one for Macdonald campus athletics services.

Facility improvements: The renovation of the Percival Molson Stadium was successfully completed in June 2010. We have also started several projects to improve sustainability, such as the systematic replacement of lights in major areas (Currie gymnasium and Tomlinson Field House) and the changing of the HVAC system in some areas – projects that will reduce energy consumption and costs and improve lighting and air quality.

Enrolment Services

Service Point was launched in June 2010, representing the culmination of nearly two years of intensive work to integrate many administrative services in order to improve the student experience. Located on the ground-level of McLennan Library Building, it reinforces McTavish Street as a hub of student service activity.

The new Welcome Centre, which is co-located with the Service Point and opened in June 2010, now boasts on-campus tours for prospective graduate and undergraduate students and for many other campus visitors. Guided by a talented and engaging team of over 40 McGill student tour guides, we expect to serve over 12,000 participants this year.

The new, interactive McGill Virtual Campus Tour (<http://virtualcampustour.mcgill.ca/en/>) has gone live this month. The online Tour is designed to give prospective students and others a sense of McGill's two campuses and local Montreal communities; and it invites all students to share information about their favourite places on and around our campuses. Promoted through various social media, the Tour is expected to evolve as videos, pictures and narratives about the McGill experience are added. In addition, there is a new undergraduate admissions website, which, among other changes, features several students who blog about their McGill experience (<http://www.mcgill.ca/undergraduate-admissions/blog>).

McGill Food and Dining Services (MFDS)

Enhancing environmental sustainability: MFDS provides leadership with respect to environmentally sustainable and good business practices. MFDS (self-operated and Aramark-run locations) and the McGill Food Systems Project have adopted new sustainability standards that promote local foods, defined as seasonal produce (except for citrus) grown locally within a radius of approximately 500 km. The Macdonald Campus Farm is now our largest in-season (August-October) supplier of fruits and vegetables, such as apples, melons, peppers, eggplants, tomatoes, and artichokes. Finally, to reduce waste and set an example for the community, MFDS collaborates with the Office of Sustainability, Gorilla Composting, and Buildings, Grounds and Special Events to compost food preparation waste from McGill's kitchens and dining halls.

Food service provider's contract with Aramark Canada Inc: A new contract was awarded to Aramark to provide food services at twelve designated locations on the Downtown Campus; it covers a period of 3 years, effective June 1, 2010, with the option of two 1-year extensions. The contract

includes a significant commitment by Aramark to capital investment, which will serve the University well. However, MFDS faces challenges in the coming years to increase business, reduce expenses in self-operated locations, and tackle deferred maintenance, all while making prudent choices to contribute to a better student experience.

Building Community: In 2009-2010, MFDS established new committees and consultation groups and engaged in other activities to strengthen our relationship with students and to build partnerships with other units on campus – e.g., theme dinners in Residences; supporting Redmen football games; culinary workshops; local food days; meatless Mondays.

International Education²

Since September 2009, over 1,100 students have attended newly developed University-wide Pre-Departure Orientation sessions. The main objective is to provide students with basic information they need for travel abroad as well as specific information on health and safety. To achieve this, we enlist the help of academic staff and officials from the Department of Foreign Affairs and International Trade.

The Minerva Travel Registry provides a single place the students' personal information and travel plans, including emergency contact information, in-country address, and travel details. A Travel Registry form is created in Minerva for each student traveling abroad once the student's international activity has been approved by the academic unit or research supervisor. Registering their travel encourages students to review important issues related to their travel. Supervisors can access a complete list of all students in a particular activity or region, and comprehensive reports are available as needed. The key benefit of the Registry is that, at any time, we know where McGill students are in the world and how to contact them in case of emergency.

Residences and Student Housing (RSH)

The Off Campus Fellows Program was developed as a partnership between RSH, the First Year Office and SSMU to provide off-campus, first-year students with a flavour of the residence experience. An upper-year student is assigned to a group of students based on where they live in Montreal. The upper-year student serves as a mentor and facilitates group activities. Participation has exceeded expectations, and expansion of the program is expected over the coming years.

“Rezinars”, which are available across residences, are Student Services seminars in Residences. In addition to Workshops on various services, there are seminars designed to help students adjust to life at McGill. After a small pilot in 2009-2010, a significant expansion took place in 2010-11.

RSH has undergone an extensive facilities review over the last 2 years and, this past year, presented a 5-year plan to address one quarter of the total deferred maintenance (over \$150M) in Residences, including nearly all issues related to safety and code compliance. The 5-year plan will begin to be implemented in the summer of 2011.

² This section summarizes information reported to Senate in December 2010.

Student Services

Student Services has developed a comprehensive Assessment Initiative. A new Manager of Student Assessment is currently responsible for assessment projects in each of the Services (assessing need, satisfaction, processes, demographics, etc.), which will enable us to identify directions for improvement.

Increased clinical hours in Counseling, Mental Health and Student Health units, combined with increased efficiencies (reduced missed appointments, more "group" clinical opportunities, etc.) have led to decreased waiting times, despite record numbers of clients.

The developed interdisciplinary Eating Disorders Program (EDP), which is unique among Canadian universities, has already served over 167 students, since the recent inception of the program. A collaborative initiative, housed in Mental Health Services, brings together nurses, dietician, counselors and psychiatrists to work in teams to determine the best course of action with each client.

Teaching and Learning Services (TLS)

A project on the nexus between teaching and research/scholarship (<http://www.mcgill.ca/tls/nexus/>) explores how McGill instructors can better engage undergraduate students with research/scholarship within the curriculum. The project already includes (a) the Inquiry Network – a cross-disciplinary group developing instructional and assessment strategies that promote students' understanding of research/scholarship – and (b) a documentary series profiling five instructors who engage their students with the methods and processes of knowledge construction. A website is being developed to share instructors' reflections on how they integrate teaching and research/scholarship to benefit student learning.

McGill's commitment to enhancing student engagement extends to improving classrooms and supporting interactive technologies used in teaching, all driven by research based pedagogical principles. During summer 2011, The Teaching and Learning Spaces Working Group (TLSWG) will upgrade IT in 164 classrooms and renovate 50 classrooms. This year, a third Active Learning Classroom (ALC) was constructed at Macdonald Campus to complement the two existing ALCs downtown. In addition, clickers (student response system) are being used by 9565 unique students to enhance engagement in 141 courses across 10 Faculties; nearly half of the students use clickers in two or more courses.

SKILLSETS, which was launched in September 2009, is an interdisciplinary initiative jointly developed and offered by McGill's Graduate and Postdoctoral Studies office and TLS. The comprehensive program of activities, with nine professional development themes, is designed to enhance professional skills and improve the overall educational and research experience for graduate students. As of December 2010 (Sept 2009-Dec 2010), 214 events have been offered under the auspices of SKILLSETS, with a total attendance of approximately 7400 graduate students and over 50 postdoctoral fellows.

MC GILL UNIVERSITY STUDENT DIVERSITY SURVEY:
PRELIMINARY REPORT

Morton J. Mendelson¹
Deputy Provost (Student Life and Learning)
February 16, 2011

In 2006, The *Final Report of the Principal's Task Force on Student Life and Learning*² (PTF-SLL) summoned the University to action with important, far-reaching recommendations:

The goal is clear: to provide students with the support and opportunities they need to achieve their full potential while at McGill and to ensure that all members of the community share in this goal. McGill is only as great as what it can offer to students, to society and to the advancement of knowledge; and in that respect, the life and learning that each of our students experiences while at the University is a measure of its success. (p. 22)

To advance this goal, we needed to know about the range of students who study at McGill, but it is difficult to describe the diversity of our student body, because we ask students to provide only limited demographic information when they apply and register. Therefore, in the Fall of 2009, we launched the Student Demographic Survey (Diversity Survey). The complete McGill Student Diversity Survey Report will be available by the end of the semester, but some of the main findings are outlined below; the survey questionnaire, the preliminary data, and my presentation to Senate are available online at www.mcgill.ca/deputyprovost/diversitysurvey/.

The survey has enabled us to examine the demographic characteristics of our student body in more detail than would otherwise be possible. Among other things, it also assessed students' perceptions of discrimination, to help us assess – albeit to a limited extent – whether different groups of students experience a welcoming environment. As a whole, the survey will guide us to serve students better and to make the University even more welcoming.

The quantitative data obtained from the survey complement the qualitative information obtained by the Principal's Task Force on Diversity, Excellence and Community Engagement (PTF-DECE), which was struck in 2009. One set of recommendations from that Task Force is meant to enhance diversity and broaden access to McGill, in support of our offering the best education available to outstanding students. The results from future administrations of the Diversity Survey will enable us to measure our progress toward some of the goals we set for ourselves in response to these recommendations.

¹ The Diversity Survey would not have been possible without the help of the following people from Planning and Institutional Analysis (PIA); Lina Di Genova was instrumental in devising, pretesting, and running the survey and in initial analyses; Isabelle Carreau continued the analyses, helped prepare this report, and is continuing work on the project; Joseph Berger also contributed to the initial report. In addition, Robyn Wiltshire, Director of the Office of the Deputy Provost, made important contributions to this report.

² www.mcgill.ca/principal/focus/final/

Student Demographic Survey

In Fall 2009, we invited 9,000 randomly selected McGill students who were registered in degree, certificate or diploma programs to complete our web-based Student Demographic Survey; 2,072 students (23%) responded.³ The survey tapped the following: general information (e.g., age, program, etc.); knowledge about services for McGill students⁴; language; financing education; persons with disabilities; sex, gender identity and sexual orientation; geographic, ethnic and cultural origin; religion; and identity. A full breakdown of the demographic data by level of study for these dimensions is available online.⁵ In this brief summary, I highlight issues related to socio-economic status, linguistic diversity, and perceived discrimination.

Socio-economic Status

The responses to questions regarding parental education and debt suggest that McGill students are more advantaged, as a group, than students in the general university population of Canada. A substantial majority of McGill students reported that their parents have completed some form of post-secondary education, typically at a university; 76% of respondents reported that at least one parent had completed a university degree.⁶ According to the 2008 Canadian University Survey Consortium's Student Survey (CUSC) (the last that included undergraduate students in all years), the comparable figure was only 44% of students with at least one parent who had completed some type of university education.⁷

Among undergraduates who responded to the survey, 34% reported having education-related debt, which is lower than the 49% of undergraduates from Canadian universities who reported such debt in the CUSC survey. At McGill, graduate students reported more education-related debt than did undergraduates, presumably because of the longer time they have been studying. McGill students at all levels reported government-funded programs as the most common source of loans, followed by financial institutions, parents and other sources, which was a similar pattern to that for students at Canadian universities who responded to the CUSC survey.

The mean total education-related debt was \$16,572 for the 34% of McGill undergraduates who reported debt, \$20,041 for the 49% of master's students with debt, and \$18,634 for the 49% of doctoral students with debt. However, McGill undergraduates with debt reported lower levels than did students in the CUSC survey, who reported \$18,935 of debt on average.

Thus, the survey indicated that, as a whole, McGill undergraduates as a group enjoy socio-economic advantages relative to students at Canadian universities. Proportionally many more McGill students have at least one parent with a university degree. Furthermore, proportionally fewer McGill students carry debt, and those who are indebted carry less debt.

³ The margin of error is 2%, with a 95% level of confidence, for the sample of 2,072, 3% for subgroups of one half the sample size, and 4% for subgroups of one quarter the sample size.

⁴ Assessing students' knowledge of the services available to them, the survey was a first step in determining if we are reaching students who can benefit from help available at McGill, but these issues are not addressed here.

⁵ www.mcgill.ca/deputyprovost/diversitysurvey/.

⁶ The data reported in this report are based on frequencies that have been weighted with respect to sex, level of study (undergraduate, master's and doctoral), and origin (Quebec, rest of Canada, US, and other international).

⁷ Prairie Research Associates, 2008. *Undergraduate Student Survey 2008: Master Report*. Canadian University Survey Consortium.

McGill is striving to increase resources available for financial aid to undergraduate students to ensure that qualified potential students do not have to refuse their offer of admission to the University on financial grounds, which was one of the recommendations of the PTF-SLL. Efforts are also needed to improve “pipelines” of qualified students from diverse socio-economic backgrounds and to offer such students not only the financial aid they require to attend McGill, but also the support they may need in transitioning to and succeeding at university. Future surveys will indicate whether efforts undertaken to broaden access have been successful in increasing the socio-economic diversity of our student body.

Linguistic Competence

The results of the Diversity Survey suggested that McGill students are comfortable in a number of languages. When asked about the languages they first learned and still understand and use, 76% of respondents indicated English, while 44% answered French, and 27% reported an altogether different language; these figures exceed 100%, because many students selected more than one language, and many appear to have been multilingual since childhood. While 92% of respondents said they speak English with friends and relatives, 49% reported French, and 26% reported a third language. It is common, then, for McGill students to function in more than one language in their daily lives.

The survey asked students to rate their language skills, their level of interest in improving their skills, and the steps they may have taken to do so. Among the 604 students who reported any of their French skills (i.e., speaking, oral comprehension, reading and writing) as poor or fair, 22% had taken formal or informal steps to improve their French language abilities. Moreover, about 80% were interested in continuing to improve their French speaking and understanding skills. Thus, many McGill students who have not mastered French appear to be quite motivated to improve their language skills.

Perceived Discrimination

The two Principal’s Task Forces have called the University community to action with respect to ensuring that McGill is a welcoming environment for our students. Such an environment would have a number of positive characteristics, such as active efforts to include students in our community regardless of their background, mutual respect, as well as openness to diverse backgrounds, viewpoints, ideas, and worldviews. A welcoming environment would also be free of discrimination, and it is this issue that was addressed by the Diversity Survey.

Respondents were asked about their experience of discrimination on campus both by people who work at McGill and by other students with respect to a number of areas: language, disability, gender, sexual orientation, country of origin, ethnic/cultural background, and religion. As indicated in Appendix I (Section A), the majority of students reported not having experienced any discrimination whatsoever by students (61%) or by McGill employees (70%), while only a small percentage of respondents said they had experienced “quite a lot” or “very much” by students (4%) or by employees (4%).

Students who reported such levels of discrimination by other students did not necessarily report discrimination by staff; consequently there were approximately 7% of respondents who reported relatively high levels of discrimination by individuals in one or the other group. An extrapolation of 7% to the target population of 30,586 students suggests that over 1,800 students

would report experiencing this level of discrimination. Moreover, we should not dismiss the students who reported experiencing discrimination “very little” or “somewhat”. Ideally, McGill should be a no-discrimination zone, and no members of our community should feel that they are the victims of discrimination.

The survey also allowed us to determine whether certain groups of students were more likely to report discrimination. Data on the percentage of students in specific groups who reported discrimination based on specific characteristics are presented in Appendix I (Section B). Again, although there were few students who reported relatively high levels of discrimination, the following groups of students had fewer than 80% of students reporting no discrimination at all by either students or by employees: monolingual students regarding language; students with disabilities regarding disabilities; homosexual and bisexual students regarding sexual orientation; American and other international students regarding country of origin; South Asian, Black, and Latin American students regarding ethnic/cultural background; and Muslim and Jewish students regarding religion.

Our goal must be to make McGill a welcoming environment where all students can feel included in the community. As a first step, we must consult with students who report experiencing discrimination to determine the circumstances that prompt such reports. Then, at the very least, we must raise awareness in our community – among students, academic, administrative and support staff – that there are identifiable groups of students who feel that they are experiencing discrimination. Finally, we must take proactive steps to ensure that all students feel comfortable as members of the McGill community.

Appendix I

Diversity Survey Responses to Questions on Students' Experience of Discrimination on Campus⁸

Legend

Discrimination by students
Discrimination by McGill employees

Group	n	% of Respondents				
		Not at all	Very little	Some-what	Quite a lot	Very much

A. Discrimination on Any Basis

Students who answered relevant questions	1984	61	19	16	3	1
		70	14	12	3	1

B. Discrimination on the Basis of ...

... Language

Only speak French with Friends and Relatives	120	72	18	10	1	0
		75	13	10	2	0
Only speak English with Friends and Relatives	769	76	15	7	2	1
		80	11	7	1	0
Other(s)	1117	81	12	7	1	0
		86	7	6	1	0

... Disability

Students with any Disability	110	82	11	6	0	1
		74	13	8	1	5

... Gender

Female	1142	85	9	6	1	0
		88	7	4	1	0
Male	856	94	4	2	1	0
		95	2	2	0	1

... Sexual Orientation

Heterosexual and Other	1834	96	3	1	0	0
		97	2	1	0	0
Homosexual and Bisexual	153	67	20	10	1	1
		86	7	5	2	0

⁸ The data presented in this table are based on the frequencies of students in particular groups who responded to the questions on discrimination and have been weighted with respect to sex, level of study (undergraduate, master's and doctoral), and origin (Quebec, rest of Canada, US, and other international).

Group of Students	n	% of Respondents				
		Not at all	Very little	Some-what	Quite a lot	Very much

Discrimination on the Basis of ...

... Country of origin

Canadian	1671	92	4	2	1	0
		95	3	2	0	0
American	184	64	22	12	2	0
		75	13	9	2	1
Other International	146	74	15	9	1	1
		82	9	7	1	1

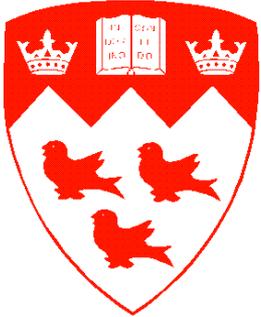
... Ethnic/Cultural Background

White ⁹	1576	91	5	3	1	0
		95	3	2	0	0
Chinese	147	78	12	10	1	0
		84	7	8	1	1
South Asian	89	73	17	10	0	0
		82	8	10	0	0
Arabic	69	82	13	1	3	0
		91	4	1	0	3
Black	52	77	13	6	4	0
		79	8	10	2	0
Latin American	49	79	13	8	0	0
		84	8	4	2	2

... Religion

Buddhist	41	85	5	10	0	0
		90	5	5	0	0
Christian	762	86	7	5	1	0
		95	3	1	1	1
Muslim	75	75	15	5	4	0
		85	7	7	0	1
Jewish	157	71	14	12	2	1
		84	8	7	1	0
No Religion	797	95	3	1	1	0
		97	2	1	0	0

⁹ Statistics Canada categories that, except for the first one, identify visible minorities.



McGill University

Student Diversity Survey

Morton J. Mendelson
Deputy Provost
(Student Life & Learning)

Senate: February 16, 2011





Student-Centred University

<http://www.mcgill.ca/files/principal/Student-Centred-Research-Intensive.pdf>

- Provision of best education possible
- Vibrant environment:
 - learning and academic progress
 - campus life
 - personal development
- Students...
 - valued members community
 - primary concern of the University



Background & Rationale

- How can we foster sensitivity to cultural and personal differences in the delivery of academic and other administrative supports to our students? (PTF-SLL)
- PTF-DECE pursued this and other questions in more depth.
- But we lack information about student diversity.
- Need to understand range of students at McGill to serve them better.



Goals of Survey Relevant Here

- Profile McGill students
- Measure perceived discrimination



Method

- Target population & sample (fall 2009)
 - 30,586 degree, certificate & diploma students
 - 9,000 randomly selected students invited
- Web survey
 - Based on extensive consultation
 - English and French versions
 - 50 questions (some multipart)
 - Space for open-ended comments



Survey Sections

- General Information (e.g., age, program, etc.)
- Knowledge about Services for McGill Students
- Language
- Financing Education
- Persons with Disabilities
- Sex, Gender Identity and Sexual Orientation
- Geographic, Ethnic and Cultural Origin
- Religion
- Identity
- Comments



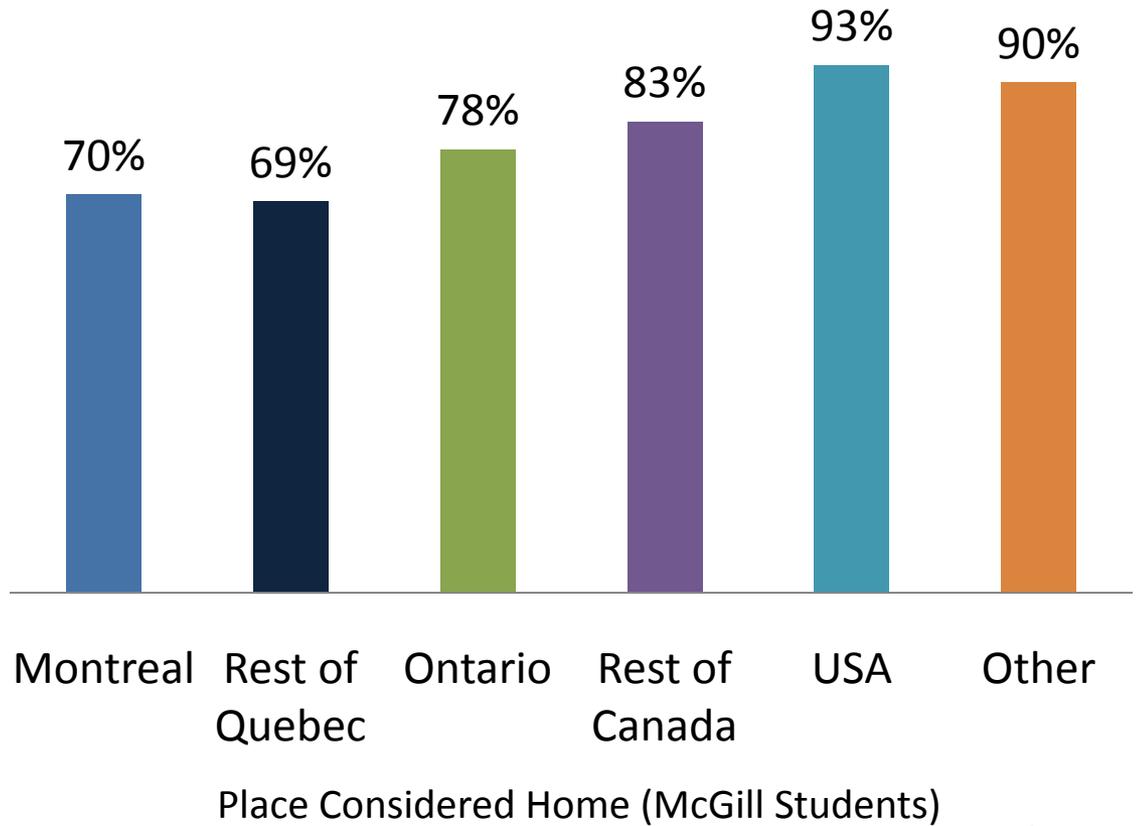
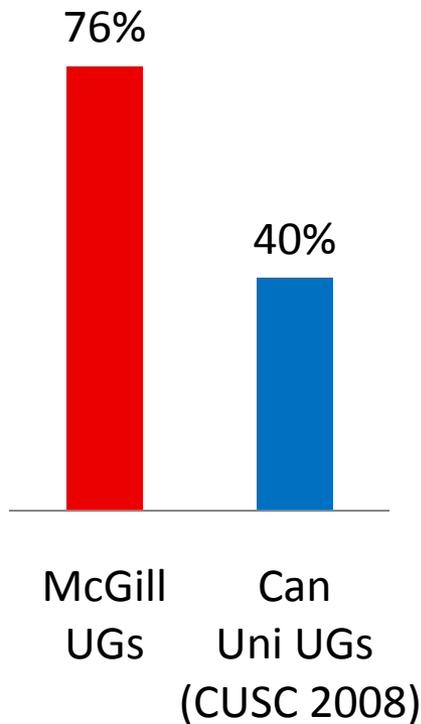
Sample

- Response rate: 23% (N = 2,072)
- Respondents vs. student body
 - Quite similar, but some deviations
- Weighting applied to adjust for
 - Sex
 - Level of study
 - Origin (Quebec, Canada, USA, Int'l)



Socio-Economic Status 1/3

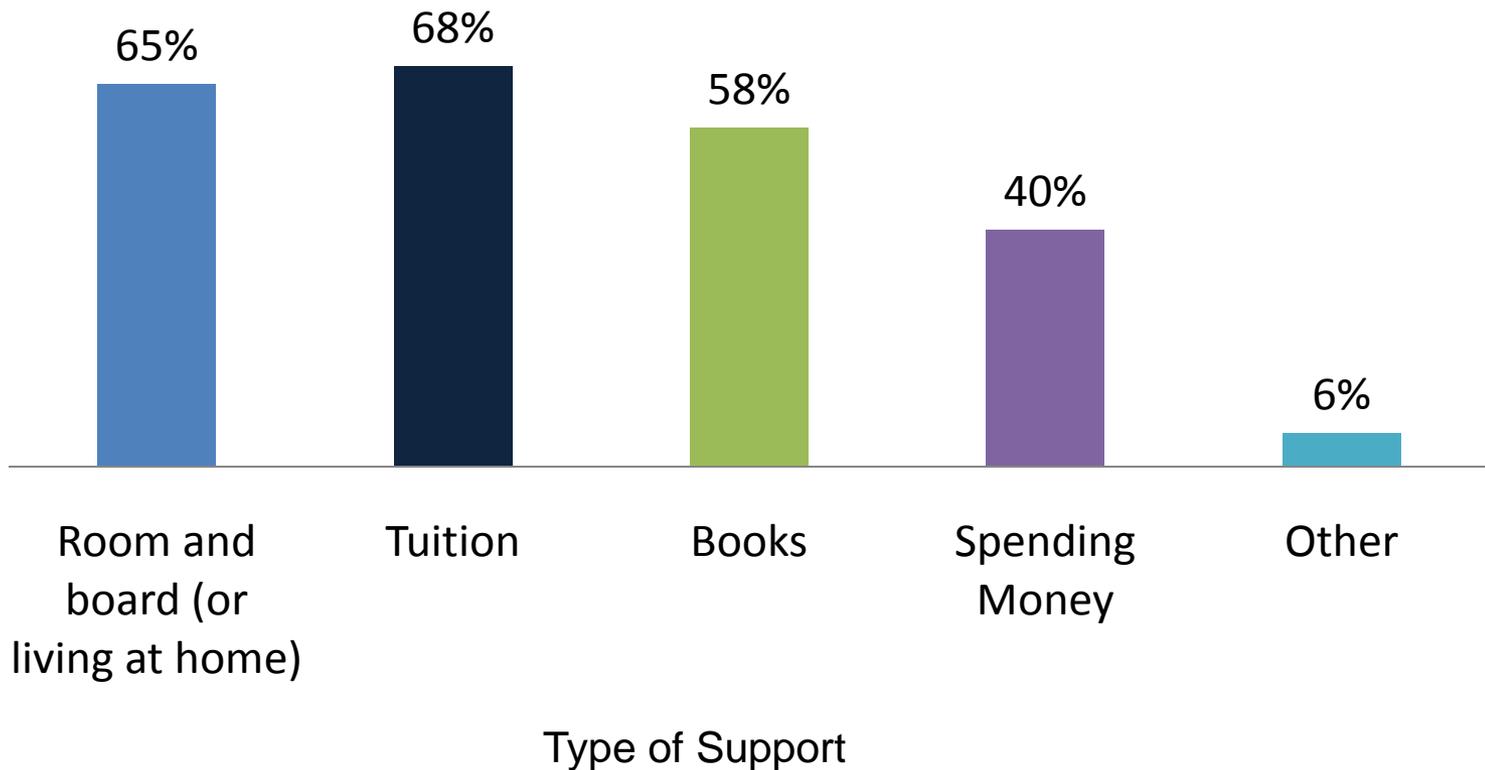
At Least One Parent Completed University





Socio-Economic Status 2/3

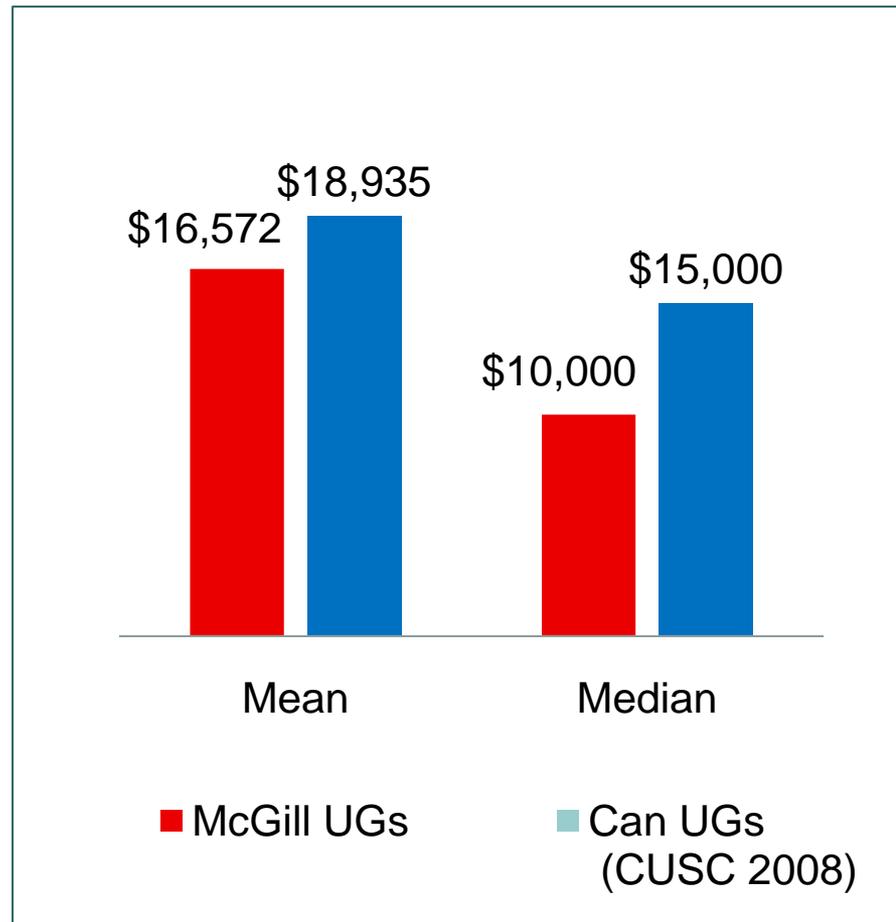
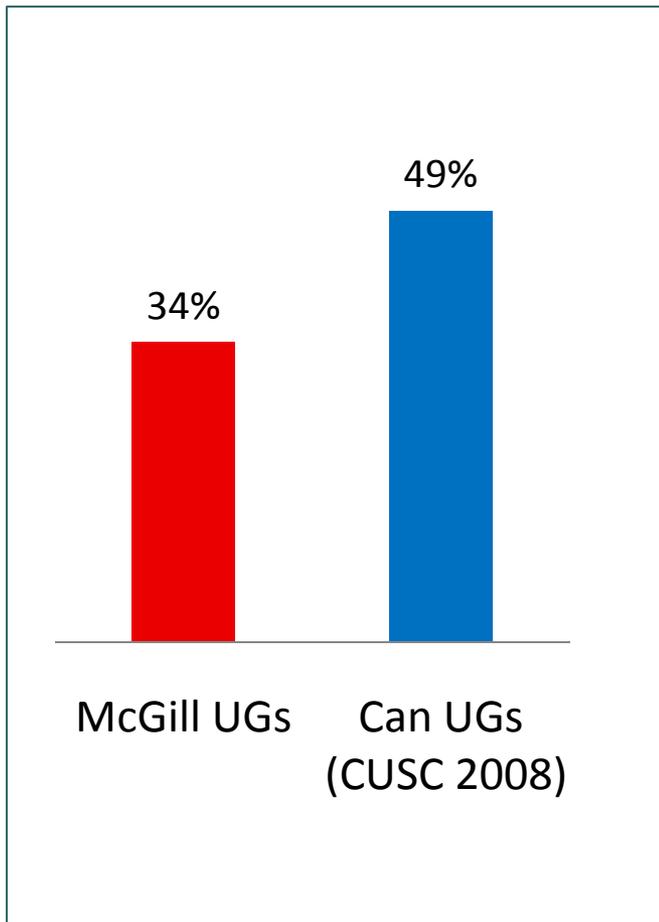
McGill Undergraduates Receiving Parental Support





Socio-Economic Status 3/3

Debt Load





Perceived Discrimination

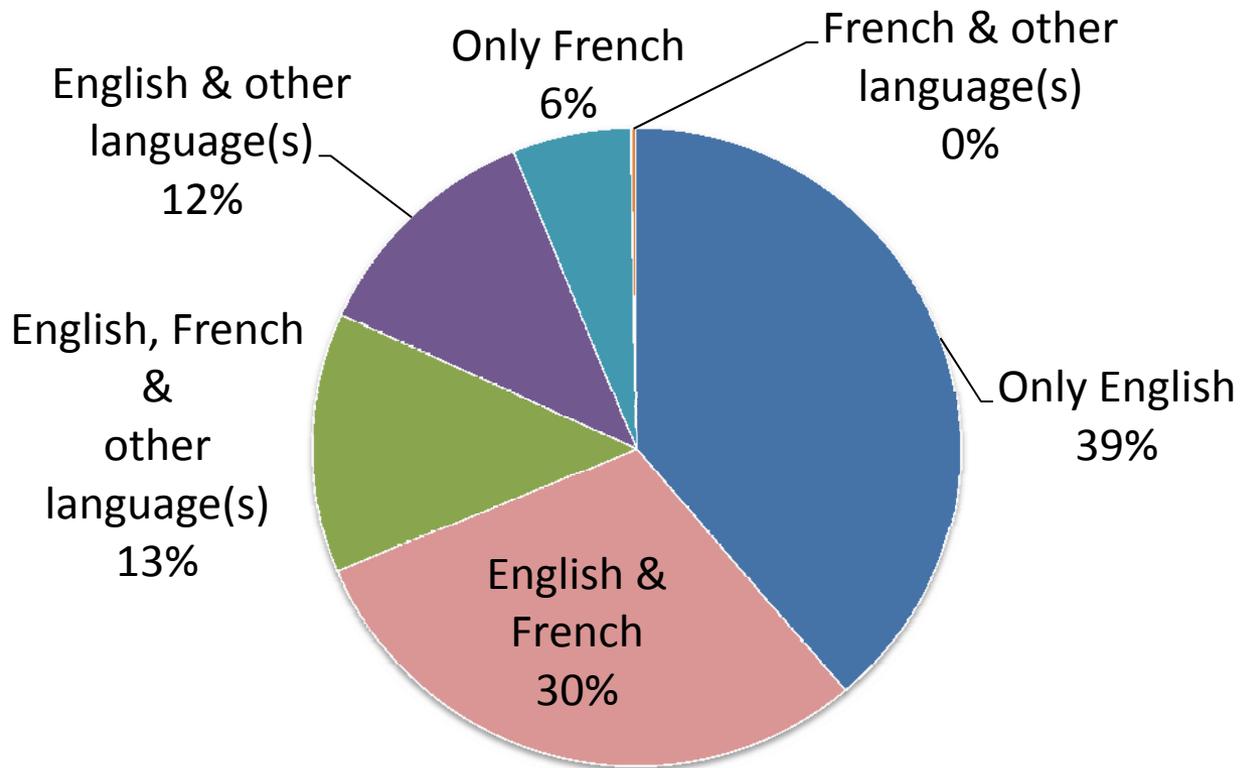
Have you experienced discrimination **by people who work at McGill University** with respect to any of the following?

Have you experienced discrimination **by McGill students** with respect to any of the following?

	Not at all	Very little	Somewhat	Quite a lot	Very much
Language	<input type="radio"/>				
Disability	<input type="radio"/>				
Gender	<input type="radio"/>				
Sexual orientation	<input type="radio"/>				
Country of origin	<input type="radio"/>				
Ethnic / cultural background	<input type="radio"/>				
Religion	<input type="radio"/>				
Other, please specify	<input type="radio"/>				

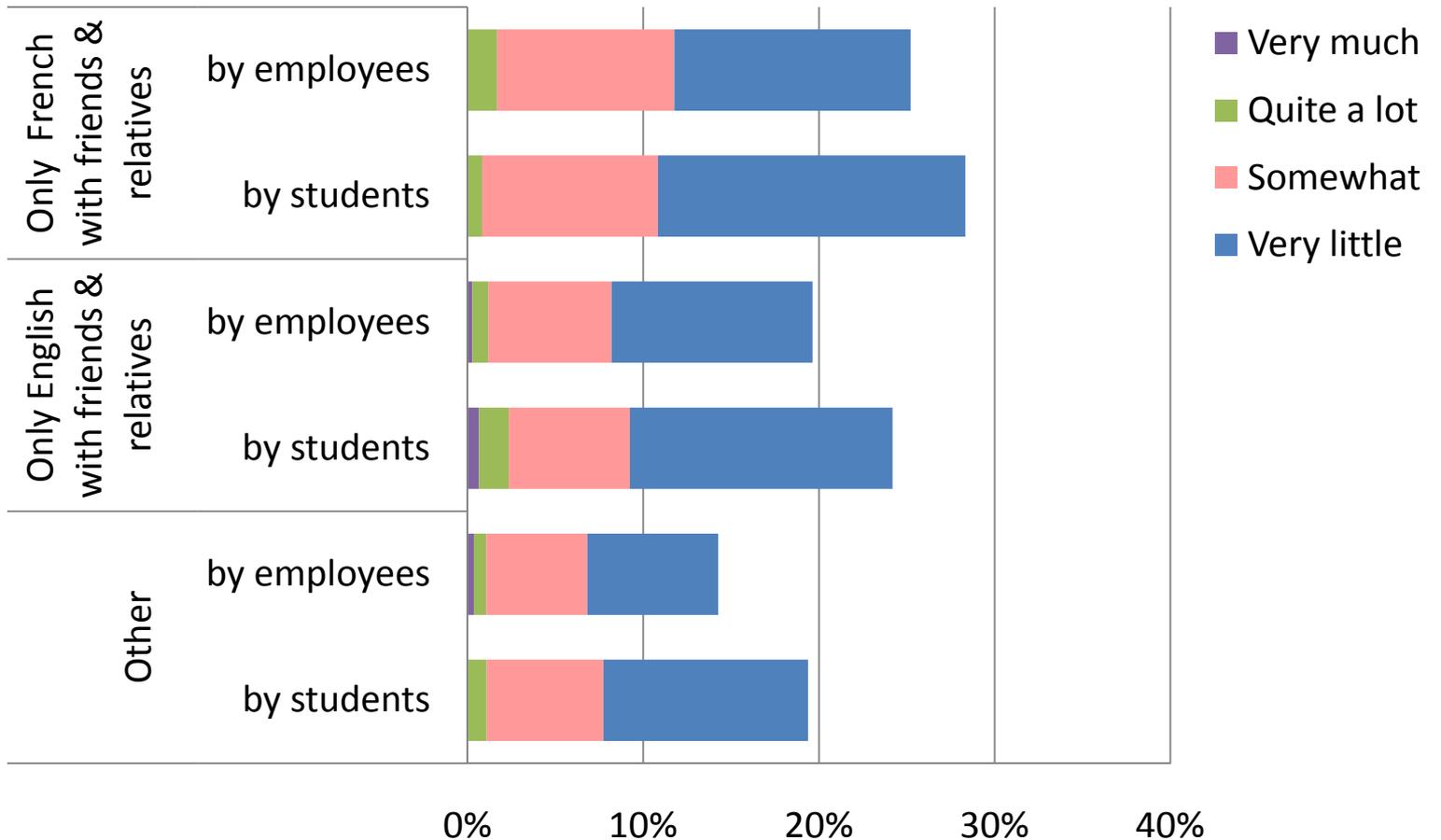


Languages Spoken with Relatives and Friends





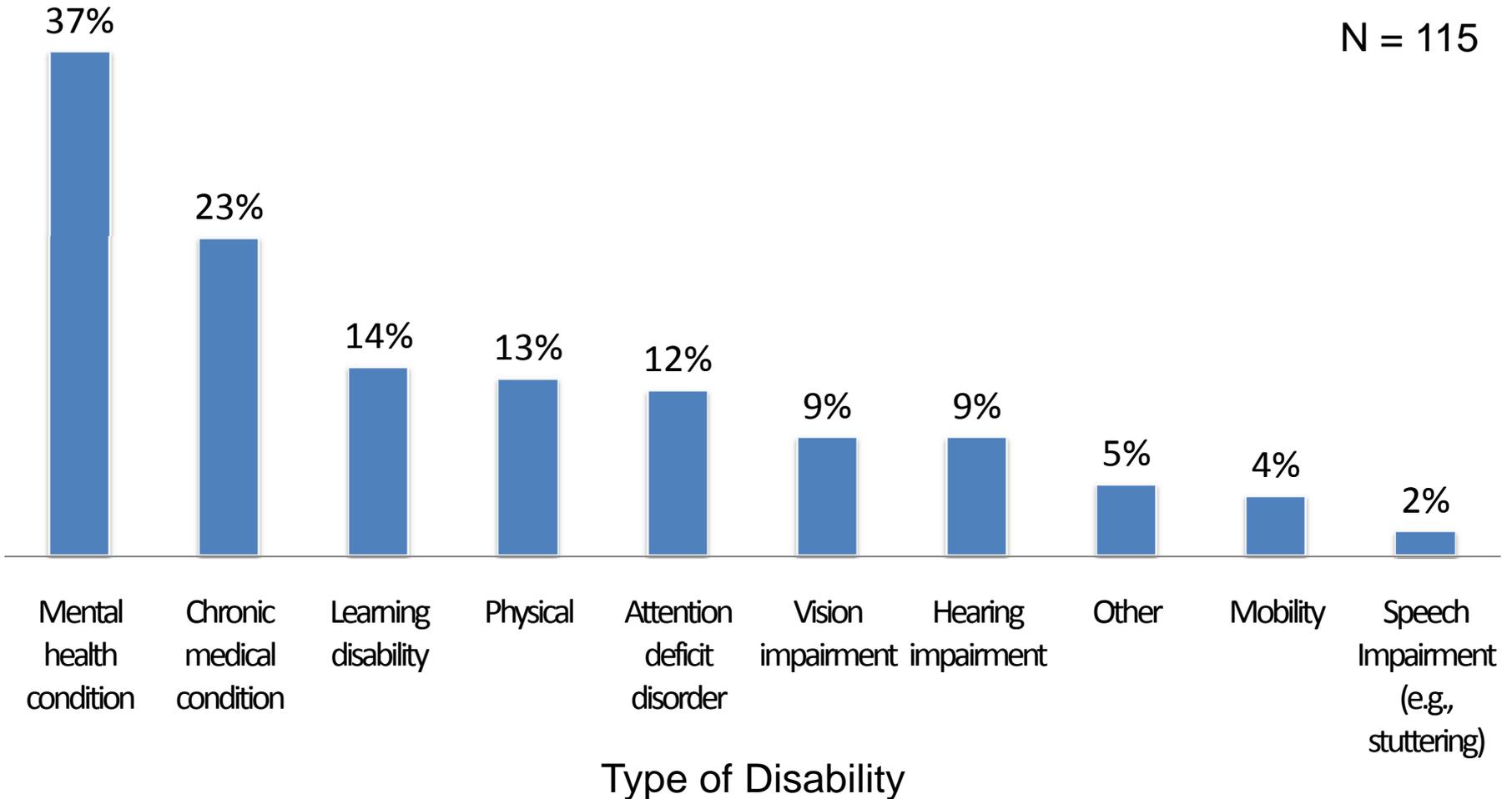
Perceived Discrimination on Basis of Language





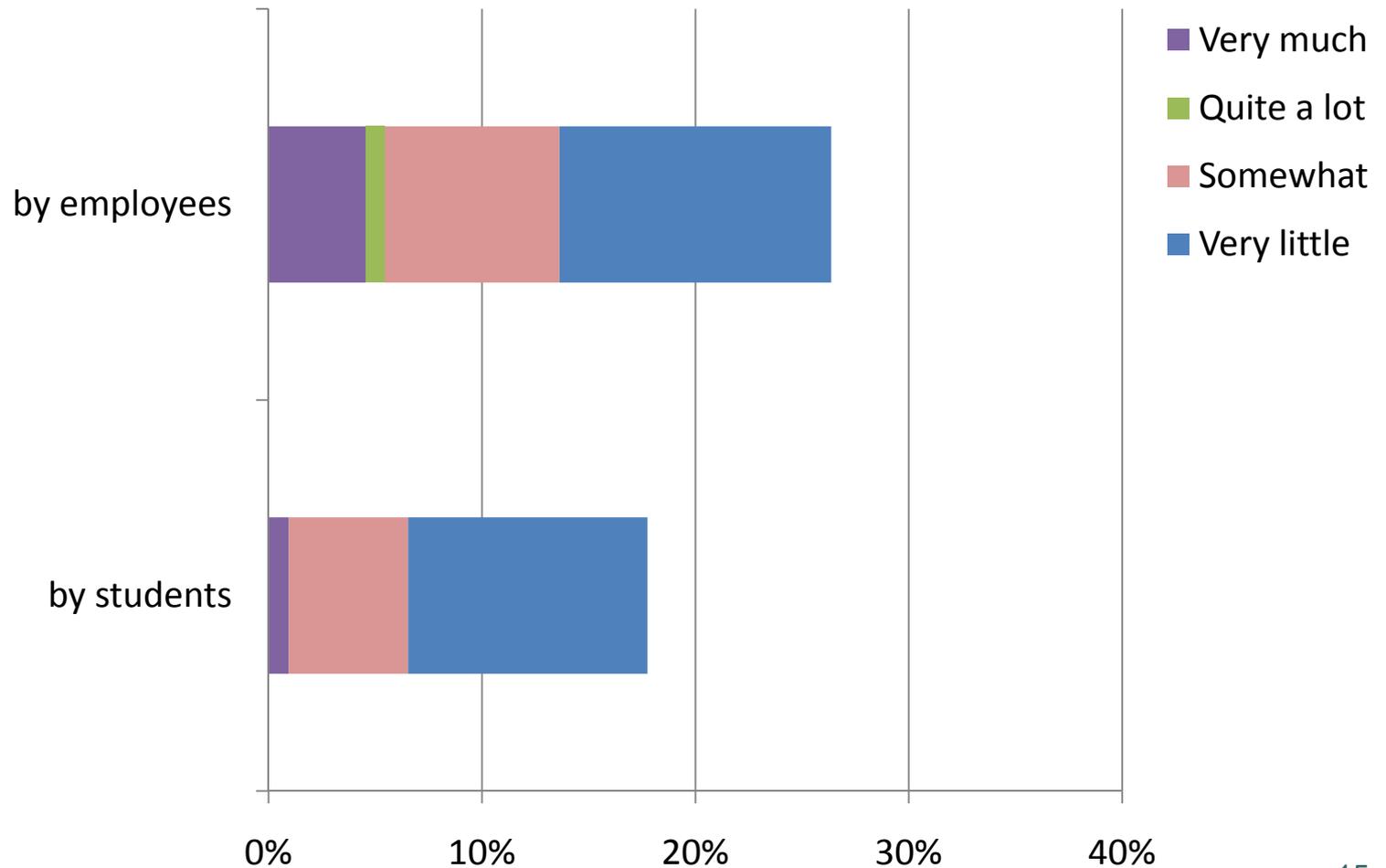
Students with Disabilities

N = 115



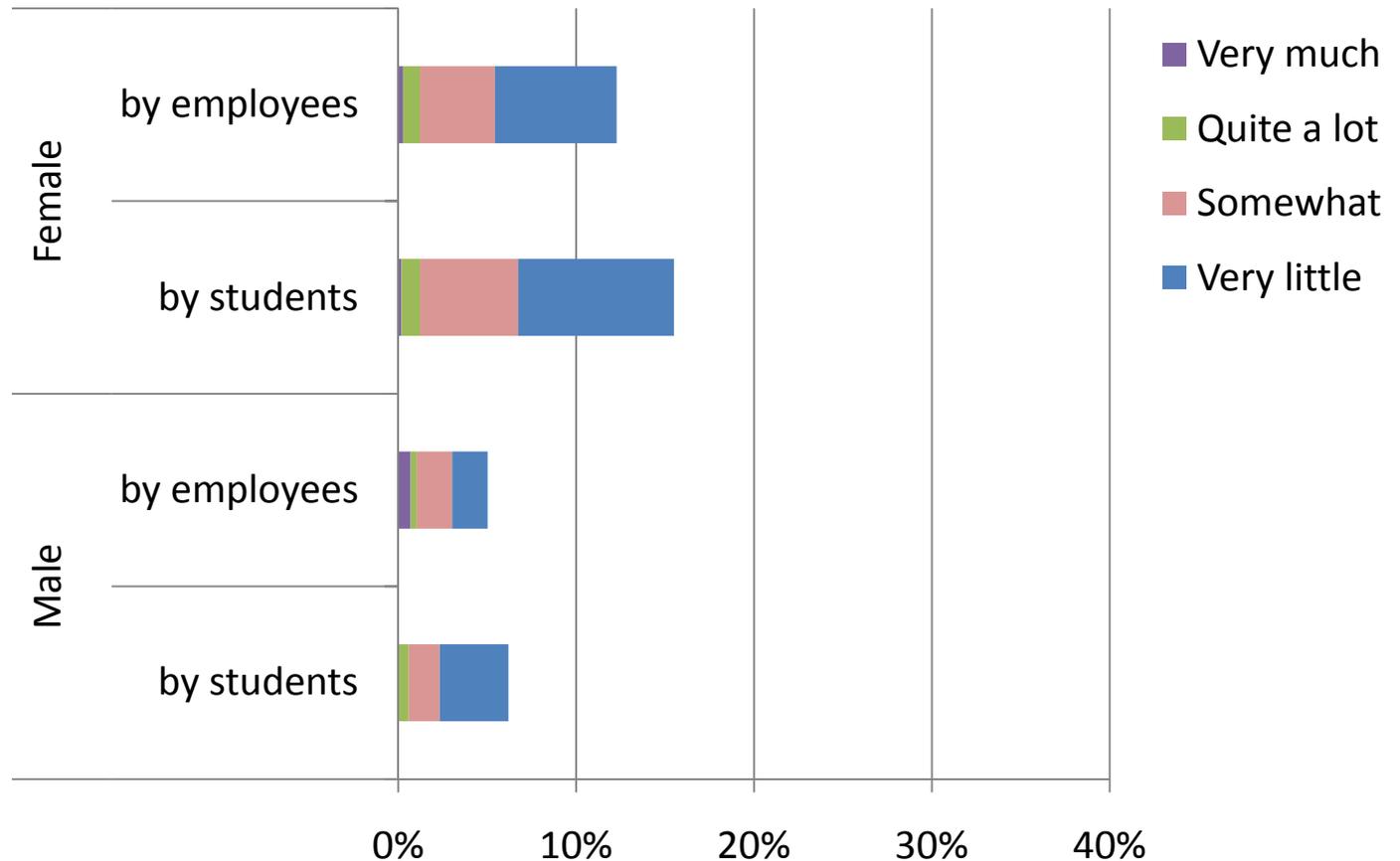
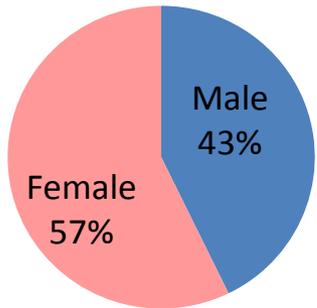


Perceived Discrimination on Basis of Disabilities



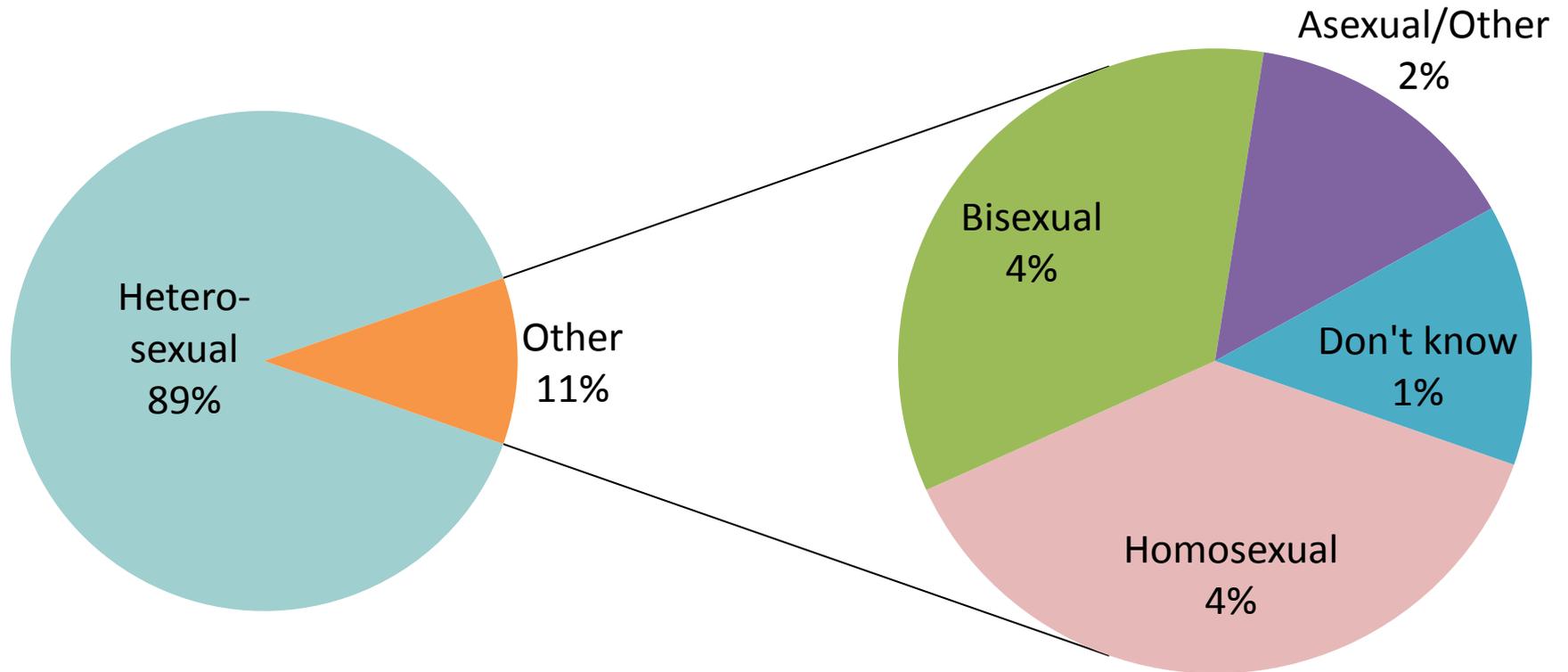


Perceived Discrimination on Basis of Sex



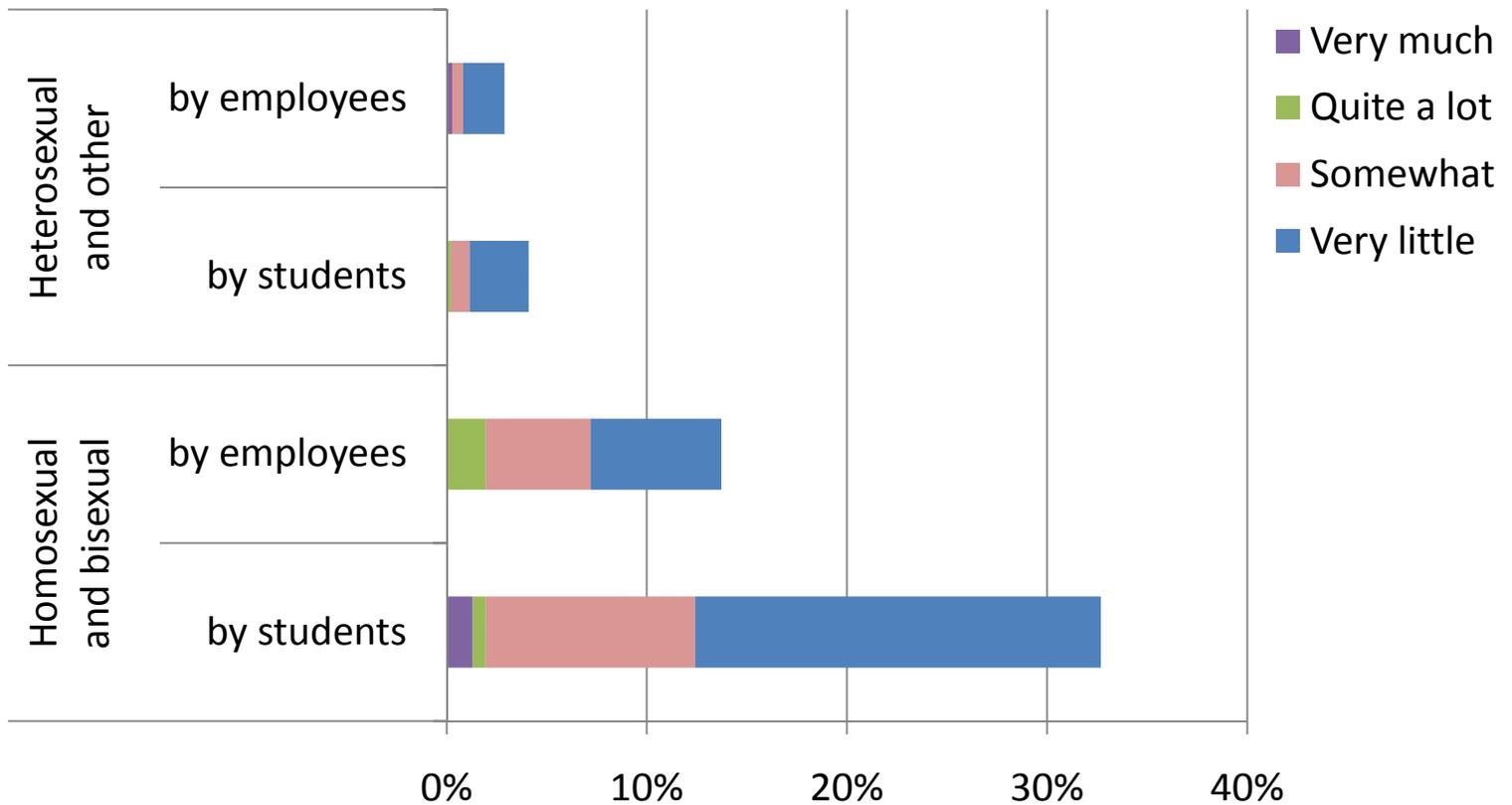


Sexual Orientation



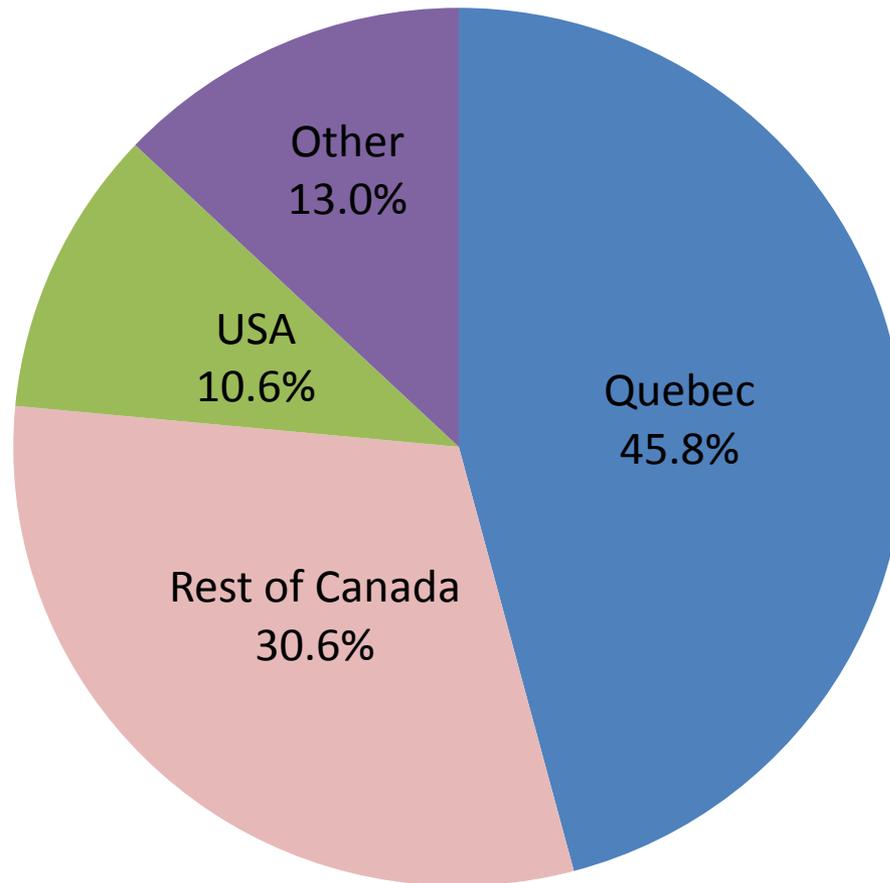


Perceived Discrimination on Basis of Sexual Orientation



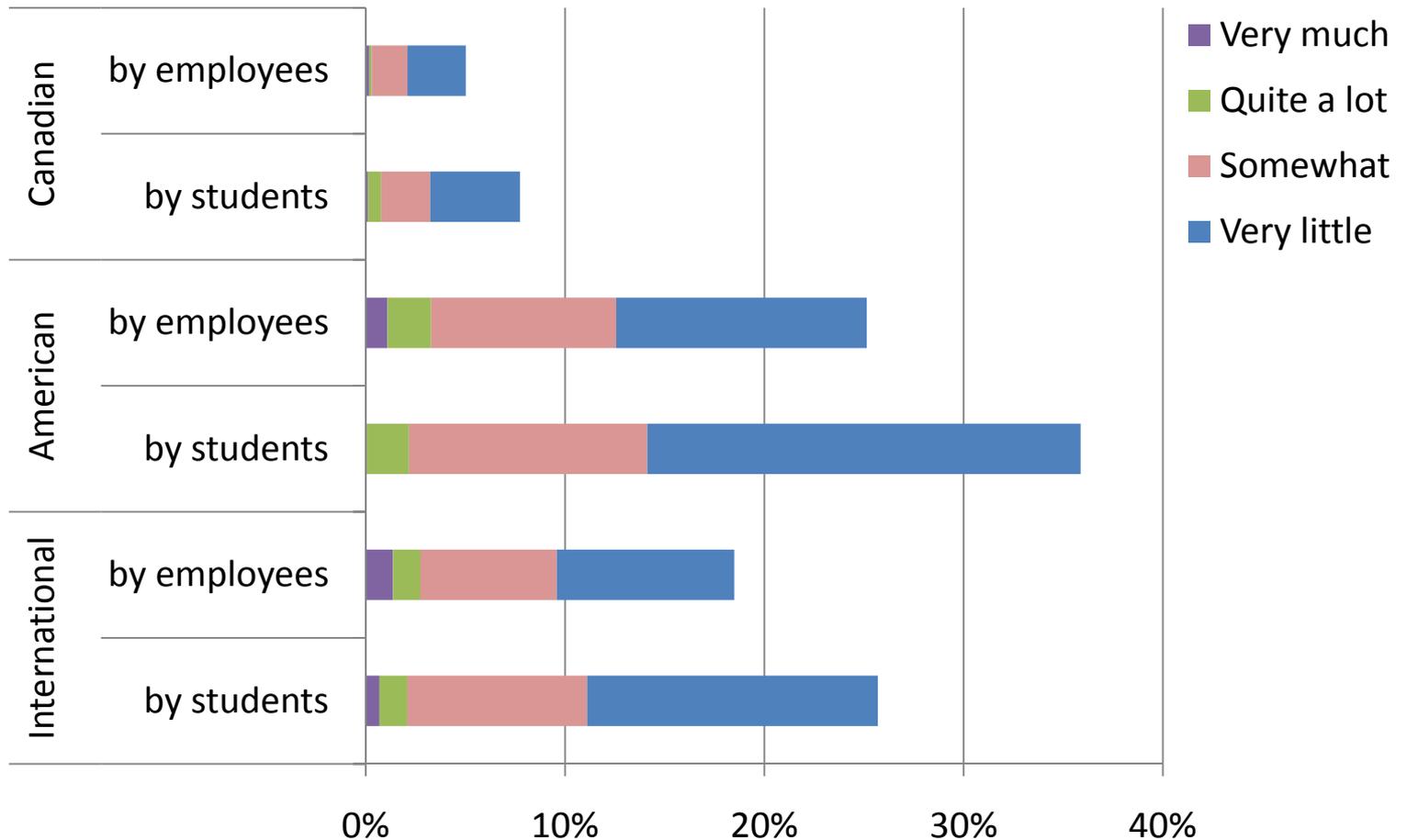


Place of Birth



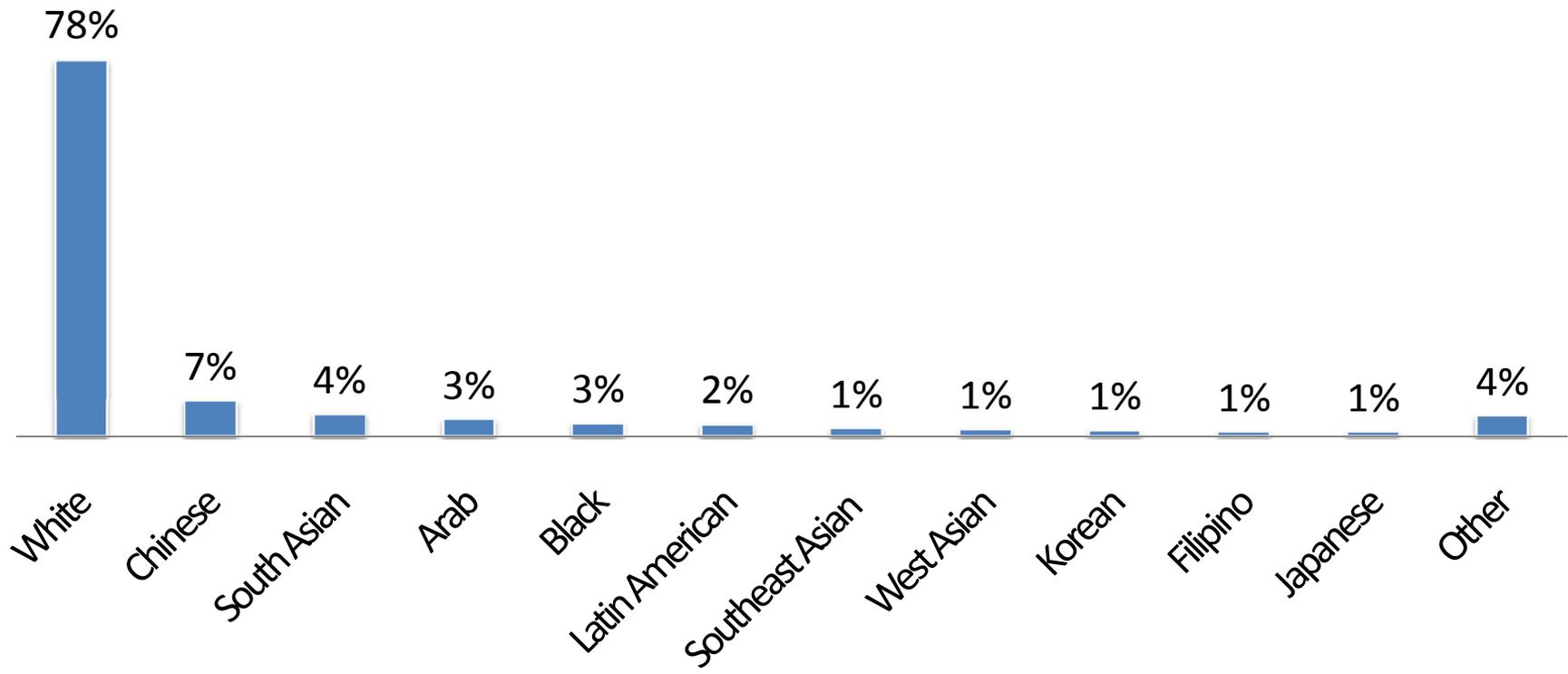


Perceived Discrimination on Basis of Country of Origin



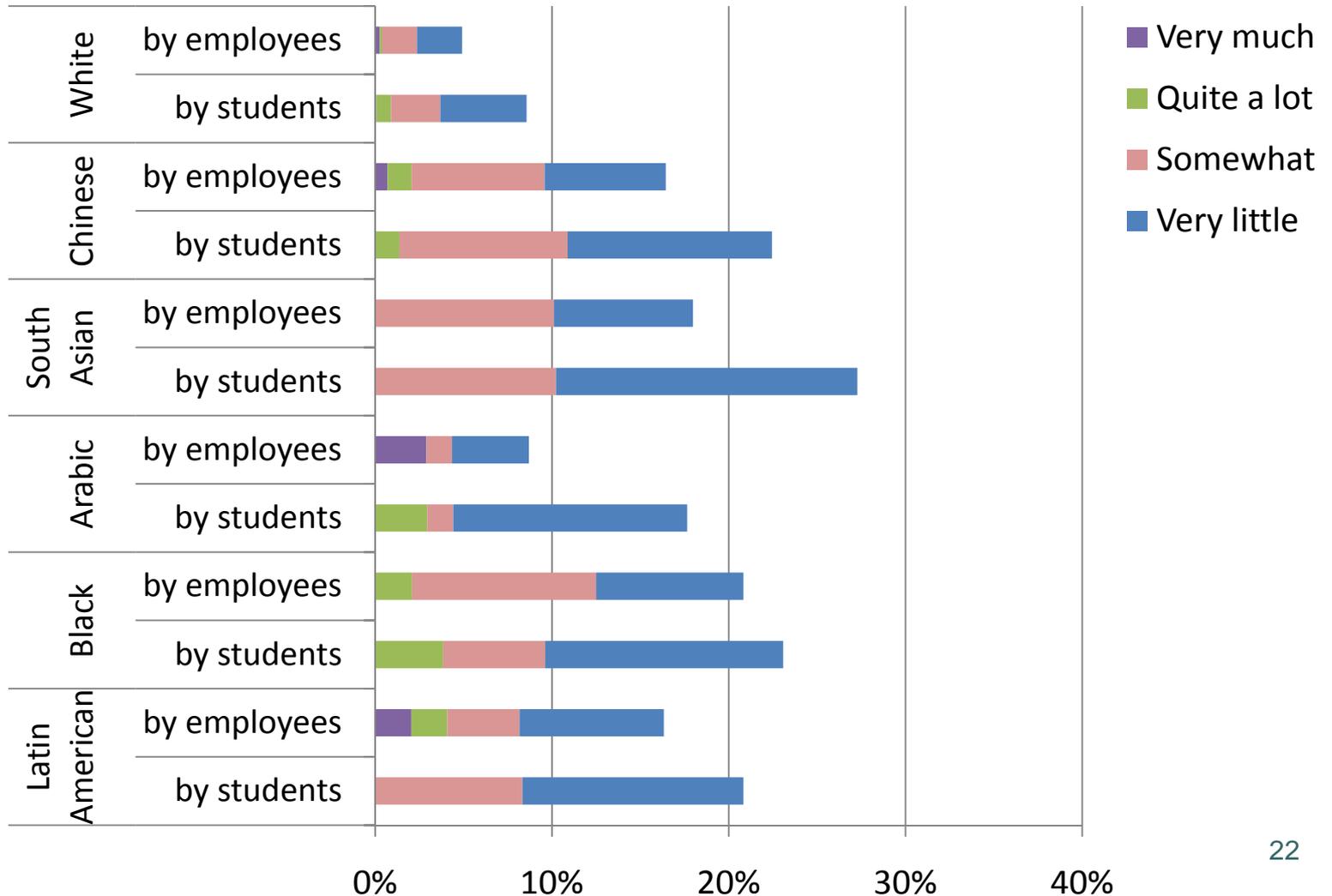


Statistics Canada: Whites & Visible Minorities



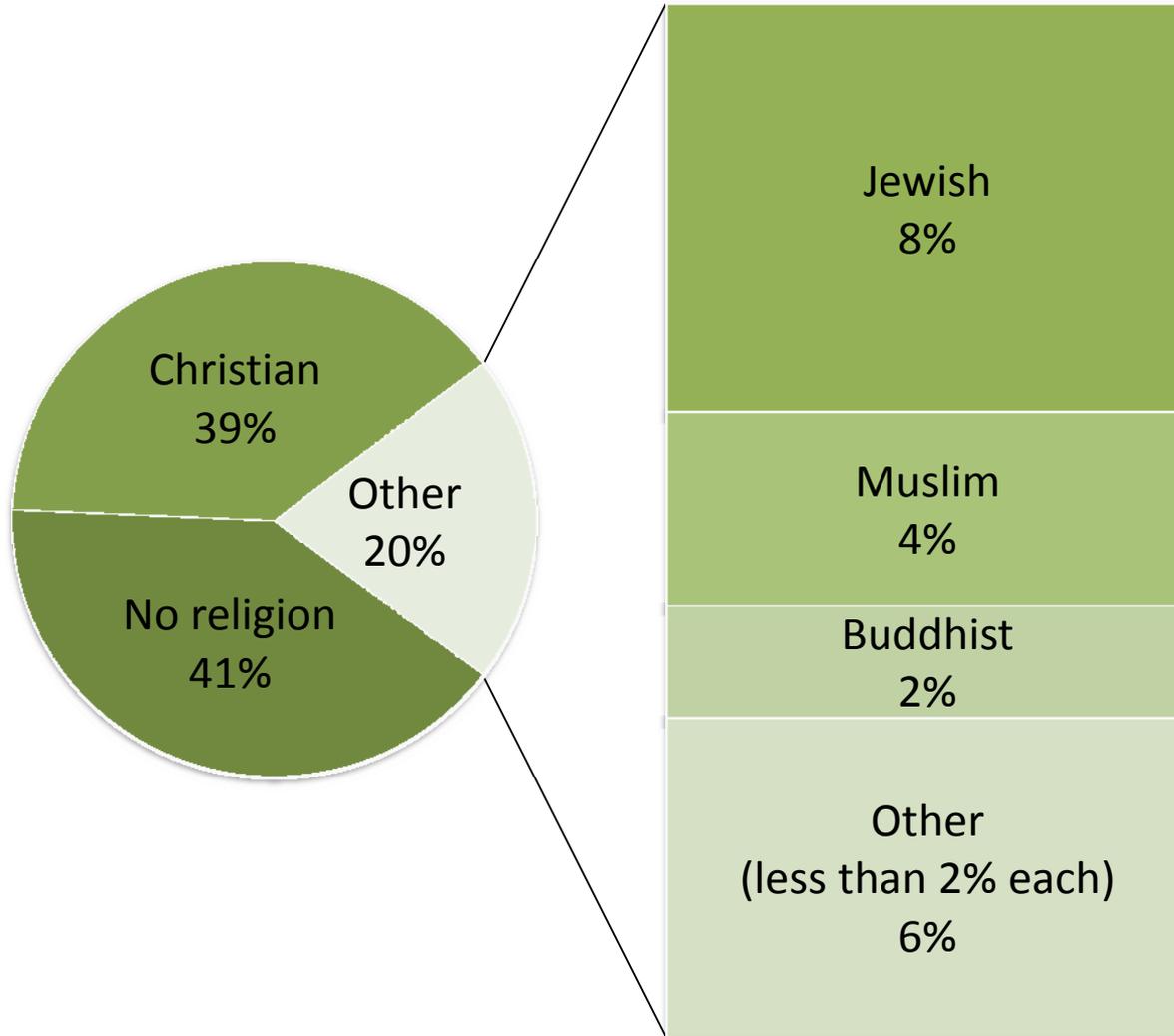


Perceived Discrimination on Basis of Ethnic / Cultural Background



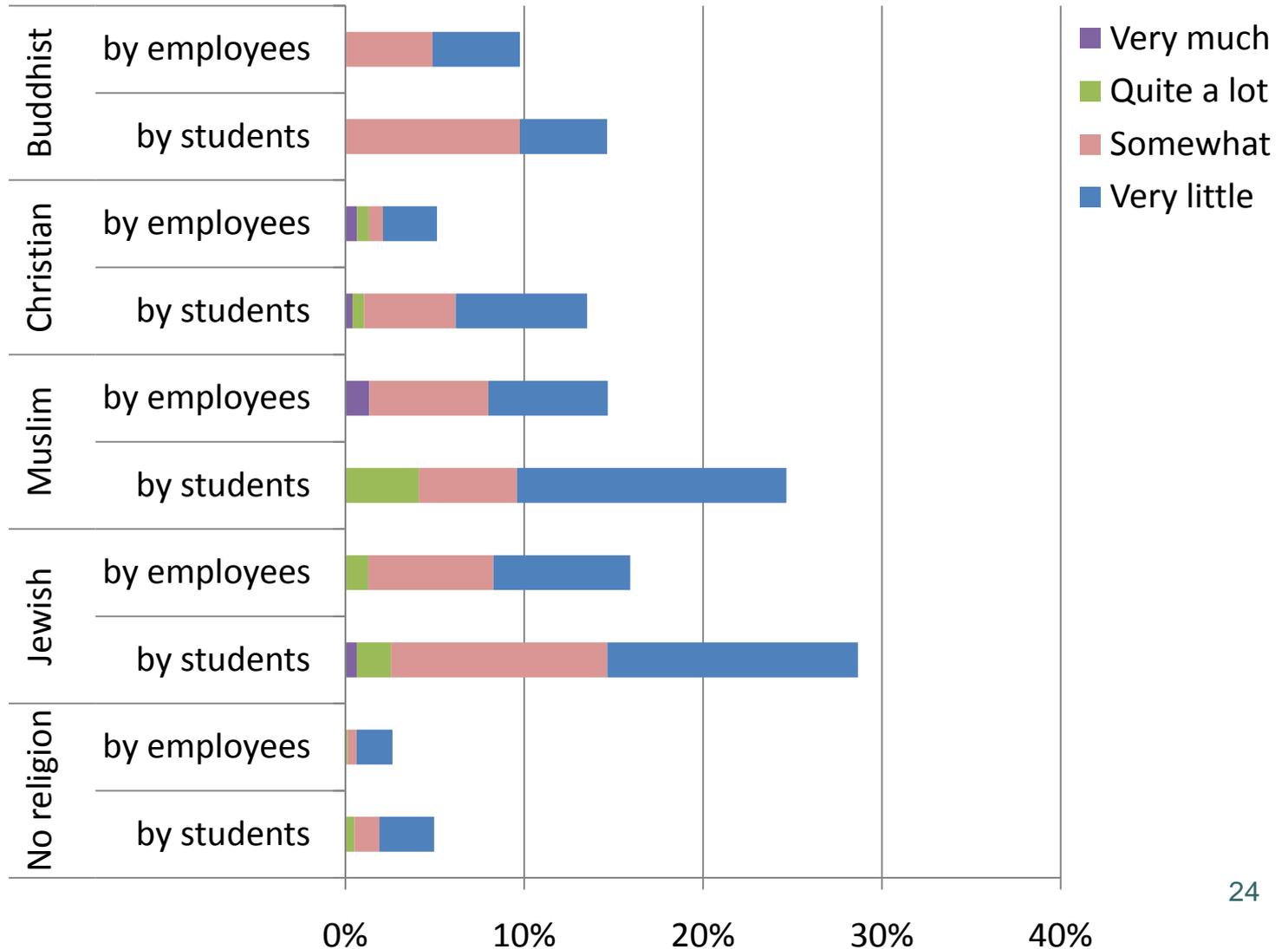


Religion





Perceived Discrimination on Basis of Religion





Summary

- McGill UGs: higher SES than UGs at Canadian universities
- McGill students: linguistically diverse; many speak two or more languages
- Some McGill students report experiencing various types of discrimination.



Student-Centred University

<http://www.mcgill.ca/files/principal/Student-Centred-Research-Intensive.pdf>

- Provision of best education possible
- Vibrant environment:
 - learning and academic progress
 - campus life
 - personal development
- Students...
 - valued members community
 - primary concern of the University



Call to Action

- Recommendations of the PTF-DECE
- Increase access and support to qualified students with low socio-economic background.
- Foster a more welcoming environment:
 - Determine why students perceive discrimination.
 - Raise awareness that identifiable groups of students perceive discrimination.
 - Try to ensure all students feel comfortable as members of the McGill community.



Thanks

- Planning and Institutional Analysis
 - Lina Di Genova
 - Isabelle Carreau
 - Joseph Berger

- Office of the DP-SLL
 - Robyn Wiltshire
 - Lauren Mundy

- The many people who provided input regarding the development of the survey