

Student  
Demographic  
Survey

**Final Report**



**McGill**

2009

## Process, Consultation and Acknowledgements

This report is an important step in understanding the diversity of our students and in identifying how McGill University can become as welcoming an environment as possible. I therefore want to thank everyone who contributed to the Student Demographic Survey, the report of preliminary results, and this document.

### PROCESS

- The Deputy Provost Student Life and Learning (DP-SLL) requested a student diversity survey
- Request was approved by the Associate Provost (Planning and Budgets)
- Planning & Institutional Analysis (PIA) :
  - Met with the DP-SLL to discuss the survey rationale and scope
  - Researched diversity issues and other existing surveys
  - Drafted initial version and sent it out to McGill community members for feedback
  - Attended a Social Equity and Diversity Statistics Conference held at Université du Québec à Montréal (UQAM) in December 2007
  - Contacted Statistics Canada and the Toronto District School Board for assistance with ethnic/cultural diversity questions
  - Revised questionnaire and solicited more feedback
  - Ran pilot test the week of February 18, 2008 in collaboration with the Students' Society of McGill University (SSMU) & the Post-Graduate Students' Society (PGSS)
  - Ran final survey in September 2009 (sample size = 9,000 students)

### CONSULTATION

PIA requested feedback from the following members of the McGill community:

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## ACKNOWLEDGEMENTS

### Planning and Institutional Analysis

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- Anne-Marie Durocher

Lina Di Genova was instrumental in drafting the questionnaire, consulting widely to hone it, collecting the data, conducting preliminary analyses and running the survey. Isabelle Carreau and Joseph Berger produced the preliminary report and Anne-Marie Durocher conducted the weighting and the analyses and also developed the final report.

### Report Editing

- Jane Everett, Dean of Students
- Rosalia Felice, Office of the Dean of Students/Office of the Deputy Provost Student Life and Learning

The student associations and other McGill community members who provided their valuable input during the development phase of the survey.

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Deputy Provost (Student Life and Learning)

December 2011

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## Executive Summary

In 2006, the Principal's Task Force on Student Life and Learning asked, “*How can the University administration best foster sensitivity to cultural and personal differences in the delivery of academic and other administrative supports to the students, while respecting its primary academic purposes?*”

The McGill University Student Demographic Survey (Diversity Survey) was designed to help answer this question by providing data on McGill's student body and the students' perceptions of the University as an inclusive and welcoming environment for all. Survey results provided student demographic information and an assessment of the campus diversity climate for students. Some key highlights of the survey results follow.

### A diverse student body

McGill students are diverse in several aspects:

- 41% of students were born outside of Canada, 23% of whom were born in the United States.
- 19% of degree-seeking students are international, representing the largest proportion of international students among the G13 (now the U15).<sup>1</sup>
- 63% of respondents studied outside of Quebec before coming to McGill: 17% in Ontario, 14% in the rest of Canada, 14% in the U.S., and 18% in the rest of the world.
- 37% of respondents self-identified as belonging to a visible minority group.
- 44% of respondents chose *no religion* when asked, “*With what religion (if any) do you identify?*” Thirty-nine percent (39%) identified with Christianity, 8% with Judaism and 6% with Islam.

### A multilingual student body

McGill students are truly multilingual:

- 71% of respondents learned English as children, 49% of whom learned *only* English as children; thus only 34% were *unilingual* Anglophones in childhood.
- 38% of respondents learned French in childhood.
- 40% of respondents reported learning more than one language early in life.
- 61% of respondents use more than one language to communicate with friends and family; 35% use only English and 4% use only French.
- 63% of respondents rated language as *important* or *very important* to their sense of identity.
- A minimum of 89% of respondents reported that they were either *very good* or *excellent* in each of the following English skills: writing, understanding, reading and speaking.
- 47% of respondents reported being *very good* or *excellent* at reading French, 49% at understanding spoken French; 33% at writing French and 38% at speaking French.

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<sup>1</sup> The G15 (or U15), known as the G10 (Group of Ten) prior to May 2006, is a consortium consisting of 15 research-intensive Canadian universities (the latest universities were added in late fall 2010). For the purposes of this question, data were available for the G13, comprised of the University of Alberta, the University of British Columbia, the University of Calgary, Dalhousie University, Université Laval, McGill University, McMaster University, Université de Montréal, the University of Ottawa, Queen's University, the University of Toronto, the University of Waterloo, and the University of Western Ontario.

## A welcoming and tolerant environment

Students were asked, “Have you experienced discrimination by McGill students (or people who work at McGill) with respect to the following: language, disability, gender, sexual orientation, country of origin, ethnic/ cultural background, religion?”

- 58% of respondents reported never being discriminated against by fellow students, while 67% reported never being discriminated against by employees.
- Unfortunately, based on at least one of the personal characteristics cited in the survey, 3.6% of respondents indicated high levels of discrimination (*quite a lot* or *very much*) by fellow students and 2.9% by employees.

Overall, few students reported any form of discrimination based on the personal characteristics cited in the survey. In fact, in their comments, many students made a point of stating that McGill and Montreal are accepting of diversity. The discrimination section in this report analyzes reported discrimination in more detail in an effort to better understand if certain students or groups of students, as defined by cited personal characteristics, are more likely to perceive and/or experience discrimination.

## Introduction

In 2006, the Principal's Task Force on Student Life and Learning asked, *“How can the University administration best foster sensitivity to cultural and personal differences in the delivery of academic and other administrative supports to the students, while respecting its primary academic purposes?”*

Although data are already available to indicate that McGill students are diverse in several ways (e.g., country of origin and mother tongue), no data are available with respect to other categories of diversity (e.g., religious affiliation), because only limited demographic information is collected from applicants and students. Arguably, the University can best serve its students if it has a clearer picture of its student demographics.

To this end, the Student Demographic Survey was launched in fall 2009. A sample of 9,000 degree- or certificate/diploma-seeking students (undergraduate, graduate, continuing education) were randomly selected and invited to participate in this anonymous survey. The online survey was available in English and French and was active from mid-October through December. The response rate was 23%.

The survey questioned McGill students about their demographics, more specifically about personal characteristics including age, gender, language<sup>2</sup>, marital status, country of origin, ethnic background, sexual orientation and disability. The survey also inquired about parental educational attainment, debt, whether students had family members in the Montreal area, and the students' intentions with respect to remaining in Quebec after graduation. Finally, the survey asked whether students had experienced any form of discrimination by members of the McGill community.

Students were encouraged to skip any questions they were not comfortable answering, so percentages throughout the report are based only on answered survey questions. To obtain summary statistics that more accurately reflect actual demographics, responses were weighted on the basis of students' personal characteristics in terms of gender, level of study and origin, defined as the last place of study before McGill (Québec, Canada, USA, International).<sup>3</sup>

The report is divided into three main sections. The first section presents a description of the student body based on all of the demographic information obtained from respondents. The second section is devoted to issues of language: the importance of language to McGill students, their reported level of proficiency in English and French, and the number of languages spoken in their everyday lives. The final section explores the issue of discrimination at McGill based on ethnicity, disability, gender, language, country of origin, sexual orientation and religion.

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<sup>2</sup> A large percentage of McGill students self-identified as bilingual or multilingual. More than half (60%) spoke two or more languages with their friends and families. An entire section is devoted to language further in this report.

<sup>3</sup> The weighting used here differs from that used in preliminary releases of data. Adjustments were made to better align survey data with existing data from Banner (McGill's Student Information System). For more information regarding survey methodology, please see Appendix A.

## General Description of McGill's Student Body

This section summarizes the personal characteristics of the student body.

### Level of study

Table 1 provides a breakdown of the level of study for students in the target population of full- and part-time students in degree, certificate and diploma programs. The proportion of students in the types of programs at each level remained relatively stable from 2005 to 2009.

**Table 1 - Program level breakdown of targeted population since 2005**

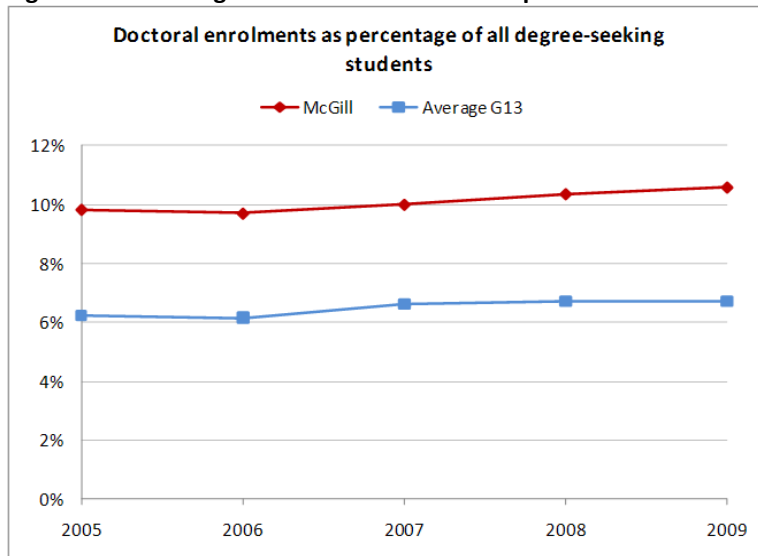
	Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009	
	Count	%	Count	%	Count	%	Count	%	Count	%
<b>Undergraduate Level</b>										
UG Degrees	19,882	70.0%	20,347	70.7%	20,533	71.0%	20,846	70.4%	21,494	70.4%
UG Certificates & Diplomas	1,329	4.7%	1,364	4.7%	1,381	4.8%	1,450	4.9%	1,448	4.7%
<b>Graduate Level</b>										
Masters	3,611	12.7%	3,466	12.0%	3,340	11.5%	3,473	11.7%	3,527	11.6%
Grad Certificates & Diplomas	1,028	3.6%	1,023	3.6%	1,021	3.5%	1,033	3.5%	1,085	3.6%
Doctoral	2,573	9.1%	2,597	9.0%	2,650	9.2%	2,827	9.5%	2,976	9.7%
<b>Total</b>	<b>28,423</b>	<b>100.0%</b>	<b>28,797</b>	<b>100.0%</b>	<b>28,925</b>	<b>100.0%</b>	<b>29,629</b>	<b>100.0%</b>	<b>30,530</b>	<b>100.0%</b>

Source: Enrolment Services' Reports, available at: [www.mcgill.ca/es/registration-statistics/](http://www.mcgill.ca/es/registration-statistics/)

Only includes the targeted population of full-time and part-time students registered in a degree or certificate/diploma program.

As shown in Figure 1, McGill has a significant proportion of doctoral students compared to the G13 (now U15) average.<sup>4</sup>

**Figure 1 - Percentage of doctoral students compared to the G13 average**



Source: G13DE Enrolment statistics (includes PhD qualifying, totals do not include certificates and diplomas).

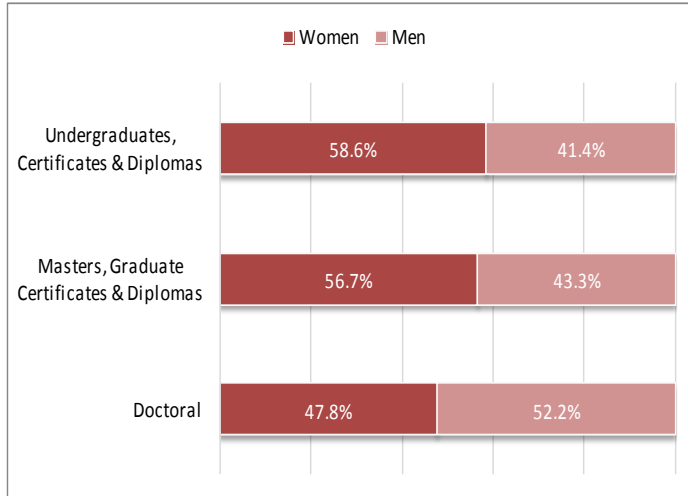
<sup>4</sup> The G15 (or U15), known as the G10 (Group of Ten) prior to May 2006, is a consortium consisting of 15 research-intensive Canadian universities (the latest universities were added in late fall 2010). In Table 1, data were available for the G13, specifically: the University of Alberta, the University of British Columbia, the University of Calgary, Dalhousie University, Université Laval, McGill University, McMaster University, Université de Montréal, the University of Ottawa, Queen's University, the University of Toronto, the University of Waterloo, and the University of Western Ontario.



### Gender, sexual orientation and marital status

In fall 2009, 59% of undergraduate students were women; they also made up 58% of the population at the Master’s level and 48% at the doctoral level. These proportions were relatively stable from 2005 to 2009.

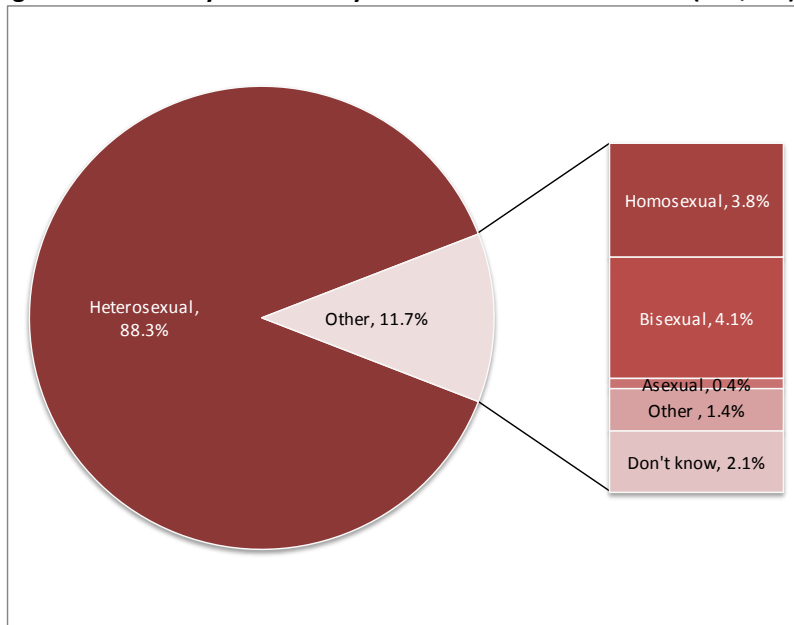
**Figure 2 - Gender distribution by level (fall 2009)**



Source: Enrolment Services’ Reports, available at: [www.mcgill.ca/es/registration-statistics](http://www.mcgill.ca/es/registration-statistics)

In the survey, students were asked “*What do you consider your sexual orientation to be?*” As shown in Figure 3, 12% of respondents selected a category other than heterosexual. Less than 1% of respondents self-identified as transgendered or indicated that their gender identity did not correspond with the gender cited on their original birth documents.<sup>5</sup>

**Figure 3 - What do you consider your sexual orientation to be? (n=2,014)**



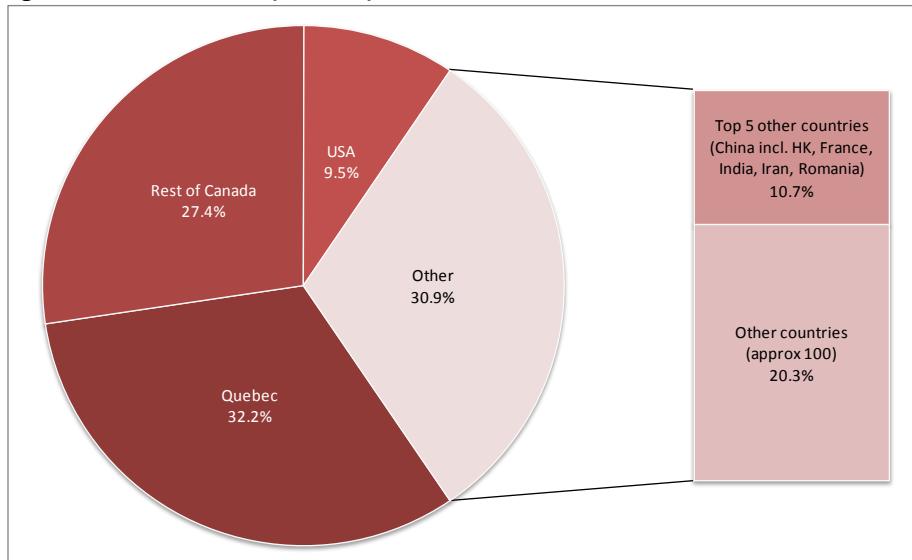
<sup>5</sup> Several respondents noted they were happy to have “other” as an option when asked about their gender, but some respondents would have preferred the term “queer” for sexual orientation, especially given the existence of the *Queer McGill* student group.

Very few undergraduate students (3%) reported being legally married (and not separated) or living with a common-law partner (6%). Not surprisingly, these proportions increase at the Master’s level (16% and 15% respectively) and the doctoral level (30% and 18% respectively). Overall, 8% of respondents reported being married and another 8% reported living with a common-law partner compared to 20% of young Canadians (15-34 years old) who are married and 13% who live with a common-law partner.<sup>6</sup> Only 4% of all respondents reported having one or more children, whereas 22% of young Canadians (15-34 years old) have children at home.<sup>7 8</sup>

### Origins and attachment to Quebec

The results regarding the citizenship and place of birth of survey respondents and their parents demonstrate that McGill is ethnically diverse. As shown in Figure 4, a large proportion (41%) of McGill students was born outside of Canada, 23% of whom were born in the United States. The top five other countries of birth were China (including Hong Kong), France, India, Iran, and Romania.

Figure 4 – Place of Birth (n=2,023)



A significant proportion of respondents (24%) were either first- or second-generation Canadians – that is, they (15%) or their parents (9%) were naturalized Canadians. A majority of respondents (55%) did not have any relatives in the greater Montreal region and almost one third (29%) did not have any close friends in the area. Not surprisingly, the highest proportion of students who did not have relatives (74%) or close friends (42%) in Montreal did *not* consider Montreal or the rest of Quebec their home. These data may have implications regarding the degree to which students need to rely solely on the University for services, support, and community.

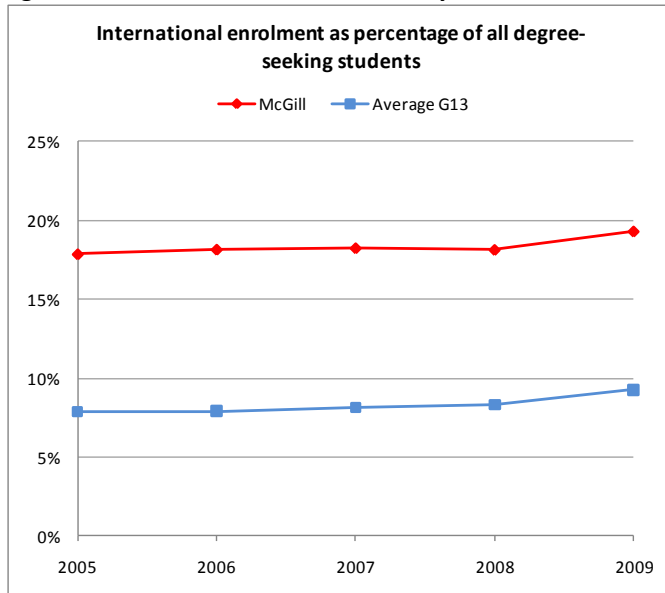
<sup>6</sup> Statistics Canada – 2006 Census. Catalogue Number 97-552-XCB2006007.

<sup>7</sup> Statistics Canada – 2006 Census. Catalogue Number 97-559-XCB2006016.

<sup>8</sup> McGill’s demographic survey asked, “How many children of each of the following age groups do you have?” whereas the Census asked about children living at home with their parents. Although the data are not strictly comparable, the significant difference suggests that McGill’s student population differs from other young Canadians in this respect.

As shown in Figure 5, McGill has the largest proportion of international students compared to its G13 (now the U15)<sup>9</sup> peer institutions, which speaks to the degree of diversity at McGill in this regard.

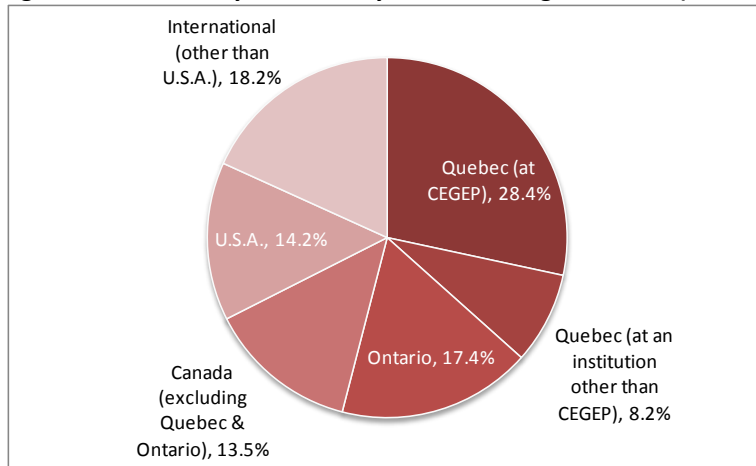
**Figure 5 – An international student body**



Source: G13 Data Exchange, enrolment statistics (now the U15). International students defined as students holding a visa. Degree-seeking students include PhD and Master qualifying as well as Music Licentiate; totals **do not** include certificates and diplomas.

McGill students also have a diverse educational background. Indeed, as Figure 6 shows, a majority of the respondents studied outside of Quebec before coming to McGill.

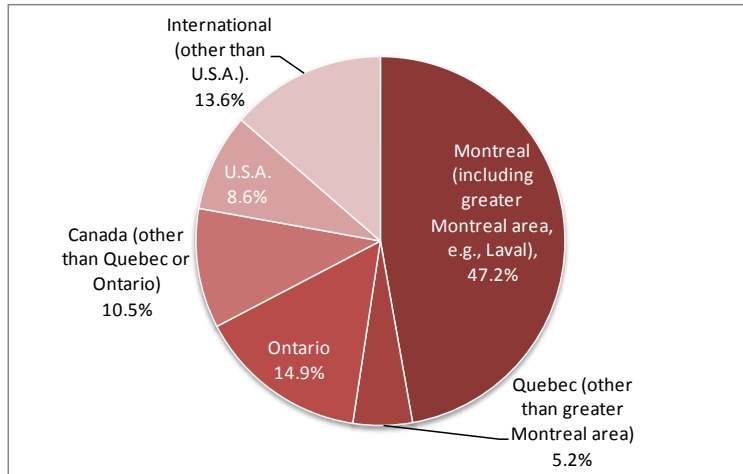
**Figure 6 - Where did you last study before coming to McGill? (n=2,046)**



Interestingly, despite the diversity with regards to place of birth and citizenship, more than half (52%) of all respondents consider Montreal or the rest of Quebec their home (Figure 7), with the remaining evenly divided between the rest of Canada (25%) and all other countries (22%).

<sup>9</sup> In this case, data were available for the 13 institutions that were part of the U15 (then G13) at the time, specifically: the University of Alberta, the University of British Columbia, the University of Calgary, Dalhousie University, Université Laval, McGill University, McMaster University, Université de Montréal, the University of Ottawa, Queen’s University, the University of Toronto, the University of Waterloo, and the University of Western Ontario.

**Figure 7 - What place (town/city, region, country) do you consider to be your home? (n=2,030)**



**Ethnic background and religious affiliation**

A large majority (71%) of respondents self-identified as white, while 37% identified with another ethnic or visible minority group (including individuals of mixed background who also identified as white, which explains the fact that percentages do not add up to 100 in Table 2). Eight percent (8%) of respondents selected more than one ethnic background; 2% selected more than two. Chinese and South Asian were the most frequently cited minorities. Compared to the young population of Canada (15-34 years old), respondents were almost twice as likely to report being from a visible minority group, which is not surprising given the international diversity of McGill students.<sup>10</sup>

**Table 2 - Visible minority (categories from Statistics Canada's 2006 Census)**

**Which of the following are you? (n=1,993)**

	Count	%
White	1,421	71.3%
Chinese	201	10.1%
South Asian	120	6.0%
Other	99	5.0%
Arab	86	4.3%
Latin American	74	3.7%
Black	54	2.7%
West Asian	36	1.8%
Korean	36	1.8%
Southeast Asian	34	1.7%
Japanese	23	1.2%
Filipino	14	0.7%

Percentages may add up to more than 100% because respondents could choose more than one option.

Only 0.8% of McGill undergraduate students reported being Aboriginal, defined as *North American Indian, Métis or Inuit (Eskimo)*, which is lower than the national average among undergraduate students (3%).<sup>11</sup>

<sup>10</sup> Statistics Canada - 2006 Census. Catalogue Number 97-562-XCB2006010.

<sup>11</sup> From the 2008 Canadian Undergraduate Survey Consortium (CUSC).

A significant portion of respondents (44%) selected *no religion* when asked, “*With what religion (if any) do you identify?*” Most other respondents identified with *Christianity* (39%), *Judaism* (8%), or *Islam* (6%).

**Table 3- Religious affiliation**  
**With what religion (if any) do you identify? (n=1,871)**

	Count	%
No religion	819	43.8%
Christianity	729	39.0%
Judaism	144	7.7%
Islam	120	6.4%
Buddhism	58	3.1%
Hindu	45	2.4%
Others (incl. Sikh, Paganism, Taoism, etc.)	101	5.4%

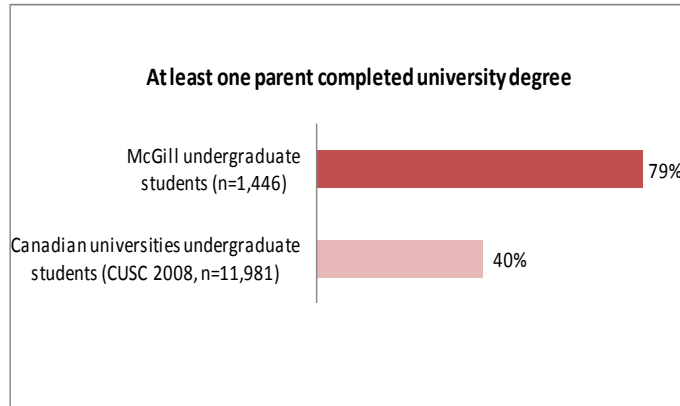
Percentages may add up to more than 100% because respondents could choose more than one option.

### Socioeconomic profile of undergraduate students

#### **Highest educational attainment of the parents**

As shown in Figure 8 , undergraduate respondents were more likely to have at least one parent who had completed a university degree compared to undergraduates at other Canadian universities, based on 2008 Canadian Undergraduate Survey Consortium (CUSC) survey responses. Among undergraduates, those who consider their home to be the province of Quebec were the least likely to have at least one parent who completed a university degree (72% for greater Montreal and 71% for the rest of Quebec compared to 81% for the rest of Canada and 92% for other countries<sup>12</sup>).

**Figure 8 - Educational attainment of parents**

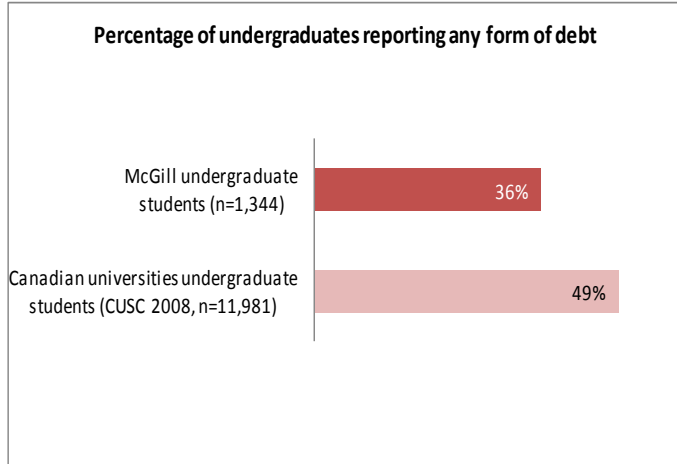


<sup>12</sup> The difference between undergraduates who consider the province their home and those who consider another country their home was statistically significant at  $p < 0.05$ .

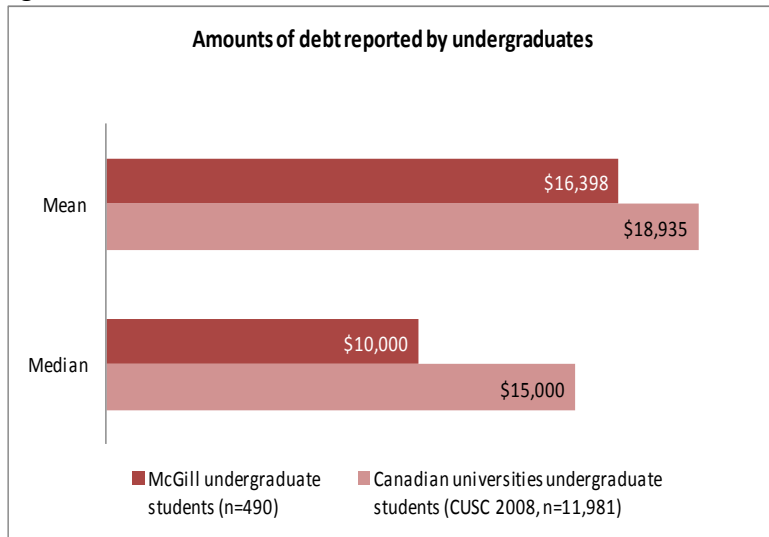
**Undergraduate students in debt**

Fewer undergraduate respondents reported debt related to their education than undergraduates at other Canadian universities (Figure 9). Almost one quarter (23%) of undergraduates reported having government loans compared to 34% of undergraduates at other Canadian universities (2008 CUSC). Finally, McGill undergraduates reported less debt than undergraduates at other Canadian universities (Figure 10).

**Figure 9 – Undergraduates with debt**



**Figure 10 - Level of indebtedness**

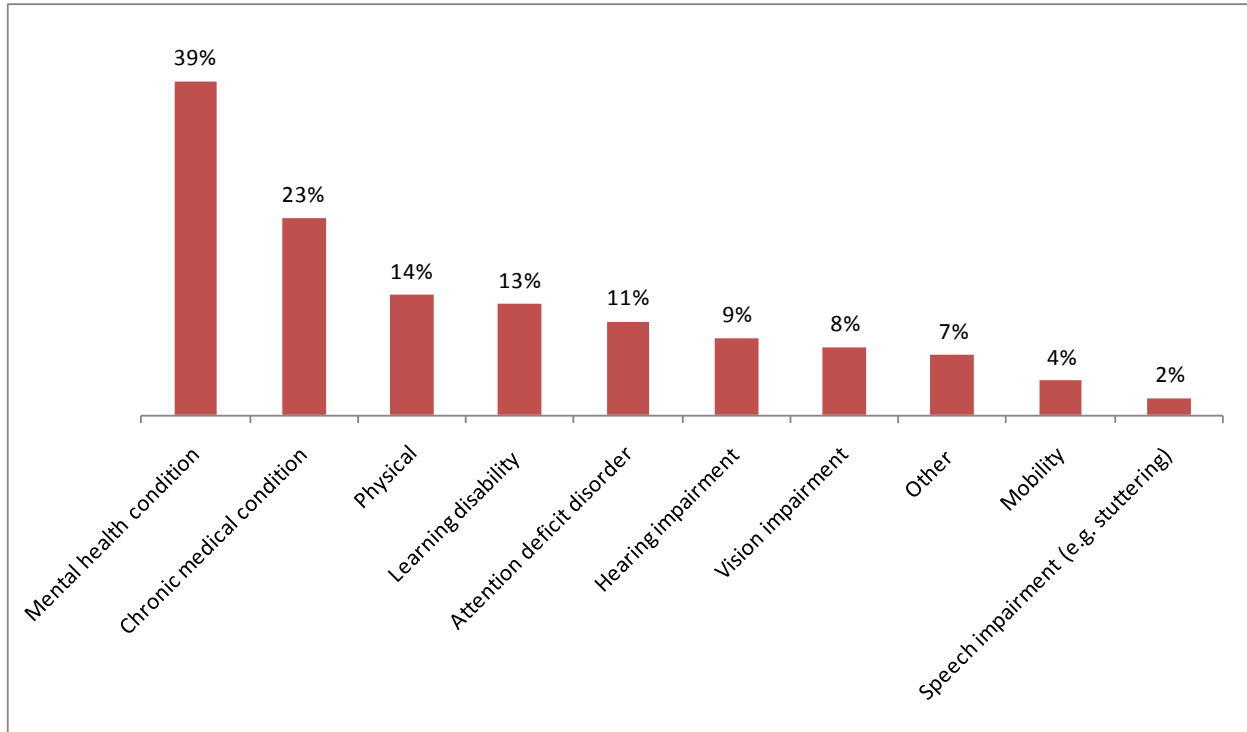


Although the survey queried respondents about their parents’ income, answers were deemed unreliable because several respondents indicated that they did not know this information. It was therefore not possible to fully assess the respondents’ financial situation, but their relatively low level of debt and their parents’ relatively high educational attainment suggest that, as a group, they are from relatively privileged backgrounds. It further suggests that McGill undergraduates are not as socioeconomically diverse as undergraduates at other Canadian universities.

**Disability**

A total of 5% of respondents (n=103) answered *yes* to the question, “Do you have a disability condition that has an impact on our life at McGill?” Among those who answered *yes*, 31% reported receiving services through the Office for Students with Disabilities (OSD) at McGill. The most frequently cited disability was a mental health condition (Figure 11).

**Figure 11 - Disability condition(s) that has or have an impact on life at McGill (n=103; percentages may add up to more than 100% because respondents could choose more than one option)**



In their text comments, students with disabilities stated that they were not fully aware of the services available to them. Several indicated that they did not know if the OSD offered services to students with mental health issues. Others praised the OSD as being accommodating and helpful.

**Language – A Multilingual Student Population**

This section illustrates that McGill students tend to be raised in multilingual environments and use more than one language in their everyday interactions. They view themselves as proficient in English and, to a lesser extent, French. Many wish to improve their skills – especially writing – in both official languages. Finally, particularly among Francophones, language is deeply tied to the respondents’ sense of identity.

**Multilingual childhoods**

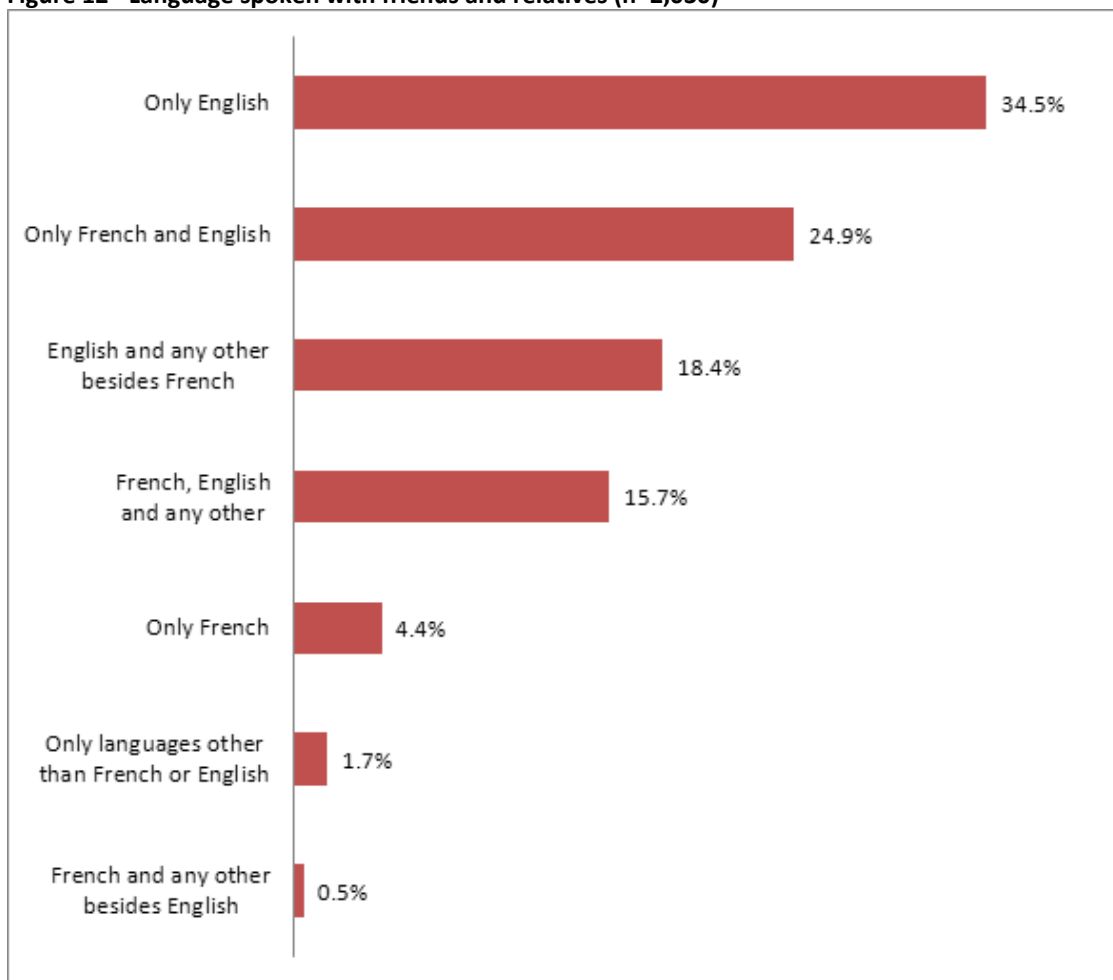
Among respondents, English is the most prevalent language learned in childhood: 71% learned English as children. However, only 34% of respondents were unilingual Anglophones in childhood. Considering that the language of instruction at McGill is English, it is interesting to note that a multitude of respondents were

raised in households where English was not the only language learned. Students who learned French in childhood were a sizeable minority at 38%, but only 12% reported being unilingual Francophones as children. Overall, 40% of respondents reported learning more than one language early in life. In this regard, McGill students are more diverse than the young population of Canada, whose mother tongue (defined as a language learned in childhood and still understood) tends to be solely English (60%) or French (21%).<sup>13</sup> The top three other languages learned in childhood cited by respondents are Chinese<sup>14</sup> (7.4%), Spanish (3.4%), and Arabic (3.3%).

### Multilingual everyday lives

As shown in Figure 12, a majority of respondents were also multilingual in their everyday lives: at least 60% used more than one language to converse with friends and family, 35% used only English and 4% only French.

**Figure 12 - Language spoken with friends and relatives (n=2,030)**



<sup>13</sup> Data for individuals between 15 and 34 years old were obtained from the 2006 Census, Statistics Canada (accessed 21/3/2011, found at: <http://www12.statcan.gc.ca/census-recensement/2006/dp-pd/hlt/97-555/T401-eng.cfm>).

<sup>14</sup> Cantonese and Mandarin were combined. Although many students indicated one or the other, a sizable number only specified *Chinese*.



### Language as identity

Of the personal characteristics named in the survey, language was reported as the most significant in defining the respondents' sense of identity. In decreasing order of significance, the others were gender, country of origin, ethnic/cultural background, sexual orientation, religion, and disability.<sup>15</sup> Almost two-thirds (63%) of respondents rated language as *important* or *very important*.

Respondents who reported *not* being Canadian by birth were more likely to indicate that language was very important to their sense of identity (Figure 13).<sup>16</sup>

**Figure 13 - How important is language for your own sense of identity (by citizenship)?**

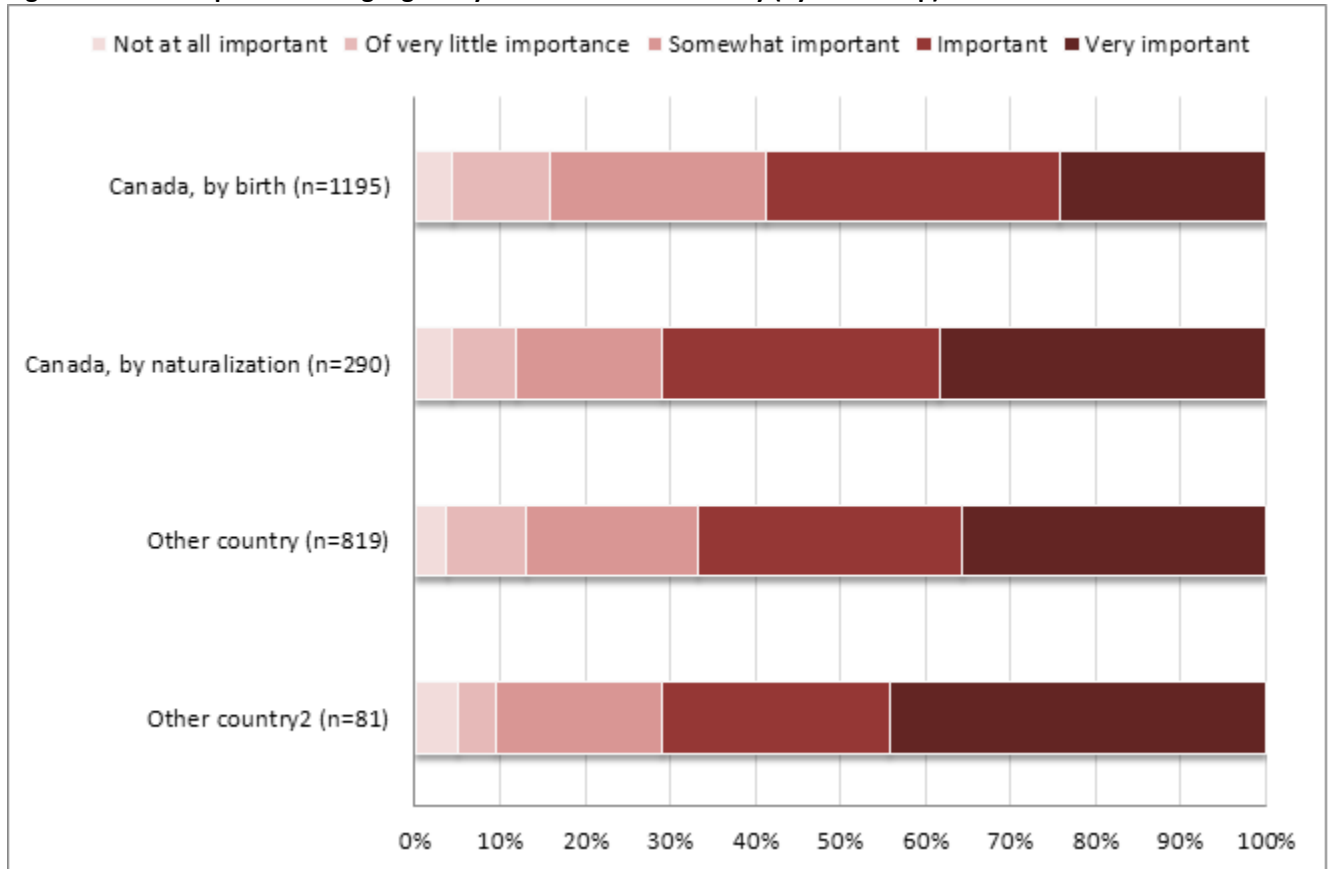


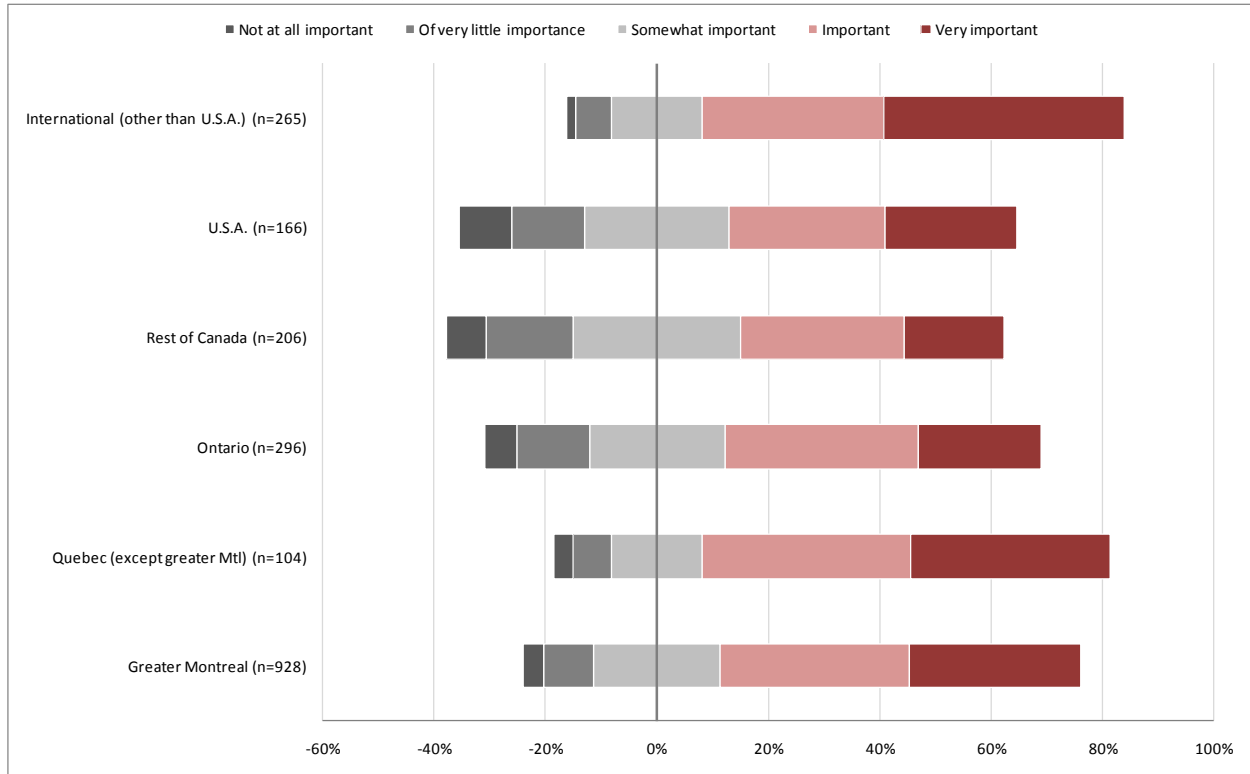
Figure 14 illustrates the same measure of the importance of language to the respondents' sense of identity, but categorized by the place the respondent considered to be home. Those who considered Quebec or another country (aside from the U.S.) as their home were more likely to rate language as an important element of their identity compared to respondents who selected the rest of Canada or the U.S.<sup>17</sup>

<sup>15</sup> On a five-point scale, from *not at all important* to *very important*, language scored 3.73, which is more than all other personal characteristics cited, a statistically significant difference at  $p < 0.05$ . For more information regarding the other elements of identity, please see the next section.

<sup>16</sup> More than a quarter (26%) of students who are Canadian by birth reported that language was very important to their sense of identity, compared to 36% of all others ( $p < 0.05$ ).

<sup>17</sup> On a five-point scale, from *not at all important* to *very important*, the mean scores for international (4.09), Quebec (3.96) and Montreal (3.79) were statistically higher at  $p < 0.05$  than the scores for Ontario (3.54), the rest of Canada (3.35) and the U.S. (3.43).

Figure 14 - How important is language for your own sense of identity (by place considered to be home)?



Francophones who learned *only* French at home in childhood were much more likely than all others (including those who learned French and another language in childhood) to consider language as a defining part of their identity. A vast majority (81%) of them indicated that language was *very important* or *important* to their sense of identity, compared to 60% of others.<sup>18</sup> Among those who learned English *only* as children, language was rated as less important than for Francophones, with 45% indicating that language was *very important* or *important* to their sense of identity.<sup>19</sup>

## Language proficiency

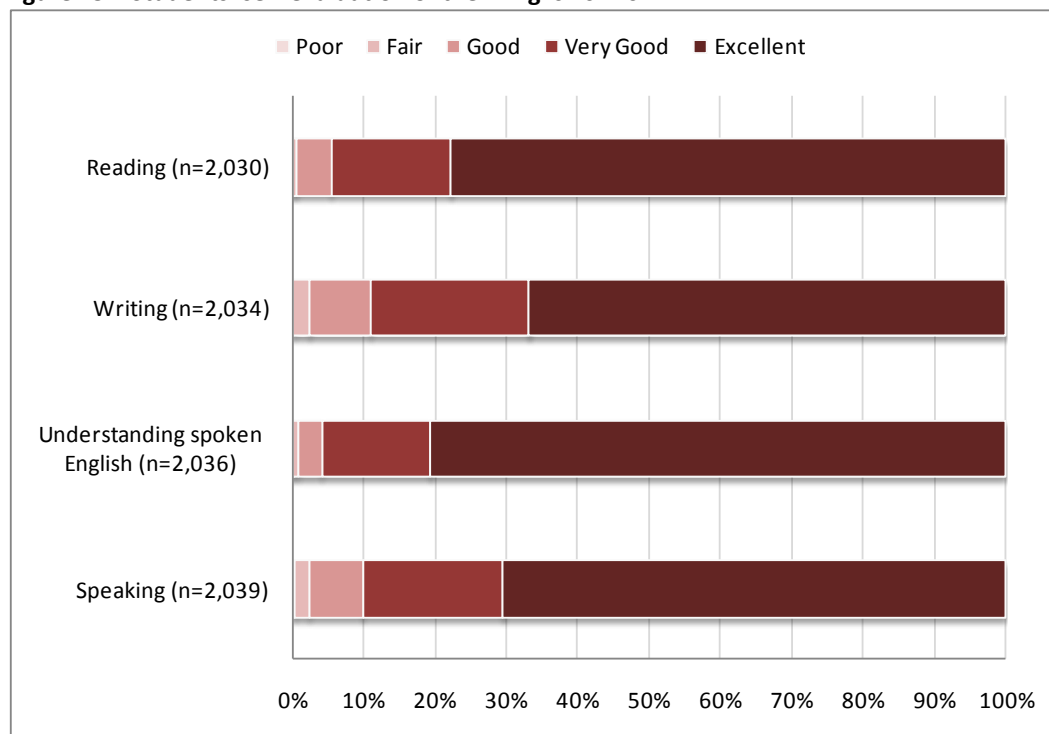
### English

Figure 15 illustrates that respondents were comfortable with their English skills. In fact, a minimum of 89% reported being *very good* or *excellent* in each of the following English skills: writing, understanding, reading and speaking.

<sup>18</sup> The difference in means for this question on a five-point scale, from *not at all important* to *very important* (4.16 versus 3.67), was statistically significant at  $p < 0.01$ .

<sup>19</sup> The difference in means for this question on a five-point scale from *not at all important* to *very important* between unilingual Anglophones (3.30) and unilingual Francophones (4.16) or multilingual Francophones (3.82) was statistically significant at  $p < 0.01$  (all defined as languages first learned in childhood).

Figure 15 – Students’ self-evaluation of their English skills



Respondents consider themselves less competent in writing than in reading, understanding, and speaking English.<sup>20</sup>

About a sixth of respondents (16%) reported having studied the English language formally at McGill, and almost a quarter (24%) indicated that they were *interested* or *very interested* in improving their English writing skills. Not surprisingly, those who rated themselves as the least proficient showed a greater interest in improving their skills.<sup>21</sup>

### French

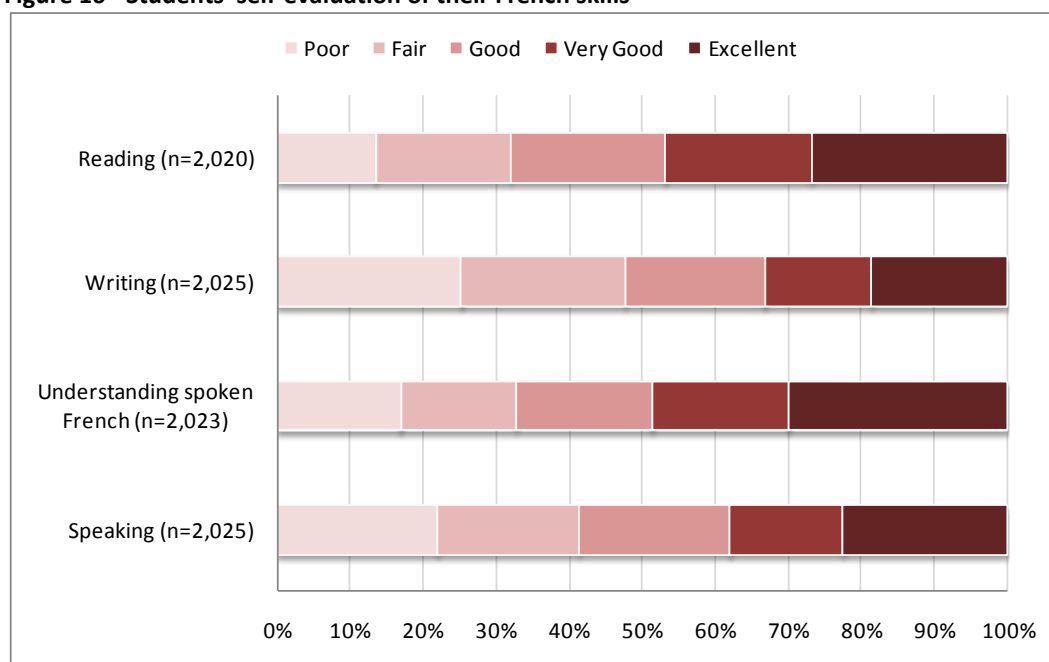
As detailed in Figure 16, 47% of students reported being *very good* or *excellent* at reading French, and 49% reported being *very good* or *excellent* at understanding spoken French. Respondents considered themselves less proficient in writing and speaking French. A third (33%) rated their French writing as *very good* or *excellent* and 38% rated themselves as proficient in oral French. Overall, students rated themselves as less proficient in writing French (mean score of 2.79) compared to speaking (2.97) with both rated lower than reading and understanding French (3.28 and 3.29, respectively).<sup>22</sup>

<sup>20</sup> Based on a mean score of 4.53 vs. 4.71, 4.75 and 4.58, respectively, on a five-point scale  $p < 0.05$ .

<sup>21</sup> 29% of those who rated themselves as *fair* and 27% of those who rated themselves as *good* indicated that they were *very interested* in improving compared to 13% of those who rated themselves as *very good* and 6% of those who rated themselves as *excellent* who indicated that they were *very interested* in improving their writing skills ( $p < 0.05$ ).

<sup>22</sup> The differences in means were statistically significant at  $p < 0.05$ , except for understanding spoken French and reading.

Figure 16 - Students' self-evaluation of their French skills



Many students (40%) reported that they were *interested* or *very interested* in improving their French writing, and again, not surprisingly, those who rated themselves as less proficient were more likely to be interested in improving their skills.<sup>23</sup> Beyond simply expressing an interest in improving their skills, 18% of all respondents stated that they studied the French language formally (classes) and 17% indicated that they took informal steps to improve their French (e.g., via conversational groups).<sup>24</sup>

In their comments, students expressed wanting more options and easier access to French classes; respondents specifically cited the need for more convenient hours, less bureaucracy and easier access to courses through the S/U (satisfactory /unsatisfactory) option.

In conclusion, McGill students apparently have very diverse language backgrounds and consider themselves to be proficient in both of Canada's official languages.

## Identity

The survey included a series of questions to identify the personal characteristics that most define the respondents' identities. However, it is worth noting that several students stated that their sense of identity was not significantly defined by the personal characteristics cited in the survey. In fact, 9% of students specified at

<sup>23</sup> 52% of those who stated that they had *poor* writing skills were *interested* or *very interested* in improving their skills compared with 10% of those who indicated that their skills were *excellent* ( $p < 0.05$ ).

<sup>24</sup> The more a student rated him/herself poorly in a French skill, the more likely that student studied French formally. Pearson correlation coefficients were 0.138  $p < 0.01$  for speaking, 0.131  $p < 0.01$  for understanding, 0.099  $p < 0.01$  for writing, and 0.106  $p < 0.01$  for reading. All the coefficients are relatively low in part because few students overall reported studying French formally.

least one *other* category as being important in defining their identity.<sup>25</sup> Recurrent categories cited include education/program of study, politics/ideology, values/spirituality, and family.

Among the personal characteristics cited in the survey, language was the most important element defining the respondents' sense of identity. In decreasing order of significance, the others were: gender, country of origin, ethnic/cultural background, sexual orientation, religion, and disability.

**Table 4 - How important are each of the following for your own sense of identity?**

Mean results, on a five-point scale, from *not at all important* to *very important*

	Mean	Std. Deviation	% who said "Very important"	n
Language	3.73	1.12	29.5%	1,986
Gender	3.49	1.15	20.4%	1,972
Country of origin	3.49	1.16	21.8%	1,978
Ethnic/cultural background	3.38	1.21	21.9%	1,968
Sexual orientation	3.00	1.20	11.3%	1,950
Disability	2.66	1.35	9.3%	100*
Religion	2.37	1.38	11.4%	1,955

Language is statistically different from all other characteristics at  $p < 0.05$ . Gender, country of origin, and ethnic and cultural background are not statistically different from each other but they are different from sexual orientation, disability and religion at  $p < 0.05$ . Finally, sexual orientation is more important than religion at  $p < 0.05$ .

\*Only those who reported a disability are included.

## Discrimination

This section addresses the respondents' perceptions of discrimination by fellow students and/or McGill faculty and staff. A majority of respondents reported never having faced any form of discrimination; however, a significant minority stated that they experienced at least some discrimination (i.e., *very little* to *very much*). Since McGill is committed to providing a welcoming and inclusive environment that is free of discrimination and prejudice, it is important to examine any relation between discrimination and identity based on the personal characteristics cited in the survey.

### Overall perception of discrimination

The survey asked, "Have you experienced discrimination by McGill students (or people who work at McGill<sup>26</sup>) with respect to the following: language, disability, gender, sexual orientation, country of origin, ethnic/ cultural background, religion)?"

A vast majority of respondents did not report experiencing discrimination based on any of the personal characteristics that were explored in the survey. Specifically, 64% did not report discrimination by fellow students and 72% did not report discrimination by employees. However, a significant proportion of respondents did report some form of discrimination. Notably, 4% indicated high levels (*quite a lot* or *very much*)

<sup>25</sup> These students were also more likely to feel that these *other* elements were more important to their sense of identity (mean score of 4.44 on a five-point scale) than any of those originally listed (at  $p < 0.05$ ).

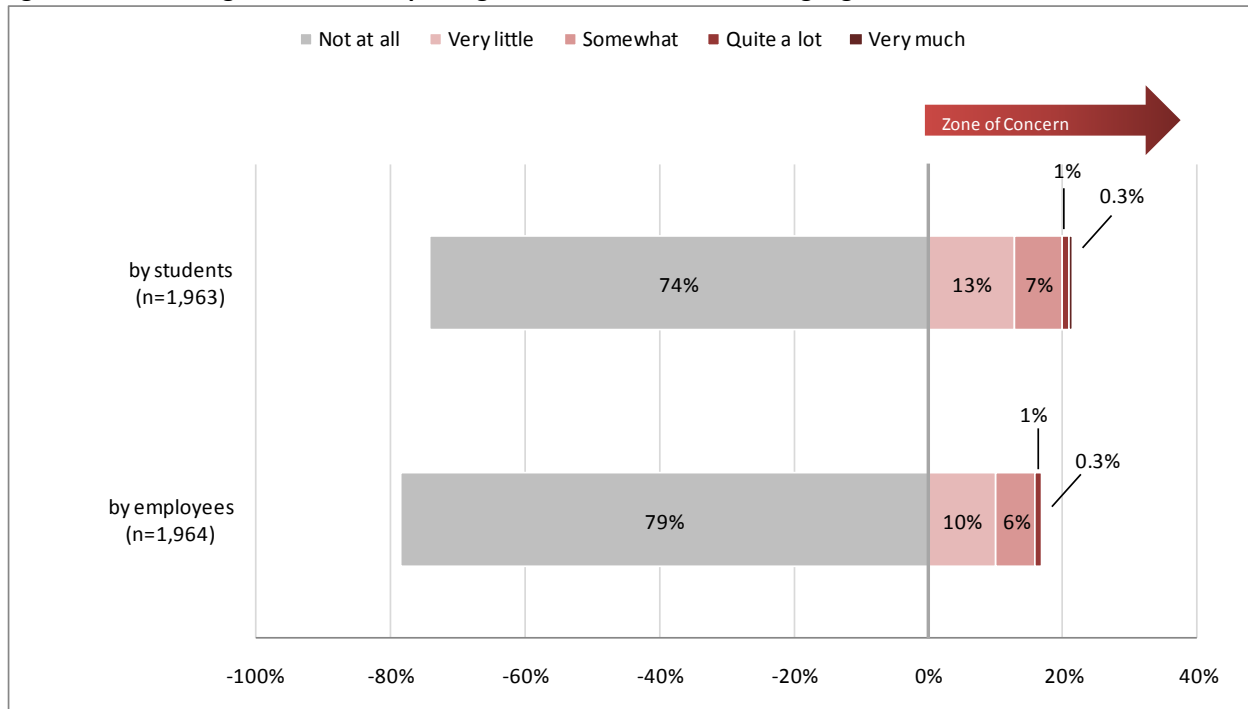
<sup>26</sup> Note that in the survey, no distinction was made between academic staff, administrative and support staff, and other employees of the University.

of discrimination by fellow students and 3.4% from employees based on any of the personal characteristics identified in the survey. In almost all instances, respondents reported more discrimination by fellow students than by McGill employees, which might simply reflect the fact that students are more likely to interact more often with other students than with staff. It should be noted that although the *percentage* of students who reported high levels of discrimination was quite low, it does suggest that a significant *number* of McGill students have experienced discrimination—almost 1,500 by other students and more than 1,200 by employees.

**Language**

Overall, 22% of respondents reported some form of discrimination based on language by fellow students and 17% by McGill employees (Figure 17).<sup>27</sup>

**Figure 17 - Percentage of students reporting discrimination based on language**



Investigating further, we found that discrimination based on language was not correlated with gender, English skills, or language(s) first learned (English or French).

However, respondents who reported learning *only one* language in childhood (regardless of the language) were more likely to report some discrimination by fellow students on the basis of language than respondents who learned two or more languages in childhood (26% vs. 17%). Furthermore, respondents who learned only one language in childhood were more likely to report discrimination by employees than those who learned more than one language (21% vs. 13%).

Finally, discrimination based on language was reported less by respondents who consider the greater Montreal area home (18% reported some discrimination by students, 14% by McGill employees) than by those who consider Canada (outside Quebec and Ontario) home (30% by students, 23% by employees) and those who

<sup>27</sup> In Figure 17 and subsequent graphs, the “zone of concern” is identified as the percentage of students reporting any level of discrimination, because the University should ideally be an environment free of discrimination.

consider the U.S. home (28% by students, 25% by employees). This may be due to the degree to which respondents from various regions are French-English bilingual.

**Disability**

A total of 103 students, or 5% of survey respondents, reported having a disability that affected their lives at McGill. A fifth (20%) reported feeling some discrimination by fellow students and a fourth (25%) from McGill employees (Table 5).<sup>28</sup>

**Table 5 - Discrimination based on disability**

Have you experienced discrimination by people who work at McGill or fellow students with respect to disability?

	Students		Employees	
	Count	%	Count	%
Not at all	77	79.8%	73	74.7%
Very little	11	11.1%	13	12.9%
Somewhat	8	8.2%	7	7.3%
Quite a lot	0	0.0%	1	0.8%
Very much	1	0.9%	4	4.2%
<b>Total</b>	<b>97</b>	<b>100.0%</b>	<b>98</b>	<b>100.0%</b>

The totals are not the same because not all students chose to answer every questions.

There were too few respondents with disabilities to further analyze whether perceptions of discrimination varied with the type of disability.

**Religion**

Students who self-identified as Jewish or Muslim were more likely than those who self-identified as Christian, or who reported no religious affiliation, to have experienced discrimination by fellow students or McGill employees (Table 6).<sup>29</sup>

**Table 6 - Discrimination based on religious affiliation**

Have you experienced discrimination by students with respect to your religion?

	Buddhism		Christianity		Hinduism		Islam		Judaism		No religion	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Not at all	46	86.1%	597	86.7%	35	83.0%	83	75.4%	98	71.3%	724	94.6%
Very little	3	6.1%	49	7.1%	2	5.9%	17	15.1%	18	13.3%	24	3.1%
Somewhat	4	7.8%	37	5.3%	4	9.4%	8	7.4%	18	13.1%	11	1.5%
Quite a lot	0	0.0%	5	0.7%	0	0.0%	2	2.1%	2	1.8%	6	0.7%
Very much	0	0.0%	0	0.1%	1	1.7%	0	0.0%	1	0.5%	1	0.1%
<b>Total</b>	<b>53</b>	<b>100.0%</b>	<b>688</b>	<b>100.0%</b>	<b>42</b>	<b>100.0%</b>	<b>111</b>	<b>100.0%</b>	<b>137</b>	<b>100.0%</b>	<b>765</b>	<b>100.0%</b>

Have you experienced discrimination by people who work at McGill with respect to your religion?

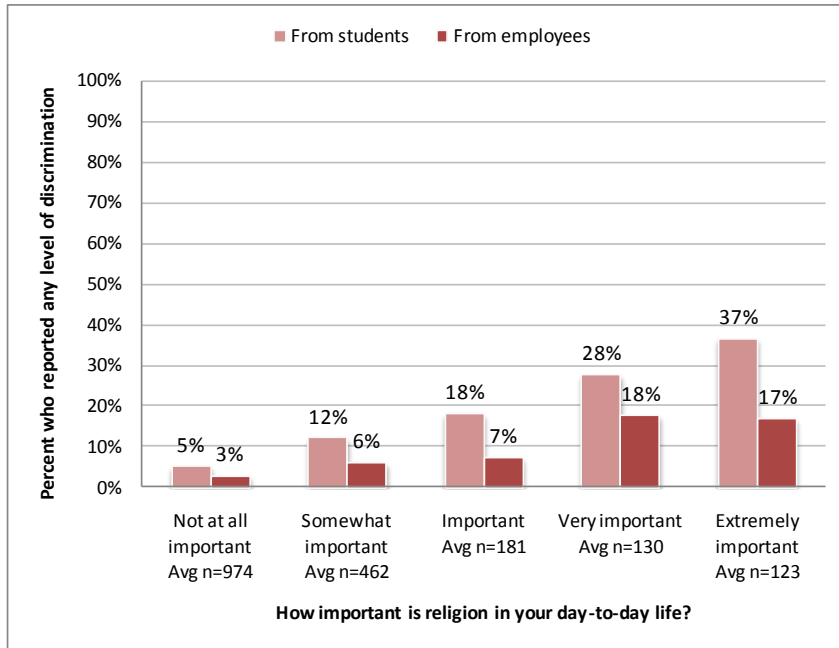
	Buddhism		Christianity		Hinduism		Islam		Judaism		No religion	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Not at all	46	87.5%	656	95.0%	37	86.0%	95	83.0%	112	82.9%	751	96.5%
Very little	4	8.0%	22	3.2%	1	2.9%	9	8.1%	12	9.1%	19	2.5%
Somewhat	1	2.6%	7	1.1%	5	11.0%	8	7.1%	9	6.6%	7	0.9%
Quite a lot	1	1.9%	3	0.4%	0	0.0%	0	0.4%	2	1.3%	1	0.1%
Very much	0	0.0%	2	0.2%	0	0.0%	2	1.4%	0	0.0%	0	0.0%
<b>Total</b>	<b>53</b>	<b>100.0%</b>	<b>690</b>	<b>100.0%</b>	<b>43</b>	<b>100.0%</b>	<b>114</b>	<b>100.0%</b>	<b>135</b>	<b>100.0%</b>	<b>778</b>	<b>100.0%</b>

<sup>28</sup> Though it appears that the percentage is higher for employees, the difference is not statistically significant.

<sup>29</sup> These differences in percentage were statistically significant at p<0.01.

The more important religion was to respondents in their day-to-day lives, the more likely they were to report discrimination by students or employees.<sup>30</sup> In fact, 37% of students for whom religion is *extremely important* in their day-to-day lives perceived discrimination by fellow students, compared to 12% among those who stated that their religion was *somewhat important*. A similar pattern emerges regarding perceived discrimination by McGill employees, which is systematically lower than perceived discrimination by students (Figure 18).

**Figure 18 - Students who reported any level of discrimination by employees or fellow students on the basis of religion, depending on how important religion is to their day-to-day life.**



Among the 82 respondents who reported discrimination by fellow students and who considered religion *very important* or *extremely important*, 17 (21%) identified with Judaism, 17 (21%) identified with Islam, and 40 (49%) identified with Christianity. Therefore, discrimination does not seem to be experienced solely by members of religious minorities.<sup>31</sup>

**Ethnic and cultural background**

As reported in the survey, discrimination based on ethnic and cultural background did not target a specific group of respondents.<sup>32</sup> Just over one quarter (26%) of any ethnic group (excluding students who reported being *white* only) reported discrimination by fellow students and almost one fifth (18%) reported some level of discrimination by McGill employees.

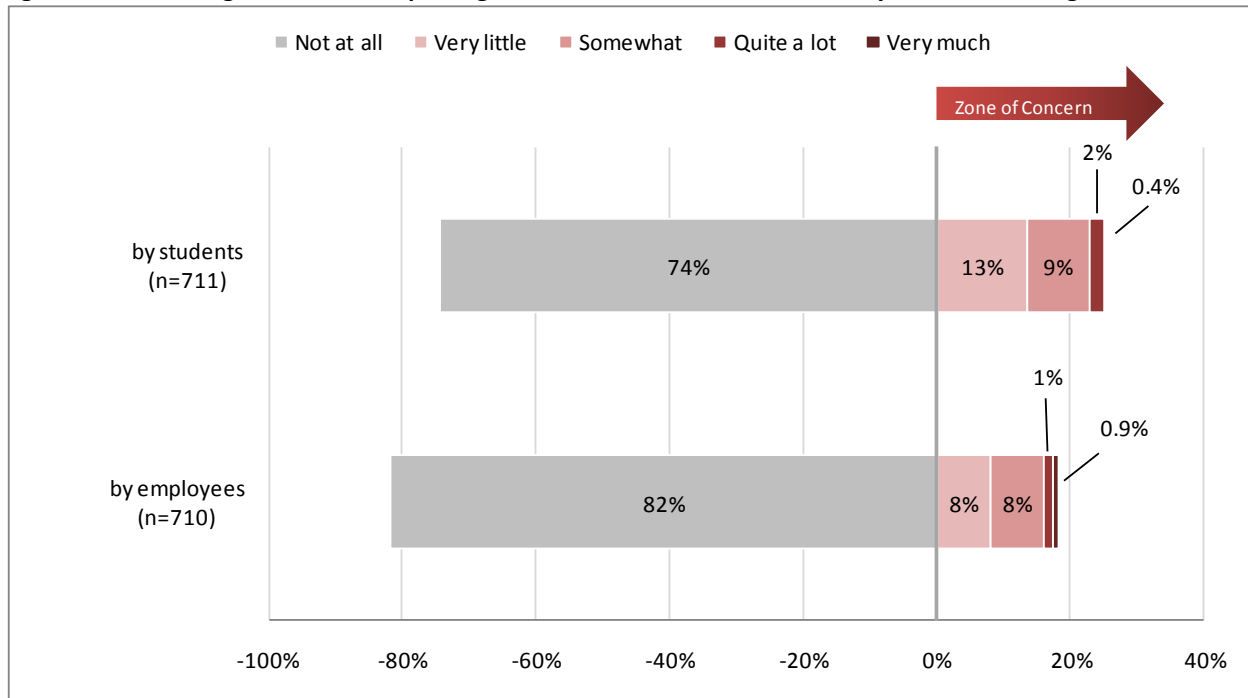
<sup>30</sup> Correlation coefficients are small but significant at 0.260  $p < 0.001$  for students and 0.184  $p < 0.001$  for employees.

<sup>31</sup> Among respondents, the frequency of religious observance and the importance of religion are highly correlated. If Figure 18 charted frequency of religious observance instead of importance of religion, the new figure would be virtually identical.

<sup>32</sup> Respondents were asked to classify themselves among as many of the following categories as they felt applied to them: *white, Chinese, South Asian, black, Filipino, Latin American, Southeast Asian, Arab, West Asian, Korean, Japanese, and other*.



Figure 19 - Percentage of students reporting discrimination based their ethnicity or cultural background<sup>33</sup>



There were very few respondents who self-identified as *Aboriginal* (n=13), which makes it impossible to draw statistically significant conclusions from their data, but it is important to note that four (31%) of them experienced some form of discrimination by students or employees.

### Country of origin

We used, “*What place (town/ city, region, country) do you consider to be your home?*” as a proxy for country of origin.<sup>34</sup>

Approximately one-third (35%) of respondents who consider the U.S. their home and 27% who consider another country their home felt discrimination on the basis of country of origin from fellow students and approximately one-fifth (22% from the U.S. and 20% from other countries) felt discrimination by McGill employees (Table 7).<sup>35</sup>

<sup>33</sup> These percentages exclude students who chose only *white* as their ethnicity, but include those who identified as *white* plus any other ethnic or cultural background.

<sup>34</sup> Respondents were asked their citizenship and where they were born, which could have also been used as proxies, but respondents may have more than one citizenship and/or may have been born outside of Canada, but spent their youth in Canada.

<sup>35</sup> Those who consider the U.S. their home were reported separately from those who consider other countries their home because McGill has a large proportion of Americans among its international students, but the differences in percentages were not statistically significant.

**Table 7 – Discrimination based on country of origin**

Have you experienced discrimination by fellow students or people who work at McGill with respect to your country of origin?

	Students				McGill Employees			
	U.S.A. considered home		Other country considered home		U.S.A. considered home		Other country considered home	
	Count	%	Count	%	Count	%	Count	%
Not at all	107	65.2%	192	73.6%	127	77.5%	209	80.0%
Very little	35	21.6%	38	14.4%	19	11.4%	27	10.2%
Somewhat	18	11.0%	24	9.2%	14	8.3%	17	6.7%
Quite a lot	4	2.2%	5	1.9%	3	1.9%	5	1.8%
Very much	0	0.0%	2	1.0%	1	0.8%	3	1.3%
Total	164	100.0%	261	100.0%	164	100.0%	261	100.0%

Very few respondents perceived *quite a lot* or *very much* discrimination (less than 3% for any group), but McGill should be a welcoming environment free of any discrimination.

**Gender**

Table 8 illustrates that women reported more discrimination on the basis of gender from students than from McGill employees; 16% felt some discrimination by fellow students versus 11% by employees.<sup>36</sup> Although very few women reported *quite a lot* or *very much* discrimination, the fact that there is *any* discrimination is of concern. Unfortunately, it was not possible to determine the form and scope of discrimination that women perceived based on the comments provided.

**Table 8 - Discrimination based on gender**

Have you experienced discrimination by fellow students or people who work at McGill with respect to gender?

	Students				McGill Employees			
	Women		Men		Women		Men	
	Count	%	Count	%	Count	%	Count	%
Not at all	997	84.4%	708	93.9%	1,042	87.8%	719	95.1%
Very little	105	8.9%	30	4.0%	80	6.7%	16	2.2%
Somewhat	63	5.3%	12	1.6%	50	4.2%	16	2.2%
Quite a lot	14	1.2%	3	0.5%	12	1.0%	1	0.2%
Very much	2	0.2%	0	0.0%	2	0.2%	3	0.4%
Total	1,182	100.0%	754	100.0%	1,187	100.0%	755	100.0%

**Sexual orientation**

Unfortunately, a third (34%) of the students who identified as homosexual, bisexual or *other*<sup>37</sup> reported experiencing discrimination on the basis of sexual orientation from fellow students and 17% from employees (Table 9).<sup>38</sup> Again, the text comments did not help identify the form or source of discrimination faced by homosexual and bisexual students.

<sup>36</sup> The differences in percentage were statistically significant at p<0.05.

<sup>37</sup> In the *other* category, most students defined themselves as *queer* or *pansexual*.

<sup>38</sup> The differences in percentage were statistically significant at p<0.05.

**Table 9 - Discrimination based on sexual orientation**

Have you experienced discrimination by fellow students or people who work at McGill with respect to sexual orientation?

	Students				McGill Employees			
	Heterosexuals		Homosexuals, bisexuals, and others		Heterosexuals		Homosexuals, bisexuals, and others	
	Count	%	Count	%	Count	%	Count	%
Not at all	1,651	96.9%	123	66.4%	1,672	97.8%	155	83.0%
Very little	42	2.4%	36	19.2%	27	1.6%	17	9.3%
Somewhat	9	0.5%	23	12.2%	8	0.4%	11	6.0%
Quite a lot	3	0.2%	2	1.1%	0	0.0%	3	1.7%
Very much	0	0.0%	2	1.1%	3	0.1%	0	0.0%
Total	1,704	100.0%	185	100.0%	1,710	100.0%	187	100.0%

**Other**

Respondents were asked whether they felt discrimination based on personal characteristics *other* than the ones listed. Very few respondents volunteered this information (42 for discrimination by students, and 47 for discrimination by employees). However, the *other* factors most often cited were: age, ideology/interests, an element of origin other than country or ethnicity (e.g., province or city of origin), socioeconomic status, appearance and educational background.

## Conclusion

Results from the McGill University Student Demographic Survey (Diversity Survey) helped identify student demographics not otherwise monitored by the University. The survey confirmed the basic assumption that McGill's student body is extremely diverse and includes a wide variety of ethnicities, languages and religions. It also reinforced the fact that McGill has the largest proportion of international students among G13 (now U15)<sup>39</sup> peer institutions. Results further established that a large proportion of students belong to a visible minority or mixed ethnic group. A significant minority self-identified as *other* than heterosexual. According to survey results, Aboriginal students, defined as *North American Indian, Métis or Inuit (Eskimo)* are underrepresented at McGill when compared to the undergraduate student national average, but the University is already addressing this underrepresentation through increased recruitment efforts and the hiring of an Aboriginal Community Outreach Coordinator/Career Advisor.

It is interesting to highlight the areas where survey results indicate that the McGill student body deviates from peer institutions or from the norm among young people in Canada. Language differentiates the McGill student body in several ways. First, only 34% of survey respondents indicate being unilingual Anglophones in childhood. Moreover, 40% use more than one language in their everyday lives. Most remarkably, 63% of respondents indicated that language was a very significant component of their identity. In addition, based on a combination of the respondents' low level of debt and their parents' relatively high educational attainment, it can be assumed that the McGill student body is economically better off and not as socioeconomically diverse as students in peer institutions.

Although there remain students who report feeling discrimination, the percentages appear relatively low. Some discrimination might be perceived from debates that have occurred at McGill on sensitive topics, including accommodation for religious or language needs. In addition, when respondents had the opportunity to elaborate on survey topics, a number of positive comments indicated that McGill fosters an environment that is inclusive and accepting of differences.

It is important to note that at least 20% of survey respondents reported some discrimination by fellow students (lower by staff) based on language, ethnicity, disability, sexual orientation and religion (at least among students who rated religion as important). Furthermore, 3.6% of students reported feeling high levels of discrimination by fellow students. Efforts will continue to be made to sensitize the McGill community on a wide range of diversity issues and to minimize discrimination of any form. In fact, this is the mandate of the Social Equity and Diversity Education Office (SEDE).

As a result of this survey, further studies surrounding issues of inclusion are being conducted and the University's diversity climate will be more closely monitored. This survey was but a first step in equipping McGill with the information necessary to effectively address the recommendations of the *Principal's Task Force on Student Life and Learning* and to foster a welcoming environment at McGill for current and prospective students from all backgrounds.

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<sup>39</sup>In this case, data were available for the 13 institutions that were part of the U15 (then G13) at the time, specifically: the University of Alberta, the University of British Columbia, the University of Calgary, Dalhousie University, Université Laval, McGill University, McMaster University, Université de Montréal, the University of Ottawa, Queen's University, the University of Toronto, the University of Waterloo, and the University of Western Ontario.

## Appendix A – Methodology

In fall 2009, the Student Demographic Survey was launched. A sample of 9,000 students (undergraduates, graduates and registered in continuing education) were randomly selected and invited to participate in this anonymous survey. Only students registered in a degree or certificate/diploma program were eligible. They received an email invitation from Morton J. Mendelson, the Deputy Provost for Student Life and Learning, on October 8. Email reminders followed on October 16, November 3 and December 9. As an incentive to increase participation, respondents were entered in a random draw for five iPods. Respondents who wished to be considered for the draw were invited to provide their email addresses, which were kept separate from their responses to ensure the anonymity of the survey.

The web-based survey was available in English and French and was active from mid-October through December 2009.<sup>40</sup> When the survey period closed, a total of 2054 students had responded to the survey for an overall response rate of 22.8%. At a 95% confidence interval, the overall sampling error was  $\pm 1.9\%$ .

The table below presents the number of respondents based on gender, level of study, and origin.

**Table 10- Distribution of Respondents (n=2054)**

<b>Gender (35 missing from respondents)</b>	
Female	1,231
Male	788
<b>Degree level (6 missing)</b>	
Undergrads, UG Certificates and	1,485
Master's, Graduate Certificates and	312
Doctorates	251
<b>Last place of study before McGill (10 missing)</b>	
Quebec	749
Rest of Canada	632
U.S.A	290
International	373

Sampling error assumes a random (representative) sample. Analysis was conducted to determine whether respondents differed from non-respondents in important known characteristics. We found that women, international students and Master's and doctoral students tended to respond in higher proportions. Therefore, a post-stratification weight was applied to align the sample to the population's gender, level of study and origin, defined as last place of study before McGill (Quebec, Canada, USA, and International). Where the respondents' information on these characteristics was missing, we applied a weight of 1.

Throughout this report, the percentages shown refer to responses only. Non-responses are not shown.

<sup>40</sup> The first respondent completed the online survey on October 8, 2009 and the last on December 13, 2009.

## Appendix B – Text Comments

Text comments, where respondents can elaborate freely, often provide additional perspectives on topics that may not be captured in the survey answers. In the case of discrimination and diversity, many respondents expressed their appreciation of the diversity at McGill and in Montreal: “McGill seems to mirror Montreal in being nicely ethnically diverse - I hope it will continue to be so for many long years!”

Among the problems most often discussed was the Anglophone-Francophone divide, with a few Francophones stating that professors and staff should be more accommodating of and/or knowledgeable about French, and Anglophones indicating that they should not be expected to learn French.

Other frequent comments concerned issues surrounding the accommodation of religious activities at the University. For example, some students expressed a desire for religion to play less of a role at McGill.

Although all religious student groups are free to express themselves and follow their beliefs, there is an overwhelmingly strong presence of several groups. The manner in which they approach other students, spread information and the atmosphere they create breeds an environment of guilt and resentment.

“McGill is fantastic - in my opinion religion should not be allowed to be used as excuse for people to miss classes and exams. With so many religions, this could spin out of control.”

For others, religion was very much a part of their identity and as such, they stated that McGill should make more efforts to accommodate religious needs.

For many students [including me] religion shapes our identity. “I would appreciate if McGill offered better accommodation for religious space for prayers.”

“More effort should be made to accommodate Jewish students who have exams which conflict with Jewish holidays.”

Some comments suggested that a failure to take a particular side on this issue represents discrimination.

A more worrisome trend in the text comments related to the tension between Palestinian and Israeli communities or sympathizers at McGill. For example, a student noted, “[...] during Operation Cast Lead in Gaza there was a lot of animosity around campus between Palestinian and Israel/Jewish students.” Another remarked, “Most worrying I would say is the projection of religiously motivated conflicts, especially the Israel-Palestinian conflict that seems to resonate deeply with some students on campus as seen last year at the controversial SSMU general meeting.”

Some students noted that diversity does not necessarily breed inclusiveness and that segregation occurs on campus: “McGill is a diverse community which is very badly integrated. Groups stick to themselves. We could all learn so much from one another but don’t.”

Another, rejecting this idea, noted:

“McGill is a diverse school both in culture and in language. It's obvious and it's a nice feeling knowing that your school accepts others and that while they can form their own clubs to meet others of the same race

and/or culture, they can also just take part in activities not based on race and/or culture just as easily. I haven't witnessed any discrimination or segregation because of one's identity.”

Finally, among the less represented groups of students are mature students, who often have families. Some stated that the University is not flexible enough to take their responsibilities into account: “For those people who fall outside of these categories (older, mature students) there doesn't seem to be much flexibility/accommodation with regards to programs and programming.”

## Appendix C – Email Invitation to the Survey and Questionnaire

Email invitation text sent on behalf of Professor Morton J. Mendelson

Subject: Survey on McGill Student Diversity / Enquête démographique

Le texte français suit le document anglais.

Dear [Name],

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 question and others 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.

We are therefore asking you to please complete a survey that is meant to fill this gap in information. We hope that you will help us help McGill students by taking 20 to 25 minutes to respond to the survey.

Students were selected at random, to ensure that we obtain a representative sample of students. But, please 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 also not identify you or anyone, for that matter, in reports of this project.

In addition, you will be able 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.

I invite you to access the survey to find out more about it and to fill it in, if you agree to participate. Please sign in to the McGill gateway at: <http://www.mcgill.ca/surveys/demo/>. The sign-in link appears at the top left corner of the webpage.

If you have any questions about the survey or if you experience difficulty logging in, please contact the Planning and Institutional Analysis Office. Lina Di Genova, at 514-398-7072 or [surveys.pia@mcgill.ca](mailto:surveys.pia@mcgill.ca), will be happy to assist you.

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 the survey.

Thank you in advance for your participation in this survey.

Sincerely,

*Morton J. Mendelson, Ph.D.*

Deputy Provost (Student Life & Learning)



Cher/chère [Nom],

Le Groupe d'étude de la principale sur la vie étudiante et l'acquisition de connaissances a posé la question suivante : que peut faire le direction universitaire pour que ses services de soutien aux étudiants soient davantage sensibilisés aux différences culturelles et personnelles, tout en respectant les objectifs académiques fondamentaux de l'Université ? Le Groupe d'étude de la principale sur la diversité, l'excellence et l'engagement de la communauté se penche actuellement sur cette question et sur les autres enjeux afférents à la diversité.

Il s'agit là d'un défi de taille : si la diversité de la population étudiante de l'université McGill est un fait établi, nous ne sommes pas en mesure de décrire cette diversité, étant donné que nous ne posons pas ce genre de questions au moment de l'inscription. Sans une meilleure connaissance des étudiants qui fréquentent l'Université, il nous est difficile de servir nos étudiants de façon aussi satisfaisante que nous le souhaiterions.

C'est la raison pour laquelle nous vous invitons à répondre au présent sondage qui entend combler ces lacunes informationnelles. Cet exercice ne devrait prendre qu'une vingtaine de minutes de votre temps.

Les étudiants sont choisis par hasard afin de garantir un échantillon représentatif de la population étudiante. Sachez que votre participation se fait sur une base volontaire et strictement confidentielle. Aucun lien ne sera établi entre votre identité et les réponses que vous fournirez. De fait, nul ne sera identifié dans les rapports issus de ce projet.

Vous pourrez, d'autre part, sauter toute question à laquelle vous ne souhaitez pas répondre. Les réponses que vous donnerez ne seront pas transmises tant et aussi longtemps que vous n'aurez pas cliqué sur le bouton « soumettre » à la toute fin.

Je vous invite donc à consulter ce sondage pour vous familiariser avec son contenu et le cas échéant, à le compléter. Il vous suffit de vous inscrire sur le portail de McGill à l'adresse <http://www.mcgill.ca/surveys/demo/>.

Le lien d'accès est affiché au coin supérieur gauche de la page web.

Pour tout renseignement concernant ce sondage ou en cas de difficulté d'accès, veuillez communiquer avec le Bureau de la planification et de l'analyse institutionnelle, par téléphone (514-398-7072) ou par courriel ([surveys.pia@mcgill.ca](mailto:surveys.pia@mcgill.ca)). Lina Di Genova se fera un plaisir de vous aider.

En guise de remerciement, vous pourriez remporter, dans le cadre d'un tirage au sort, l'un des cinq iPods offerts à ceux et celles qui auront complété le sondage.

Nous vous remercions d'avance de votre participation.

Cordialement,

Morton J. Mendelson, Ph.D.  
Premier vice-principal exécutif adjoint (études et vie étudiante)