



**UNIVERSITY  
OF ALBERTA**



2021-22

# **Student EDI Census Report**

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

JANUARY 17, 2023



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The University of Alberta, its buildings, labs and research stations, are primarily located on the traditional territory of Cree, Blackfoot, Métis, Nakota Sioux, Haudenosaunee (Iroquois), Dene and Ojibway/Saulteaux/Anishinaabe nations; 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 First Nations, Métis and Inuit nations.

# Our Vision

**The University of Alberta is committed to cultivating an institutional culture that values, supports, and promotes equity, human rights, respect, and accountability among faculty, staff, and students.**

In our inclusive community, we encourage and support individual and collaborative efforts to identify and address inequities, and we welcome and enable contributions of all voices as we engage with diverse ideas, knowledge, and perspectives in the pursuit of inclusive excellence for the public good. Learn more about the University of Alberta's vision and commitments:

**[Strategic Plan for Equity, Diversity, and Inclusivity - English](#)**

**[Strategic Plan for Equity, Diversity, and Inclusivity - French](#)**

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# Survey Development & Purpose

The University of Alberta (U of A) is committed to continuous improvement in equity, diversity, and inclusion (EDI). 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 EDI goals, as well as for planning and policy making in general.

The U of A Student EDI 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 maximizes 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.

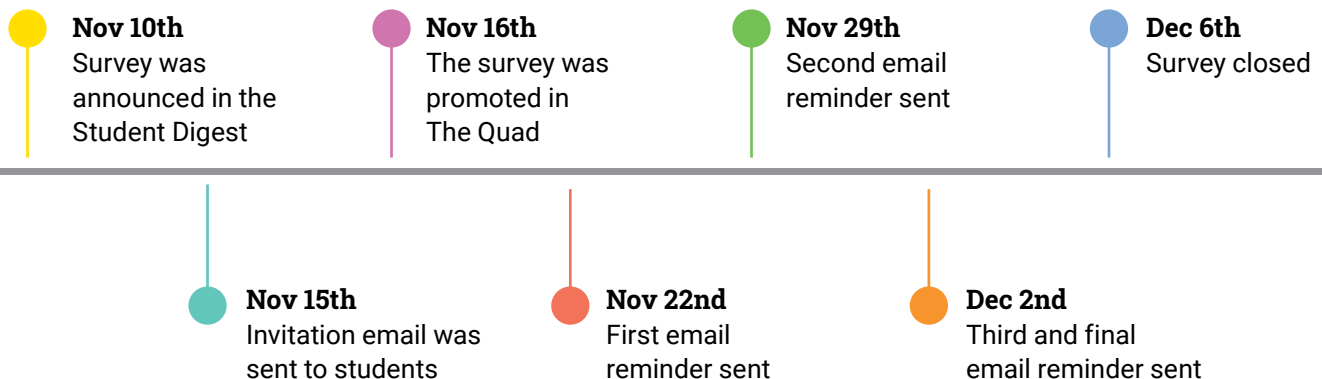
This report balances the need for confidentiality with the desire for complete reporting. In select cases, response categories were collapsed. This was done to facilitate reporting while protecting privacy. Although this approach is not ideal, it complies with the conditions under which the information 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 U of A Student EDI 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%. This report considers these fully completed responses.

## 2021 Timeline







# EXECUTIVE SUMMARY

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



# QUICK STATS

## 33.3%

of respondents identify as a sexual orientation other than, or in addition to, heterosexual.

Please see Table 1A for more information.

## 4.8%

of respondents identify as a gender identity other than, or in addition to, woman or man.

Please see Table 2 for more information.

## 4.9%

of respondents identify as Indigenous.

Please see Tables 3 & 4 for more information.

## 43.1%

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

Please see Tables 5 to 7 for more information.

## 5.4%

of respondents identify as Black.

Please see Tables 5 to 7 for more information.

## 7.0%

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

Please see Tables 8 to 10 for more information.

## 34.4%

of respondents are first-generation university students.

Please see Table 22 for more information.

## DEMOGRAPHIC CHARACTERISTICS

Basic demographic information about students' country of birth indicated that approximately six in ten students were born in Canada. Students were also asked about their childhood languages. In addition to English and French, other childhood languages spoken by more than 1.0% of respondents (and listed in order of frequency) were: Chinese<sup>1</sup>, Mandarin, Spanish, Arabic, Tagalog, Cantonese, Farsi/Persian, Hindi, Punjabi, Urdu, Bangali/Bengali, and Vietnamese.

In response to questions on gender identity, the most frequently reported identity was "woman", followed by "man". The most frequently cited sexual orientation was heterosexual (74.3%), followed by bisexual (12.9%).

An analysis of the responses to the Indigenous identity question revealed that 4.9% of the respondents identified as Indigenous. An analysis of the responses collected for visible minority status revealed that 43.1% of the respondents identified as "a member of a visible minority group" with Chinese being the largest visible minority group, followed by South Asian. Among all survey respondents, 5.4% identified as Black and the majority of those identified as African (71.3%).

Data relating to disability revealed that 7.0% of respondents identified as "a person with a disability", 0.2% identified as "a Deaf person", while 3.3% reported that they have "another identity that should be protected on similar grounds as disability". The most common conditions reported are "emotional, psychological, or mental health", followed by "learning, remembering, or concentrating". Of these individuals, 11.9% reported their disability impacts their accessibility and support needs, and 8.0% reported that it affects how people treat them.

Respondents with no religious affiliation constituted the largest group, followed by Christianity and Secularism.

## LIVING AND ECONOMIC CIRCUMSTANCES

Approximately 40.0% of the students reported living with family (i.e., parents, guardians, or relatives), while 9.9% reported living on campus or in campus-affiliated housing. Eight percent of students reported having dependents, with two dependents being the most prevalent.

Students were asked to report their parents'/caregivers' highest level of education. Based on their responses, first-generation university students<sup>2</sup> (i.e., students who are the first generation in their immediate family to attend university) can be identified. Out of all students, just over one-third (34.4%) were first-generation university students. Of these first-generation students, 72.9% were born in Canada and 27.1% were born outside of Canada.

When asked about financial support, approximately half of respondents indicated that they received financial support from either the Government of Alberta or the University of Alberta. In addition, about half of respondents indicated that they received financial

<sup>1</sup> Chinese was indicated as a language by the respondents.

<sup>2</sup> First-generation university students are defined as students whose parents'/caregivers' highest level of education did not include university credentials.

support from immediate or extended family. Concerning the level of debt acquired by students: 38.7% indicated that they owed the government an average of \$25,273; 17.5% owed financial institutions an average of \$8,965; 13.0% owed an average of \$11,214 to their parents and family; and 7.3% reported an average debt of \$7,850 to other sources.

Students were also asked about their socioeconomic status: 46.2% of respondents indicated that they earned “equal to or more than \$10,000 but below \$30,000”; while 12.6% earned “more than \$30,000”. When asked whether the financial resources available to them cover their needs, 53.5% of the respondents agreed or strongly agreed, while 27.1% of respondents disagreed or strongly disagreed.

Employment data indicated approximately half of students were employed at the time of data collection. One-third of the participants indicated that they were not working nor seeking employment at the time of the data collection, while about one-sixth of the participants were unemployed but were interested in finding work.

### **BELONGING**

Approximately eight out of ten respondents either agreed or strongly agreed with the statement *“I feel comfortable at the University of Alberta”*. About four out of ten respondents agreed or strongly agreed with the statement *“I feel that the University of Alberta values me”*. Lastly, about half of the respondents agreed or strongly agreed with the statement *“I feel like I am part of a community at the University of Alberta”*.







# STUDENT DEMOGRAPHICS





## GENDER IDENTITY AND SEXUAL ORIENTATION

The most frequently reported categories of gender identity were woman and man. Gender identities with fewer representations included: transgender, two-spirit, non-binary, and a self-identifying category, which altogether represented less than 5.0% of the student respondent population.

**Table 1A. Gender Identity from Student EDI Census Responses**

Gender Identity	Percentage (%)
Woman	59.1
Transgender	0.9
Two-Spirit	0.2
Non-Binary	3.0
Man	38.3
Another gender identity	0.7

NOTE: Percentages total to more than 100% because Census participants could check more than one response.

Approximately three-quarters of participants identified as heterosexual. The next largest category was bisexual (12.9%).

**Table 2. Sexual Orientation**

Sexual Orientation	Percentage (%)
Asexual	6.9
Bisexual	12.9
Gay	2.5
Heterosexual	74.3
Lesbian	1.9
Pansexual	2.8
Queer	4.3
Two-Spirit	0.3
Another sexual orientation	1.7

NOTE: Percentages total to more than 100% because Census participants could check more than one response.

## INDIGENOUS/ABORIGINAL PEOPLES

Among the census participants, 4.9% identified as Indigenous/Aboriginal persons. A distribution of the geographic origin of students who identified as Indigenous is presented in Table 3. The table shows that most of the students who identified as Indigenous reported that they are from Canada.

**Table 3. Geographic Origin of Students Who Identified as Indigenous/Aboriginal**

Geographic Regions	Percentage (%)
Indigenous/Aboriginal from Canada	93.3
Indigenous/Aboriginal from other countries (including the United States)	6.7

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

Specific identifications of students identifying as Indigenous/Aboriginal are presented in Table 4. The majority of these students identified as Metis (57.5%), with just under half (43.1%) identifying as First Nations.

**Table 4. First Nations, Inuit, and Metis (FNIM) Status**

FNMI Status	Percentage (%)
First Nations (both Status and Non-status Indians)	43.1
Inuk (Inuit) (within Canada)	2.4
Metis (within Canada)	57.5
Another FNMI status	4.3

NOTE: Percentages total to more than 100% because Census participants could check more than one response.



## SOCIO-CULTURAL IDENTITIES

Overall, 43.1% of respondents identified as a member of a visible minority<sup>3</sup>. Chinese students were the largest visible minority group at 15.2% of all respondents, followed by students who identified as South Asian (12.3%).

**Table 5. Socio-Cultural Identities**

Socio-Cultural Identity	Percentage (%)
Arab	3.2
Black	5.4
Chinese	15.2
Japanese	0.7
Korean	1.4
Latin American	3.3
South Asian (e.g., Indian, Pakistani, Sri Lankan, etc.)	12.3
Southeast Asian (e.g., Vietnamese, Cambodian, Laotian, Thai, Filipino, etc.)	7.4
West Asian (e.g., Iranian, Afghan, etc.)	2.5
White	53.4
Another socio-cultural identity	4.5

NOTE: Percentages total to more than 100% because Census participants could check more than one response.

<sup>3</sup> Does not include individuals who self-identify as Indigenous, as this was asked in a separate question.

Students who identified with a Black socio-cultural identity were further asked about their identity origin. The majority of these students identified as African (71.3%).

**Table 6. Identity Origin of Black Respondents**

Black Identity Origin	Percentage (%)
African Canadian descent	15.9
African	71.3
Afro-Caribbean	13.1
African American	3.7
Afro-Latin (a/o)	1.2
Another identity origin	6.7

NOTE: Percentages total to more than 100% because Census participants could check more than one response.

Finally, students were asked which regions they identified with. The majority of students identified with Canada (59.7%), with East Asian, South Asian, and Western European regions showing the next largest percentages (16.1%, 14.1% and 13.3%, respectively).

**Table 7. Region(s) Students Identify With**

Region(s)	Percentage (%)
African - East	2.0
African - North	1.1
African - South	0.7
African - West	2.8
Asian - East	16.1
Asian - North	1.1
Asian - South	14.1
Canada	59.7
Central American	0.7
European - Eastern	7.1
European - Western	13.3
Middle Eastern / West Asian	4.9
North American (other than Canada)	2.4
South American	2.3
The Caribbean	1.3
Another location	2.7

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 results, shown in Table 8, a total of 7.0% of respondents identified as “a person with a disability”, 3.3% identified as “another identity that should be protected on similar grounds as disability”, and less than 1.0% identified as “a Deaf person”.

**Table 8. Identification of Condition(s)**

Identification of Condition(s)	Percentage (%)
A person with a disability	7.0
A Deaf person	0.2
Another identity that should be protected on similar grounds as disability	3.3
An able-bodied or non-disabled person	90.9

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 respondents experienced “emotional, psychological, or mental health” conditions (36.0%), which is followed by “learning, remembering, or concentrating” conditions (16.0%) and “chronic health conditions” (10.4%).

**Table 9. Nature of the Condition(s) Experienced**

Nature of Condition(s)	Percentage (%)
Chronic health condition	10.4
Emotional, psychological, or mental health	36.0
Hearing	2.3
Learning, remembering, or concentrating	16.0
Seeing	6.2
Stair climbing	2.2
Walking distances	2.3
Using your hands or fingers, or doing other physical activities	2.4
Another condition	1.8
None of the above	53.2

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 table, a total of 11.9% of the respondents reported that their conditions impacted their accessibility and support needs, and another 8.0% reported that it affected how people treated them.

**Table 10. Experiences Impacted by Disability or Physical, Sensory, Learning, or Mental Health Conditions**

Experiences	Percentage (%)
Your meaningful inclusion	7.5
How people treat you	8.0
Your accessibility and support needs	11.9
Other impacts	3.4
None of the above	83.1

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 (36.6%), followed by Christianity (28.2%), and Secularism (15.3%).

**Table 11. Belief System**

Belief System	Percentage (%)
Baha'i	0.2
Buddhism	3.1
Christianity	28.2
Hinduism	4.2
Islam	7.9
Jainism	0.1
Judaism	0.7
Paganism	1.2
Secular beliefs (Agnostic, Atheist, Secular Humanist)	15.3
Shintoism	0.1
Sikhism	2.0
Spiritual, not Religious	10.1
Traditional Chinese (Taoism, Confucianism)	1.6
Traditional North American Indigenous	1.1
Other belief system	2.3
No religious affiliation	36.6

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 respondents who provided their country of birth, 63.1% were born in Canada and 36.9% were born outside Canada.

Students were also asked *“What is the language that you first learned at home in childhood?”*. Please note that this question was open-ended, where students provided textual data and multiple responses were accepted. English was reported as the childhood language by 71.5% of respondents, while French was reported by 4.0% of respondents. Other childhood languages

were reported by 36.1% of the respondents; those childhood languages that were reported by at least 1.0% of the respondents are shown in Table 12. The childhood language spoken by the largest number of respondents was Chinese<sup>4</sup> (5.4%), followed by Mandarin (3.7%).

**Table 12. Other Childhood Languages Spoken by More Than 1.0% of Respondents<sup>5</sup>**

Language	Percentage (%)
Chinese <sup>4</sup>	5.4
Mandarin	3.7
Spanish	2.2
Arabic	2.0
Tagalog	1.8
Cantonese	1.8
Farsi/Persian	1.7
Hindi	1.6
Punjabi	1.5
Urdu	1.5
Bengali/Bangla	1.2
Vietnamese	1.0

NOTE: Percentages total to more than 100% because Census participants could check more than one response.

## LANGUAGE PROFICIENCY

More than 95.0% 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.

**Table 13. Respondents' Language Proficiency**

	English (%)	French (%)	Other Language #1 (%)	Other Language #2 (%)
Speaking	97.3	18.5	32.0	7.3
Reading	96.4	28.2	26.7	6.5
Writing	96.1	17.0	21.6	4.5
Understanding	96.0	24.9	34.5	8.6

NOTE: Percentages total to more than 100% because Census participants could check more than one response.

<sup>4</sup> Chinese was indicated as a language by the respondents.

<sup>5</sup> Languages listed in the table were from the result of the analysis of census participants' responses and may not follow any specific language classification systems. The proportions shown in the table were calculated based on all respondents who answered the childhood language question.

## RELATIONSHIP STATUS

Census participants were asked about their relationship status and the responses are presented in Table 14. Overall, most of the students were single (76.8%).

**Table 14. Relationship Status**

Relationship Status	Percentage (%)
Common law (living as a couple but not legally married)	8.4
Divorced	0.6
Legally married	10.6
Separated, but still legally married	0.4
Single (never legally married)	76.8
Widowed	0.1
Other relationship status <sup>6</sup>	3.1

Table 15 contains information about relationship status living arrangements (i.e., based on the relationship status of the respondents).

**Table 15. Relationship Status Living Arrangements<sup>7</sup> vs Gender Identity**

	Woman (%)	Man (%)	Gender identity other than, or in addition to, woman and man (%)
Living with a Partner	20.9	18.1	15.8
Living Alone	79.1	81.9	84.2

NOTE: Percentages total to more than 100% because Census participants could check more than one response.

## RESPONDANTS 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 (91.5%), while 8.5% of students reported having dependents.

**Table 16. Students with/out Dependents**

With/out Dependents	Percentage (%)
With dependents	8.5
Without dependents	91.5

<sup>6</sup> The "Other relationship status" category includes a self-entered relationship status, where the majority of the statuses entered were "Dating" and "Long-term relationship".

<sup>7</sup> "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.



Out of the 8.5% of respondents who reported having dependents, the most common number of dependents was two (40.2%), closely followed by one dependent (37.4%).

**Table 17. Number of Dependents Reported by the Students**

Number of Dependents	Percentage (%)
1	37.4
2	40.2
3	14.9
4	4.7
5	*
6 or more	*

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

A distribution of dependents by age group is presented in Table 18. Most of the dependents were below 13 years of age.

**Table 18. Distribution of Dependents by Age Group**

Age Group	Percentage (%)
Below 13 years	63.3
13-17 years	14.7
18-60 years	17.5
Over 60 years	4.5

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 results indicate that 75.2% of students with dependents live with a partner.

**Table 19. Relationship Status Living Arrangements<sup>8</sup> of Students with Dependents**

	Living with a Partner (%)	Living Alone (%)
With Dependents	75.2	24.8

## LIVING ARRANGEMENTS

Census respondents were asked about their current living arrangements. A distribution of all living arrangements is presented in Table 20. Living with family (parents, guardians, or relatives; 40.0%) was the most common living arrangement among respondents. Close to 10.0% of the respondents indicated that they live on campus or in campus-affiliated housing.

<sup>8</sup>“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.

**Table 20. Current Living Arrangements**

Current Living Arrangements	Percentage (%)
In a home you own	9.9
In on-campus or campus-affiliated housing (e.g., residence, dorm, fraternity/sorority, etc.)	9.5
In rented off-campus housing on your own	13.5
In rented off-campus housing shared with others	25.0
With family (parents, guardians, or relatives)	40.0
Other current living arrangement	2.1

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?”*. A total of 94.8% of the respondents provided information about their mother’s level of education and 93.3% of the respondents provided information about their father’s level of education. A majority of respondents’ mothers and fathers had attained an undergraduate, professional, master’s, or doctoral degree.

Three and a half percent of respondents provided information about the first caregivers’ level of education and 1.7% of the respondents provided information about the second caregiver’s level of education. Slightly under half of caregivers had completed university degrees. The levels of education as reported by the students are presented in Table 21.

**Table 21. Parents/Caregivers’ Level of Education (%)**

Highest Level of Education	Mother (%)	Father (%)	Caregiver 1 (%)	Caregiver 2 (%)
Less than high school	6.2	7.0	15.0	17.7
High school graduate	14.7	12.6	11.7	12.3
Attended but did not complete post-secondary	5.7	4.7	5.2	3.7
Completed diploma or certificate	18.8	12.3	10.4	13.0
Trade certificate / Journey person	1.5	10.6	6.2	7.0
Undergraduate university degree (e.g., BA, BSc, etc.)	34.5	28.6	27.2	26.3
Professional degree (e.g., MD, LLB/JD, DDS)	5.1	6.5	4.9	3.3
Master’s degree	11.1	12.5	10.8	8.3
Doctoral degree	2.1	4.5	5.9	4.0
Other level of education	0.4	0.4	2.6	4.3

## 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<sup>9</sup>.

Of the respondents who provided the level of education of their mother, father, caregiver 1, and/or caregiver 2, 34.4% were the first generation in their family to attend university. Of these first-generation students, 72.9% were born in Canada and 27.1% were born outside of Canada.

Thinking about this from the opposite perspective, of all students born in Canada, 39.2% were first-generation university students. Of the students born outside of Canada, 25.8% were first-generation university students.

The following table reviews the specific socio-cultural identities for only first-generation university students. Chinese students were the largest visible minority group at 14.8% of respondents, followed by students who identified as South Asian (8.7%).

**Table 22. Percentage of Students in Specific Socio-Cultural Identities That Are First-Generation University Students**

Specific Socio-Cultural Identities	Percentage (%)
Arab	2.8
Black	5.6
Chinese	14.8
Japanese	0.4
Korean	0.9
Latin American	2.8
South Asian (e.g., Indian, Pakistani, Sri Lankan, etc.)	8.7
Southeast Asian (e.g., Vietnamese, Cambodian, Laotian, Thai, Filipino, etc.)	7.4
West Asian (e.g., Iranian, Afghan, etc.)	2.6
White	58.1
Another socio-cultural identity	5.4

NOTE: Percentages total to more than 100% because Census participants could check more than one response.

## 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, tables in this section include a breakdown by academic career.

When asked about the source of financial support, 51.8% of census participants answered that they received financial support from either the Government of Alberta or the University of Alberta, which is consistent for both graduate and undergraduate students.

<sup>9</sup>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.



Census participants were also asked if they received financial support from immediate or extended family members, of which 54.5% of the participants answered “Yes”. However, undergraduate students reported using immediate or extended family members as a source of financial support (61.5%) more than graduate students (31.0%).

**Table 23. Source of Financial Support by Academic Career**

Source of Financial Support	Undergraduate (%)	Graduate (%)	Overall (%)
Government of Alberta or University of Alberta	51.7	52.2	51.8
Immediate or extended family	61.5	31.0	54.5

Of all respondents, 81.9% reported some level of income. Almost 60.0% of respondents indicated that they earned equal to or more than \$10,000. Among these respondents, 12.6% indicated they earned above \$30,000.

Just under half of undergraduate students (48.3%) earned less than \$10,000 and just 7.2% earned more than \$30,000. A higher proportion of graduate students (29.6%) earned over \$30,000.

**Table 24. Total Income by Academic Career**

Total Income	Undergraduate (%)	Graduate (%)	Overall (%)
Less than \$5,000	23.5	10.5	20.4
\$5,000 to less than \$10,000	24.8	8.5	20.9
\$10,000 to less than \$15,000	19.6	9.0	17.1
\$15,000 to less than \$20,000	12.7	10.8	12.3
\$20,000 to less than \$25,000	7.5	16.6	9.7
\$25,000 to less than \$30,000	4.6	15.1	7.1
Over \$30,000	7.2	29.6	12.6

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 Table 25. More than half of the respondents replied that they had no debt, and this was true for both undergraduate (53.7%) and graduate students (56.6%).

Among all respondents, 38.7% said that their debt was from government sources, which was also the predominant source of debt for both graduate (29.3%) and undergraduate (41.7%) students.

**Table 25. Sources of Debt by Academic Career**

Debt Sources	Undergraduate (%)	Graduate (%)	Overall (%)
Debt from government student loans	41.7	29.3	38.7
Debt from loans, credit cards, or lines of credit from financial institutions	17.1	18.8	17.5
Debt from parents/family	13.0	13.1	13.0
Debt from other sources	7.1	7.8	7.3
I have no debt	53.7	56.6	54.4

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. Respondents' values were converted from foreign currency to Canadian dollars, if applicable, using the April 2022 exchange rates<sup>10</sup>. Any outliers (as calculated using statistical formulae) or irrelevant information (e.g., non-numerical text) were removed. Table 26 presents the average (mean) debt loads. Overall, student debt load from government sources had the highest average at \$25,273. Debt from government sources was highest for both graduate (\$32,054) and undergraduate (\$23,872) students, and was more than double the other sources.

**Table 26. Level of Debt by Sources and Academic Career**

Debt Sources	Undergraduate Mean	Graduate Mean	Overall Mean
Debt from government student loans	\$23,872	\$32,054	\$25,273
Debt from loans, credit cards, or lines of credit from financial institutions	\$7,750	\$12,083	\$8,965
Debt from parents/family	\$10,655	\$12,445	\$11,214
Debt from other sources	\$5,998	\$10,244	\$7,890

Turning to employment status, about half of the census participants (49.5%) indicated they had a form of employment (i.e., ranging from less than 10 hours to more than 20 hours per week). About one-third of the participants (33.2%) indicated that they are currently not working nor seeking employment, while one-sixth of the participants (17.3%) were unemployed and looking for work.

In general, graduate students worked more than undergraduates. The percentage of graduate students who indicated that they work 20 hours or more per week was about 20.0% more than that of undergraduate students. Conversely, the percentage of undergraduate students who indicated that they are not working nor seeking employment was about 15.0% more than graduate students.

<sup>10</sup> For any foreign currencies entered, the April 2022 foreign exchange rates from the Bank of Canada were used to convert them to Canadian dollars.

**Table 27. Employment Status of the Students**

Employment Status	Undergraduate (%)	Graduate (%)	Overall (%)
Not working and I am not looking for work	36.6	21.2	33.2
Not working but I am looking for work	18.2	14.2	17.3
I am working less than 10 hours per week	17.3	13.7	16.5
I am working at least 10 hours but less than 15 hours per week	11.2	14.1	11.8
I am working at least 15 hours but less than 20 hours per week	7.6	8.1	7.7
I am working 20 hours or more per week	9.2	28.7	13.5

Students were also asked to provide an overall assessment of whether their financial resources covered their needs. Overall, the majority of students (53.5%) agreed that their finances covered their needs; however, this differed somewhat between graduate and undergraduate students. Slightly more undergraduate students (55.4%) than graduate students (47.3%) agreed with this statement. In contrast, more graduate students (32.7%) than undergraduate students (25.4%) disagreed or strongly disagreed that their financial resources covered their needs.

Overall, 53.5% of the respondents agreed or strongly agreed, that **“the financial resources available to them cover their needs”**, whereas 27.1% of the respondents disagreed or strongly disagreed with this statement.

**Table 28. I Feel That My Financial Resources Cover My Needs**

Response	Undergraduate (%)	Graduate (%)	Overall (%)
Strongly Agree	15.9	12.2	15.0
Agree	39.5	35.1	38.5
Neither Agree nor Disagree	19.2	20.0	19.4
Disagree	17.9	20.9	18.6
Strongly Disagree	7.5	11.8	8.5

## BELONGING

Census participants were asked a series of questions to understand if they felt comfortable, valued, and a member of the university community. Table 29 shows that about eight out of ten respondents (81.7%) agreed or strongly agreed with the statement **“I feel comfortable at the University of Alberta”**.



Four out of ten respondents (42.3%) agreed or strongly agreed with *“I feel that the University of Alberta values me”*.

Finally, about half of the respondents (49.2%) agreed or strongly agreed with *“I feel like I am part of a community at the University of Alberta”*.

**Table 29. To what extent do you agree or disagree with the following statements?**

Response	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 (%)
Strongly Agree	24.2	10.0	10.6
Agree	57.5	32.3	38.6
Neither Agree nor Disagree	13.6	34.5	31.7
Disagree	3.6	16.4	14.6
Strongly Disagree	1.1	6.8	4.4



# Appendix A: U of A Student EDI 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Less than high school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
High school graduate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attended but did not complete post-secondary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Completed diploma or certificate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trade certificate / Journey person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Undergraduate university degree (e.g., BA, BSc, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional degree (e.g., MD, LLB/ JD, DDS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Master’s degree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Doctoral degree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify)	_____	_____	_____	_____
Don’t know/unknown	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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 2021?**

[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. It is:

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

- Debt from government student loans: \_\_\_\_\_  
 Debt from loans, 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
  - i. 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
French	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Language #1 _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Language #2 _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I prefer not to answer

**SOCIO-CULTURAL 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
- 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 belief (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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel that the University of Alberta values me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel like I am part of a community at the University of Alberta.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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