



# Memorandum

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**TO:** Senate

**FROM:** Ollivier Dyens, Deputy Provost (Student Life and Learning)

**SUBJECT:** Results of the Survey on Diversity and Discrimination

**DATE:** May 11, 2016

**DOCUMENT #:** D15-62

**ACTION REQUIRED:**  INFORMATION     APPROVAL/DECISION

<b>ISSUE</b>	Summary of findings from the diversity and discrimination survey.
<b>BACKGROUND &amp; RATIONALE</b>	<p>The survey was conducted in 2013. The Joint Board-Senate Committee on Equity believed the initial report needed to be redrafted and corrected because of some concerns related to language, writing and conclusions.</p> <p>The report highlights some of the progress and some of the issues related to diversity and discrimination on campus. Because of the complexity of the topic surveyed, the report should be seen as more of a barometer of the situation than a perfect, precise picture. This being said, while the data seems to indicate that overall the situation is relatively good, we must also take into account that some groups feel it is still problematic. While 76% of students either Agree or Strongly Agree with the following statement “McGill provide a welcoming environment for individuals with identities similar to [theirs]”, 27% and 23% of Black and Korean students either disagree or strongly disagree with the statement.</p> <p>To that end, it is essential to further investigate the types and frequency of experienced discrimination at McGill to better understand the nature and prevalence of such discriminatory behaviours and experiences.</p>
<b>PRIOR CONSULTATION</b>	The Joint Board-Senate Committee on Equity, SSMU, and PGSS.
<b>SUSTAINABILITY CONSIDERATIONS</b>	N/A
<b>IMPACT OF DECISION AND NEXT STEPS</b>	<ul style="list-style-type: none"> <li>• Strike a working group charged with developing a plan for designing and implementing actions that reflect needs signalled by the survey.</li> <li>• The Office of Student Life and Learning will work closely with the Office of the Associate Provost (Policies, Procedures and Equity), with the student leadership and with University Communications to develop a campaign of inclusivity and respect of all members of our community, no matter their nationality, ethnic affiliation, sexual orientation or physical or learning disability.</li> </ul>

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**MOTION OR  
RESOLUTION  
FOR APPROVAL**

N/A

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**APPENDICES**

Appendix A: Understanding Diversity and Discrimination Report

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**Understanding  
Diversity and  
Discrimination**

**Final Report**



**McGill**

2015

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Prepared by Denver McNeney

## Acknowledgements

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The survey reported here, conducted in 2013, extended a previous one conducted in 2009. The goal was to gain updated information about the diversity of our students and to identify how McGill University can be as welcoming an environment as possible. We thank everyone who contributed to the construction of the 2013 survey, as well as those who participated in the survey.

Many thanks in particular to Isabelle Carreau, from Planning and Institutional Analysis, who was instrumental in drafting the questionnaire, running the survey, collecting and analysing data, and in producing an earlier draft of the report, in cooperation with Rosalia Felice, Office of the Deputy Provost (Student Life and Learning). Mark Michaud and Anne-Marie Durocher offered valuable assistance.

### *Survey Questions*

The individuals listed here carefully read one or more drafts of the questionnaire and provided helpful feedback:

- Professor Lisa Spanierman, Educational and Counselling Psychology
- Sara Houshmand, Educational and Counselling Psychology
- Sela Kleiman, Educational and Counselling Psychology
- Gauthamie Poolokasingham, Educational and Counselling Psychology
- Veronica Amberg, Social Equity and Diversity Education
- Tynan Alexander, Social Equity and Diversity Education
- Sarah Malik, Social Equity and Diversity Education
- Paige Isaac, Coordinator, First Peoples' House.
- Neil Whitehouse, McGill Chaplaincy Service
- Professor Sarah Turner, Geography
- Professor André Costopoulos, Dean of Students
- PGSS Equity Committee

# Table of Contents

<b>Executive Summary</b> .....	<b>1</b>
Demographics of Respondents (2013 survey) .....	1
Language .....	2
Discrimination .....	2
<b>Introduction</b> .....	<b>3</b>
2009 McGill University Student Demographic Survey .....	3
2013 McGill University Student Demographic Survey .....	4
<b>General Description of McGill’s Student Body</b> .....	<b>5</b>
Level of Study.....	5
Gender & Sexual Orientation .....	5
Origins and Educational History in Canada.....	6
Ethnic Background and Religion Affiliation.....	7
Ethnic Background .....	7
Religious Affiliation .....	8
Socioeconomic Profile of Students & their Parents.....	9
Disability .....	10
<b>Language at McGill</b> .....	<b>11</b>
<b>Issues of Discrimination at McGill</b> .....	<b>13</b>
McGill as a Welcoming Environment – Quantitative Responses .....	13
McGill as a Welcoming Environment – Qualitative Responses .....	14
Graffiti at McGill.....	16
Discrimination at McGill – Personally Observed Discrimination .....	16
Experienced Discrimination – Quantitative Responses .....	17
Gender .....	19
Disability.....	20
Sexual Orientation .....	20
Racial/Ethnic Background.....	22
Experienced Discrimination in other Personal Characteristics .....	22
Discrimination on the Basis of Language.....	23
Descriptions of Discriminatory Behaviour .....	23
Reporting Incidences of Discrimination .....	23
Experienced Discrimination – Qualitative Responses.....	24
<b>Data Limitations</b> .....	<b>26</b>
<b>Conclusions</b> .....	<b>27</b>
<b>Appendix A – Source of Experienced Discrimination: Detailed percentages</b> .....	<b>29</b>
<b>Appendix B – Email Invitation</b> .....	<b>30</b>

## Executive Summary

In 2006, the Principal’s Task Force on Student Life and Learning began with a question: “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?”

To this end, the first McGill University Student Demographic Survey was undertaken in the fall of 2009 to help provide more detailed demographic data and better understand student perception of possible problems of discrimination at McGill. In that report ([Diversity Survey](#)), a sample of 9,000 students (undergraduate, graduate, and continuing studies) in degree, certificate or diploma programs was randomly selected to be part of an anonymous online survey. The response rate for this survey was 23%.

To update the findings of the 2009 report and further investigate possible issues of discrimination at McGill, a revised version of the 2009 survey was developed and launched in the winter of 2013. A population of 10,000 students (undergraduate, graduate, and continuing studies) in degree, certificate or diploma programs was randomly invited to participate in the online survey. Of this sample population, 1,781 students completed the survey, yielding a response rate of 17.8%, with a margin of error of approximately 2%. While this is a fairly modest response rate, the core findings are nevertheless worthy of consideration.

### Demographics of Respondents (2013 survey)

- According to Fall 2013 data from Enrolment Services Reports, 57.6% of undergraduate students in degree/certificate/diploma programs are female, as are 58.4% of Masters/graduate certificate/diploma students, and 47.4% of doctoral students.
- 77% of respondents to the survey identify as heterosexual while 13% report ‘other’ as their sexual orientation.
- 58.5% report Canada as their country of origin. The largest countries of origin outside of Canada are the USA (11.5%), China or Hong Kong (8.9%), the United Kingdom or Ireland (5.1%), and France (4.5%).
- 45% self-identify as being a member of at least one visible minority group.
- 1.1% self-identify as Aboriginal.
- 40.1% do not identify with any religion.
- Of respondents who identify with a religion, 60.7% report Christianity as their religion, while 15.5% report Islam, and 12.4% report Judaism.
- 77.0% have at least one parent who has completed a university degree.
- 39.6% report being of ‘middle’ socioeconomic status while almost 50% report parental socioeconomic status as ‘upper-middle’ or ‘upper’.
- 7.6% report a disability or condition that impacts their daily life, with 44.3% of these students reporting ‘mental health condition’ and 20.6% reporting chronic medical condition.

## Language

- 54.6% of respondents self-report English as the language (or one of the languages) first learned at home, compared to 20.6% for French, and 52.2% for ‘other’.
- 40% are fluent in French while 59% are fluent in another language (the most prevalent of which are Spanish, Cantonese/Mandarin, Arabic, and German).

## Discrimination

- 75.8% of respondents responded positively to the question “McGill to provide a welcoming environment for individuals with identities similar to [theirs]”, while 24% either were neutral or disagreed with this statement. Black and Korean students showed greatest disagreement with this statement.
- 43.2% have witnessed some form of discrimination.
- Teaching assistants are the least frequent source of discrimination at McGill (with some 70% of students reporting little or no discriminatory behaviour from TAs). Students are the most frequent source of discrimination, with 7.1% of respondents claiming either *quite a lot* or *very much* discrimination from this group.
- The percentage of students reporting high levels of discrimination by fellow students has nearly doubled from the 2009 report (3.6% in 2009 to 7.1% in 2013).

# Introduction

## 2009 McGill University Student Demographic Survey

In 2006, the Principal's Task Force on Student Life and Learning began with a question, "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?"

This question ultimately proved difficult to answer with existing data. While McGill does collect data that indicates McGill students are a diverse population according to several demographic markers (e.g. country of origin and native language), further demographic data was required to better answer this question and provide a snapshot of life at McGill's campus.

To this end, the first McGill University Student Demographic Survey was undertaken in the fall of 2009 to help provide more detailed demographic data and better understand students' perceptions of possible problems of discrimination at McGill. In that report ([Diversity Survey](#)), a sample of 9,000 degree- or certificate/diploma-seeking students (undergraduate, graduate, and continuing education) was randomly selected to be part of an anonymous online survey. Active from mid-October through December of 2009, the response rate for this survey was 23%.

To gain a clearer perspective of the makeup of the student body, the 2009 survey questioned students about such personal characteristics as age, gender, language, marital status, country of origin, ethnic background, sexual orientation, and disability status. Further questions also inquired about parental educational attainment, student debt load, whether students had family in the Montreal area, and whether students planned to remain in Quebec following the completion of their program of study. Finally, to question whether the University is as open and inclusive as possible, students were questioned regarding their perceptions of discrimination in the McGill community.

In terms of the diversity of McGill's student body, the results of this survey were in many ways encouraging. McGill, for example, was revealed to be a strongly multilingual community with only 34% of respondents reporting a unilingual Anglophone childhood and 38% reporting they were either *very good* or *excellent* at speaking French. The McGill student body was notably international and diverse, with some 41% of students born outside of Canada and 37% of respondents self-identifying as part of a visible minority group. On the other hand, the university student body was shown to be relatively more affluent than other Canadian universities.

Of note, however, despite such a large and varied population, more than half of the general sample in the 2009 survey had not experienced any discrimination while at McGill (58% reported never being the victim of discrimination by fellow students and 67% having never been discriminated against by McGill employees). That said, 3.6% of respondents at that time did respond that they had experienced high levels of discrimination (reported as either *quite a lot* or *very much*) by other students while 2.9% reported the same discrimination by employees of McGill.

Despite the negative experiences of these students, however, the 2009 report ultimately found McGill to be a tolerant and accepting campus. As quoted from that report, "...in their comments, many students made a point of stating that McGill and Montreal are accepting of diversity."



## 2013 McGill University Student Demographic Survey

To update the findings of the 2009 report and further investigate possible issues of discrimination at McGill, a revised version of the 2009 survey was developed and launched in the winter of 2013. A population of 10,000 undergraduate, graduate, and continuing education students in degree/certificate/diploma programs was randomly invited to participate in an online survey. Of this sample population, 1,781 students completed the survey, yielding a response rate of 17.8% and a margin of error of approximately 2%.

The present iteration of the McGill University Student Demographic Survey seeks to collect demographic data across a variety of sociodemographic markers that are not currently available in McGill's Student Information System. Specifically, students were asked to report the socioeconomic status of themselves and their parents, their religious beliefs, whether they are of visible minority or aboriginal status, their sexual orientation, whether they experience a disability or condition that impacts their daily life, and their country of origin.

In addition to the questions regarding discrimination featured in the 2009 survey, students in the 2013 survey were also asked whether they believed McGill to be a welcoming environment, whether they had seen discriminatory graffiti, and how frequently they had observed discrimination against others at McGill. Additionally, students who have experienced or witnessed discrimination were also asked whether this discrimination was from professors or instructors, teaching assistants, or administrative and support staff.

Finally, those who themselves experienced discrimination or who witnessed discrimination against others were asked about the language of discrimination (e.g., speaking English or French with an accent, not speaking English or French, speaking languages other than English or French, etc.), the type of discrimination faced (i.e. whether they were comments made or physical violence or something else), how frequently this discrimination occurred, and to whom they reported it if they did report it.

As students were discouraged from answering any questions they felt uncomfortable with, percentages reported here are based on those who did answer survey questions.

This report will first outline the demographic breakdown of the student body of McGill. The second section will then tackle issues of languages found at McGill. Finally, issues of discrimination will be analysed with a particular eye toward discrimination based on ethnicity, gender, disability, language, country of origin, sexual orientation, and religion.

# General Description of McGill’s Student Body

This section summarizes the demographics of McGill’s student body.

## Level of Study

To begin, it is first worthwhile to analyse the target population of full- and part-time students in degree, certificate, and diploma programs. As seen below, the proportion of students in these programs has remained quite stable since 2009.

**Table 1 - Program Level Breakdown since 2009**

	Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013	
	Count	%	Count	%	Count	%	Count	%	Count	%
<b>Undergraduate Level</b>										
UG Degrees	21,494	70.4%	22,140	70.2%	22,879	70.4%	23,218	69.4%	23,555	69.1%
UG Cert. `s & Diplomas	1,448	4.7%	1,414	4.5%	1,261	3.9%	1,240	3.7%	1,313	3.9%
<b>Graduate Level</b>										
Masters	3,527	11.6%	3,650	11.6%	3,947	12.1%	4,212	12.6%	4,298	12.6%
Grad Cert. `s & Diplomas	1,085	3.6%	1,238	3.9%	1,141	3.5%	1,430	4.3%	1,437	4.2%
Doctoral	2,976	9.7%	3,079	9.8%	3,287	10.1%	3,378	10.1%	3,474	10.2%
<b>Total</b>	30,530	100%	31,521	100.0%	32,515	100.0%	33478	100.0%	34,077	100.0%

Source: Enrolment Services Reports, available at <http://www.mcgill.ca/es/registration-statistics/>

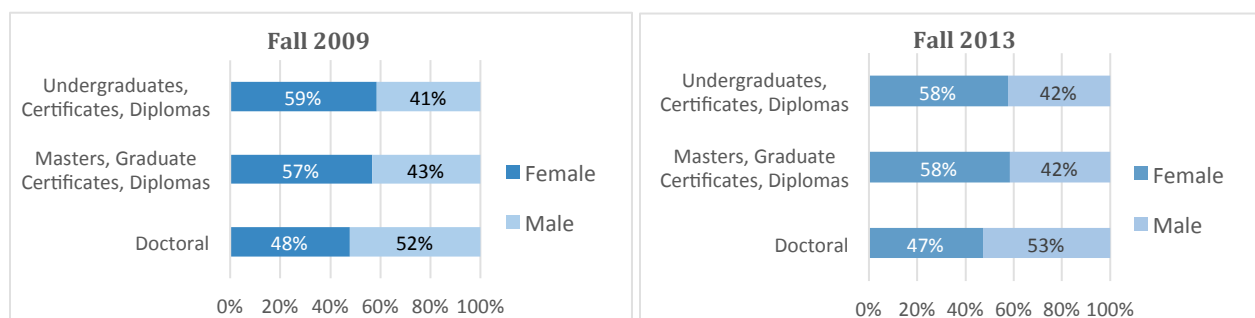
Only includes the targeted population of full- and party-time students registered in a degree or certificate/diploma program.

As in 2009, McGill continues to host a significantly higher percentage of doctoral students than the other U15 research-intensive Canadian universities. In 2012, for example, the U15 average proportion of doctoral students as a percentage of all degree-seeking students was 6.65% while McGill boasted 10.1%.

## Gender & Sexual Orientation

As seen below in Figure 1, sourced from Enrolment Services Reports, the proportion of men and women at McGill has remained relatively stable since the 2009 Student Demographic Survey. (Demographic data allowing students to self-identify as trans are not available.) Specifically, in the fall of 2013 58% of undergraduates, 58% of Masters, and 47% of Doctoral students were female.<sup>1</sup>

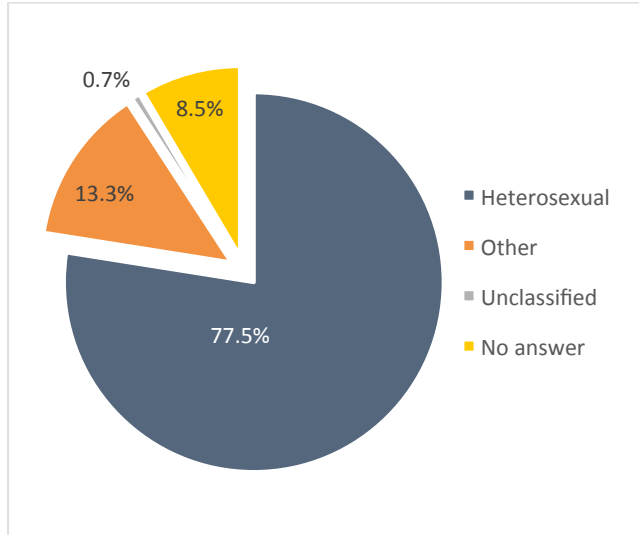
**Figure 1 – Sex Distribution by Level**



<sup>1</sup> As the sample population of the current report displays approximately 60% females compared to just 39% males, the rest of the analyses will correct for this oversampling of women by weighting responses.

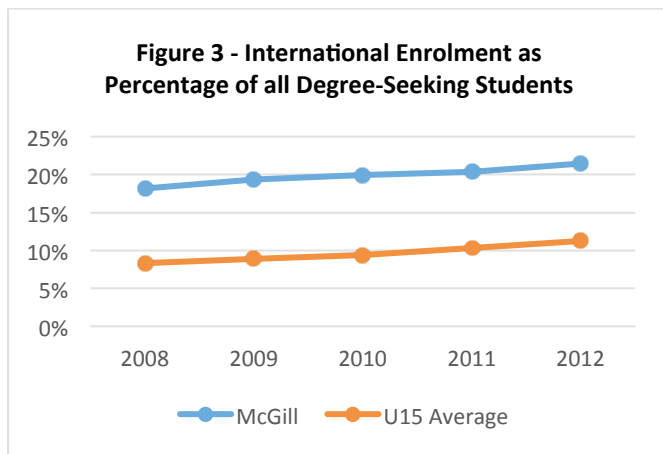
In the survey, respondents were asked “*What do you consider your sexual orientation to be?*” As shown below in Figure 2, 78% of respondents reported they consider themselves to be heterosexual while 13.3% reported ‘*other*’. Additionally, approximately 1% of students responded with an ‘*Unclassified*’ answer while 8.5% did not answer the survey question.

**Figure 2 –Sexual Orientation of Survey Respondents (n=1,780)**



## Origins and Educational History in Canada

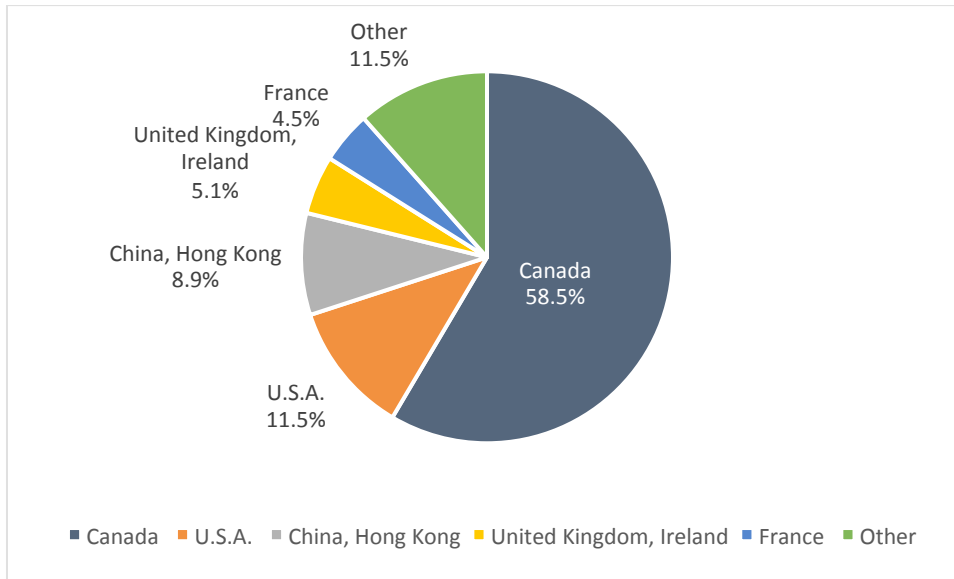
As illustrated in Figure 3, McGill has a significantly higher proportion of international students compared to other U15 institutions.



As in 2009, McGill students remain an ethnically diverse student body with a large percentage of students whose country of origin is outside of Canada. Specifically, only 58.5% of the sample reported Canada as their country of origin. Of note, the group born outside of Canada remains very diverse; the USA (11.5%),

China or Hong Kong (8.9%), the United Kingdom or Ireland (5.1%), and France (4.5%) form the most frequent countries of origin.

**Figure 4 – Country of Origin of Survey Respondents (n=1,749)**



80.4% of respondents report being Canadian citizens or permanent residents of Canada (with only 50.5% holding Quebec residency), while 19.1% are in Canada on student visas.

The majority of respondents (52.8%) did not begin their schooling in Canada, with 15.5% starting to study in Canada in elementary school, 4.6% in secondary school, 0.9% at a CEGEP, 21.3% as undergraduates, and 10.4% as graduate students.

Of those who last studied at a Canadian institution before coming to McGill (68.2% of respondents), the majority came from Quebec (39.5% at a CEGEP and 11.7% at another Quebec institution) while the remainder came largely by way of Ontario (29.8%) and the western provinces (with 8.8% from BC and 5.2% from Alberta).

## Ethnic Background and Religion Affiliation

### Ethnic Background

As seen below, McGill has become slightly more diverse since 2009, with fewer students identifying as white. However, as in 2009, a significant majority (64%) of students continue to self-identify as white, while 45% identify with another ethnic or visible minority group (students could select to identify with more than one ethnic background). Nine percent (9%) of respondents selected more than one ethnic background.

In this way, McGill is more diverse than the average Canadian undergraduate student body where only about one in four self-identify as a member of a visible minority.<sup>2</sup>

<sup>2</sup> From the 2011 Canadian Undergraduate Survey Consortium (CUSC).

**Table 2 – Ethnic Background (n=1720)**  
**(Categories from Statistics Canada's 2006 Census)**

	<i>Fall 2009</i>		<i>Fall 2013</i>	
	Count	Percentage	Count	Percentage
<i>White</i>	1421	71.3%	1,110	64.5%
<i>Chinese</i>	201	10.1%	197	11.4%
<i>South Asian (e.g., East Indian, Pakistani, Sri Lankan, etc.)</i>	120	6.0%	110	6.4%
<i>Latin American</i>	74	3.7%	99	5.8%
<i>Arab</i>	86	4.3%	83	4.8%
<i>Black</i>	54	2.7%	59	3.4%
<i>West Asian (e.g., Iranian, Afghan, etc.)</i>	36	1.8%	46	2.7%
<i>Korean</i>	36	1.8%	27	1.5%
<i>Southeast Asian (e.g., Vietnamese, Cambodian, Malaysian, Laotian, etc.)</i>	34	1.7%	25	1.5%
<i>Japanese</i>	23	1.2%	14	0.8%
<i>Filipino</i>	14	0.7%	6	0.3%
<i>Other</i>	99	5.0%	103	6.0%

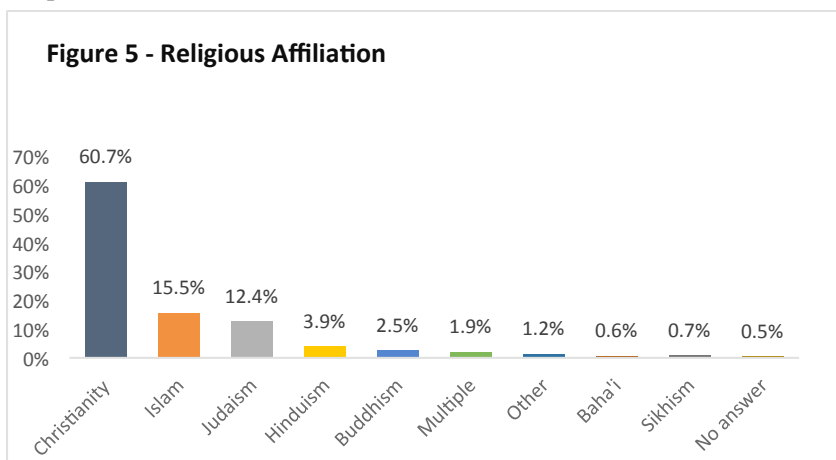
Note: Percentages may add up to more than 100% because respondents could choose more than one option.

In addition, 1.1% of students self-identify as Aboriginal, defined as *North American Indian, Metis or Inuit, status or non-status*. This is less than the national undergraduate average of approximately 5%.

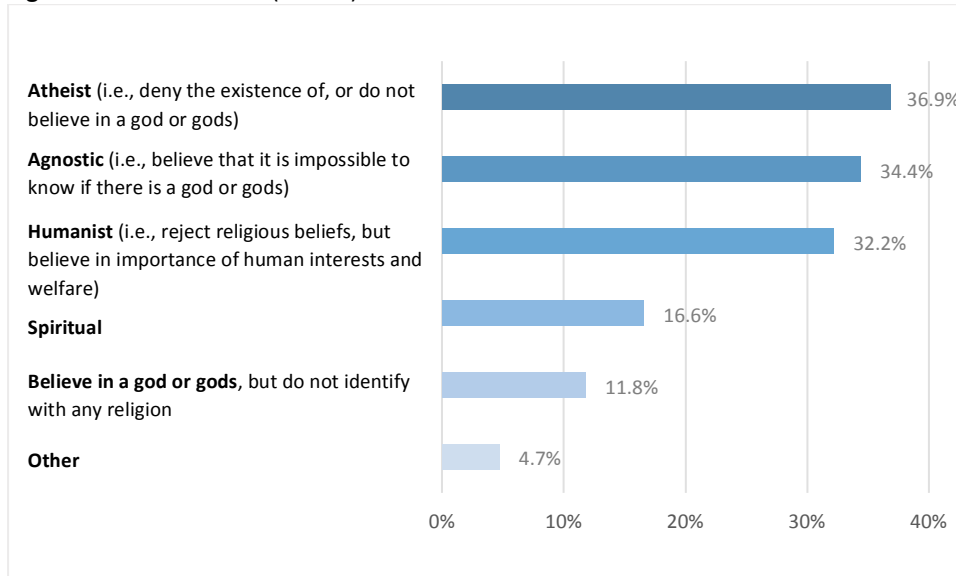
### Religious Affiliation

Turning to religion, McGill students are largely non-religious. When asked whether they identify with any religion, only 20.5% responded with “*Yes, I engage in religious practices*”. Additionally, 28.5% claimed to identify with a religion culturally but to be non-practicing, and 10.9% responded “*No, I do not identify with any organized religion, but I have a belief system and/or spiritual beliefs and practices*”. Finally, 40.1% responded they do not identify with any religion.

Of those who claimed to identify with a religion, whether practicing or not, Figure 5 outlines the distribution of beliefs. For those who claimed not to identify with a religion, Figure 6 outlines the distribution of responses.



**Figure 6 – Other beliefs (N=869)**



Note: Percentages add up to more than 100% because respondents could select more than one option

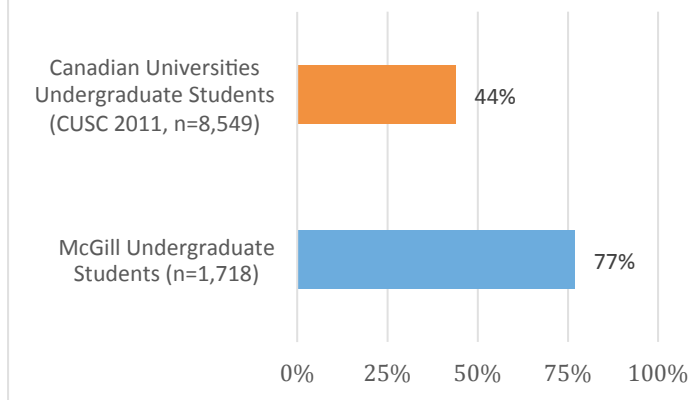
## Socioeconomic Profile of Students & their Parents

Looking first to the highest educational attainment of students’ parents, Figure 7 graphs the percentage of students whose parents have completed a university degree against the average of undergraduates at other Canadian universities, based on a 2011 Canadian Undergraduate Survey Consortium report. As seen, McGill students, on average, have parents or legal guardians whose educational attainment is significantly higher than students from other Canadian universities.

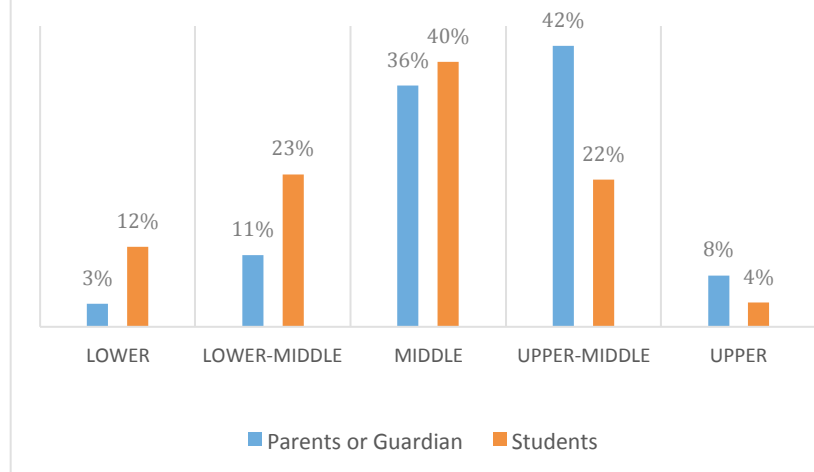
Figure 8 charts students’ own report of their socioeconomic status as well as their responses regarding the socioeconomic status of their parent or guardians. McGill students, on average, come from relative affluence as compared to the rest of Canada. Though some students report lower socioeconomic status than their parents or guardians, students at McGill remain fairly affluent compared to similar age groups in the rest of Canada.<sup>3</sup> That said, however, more approximately 50% of students report the same socioeconomic status as their parents or legal guardians.

<sup>3</sup> Statistics Canada – 2011 Census.

**Figure 7 – At Least One Parent Completed University Degree**



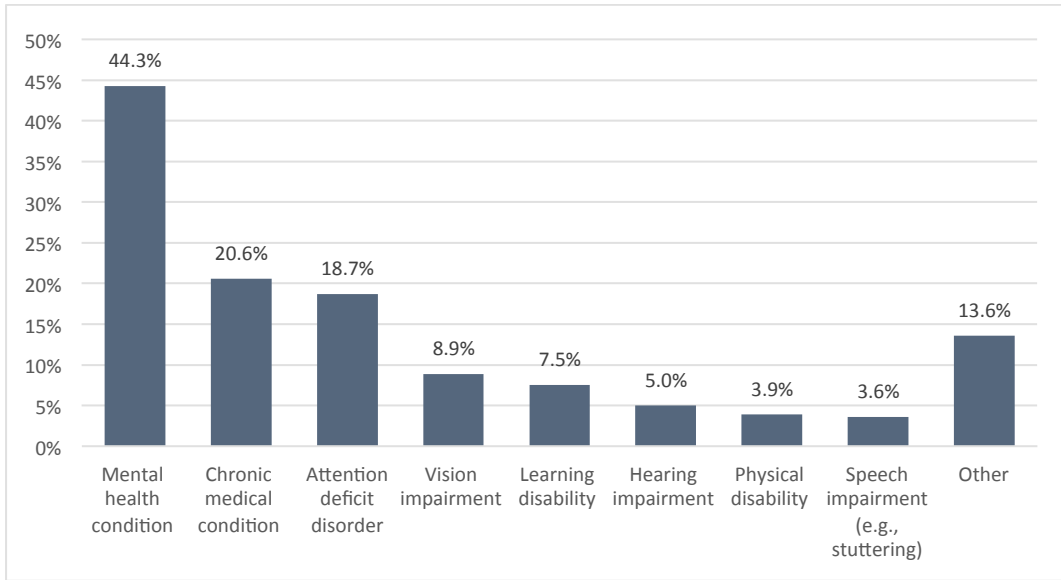
**Figure 8 - Socioeconomic Status of McGill Students and Parents**



## Disability

When asked whether they have a disability or condition that impacts their daily life, 7.6% students responded *yes*, a slight increase from the 2009 survey's 5%. Of those students, Figure 9 below graphs the distribution of disability condition(s). Of note, mental health remains the most prevalent disability, rising approximately 4 percent from the 2009 survey's 39%.

**Figure 9 – Disability Conditions (n=130)**



Note: Percentages add up to more than 100% because respondents could select more than one option

## Language at McGill

Similar to 2009, this section shows McGill students to be a linguistically diverse and multilingual group. Indeed, as shown in Figure 10, slightly more than half of respondents reported English as the language (or one of the languages) first learned at home in childhood while 20.6% reported the same for French. 52.2% of respondents first learned a language other than French or English (the most prevalent being Spanish, Cantonese/Mandarin, Arabic, and German).

To better understand multilingualism at McGill in Canada's two official languages, Table 5 below plots respondents' abilities in French and English. As might be expected given McGill language of instruction, all respondents have at least some English language ability. Conversely, the majority of those who do not speak French are English speakers who either learned English as a mother tongue (39.3%) or speak English fluently despite its not being a first language (41.6%).

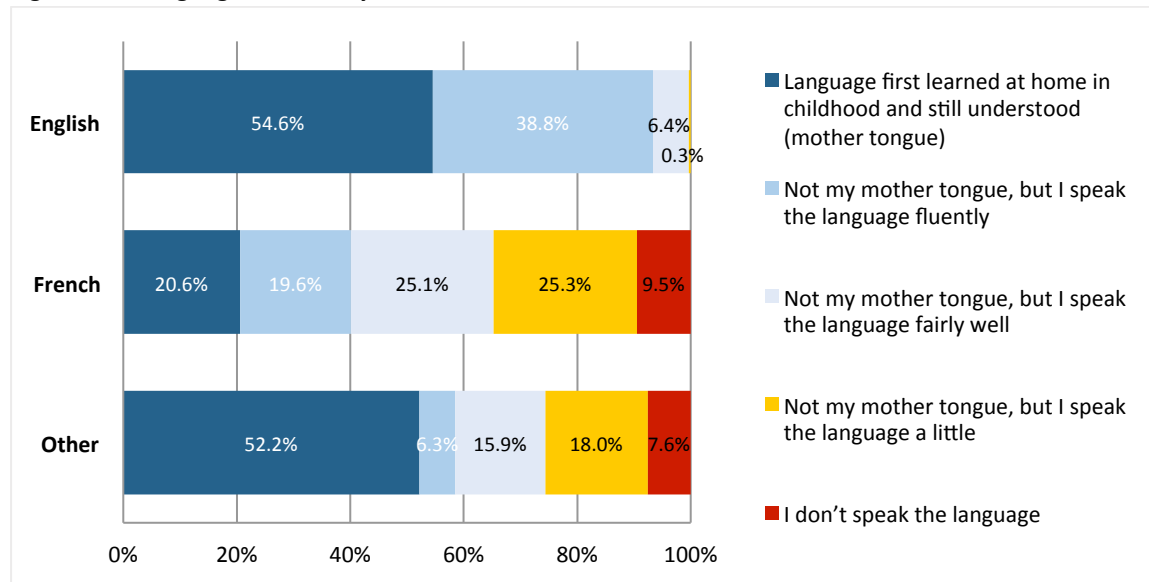
30.6% of native French speakers were raised bilingual, with English also being a first language. 11.4% of native English speakers were raised bilingual, with French also as a first language. This is in stark contrast to the average undergraduate student in other universities in Canada, where more than 8 in 10 report their first language as English and only 2% speak French.<sup>4</sup> At McGill, only 6.8% of native English speakers claimed to have no French language ability.

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<sup>4</sup> From the 2011 Canadian Undergraduate Survey Consortium (CUSC).



**Figure 10 – Language Proficiency at McGill**



Note: Percentages add up to more than 100% because respondents could select more than one option

**Table 5 – Multilingualism at McGill (n=1,669)**

	French language first learned at home	French not mother tongue, but speak it fluently	French not mother tongue, but speak it fairly well	French not mother tongue, but speak it a little	Don't speak French
	<i>Column % (Row %)</i>	<i>Column % (Row %)</i>	<i>Column % (Row %)</i>	<i>Column % (Row %)</i>	<i>Column % (Row %)</i>
English language first learned at home	30.6% (11.4%)	63.0% (22.4%)	69.6% (31.7%)	60.0% (27.6%)	39.3% (6.8%)
English not mother tongue, but speak it fluently	59.0% (31.6%)	32.5% (16.5%)	27.5% (17.9%)	36.2% (23.8%)	41.6% (10.3%)
English not mother tongue, but speak it fairly well	10.2% (33.9%)	3.7% (11.7%)	2.5% (10.2%)	3.9% (15.7%)	18.6% (28.5%)
English not mother tongue, but speak it a little	0.2% (15.7%)	0.7% (43.88%)	0.3% (26.8%)	0.0% (0.0%)	0.4% (13.6%)
I don't speak English	0.0%	0.0%	0.0%	0.0%	0.0%

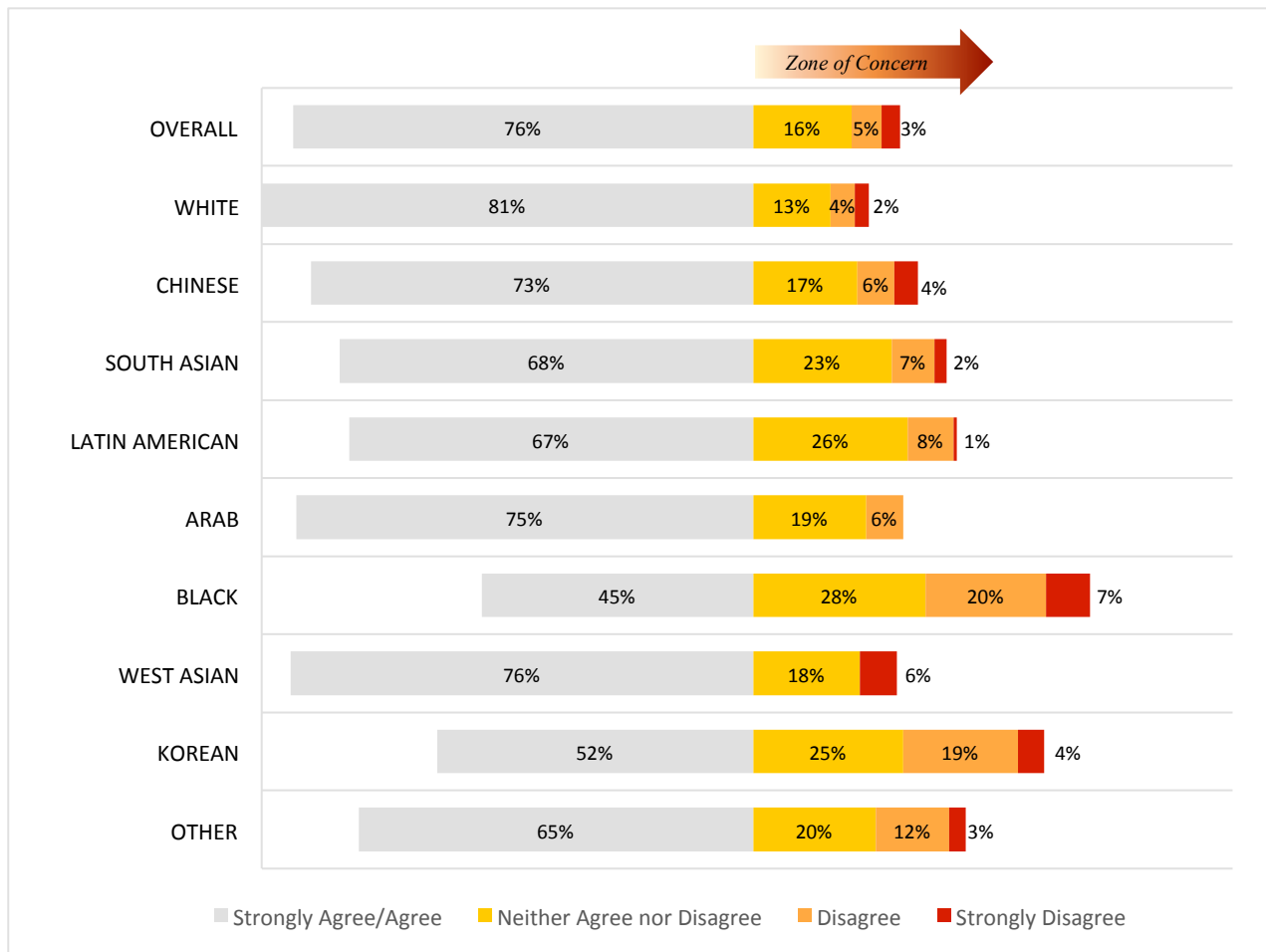
## Issues of Discrimination at McGill

As seen above, McGill hosts a diverse student body as compared to the average Canadian university. While McGill is committed to an open and inclusive learning environment, this high degree of diversity may bring about questions of possible discrimination or prejudice. Though the 2009 survey ultimately found little evidence of pervasive discrimination at McGill, a significant minority did report experiencing at least some discrimination. To this end, the present section seeks to update and expand upon the 2009 report.

### McGill as a Welcoming Environment – Quantitative Responses

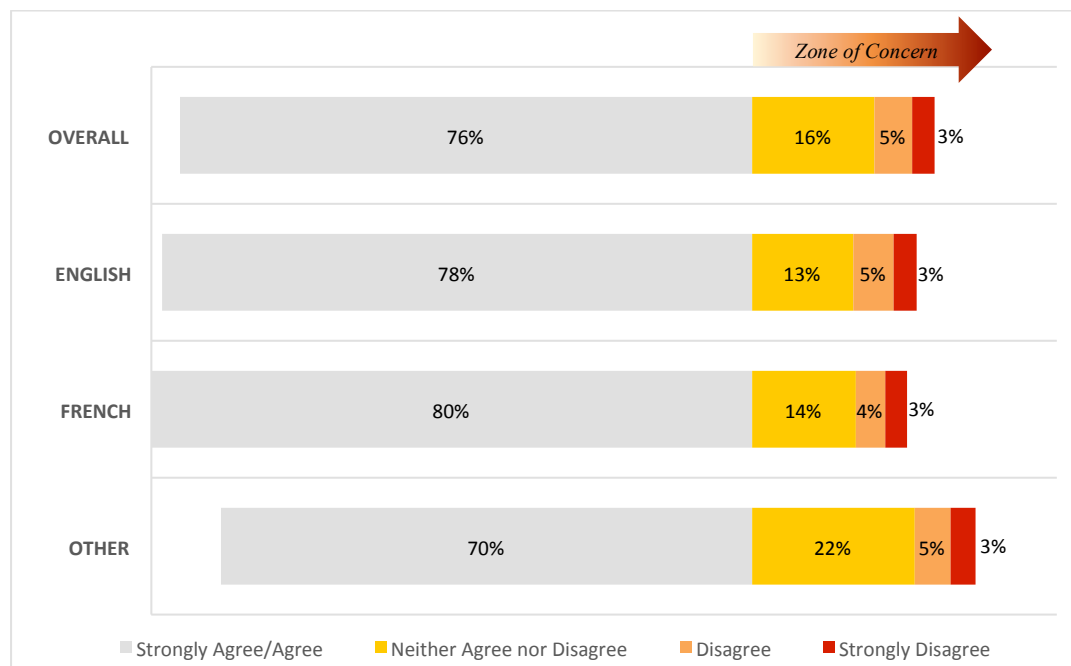
Students were asked the extent to which they believed “McGill to provide a welcoming environment for individuals with identities similar to [theirs]”. As seen below, the majority (76%) of students either Agree or Strongly Agree that McGill does in fact provide a welcoming environment. That said, however, a significant minority of students does not believe this to be the case. Specifically, Black and Korean students are most likely to disagree or strongly disagree that McGill provides a welcoming environment for individuals with identities similar to theirs, with 27% and 23% negative responses, respectively.

**Figure 11 – McGill as Welcoming Environment (n=1,708)**



Going further, Figure 12 divides answers to this question by language first learned at home. While those who are not native French or English speakers report slightly worse outcomes on this question, the differences are statistically significant when compared to native English speakers ( $p=0.006$ ).

**Figure 12 –McGill as a Welcoming Environment by Language (n=1,708)**



## McGill as a Welcoming Environment – Qualitative Responses

In addition to the above question, students who disagreed with the statement “to what extent do you agree that McGill provides a welcoming environment for individuals with identities similar to yours?” were asked to describe why they did not feel McGill to be a welcoming environment. 106 students completed this open-ended response, with responses ranging from five to over 250 word statements. These responses tended to largely group around themes of gender, ethnicity, class, age, language, religion, lifestyle, and tolerance of ‘outsider’ opinion.

In particular, many comments made reference to the demographics of McGill students. Several students, for example, pointed to the white majority as a potential source of eurocentricity:

*“McGill is a very white institution and refrains from acknowledging it. Most of its faculty is white as well as its students. This intense whiteness is reflective in the courses McGill offers and its school wide activities (such as frosh). The courses are one of Eurocentricity and this is evident in the yearly decrease in African Studies courses (100- to 400-level), the non-existent Latin American and Caribbean Studies Program (aside from one honours level course) and no, I repeat, no, Africana/Black Studies Program. A university that claims to be international and ‘welcoming’ to all doesn’t even have courses that cater to the so-called multiculturalism of this university. Shameful.”*

*“A lot of [students] are Caucasian, and do not understand the racism and discrimination is something that is ingrained into society and practised sub consciously and consciously by everyone, all the time. The 'official' McGill policies of racism=bad doesn't really do much to address the constant discrimination, which does happen all the time--not 'horrible, shocking' things that one has come to associate with racism, such as outright violence, but smaller things, which nevertheless are exhausting and frustrating to deal with.”*

Others, meanwhile, questioned the representation of French and Quebecoise students:

*“McGill is often hostile to Quebecois interests.”*

*“Je pense qu'il n'y a pas beaucoup de place pour la minorité francophone à l'université McGill, j'ai souvent entendu des étudiants faire des commentaires désobligeants sur les francophones et le français et j'ai constaté que les professeurs et TA sont rarement familier avec la réalité québécoise. À l'exception de la faculté de droit, je crois qu'il est difficile d'être francophone et de se sentir à sa place à McGill.”*

Some students touched upon the intersectionality of identities and lifestyles:

*“McGill is predominantly an institution that caters to Canada's Anglophone elite. It's rare to find other racialized students from low socioeconomic and working class backgrounds like myself. There's an assumption that we're all rich students with upper-class, professional parents. In addition, little support is offered to single parents, working students who have to support themselves (and their families), students who support their own parents or relative, etc. It's as if we don't exist on campus.”*

Finally, many touched on issues of gender:

*“Gender markers and legal names are presented on class rosters, emails, and services like Minerva with no easy option for changing them. Gender-neutral spaces such as washrooms and residence rooms are rare and hard-to-find. Generally, an attitude or expectation of acceptance for non-binary genders is not made explicit anywhere in the university.”*

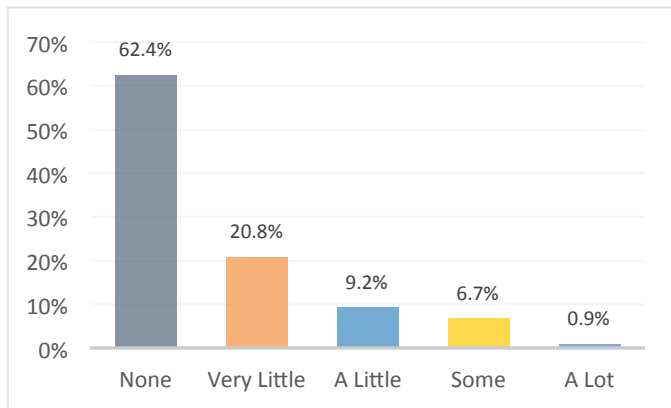
*“McGill for me represents a culture of whiteness, and misogyny. I have encountered racism, and sexism from professors, staff, colleagues, and students.”*

*“In my faculty, white male professors are more likely to be promoted, have more power, and get away with administrative duties. In committees and departmental meetings that I sat on, I've seen how female professors (especially those who are of racial or sexual minority) are silenced, bombarded with administrative duties, and their contributions discounted.”*

## Graffiti at McGill

In addition to questions regarding discrimination from McGill faculty, students, and employees, students were asked whether they had witnessed discriminatory graffiti (e.g. sexist, racist, homophobic, anti-Semitic, Islamophobic, etc.). As illustrated below, more than 60% of the responses indicated seeing no discriminatory graffiti on either of McGill’s campuses, while less than one percent report seeing ‘a lot’ of this kind of graffiti. Nonetheless, this leaves 37% who have seen discriminatory graffiti to some degree. These findings have no correlation with respondents’ ethnicity or native language.

**Figure 13 – Witnessing of Discriminatory Graffiti (n=1,709)**

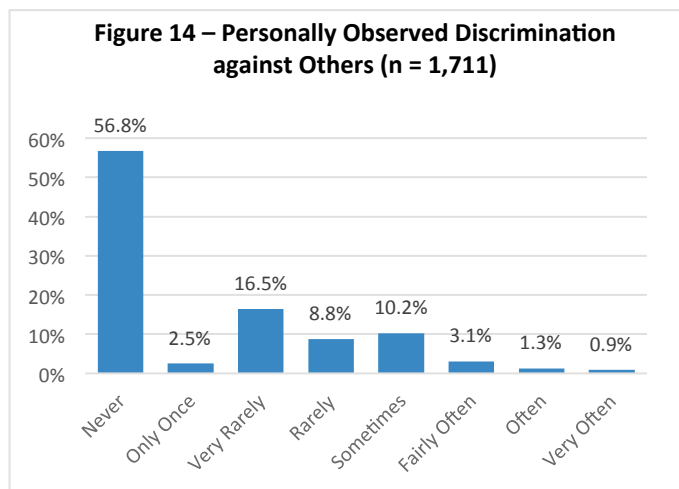


## Discrimination at McGill – Personally Observed Discrimination

Turning now to observed discrimination, it is worthwhile to first analyse how often students report observing discrimination against others at McGill before taking a closer look at the sources and types of possible discriminatory behaviour. Specifically, respondents were asked “*how frequently have you personally observed discrimination against others at McGill?*” with possible response options ranging from ‘never’ to ‘very often’. Figure 14 graphs the distribution of responses to this question.

As is clear, the majority of students have not witnessed a great deal of discrimination at McGill. More than 50% of the sample report never having seen discrimination, while an additional 25% report at least rarely seeing discriminatory behaviour at McGill. With that said, however, a significant portion of students have observed discriminatory behaviour at least sometimes at McGill. To that end, it is worthwhile to further investigate the types and frequency of experienced discrimination at McGill to better understand the nature and prevalence of such discriminatory behaviours and experiences.

**Figure 14 – Personally Observed Discrimination against Others (n = 1,711)**



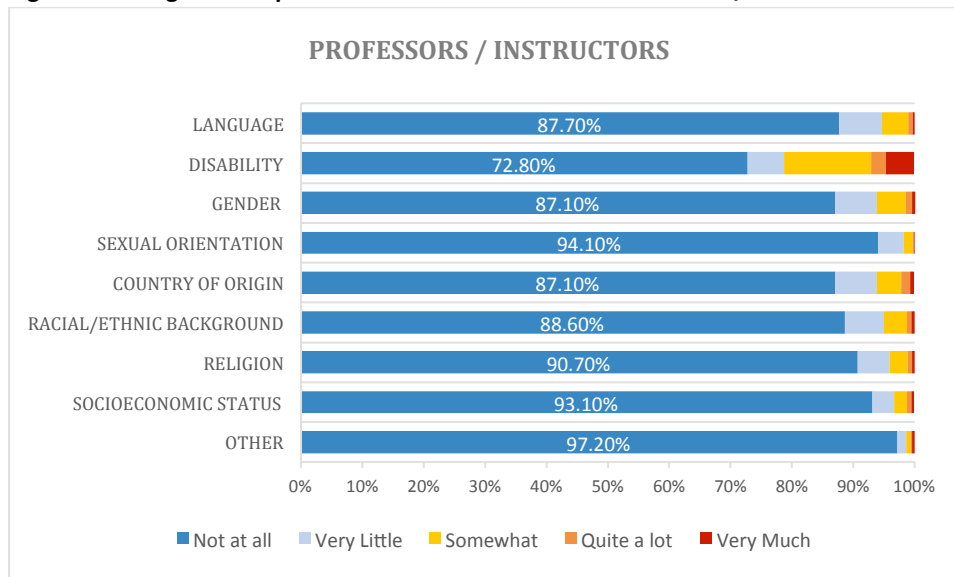
## Experienced Discrimination – Quantitative Responses

To help recognize the nature of possible discrimination at McGill, students were asked the extent to which they had experienced discrimination by professors or instructors; teaching assistants; administrative and support staff; and other students. Questions were broken into ten aspects of personal identity (language, disability, gender, sexual orientation, country of origin, racial/ethnic background, religion, socioeconomic status, and other) to more finely investigate students’ experiences while at McGill.

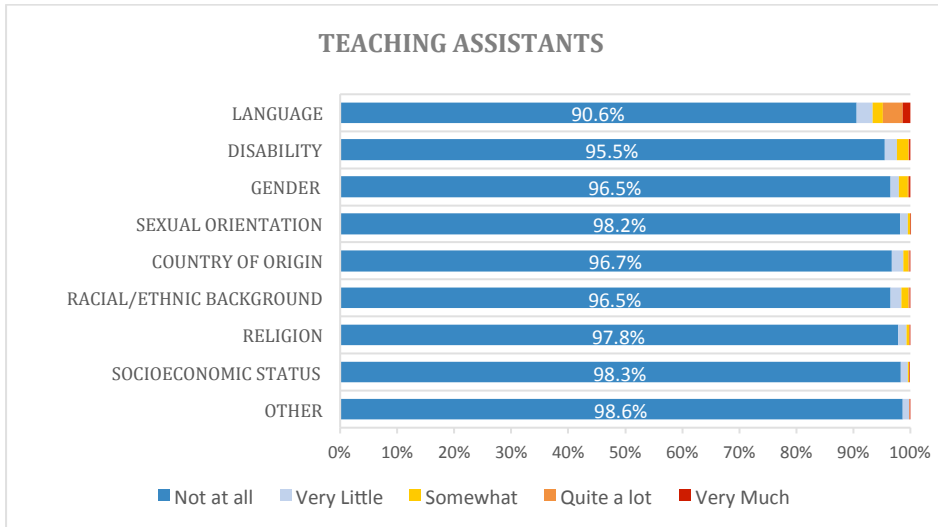
As in 2009, respondents found other students to be the most prevalent source of discriminatory behaviour. As seen in the figures below, in 2013 other students at McGill are rated as the most frequent source of discriminatory behaviour across almost all axes of discrimination. Teaching assistants are the least frequent source of discrimination at McGill, with some 70% of students reporting almost no discriminatory behaviour from TAs, while students themselves are the most frequent, with 7.1% of respondents claiming either *quite a lot* or *very much* discrimination from this group. The exception to this is in the case of discrimination on the basis of disability, where respondents report professors or instructors as the most prevalent source of discrimination. [Appendix A](#) contains detailed tables of the percentages for each category.

While it is clear that other students, in general, rate as the most frequent source of discrimination, what is less clear is whether this is due to student attitudes or simply frequency of interaction. As McGill students most frequently interact with other students, the opportunities for discrimination are higher than they are for McGill academic or non-academic staff.

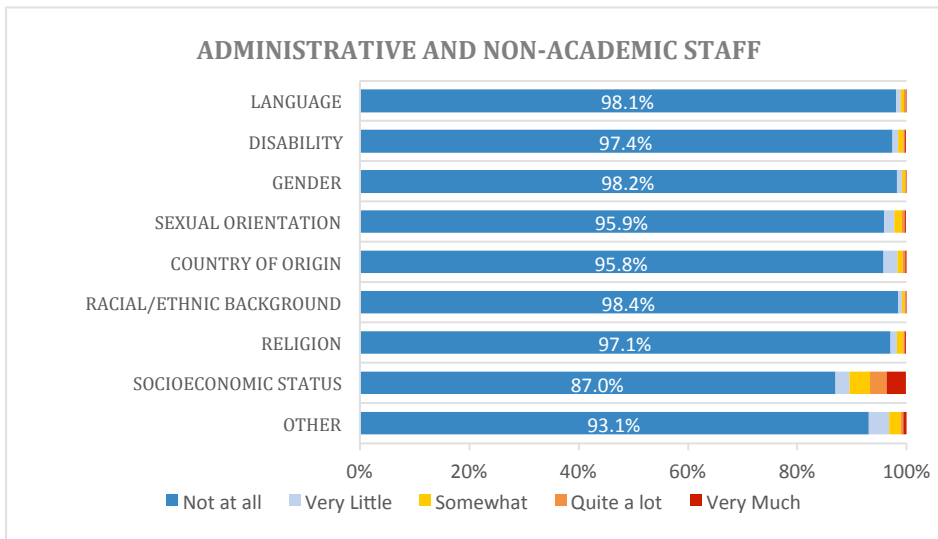
**Figure 15 – Degree of Experienced Discrimination from Professors/Instructors**



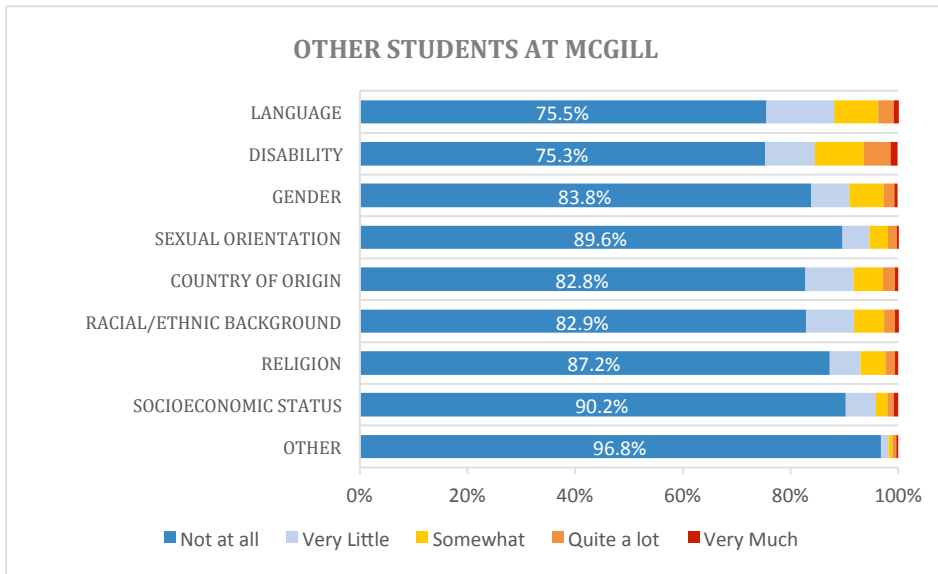
**Figure 16 – Degree of Experienced Discrimination from Teaching Assistants**



**Figure 17 – Degree of Experienced Discrimination from Administrative and Non-Academic Staff**



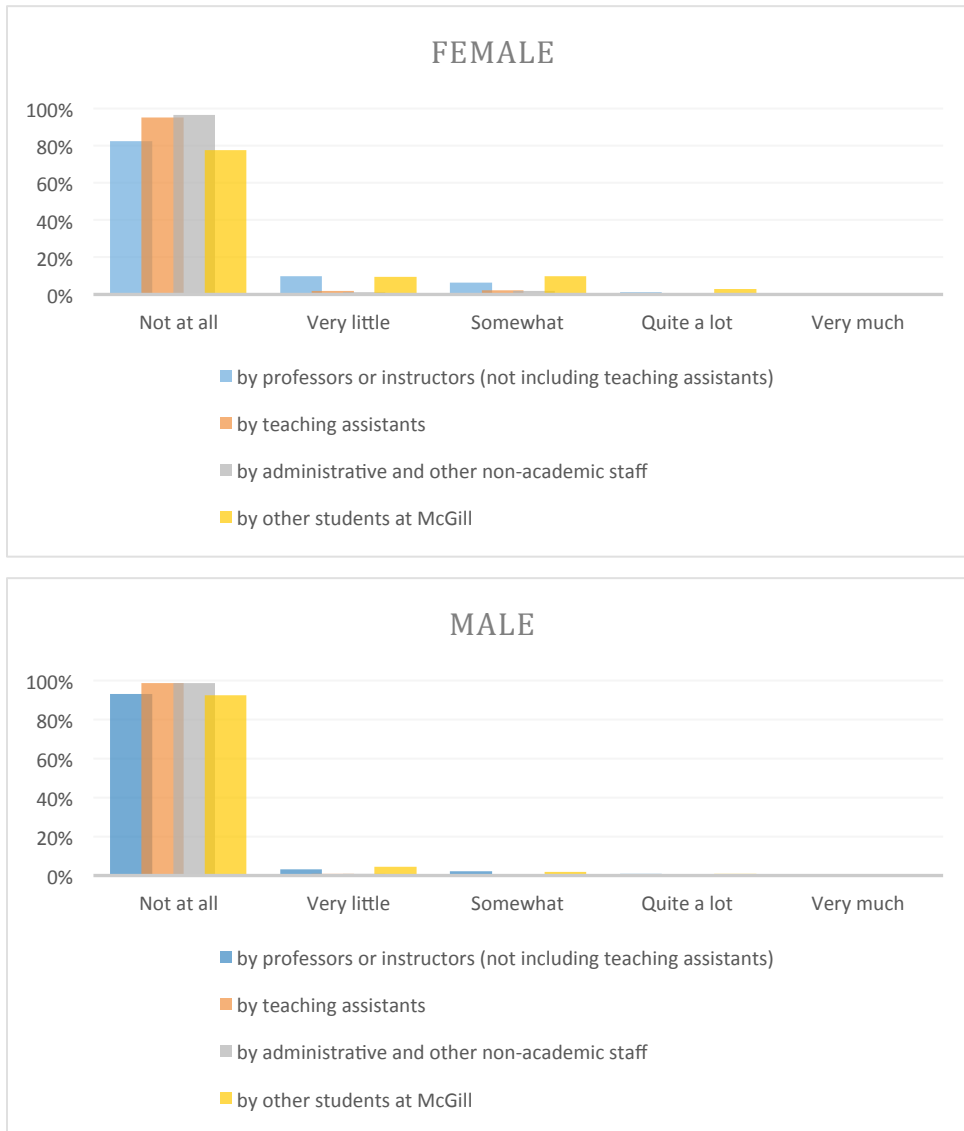
**Figure 18 – Degree of Experienced Discrimination from Other Students at McGill**



To further investigate the experience of students at McGill with regard to discrimination, the following section divides responses to this battery of questions into subgroups that may experience discrimination in different ways.

## Gender

**Figure 19 – Experienced Discrimination with Respect to Gender**



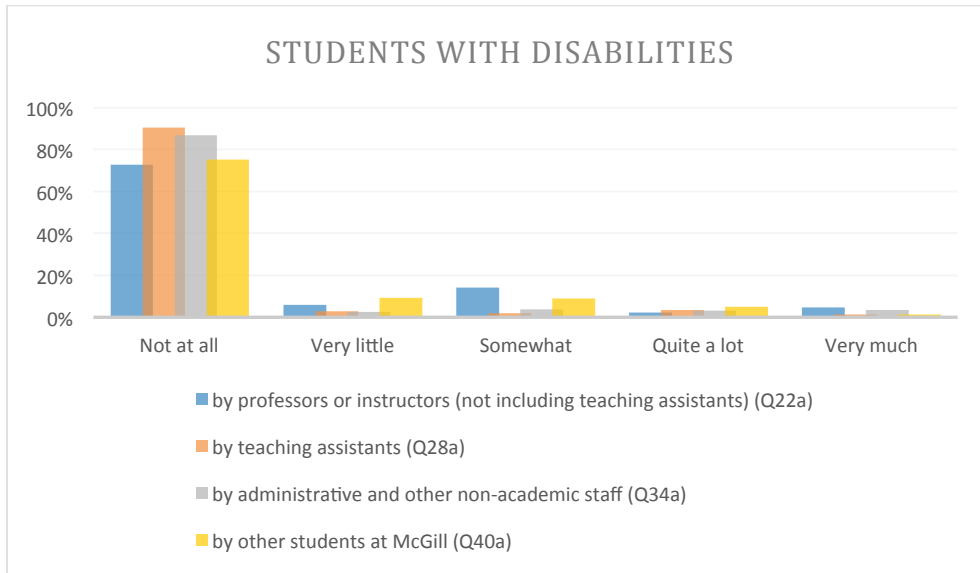
As seen, there is a gendered divide of patterns of discrimination at McGill between male and female respondents. (There is insufficient data to perform a detailed analysis of transgendered respondents.) Females are more likely to have experienced discriminatory behaviour than males. By way of comparison, the above charts highlight that more than 22% of women report at least some gendered discrimination from other students, while only 7.7% of men at McGill say the same.



## Disability

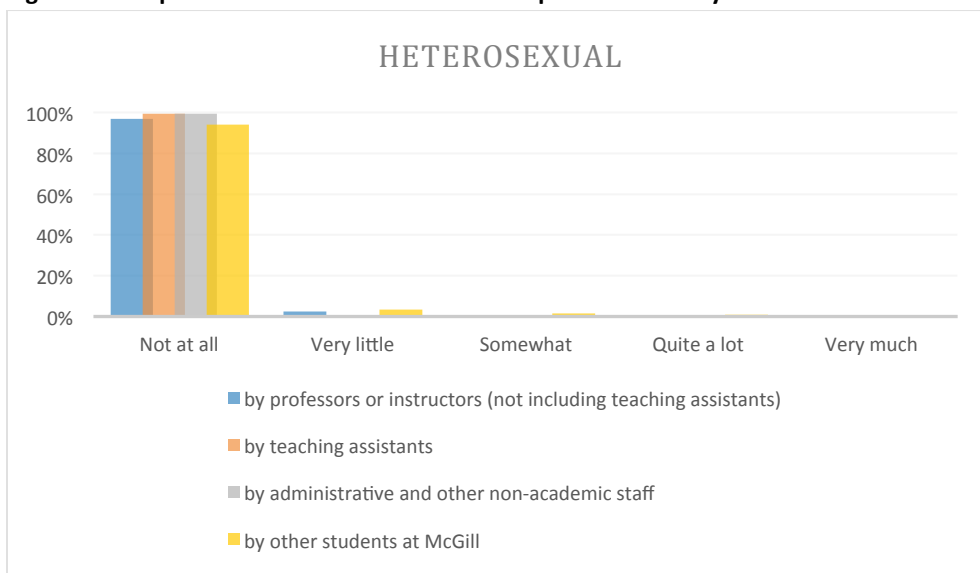
As noted above, discriminatory behaviour directed towards those with disabilities is unique in that McGill professors and instructors are reported as the most prevalent source of this behaviour rather than other students at McGill. When responses are further analysed by those who report having a disability (Figure 20), disability-based discriminatory behaviour becomes one of the most prevalent form of discrimination at McGill. In fact, only 72.8% of respondents with disabilities report never being the victim of discriminatory behaviour from professors or instructors at McGill.

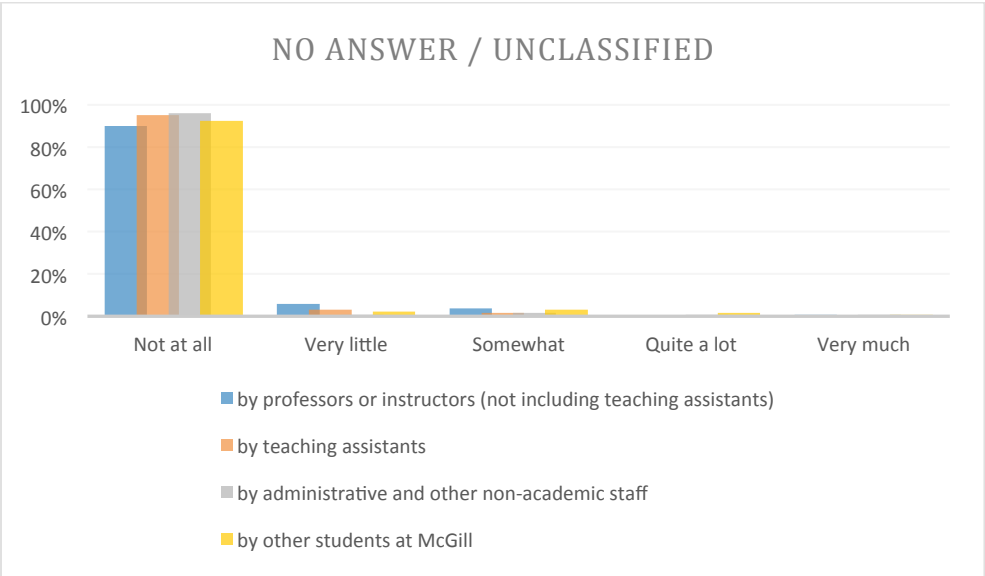
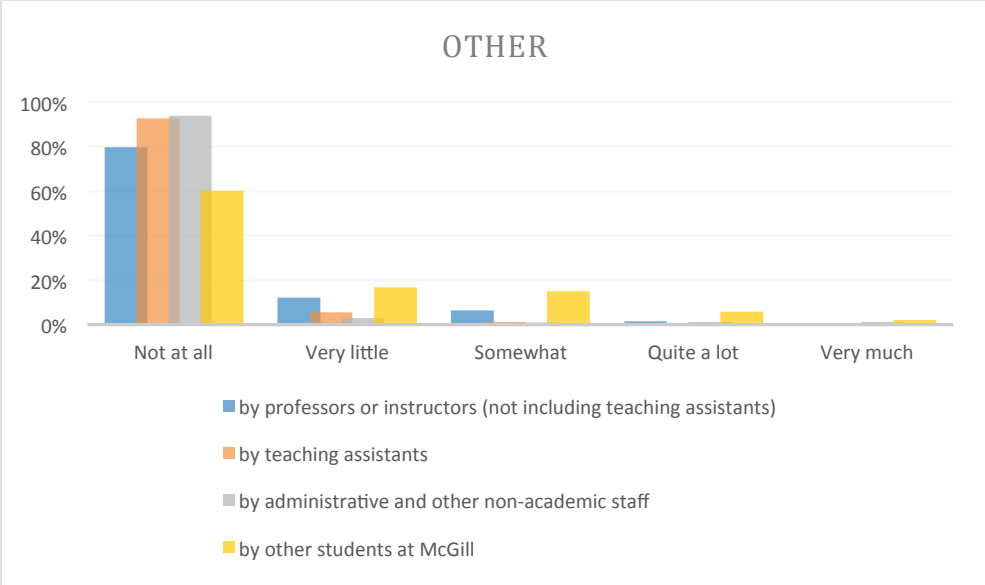
**Figure 20 – Experienced Discrimination with Respect to Disability**



## Sexual Orientation

**Figure 21 – Experienced Discrimination with Respect to Sexuality**

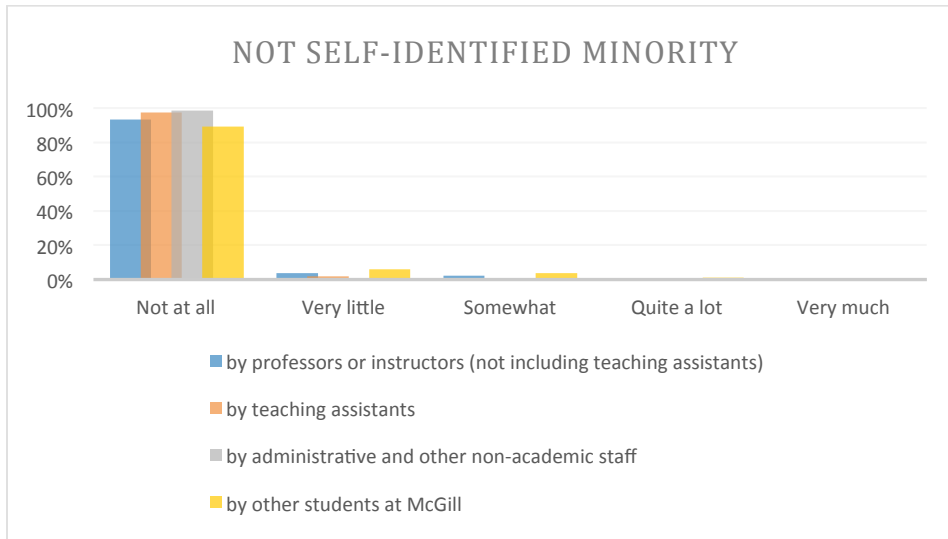




Looking at Figure 21, respondents appear to differ in their experiences of discrimination according to their sexual orientation. Specifically, students who reported a sexuality other than heterosexual were much more likely to experience at least some discriminatory behaviours on the basis of sexuality. Respondents who are classified under ‘*other*’, in particular, report a fairly substantial amount of discrimination from other students at McGill. Indeed, nearly 40% of this subgroup has experienced at least some discrimination from other students at McGill, the highest percentage of reported discriminatory behaviour by far.

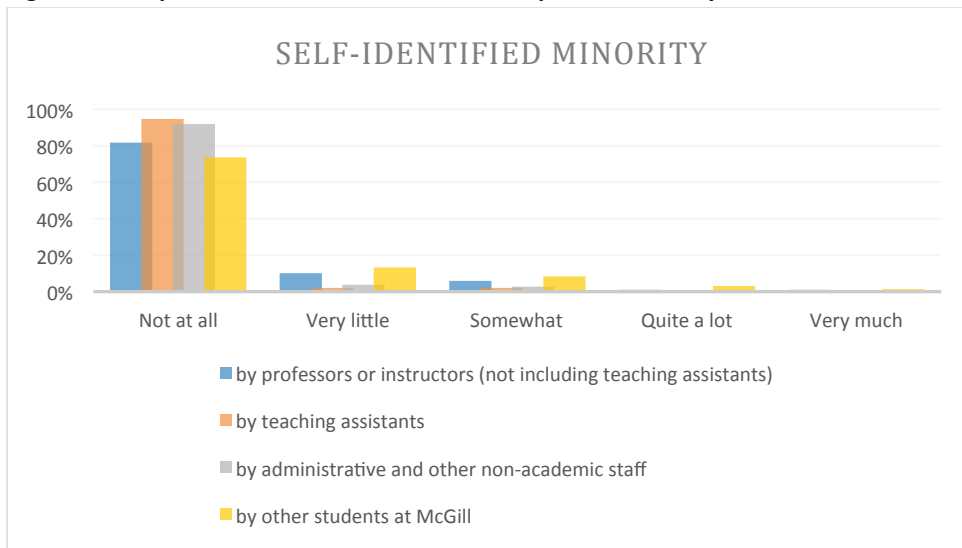
## Racial/Ethnic Background

**Figure 22 – Experienced Discrimination with Respect to Ethnicity**



Students who self-identify as a visible minority report much higher levels of discrimination than self-identified white respondents. Particularly in interactions with other students at McGill, self-identified minority respondents experience a great deal more discriminatory behaviour on the basis of ethnicity.

**Figure 23 – Experienced Discrimination with Respect to Ethnicity**



## Experienced Discrimination in other Personal Characteristics

In addition to the above, several other groups report higher levels of experienced discrimination than the majority student population. Specifically, patterns of discrimination varied on the basis of the following personal characteristics: language, country of origin (experienced especially by those from the USA), socioeconomic status (experienced particularly by respondents of lower socioeconomic status) and religion (experienced by practicing students and by Muslim and Jewish students). Again, the most

pronounced difference in these groups is in their interactions with other students at McGill, with minority group students reporting much higher incident rates of discrimination than majority groups.

### Discrimination on the Basis of Language

As noted above, students’ experiences with discrimination on the basis of language varied according to native language (English, French, or Other). Going further, Table 6 outlines the most frequent situations in which language-based discrimination occurred for respondents.

**Table 6 – Language-based Discrimination**

	By professors or instructors (not including TA) (Q22d) (n=173)		By teaching assistants (Q28d) (n=60)		By administrative and other non-academic staff (Q34d) (n=93)		By other students at McGill (Q40d) (n=334)	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Speaking English fluently, but accented by another language	58	33.5%	23	37.5%	29	31.1%	117	35.1%
Speaking English, but not fluently	49	28.6%	12	19.8%	25	26.9%	74	22.3%
Not speaking French	36	20.9%	12	19.2%	23	25.1%	108	32.5%
Speaking French, but not fluently	31	18.1%	9	15.0%	21	22.7%	74	22.3%
Speaking English fluently	23	13.1%	12	20.4%	16	17.3%	56	16.6%
Speaking French fluently	18	10.3%	9	14.3%	11	11.9%	42	12.5%
Speaking French, but accented by another language	15	8.8%	6	10.5%	10	10.4%	44	13.2%
Not speaking English	11	6.3%	4	6.9%	6	6.3%	20	6.0%
Speaking another language	10	5.9%	4	6.2%	4	4.7%	32	9.6%

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

As demonstrated in Table 6, the most frequent situations that included language-based discrimination occurred while *speaking English fluently, but accented by another language*, followed by *speaking English, but not fluently*, and *not speaking French*.

### Descriptions of Discriminatory Behaviour

In addition to outlining the frequency of experienced discrimination, the present survey also inquired about the types of discriminatory behaviour variously experienced in interactions with other students, professors/instructors, teaching assistants, and administrative and other non-academic staff. The most frequent form of discriminatory behaviour across all groups was “*biased comments that may have been unintentional or offhand*”, followed by “*lack of trust in [respondents’] abilities*”. The exception to this pattern was interactions with other students, where “*biased comments that seemed intentional*” and “*verbal abuse (stereotypes, jokes, insults, racial slurs, etc.)*” each accounted for more than half of responses (percentages can add up to more than 100% since respondents could select more than one option). *Physical violence* rates as the least frequent mode of discriminatory behaviours, with approximately 1% of respondents reporting some form of physical violence against them.

### Reporting Incidences of Discrimination

While relatively few respondents experienced at least one incidence of discrimination, respondents were asked to whom at McGill or an external organization they reported this discrimination. If the discriminatory behaviour was not reported, respondents were asked why they elected not to, with possible

responses being “*I didn’t think it was important*”, “*I didn’t know to whom to report it*”, “*I was worried of repercussions*”, “*I didn’t think it would be taken seriously*”, and “*I didn’t think there would be any follow-up*”.

For those students who did elect to report discriminatory behaviour, the most common response was to report their experiences with those in a position of authority within the department or University. Others, meanwhile, elected to report troubling experiences with other people within their department, including advisors, lab coordinators, professors, or to directly respond to the source of the behaviour. A much smaller percentage approached campus organizations such as the Office for Students with Disabilities or the Social Equity and Diversity Education Office.

No matter the particular source of the discriminatory behaviour, the most common reason for not reporting discrimination was that the respondent “*didn’t think it was important*”. In subsequent open-ended items further questioning the reason for not reporting, the most common theme was that reporting the behaviour would ultimately be of little consequence. The largest issue with the reporting mechanisms (aside from students not knowing to whom to report to), was a lack of trust in the institutional avenues handling discrimination. Several students, for example, wrote a variation of the following comment: “*I don’t have a lot of trust in this institution and I have fear that it will be mishandled*”. An additional theme focused on the subtle yet pervasive nature of discrimination as a feature of student culture that is difficult to directly point to and report. Others, meanwhile, believed very little would change the source of the behaviour; for example, “*c’était connu de tous dans l’école et si quelqu’un lui a parlé, cela n’a rien changé*”.

## Experienced Discrimination – Qualitative Responses

To add qualitative depth to the survey responses, students were given space to expand upon their survey responses with open-ended probes. Not only did these responses reveal additional axes of identity-based discrimination (including political beliefs, age, academic performance, field of study, and being a student-parent), but they also provided a vivid description of the kinds of discriminatory practices and behaviours experienced at McGill.

These responses can largely be grouped around discriminatory behaviours (biased comments, jokes, stereotypes, and culture) as well as themes of discrimination (religion, language, program of study, sexuality, gender, nationality, ethnicity, and socioeconomic status).

Looking first to gender-based discrimination, many respondents reported a culture of sexism and gender-based intolerance amongst students and McGill staff. For example:

*“The gender discrimination that predominates undergraduate culture is particularly severe.”*

*“It’s the usual sexist comments that male students say are “just jokes”, objectifying women or perpetuating stereotypes - that happens ALL the time.”*

*“When I came out as transsexual to my previous supervisor he tried to persuade me it was all in my imagination.”*

Others reported discrimination based on expected gender roles and sexuality:

*“Many sexist comments all the time about “men should do that” and “women should do that”. Using gendered pronouns to always refer to specific jobs or positions (dieticians= she, doctors=he) and treating me as unreasonable or too pushy when I try and take equal space that male students are taking up. Very heteronormative language and assumptions about my life and others.”*

*“As a queer woman on campus, I have felt that classrooms and spaces are not safe spaces on campus fairly frequently. As a woman, I have heard comments made in classrooms and otherwise that is both sexist and derogatory towards queer and trans people.”*

Many also reported little tolerance for medical conditions and disabilities:

*“De par mon déficit d'attention, j'ai parfois de la difficulté à m'exprimer. Les élèves croient que je suis peu douée et m'évitent sur les projets d'équipe ou parlent par dessus moi dans les discussions, un peu comme si je n'existais pas.”*

Further, issues of language-based discriminatory behaviour also loom large in respondents' comments:

*“Not being completely fluent in English, it often happens that people do not take seriously what I need to tell, because of my inability to express myself fast enough. Especially in verbal arguments and discussions, people tend to use more sophisticated English skills in order to make my arguments invalid, since I cannot keep up.”*

*“J'étais avec des amis et on discutait, mais il y avait une fille que je ne connaissais pas. Elle ne comprenait pas el français et a commencé à dire comment les francophones devraient s'adapter aux anglophones et pourquoi on persiste à parler en français au Québec.”*

*“Throughout my undergrad though, I always felt left out by English speaking students. I had a bit of an adjustment period in terms of writing and reading skills, and only seemed to make friends with other francophone students. It was always difficult to get my opinion out in group discussions, and I often felt like other students didn't take my comments as seriously due to my sometimes struggling to find the right words to express my thoughts. I did get better at communicating in English over the years though, and so did my relationships with other students.”*

*“I've been insulted and patronized for my weak French.”*

Racism, too, was a common experience of survey respondents:

*“Students are often given a free pass with regards to racist and sexist comments in the classroom, and the tacit acceptance of this by the professors creates a very unsafe learning environment. Events like OAP and Frosh are extremely sexist and racist, and those who facilitate them seem to disregard any criticism at best, and openly mock people who take issue with the way their events are run at worst.”*

Once again, intersectional axes of oppression and discrimination were a common theme in students’ comments:

*“In undergrad... fellow students frequently made jokes about poverty, sexual orientation, racism, and women that were (I think ) meant to be jovial but could have easily alienated individuals from marginalized groups. I distinguish this from spirited discussions about these issues in which people were trying to debate and in which problematic positions might be stated, but were open to discussion.”*

Finally, issues of religious intolerance also formed a common thread around which many students experienced discrimination:

*“Generally, in the faculty of ....., when I spend time with other students, they make offhand remarks about my religion, gender or racial background.”*

*“Students occasionally make remarks that mock religious people, or generally stereotype religion as oppressive, hateful or silly.”*

## Data Limitations

It is important to note that issues of respondent self-selection are often problematic for surveys regarding this kind of sensitive material.<sup>5</sup> That is, as participation was completely voluntary, the literature regarding survey participation suggests that certain students are much more likely to respond than others. Among these will likely be those with very positive or very negative attitudes toward discrimination at McGill. While the present report attempts to correct for a self-selection bias by weighting all analyses on the basis of students’ gender, level of study, and their place of origin, one must be aware that responses to this survey may be biased toward those students with the most pronounced feelings toward issues of discrimination at McGill.

Furthermore, as respondents were only given the opportunity to answer open-ended survey probes if they reported negative experiences with discrimination at McGill, the qualitative analysis of these comments are necessarily focused on those with troubling experiences at McGill.

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<sup>5</sup> Thompson, L. F., Surface, E. A., Martin, D. L., & Sanders, M. G. (2003). From paper to pixels: Moving personnel surveys to the Web. *Personnel Psychology*, *56* (1), 197–227.

## Conclusions

Beginning with the 2009 McGill University Student Demographic Survey, McGill has sought to better understand the nature of its student body in ways not tracked by existing student demographic data. In doing so, McGill has been revealed, as expected, to host a multicultural and linguistically diverse student body. Indeed, with students from over 150 countries and over 40% of the student body either claiming French as a native language or to be fluent in the language, McGill is much more linguistically and ethnically diverse than many other large research-intensive Canadian universities.

With that said, however, the present survey does highlight some cause for concern. For one, McGill lacks in its representation of Aboriginal students when compared to other similar Canadian universities. Only 1.1% of students in the present survey self-identified as Aboriginal, defined as *North American Indian, Metis or Inuit, status or non-status*, and this is significantly less than the national undergraduate average of approximately 5%. This underrepresentation is troubling and should highlight a real area of concern.

Second, McGill students, in general, are more affluent when compared to students at peer institutions. Especially so when viewed through the lens of parental socioeconomic status and educational attainment, McGill students do not display a great deal of socioeconomic diversity. Most students place their own socioeconomic status in the 'middle' grouping while their parents register as 'upper-middle', though 50% of students report the same socioeconomic status as their parents or guardians. This situation requires careful attention and monitoring so as to maintain the vibrancy of diversity at McGill.

For such a diverse student population, however, McGill shows few signs of pervasive discrimination or intolerance. More than three-quarters of survey respondents believe McGill to provide a welcoming environment for individuals with identities similar to theirs and very few respondents report high levels of discrimination across a number of axes of identity. These results are encouraging for such a large and diverse institution, and existing efforts to stamp out intolerance and discriminatory behaviour should be lauded.

Nevertheless, approximately 20% of survey respondents did experience at least some discrimination by fellow students based on language, disability, gender, sexual orientation, country of origin, self-identified minorities, and religion. More troubling, the percentage of students reporting high levels of discrimination by fellow students has nearly doubled from the 2009 report (3.6% in 2009 to 7.1% in 2013). Indeed, students rate as the most frequent source of discriminatory behaviour in the present report and open-ended survey comments repeatedly hint toward serious problems of perceived and experienced discrimination in the student body. While the high frequency of discriminatory behaviour may be a function of increased interaction between students as compared to students and McGill staff, further sensitivity awareness ought to be promoted in the student body. In particular, the present survey noted especially high levels of discriminatory behaviour experienced by Black and Korean students. Follow up work should focus on ways in which the McGill Community can improve conditions for these students.

Further, the results of the present survey indicate professors and instructors at McGill are the most frequent source of discriminatory behaviour for students with disabilities. Both in survey responses as well as open-ended comments, respondents pointed to a lack of accommodation and feelings of intolerance for disabilities from instructors and professors at McGill. Again, this is an issue that requires attention.



Where discriminatory behaviour was experienced, respondents in the present survey revealed the existing avenues of reporting to be seriously underutilized and mistrusted. Indeed, the majority of discrimination at McGill would appear to go unreported. Beyond those who did not know where to report discriminatory behaviour (a significant proportion of respondents), many either did not believe the incident to be important enough to report or simply did not trust the institutional mechanisms that deal with discrimination reporting. This is a serious problem that deserves a great deal more attention and transparency to better design interventions and programs to help ameliorate these negative feelings toward reporting discrimination.

Taken together, however, the 2013 McGill University Student Demographic Survey largely illustrates a vibrant and tolerant campus that provides a welcoming environment for students of all backgrounds. Though concerns have been identified with regard to both diversity and discrimination, the results of the present report speak to the relative success of recent measures to encourage diversity and openness of McGill.

## Appendix A – Source of Experienced Discrimination: Detailed percentages (REVISED JUNE 2016)

### Source of Discrimination: Professors/Instructors

	<i>Not at all</i>	<i>Very Little</i>	<i>Somewhat</i>	<i>Quite a lot</i>	<i>Very Much</i>
<i>Other</i>	97.2%	1.4%	0.8%	0.2%	0.4%
<i>Socioeconomic Status</i>	93.1%	3.6%	2.1%	0.7%	0.4%
<i>Religion</i>	90.7%	5.2%	3.0%	0.7%	0.4%
<i>Racial/Ethnic background</i>	88.6%	6.4%	3.7%	0.8%	0.5%
<i>Country of origin</i>	87.7%	7.0%	4.3%	0.8%	0.3%
<i>Sexual orientation</i>	94.1%	4.1%	1.5%	0.2%	0.1%
<i>Gender</i>	87.1%	6.8%	4.6%	1.1%	0.5%
<i>Disability</i>	72.8%	5.9%	14.2%	2.4%	4.6%
<i>Language</i>	87.1%	6.7%	4.0%	1.5%	0.6%

### Source of Discrimination: Teaching Assistants

	<i>Not at all</i>	<i>Very Little</i>	<i>Somewhat</i>	<i>Quite a lot</i>	<i>Very Much</i>
<i>Other</i>	98.6%	1.2%	0.0%	0.1%	0.1%
<i>Socioeconomic Status</i>	98.3%	1.2%	0.3%	0.0%	0.1%
<i>Religion</i>	97.8%	1.5%	0.5%	0.1%	0.1%
<i>Racial/Ethnic background</i>	96.5%	1.9%	1.2%	0.3%	0.1%
<i>Country of origin</i>	96.7%	2.0%	1.0%	0.2%	0.1%
<i>Sexual orientation</i>	98.2%	1.3%	0.5%	0.0%	0.1%
<i>Gender</i>	96.5%	1.5%	1.5%	0.3%	0.2%
<i>Disability</i>	90.6%	2.8%	1.8%	3.4%	1.4%
<i>Language</i>	95.5%	2.1%	2.0%	0.2%	0.2%

### Source of Discrimination: Administrative and Non-Academic Staff

	<i>Not at all</i>	<i>Very Little</i>	<i>Somewhat</i>	<i>Quite a lot</i>	<i>Very Much</i>
<i>Other</i>	98.1%	0.8%	0.6%	0.3%	0.2%
<i>Socioeconomic Status</i>	97.4%	1.0%	1.0%	0.2%	0.3%
<i>Religion</i>	98.2%	1.0%	0.5%	0.1%	0.1%
<i>Racial/Ethnic background</i>	95.9%	1.9%	1.4%	0.4%	0.3%
<i>Country of origin</i>	95.8%	2.5%	1.0%	0.4%	0.3%
<i>Sexual orientation</i>	98.4%	0.8%	0.4%	0.2%	0.2%
<i>Gender</i>	97.1%	1.1%	1.2%	0.2%	0.3%
<i>Disability</i>	87.0%	2.6%	3.7%	3.1%	3.5%
<i>Language</i>	93.1%	3.7%	2.1%	0.5%	0.6%

### Source of Discrimination: Other Students at McGill

	<i>Not at all</i>	<i>Very Little</i>	<i>Somewhat</i>	<i>Quite a lot</i>	<i>Very Much</i>
<i>Other</i>	96.8%	1.4%	0.7%	0.7%	0.4%
<i>Socioeconomic Status</i>	90.2%	5.6%	2.2%	1.2%	0.8%
<i>Religion</i>	87.2%	5.8%	4.6%	1.8%	0.6%
<i>Racial/Ethnic background</i>	82.9%	8.9%	5.6%	2.0%	0.7%
<i>Country of origin</i>	82.8%	8.9%	5.4%	2.3%	0.6%
<i>Sexual orientation</i>	89.6%	5.0%	3.5%	1.6%	0.4%
<i>Gender</i>	83.8%	7.2%	6.2%	2.1%	0.6%
<i>Disability</i>	75.3%	9.2%	9.1%	4.9%	1.4%
<i>Language</i>	75.5%	12.6%	8.2%	2.9%	0.9%

## Appendix B – Email Invitation

Subject/Objet: Survey on Diversity and Discrimination at McGill/ Enquête sur la diversité et la discrimination au sein de l'Université McGill

(La version française suit)

Dear student,

You are invited to complete a survey: *Understanding Diversity and Discrimination at McGill*. Your participation will help us better understand the diversity of our student population, identify discrimination, and ultimately ensure that the University is a respectful and welcoming environment for all.

The first diversity survey launched at McGill in 2009 demonstrated the breadth of diversity at McGill, where, for example, 61% of respondents reported using more than one language to communicate with friends and family. The [survey report](#) details the 2009 findings.

Now is your opportunity to contribute to the 2013 survey. Rest assured that your responses will be held in the strictest confidence and will only be used for statistical purposes.

The survey is online at: <https://surveys.mcgill.ca/limesurvey/index.php?sid=53854&lang=en>

This is a personalized link, so please do not forward it to anyone else.

If you have any question about the survey or if you experience technical difficulties, please contact the Planning and Institutional Analysis Office at [surveys.pia@mcgill.ca](mailto:surveys.pia@mcgill.ca) or at 514-398-6585.

As a token of our appreciation for your participation, you will have a chance to win an *iPad*.

Thank you in advance for your valued collaboration.

Sincerely,

*Morton J. Mendelson, Ph.D.*

Deputy Provost (Student Life & Learning)

Cher(ère) étudiant(e),

Vous êtes invité(e) à participer à une enquête sur la diversité et la discrimination au sein de l'Université McGill. Votre participation nous aidera à mieux comprendre la diversité de la population étudiante à l'Université, ainsi qu'à mieux décrire la discrimination, et ultimement, à nous assurer que l'Université soit un milieu respectueux et accueillant pour tous.

Un premier sondage sur la diversité, lancé à l'Université McGill en 2009, a permis de montrer le degré de diversité à l'Université où, par exemple, 61% des participants ont dit utiliser plus d'une langue avec leurs amis et leurs proches. Le [rapport final](#) commente l'ensemble des résultats de 2009.

Nous vous offrons maintenant la possibilité de contribuer à l'enquête de 2013. Soyez assuré(e) que vos réponses demeureront confidentielles et serviront uniquement à des fins statistiques.

Le sondage se trouve en ligne à : <https://surveys.mcgill.ca/limesurvey/index.php?sid=53854&lang=en>

Ce lien est personnalisé; vous ne devez donc pas le transmettre à une autre personne.

Si vous désirez en savoir plus sur le sondage ou si vous avez des difficultés à y accéder, vous pouvez communiquer avec le Bureau de la planification et de l'analyse institutionnelle à [surveys.pia@mcgill.ca](mailto:surveys.pia@mcgill.ca) ou au 514 398-6585.

En guise de reconnaissance de votre participation, nous vous offrons la chance de gagner un *iPad*.

Merci à l'avance de votre précieuse collaboration.

Sincèrement,

*Morton J. Mendelson, Ph.D.*

Premier vice-principal exécutif adjoint (études et vie étudiante)