



CSU 2019 ANNUAL UNDERGRADUATE SURVEY REPORT



Project overseen and report by
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UNDERGRADUATES RESPONDED.

Introduction and Demographics	3	CSU Services, Elections, and Student Involvement	17
Student Experience in Academia	5	CSU services and resources.....	17
Pedagogy at Concordia	5	CSU elections.....	18
Student voice and participation	5	Involvement in student-run groups.....	18
Mental health and drug use within university culture	7	Housing and Financials	19
Academic experience: Qualitative responses	7	Student housing situation	19
Accessibility	10	Student financial situation.....	19
Part one: accessibility for students with disabilities.....	10	Recommendations	21
Knowledge and training on accessible classrooms	10		
Pedagogical accommodations and class retention.....	11		
Physical accessibility.....	11		
How can Concordia be more accessible?.....	12		
Part Two: accessibility for student-parents Classroom environment and retention	13		
Barriers for student-parents.....	13		
Discrimination and Sexual Violence	14		
Experiences of discrimination at Concordia	14		
Experiences of sexual violence at Concordia	16		

INTRODUCTION & DEMOGRAPHICS

The Concordia Student Union's central role is representing and advocating for student needs, concerns and interests. The aim of the Annual Undergraduate Survey (AUS) is to gather student feedback on a range of areas, in order to update the limited available data on undergraduate students at Concordia. As a union that represents over 35,000 undergraduate students, AUS survey will keep the CSU up to date on students experiences and issues at the university. The survey focuses on five general areas: experience in academia, accessibility, discrimination and sexual violence, feedback on the CSU, and student demographics.

A total of 1023 undergraduate students responded to the survey, in which the data will serve to:

- Inform us on student demographics
- Support CSU advocacy and projects
- Improve CSU services and resources
- Provide evidence to the university on what changes need to be made to improve undergraduate students' experiences.
- Create a longitudinal data set to see how the data changes over time

Methodology Survey questions

The survey consisted of 123 questions, however certain questions were not visible unless the respondent selected "yes". Therefore, there was a range of 48 and 123 questions that students could respond to based on if they answered yes or no to certain questions (e.g. if the student experienced sexual violence). All of the questions were optional except for agreeing to participate in the survey and selecting that you were an undergraduate student.

Dissemination & outreach

The survey was active for 24 days, from January 20th until February 12th, 2019. The dissemination and outreach for the survey consisted of postering all Concordia Sir George Williams and Loyola poster boards, sending information through the CSU newsletter and social media platforms, class announcements, and tabling at Vanier Library, Hall Mezzanine, Visual Arts building, and EV building. In addition, there were incentives of five \$50 and one \$250 prepaid Mastercards.

Consultant and data analyst

The CSU contracted Dr. Idris as a consultant and data analyst who is trained as a computational social scientist with a focus

on research and development of open-source tools. His work has been presented at numerous academic, policy, and industry conferences and has held teaching and research positions at the University of Washington, The Pennsylvania State University, Concordia University in Montreal, as well as, Harvard University.

Data analysis consisted mainly of descriptive comparisons of responses across various types of students, and faculties, as well as, where possible we conducted simple linear correlations. For the qualitative data, a thematic analysis was used, which identified overall themes in the dataset.

Random sample: A fundamental assumption in this analysis is that every undergraduate student at Concordia University had an equal probability of being included as a respondent in the survey. A cursory examination of response rates suggests that the sample is in fact representative (e.g., ~75% Quebec Resident) with a slight oversampling of women (63% vs. 54%).

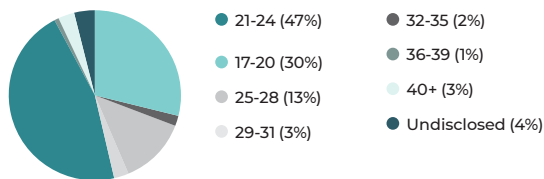
Undercoverage + Non-response: Undercoverage of sub-groups due to non-response can also lead to selection bias and in turn biased results. This happens when respondents within a sub-group are inadequately represented in the sample or are unwilling/unable to participate in the survey. This issue is particularly common among marginalized groups and there are reasons to believe this is the case among LGBTQ respondents and questions related to discrimination and sexual violence.

Response Bias: As suggested above, for questions related to discrimination / sexual violence, respondents will likely under report. In the same way, it is likely the respondents will exaggerate their responses to questions related to social desirability, e.g., grades.

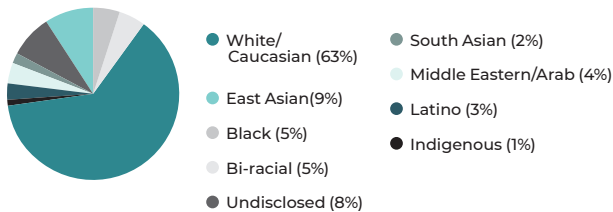
DEMOGRAPHICS

The majority of students who responded to the survey were between the age range of 21-24 (47%), female (63%), white (63%), straight (69%) and Quebec residents (76%).

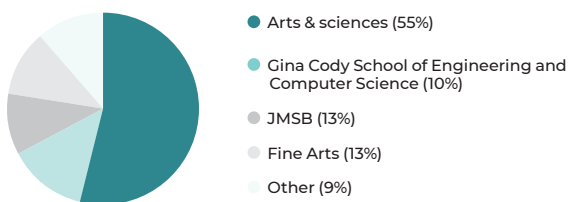
Age



Race



Faculty representation



The number of responses from Arts & Science and Fine Arts are proportionate to the amount of students in those faculties, as Concordia is made up of about 47% A&S students and 8.4% Fine Arts students. Both GCS and JMSB students make up about 21% of the Concordia population, but are represented as 10-11% within the survey.

SEXUAL ORIENTATION

Asexual: 1%
Bi/Pansexual: 16%
Gay/Lesbian: 4%
Questioning: 1%
Straight: 69%
Undisclosed: 10%

RESIDENCY STATUS

Exchange students: 1%
International students: 11%
Out of province students: 12%
Quebec resident: 76%
Undisclosed: 3%

GENDER

Women: 63%
Men: 29%
Trans: 0.20%
Gender fluid: 2%
Undisclosed: 5%

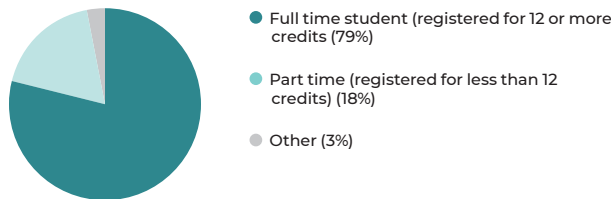
STUDENT EXPERIENCE IN ACADEMIA

This section examines students' experience with their program curriculum, and in the classroom. A significant part of the data looks at student participation and decision-making in the classroom and university as a whole.

DEMOGRAPHICS

The majority of student responses came from Arts & Science students whose GPAs are in the 3.6-2.7 range, studying full-time and are between completing their first or second year.

Full-time and Part-time Status



PEDAGOGY AT CONCORDIA

A range of 45%-53% of student responses indicate that they “almost always” or “always” feel that their professors’ teaching methods are generally beneficial to their learning experience (53%), that they feel well-equipped to enter a related workforce or pursue further education (45%), and that they feel that their assigned homework is appropriate and proportionate to the amount of credits received (49%).

When comparing responses by faculty, Fine Arts students have the highest responses of “almost always” and “always” feeling that their professors’ teaching methods are generally beneficial and that their program prepares them for a related workforce or pursue further education:

71% of Fine Arts students say that their professors’ teaching methods are “almost always” or “always” generally beneficial to their learning experience. In contrast to: 30% of GCS students, 42% of JMSB students, and 57% of Arts & Science students.

53% of Fine Arts students say that their studies “almost always” and “always” make them feel well-equipped to enter a related workforce or pursue further education, in contrast to: 40% of JMSB students, 41% of Arts & Science students, and 43% of GCS students.

Students in conditional standing

35% of students, who stated that they had been in conditional standing, indicated that they feel that Concordia offers adequate supports and resources (e.g., clear information and deadlines for notation changes, helpful and available advisors, etc.) to help students get back into good academic standing. The remaining responses were 45% of students who feel that Concordia does not offer adequate supports and resources, and 20% of students say they do not know.

STUDENT VOICE AND PARTICIPATION AT CONCORDIA

The majority of students state that they “hardly ever” or “never” have a say in how they are evaluated (69%), university decision-making and policy (57%), and appearance and comfort in the university (62%). Slightly less than half of students say that they “hardly ever” and “never” have a say in how they learn (46%) and what they learn (48%).

When separating respondents by faculty, GCS, JMSB, and Art & Science have similar responses. For instance, 77% of JMSB students feel that they “hardly ever” or “never” have a say in how they are graded, which is close to 70% of Arts & Science students and 69% of GCS students. This is in contrast with 55% of Fine Arts students.

Fine Arts student responses for “hardly ever” and “never” participating in the classroom and curriculum are the lowest of all the faculties, ranging from 32%-55%. Although Fine Arts students do not often have highest responses for “most of the time” and “always” having a say, they have the highest responses in the category of “some of the time” for each question. There are similar responses across faculties for students “almost always” or “always” wanting a say in what teaching methods are used: Fine Arts (76%), JMSB (73%), GCS (71%), and Arts & Science (71%). Regarding evaluation, more Arts & Science (66%) students indicated that would “almost always” or “always” like a say in how they are evaluated. In comparison with 59% for JMSB, 58% for Fine Arts, and 53% for GCS.

Although most students do not feel that they have a say in the classroom or in the university as a whole, a large majority of students state that they “almost always” or “always” would like a say in what they learn (61%), how they learn (72%), how they are graded (61%), university decision-making and policy (61%) and appearance and comfort in the university (61%). The next highest response for each category is “some of the time”, leaving the responses for “hardly ever” and “never” to be less than 10% combined for each question. For instance:

72% of students would “almost always” or “always” like to have a say in how they learn.

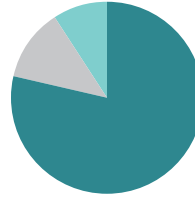
24% of students would like to have a say in how they learn “some of the time”

4% of students would “hardly ever” or “never” like a say in how they learn.



A large majority of students want Concordia to implement the following:

Providing students with choices of assignments



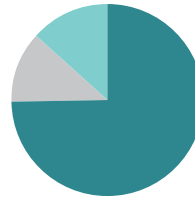
● 78% of students would like for professors to provide students with choices of assignments

Faculty breakdown of yes vote: Arts & Science (83%), Fine Arts (81%), JMSB (74%), and CCS (61%)

● 12% of students do not want to have choices of assignments

● 9% of students do not know

More opportunities to learn outside of the classroom and in the Montreal community



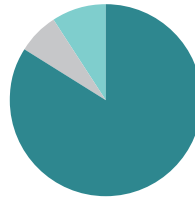
● 74% of students would like to have more opportunities to learn outside of the classroom and in the Montreal community.

Faculty breakdown of students responding yes: Fine Arts (81%), Arts & Science (74%), JMSB (70%) and CCS (68%)

● 12% of students do not want to have more opportunities outside the classroom

● 13% of students do not know

Feedback to professors mid-way through the semesters on the quality of their teaching in order for them to re evaluate and improve their pedagogical tools.



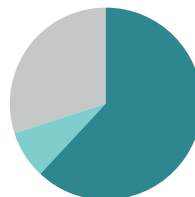
● 84% of students want to be able to give feedback to professors mid-way through the semester

Faculty breakdown of students responding yes: Arts & Science (85%), CCS (84%), Fine Arts (81%) and JMSB (81%)

● 7% of students do not want to give mid way feedback

● 9% of students do not know

Increasing student representation on university boards and committees (EX: Senate, Board of Governors, Standing Committee on Sexual Violence, etc.)



● 62% of students want to increase student representation on university bodies and committees

● 8% of students do not want to increase student representation

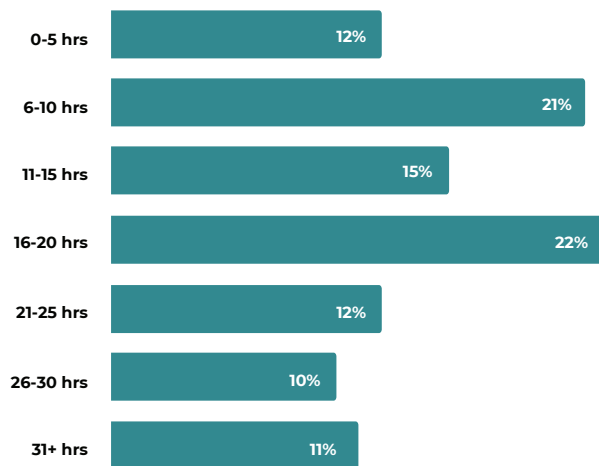
● 30% of students do not know

The high percentage of students who responded with “I don’t know”, most likely comes from a lack of knowledge in regards to university structures and how students are currently represented on university bodies and committees.

MENTAL HEALTH AND DRUG USE WITHIN UNIVERSITY CULTURE


56% of students state that in the last 12 months they have “almost always” or “always” felt that the amount of work that was assigned affected their mental health. There is a significant range of the number of responses depending on the student’s faculty: Arts & Science (60%), Fine Arts (58%), JMSB (50%), and GCS (43%).

In addition, there is a positive correlation between the amount of school work each student does outside of class time and the amount of work assigned that affected their mental health. This means that every additional hour of school work increases a students rating by .113 on a 1-5 point scale.




The average amount students spend on school work outside of class time per week

38% 
of students drank over three cups of coffee or tea

16% 
of students consumed marijuana

19% 
of students drank alcohol

6% 
of students took prescription medication without a prescription

18% 
of students drank energy drinks

4% 
of students took non-prescription/illegal drugs

In the last 12 months, students consumed the following drugs to help with concentration, memorization, alertness or motivation:

It is noteworthy that 19% of students reported drinking alcohol and 16% of students reported consuming marijuana for the purpose of helping with their academics. It is more plausible that students are consuming alcohol and marijuana as a coping mechanism to try to reduce stress, as these specific drugs are not known to help with concentration, memorization, alertness or motivation.

QUALITATIVE RESPONSES

Do you have any comments about your experience in academia?

There were 289 qualitative responses for the open-ended question, Do you have any comments about your experience in academia? Themes identified within the qualitative data were professor evaluations, teaching methods & grading, curriculum, along with specific suggestions within faculties. Direct quotations from student responses are included to give evidence of these themes.

Professor Evaluations

Most responses regarding professor evaluations were requests to have a mid-term evaluation or check-in with the class to improve pedagogical approaches for the remaining time in the semester. Others were concerned that the current evaluation system does not work to improve teaching methods and syllabi, due to:

- Professors not willing or not caring to change;
- There is no effective mechanism to get tenured professors to improve their teaching. One student said: “I think the problem is that professors are not held remotely accountable for being bad professors. Those with tenure have no reason to improve their teaching style because they don’t care enough”;
- “students who are filling out surveys could not benefit from professors’ adjustments and thus many wouldn’t care to take time to do the surveys”.

Teaching Methods

There are numerous sub-themes within responses on the topic of teaching methods: diversifying teaching methods, grading, and using appropriate and non-discriminatory language.

Diversifying and Improving Teaching Methods

Students have strongly stated that there is a need for professors and the university as a whole to prioritize creating effective, engaging learning environments. The majority of responses indicated that although professors are experts in their field, it does not mean that they know how to teach. Some students described teaching methods as “monotonous” and that professors often care more about their research, than being there for their students. For instance:

“Since starting at Concordia, I’ve felt as though very few professors actually care about the teaching part of their job and are far more concerned with their own research affairs.”

“Professors should be people with good teaching ability rather than simply being a researcher who is forced to teach.”

While other students indicated that they have a mixture of “thoughtful, engaged, interdisciplinary people offering rich and nuanced pedagogy... [and] some professors obviously have never thought about teaching before landing the position and are doing the bare minimum.”

A large majority of students highlighted the need for more hands-on, practical and context-specific learning and to go beyond “memorizing pages out of a textbook...and regurgitating it onto a paper”:

“I wish it were more practical and hands-on so that I can learn beyond the four walls of my classroom or pages of my textbook”

“I find that although I get very good grades I haven’t actually learned anything practical from my professors, with few exceptions. I have doubts about the practical use of my degree after graduation. This is not to say that this is characteristic of Concordia in particular, but just a sad state of the standardized teaching methods of evaluation of educational institutions in general in North America.”

“I would like to learn the information and be able to 1) remember it for later purposes 2) use it as I am learning it (better retention that way), and 3) having different methods of evaluating! I think we all have different gifts, theories, and ideas to offer. Although exams are convenient, it is not the only way to test our knowledge and skills.”

Out of all faculties, students in the Gina Cody School of Engineering and Computer Science disproportionately feel that their professors do not care about improving their teaching method:

“Professors in the engineering department need a lot of

improvement in their method of teaching and in the work assigned”

“Engineering professors almost always skip the introduction and the conclusion to a lecture... I would love to be able to give them feedback and have them actually apply that feedback. But in a realistic universe, I just don’t see that happening because I get the distinct impression that none of them care enough to change their methods.

“In often my professors in engineering have shown no pedagogical skill or will to try and no desire to be here... In general very theoretical, no practical component.”

“I’ve found that, being in civil engineering, the fair majority of the teachers do not know how to teach. Sure, they may have brilliant minds - but that doesn’t mean they know how to effectively convey information.”

Grading & Evaluation

The most common response regarding evaluation was that on “Concordia plac[ing] far too much grading emphasis on exams and tests”:

“It would be nicer to improve the exam situation, less weight on finals maybe. Or allowing to learn other skills than memorizing. If team work was allowed during finals, skills such as cooperation, time management and team work could be improved. It doesn’t make much sense to be tested on things that can be looked up quickly and memorized.”

Some other suggestions were:

- There should be a standardized grading scheme across the whole university: “it is not fair that an 80% in psychology is an A+ but an A+ in AHSC is a 98-100%...”
- For evaluation to benefit the student in their learning: “I have encountered an unacceptable number of instructors who tailor their evaluation methods for ease of grading over demonstration of learning.”
- For students to get more feedback from their evaluations.
- Accessibility in evaluating diverse learners in regards to participation. For instance, if a student is not vocal, it does not mean that they are not paying attention.

Using Appropriate and Non-Discriminatory Language

Some students vocalized specific concerns on sexist, classist, racist, ableist and anti-semitic language, as well as, poorly addressed

topics in courses from professors. For instance:

“Some profs need to update the language they use, and perhaps need seminars on things like mental health, accessibility, and Indigenous culture.”

“I would like for each professor to also have some understanding of cultural competency and accessibility (for student parents, students with learning challenges, Indigenous students with seasonal traditions that don’t land on the same calendar day each year, etc).”

“racism coming from professors towards students is more prominent than people realize.”

Curriculum

Key sub-themes from the data are student concerns about the practical application and relevance of their curriculum. In addition, some students expressed that they would like a say “on the structure and content of [their] program”, which would provide feedback in ways to improve curriculum.

Relevance of Curriculum and Software

Many students are concerned that their curriculum and software is too outdated:

“Teaching in pre-science programs are dated.”

“In my particular field of study [Mathematics & Statistics], the curriculum has not changed in 21 years. Meanwhile, the industry has transformed dramatically in that time. Many of the things I learnt are no longer relevant in the field. I have raised this issue to the faculty and certain small changes have been made, but overall administrators need to do a better job making sure the curriculum is up to date and make changes more frequently as necessary.”

“Some classes in my major (aerospace engineering) seem to be outdated and irrelevant to my field.”

Practical Application of Studies

A large majority of students are also concerned that their studies are too theoretical and indicated that they would find it difficult to apply the theory they learn in practice:

“hardly anything I’ve learned could be applied to real work.”

“most of the teachers are more worried about having work handed in on time and grades on tests rather than teaching us how to handle real world problems and how to think effectively.”

“not enough focus on practical skills for the real world”

“Increased work experience and co-op placements would be beneficial”

“As a fine arts student, I wish we learned more technique.”

Accessibility

Students vocalized a variety of barriers (financial, academic, physical, etc.) they face that affects their success in the classroom:

“as an individual with learning differences and disabilities, I do not feel supported by the current modes of instruction, and I am frequently unable to provide an accurate indication of my competence and learning through common evaluation methods.”

“Working whilst attending school is definitely an overlooked challenge.”

“My mental and physical health has gone downhill due to being overworked and stressed.”

“internships unpaid and school so no time for jobs ...”

For more details on the topic of accessibility, please see the Accessibility Section of the report.

ACCESSIBILITY AT CONCORDIA

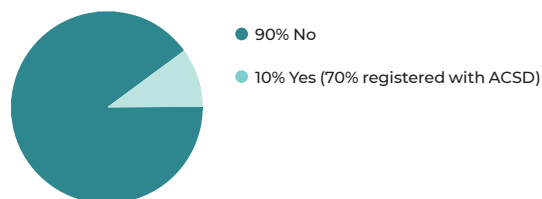
The first part of this section looks at accessibility for students' with disabilities, covering topics of students experience of professors' knowledge and training to create accessible classrooms, pedagogical accommodations and class retention, physical accessibility, and specific suggestions on how Concordia can become a more accessible university.

The second part of this section looks at accessibility for students who are parents, which covers barriers student-parents face, class retention and whether they find Concordia to be a supportive environment.

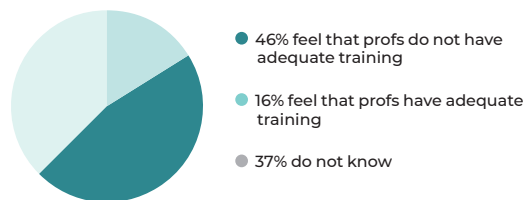
PART ONE: ACCESSIBILITY FOR STUDENTS WITH DISABILITIES

100 students out of 1002 responses to the question, "Do you identify as a person with a disability?" indicated that they had a disability. It is important to note that only students who said they had a disability could respond to this part of the survey, thus the responses are from those 100 students. Out of those 100 students, 70% are registered with the Access Center for Students with Disabilities (ACSD).

Do you identify as a person with a disability?



Knowledge & Training on Accessible Classrooms



There were thirty-three qualitative responses from students who chose to elaborate on why they feel that professors do or do not have adequate training to support students with disabilities. These responses are organized into themes of positive responses, negative responses and specific suggestions.

Positive responses

16% of written responses expressed only positive feedback saying professors are "very supportive" and "offered me plenty of options".

Lack of trust

Some students expressed that professors can be "skeptical and sometimes reluctant to provide accommodations," as well as, professors thinking that providing an accommodation was "unfair" to other students. One student indicated that they want to be more independent when requesting accommodations, but have to rely on ACSD in order for their requests to be taken seriously. Lack of training

The majority of students expressed that professors do not have information about various disabilities. For instance:

"professors receive no training on this. Some professors choose to figure this out by themselves. Many don't have time or haven't gotten around to figuring this out."

"No. Professors certainly don't receive anywhere near the amount of training to test their ability to provide a supportive environment."

"I work as an ACSD transcriber and note taker and professors are generally ignorant/not mindful as to the specific needs of hard-of-hearing, attention-deficit, migraine sensitive and other forms of disability that affects students."

Specific suggestions

From students' specific suggestions there are two sub-themes: improving teaching methods, and improving training, as well as, knowledge of the Access Center for Students with Disabilities.

Make teaching methods more accessible

- Issues with professors speaking too fast
- Make it mandatory to have closed captioning on all videos shown in the classroom
- Ensuring that regardless of a zero-electronics policy, students who need to use laptops for accessibility reasons are allowed (ex. Special tools to help with note-taking).
- Provide content warnings for students with PTSD and anxiety disorders
- Use diverse teaching methods, not solely auditory methods (ex. visual)
- Provide notes or have student note takers:

“One of my accommodations includes note-taking support, but despite having requested this through the access centre every class I’ve had, I have never received this support”

Improve training and knowledge of ACSD

- Provide training to professors on mental illness and why students may need accommodations
- Give professors a reference book and/or other resources to be informed on how to make their class more accessible
- Provide professors with training about the ACSD and its role:

“Most teachers do not read the email supplied at the beginning* [sic] of the semester by the Access center. Even if they do, they do not know what it means, and do not integrate it.”

Pedagogical Accommodations & Class Retention

53% of students indicated that their professors make accommodations for their learning needs as a student with disabilities. 16% of students said that this question was not applicable to them and 31% of students said that in their experience professors did not make accommodations for their learning needs.

33% of GSC students indicated that their professors makes accommodations for their learning needs, which is significantly lower than other faculties: 67% for JMSB, 58% for Arts & Science and 57% for Fine Arts.

Dropping courses

27% of students said that they have dropped a course due to it being inaccessible to them. When looking at responses by faculty, 33% of GCS students say they have dropped a course due to it being inaccessible, making them slightly more likely to drop a course, in comparison with 24% of fine arts students and 31% of Arts & Science students.

Two main themes from the students who chose to elaborate on why they dropped a course were the learning environment and teaching methods being inaccessible. Another notable comment from some respondents is students feeling overwhelmed with coursework. For instance, one student said:

“Too much of a workload for me to be able to physical do it. For example, this semester I had a class that required 5 books reviews, a 10 page essay and a final exam. This is a 200 level intro course and this is unacceptable to me.”

Inaccessible learning environment

Some suggestions include:

- Classrooms need to be soundproof

“Could not hear to be able to converse, which was part of the course requirement”

- All videos must include closed captioning
- Online courses, specifically need to improve video formatting and controls, as there are courses without playback controls, subtitles or transcripts.
- Professors need to provide recordings or provide slides/notes.

Teaching methods

Students expressed that professors need to recognize the diverse strengths and challenges students face in the classroom by using diverse teaching methods, providing various ways of engagement and options for assignments. One student mentioned that some professors are disorganized which can make the class feel “very high-stress”. Some suggestions include:

- Establishing significant breaks within classes
- Be considerate of student requests for accommodations
- Provide alternative options for class presentations
- Reconsider or provide exceptions for mandatory class participation/attendance

“Sometimes my disability made it hard to come to school which affected my grades”.

Physical Accessibility

77% of students said that the classroom environment at Concordia is set up to meet their physical access needs. Whereas, 40% of students indicated that Concordia’s buildings are accessible to their physical needs as a student with disabilities, 42% of students said the question was not applicable and 17% indicated that the buildings are generally inaccessible.

There were two main themes that came from the qualitative responses on the accessibility of Concordia’s buildings:

- There are “Too many students for too little space”.
- Physical limitations inhibit academic options: “Every student with a disability that I talk to seems to have made choices about what they can study based on what programs are possibly accessible to them. Friends in wheelchairs don’t bother studying anything based out of buildings on Bishop or Mackay, for instance.”

Specific issues identified:

- Not enough elevators (too crowded, too small and often broken)

The VA building is especially challenging for students: “There is one elevator that is often broken down, and we constantly have to haul heavy supplies to and from class.”

- Handicap doors not working
- Lack of ramps in some buildings
- Bathrooms can be inaccessible even though they appear to be accessible (“for example women’s washroom on 11th floor of the Hall”)
- In general, Loyola campus has many accessibility issues
- Classroom numbers are printed too small
- Issues with buzzing fluorescent lights that are headache-inducing

How can Concordia be More Accessible?

There were 49 qualitative responses to the question, “How can Concordia be more accessible and inclusive to persons with disabilities?” which highlighted a need for professor training and awareness, issues with students who have ‘invisible’ disabilities not getting the accommodations they need, issues with feeling isolated and a need for improving physical accessibility on campus.

Professor training and awareness

Similar to responses from previous questions, the majority of respondents emphasized the need for training and awareness of disabilities:

“inform professors about different types of disability and that not every person with a disability is the same or require similar accommodations/treatment. Also for Concordia to inform professors that they need to be willing to make changes in their style of teaching to include everyone.”

“Mandatory sessions on mental health and mental illness for professors!!”

“Professors need to be more accommodating and aware of the varied disabilities that the access centre provides services for. There is no blanket solution for all students and they need to address that without putting onus on a student to come forward with specifics about what their disability is.”

“Just understand that disabilities (especially learning) and [sic] be invisible but are still there. You should not need to be register with the ACSD to receive services and be visible to them”

“Traditional teaching methods are counter productive for many disabled students”

Students indicated that they wanted to be given choices between what types of assignments they complete, for exams to not count for the majority of your final grade, and to have “more diversity of learning vectors”.

Accommodations for disabilities that are not visible:

“Mental illness is not something that’s visible, and there’s a constant suspicion that it’s not as bad as it seems or that you’re faking it. And this is in spite of extensive documentation for my health problems.”

“Improve awareness of disabilities that are not physically visible so that professors know the challenges that students face.”

Isolation and the importance of compassion

“I would like concordia to do events for students with disabilities so we can meet up and talk about how we deal with them. I feel lonely in my class and have never met anyone with the same disability as me and its hard because I cant relate to anyone.”

Many comments emphasized the importance of compassion, sensitivity, understanding, and listening to students.

Physical space

Similar responses from the physical accessibility subsection, students indicated that there needs to be a general accessibility audit of Concordia buildings, especially on the Loyola Campus, VA building and Faubourg.

PART TWO: ACCESSIBILITY FOR STUDENT-PARENTS

Out of 1016 responses, 36 (3.24%) students identified as primary caregivers for one or more children. Only students who identified as parents could respond to this part of the survey, thus responses are looking at the 3.24% of respondents.

Classroom Environment & Retention

It is noteworthy to compare that more student-parents indicated that they had dropped a course due to it being inaccessible than students with disabilities within the survey. However, it is also important to recognize that there are fewer student-parent respondents.

53% of students do not feel that Concordia is a supportive environment as a student-parent.

53% of students have dropped a course due to it being inaccessible as a student-parent.

Barriers for Student-Parents

Students were asked to select the barriers they face as student-parents, in which missed classes and exams due to parental responsibilities had the highest response. 8% of students say that they do not face any barriers as a student-parent.

61% of students missed classes and exams due to parental responsibilities

53% of students face significant financial barriers

53% of students feel socially isolated

17% of students have no access to affordable childcare

Other issues identified:

- “Group presentations present meeting difficulties”
- “Some events are not accessible to me as they do not allow children, so that is frustrating and limit my involvement in student affairs”
- “Pop quizzes and participation marks with no opt out for parents”
- “Finding an affordable apartment closer to Campus. I have to rent very far. 10 hours of travel per week min”
- “Time management for kids and studies”

DISCRIMINATION AND SEXUAL VIOLENCE

This section covers student experiences of discrimination and sexual violence at Concordia, as well as, what services students used to file complaints and/or seek help.

DISCRIMINATION AT CONCORDIA

9% of students say that they have experienced discrimination at Concordia, with respondents saying that racism and then sexism are the most experienced types of discrimination. 77% of students say that they have not experienced discrimination, 8% of students are not sure, and 6% of students did not respond to the question.

The following is a breakdown of how students categorized the discrimination they experienced:

- 35% experienced racism
- 34% experienced sexism
- 16% experienced classism
- 16% experienced homophobia
- 13% experienced xenophobia
- 12% experienced ageism
- 11% experienced ableism
- 5% experienced transphobia
- 8% of students did not want to answer the question.

Some responses written under “Other” include: anti-semitism, prejudice on language/culture and abuse of authority.

Type of Discrimination

TYPE OF DISCRIMINATION	NUMBER	PERCENTAGE
Offensive jokes	49	54%
Hateful remarks	42	46%
Intimidating presence (e.g. following at close proximity, staring)	31	34%
Unwanted physical contact or violent contact	21	23%
Other (dismissiveness, general ignorance, ostracization)	23	25%
Display of offensive materials in a public space	15	16%
Do not want to answer	6	7%

Location of the Incident

LOCATION	NUMBER	PERCENTAGE
On Campus	73	80%
Classroom spaces	42	46%
Off campus	21	23%
Online	20	22%
Student events	16	18%
Residence	4	4%
Do not want to answer	1	1%
Other (specific places within above categories)	5	6%

Role of Perpetrator

PERPETRATOR	NUMBER	PERCENTAGE
Student	53	58%
Professor	35	38%
Unknown/stranger	23	25%
Staff	12	13%
TA	8	9%
Do not want to answer	7	8%
Other (security, bus driver)	5	6%

Office of Rights and Responsibilities (ORR)

Six students indicated that they sought help from the ORR, in which 33% indicated that they benefited from the service.

Ombuds Office

Two students indicated that they sought help from the Ombuds Office, in which 100% indicated that they did not benefit from this service.

Concordia University Advocacy Centre

Three students sought help from the Concordia’s Advocacy Centre, in which 67% indicated that they benefited from this service.

CSU Advocacy Centre

Four students indicated that they sought help from the CSU Advocacy Centre, in which 50% of students indicated that they benefited from this service.

CSU Legal Information Clinic (LIC)

One student indicated that they sought help from the LIC, in which 100% indicated that they benefited from this service.

Security

Four students sought help from security, in which 100% indicated that they did not find security to be helpful.

Help from Professor and/or department

Thirteen students sought help from either their professor and/or department, in which 58% of students found that they benefited from seeking help to their professor and/or department.

Witnesses of Discrimination

12% of students say that they have witnessed a student being discriminated against at Concordia. 81% of students say they have not witnessed any discrimination of students, and 7% of students say they are not sure.

The following is a breakdown of how students categorized the discrimination they witnessed:

- 73% witnessed racism
- 60% witnessed sexism
- 31% witnessed homophobia
- 23% witnessed transphobia
- 23% witnessed classism
- 20% witnessed xenophobia
- 16% witnessed ageism
- 4% of students did not want to answer the question.

Some responses written under “Other” include: anti-semitism, fatphobia, and islamophobia.

Type of Discrimination Witnessed

TYPE OF DISCRIMINATION	NUMBER	PERCENTAGE
Offensive jokes	90	76%
Hateful remarks	72	61%
Intimidating presence (e.g. following at close proximity, staring)	38	32%
Unwanted physical contact or violent contact	25	21%
Other	9	8%
Display of offensive materials in a public space	17	14%
Do not want to answer	6	5%

Location of Incident

LOCATION	NUMBER	PERCENTAGE
On campus	77	65%
Classroom spaces	69	58%
Student events	26	22%
Online	22	18%
Off campus	16	13%
Residence	10	8%
Other	2	2%

Position of Perpetrator

PERPETRATOR	NUMBER	PERCENTAGE
Student	76	63%
Professor	57	47%
Unknown/stranger	31	26%
Staff	20	17%
TA	12	10%
Do not want to answer	3	2%
Other (administrator, seller and others, security)	3	3%

Data comparison between experiences and witnesses of discrimination

There are similar responses between students who have experienced discrimination and those who have been witnesses. Although slightly more students responded to say they have witnessed discrimination, both the types of discrimination and the role of the perpetrator have the same order of responses ranked from highest to lowest. For instance, “offensive jokes” received the highest number of responses from students who experienced discrimination and those who witnessed discrimination. Responses slightly differ when comparing the locations, as there are less witnesses of discrimination off-campus compared to first-hand experienced reported.

SEXUAL VIOLENCE AT CONCORDIA

4% of students reported that they have experienced sexual violence as a Concordia student from a member of the Concordia community. 95% of students say that they have not experienced sexual violence, 1% are not sure, and 7% did not respond to the question.

94% of students felt that their gender identity was a contributor to why they experienced sexual violence. Following 18% of students felt that sexual orientation was a contributor, 9% that race/ethnicity was a contributor and 6% that disability was a contributor.

Type of Sexual Violence

TYPE OF SEXUAL VIOLENCE	NUMBER	PERCENTAGE
Unwanted touching/ physical contact	20	54%
Jokes of a sexual nature	20	54%
Unwanted comments on dress or appearance	20	54%
Persistent and unwanted invitations of a sexual nature	16	43%
Online or physical stalking/ intimidating presence	10	27%
Sexual Coercion	8	22%
Display of sexually offensive materials in a public space	7	19%
Sexual assault/rape	6	16%
Stealthing - removing STI protection without the consent of their partner	2	5%

Location of Incident

LOCATION	NUMBER	PERCENTAGE
On campus	21	57%
Off campus	14	38%
Student events	12	32%
Online	9	24%
Residence	5	13%
Do not want to answer	1	3%
Other	2	5%

Position of Perpetrator

PERPETRATOR	NUMBER	PERCENTAGE
Student	31	84%
Unknown/stranger	14	38%
Professor	3	8%
Teaching assistant	3	8%
Staff	1	3%
Do not want to answer	1	3%

Sexual Assault Resource Centre (SARC)

Five students sought help from SARC, and 40% indicated that they benefited from this service.

Office of Rights and Responsibilities (ORR)

Three students sought help from the ORR, and 33% indicated that they benefited from the service.

Ombuds Office

One student sought help from the Ombuds Office, and they indicated that they did not benefit from this service.

Concordia University Advocacy Centre

Two students sought help from the Concordia's Advocacy Centre, and 50% indicated that they benefited from this service.

CSU Advocacy Centre

One student sought help from the CSU Advocacy Centre, and they indicated that they did not benefit from this service.

Help from Professor and/or department

Four students sought help from either their professor and/or department, and 50% indicated that they benefited from seeking help to their professor and/or department.

Security

Four students sought help from security, and 25% indicated that they found security to be helpful.

Police

One student reported the incident to the police, and indicated that they did not benefit.

CSU SERVICES, ELECTIONS & STUDENT INVOLVEMENT

This section looks at accessibility and student feedback of CSU services and resources, participation in CSU Elections, and involvement in student-run groups.

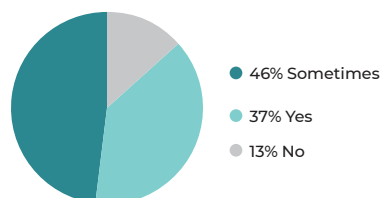
CSU SERVICES AND RESOURCES

Students were asked to select which CSU services and resources they knew about before taking the survey. 14% of students said that they were not aware of any CSU service or resource. The following is a ranked list of the most known services and resources to the least known:

- 56%** Housing and Job Resource Centre (HOJO)
- 51%** CSU Advocacy Centre
- 44%** CSU Daycare
- 43%** CSU Orientation
- 40%** Free Agendas
- 35%** CSU Annual Campaign
- 35%** Funding to student groups, clubs and events
- 28%** Legal Information Clinic
- 22%** CSU Bursaries
- 16%** The Woodnote: Student-run Co-op Housing
- 9%** Food vouchers

Accessibility of Services

In general, do you find the CSU services and resources accessible?



Student Feedback on Services and Resources

When students were asked how the CSU can improve their services and resources, there were two main themes: firstly, the large majority of students expressed that the CSU should increase its visibility, and secondly, some students vocalized that they would like the CSU to increase its financial aid to students.

Increase visibility and promotion

65% of qualitative responses requested that the CSU services and resources be more visible through posters, and online presence (e.g., website, social media and email). For instance:

“As a student, I was not made aware of all of CSU’s services. Probably making more visuals towards all CSU’s services would be beneficial. It would be interesting to try and attract all types of students such as making videos, sending e-mails, posters at school, etc. All students are different so making visibility more diverse might benefit a lot of students.”

Some students expressed that they specifically wanted more presence at Loyola, as well as, certain buildings on the SGW campus, such as JMSB and VA.

Increase Financial Aid

Some students mentioned that they want the CSU to add more bursaries (ex. Bursaries for specifically part-time students), to better promote the current CSU bursaries, and implement an online bursary application process.

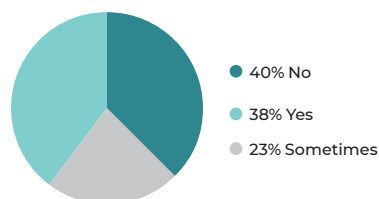
Other notable suggestions

- Free drop-in daycare service
- Make first contact points and representatives more accessible
- More skills-based workshops (e.g. print-making and design)
- More budget transparency
- More resources for mature students
- Have more hygiene products available at the CSU
- More resources at Loyola Campus (more microwaves, services, and events)

CSU ELECTIONS

Voting

Number of students who vote in the CSU elections:



When separating the responses by faculty, 39% of both Arts & Science and John Molson School of Business students say they vote in every CSU election. 24% of students from JMSB and Arts & Science vote “sometimes”. For the Gina Cody School of Engineering and Computer Science (GCS), 40% vote in every election and 19% vote “sometimes”. Fine Arts students are significantly voting less in the CSU elections, 23% of students vote in every election, whereas 22% of Fine Arts students vote “sometimes”.

Many students expanded on why they did not vote in the CSU election. A large majority, 288 out of 337 qualitative responses, indicated that they lacked knowledge and/or time to participate in the elections. Some student stated that the elections were inaccessible and that they needed more information about candidate platforms. For instance:

“I haven’t take [sic] the time to educate myself enough to know who to vote for, but I will in the future!”

“Too busy in current studies, and was not provided enough information on the candidates and what they were planning to do.”

Other notable themes were forgetfulness, disengagement, and apathy. For instance:

“It does not interest me”

“Didn’t have a good enough reason to vote”

“I forget and don’t take part in many campus activities”

Running in Elections

3% of respondents indicated that they had previously run in the CSU elections for a CSU Executive, Councillor or Senator position. 122 out of 174 qualitative responses, from the students who expanded on why or why not they had run in the CSU elections, indicated that the reason why they did not run in the CSU Elections was due to lack of time and/or interest. For instance:

“I have too many commitments would not want to run an election campaign haphazardly”

“Time management problems, I have a busy schedule with heavy workload”

“Not interested in student politics”

32 responses indicated that they had a lack of knowledge of the positions, timeline of the elections and/or the CSU in general. For instance:

“I’m not aware of the positions available or what their role is at Concordia”

“I don’t really understand university politics as well as I could and am afraid I’m missing out on information that would be detrimental”

Other notable comments were students felt that the union was too “left-leaning”, there are “cumbersome election rules and toxic environment”, some students felt too shy to run in the elections, and others missed the nomination deadline.

INVOLVEMENT IN STUDENT-RUN GROUPS

It is important to note that 57% of students did not answer the question, “Are you currently involved in a student-run group on campus?”. The low response rate could be due to the vagueness of the question and/or the limited options available, where students may not have used the “other” category if their activity was not listed.

- Most students (44%) indicated, out of 453 total respondents, that they are involved in a student association.
- 37% of students are involved in a student club
- 5% of students are involved in a campus campaign
- 10% of students are involved in “Other” activities (e.g., sororities, fee levies, sport teams)
- 20% of students said they were not involved in any student-run groups.

HOUSING, JOBS AND FINANCIALS

This section looks at affordable housing in Montreal and at Concordia, Financial aid and financial stress, as well as, amount of paid and unpaid hours students work per week.

STUDENT HOUSING SITUATION

Montreal Housing Situation

When students were asked, “Do you find that Montreal has affordable housing options?”:

- 52%** of students say yes
- 22%** of students say no
- 25%** of students do not know

Residence at Concordia

When students were asked “Do you find that Concordia offers affordable housing options?”

- 9%** of students say yes
- 22%** of students say no
- 69%** of students do not know

CSU Affordable Housing Initiative

The Woodnote Housing Co-op is a service opening in 2020, created for students by students, that offers affordable housing to Concordia undergraduate students. From the survey, 21% of students know about the Woodnote Housing Co-op.

CSU Affordable Daycare Initiative

The CSU Daycare recently open November 2018, to provide affordable, on-campus childcare that prioritizes undergraduate student-parents on the Sir George Williams Campus. When students were asked who was aware of the CSU Daycare, 53% of student-parent respondents indicated that they knew about it.

FINANCIALS

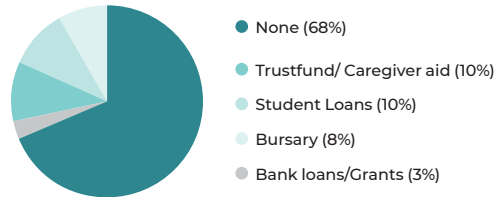
Financial Aid

The following is a breakdown of students’ different sources of financial aid:

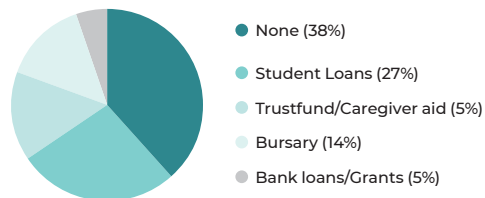
- 45%** do not have any financial aid
- 30%** government student loans
- 17%** Trust fund/caregiver aid
- 16%** Scholarship/bursary

A breakdown of respondents by residency status:

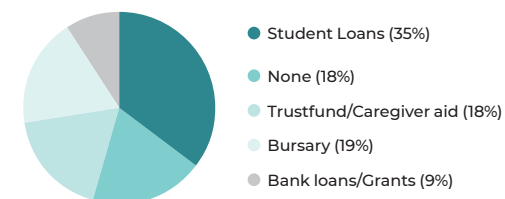
International student financial aid



Quebec resident



Out of province student



Financial stress

On a 1-5 scale (1 indicating “minimal” and 5 indicating “always”) students were asked, “To what extent is financial stress a part of your reality as student? 56% of students selected 4 or 5, indicating that they are almost always or always stress about their financials. In comparison with 23% of students selecting 1 or 2, indicating that they are only minimally stressed about their financials. Lastly, 21% of students selected 3, indicating that they are somewhat stressed.

A breakdown of respondents by full-time and part-time status

Full-time students

- 53%** are almost always or always financially stressed
- 25%** experience minimal financial stress
- 25%** experience financial stress some of the time

Part-time students

- 65%** are almost always or always financially stressed
- 18%** experience financial stress some of the time
- 17%** experience minimal financial stress

Breakdown by residency status

International students

- 61%** are almost always or always financially stressed
- 27%** experience financial stress some of the time
- 11%** experience minimal financial stress

Quebec residents

- 53%** are almost always or always financially stressed
- 20%** experience financial stress some of the time
- 27%** experience minimal financial stress

Out of province

- 65%** are almost always or always financially stressed
- 20%** experience financial stress some of the time
- 15%** experience minimal financial stress

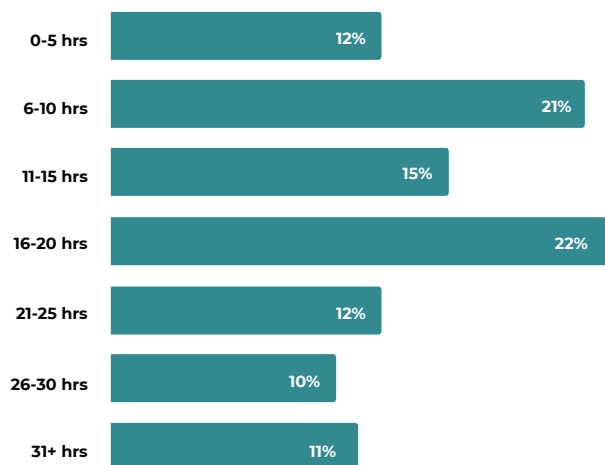
Hours of School Work and Paid Work

From the results, there is a positive correlation between the hours of school work done outside of class and in the last 12 months have you ever felt that the amount of work that was assigned to you affected your mental health.

There is also a positive correlation between paid work hours and to what extent is financial stress a part of your reality as a student.

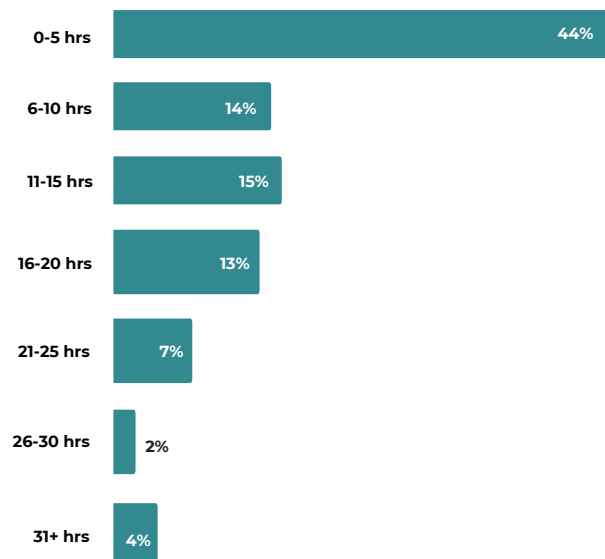
School work

Average amount of hours per week on school work outside of class time (including unpaid internship)



Paid work

Average amount of paid work hours per week (including paid internship)



RECOMMENDATIONS

Curriculum & Teaching

- Create more innovative opportunities for hands-on learning experiences for students within the classroom, university buildings, as well as, within the Montreal community.
- Provide opportunities for students to have choices regarding types of assignments (ex. providing a choice between an exam and a paper)
- Diversify types of assignments beyond exams and tests
- Strengthen student engagement, and enhance the learning environment by inviting students to share:
 - How they would like to learn
 - What they would like to learn
 - How they would like to be evaluated
- Create more sustainable, and realistic workloads within courses that benefit both students academic learning and psycho-social health.
- Look into methods of evaluation where the professor can receive and consider student feedback before the class has ended, such as a mid-point evaluation or check-in.
- Provide information and teacher trainings on creating more inclusive classrooms, in regards to diversifying teaching methodologies.
- Prioritize improving pedagogical experiences within the Gina Cody School of Engineering and Computer Science.

Academic Advising

- Make information more easily accessible on deadlines and the process of getting out of conditional standing
- Make academic advisors more available to students

Student representation

- Increase student representation on university bodies and committees (e.g. Board of Governors, Standing Committee on Sexual Violence)
- Increase and better communicate opportunities for students to get involved in policy making, policy review and decisions regarding renovations.

Accessibility

- Create accessible documents, as well as, regulars workshops for professors attend on inclusive classroom pedagogy that covers topics of fostering accessible learning environments for students with mental illness, learning disabilities and physical disabilities.
- Reflect on how course syllabi can become more accessible:
 - If you have a zero-electronic policy, allow students to use their laptops if they let you know that they need them to take notes.
 - Consider providing alternative options for class presentations, especially for students who specifically request it
 - Reconsider or provide exceptions for mandatory class participation/attendance.
- Prioritize setting up more accessible learning environments:
 - Incorporate closed captioning for all course videos, especially eConcordia need
 - Improve video controls within eConcordia where students can pause and replay the video, as well as, add transcripts of the video.
 - Upload powerpoint slides and resources on Moodle for students to access course materials outside of class.
 - Make classrooms sound proof when possible
 - Increase the amount of student note-takers, by paying student note-takers and increasing communication about this program
 - Establish a break within classes that are 1.5 hour or more
 - Improve lighting within classroom, for instance adding diffuser and/or filters to fluorescent lighting or replacing fluorescent lighting with another light source.

Do accessibility audit of Concordia buildings, especially for the Loyola Campus, Visual Arts Building and Faubourg Buildings.

Concordia Services

- Create a process where students can give anonymous feedback on their experience seeking help from a service. For instance, for services like the Office of Rights and Responsibilities and Ombuds Office who received a high amount of students who indicated that they did not benefit from seeking help regarding discrimination and sexual violence cases.
- Improve communications and promotion of services

CSU Services, Resources and Student Involvement

- Prioritize improving communications and promotion of services and resources
- Do an accessibility audit of the CSU
- Increase presence at Loyola
- Increase communications of elections and how to run for a position

Housing and Financial Situation

- Provide financially accessible residence options for students who cannot afford residence at Concordia.
- Create more student bursaries, particularly for part-time students and international students.