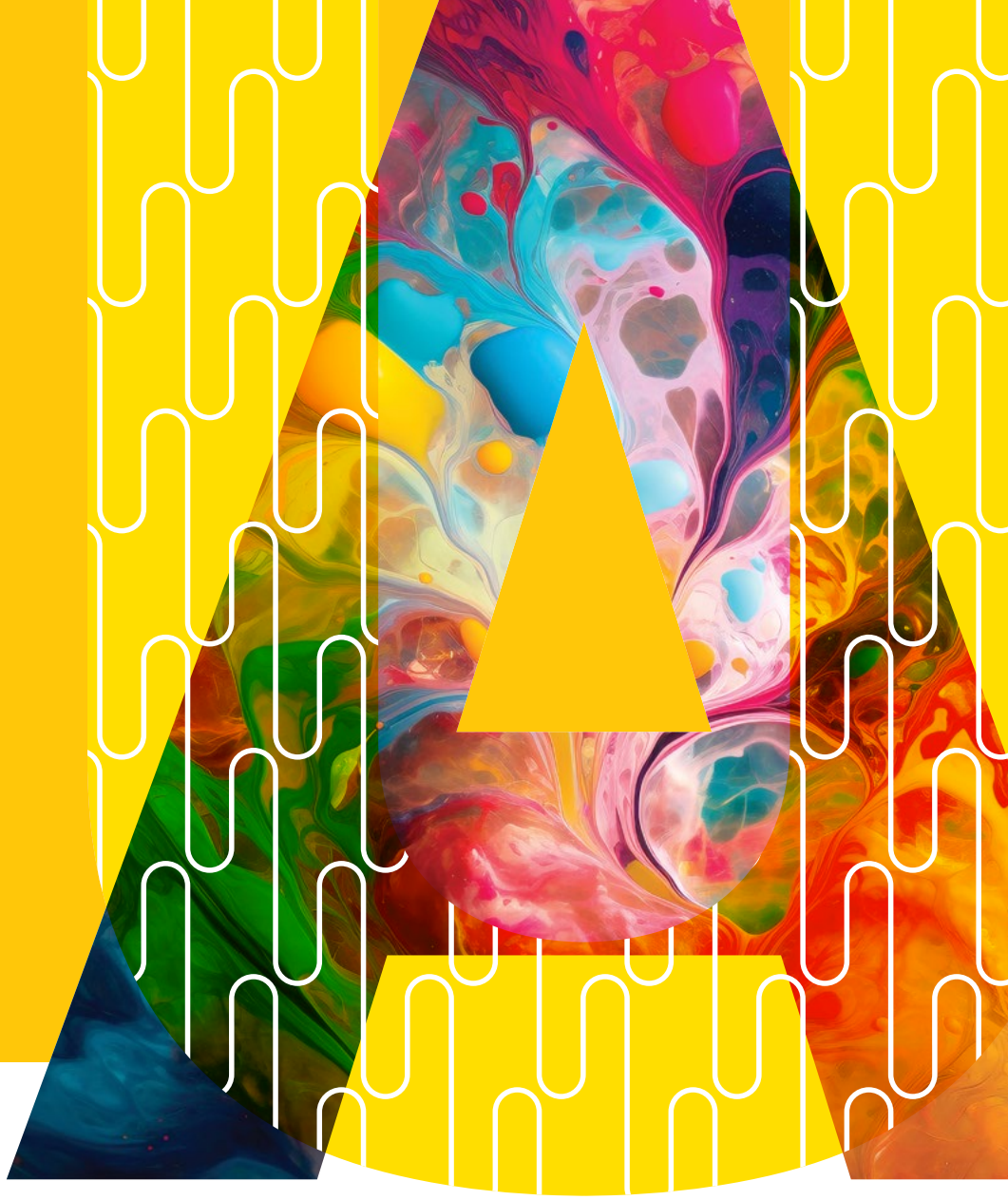
UNIVERSITY OF ALBERTA



2023-24

Student Demographic Census Report

The University of Alberta is committed to continuous improvement in equity, diversity, and inclusion.

DECEMBER 2024

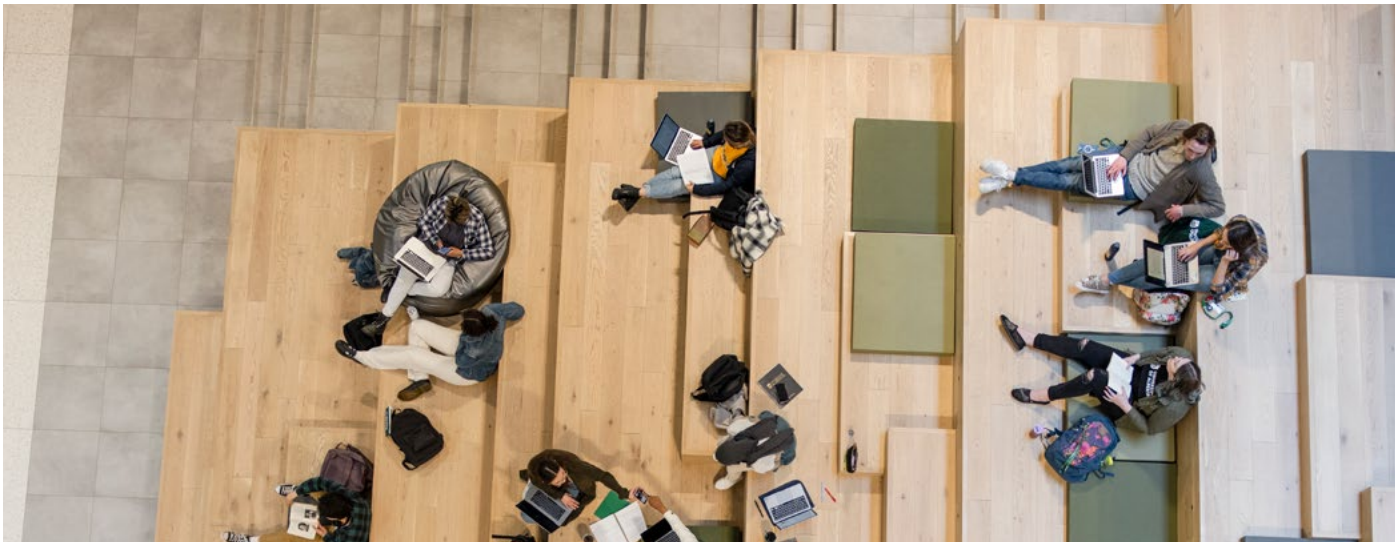


Table of Contents

Our Vision 2

Survey Development and Purpose 3

Executive Summary 4

- Demographic Characteristics 5
- Living and Economic Circumstances 6
- Belonging 7

Student Demographics 8

Appendix: Survey Questionnaire 31

The University of Alberta, its buildings, labs and research stations are primarily located on the territory of the Néhiyaw (Cree), Niitsitapi (Blackfoot), Métis, Nakoda (Stoney), Dene, Haudenosaunee (Iroquois) and Anishinaabe (Ojibway/Saulteaux), lands that are now known as part of Treaties 6, 7 and 8 and homeland of the Métis. The University of Alberta respects the sovereignty, lands, histories, languages, knowledge systems and cultures of all First Nations, Métis and Inuit nations.

Our Vision

The University of Alberta envisions a future where everyone feels they belong. We are deeply committed to a more diverse, equitable, accessible and inclusive environment for all who work, learn and live within our community.

We encourage and support individual, collaborative and collective efforts to protect human rights and identify, address and reduce inequities and barriers to access. We welcome and seek to enable community members' contributions toward mutuality, reciprocity, responsibility and interdependence. We work together to integrate and enact these core principles in all that we do as we strive to build and sustain our vibrant and interconnected university community. Learn more about this vision at:

uab.ca/acb

Authors

THE OFFICES OF:

- Institutional Data and Analytics (IDA), and
- The Vice-Provost (Access, Community and Belonging)

2021 Census development committee members:

1. Amy Dambrowitz, Associate Registrar, Office of the Registrar
2. Aysha Araien, Research Assistant, Institutional Data and Analytics (IDA)
3. Chris Andersen, Dean, Faculty of Native Studies
4. Deborah Williams, Associate Vice-President, Institutional Data and Analytics (IDA) (chair)
5. Erin Nelson, Professor, Faculty of Law
6. Evelyn Asiedu, Black Graduate Students' Association
7. Evelyn Hamdon, Senior Equity Advisor, Office of the Provost
8. Graduate Students' Association, various members
9. Harvey Krahn, Professor Emeritus, Department of Sociology
10. Helen Valliantos, Associate Dean, Dean of Students
11. Janice Causgrove Dunn, Associate Dean, Faculty of Graduate Studies & Research
12. Logan Mardhani-Bayne, Strategic Development Manager, Office of the Provost
13. Matthew McCreary, Internal Communications Specialist, University Relations
14. Prof-Collins Ifeonu, Black Graduate Students' Association
15. Students' Union, various members
16. Wendy Rodgers, Deputy Provost
17. Zahro Hassan, Black Graduate Students' Association

Survey Development and Purpose

The University of Alberta (U of A) is committed to continuous improvement in ensuring access, addressing barriers, and fostering a community where all have a sense they belong. We conducted a comprehensive survey to support this commitment, to understand the current student demographics and to establish a baseline from which we can measure the university's progress in achieving its commitments, as well as for planning and policy-making in general.

The U of A Student Demographic Census questionnaire was developed by an on-campus advisory group with expertise in EDI issues and survey research methods. The group consulted widely, including a formal focus group process that was open to all students. The group also reviewed similar studies completed at other Canadian post-secondary institutions and relied on Statistics Canada methodology wherever possible. This approach maximized consistency and comparability with other sources; however, it should be acknowledged that some terminology may not always align with how respondents define their own identities. The survey questionnaire used for the Student Demographic 2023 Census was the same one as the 2021 Census.

This report balances the need for confidentiality with the desire for complete reporting. In select cases, response categories were collapsed. This was done to facilitate reporting while protecting privacy. Although this approach is not ideal, it complies with the conditions under which the information was collected and respects that the survey often deals with private information that many people consider extremely sensitive. All data is confidential and held separately from student records.

For many questions, respondents could select multiple choices, which means that in these cases the proportions can add up to more than 100%.

The entire questionnaire is provided at the end of the report, in Appendix A.

The first U of A Student Demographic Census (referred to as the 2021 census) was administered in November 2021 to 42,822 students with a total of 19,167 responses (44.7% response rate). Of these responses, 17,469 were fully completed responses, which represents a completion rate of 91.1%.

The second U of A Student Demographic Census (referred to as the 2023 census) was administered two years later, in November 2023, to 44,385 students with a total of 14,947 responses (33.7% response rate). Of these responses, 12,296 were fully completed responses, which represents a completion rate of 82.3%.

This report only considers fully completed responses.

2023 Timeline

Nov 20
Email announcement from Carrie Smith (Vice-Provost, Access, Community and Belonging) to students

Nov 22
Invitation email sent to students

Dec 6
Second email reminder sent

Nov 22
Survey announced in Student Digest

Nov 29
First email reminder sent

Dec 13
Third and final email reminder sent; survey closed

EXECUTIVE SUMMARY

This report contains aggregated demographic data collected from the Student Demographic Census survey and relevant administrative data held by the university.

DEMOGRAPHIC CHARACTERISTICS

Students were asked questions on gender identity and sexual orientation. In the 2023 census, the most frequently reported gender identity was "woman" (58.5%), followed by "man" (37.6%). The most frequently cited sexual orientation was heterosexual (71.9%), followed by bisexual (12.6%). The 2021 census had similar results for both questions.

An analysis of the 2023 census responses to the Indigenous identity question showed that 5.8% of the respondents identified as Indigenous, with 54.7% of those respondents identifying as Métis and 46.0% identifying as First Nations. Slightly less than half of all respondents (44.2%) identified as "a member of a visible minority group"[2]. Of these respondents, 13.3% identified as South Asian, which was the largest visible minority group, followed by Chinese (12.6%). This differed from the 2021 census, where the largest visible minority group was Chinese (15.2%), followed by South Asian (12.3%). Among all 2023 census respondents, 7.6% identified as Black, which was 2.2% more than the 2021 census. The majority of students who identified as Black also identified as African, irrespective of census year (78.9% in 2023 and 71.3% in 2021).

Among the 2023 census results, 10.9% of respondents identified as "a person with a disability," which is 3.9% more than the 2021 census. In addition, 0.3% identified as "a Deaf person," while 3.5% reported that they have "another identity that should be protected on similar grounds as disability." All census participants were asked about the nature of the conditions that they experienced. The most common conditions reported were "emotional, psychological, or mental health," which remained constant across both census years (36.5% in 2023 and 36.0% in 2021), and "learning, remembering, or concentrating," which was reported by 4.2% more respondents in 2023 (20.2%) than in 2021 (16.0%). Participants were asked if their disability, or a physical, sensory, learning, or mental health related condition impacted their experiences: 17.0% reported their disability impacts their accessibility and support needs (11.9% in 2021), 11.1% reported that it affects how people treat them (8.0% in 2021) and 10.9% reported that it impacts their meaningful inclusion (7.5% in 2021).

Respondents with no religious affiliation constituted the largest group (34.8%), followed by Christianity (29.2%) and secularism (15.6%). The 2021 census had similar results.

Students were also asked about their childhood languages. Of the respondents who indicated a childhood language other than, or in addition to, English or French, the majority indicated Chinese[1], followed by Mandarin and Spanish; the same top three languages were indicated in both the 2023 and 2021 census.

[1] Chinese was indicated as a language by the respondents.

[2] Does not include individuals who self-identify as Indigenous, as this was asked in a separate question.

LIVING AND ECONOMIC CIRCUMSTANCES

With regard to living arrangements, 37.5% of the students reported living with family (i.e., parents, guardians, or relatives), which decreased from the previous census (40.0% in 2021). Meanwhile, 10.7% of students reported living on campus or in campus-affiliated housing, which was an increase from the 2021 census (9.5%). In the 2023 census, 73.7% of students reported they were single, which was less than the 2021 census (76.8%). As a result, more students reported being in common-law (9.3%) and legally married (11.9%) relationships (8.4% and 10.6%, in the 2021 census, respectively). More students reported having dependents in the 2023 census (9.7%) than the 2021 census (8.5%). The most common number of dependents reported was two, followed by one, regardless of census year. Additionally, more than half of dependents were reported to be below 13 years of age.

Students were asked to report their parents'/caregivers' highest level of education, and based on their responses, first-generation university students[3] (i.e., students who are the first generation in their immediate family to attend university) were identified. Out of all students, 33.0% were first-generation university students, which was 1.1% less than the 2021 census (34.4%). Of these first-generation students, more than 70% of respondents reported being born in Canada, regardless of census year.

When asked about financial support, slightly more than half of the respondents (54.4%) indicated that they received financial support from the "Government of Alberta or the University of Alberta" in the 2023 census, which was 2.6% more than the 2021 census. Slightly more than half of respondents also indicated they received financial support from immediate or extended family, irrespective of survey year. When students were asked about their sources of debt, 4.2% fewer respondents reported having no debt in the 2023 census (50.2%), compared with the 2021 census (54.4%). However, of those respondents who reported having debt, all sources of debt increased since the 2021 census: financial institutions[4] (by 3.2%), government student loans (by 2.2%), parents/family loans (by 1.6%) and other sources (by 0.6%).

Students were also asked about their total income: 14.9% earned more than $30,000, which increased by 2.3% since 2021. When asked whether the financial resources available to them cover their needs, 48.7% of the respondents agreed or strongly agreed (down from 53.5% in 2021), while 32.2% of respondents disagreed or strongly disagreed (up from 27.1% in 2021).

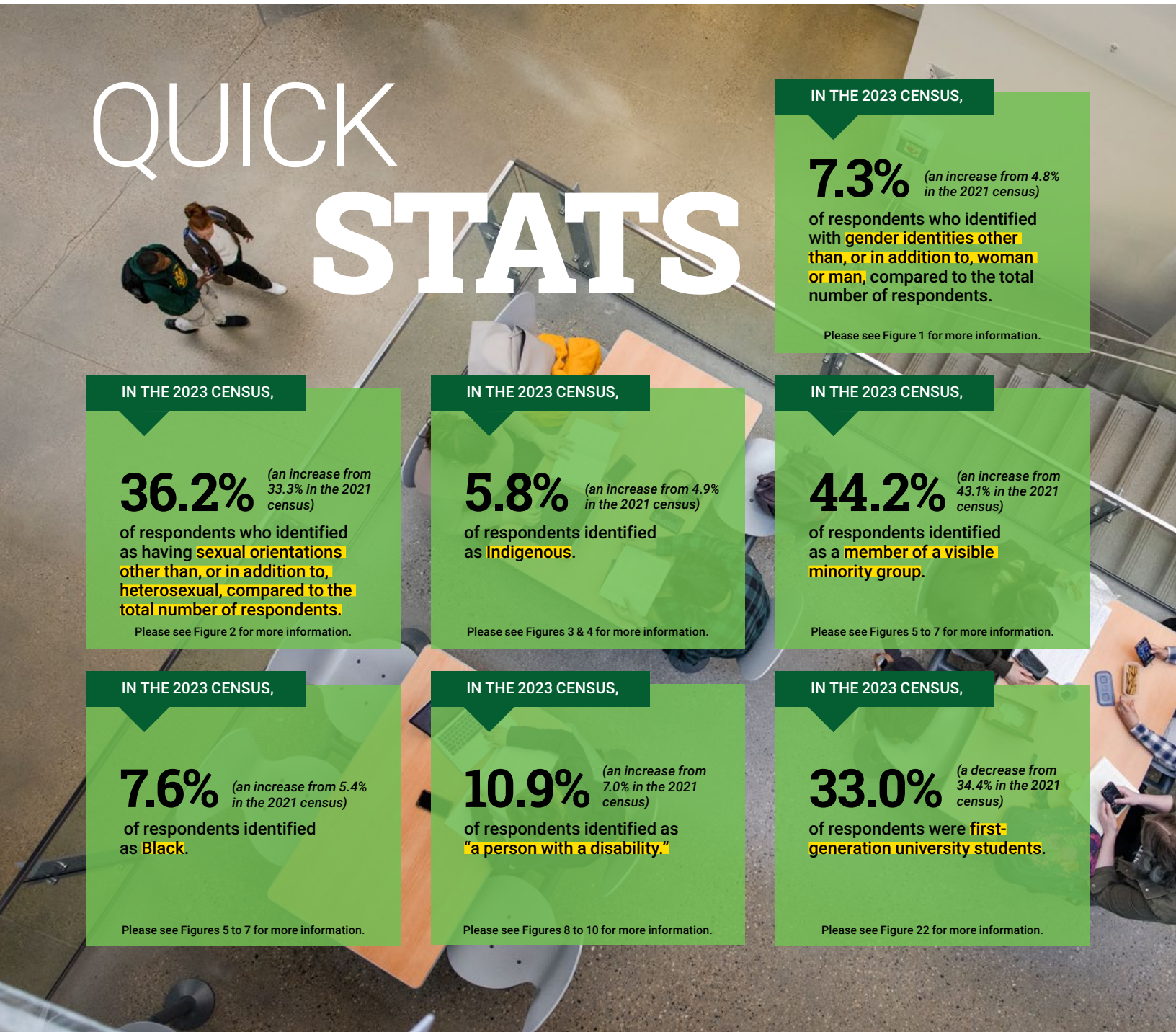
Employment data indicated approximately half of the students (51.4%) were employed at the time of data collection, which increased by 1.9% compared with the 2021 census. Close to one-third of the participants (30.7%) indicated they were not working nor seeking employment at the time of the data collection (which decreased by 2.5% since the 2021 census), while about one-sixth of the participants (17.9%) were unemployed but were interested in finding work (which increased by 0.6% since the 2021 census).

[3] First-generation university students are defined as students whose parents'/caregivers' highest level of education did not include university credentials.

[4] Includes loans, credit cards or lines of credit from financial institutions.

BELONGING

In the 2023 census, approximately eight out of ten respondents (80.2%) either agreed or strongly agreed with the statement *"I feel comfortable at the University of Alberta."* About four out of ten respondents (40.7%) agreed or strongly agreed with the statement *"I feel that the University of Alberta values me."* Half of the respondents (50.2%) agreed or strongly agreed with the statement *"I feel like I am part of a community at the University of Alberta."* The results for these measures of belonging are similar to the results from the 2021 census.



QUICK STATS

IN THE 2023 CENSUS,

7.3% *(an increase from 4.8% in the 2021 census)*

of respondents who identified with gender identities other than, or in addition to, woman or man, compared to the total number of respondents.

Please see Figure 1 for more information.

IN THE 2023 CENSUS,

36.2% *(an increase from 33.3% in the 2021 census)*

of respondents who identified as having sexual orientations other than, or in addition to, heterosexual, compared to the total number of respondents.

Please see Figure 2 for more information.

IN THE 2023 CENSUS,

5.8% *(an increase from 4.9% in the 2021 census)*

of respondents identified as Indigenous.

Please see Figures 3 & 4 for more information.

IN THE 2023 CENSUS,

44.2% *(an increase from 43.1% in the 2021 census)*

of respondents identified as a member of a visible minority group.

Please see Figures 5 to 7 for more information.

IN THE 2023 CENSUS,

7.6% *(an increase from 5.4% in the 2021 census)*

of respondents identified as Black.

Please see Figures 5 to 7 for more information.

IN THE 2023 CENSUS,

10.9% *(an increase from 7.0% in the 2021 census)*

of respondents identified as "a person with a disability."

Please see Figures 8 to 10 for more information.

IN THE 2023 CENSUS,

33.0% *(a decrease from 34.4% in the 2021 census)*

of respondents were first-generation university students.

Please see Figure 22 for more information.

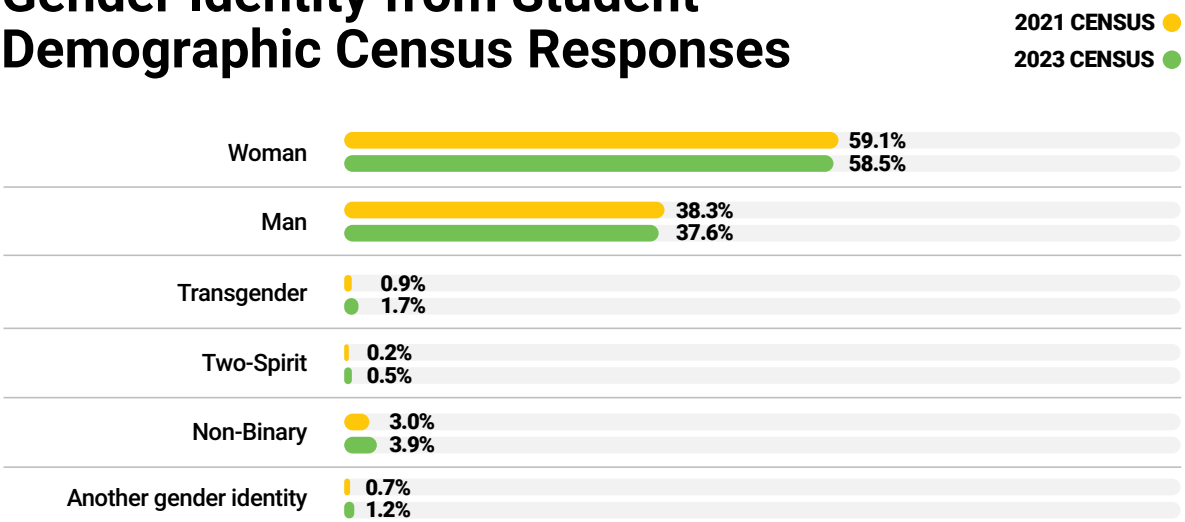
STUDENT DEMOGRAPHICS

GENDER IDENTITY AND SEXUAL ORIENTATION

The most frequently reported categories of gender identity were woman and man. Other gender identities included: transgender, two-spirit, non-binary and a self-identifying category, all of which saw an increase in the 2023 census (between 0.3% to 0.9%) from the 2021 census.

Figure 1.

Gender Identity from Student Demographic Census Responses

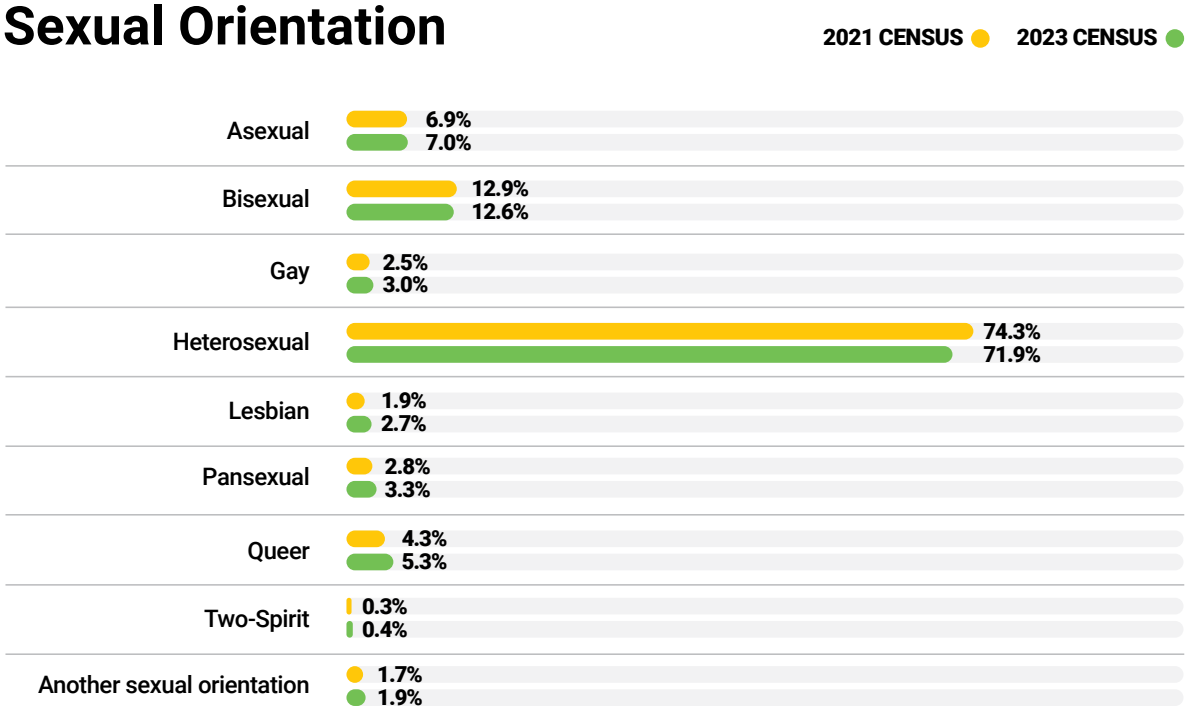


Note: Percentages total to more than 100% because census participants could check more than one response.

In the 2023 census, approximately three-quarters of participants identified as heterosexual (71.9%), with the next largest category being bisexual (12.6%). These proportions were similar in the 2021 census.

Figure 2.

Sexual Orientation



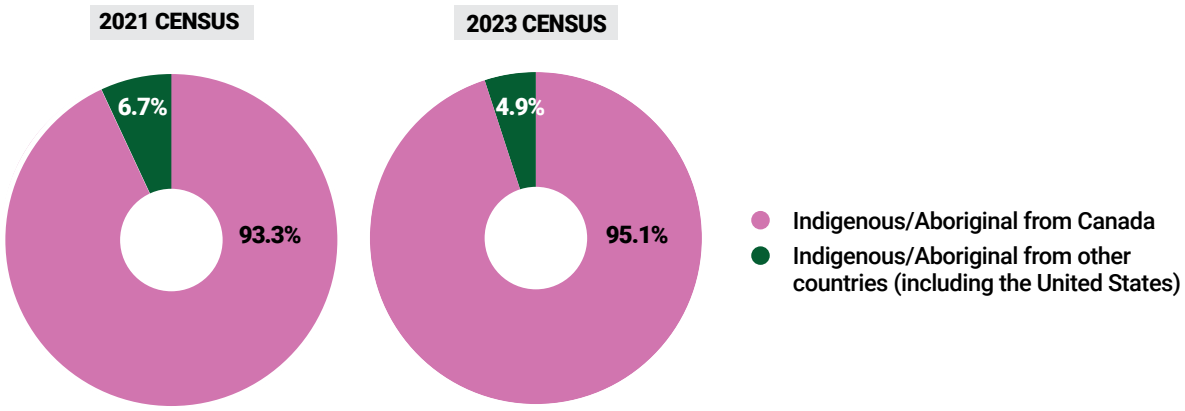
Note: Percentages total to more than 100% because census participants could check more than one response.

INDIGENOUS/ABORIGINAL PEOPLES

In the 2023 census, 5.8% of respondents identified as Indigenous/Aboriginal persons, which was 0.9% more than the 2021 census (i.e., 4.9% identified as Indigenous/Aboriginal persons). As shown in Figure 3, the majority of the students who identified as Indigenous reported that they are from Canada, irrespective of census year.

Figure 3.

Geographic Origin of Students who identified as Indigenous/Aboriginal

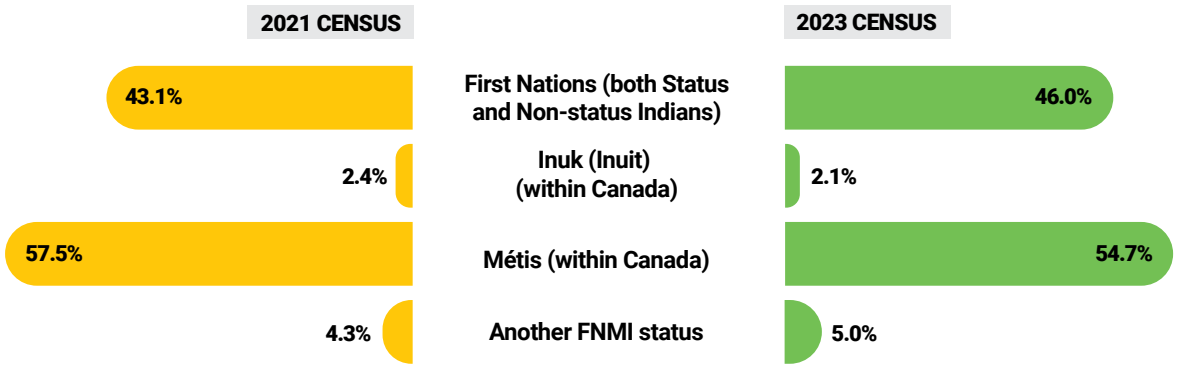


Note: The geographic region "United States" and "Other countries" categories were combined.

Specific identifications of students identifying as Indigenous/Aboriginal are presented in the Figure below. The majority of these students identified as Métis, with just under half identifying as First Nations, in both census years.

Figure 4.

First Nations, Inuit, and Métis (FNIM) Status



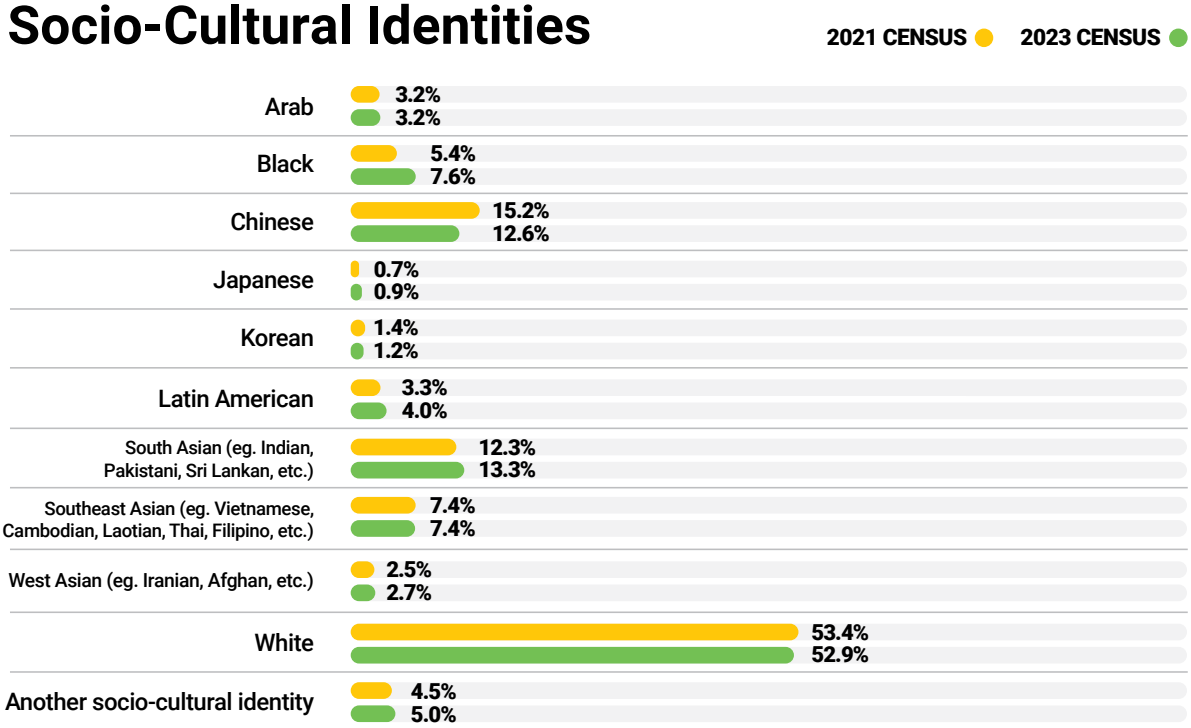
Note: Percentages total to more than 100% because census participants could check more than one response.

SOCIO-CULTURAL IDENTITIES

In the 2023 census, 44.2% of respondents identified as a member of a visible minority[5], which was 1.1% more than the 2021 census (at 43.1%). Of these respondents, 13.3% identified as South Asian, which was the largest visible minority group, followed by Chinese (12.6%). This differed from the 2021 census, where the largest visible minority group was Chinese (15.2%), followed by South Asian (12.3%).

Figure 5.

Socio-Cultural Identities

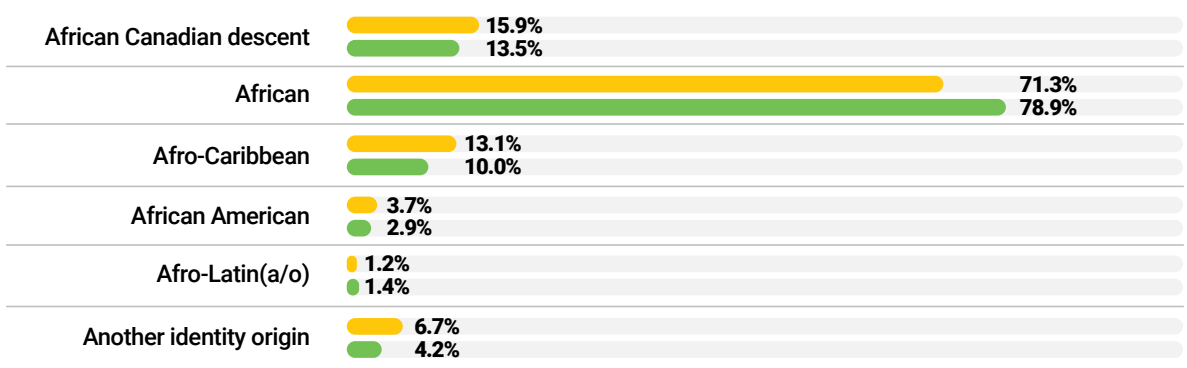


Note: Percentages total to more than 100% because census participants could check more than one response.

Students who identified with a Black socio-cultural identity were further asked about their identity origin. The majority of these students identified as African, regardless of census year.

Figure 6.

Identity Origin of Black Respondents



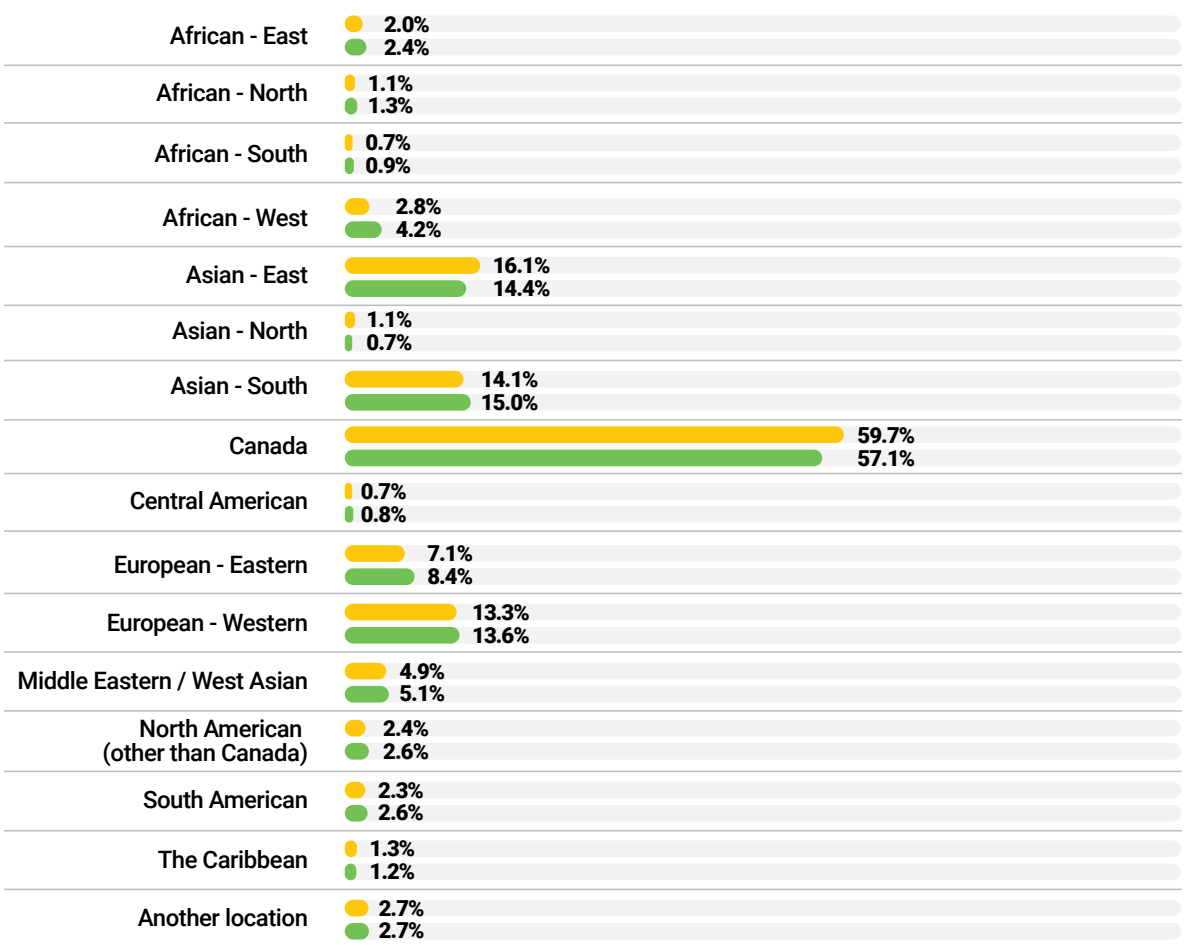
Note: Percentages total to more than 100% because census participants could check more than one response.

[5]Does not include individuals who self-identify as Indigenous, as this was asked in a separate question.

Finally, students were asked which regions they identified with. In the 2023 census, the majority of students identified with Canada (57.1%), with South Asian, East Asian and Western European regions showing the next largest percentages (15.0%, 14.4% and 13.6%, respectively). These proportions were similar in the 2021 census as well.

Figure 7.

Region(s) Students Identify With



Note: Percentages total to more than 100% because census participants could check more than one response.

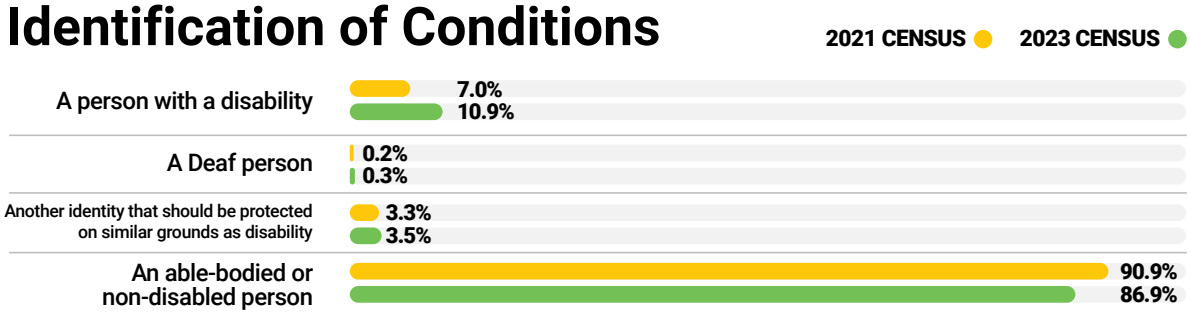
CONDITIONS THAT IMPACT PHYSICAL, SENSORY, LEARNING OR MENTAL ACTIVITIES

In the survey, participants were asked if they identified as “a person with a disability,” “a Deaf person,” “another identity that should be protected on similar grounds as disability” or “an able-bodied or non-disabled person.”

Among the 2023 census results, a total of 10.9% of respondents identified as “a person with a disability,” 3.5% identified as “another identity that should be protected on similar grounds as disability” and 0.3% identified as “a Deaf person.” These proportions are similar to the 2021 census, but there was a notable change for respondents who identified as “a person with a disability,” which was 3.9% more in 2023 than in 2021.

Figure 8.

Identification of Conditions

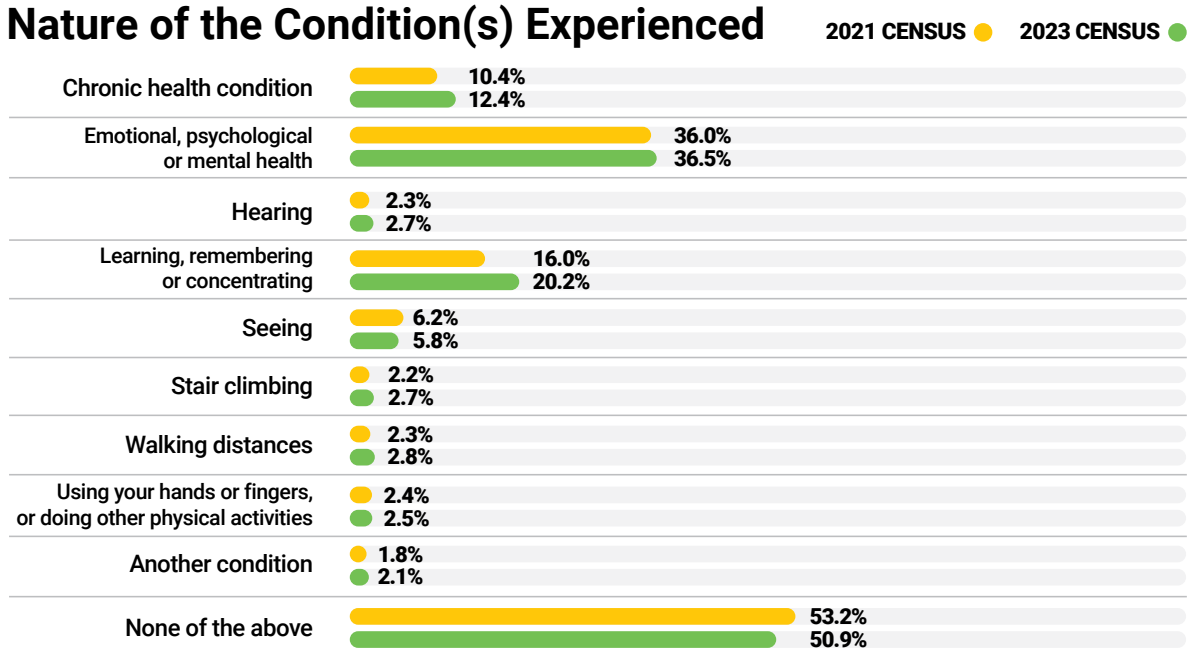


Note: Percentages total to more than 100% because census participants could check more than one response.

All census participants were asked about the nature of the conditions that they experienced. Just over one-third of 2023 respondents experienced “emotional, psychological or mental health” conditions (36.5%), which is followed by “learning, remembering or concentrating” conditions (20.2%) and “chronic health conditions” (12.4%).

Figure 9.

Nature of the Condition(s) Experienced

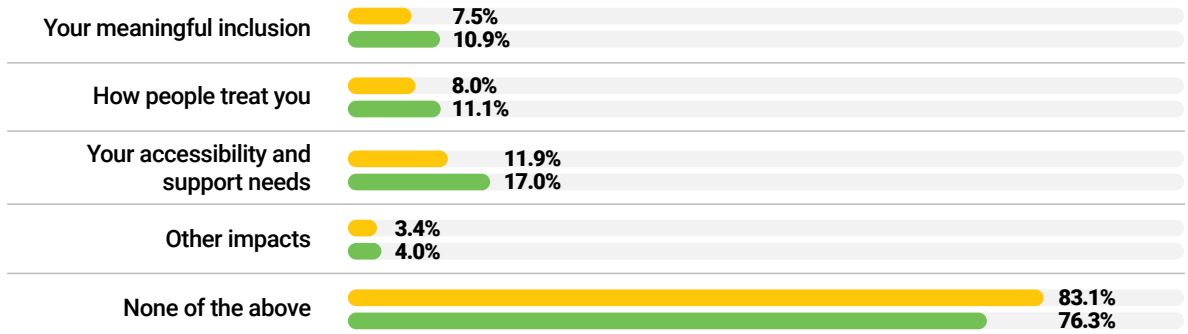


Note: Percentages total to more than 100% because census participants could check more than one response.

Participants were asked if their disability or physical, sensory, learning or mental health related conditions impacted any of the following experiences: their meaningful inclusion, how people treat them, accessibility and support needs, as well as any other self-identified impacts. As shown in the following Figure, a larger proportion of respondents in the 2023 census indicated that their conditions impacted their experiences, for all categories, than in the 2021 census.

Figure 10.

Experiences Impacted by Disability or Physical, Sensory, Learning or Mental Health Conditions



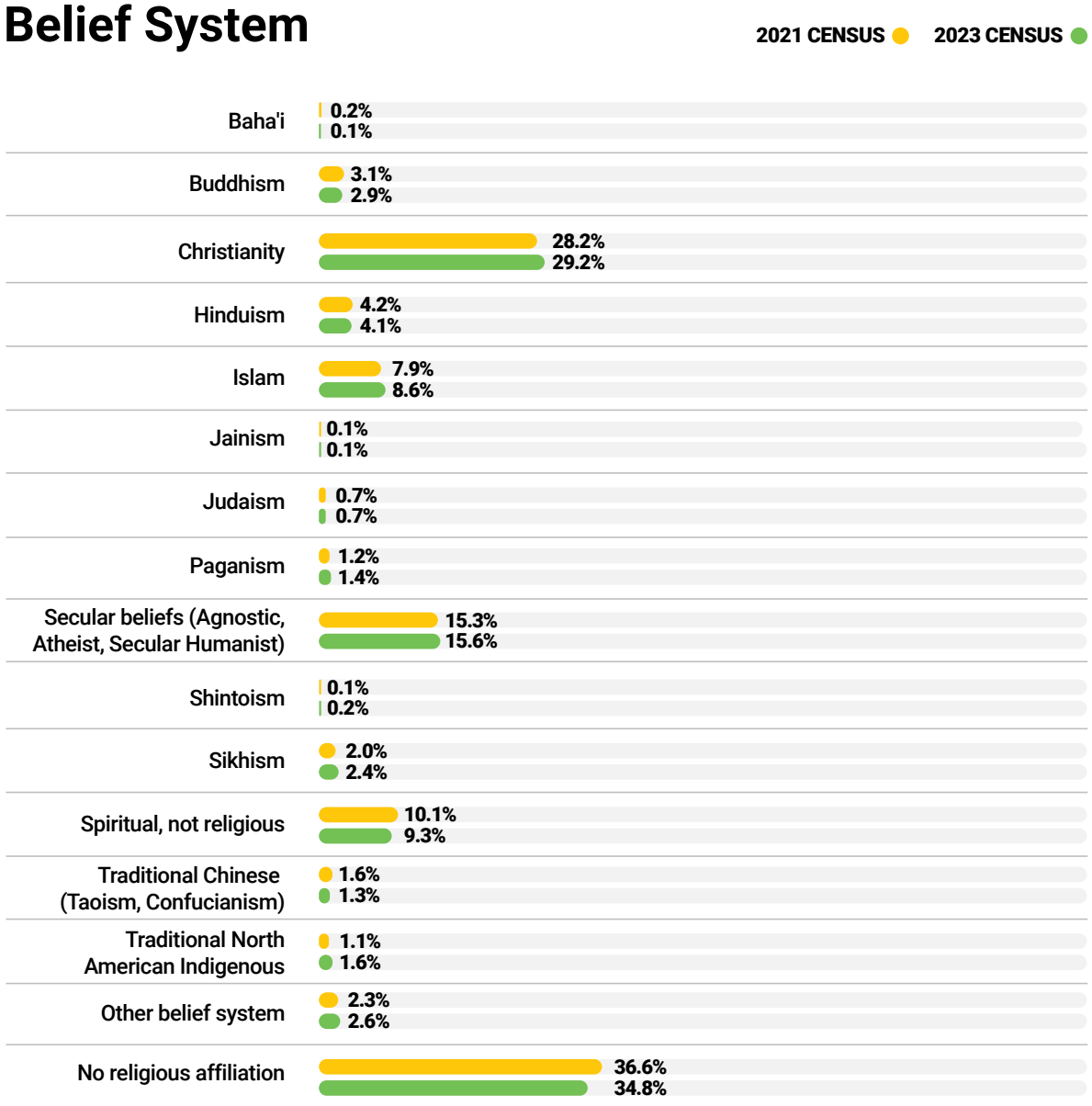
Note: Percentages total to more than 100% because census participants could check more than one response.

BELIEF SYSTEM

Census participants were asked to identify *"Which of the following belief systems best represents your current world view/perspective?"* Respondents with no religious affiliation constituted the largest group, followed by Christianity and secularism, irrespective of census year.

Figure 11.

Belief System



Note: Percentages total to more than 100% because census participants could check more than one response.

COUNTRY OF BIRTH AND CHILDHOOD LANGUAGES SPOKEN

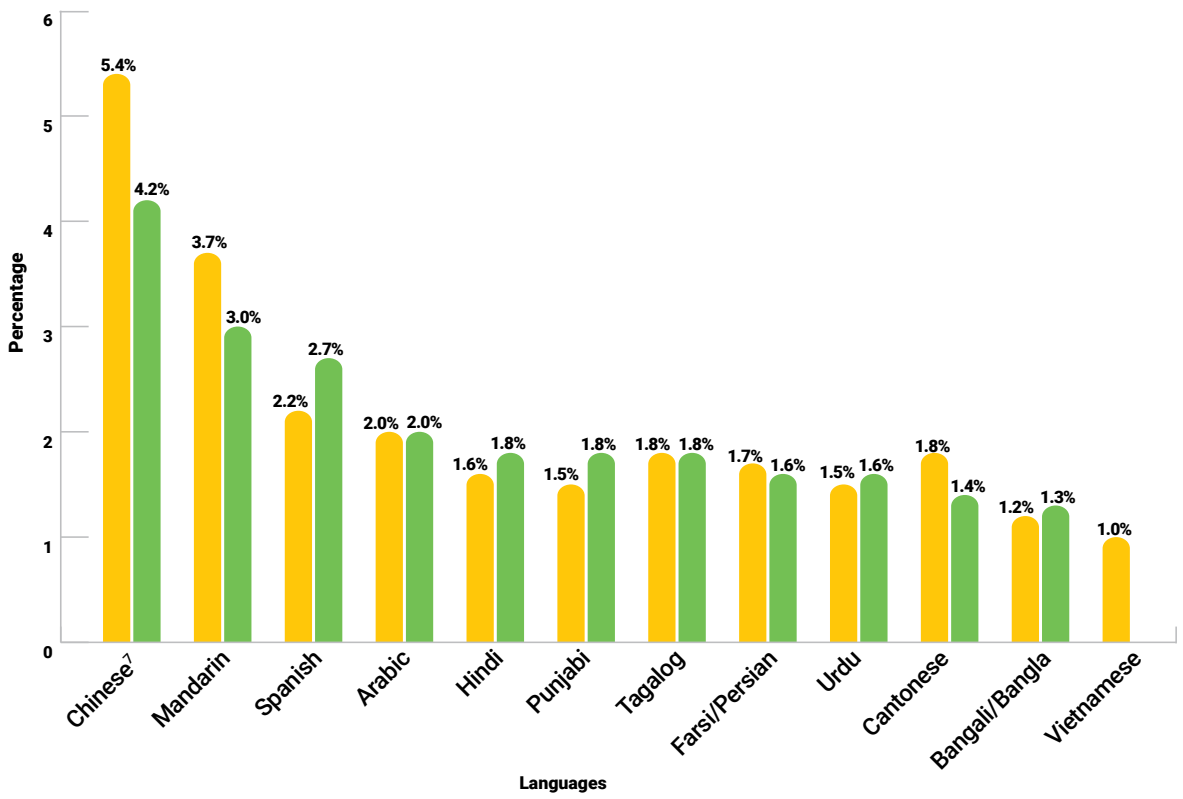
In this section, information about country of birth and childhood languages was elicited from the participants. Among the 2023 census respondents who provided their country of birth, 62.5% were born in Canada (63.1% in 2021) and 37.5% were born outside Canada (36.9% in 2021).

Students were also asked *"What is the language that you first learned at home in childhood?"* In this question, respondents could select either English and/or French, as well as provide another language in an open-ended comment box (multiple languages were accepted). In the 2023 census, English was reported as the childhood language by 71.8% of respondents (71.5% in 2021), while French was reported by 4.6% of respondents (4.0% in 2021). Other childhood languages were reported by 35.2% of the respondents (36.1% in 2021); those childhood languages that were reported by at least 1.0% of the respondents are shown in Figure 12.

Of the respondents who indicated a childhood language other than, or in addition to, English or French, the majority indicated Chinese, followed by Mandarin and Spanish.

Figure 12.

Other Childhood Languages Spoken by More Than 1% of Respondents[6]



Note: Percentages total to more than 100% because census participants could check more than one response. The results for the language "Vietnamese" from the 2023 census are not shown, as it was indicated to be spoken by less than 1% of respondents.

[6] Languages listed in the Figure were from the result of the analysis of census participants' responses and may not follow any specific language classification system. The proportions shown in the Figure were calculated based on all respondents who answered the childhood language question.

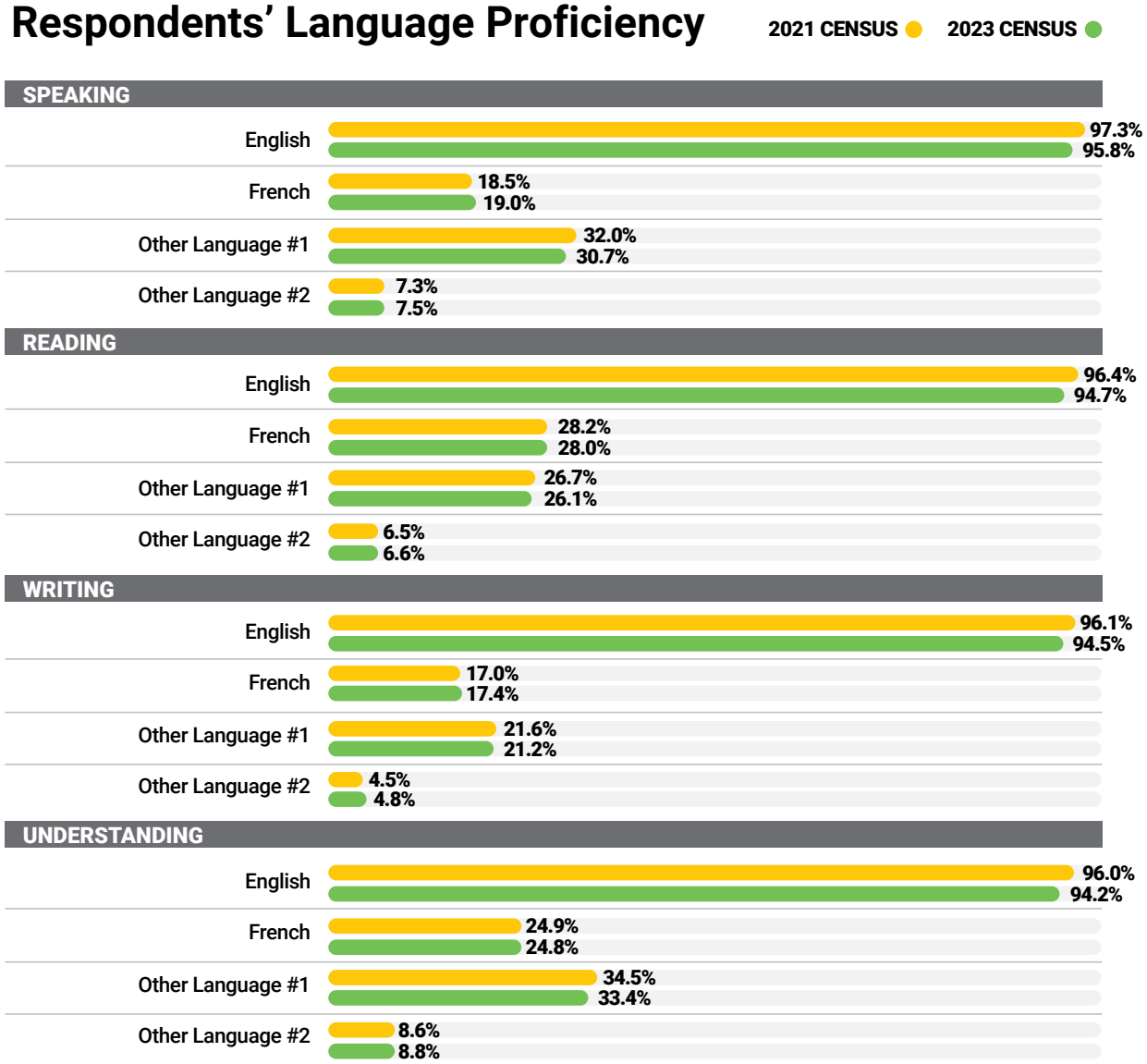
[7] Chinese was indicated as a language by the respondents.

LANGUAGE PROFICIENCY

More than 94.0% of all respondents reported they could speak, read, write and understand English. About one in four respondents reported they could read or understand French, while about one in six respondents reported they could speak or write French. About one in three respondents reported they could speak or understand a language other than English or French, whereas approximately one in four reported they could read or write a language other than English or French. The proportions for the 2023 census are similar to the 2021 census.

Figure 13.

Respondents' Language Proficiency



Note: Percentages total to more than 100% because census participants could check more than one response.

RELATIONSHIP STATUS

Census participants were asked about their relationship status and the responses are presented below. The majority of students reported that they were single, regardless of census year.

Figure 14.

Relationship Status

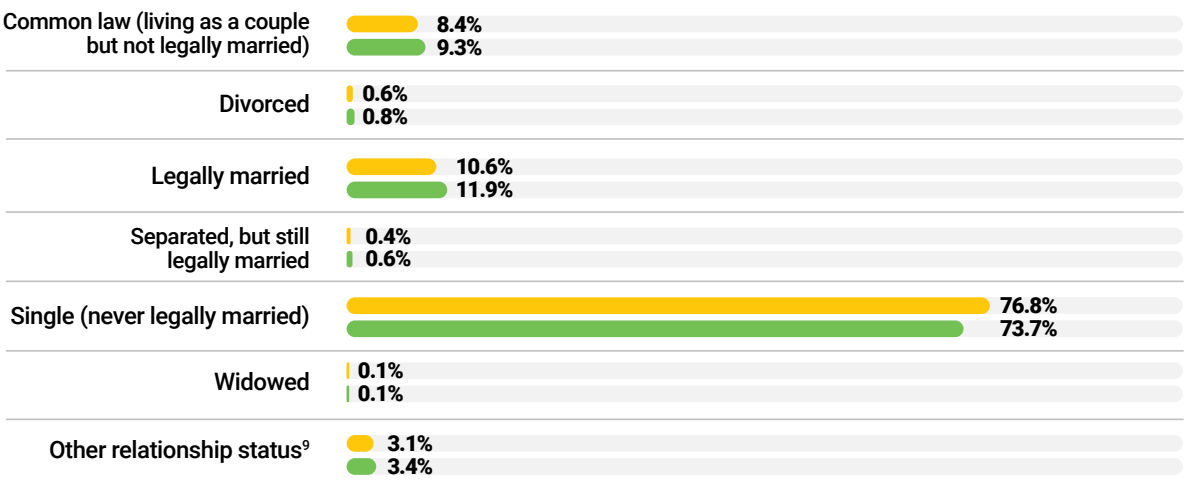
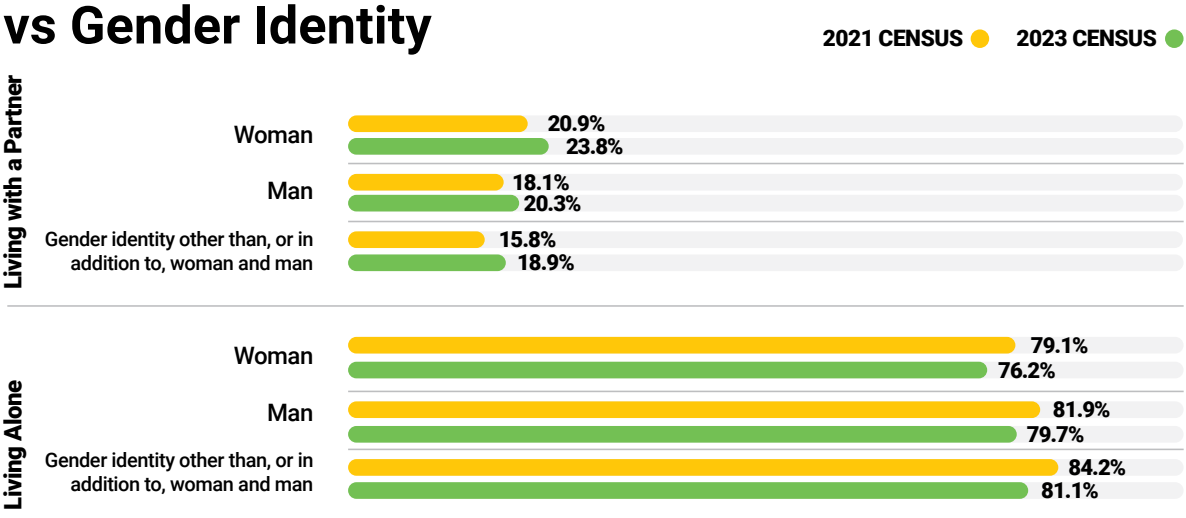


Figure 15 contains information about relationship status living arrangements (i.e., based on the relationship status of the respondents). The majority of respondents reported living alone, regardless of gender identity or census year.

Figure 15.

Relationship Status Living Arrangements[10] vs Gender Identity



Note: Percentages total to more than 100% because census participants could check more than one response.

[9] The "Other" category includes a self-entered relationship status, where the majority of the statuses entered were "Dating" and "Long-term relationship."

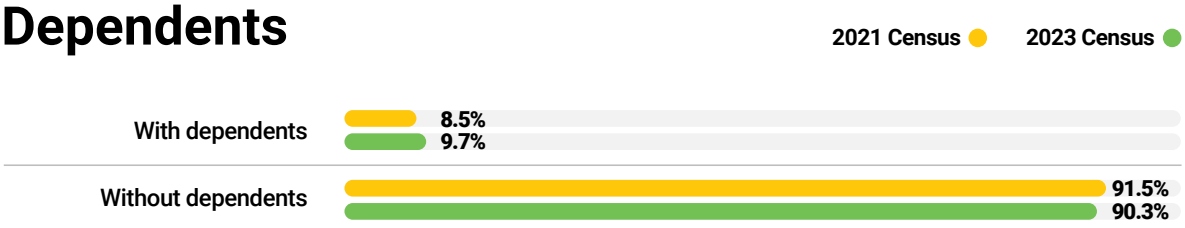
[10] "Living with a partner" includes the relationships: "Legally Married" or "Common Law." "Living Alone" includes the relationships: "Divorced," "Separated, but still legally married," "Single (never legally married)," and "Widowed." The "Other" category under relationship status is excluded from this analysis.

RESPONDENTS WITH DEPENDENTS

Participants were also asked about the number of dependents they had, as well as the ages of those dependents. Most students did not have dependents, regardless of census year.

Figure 16.

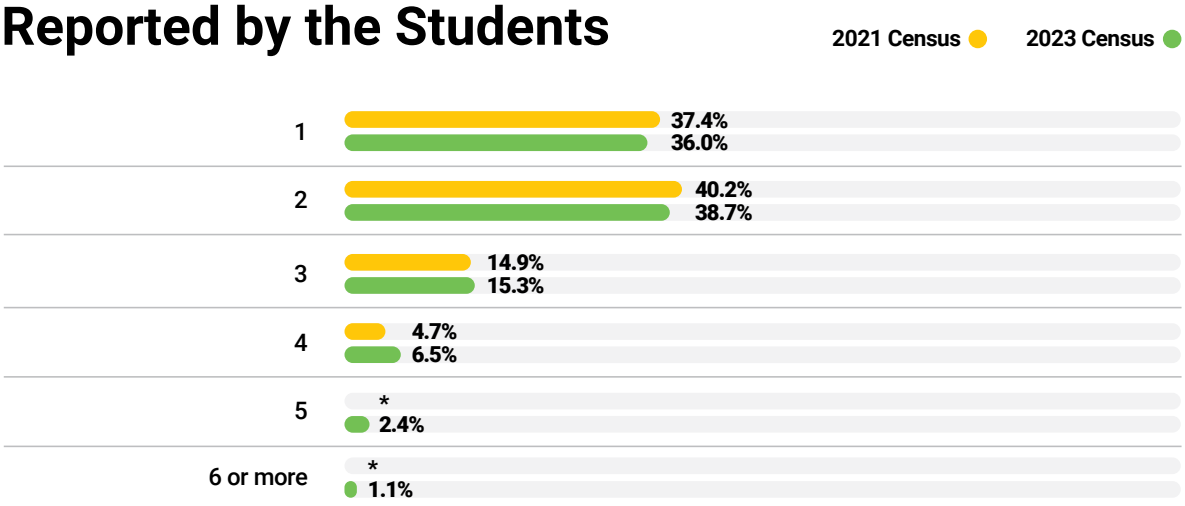
Students with/without Dependents



Of the respondents who reported having dependents (9.7% in 2023), the most common number of dependents was two (38.7% in 2023), closely followed by one dependent (36.0% in 2023), for both census years.

Figure 17.

Number of Dependents Reported by the Students

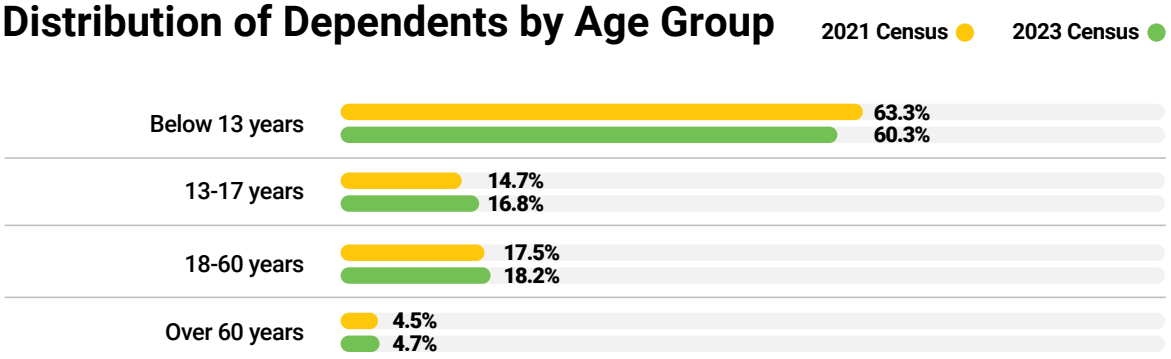


NOTE: The '*' represents categories that were suppressed due to a low number of responses.

The distribution of dependents by age group is presented below. More than half of the dependents were below 13 years of age for both census years.

Figure 18.

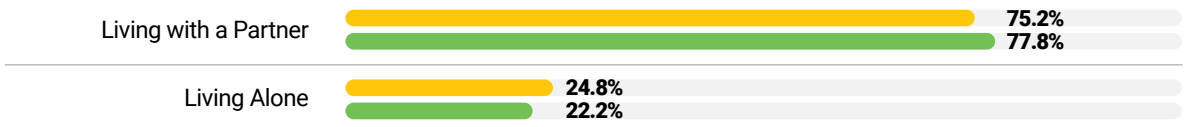
Distribution of Dependents by Age Group



Additionally, the relationship status living arrangements (i.e., responses to the relationship status question) were cross-tabulated with the question about whether the respondent had any dependents. The 2023 census results indicated that 77.8% of students with dependents lived with a partner, compared with 75.2% of students from the 2021 census.

Figure 19.

Relationship Status Living Arrangements[11] of Students with Dependents



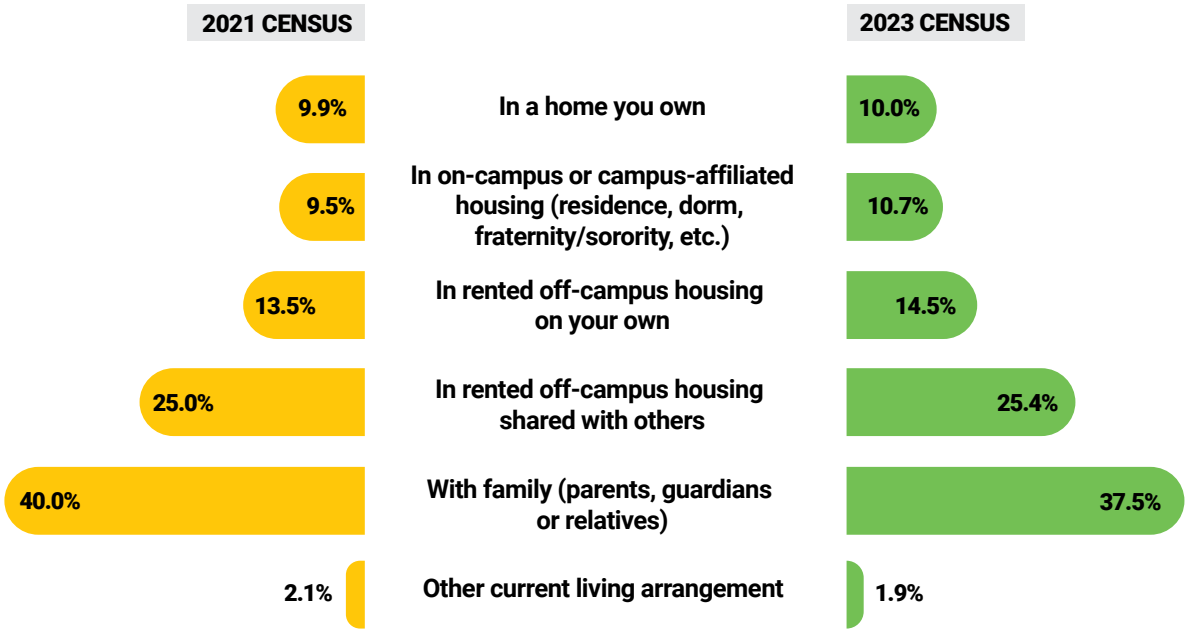
[11] "Living with a partner" includes the relationships: "Legally Married" or "Common Law." "Living Alone" includes the relationships: "Divorced," "Separated, but still legally married," "Single (never legally married)" and "Widowed." The "Other" category under relationship status is excluded from this analysis.

LIVING ARRANGEMENTS

Census respondents were asked about their current living arrangements. Living with family (parents, guardians or relatives) was the most common living arrangement among respondents in both census years. While 10.7% of respondents live in on-campus or campus-affiliated housing (an increase of 1.2% from the 2021 census).

Figure 20.

Current Living Arrangements



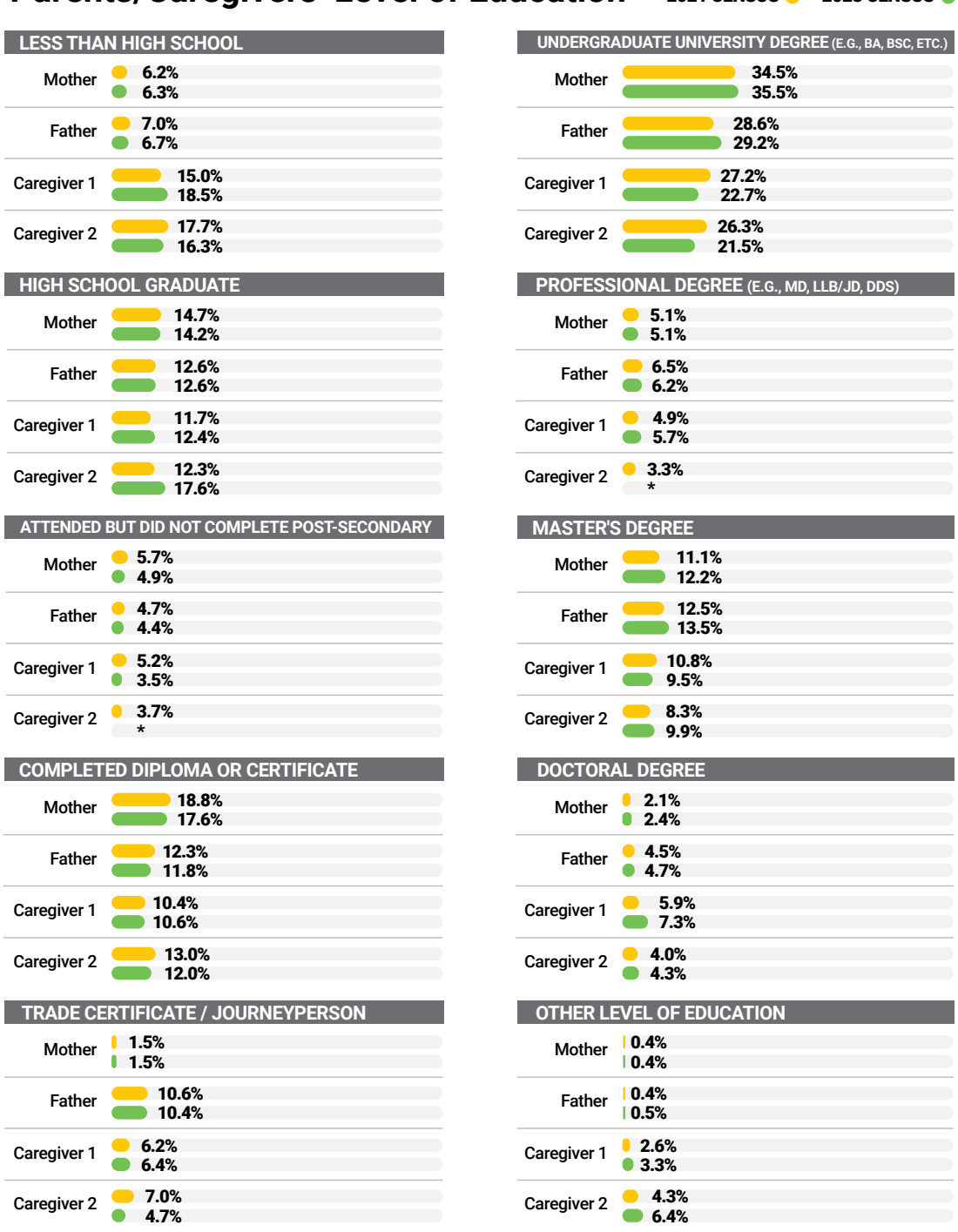
Note: Percentages total to more than 100% because census participants could check more than one response.

CAREGIVERS' LEVEL OF EDUCATION

Census participants were asked the question *"Among your parents/caregivers growing up, what was the highest level of education each person achieved?"* Over half of the respondents' parents or caregivers attained an undergraduate, professional, master's or doctoral degree, in both census years. Under half of caregivers had completed these university degrees in both census years. The levels of education as reported by the census participants are presented in Figure 21.

Figure 21.

Parents/Caregivers' Level of Education



NOTE: The '*' represents categories that were suppressed due to a low number of responses.

FIRST-GENERATION UNIVERSITY STUDENTS

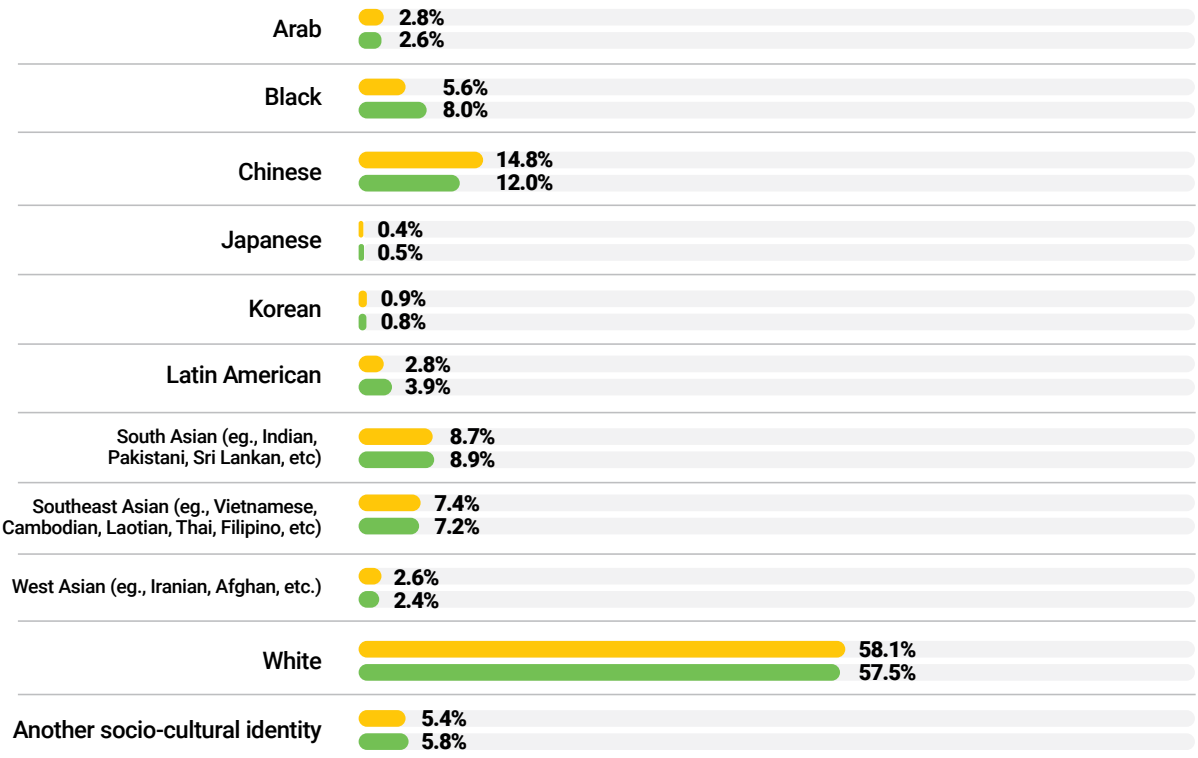
First-generation university students were identified as students whose parents' or caregivers' level of education was at the non-university level (i.e., these students are the first generation in their immediate family to attend university). This included only cases where the specified level of education of all parents/caregivers were non-university credentials[12].

Of the 2023 census respondents who provided the level of education of their mother, father, caregiver 1 and/or caregiver 2, 33.0% were the first generation in their family to attend university (compared with 34.4% in the 2021 census). Of these first-generation students, 71.5% were born in Canada (72.9% in 2021) and 28.5% were born outside of Canada (27.1% in 2021).

The following Figure reviews the specific socio-cultural identities for only first-generation university students. Chinese students were the largest visible minority group of respondents, followed by students who identified as South Asian, irrespective of census year.

Figure 22.

Percentage of Students in Specific Socio-Cultural Identities that are First-Generation University Students



[12] Non-university credentials included the following categories: trade certificate/journeyperson, completed diploma or certificate, attended but did not complete post-secondary education, high school graduate, and less than high school.

ECONOMIC CIRCUMSTANCES & EMPLOYMENT

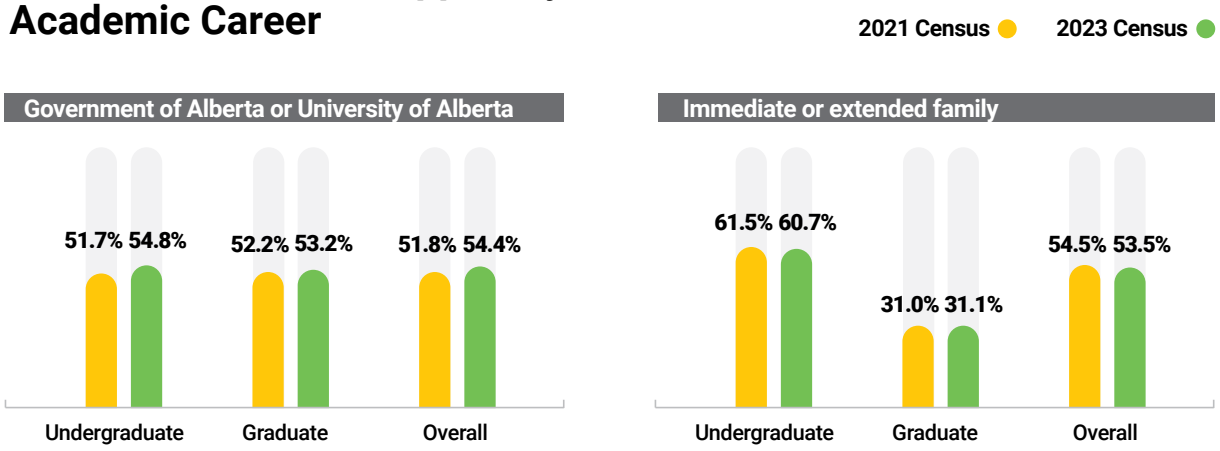
This section contains the results of census participants' responses about their sources of financial support, income, sources of debt, amount of debt and their employment status. Given the differences between undergraduate and graduate students on these items, Figures in this section include a breakdown by academic career.

When asked about the source of financial support, more census participants answered they received financial support from either the Government of Alberta or the University of Alberta in the 2023 census (54.4%) than in the 2021 census (51.8%), which is consistent for both graduate and undergraduate students.

Slightly more than half of census participants (53.5%) indicated in 2023 that they received financial support from immediate or extended family members, which was slightly less than the 2021 census (54.5%). Regardless of the census year, undergraduate students reported that immediate or extended family members were a source of financial support twice as often as graduate students.

Figure 23.

Source of Financial Support by Academic Career

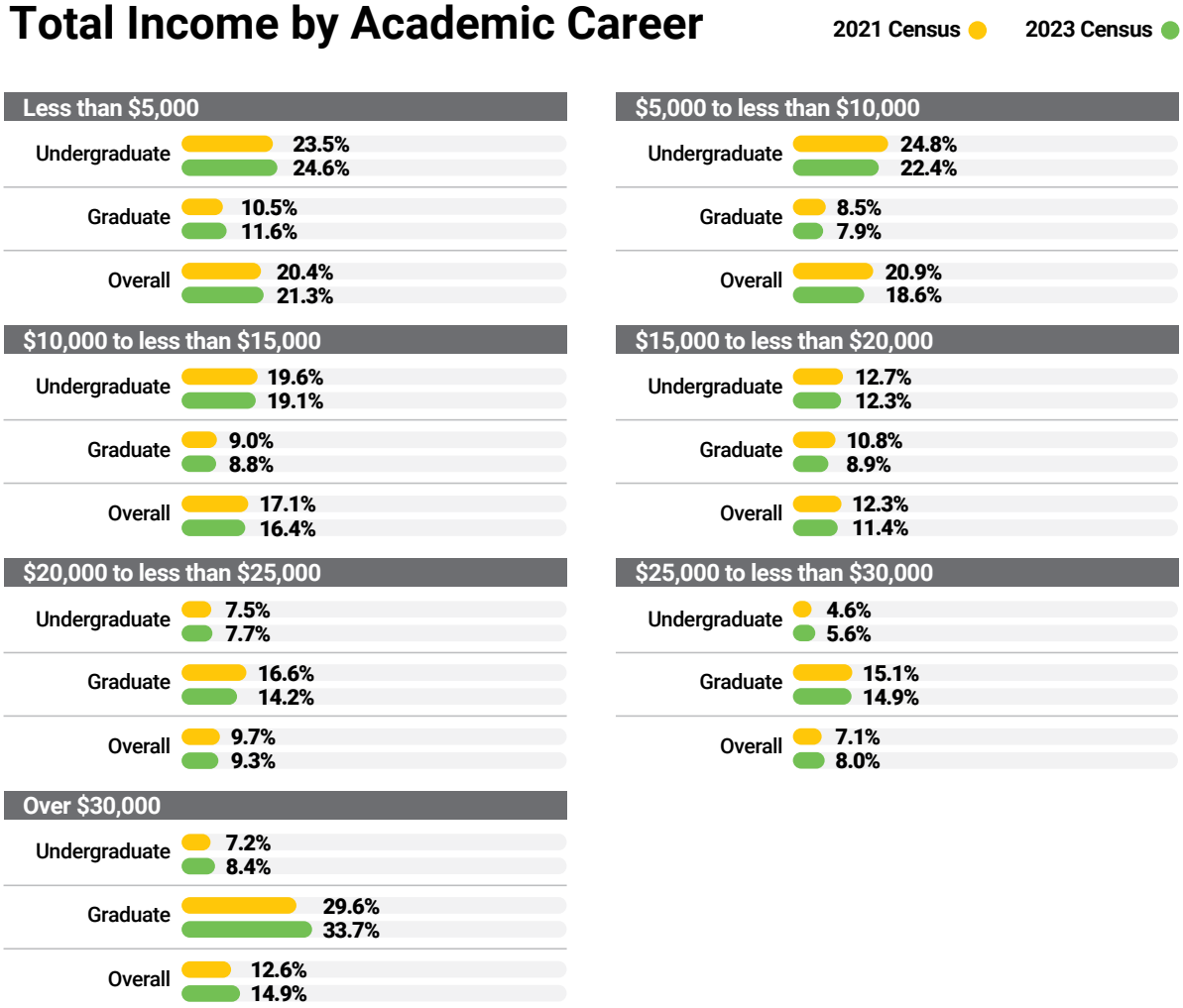


In the 2023 census, just under 60.0% of overall respondents (both undergraduate and graduate) indicated they earned less than $15,000 (i.e., "$10,000 to less than $15,000," or less), and 14.9% indicated they earned above $30,000.

Just under two-thirds of undergraduate students (66.1%) in the 2023 census earned less than $15,000 and only 8.4% earned more than $30,000. A higher proportion of graduate students (33.7%) earned over $30,000.

Figure 24.

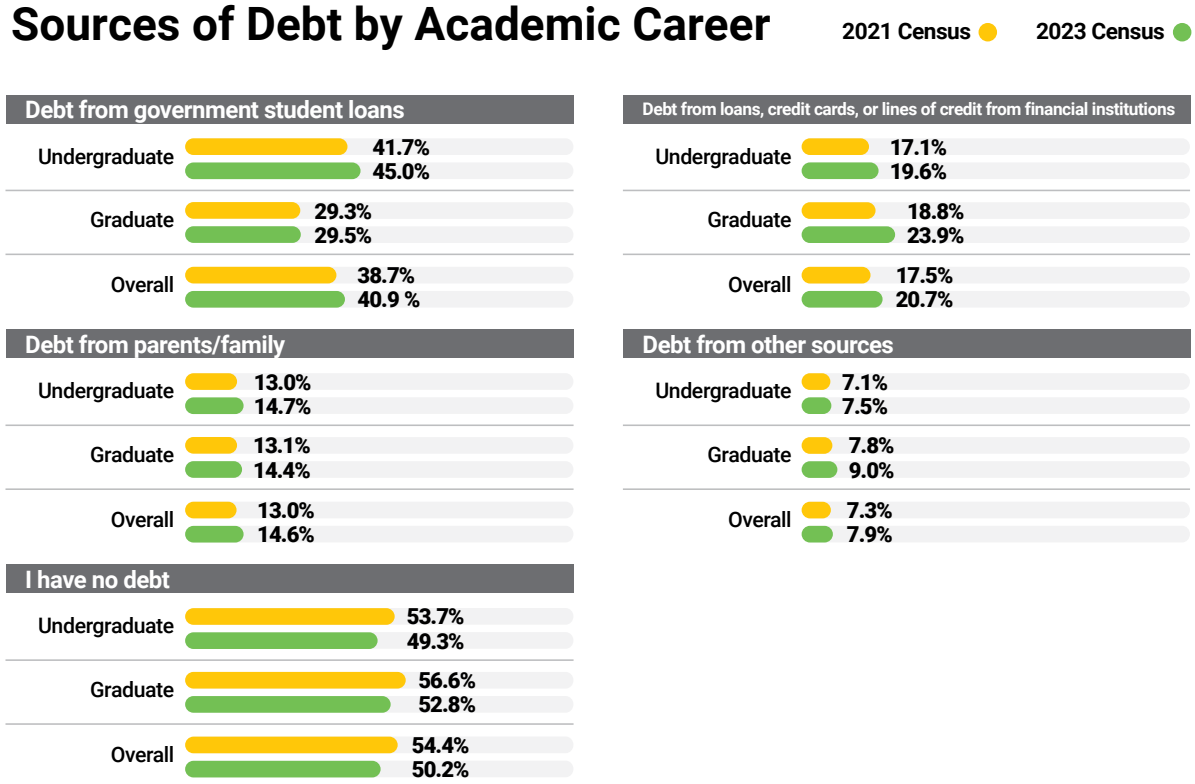
Total Income by Academic Career



Census participants were asked about the value of debts they owed the government (student loans), financial institutions (credit cards, lines of credit or other loans), parents and other family members, and the value of debt from other sources (see Figure 25). In the 2023 census, about half of the respondents replied that they had no debt (50.2%), and this was true for graduate students (52.8%) and undergraduate students (49.3%). Among all respondents, 40.9% said that their debt was from government sources, which was the predominant source of debt for both graduate (29.5%) and undergraduate (45.0%) students.

Figure 25.

Sources of Debt by Academic Career

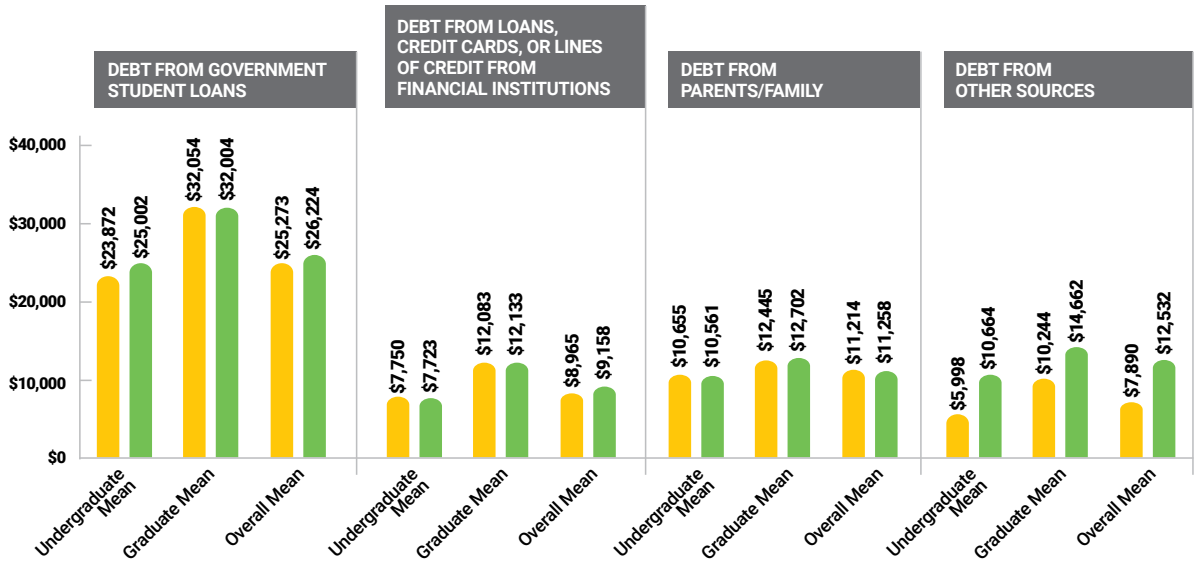


NOTE: Percentages total to more than 100% because census participants could check more than one response. Anomalies and outliers in the data are not removed in the percentage calculation.

Students were asked to indicate the level of debt they owed (via textual input) at the time of the survey. Any outliers (as calculated using statistical formulae) or irrelevant information (e.g., non-numerical text) were removed. Figure 26 presents the average (mean) debt loads. Overall, student debt load from government sources had the highest average ($25,000 or more), regardless of census year. Debt from government sources was highest for both graduate and undergraduate students and was more than double the other sources.

Figure 26.

Level of Debt by Sources and Academic Career

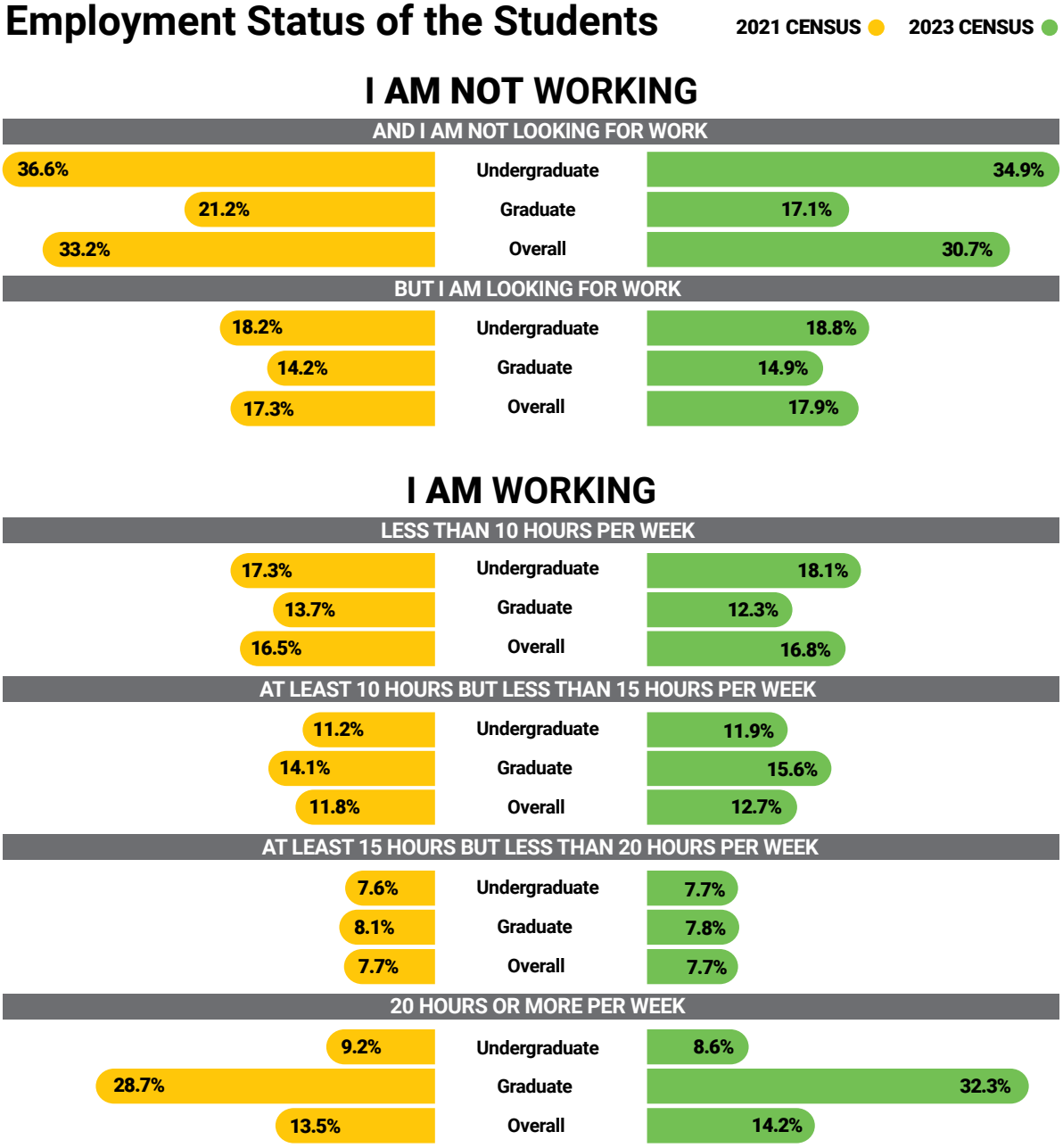


Turning to employment status, about half of the 2023 census participants (51.4%) indicated they had a form of employment (i.e., ranging from less than 10 hours to more than 20 hours per week). Close to one-third of the participants (30.7%) indicated they are currently not working nor seeking employment, while one-sixth of the participants (17.9%) were unemployed and looking for work.

In general, graduate students worked more than undergraduates, irrespective of census year. The percentage of graduate students who indicated they work 20 hours or more per week was 23.7% more than that of undergraduate students in the 2023 census. Conversely, the percentage of undergraduate students who indicated they are not working nor seeking employment was 17.8% more than graduate students in the 2023 census.

Figure 27.

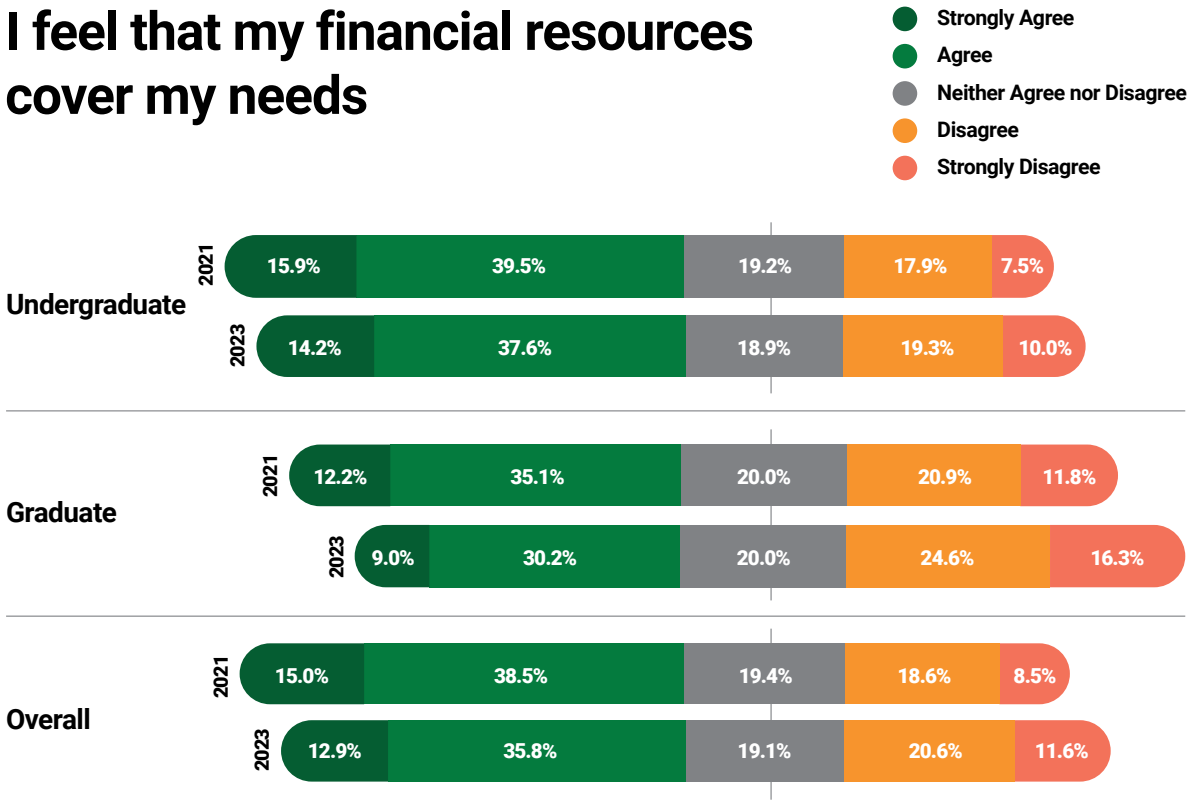
Employment Status of the Students



Students were also asked to provide an overall assessment of whether their financial resources covered their needs. Overall, in the 2023 census, the majority of students (48.7%) agreed or strongly agreed, that *"the financial resources available to them cover their needs,"* whereas 32.2% of the respondents disagreed or strongly disagreed with this statement. However, graduate and undergraduate students differed somewhat in their responses. More undergraduate students (51.8%) than graduate students (39.2%) agreed or strongly agreed with this statement. In contrast, more graduate students (40.9%) than undergraduate students (29.3%) disagreed or strongly disagreed that their financial resources covered their needs.

Figure 28.

I feel that my financial resources cover my needs



BELONGING

Census participants were asked a series of questions to understand if they felt comfortable, valued and a member of the university community.

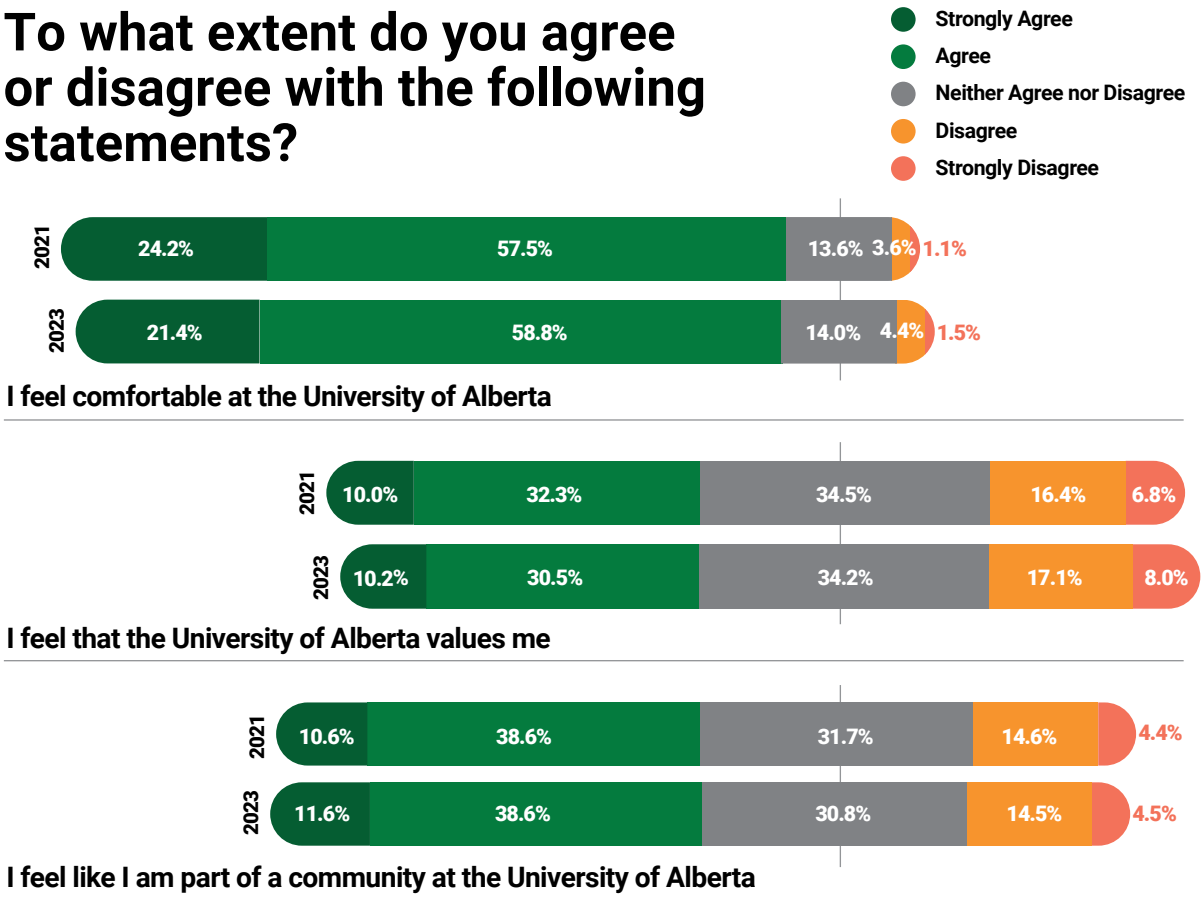
Figure 29 shows that in the 2023 census, 80.2% of respondents agreed or strongly agreed with the statement *"I feel comfortable at the University of Alberta,"* which is 1.5% less than the 2021 census (81.7%).

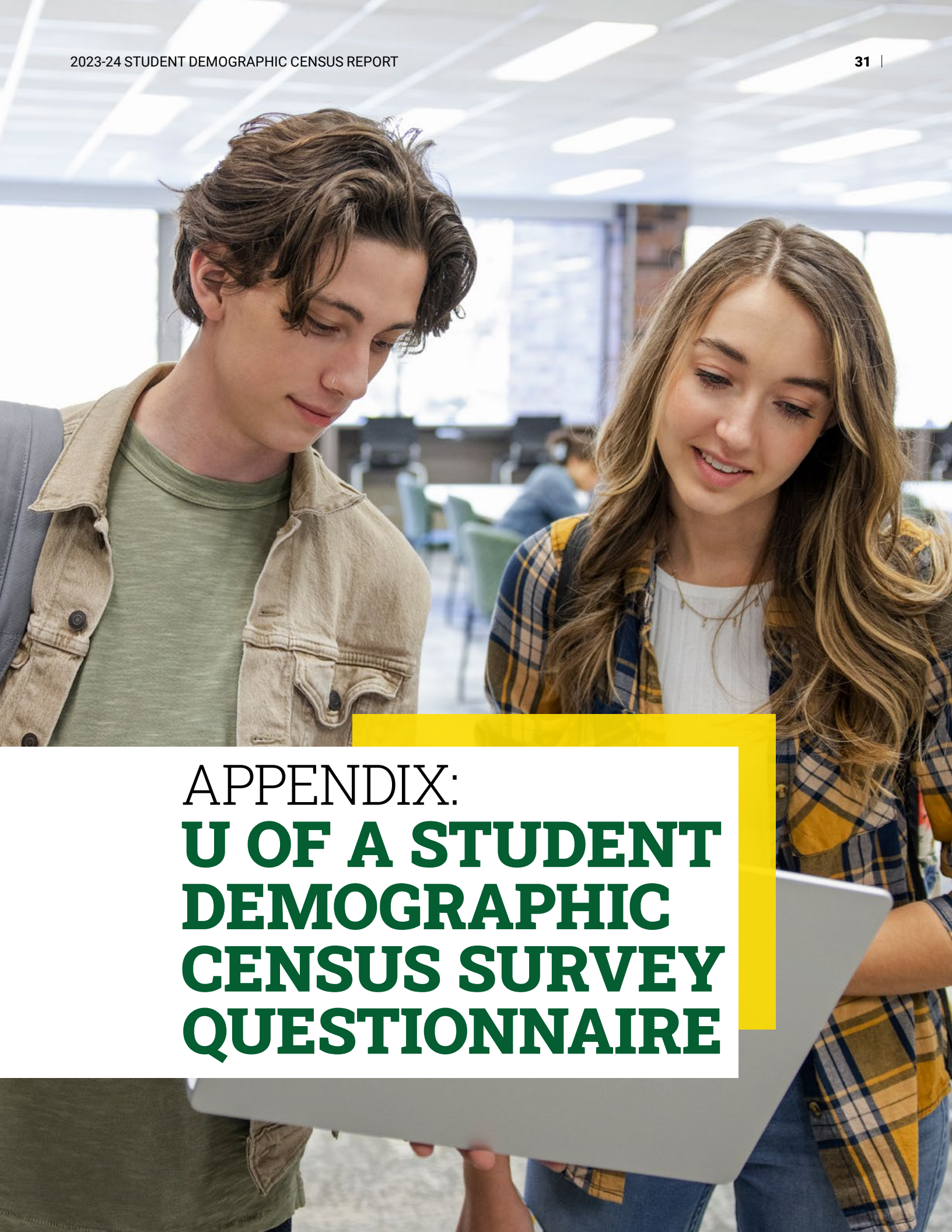
Four out of ten respondents (40.7%) agreed or strongly agreed with *"I feel that the University of Alberta values me"* in the 2023 census, which is 1.6% less than the 2021 census (42.3%).

Finally, about half of the respondents (50.2%) agreed or strongly agreed with *"I feel like I am part of a community at the University of Alberta"* in the 2023 census, which is 1.0% more than the 2021 census (49.2%).

Figure 29.

To what extent do you agree or disagree with the following statements?





APPENDIX: U OF A STUDENT DEMOGRAPHIC CENSUS SURVEY QUESTIONNAIRE

LIVING ARRANGEMENTS

We are collecting living arrangement, relationship and caregiver data because this information can affect things such as health and dental benefits plans (for individuals, partners and/or children), study/life balance, commitments outside of school, etc. Learning more about the items below can therefore lead to more comprehensive analysis.

1. Where are you currently living? (Select all that apply):

- ☐ In a home you own
- ☐ In on-campus or campus-affiliated housing (residence, dorm, fraternity/sorority, etc.)
- ☐ In rented off-campus housing on your own
- ☐ In rented off-campus housing shared with others
- ☐ With family (parents, guardians or relatives)
- ☐ Other (please specify: _____)
- ☐ I prefer not to answer

2. Which of the following best describes your current relationship status?

- ☐ Common law (living as a couple but not legally married)
- ☐ Divorced
- ☐ Legally married
- ☐ Separated, but still legally married
- ☐ Single (never legally married)
- ☐ Widowed
- ☐ Other (please specify: _____)
- ☐ I prefer not to answer

3. Do you have any dependents (including children and/or adults) for whom you are a parent/guardian/primary caregiver?

- ☐ Yes (if yes, then continue)
- ☐ No (if no, then skip to Q4)
- ☐ I prefer not to answer (if, then skip to Q4)

How many dependents do you have?

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6 or more
- ☐ I prefer not to answer

Please indicate the age of each dependent, from youngest to oldest:

Dependent 1: _____
Dependent 2: _____
Dependent 3: _____
Dependent 4: _____
Dependent 5: _____

FIRST GENERATION

4. Among your parents/caregivers growing up, what was the highest level of education each person achieved?

	Mother	Father	Caregiver #1	Caregiver #2
Does not apply	☐	☐	☐	☐
Less than high school	☐	☐	☐	☐
High school graduate	☐	☐	☐	☐
Attended but did not complete post-secondary	☐	☐	☐	☐
Completed diploma or certificate	☐	☐	☐	☐
Trade certificate / Journeyperson	☐	☐	☐	☐
Undergraduate university degree (e.g., BA, BSc, etc.)	☐	☐	☐	☐
Professional degree (e.g., MD, LLB/JD, DDS)	☐	☐	☐	☐
Master's degree	☐	☐	☐	☐
Doctoral degree	☐	☐	☐	☐
Other (please specify)				
Don't know/unknown	☐	☐	☐	☐

☐ I prefer not to answer

ECONOMIC CIRCUMSTANCES & EMPLOYMENT

5. **Are you receiving any kind of financial support from the government and/or U of A?**

   ☐ Yes
   ☐ No
   ☐ I prefer not to answer

6. **Are you receiving any kind of financial support from your immediate or extended family to attend university?**

   ☐ Yes
   ☐ No
   ☐ I prefer not to answer

7. **What is your best estimate of your total personal income in $CDN, before taxes and deductions, from all sources during the year ending 2023?**

   [Income can come from various sources such as work, parents , bursaries, and scholarships. Please also include income from government sources (examples include student loans, RESP withdrawals, Employment Insurance, CERB payments). This includes all re-payable and non-repayable support.]

   Please indicate which category applies to you. Is it:
   ☐ Less than $5,000
   ☐ $5,000 to less than $10,000
   ☐ $10,000 to less than $15,000
   ☐ $15,000 to less than $20,000
   ☐ $20,000 to less than $25,000
   ☐ $25,000 to less than $30,000
   ☐ Over $30,000
   ☐ I don't know
   ☐ I prefer not to answer

8. **To date, how much repayable debt (if any) have you acquired to help finance your university education from the following sources? (By repayable debt, we mean money you currently owe and will have to pay back. Please enter the approximate amount of debt that you incurred from each of the following sources).**

   Please enter whole numbers in Canadian currency and do not include commas, dollar signs or decimal places. For example, enter 2000 rather than $2,000.
   ☐ Debt from government student loans: _____
   ☐ Debt from loans, credit cards or lines of credit from financial institutions: _____
   ☐ Debt from parents/family: _____
   ☐ Debt from other sources: _____
   ☐ I have no debt
   ☐ I prefer not to answer

9. What is your employment status during the current academic term?

- ☐ Not working and I am not looking for work
- ☐ Not working, but I am looking for work
- ☐ I am working less than 10 hours per week
- ☐ I am working at least 10 hours but less than 15 hours per week
- ☐ I am working at least 15 hours but less than 20 hours per week
- ☐ I am working 20 hours or more per week
- ☐ I prefer not to answer

10. I feel that my financial resources cover my needs.

- ☐ Strongly agree
- ☐ Agree
- ☐ Neither agree nor disagree
- ☐ Disagree
- ☐ Strongly disagree
- ☐ I prefer not to answer

GENDER IDENTITY AND SEXUAL ORIENTATION

11. Which term(s) best describes your gender identity (how you identify yourself)? (Select all that apply):

- ☐ Woman
- ☐ Transgender
- ☐ Two-Spirit
- ☐ Non-Binary
- ☐ Man
- ☐ Another gender identity (please specify: _____)
- ☐ I prefer not to answer

12. Which term(s) best describes your sexual orientation (how you describe those you are attracted to)? (Select all that apply):

- ☐ Asexual
- ☐ Bisexual
- ☐ Gay
- ☐ Heterosexual
- ☐ Lesbian
- ☐ Pansexual
- ☐ Queer
- ☐ Two-Spirit
- ☐ Another sexual orientation (please specify: _____)
- ☐ I prefer not to answer

COUNTRY OF BIRTH AND LANGUAGE

13. Where were you born?

- ☐ In Canada
- ☐ Outside of Canada
  How old were you when you came to Canada? _____
- ☐ I prefer not to answer

14. What is the language that you first learned at home in childhood? (Select all that apply):

- ☐ English
- ☐ French
- ☐ Other language (please specify: _____)
- ☐ I prefer not to answer

15. Please indicate what your level of competence is with French and English in the following categories. If you have any ability with other languages, please enter them below. Select all categories that apply:

	Speaking	Reading	Writing	Understanding
English	☐	☐	☐	☐
French	☐	☐	☐	☐
Other Language #1:	☐	☐	☐	☐
Other Language #2:	☐	☐	☐	☐

- ☐ I prefer not to answer

SOCIOCULTURAL IDENTITY AND INDIGENOUS/ABORIGINAL PEOPLES

In accordance with Statistics Canada and the Canada Employment Equity Act, "Aboriginal" is defined by the Government of Canada as First Nations (Status, Non-Status, Treaty), Métis, or Inuit, and was established by the federal government as an umbrella term for diverse Indigenous peoples in Canada. However, this may not be how you identify. Instead, you may identify as Cree, Blackfoot, Mi'kmaq, Dene, or Nakota Sioux, etc. All of these identities are part of the umbrella term of Aboriginal Peoples. You may also identify as an Indigenous person from outside of Canada.

16. Do you identify as an Indigenous/Aboriginal person?

- ☐ Yes (continue)
- ☐ No (skip to Q17)
- ☐ I prefer not to answer (skip to Q17)

16A. Please indicate your geographic origin:

- ☐ Indigenous / Aboriginal from Canada
- ☐ Indigenous / Aboriginal from the United States
- ☐ Indigenous / Aboriginal from another country. (please enter name: _____)
- ☐ I prefer not to answer

16B. Please indicate which applies to you (Select all that apply):

- ☐ First Nations (both Status and Non-Status Indians)
- ☐ Inuk (Inuit) (within Canada)
- ☐ Metis (within Canada)
- ☐ Another (please specify: _____)
- ☐ I prefer not to answer

16C. What Nation(s) do you belong to?

- ☐ Please specify: _____

The Government of Canada and Statistics Canada both define visible minorities as persons – other than Indigenous peoples – who are non-white in colour. We recognize that there may be a preference to instead identify as a "person of colour," or by an individual's race or ethnicity. However, for the purposes of this question, please use the definition provided by the Canada Employment Equity Act and Statistics Canada.

17. Which response best describes you:

- ☐ Visible Minority (non-white)
- ☐ Indigenous / Aboriginal
- ☐ White
- ☐ Unsure
- ☐ I prefer not to answer

18. Please indicate which categories apply to you. (Select all that apply):

- ☐ Arab
- ☐ Black [skip to Q19: all other responses to Q20]
- ☐ Chinese
- ☐ Japanese
- ☐ Korean
- ☐ Latin American
- ☐ South Asian (e.g., Indian, Pakistani, Sri Lankan, etc.)
- ☐ Southeast Asian (e.g., Vietnamese, Cambodian, Laotian, Thai, Filipino, etc)
- ☐ West Asian (e.g., Iranian, Afghan, etc.)
- ☐ White
- ☐ Another (please specify: _____)
- ☐ Don't know
- ☐ I prefer not to answer

19. Which of the following do you identify as?

- ☐ African Canadian Descent
- ☐ African
- ☐ Afro-Caribbean
- ☐ African American
- ☐ Afro-Latin (a/o)
- ☐ Another (please specify: _____)
- ☐ I prefer not to answer

20. With which region(s) do you most closely identify? (Select all that apply):

- ☐ African - East
- ☐ African - North
- ☐ African - South
- ☐ African - West
- ☐ Asian - East
- ☐ Asian - North
- ☐ Asian - South
- ☐ Canadian
- ☐ Central American
- ☐ European - Eastern
- ☐ European - Western
- ☐ Middle Eastern / West Asian
- ☐ North American (other than Canada)
- ☐ South American
- ☐ The Caribbean
- ☐ Other (please specify: _____)
- ☐ No response / I prefer not to answer

BELIEF SYSTEM

Studies have found that religious affiliation is an important element of identity. Therefore, understanding this relationship can complement other equity, diversity, and inclusion data in a meaningful way.

21. Which of the following belief systems best represents your current world view/perspective? (Select all that apply):

- ☐ Baha'i
- ☐ Buddhism
- ☐ Christianity
- ☐ Hinduism
- ☐ Islam
- ☐ Jainism
- ☐ Judaism
- ☐ Paganism
- ☐ Secular beliefs (Agnostic, Atheist, Secular Humanist)
- ☐ Shintoism
- ☐ Sikhism
- ☐ Spiritual, not Religious
- ☐ Traditional (Chinese) (Taoist, Confucian)
- ☐ Traditional (North American Indigenous)
- ☐ Other (please specify: _____)
- ☐ No religious affiliation
- ☐ I prefer not to answer

DISABILITY

For the purpose of this question we've used the Statistics Canada definition, which is "someone who has a 'long-term or recurring physical, mental, sensory, psychiatric or learning' condition(s) that has lasted for at least six months."

22. Do you experience a disability, or a physical, sensory, learning, or mental health related condition that impacts any of the following? (Select all that apply):

- ☐ Your meaningful inclusion
- ☐ How people treat you
- ☐ Your accessibility and support needs
- ☐ Other impacts (please specify: _____)
- ☐ None of the above
- ☐ I prefer not to answer

23. Do you identify as: (Select all that apply):

- ☐ A person with a disability
- ☐ A Deaf person
- ☐ Another identity that should be protected on similar grounds as disability (please specify: _____)
- ☐ An able-bodied or non-disabled person
- ☐ I prefer not to answer

24. Please indicate the nature of the condition(s) you experience. (Select all that apply):

- ☐ Chronic health condition
- ☐ Emotional, psychological, or mental health
- ☐ Hearing
- ☐ Learning, remembering, or concentrating
- ☐ Seeing
- ☐ Stair climbing
- ☐ Walking distances
- ☐ Using your hands or fingers, or doing other physical activities
- ☐ Other (please specify: _____)
- ☐ None of the above
- ☐ I prefer not to answer

BELONGING

25. To what extent do you agree or disagree with the following statements?

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	I Prefer Not to Answer
I feel comfortable at the University of Alberta.	☐	☐	☐	☐	☐	☐
I feel that the University of Alberta values me.	☐	☐	☐	☐	☐	☐
I feel like I am part of a community at the University of Alberta.	☐	☐	☐	☐	☐	☐

Leading with Purpose.

UNIVERSITY OF ALBERTA

Office of the Vice-Provost (ACB)

2-40 South Academic Building
University of Alberta
Treaty 6 Territory and the Métis Homeland
Edmonton AB Canada

uab.ca/acb