

McGill University Student Demographic Survey

The Principal's Task Force on Student Life and Learning asked the following question: How can the University administration best foster sensitivity to cultural and personal differences in the delivery of academic and other administrative supports to our students, while respecting our primary academic purposes? Now, the Principal's Task Force on Diversity, Excellence and Community Engagement is pursuing that and other questions related to diversity in more depth.

However, we face a serious challenge: Although we know McGill has a diverse student body, we are still generally unable to describe how diverse it really is, because we don't ask such questions at registration. Without knowing about the range of students who study at McGill, we aren't as well placed as we need to be to serve our students fully.

This survey is meant to fill that gap. Please help us help McGill students by taking 20 to 25 minutes to respond to the questions below.

We know some of these questions are personal and may be difficult for some students to answer. Rest assured that your participation is completely voluntary and your responses will be totally anonymous. We will not preserve any link between your identity and your responses. We will not identify you or anyone, for that matter, in reports of this project.

You are, of course, welcome to skip any questions you do not wish to answer. And the answers you do fill in will not be transmitted until you press the submit button at the end. But the more comprehensive and accurate the information we are able to collect, the better we will be able to serve all students.

We have also included spaces throughout the questionnaire for you to provide comments regarding the issues raised or about the questionnaire itself. Any comments or feedback would be much appreciated.

Several questions in this survey are taken from Statistics Canada's 2006 Census and are identified as [SC]. We are including these specific Statistics Canada questions to enable us to compare the information we obtain about McGill students to national and provincial statistics.

Please recall that, as a token of our appreciation for your participation, you will be able to enter in a draw for one of five iPods at the end of this survey.

Thank you in advance for your participation in this survey.

Section 1 - General Information

1.1. Age

- Less than 18
- 18 to 20
- 21 to 25
- 26 to 30
- 31 to 35
- Over 35

**1.2. In what type of program are you officially registered at McGill?**

If you are registered for more than one degree, please select other and specify.

- Bachelor's
- Master's
- Doctorate
- Undergraduate Certificate
- Graduate Certificate
- Undergraduate Diploma
- Graduate Diploma
- Other. Please specify |

**1.3. In what Faculty, School or Centre are you registered? Select all that apply.**

- Faculty of Agricultural and Environmental Sciences
- Faculty of Arts
- Centre for Continuing Education
- Faculty of Dentistry
- Faculty of Education
- Faculty of Engineering
- Faculty of Law
- Desautels Faculty of Management
- Faculty of Medicine
- Schulich School of Music
- Faculty of Religious Studies
- Faculty of Science

**1.4. I was admitted to McGill on the basis of my academic record from**

- High school (with fewer than 24 credits (1 year) of advanced standing)
- High school (with 24 credits (1 year) or more of advanced standing)
- CEGEP
- French Baccalaureate or International Baccalaureate diploma program
- A-Level program
- Bachelor's degree
- Master's degree

Other. Please specify _____



1.5. Where did you last study before coming to McGill?

- Quebec (at CEGEP)
- Quebec (at an institution other than CEGEP)
- Ontario
- Canada (excluding Quebec & Ontario). Please specify province _____
- U.S.A. Please specify state _____
- International (other than U.S.A.). Please specify country _____



1.6. When did you first start studying in Canada (in any educational program)?

Year (yyyy): _____

Month: ...



1.7. [SC] - Marital status

- Never legally married (single)
- Legally married (and not separated)
- Separated, but still legally married
- Divorced
- Widowed



1.8. [SC] - Are you living with a common-law partner?

Common law refers to two people of the opposite sex or of the same sex who live together as a couple, but who are not legally married to each other.

- Yes
- No



1.9. Which of the following best describes your living situation during the academic year?

If you split your time between 2 or more of the choices, select the one where you spend most of your time.

- McGill residence
- with my parents / family
- with my spouse or partner
- with roommates
- alone _____
- other, please specify _____



1.10. What place (town/city, region, country) do you consider to be your home?

- Montreal (including greater Montreal area, e.g., Laval), go to question 1.12
- Quebec (other than greater Montreal area)

- Ontario
 Canada (other than Quebec or Ontario). Please specify province _____
 U.S.A. Please specify state _____
 International (other than U.S.A.). Please specify country _____



1.11. Do you have any close friends or relatives who live permanently in Montreal (or the greater Montreal area)?

	None	A few (5 or fewer)	Many (More than 5)
Close friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relatives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



1.12. If you do not have any children, please go to question 1.14.

How many children in each of the following age groups do you have?

	Number of children
Under 5 years of age	_____
5 to 12 years	_____
13 to 18 years	_____
19 years or older	_____



1.13. If you do not have any children younger than 5 years of age, please go to question 1.14.

If you do have any children younger than 5 years of age, who is responsible for childcare...

	Type					If other, please specify here
	Self	Spouse or partner	Friend or relative	Daycare / School	Other	
while you are studying or in class?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
during evenings (of weekdays)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
on weekends?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



1.14. What is the highest educational attainment of your parents (or legal guardians)?

Select one response for each parent (or legal guardian, if applicable)

	Type					
	Mother	Father	Stepmother	Stepfather	Guardian	Guardian
Less than high school / secondary school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High school (or secondary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

school) graduate						
Some postsecondary education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Trade/vocational diploma or certificate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College diploma or certificate (including CEGEP, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bachelor's degree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional degree (e.g., MD, LLB, DDS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Master's degree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Doctoral degree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not applicable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Don't know	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



1.15. Please specify who in your family has attended or is attending another university or McGill.

Select all that apply

	Type	
	Attended or is attending any university other than McGill	Attended or is attending McGill University
I am the first to attend university	<input type="checkbox"/>	<input type="checkbox"/>
Grandparent(s)	<input type="checkbox"/>	<input type="checkbox"/>
Mother	<input type="checkbox"/>	<input type="checkbox"/>
Father	<input type="checkbox"/>	<input type="checkbox"/>
Stepmother	<input type="checkbox"/>	<input type="checkbox"/>
Stepfather	<input type="checkbox"/>	<input type="checkbox"/>
Guardian	<input type="checkbox"/>	<input type="checkbox"/>
Aunt	<input type="checkbox"/>	<input type="checkbox"/>
Uncle	<input type="checkbox"/>	<input type="checkbox"/>
Cousins	<input type="checkbox"/>	<input type="checkbox"/>
Sister(s) or brother(s)	<input type="checkbox"/>	<input type="checkbox"/>
Stepbrother(s) or stepsister(s)	<input type="checkbox"/>	<input type="checkbox"/>
Child or children	<input type="checkbox"/>	<input type="checkbox"/>
Other. Please specify <hr/>	<input type="checkbox"/>	<input type="checkbox"/>



1.16. How likely are you to stay in Quebec after you graduate from your current program?

- Very unlikely
 Somewhat unlikely
 Neutral
 Somewhat likely
 Very likely
 Don't know



Section 2 - Knowledge about Services Available for McGill Students

2.1. How knowledgeable are you about the following services provided by McGill University?

	_Not at _all_	_Very _little_	Somewhat knowledgeable	Knowledgeable	Very knowledgeable
Counselling Service (general)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counselling Service (<i>Master's Students' Support Group</i>)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counselling Service (<i>Doctoral Students' Support Group</i>)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Chaplaincy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career Planning Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
First People's House	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
First Year Assistant for Francophone Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International Student Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Macdonald Campus Student Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mental Health Service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Office for Students with Disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scholarships and Student Aid Office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social Equity and Diversity Education Office (SEDE)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Student Health Service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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2.2. How knowledgeable are you about the following services provided by McGill student groups?

	_Not at _all_	_Very _little_	Somewhat knowledgeable	Knowledgeable	Very knowledgeable
Black Students' Network (BSN)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Harm Reduction Centre (HRC)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
McGill Association of Continuing Education Students (MACES) Scholarships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mature and Re-Entry Students' Association (MRSA)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
McGill First Aid	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
McGill International Students Network (MISN)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
McGill Nightline (398-MAIN)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
McGill Student Parent Network	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Midnight Kitchen (MK)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
McGill Walksafe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organic Campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PGSS Committee on Graduate Support (confidential peer support service for graduate students and postdocs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PGSS Equity Committee	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PGSS/GPS Grants Program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Queer McGill	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual Assault Centre of McGill Students Society (SACOMSS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SSMU Drivesafe					

	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SSMU Volunteer Program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Union for Gender Empowerment (UGE)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Section 3 - Language

3.1. What language(s) did you first learn at home or in childhood and still understand and use?

Select all that apply.

- English
- French
- Other. Please specify _____
- Other. Please specify _____
- Other. Please specify _____



3.2. In addition to the language(s) indicated in question 3.1, please indicate any other languages you know and still use in any way, (i.e., speaking or reading or writing).

Select all that apply.

- English
- French
- Other. Please specify _____
- Other. Please specify _____
- Other. Please specify _____



3.3. What language(s) do you speak with friends and relatives?

Select all that apply.

- English
- French
- Other. Please specify _____
- Other. Please specify _____
- Other. Please specify _____



3.4. How would you rate your English language skills?

	Poor	Fair	Good	Very Good	Excellent
Speaking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding spoken English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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3.5. While a student at McGill have you....

	<u>Yes</u>	<u>No</u>
studied the English language formally (e.g., formal courses in English as a second language, courses in English writing)?	<input type="radio"/>	<input type="radio"/>
taken informal steps to improve your English language skills (e.g., joined a conversation group)?	<input type="radio"/>	<input type="radio"/>



3.6. To what extent are you interested in taking courses to improve the following aspects of your English language skills?

	<u>Not at all</u>	Only a little interested	Somewhat interested	<u>Interested</u>	Very interested
Speaking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding spoken English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



3.7. How would you rate your French language skills?

	<u>Poor</u>	<u>Fair</u>	<u>Good</u>	Very Good	<u>Excellent</u>
Speaking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding spoken French	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



3.8. While a student at McGill have you....

	<u>Yes</u>	<u>No</u>
studied the French language formally (e.g., formal courses in French as a second language, courses in French writing)?	<input type="radio"/>	<input type="radio"/>
taken informal steps to improve your French language skills (e.g., joined a conversation group)?	<input type="radio"/>	<input type="radio"/>



3.9. To what extent are you interested in taking courses to improve the following aspects of your French language skills?

	<u>Not at all</u>	Only a little interested	Somewhat interested	<u>Interested</u>	Very interested
Speaking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

spoken French					
Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



3.10. Please use this space to share any comments you may have about this section.



Section 4 - Financing your Education

4.1. To date, about how much repayable debt (if any) have you acquired to help finance your university education from the following sources? (By repayable debt, we mean money you owe and have to pay back. Please enter the approximate amount of debt for each in Canadian dollars).

Please enter whole numbers only and do not include commas, dollar signs or decimal places. For example, enter 2000 rather than \$2,000.

Debt from government student loans:

Debt from loans from financial institutions:

Debt from parents/family:

Debt from other sources:

No debt: Choice 1



4.2. What financial contributions do your parents make to your education?

Select all that apply.

- Help pay for your room and board (or you live at home)
- Help pay for tuition
- Help pay for books
- Provide spending money
- Other. Please specify



4.3. What was your parents' gross annual income in 2008 (in Canadian dollars)?

- Under \$50,000
- \$50,001 to \$75,000
- \$75,001 to \$100,000
- \$100,001 to \$125,000
- \$125,001 to \$150,000
- \$150,001 to \$175,000
- \$175,001 to \$200,000

Over \$200,000



4.4. Please use this space to share any comments you may have about this section.



Section 5 - Persons with Disabilities

5.1. Do you have a disability condition that has an impact on your life at McGill?

- Yes
 No, please go to Section 6



5.2. If yes, what type(s) of condition(s) do you consider yourself to have?

Select all that apply.

- Physical
 Mobility
 Vision impairment
 Hearing impairment
 Chronic medical condition
 Learning disability
 Attention deficit disorder
 Mental health condition
 Speech Impairment (e.g., stuttering)
 Other, please specify



5.3. Do you receive services through the Office for Students with Disabilities at McGill University?

- Yes
 No



5.4. Please use this space to share any comments you may have about this section.



Section 6 - Sex, Gender Identity and Sexual Orientation

6.1. Sex

- Male
- Female
- Other



6.2. As which of the following do you identify? (select all that apply)

- a man
- a woman
- transgender
- other



6.3. Does your gender identity correspond with the sex on your original birth document (e.g., birth certificate)?

- Yes
- No



6.4. What do you consider your sexual orientation to be?

- Heterosexual
- Homosexual
- Bisexual
- Asexual
- Other
- Don't know



6.5. Please use this space to share any comments you may have about this section.



Section 7 - Geographic, Ethnic and Cultural Origin

7.1. [SC] - Where were you born?

Born in Canada *Please specify* ...
province or territory:

Born outside Canada. *Please specify*
country:



7.2. [SC] - Of what country (ies) are you a citizen? Indicate more than one country, if applicable.

Naturalization refers to the process by which an immigrant is granted citizenship of Canada, under the Citizenship Act.

- Canada, by birth

- Canada, by naturalization
- Other country. Please specify _____
- Other country. Please specify _____



7.3. Of what country (ies) are your parents, stepparents or guardians citizens? Indicate more than one country, if applicable.

	Type					
	Mother	Father	Stepmother	Stepfather	Guardian	Guardian
Canada, by birth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Canada, by naturalization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other country (ies). Please specify	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other country (ies). Please specify	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other country (ies). Please specify	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other country (ies). Please specify	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



7.4. [SC] - What were the ethnic or cultural origins of your ancestors?

An ancestor is usually more distant than a grandparent. Please indicate not more than one origin per box below.

For example, Canadian, English, French, Chinese, Italian, German, Scottish, East Indian, Irish, Cree, Mi'kmaq (Micmac), Métis, Inuit, Ukrainian, Dutch, Filipino, Polish, Portuguese, Jewish, Greek, Jamaican, Vietnamese, Iranian, Lebanese, Chilean, Salvadorean, Somali, etc.

Ancestors: _____

Ancestors: _____

Ancestors: _____

Ancestors: _____

Ancestors: _____

Ancestors: _____

Ancestors: _____

Ancestors: _____



7.5. [SC] - Are you an Aboriginal person, that is, North American Indian, Métis or Inuit (Eskimo)?

- Yes
 No



7.6. Which of the following are you? [SC] categories.

Select more than one or specify, if applicable.

- White
 Chinese
 South Asian (e.g., East Indian, Pakistani, Sri Lankan, etc.)
 Black
 Filipino
 Latin American
 Southeast Asian (e.g., Vietnamese, Cambodian, Malaysian, Laotian, etc.)
 Arab
 West Asian (e.g., Iranian, Afghan, etc.)
 Korean
 Japanese
 Other, please specify. _____



7.7. Please use this space to share any comments you may have about this section.



Section 8 - Religion

8.1. With what religion (if any) do you identify? Select all that apply

If you would like to share your religious denomination please feel free to elaborate in the text box.

	Type	Denomination
	Religion	
Aboriginal spirituality	<input type="checkbox"/>	
Bahá'í	<input type="checkbox"/>	
Buddhism	<input type="checkbox"/>	
Christianity	<input type="checkbox"/>	
Confucianism	<input type="checkbox"/>	
Hindu	<input type="checkbox"/>	
Islam	<input type="checkbox"/>	

Jain	<input type="checkbox"/>	
Judaism	<input type="checkbox"/>	
Paganism	<input type="checkbox"/>	
Shintoism	<input type="checkbox"/>	
Sikh	<input type="checkbox"/>	
Taoism	<input type="checkbox"/>	
Other. Please specify	<input type="checkbox"/>	
Other. Please specify	<input type="checkbox"/>	
Other. Please specify	<input type="checkbox"/>	
No religion	<input type="checkbox"/>	



8.2. What is your religious background? Select all that apply

If you would like to share the religious denomination please feel free to elaborate in the text box.

	Type	Denomination
	Religion	
Aboriginal spirituality	<input type="checkbox"/>	
Bahá'í	<input type="checkbox"/>	
Buddhism	<input type="checkbox"/>	
Christianity	<input type="checkbox"/>	
Confucianism	<input type="checkbox"/>	
Hindu	<input type="checkbox"/>	
Islam	<input type="checkbox"/>	
Jain	<input type="checkbox"/>	
Judaism	<input type="checkbox"/>	
Paganism	<input type="checkbox"/>	
Shintoism	<input type="checkbox"/>	
Sikh	<input type="checkbox"/>	
Taoism	<input type="checkbox"/>	
Other. Please specify	<input type="checkbox"/>	

Other. Please specify	<input type="checkbox"/>	
Other. Please specify	<input type="checkbox"/>	
No religion	<input type="checkbox"/>	



8.3. How important is religion in your day-to-day life?

- Not at all important
- Somewhat important
- Important
- Very important
- Extremely important



8.4. What is the frequency of your religious practice?

- Never
- Seldom (*for example, special holiday*)
- Regularly (*once a month or more*)
- Very regularly (*once a week or more*)



8.5. Please use this space to share any comments you may have about this section.



Section 9 - Identity

Identity is your personal view or image of yourself.

Please note that there are many aspects to one's identity, so feel free to add anything under 'other' that is important to you.

9.1. How important are each of the following for your own sense of identity?

	Not at all important	Of very little importance	Somewhat important	Important	Very important
Language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Country of origin	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Ethnic / cultural background	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other, please specify _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other, please specify _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other, please specify _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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

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



9.3. 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Country of origin	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ethnic / cultural background	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other, please specify _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other, please specify _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other, please specify _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



9.4. Please use this space to share any comments you may have about this section.



Section 10- Comments

10.1. Please feel free to tell us more about your experiences or other observations at McGill regarding diversity issues.



Thank you

Thank you for participating in this survey!

Once you have completed the survey, please submit it by clicking on the submit button at the bottom of the page.

11.1. As a thank you for participating in this survey, we are registering participants in a draw for one of five iPods. If you are interested in participating in this draw, please provide your McGill email address. Please note that your responses will not be linked to your contact information, to ensure your confidentiality.

Your McGill e-mail address only (firstname.lastname@mail.mcgill.ca)

This form was built with [Infopoll Designer](#).